



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.

REGULAR SCHOOL BOARD MEETING

June 25, 2024, at 7 p.m.

John J. Hosmanek Educational Support Center
Board Meeting Room
3600 52nd St., Kenosha WI, 53144

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Regular School Board Meeting
June 25, 2024
Educational Support Center
3600 52nd St.
Kenosha, WI 53144
7:00 PM

I. Pledge of Allegiance	
II. Roll Call of Members	
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V. Legislative Report	
VI. Views and Comments by the Public	
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Kenosha Unified School District
Kenosha, WI
June 25, 2024

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE
Appointment	Bednar	Ian	Indian Trail HS & Academy	Cross Categorical	Instructional	08/26/2024	1
Appointment	Bouterse	Ami	Department of Special Education	Speech Therapist	Instructional	08/26/2024	1
Appointment	Brackett	Brianna	Office of Student Support	Social Worker	Instructional	08/26/2024	1
Appointment	Brown	Charelle	Brass Community School	Grade 3	Instructional	08/26/2024	1
Appointment	Brown	Nicolette	Prairie Lane Elementary School	Grade 1	Instructional	08/26/2024	1
Appointment	Burries	Brandon	Bullen Middle School	Cross Categorical	Instructional	08/26/2024	1
Appointment	Bush	Katherine	Whittier Elementary School	Grade 2	Instructional	08/26/2024	1
Appointment	Campbell	Kelsey	Frank Elementary School	Kindergarten	Instructional	08/12/2024	1
Appointment	Carpenter	Wendy	Grewenow Elementary School	Grade 4	Instructional	08/26/2024	1
Appointment	Cassens	Tristen	Brompton/Dimensions of Learning	Social Studies	Instructional	08/26/2024	1
Appointment	Chitatariso	Mia	Bullen Middle School	Cross Categorical	Instructional	08/26/2024	1
Appointment	Cholak	Julie	Grewenow Elementary School	Intervention Specialist	Instructional	08/26/2024	1
Appointment	Christiansen	Conor	Bullen Middle School	Math	Instructional	08/26/2024	1
Appointment	Collins	Ashley	KTEC	Cross Categorical	Instructional	08/26/2024	1
Appointment	Curtis	Cassandra	KTEC	Math	Instructional	08/26/2024	1
Appointment	Deeter	Jennifer	Prairie Lane Elementary School	Special Education	ESP	08/27/2024	1
Appointment	Eckel	Jennifer	Bradford High School	E.D.	Instructional	08/26/2024	1
Appointment	Freisheim	Heidi	Lance Middle School	Cross Categorical	Instructional	08/26/2024	1
Appointment	Galuska	Rebecca	Department of Special Education	E.C.	Instructional	08/26/2024	1
Appointment	Garofalo	Carley	Grant Elementary School	Cross Categorical	Instructional	08/26/2024	1
Appointment	Germain	Steven	Mahone Middle School	Middle School Principal	AST	07/01/2024	1
Appointment	Gomez	Claudia	KTEC	Grade 5	Instructional	08/26/2024	1
Appointment	Gore	Mackenzie	Prairie Lane Elementary School	Grade 5	Instructional	08/26/2024	1
Appointment	Gorski, Jr.	Steven	Hillcrest School	Math	Instructional	08/26/2024	1
Appointment	Herrera Charignon	Maria	EBSOLA DL	Dual Spanish	Instructional	08/26/2024	1
Appointment	Jones	Angela	Indian Trail HS & Academy	Cross Categorical	Instructional	08/26/2024	1
Appointment	Jones	Autumn F.	KTEC	Cross Categorical	Instructional	08/26/2024	1
Appointment	Keiser	Natasha	Office of Student Support	Social Worker	Instructional	08/12/2024	1
Appointment	Kielar	Brian	Bradford High School	Social Studies/History	Instructional	08/26/2024	1
Appointment	Kiing	Hollie	Curtis Strange Elementary School	Cross Categorical	Instructional	08/26/2024	1
Appointment	Kocsis	Veronica	Bullen Middle School	Social Studies	Instructional	08/26/2024	1
Appointment	Kuebler	Sabrina	Forest Park Elementary School	E.D.	Instructional	08/26/2024	1

Kenosha Unified School District

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The Office of Human Resources recommends the following actions:

Appointment	Kunz	Barbara	Office of Student Support	Psychologist	Instructional	08/26/2024	1
Appointment	Laukhuf	Erin	Office of Student Support	Social Worker	Instructional	08/26/2024	1
Appointment	Lemons	Elizabeth	Fine Arts	Elementary Orchestra	Instructional	08/26/2024	1
Appointment	Leuth	Sydney	Bullen Middle School	ESL Other Language	Instructional	08/26/2024	1
Appointment	Loendorf	Cora	Somers Elementary School	C.D.S.	Instructional	08/26/2024	1
Appointment	Malagon	Lina	Bradford High School	Spanish/ESL	Instructional	08/26/2024	1
Appointment	Malom	Taylor	Office of Student Support	Social Worker	Instructional	08/26/2024	1
Appointment	McLellan	Sarah	Bradford High School	Instructional Coach	Instructional	08/26/2024	1
Appointment	Modory	Lennon	Lance Middle School	Cross Categorical	Instructional	08/26/2024	1
Appointment	Moore	Deziray	Pleasant Prairie Elementary School	Cross Categorical	Instructional	08/26/2024	1
Appointment	Morales	Alba	Mahone Middle School	Spanish	Instructional	08/26/2024	1
Appointment	Nielson-Newberry	Tracie	Tremper High School	Business	Instructional	08/26/2024	1
Appointment	Nikula	Sabrina	Office of Student Support	Psychologist	Instructional	08/26/2024	1
Appointment	Paproth	Darcy	Office of Student Support	Social Worker	Instructional	08/26/2024	1
Appointment	Pignotti-Wojtak	Gianna	Brompton/Dimensions of Learning	Grade 5	Instructional	08/26/2024	1
Appointment	Roberts	Sarai	Department of Special Education	Occupational Therapy	Instructional	08/26/2024	1
Appointment	Schrobilgen	Rachael	Tremper High School	Music	Instructional	08/26/2024	1
Appointment	Seivert	Jennifer	Washington Middle School	Dean of Students	Instructional	08/26/2024	1
Appointment	Snider	Alaina	Pleasant Prairie Elementary School	Cross Categorical	Instructional	08/26/2024	1
Appointment	Sturino	Duane	Roosevelt Elementary School	Elementary Principal	AST	07/01/2024	1
Appointment	Sucharda	April	Mahone Middle School	Science	Instructional	08/26/2024	1
Appointment	Syftestad	Emma	Bullen Middle School	Math	Instructional	08/26/2024	1
Appointment	Tregellas	Matthew	Mahone Middle School	Assistant Principal Middle School	AST	07/01/2024	1
Appointment	Van Hoof	Lauren	Bullen Middle School	Science	Instructional	08/26/2024	1
Appointment	Van Hoof	Marisa	Forest Park Elementary School	E.D.	Instructional	08/26/2024	1
Appointment	Vanden Wymelenberg	Carrie	Bradford High School	Dean of Students	Instructional	08/26/2024	1
Appointment	Weber	Elizabeth	Fine Arts	Music	Instructional	08/26/2024	1
Appointment	Weyker	Maya	Bradford High School	History	Instructional	08/26/2024	0.67
Appointment	Whiteman	Caitlin	Bullen Middle School	Science	Instructional	08/26/2024	1
Appointment	Wiley	Kelly	Department of Special Education	E.C.	Instructional	08/26/2024	1
Resignation	Ames	Sara	Mahone Middle School	Physical Education	Instructional	06/13/2024	1
Resignation	Cantrell	Jennifer	Bradford High School	English	Instructional	06/13/2024	1
Resignation	Cayemberg	Jessica	Indian Trail HS & Academy	Guidance Comprehensive High School	Instructional	06/13/2024	1
Resignation	Donovan	Margaret	Fine Arts	Music	Instructional	06/13/2024	1

Kenosha Unified School District
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The Office of Human Resources recommends the following actions:

Resignation	Fitzgibbon	Marcia	Lance Middle School	Special Education	ESP	06/12/2024	1
Resignation	Garcia	Brianna	Indian Trail HS & Academy	Art	Instructional	06/13/2024	1
Resignation	Glaum	Nicole	4K Program	4K Program	Instructional	06/13/2024	0.5
Resignation	Hall	Leah	Washington Middle School	Science	Instructional	06/13/2024	1
Resignation	Harty	Max	Office of Student Support	Guidance	Instructional	06/13/2024	1
Resignation	Hertogs	Sydney	Roosevelt Elementary School	Grade 3	Instructional	06/13/2024	1
Resignation	Hoffman	Megan	Roosevelt Elementary School	Grade 4	Instructional	06/13/2024	1
Resignation	Kaufmann	Beth	McKinley Elementary School	Elementary Principal	AST	06/30/2024	1
Resignation	Kline	Alyssa	Fine Arts	Music	Instructional	06/13/2024	1
Resignation	Lammert	Laura	Grewenow Elementary School	Cross Categorical	Instructional	06/13/2024	1
Resignation	Laurent	Courtney	Mahone Middle School	Special Education	ESP	06/12/2024	1
Resignation	Lowry	Keith	Roosevelt Elementary School	Special Education	ESP	06/12/2024	1
Resignation	Luedtke	Louis	Tremper High School	Cross Categorical	Instructional	06/13/2024	1
Resignation	Mendez	Kelly	Washington Middle School	Math	Instructional	06/13/2024	1
Resignation	Merritt	Robert	Information Services	Technology Support Technician	AST	06/06/2024	1
Resignation	Murphy	Shannon	Forest Park Elementary School	Cross Categorical	Instructional	06/13/2024	1
Resignation	Obenau	Laura	Brass Community School	Grade 4	Instructional	06/13/2024	1
Resignation	Price	Ralonda	Vernon Elementary School	Elementary Principal	AST	06/30/2024	1
Resignation	Primmer	Drake	Indian Trail HS & Academy	Security	ESP	06/12/2024	1
Resignation	Reifenberger	Rachel	Curtis Strange Elementary School	Administrative Specialist (10 MO)	ASP	06/27/2024	1
Resignation	Rosandich	Matthew	Mahone Middle School	Math	Instructional	06/13/2024	1
Resignation	Ruffolo	Rachael	Dimensions of Learning	Guidance	Instructional	06/13/2024	1
Resignation	Sallese	Sarah	Office of Student Support	Guidance	Instructional	06/13/2024	1
Resignation	Schober	Tanya	Stocker Elementary School	Administrative Specialist (10 MO)	ASP	06/14/2024	1
Resignation	Sivia	William	Washington Middle School	Cross Categorical	Instructional	06/13/2024	1
Resignation	Smith	Beth	Mahone Middle School	Middle School Choir	Instructional	06/13/2024	1
Resignation	Smith	Brittany	Dimensions of Learning	Administrative Specialist (12 MO)	ASP	06/21/2024	1
Resignation	Stollenwerk	Megan	Somers Elementary School	Cross Categorical	Instructional	06/13/2024	1
Resignation	Walker	Diane	Lincoln Middle School	Science	Instructional	06/13/2024	1
Resignation	Washington	Sandra	Harvey Elementary School	Cross Categorical	Instructional	07/25/2024	1
Resignation	Wertzler	Heidi	Whittier Elementary School	Grade 2	Instructional	06/13/2024	1
Resignation	Wilber	Rose	Chavez Learning Station	Family Service Provider	ESP	06/06/2024	1
Resignation	Zietlow Jr	Jeffrey	McKinley Elementary School	Cross Categorical	Instructional	06/13/2024	1
Retirement	Brinkman	Kathleen	KTEC	Cross Categorical	Instructional	06/13/2024	1

Kenosha Unified School District

Kenosha, WI

June 25, 2024

The Office of Human Resources recommends the following actions:

Retirement	Clark	Tamara	Department of Special Education	Speech Therapist	Instructional	09/20/2024	1
Retirement	Gulatz	Laura	Food Service	Unit Manager Crew Leader	Food Service	06/07/2024	1
Retirement	McKillip	Maryette	Harvey Elementary School	Grade 2	Instructional	06/13/2024	1
Retirement	Robinson	William	Hillcrest School	At Risk (Alternative Education)	Instructional	06/13/2024	1
Retirement	Topel	Blake	Tremper High School	Instructional Coach	Instructional	06/13/2024	1
Retirement	Weyker	Patricia	Brass Community School	Guidance	Instructional	06/13/2024	1
Separation	Arrington	Solomon	Lincoln Middle School	Online Support	ESP	06/12/2024	1
Separation	Aviles	Secilly	EBSOLA CA	Special Education	ESP	06/12/2024	1
Separation	Celebre	Vincent	Bullen Middle School	Night Custodian Second Shift	Facilities	06/30/2024	1
Separation	Clark	Anthony	Indian Trail HS & Academy	Night Custodian Third Shift	Facilities	06/30/2024	1
Separation	Clewis-Nichols	Laura	KTEC East	Administrative Support (12 MO)	ASP	06/30/2024	1
Separation	Costabile	Dominic	Lincoln Middle School	Night Custodian Second Shift	Facilities	06/30/2024	1
Separation	Dey	Ashley	Lincoln Middle School	Night Custodian Second Shift	Facilities	06/30/2024	1
Separation	Elsen	Jodie	Grewenow Elementary School	Classroom	ESP	06/12/2024	1
Separation	Garcia	Desirae	Brass Community School	Classroom	ESP	06/12/2024	1
Separation	Hawley	Robin	Lincoln Middle School	Administrative Support (10 MO)	ASP	06/27/2024	1
Separation	Hoogstraten	Mariela	Bradford High School	Bilingual	ESP	06/12/2024	1
Separation	Jones	Brittenee	Brass Community School	Classroom	ESP	06/12/2024	1
Separation	Karls	Joseph	Jefferson Elementary School	Head Custodian	Facilities	06/21/2024	1
Separation	Kiczula	Francis	Grewenow Elementary School	Night Custodian Second Shift	Facilities	06/30/2024	1
Separation	Malone	Mark	EBSOLA CA	SEL Support Specialist	ESP	06/12/2024	1
Separation	Marquissee	Cassandra	Lincoln Middle School	Administrative Support (10 MO)	ASP	06/27/2024	1
Separation	Martin	Svetlana	The Brompton School	Classroom	ESP	06/12/2024	1
Separation	McDermott	Christopher	Indian Trail HS & Academy	Relief Head Custodian	Facilities	06/30/2024	1
Separation	McGee	Kayleigh	Jefferson Elementary School	Administrative Specialist (10 MO)	ASP	06/27/2024	1
Separation	Ortiz	Kathryn	Lance Middle School	Classroom	ESP	06/12/2024	1
Separation	Peterson	Amanda	Lincoln Middle School	Administrative Support (12 MO)	ASP	06/30/2024	1
Separation	Rabenhorst	Laura	Grewenow Elementary School	Classroom	ESP	06/12/2024	1
Separation	Serbedzija	Ashton	Jefferson Elementary School	Night Custodian Second Shift	Facilities	06/30/2024	1
Separation	Toney	Mekaella	EBSOLA CA	Special Education	ESP	06/12/2024	1
Separation	Torres	Gina	McKinley Elementary School	Administrative Specialist (10 MO)	ASP	06/27/2024	1
Separation	Widmar	Kristy	Stocker Elementary School	Head Start	ESP	06/12/2024	1

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD MAY 28, 2024

A special meeting of the Kenosha Unified School Board was held on Tuesday, May 28, 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 5:30 p.m. with the following members present: Ms. Adams, Mr. Price, Mr. Tierney, Mrs. Landry, Ms. Stevens, and Mrs. Modder. Dr. Weiss, Attorney Christine Hamiel from Attolles Law, s.c., and Mr. Neir were also present. Mrs. Schmaling arrived later.

Mrs. Modder, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Ms. Adams announced that an executive session was scheduled to follow this special meeting for the purposes of Review of Findings/Order by Independent Hearing Officer, Personnel: Problems, Personnel: Evaluation Consideration, and Property: Sale and/or Lease/Rental.

Ms. Stevens moved that the executive session be held. Second by Ms. Adams. Motion carried unanimously. Moved into closed session at 5:32 p.m.

1. Personnel: Problems

Mrs. Schmaling arrived at 5:34 p.m.

Attorney Hamiel discussed a personnel matter with board members and answered questions. Attorney Hamiel departed at 6:11 p.m.

Mr. Neir, Chief Human Resource Officer, updated board members on an employee relations matter. Mr. Neir departed at 6:14 p.m.

2. Review of Findings/Order by Independent Hearing Officer

Mr. Tony Casper, Principal of eSchool and Chairman of Administrative Review Committee, arrived at 6:14 p.m. and presented board members with information regarding a student expulsion.

Mr. Casper and Dr. Weiss left the meeting at 6:24 p.m.

Ms. Adams moved to approve the hearing officer's recommendation pertaining to the student expulsion. Second by Mr. Price. Motion carried unanimously.

Dr. Weiss returned to the meeting at 6:29 p.m.

3. Property: Sale and/or Lease Rental

Mr. Patrick Finnemore, Director of Facilities, and Mr. Tarik Hamdan, Chief Financial Officer, arrived at 6:30 p.m. and updated board members on property matters.

4. Personnel: Evaluation Consideration

Dr. Weiss presented board members information pertaining to his contract.

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

Meeting adjourned at 6:59 p.m.

Stacy Schroeder
Executive Assistant

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD MAY 28, 2024

A regular meeting of the Kenosha Unified School Board was held on Tuesday, May 28, 2024, at 7:00 p.m. in the Board Room at the John J. Hosmanek Educational Support Center. Mrs. Modder, President, presided.

The meeting was called to order at 7:04 p.m. with the following Board members present: Mrs. Schmaling, Ms. Adams, Mr. Price, Mr. Tierney, Mrs. Landry, Ms. Stevens, and Mrs. Modder. A quorum of members was present. Dr. Weiss was also present.

Mrs. Modder, 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, noted that the Junior Theatre Festival Atlanta Awards would be presented at another time. She then presented the DECA state Award Recipients and DECA Internationals Qualifiers, the District Wide Art Show Collection Awards, and the LakeView SkillsUSA State Conference and Competition Awards.

Dr. Weiss gave the Superintendent's Report.

Mr. Price gave the Legislative Report.

Views and comments were made by the public.

Mr. Price made a motion to extend views and comments beyond the allotted 45 minutes. Second by Ms. Adams. Motion carried unanimously.

Mrs. Schmaling introduced the student ambassador, Carlos Rivera Acevedo from Bradford High School, and he made his comments.

No remarks were made by the President.

No Administrative or Supervisory Appointments.

Ms. Adams moved to approve the consent agenda (items A-D) as printed. Second by Ms. Stevens. Motion carried unanimously.

Dr. Weiss presented the Motion to Take from the Table – Recommendation for Purchase of Vape Detectors.

Ms. Stevens moved that the Recommendation for Purchase of Vape Detectors be taken from the table and postponed to the June 25, 2024, regular board meeting. Seconded by Mr. Price. Motion carried unanimously.

Mrs. Julie Housaman, Chief Academic Officer, presented the Naming District-Owned Property – Bradford Planetarium submitted by herself, Mrs. Jennifer Lawler, Coordinator of Secondary Math and Science, and Dr. Weiss.

Ms. Stevens moved to approve the Planetarium Naming Committee's recommendation that the planetarium located inside Bradford High School be named the Mildred "Millie" Carlson Planetarium. Seconded by Mrs. Landry. Motion carried unanimously.

Mr. William Haithcock, Chief of School Leadership, and Mrs. Rhonda Lopez, Head Start Director, presented the Head Start State Supplemental Grant – 2024-2025 School Year submitted by themselves, Mrs. Heather Connolly, Regional Coordinator of Leadership and Learning Elementary; and Dr. Weiss.

Mrs. Schmaling moved to approve the 2024-2025 Head Start State Supplemental Grant in the amount of \$323,866. Seconded by Mr. Price. Motion carried unanimously.

Mr. Haithcock and Mrs. Lopez presented the Head Start Federal Grant Cost-of-Living Adjustment/Quality Improvement (Cola/QI) Request submitted by themselves, Mrs. Connolly, and Dr. Weiss.

Ms. Adams moved to accept the 2024-2025 Head Start Federal Cost of Living Adjustment and Quality Improvement Supplemental Grant in the amount of \$60,840 with a rationale that compensation increases are pending and will follow similar district employee groups. Seconded by Ms. Stevens. Motion carried unanimously.

Mr. Hamdan presented the Board Approved Student User Fees and Recreation Department Fees for the 2024-2025 School year submitted by himself and Dr. Weiss.

Ms. Stevens moved to approve the attached schedules to establish the fiscal year 2024-2025 student fees and recreation department fees. Seconded by Mrs. Landry. Motion carried unanimously.

Mr. Hamdan and Mr. Patrick Finnemore, Director of Facilities, presented the Changes to Building Permit Fees and Regulation submitted by themselves and Dr. Weiss.

Ms. Stevens moved to approve the increases to the building rental permit fees effective September 1, 2024 as described in the report. Seconded by Mrs. Schmaling. Motion carried unanimously.

Mr. Haithcock presented Policy and Rule 5436 – Weapons submitted by himself, Mr. Anthony Casper, eSchool Principal and Administrative Review Chair; Mrs. Kim Fischer, Regional Coordinator of Secondary School Leadership; and Dr. Weiss.

Ms. Adams moved to approve the proposed revisions to Policy and Rule 5436 – Weapons as a first reading with the addition of a bullet to include “pepper spray, pepper guns, stun guns, and mace” listed as danger weapons in paragraph three of the policy. Seconded by Mr. Price. Motion carried unanimously.

Mrs. Housaman presented the Report of Contract in Aggregate of \$50,000 submitted by herself, Ms. Amy Franz, Purchasing Agent; Mrs. Mary Hoover, Coordinator of Elementary English Language Arts and Social Studies; Mr. Hamdan; and Dr. Weiss.

Ms. Stevens moved to approve the \$208,050 contract with Learning A-Z for a digital platform (Raz-Kids Plus) to provide elementary teachers with on-line resources that support reading instruction which will be paid from the Teaching and Learning budget. Seconded by Mrs. Landry. Motion carried unanimously.

Mr. Kristopher Keckler, Chief Information Officer, presented the Open Enrollment Applicants for School Year 2024-2025 submitted by himself, Mrs. Rhonda Lopez, Director of Early Education, Ms. Stacy Guckenberger, Director of Special Education and Student Support; Mr. Haithock; and Dr. Weiss.

Ms. Stevens moved to approve applicants identified as 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 64, 66, 67, 68, 70, 71, 72, 73, 74, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, and 92, due to available space at the grade level, school requested and special education or related services required by the IEP and deny applicants identified as numbers: 5, 12, 21, 63, 65, and 69, due to one of the following reasons: overcapacity at the grade level, special education related services required by the IEP, limitation of school requested, age ineligibility, habitual truancy, or expulsion in the current or preceding two years. Seconded by Mrs. Landry. Motion carried unanimously.

Mr. Kevin Neir, Chief of Human Resources, presented the Classification, Compensation and Personnel Policy for General Administrative, Instructional Administrative, Supervisory, and Technical Personnel submitted by himself and Dr. Weiss.

Mr. Price moved to approve administrations recommendation for the deletion of “An employee shall be immediately disqualified from participation in this plan and all District obligations hereunder shall cease when and if a participant receives unemployment compensation or Worker’s Compensation directly or indirectly from the District” under Section IX - Early Retirement-A-Eligibility and “IX-A-3” under Section IX- Early Retirement-D-Retiree Health/Dental in the Classification, Compensation and Personnel Policy for General Administrative, Instructional Administrative, Supervisory, and Technical Personnel. Seconded by Ms. Stevens. Motion carried unanimously.

Dr. Weiss and Mr. Hamdan presented the Referendum Planning Services Request for Proposal (RFP) submitted by himself and Dr. Weiss.

Ms. Adams moved to select Donovan Group as their Referendum Planning Consultants as proposed in Attachment A, should a referendum be pursued. Seconded by Mr. Price. Motion carried. Mrs. Schmaling dissenting.

Dr. Weiss and Mr. Neir presented Policy 4227 – Staff-Student Relationships and Professional Boundaries submitted by themselves.

Ms. Adams moved to forward Policy 4227 – Staff-Student Relationships and Professional Boundaries to the Personnel standing committee for review and input. Seconded by Mr. Price. Motion carried unanimously.

Dr. Weiss presented Policy 8712 – Agenda Preparation and Dissemination submitted by himself.

Ms. Stevens moved to approve the suggested revisions to Policy/Rule 8712 – Agenda Preparation and Dissemination as a first reading. Seconded by Mr. Price. Motion carried unanimously.

Mr. Keckler presented the 2024 Parent/Guardian Survey submitted by himself, Mrs. Yolanda Jackson-Lewis, Coordinator of Diversity Student & Family Engagement; Ms. Laura Stone, Coordinator of School Culture and Safety; and Dr. Weiss.

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

Mrs. Landry presented Resolution 424 – Juneteenth Independence Day 2024.

Ms. Stevens moved to approve Resolution 424 – Juneteenth Independence Day 2024. Seconded by Ms. Adams. Motion carried unanimously.

Mrs. Modder presented Resolution 425 – Resolution in Appreciation for Todd Battle.

Ms. Adams moved to approve Resolution 425 – Resolution in Appreciation for Todd Battle. Second by Stevens. Motion carried unanimously.

Mrs. Modder presented Resolution 426 – Resolution in Appreciation for Eric Meadows.

Ms. Adams moved to approve Resolution 426 – Resolution in Appreciation for Eric Meadows. Second by Ms. Stevens. Motion carried unanimously.

Mrs. Schmaling presented the donation to the district.

Mrs. Schmaling moved to approve the donation to the district. Second by Ms. Stevens. Motion carried unanimously.

Board Members made announcements.

Mrs. Landry moved to adjourn the meeting. Second by Mrs. Schmaling. Motion carried unanimously.

Meeting adjourned at 10:02 p.m.

Stacy Schroeder
Executive Assistant

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Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
June 25, 2024

CASH RECEIPTS	reference	total
May 2024 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	state aids register receipts	\$ 2,511,279.29
District Municipalities	tax settlement - May payment	10,578,309.46
WI Department of Justice - Office of School Safety	Mapping Grant	15,210.00
Bankcard Services (MyLunchMoney.com)	food services credit card receipts (net of fees)	42,483.58
Bankcard Services (Purplepass)	fine arts ticket sales receipts (net of fees)	18,780.04
Bank (Infinite Campus)	district web store receipts (net of fees)	104,235.09
Retired & Active Leave Benefit Participants	premium reimbursements	40,104.68
WI Department of Revenue	Personal Property Aid	926,820.38
Johnson Bank	Soulek CD transfer	950.00
HHS	head start grant	593,079.77
Various Sources	small miscellaneous grants / refunds / rebates	236,768.28
Total Incoming Wire Transfers		15,068,020.57

May 2024 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	(excluding credit cards)	948,689.99
----------------------------------------------	--------------------------	------------

TOTAL MAY CASH RECEIPTS

\$ 16,016,710.56

CASH DISBURSEMENTS	reference	total
May 2024 Wire Transfers-Out, from Johnson Bank to:		
<i>Payroll & Benefit wires</i>		
Individual Employee Bank Accounts	net payrolls by EFT (net of reversals)	\$ 12,641,087.82
WI Department of Revenue	state payroll taxes	708,690.00
WI Department of Revenue	state wage attachments	2,292.74
IL Department of Revenue	IL state payroll taxes	16,785.94
IRS	federal payroll taxes	4,213,715.81
Delta Dental	dental insurance premiums	213,635.64
Diversified Benefits Services	flexible spending account claims	8,249.28
Employee Trust Funds	wisconsin retirement system	1,695,564.98
NVA	vision insurance premiums	18,695.26
Optum	HSA	497,345.92
Various	TSA payments	420,145.31
<i>Subtotal</i>		20,436,208.70

General Operating Wires

US Bank	purchasing card payment-individuals	218,374.33 *
Kenosha Area Business Alliance	LakeView lease payment	18,371.22
United Healthcare	health insurance premiums	4,148,159.71
Johnson Bank CD	Tremper Scholarship CD's	40,000.00
<i>Subtotal</i>		4,424,905.26

Total Outgoing Wire Transfers **\$ 24,861,113.96**

May 2024 Check Registers - All Funds:

Net payrolls by paper check	Register# 01009DP, 01010DP 01011DP	\$ 2,057.65
General operating and food services	Check# 633635 thru Check# 634648 (net of void batches)	4,442,065.94
Total Check Registers		\$ 4,444,123.59

TOTAL MAY CASH DISBURSEMENTS

\$ 29,305,237.55

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending May 15, 2024

Merchant Name	Total
RESTAURANTS & CATERING	\$ 25,547.60
AMZN MKTP US*Q89A97NW3	\$ 9,449.40
HIGHWAY C SERVICE INC	\$ 8,692.23
HOTEL	\$ 6,639.88
MILWAUKEE COUNTY ZOO	\$ 6,285.50
IC* INSTACART	\$ 6,104.68
HAJOCA KENOSHA PC354	\$ 6,007.94
(PC) 3654 INTERSTATE	\$ 5,271.15
MENARDS KENOSHA WI	\$ 4,915.99
MEDIEVAL TIMES	\$ 4,180.32
SQ *THE VAULT/SHEL?S BRID	\$ 3,972.50
HALLMAN LINDSAY PAINTS -	\$ 3,728.80
VEHICLE MAINT. & FUEL	\$ 3,652.98
ARNIES SCREEN PRINTING	\$ 3,282.61
MARK'S PLUMBING PARTS	\$ 3,121.90
DRI*GALLUP	\$ 2,954.59
JMB & ASSOCIATES	\$ 2,930.46
SQ *LAKESIDE PLAYERS INC	\$ 2,888.00
PAYPAL *WISCONSINBE	\$ 2,872.00
ULINE *SHIP SUPPLIES	\$ 2,739.73
ZSK*CE ACTION TERRIT P	\$ 2,639.00
SIXFLAGS GAM GURNEE IL	\$ 2,439.82
KIMBALL MIDWEST PAYEEZY	\$ 2,272.67
PRICELN*VACATION PKG	\$ 2,210.37
SAMS CLUB #6331	\$ 2,100.08
WASDA	\$ 1,940.00
4IMPRINT, INC	\$ 1,900.55
CHESTER ELECTRONIC SUPPLY	\$ 1,828.25
MCMASTER-CARR	\$ 1,777.78
IN *A BEEP, LLC	\$ 1,774.00
METRO FARE AUTOLOAD	\$ 1,755.00
SAN-A-CARE	\$ 1,629.48
GRAINGER	\$ 1,571.48
COSTCO WHSE #1198	\$ 1,522.01
FIRST SUPPLY KENOSHA	\$ 1,482.67
IN *ECONO HOLDING COMPANY	\$ 1,457.45
AIRLINE	\$ 1,398.60
AMZN MKTP US*SE9040TP3	\$ 1,286.91
4TE*ACTIVE ALARM COMPANY,	\$ 1,198.00
DISCOUNTMUGS.COM	\$ 1,171.94
TAILORED LABEL PRODUCTS	\$ 1,144.29
DECKER EQUIP SCHOOL FIX	\$ 1,137.78
WASBO FOUNDATION	\$ 1,100.00
SAMSClub.COM	\$ 1,037.34
MILWAUKEE COUNTY ZOO - EC	\$ 1,027.00
WISCONSIN SCHOOL MUSIC AS	\$ 1,000.75
AN INSTITUTE POYARAS	\$ 995.00

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending May 15, 2024

Merchant Name	Total
AMZN MKTP US*XK6AW99W3	\$ 955.34
WWW.FBLA.ORG	\$ 925.00
ASSOCIATION FOR CAREER AN	\$ 900.00
BUILDING CONTROLS & SOLUT	\$ 889.36
MACKIE-RS.COM	\$ 886.19
AMZN MKTP US*TP5153F93	\$ 881.64
MONSTER JANITORIAL LLC	\$ 867.77
CNK*CINEMARK HQ 001	\$ 847.62
THE HOME DEPOT 4926	\$ 838.52
AMZN MKTP US*IT7PF2BS3	\$ 830.00
TOP CHOICE TENTS INC	\$ 822.96
PARTY CITY 5174	\$ 816.78
KENOSHA PUB MUSEUM	\$ 804.50
SHERWIN WILLIAMS 703481	\$ 800.55
LEARNING INNOVATION SY	\$ 798.00
SP PURA VIDA	\$ 791.25
MATH LEARNING CENTER	\$ 750.00
PROJECT LEAD THE WAY, INC	\$ 750.00
STERICYCLE INC/SHRED-IT	\$ 737.37
REINDERS BRISTOL	\$ 732.23
TOTALLY PROMOTIONAL	\$ 727.80
HYDRO-FLO PRODUCTS INC	\$ 718.98
AED SUPERSTORE	\$ 708.18
VYRON CORPORATION	\$ 685.72
BLAIN'S FARM & FLEET	\$ 679.93
CROWN TROPHY	\$ 679.80
TIMBER RIDGE HOTEL	\$ 668.00
DASH MEDICAL GLOVES	\$ 652.98
BUDGET.COM PREPAY	\$ 652.10
HEMISPHERE ED TRVL	\$ 607.00
AMZN MKTP US*A428I24O3	\$ 599.97
LOWES #02560*	\$ 574.83
LIFETOUCH NSS MOBILE	\$ 570.29
RACINE ZOO OFFICE	\$ 562.50
BRODER BROS., CO	\$ 557.96
BAUDVILLE INC.	\$ 544.11
FIRE BRICK	\$ 528.00
WDW TICKETS	\$ 527.19
PY *CAVE OF THE MOUNDS	\$ 522.00
HOMEDEPOT.COM	\$ 518.40
WHS* WIHISTSOCTICKETIN	\$ 518.00
BEACON ATHLETICS, LLC	\$ 516.00
THE MASTER TEACHER	\$ 507.70
JOHNSTONE SUPPLY - RACINE	\$ 498.57
SP JAMIN T-SHIRTS &	\$ 495.80
SQ *KENOSHA HISTORY CENTE	\$ 492.96
PAYPAL *NICOLELETO9985	\$ 490.00

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

Billing Cycle Ending May 15, 2024

Merchant Name	Total
EDUCATIONAL THEATRE ASSO	\$ 485.00
CHRISTOPHER R GREEN SR	\$ 465.25
PICK N SAVE #874	\$ 455.50
FERGUSON ENT #1020	\$ 445.03
FIRST STAGE MILWAUKEE	\$ 440.00
SAMSClub #6331	\$ 434.98
MID-STATE - 10303 - SALEM	\$ 434.77
SP ESTES ROCKETS	\$ 431.98
NATIONAL SCHOLASTIC PRES	\$ 429.00
TEACHERSPAYTEACHERS.COM	\$ 427.53
AMZN MKTP US*9N3HS3ES3	\$ 415.00
MICHAELS #9490	\$ 409.44
FSP*JUMP N JAX	\$ 400.00
BLOCKI FLUTE METHOD LL	\$ 398.70
PRO-ED, INC.	\$ 388.24
VIKING ELECTRIC - KENOSHA	\$ 386.62
GOVERNMENT FINANCE OFFIC	\$ 381.02
MAILCHIMP *MISC	\$ 376.00
FASTENAL COMPANY 01WIKEN	\$ 357.77
BJU EDUCATION GROUP	\$ 350.00
MENARDS RACINE WI	\$ 348.61
AMZN MKTP US*711DA4403	\$ 345.30
FESTIVAL FOODS	\$ 340.21
FUN EVENTS	\$ 340.00
AMZN MKTP US*3T8H04E93	\$ 335.98
GFS STORE #1919	\$ 313.04
AMZN MKTP US*5D6HW58L3	\$ 311.99
OFFICEMAX/DEPOT 6358	\$ 310.11
ELITE PRODUCTS GROUP, INC	\$ 300.68
VACLAND	\$ 294.89
L & S ELECTRIC, INC.	\$ 291.15
WRISTBANDBROS.COM	\$ 289.10
NCSM 2023	\$ 285.00
DOLLAR TREE	\$ 281.44
USPS.COM POSTAL STORE	\$ 276.70
TARGET.COM *	\$ 264.91
IN *ELITE APPAREL LLC	\$ 250.00
SP MCCORMICKS	\$ 247.45
PARTY CITY BOPIS	\$ 245.77
SUPER SPORTS FOOTWEAR ETC	\$ 236.00
STEINS GARDEN AND HOMES -	\$ 235.87
DEMCO INC	\$ 234.21
ACADEMY,CDR,ACEND	\$ 234.00
THAT'S GREAT NEWS	\$ 230.95
AMERLIBASSOC ECOMMERCE	\$ 227.00
AMZN MKTP US*U90QU34L3	\$ 224.80
AMZN MKTP US*LI2Q53H23	\$ 219.99

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

Billing Cycle Ending May 15, 2024

Merchant Name	Total
AMZN MKTP US*TW09R6VO3	\$ 219.23
TENUTAS	\$ 217.42
NABCO ENTRANCES	\$ 216.00
EBAY O*20-11439-13789	\$ 211.35
ADAFRUIT INDUSTRIES	\$ 210.58
NIMCOINC	\$ 204.00
NAESP-PEAP	\$ 203.83
TARGET 00001529	\$ 200.00
VIEWER CENTRAL, INC	\$ 194.28
GFS ECOMM #1919	\$ 188.45
AMZN MKTP US*413YL7BC3	\$ 188.08
GILSONS	\$ 187.75
GREEN LAKE CONFERENCE	\$ 186.50
AMZN MKTP US*XO4HB5D23	\$ 184.43
SPECTRUM	\$ 183.47
EBAY O*14-11483-65839	\$ 180.60
EBAY O*20-11439-13790	\$ 179.00
SP NINJA TRANSFERS DTF	\$ 175.00
OFFICEMAX/DEPOT 6358	\$ 172.70
AMZN MKTP US*5N4VR91Q3	\$ 171.64
WALMART.COM 8009666546	\$ 170.64
AMZN MKTP US*9F9XH62F3	\$ 169.95
AMAZON.COM*W24RR8FL3	\$ 168.00
BSN SPORTS LLC	\$ 164.27
AMZN MKTP US*QI7FF2JJ3	\$ 156.51
SAMS CLUB#6331	\$ 154.55
AMAZON MAR* 113-759564	\$ 154.24
VISTAPRINT	\$ 153.11
TLF*HOWLAND FLOWERS	\$ 152.98
FLOORTECH INTERIORS	\$ 151.20
DSPS EPAY ISE	\$ 150.00
SP SHOP DECA	\$ 150.00
CLASSTEAMBUILDING.COM	\$ 149.00
AMAZON.COM*7V4985P43	\$ 145.32
AUER STEEL MILWAULKEE	\$ 143.39
AMZN MKTP US*ML1ML8DN3	\$ 140.76
THE LETTERING MACHINE	\$ 140.52
CONDOLENCES.COM	\$ 138.04
FARM & FLEET STURTEVANT	\$ 137.99
AMZN MKTP US*AK2T51YY3	\$ 137.10
FOUNDATION BLDG 270	\$ 134.40
SP BUYEAGLE.COM	\$ 133.06
AMZN MKTP US*BZ5GG89D3	\$ 129.73
AMAZON RET* 113-076595	\$ 129.60
ACMETOOLS.COM	\$ 125.55
WAL-MART #2668	\$ 124.86
BABCOCK HALL DAIRY STORE	\$ 123.14

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

Billing Cycle Ending May 15, 2024

Merchant Name	Total
SQ *BRIAN SLAWSON	\$ 119.00
WM SUPERCENTER #1167	\$ 117.35
C CRETORS & CO	\$ 116.30
WORDWALL.NET	\$ 116.00
ZORO TOOLS INC	\$ 114.29
AMAZON RET* 112-943235	\$ 112.13
WAL-MART #1167	\$ 109.76
WAL-MART #1551	\$ 102.44
HOBBY LOBBY #350	\$ 100.97
AMZN MKTP US*SY8YA0DK3	\$ 99.99
GLOBAL LEADERSHIP NETWORK	\$ 99.00
DAY-OFF.APP	\$ 97.00
GFS STORE #1923	\$ 96.97
DOLLARTREE	\$ 96.65
MEIJER # 292	\$ 95.09
BUY INSULATION PRODUCTS	\$ 93.55
HEALY AWARDS INC	\$ 89.14
AMZN MKTP US*3P4932XX3	\$ 86.82
24HOURWRISTBANDS.COM	\$ 84.90
TARGET 00022517	\$ 84.80
AIELLO MIDTOWN FLORIST IN	\$ 84.40
CDW GOVT #QV14142	\$ 84.20
SP INSECT LORE	\$ 83.28
PICK N SAVE #871	\$ 82.49
DEMDACO	\$ 80.13
DRAPHIX/TEACHER DIRECT	\$ 80.04
UTOPIA NAILS & SPA	\$ 80.00
THE GRIT CURRICULUM	\$ 79.99
AMZN MKTP US*DX5ZA6KK3	\$ 76.39
MEIJER # 284	\$ 71.71
SQ *FLOWER COMPANY OF RAC	\$ 70.00
SHERWIN WILLIAMS 703180	\$ 68.42
MOTION INDUSTRIES INC.	\$ 67.84
AMZN MKTP US*SH1CS6CY3	\$ 65.64
AMAZON RET* 113-648625	\$ 64.90
BATTERIES PLUS #0561	\$ 64.59
AMAZON.COM*AV12U16R3	\$ 63.90
CINEMARK THEATRES 244	\$ 61.20
IN *CREATIVE PRODUCT SOUR	\$ 60.97
KENOSHA COMMUNITY FOUNDAT	\$ 60.00
PP*PARTYCITYCO	\$ 59.42
AMZN MKTP US*SK89V07D3	\$ 57.96
AMZN MKTP US*9C5PP3WT3	\$ 57.80
AMZN MKTP US*BY7LO64B3	\$ 56.31
AMZN MKTP US*265GI3PV3	\$ 55.91
WALGREENS #3738	\$ 55.84
WWW COSTCO COM	\$ 54.07

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

Billing Cycle Ending May 15, 2024

Merchant Name	Total
MHEALEKS	\$ 53.60
ALDI 64007	\$ 51.97
UWW GRAD APP OR CAMPS FEE	\$ 50.00
AMZN MKTP US*ZI6D34XP3	\$ 49.36
AMZN MKTP US*WG6LM3HR3	\$ 49.33
AMERICAN RED CROSS	\$ 45.00
AMZN MKTP US*KE0UF5HE3	\$ 44.98
AMZN MKTP US*845DU25W3	\$ 44.28
AMZN MKTP US*RU5A57V13	\$ 42.70
PASS GALLERY	\$ 42.20
AMAZON.COM*1X1CX3UN3	\$ 41.99
AMAZON MAR* ELECTRICAL	\$ 41.98
KJ MAGNETICS INC	\$ 41.88
AMZN MKTP US*8P1Q92JE3	\$ 41.09
AMZN MKTP US*1U6FI22L3	\$ 40.08
AMZN MKTP US*AU5NM8553	\$ 40.04
SMK*WUFOO.COM CHARGE	\$ 39.00
WAL-MART #5668	\$ 38.67
AMAZON.COM*PI6R74GR3	\$ 37.05
CANVA* 04143-52545281	\$ 37.00
AMZN MKTP US*VH0JL3HJ3	\$ 36.86
AMZN MKTP US*717PI1DY3	\$ 35.98
COSTCO WHSE #1212	\$ 35.47
AMZN MKTP US*035P547J3	\$ 35.04
TENNISREPORTING	\$ 35.00
AMAZON.COM*XQ6656NU3	\$ 33.80
BEST OF ORLANDO	\$ 32.01
JONES SCHOOL SUPPLY CO.,	\$ 31.98
AMZN MKTP US*I81KA8EW3	\$ 31.83
AMZN MKTP US*R70ZF6QS3	\$ 29.87
AMZN MKTP US*EI4GR74H3	\$ 29.82
AMAZON.COM*OI8IQ09J3	\$ 28.45
JADE LEARNING LLC	\$ 27.00
AMZN MKTP US*1H1FS7423	\$ 26.16
WALGREENS #3617	\$ 25.08
AMZN MKTP US*W16FX7ZX3	\$ 24.98
AMAZON.COM*5I2PB2EH3	\$ 23.71
HOBBY LOBBY ECOMM	\$ 22.90
AMZN MKTP US*I05LV9WX3	\$ 22.07
AMAZON.COM*JT93T2PZ3	\$ 21.31
AMZN MKTP US*5D51N71X3	\$ 20.60
AMZN MKTP US*JC0Y31S73	\$ 20.03
CHATGPT SUBSCRIPTION	\$ 20.00
LAPREA EDUCATION	\$ 19.99
AMZN MKTP US*SV9CT3MN3	\$ 19.99
AMZN MKTP US*3403N8XX3	\$ 18.47
BRISTOL OAKS GOLF CLUB	\$ 18.00

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

Billing Cycle Ending May 15, 2024

Merchant Name	Total
WALMART.COM	\$ 17.88
AMZN MKTP US*AD5V97933	\$ 15.10
AMAZON PRIME*S59260453	\$ 14.99
GLF*JOHNSONPARKGC	\$ 14.00
WEBCONNEX LLC	\$ 12.87
AMZN MKTP US*G74VR99U3	\$ 12.65
AMAZON.COM*3294E9PA3	\$ 12.22
USPS PO 5666100158	\$ 11.83
SPOTIFY USA	\$ 11.59
SHARS TOOL COMPANY	\$ 11.42
AMZN MKTP US*QT2CJ2G43	\$ 10.98
AMZN MKTP US*UO4T004Y3	\$ 10.48
HARBOR FREIGHT TOOLS3397	\$ 9.99
R-K NEWS INC	\$ 9.05
PRAIRIE SIDE ACE HARDWARE	\$ 8.46
U-HAUL TOLLS AND CITATION	\$ 8.00
MICHAELS STORES 1395	\$ 6.31
DSPS E SERVICE FEE COM	\$ 3.38
WAL-MART #1394	\$ (6.29)
MATTERHACKERS, INC.	\$ (8.38)
FOUNDATION BLDG 045	\$ (268.00)
ADOBE INC.	\$ (348.03)
AMZN MKTP US	\$ (769.85)
US Bank Purchasing Card Payment - Individuals	\$ 218,374.33

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 25, 2024

Administrative Recommendation

It is recommended that the May 2024 cash receipt deposits totaling \$948,689.99, and cash receipt wire transfers-in totaling \$15,068,020.57, be approved.

Check numbers 633635 through 634648 (net of voided batches) totaling \$4,442,065.94, and general operating wire transfers-out totaling \$4,424,905.26, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the May 2024 net payroll and benefit EFT batches totaling \$20,436,208.70, and net payroll check batches totaling \$2,057.65, be approved.

Dr. Jeffrey Weiss
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

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Kenosha Unified School District
Kenosha, WI

May 28, 2024
Board of Education Meeting

POLICY AND RULE 5436 – WEAPONS

Background

In December 2021, Policy 5436 – Weapons was reviewed and updated to remove antiquated language referring to zero tolerance and add clarifying language regarding disciplinary action to better align to the process outlined in Administrative Regulation 5430. Additionally, language about incidents that are referred to law enforcement was clarified to align with current practice.

More recently, 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. The proposed revisions to School Board Policy and Rule 5436 are based upon recommendations from WASB as well as collaboration between administration and the eSchool principal/chair of the Administrative Review Committee. Recommended revisions include: strengthening language to better define school and district property, better define law enforcement exemptions indicated in state statute 948.605, reference additional exemptions outlined in state statute 948.605, and highlight policy applicability to both students and employees. Finally, the description of what constitutes a “dangerous weapon” was clarified with additional examples.

Recommendation

Administration recommends that the board approve the proposed revisions to Policy and Rule 5436 – Weapons as a second reading.

Dr. Jeff Weiss
Superintendent of Schools

William Haithcock
Chief of School Leadership

Kim Fischer
Regional Coordinator of Secondary School Leadership

Anthony Casper
eSchool Principal and Administrative Review Chair

POLICY 5436
WEAPONS

The Kenosha Unified School District shall strive to provide a safe and healthy environment for all persons on its premises or attending any of its activities or functions, including prohibiting the possession, use, or storage of a dangerous weapon on school property, school buses, or at any school related event. Furthermore, no student will use a dangerous weapon to threaten the life of another student, an employee, or any other person while on school property or engaged in a school activity on or off school property.

No person, including someone with a state-issued concealed carry license, shall use or possess a firearm, whether loaded or unloaded, any destructive device, or other dangerous weapon in school buildings and other buildings owned, occupied, or controlled by the school district, on school premises, in school provided transportation, or at any school-supervised and school-controlled activity, except as otherwise specifically authorized in this policy.

“Dangerous weapons” include:

- A firearm, whether loaded or unloaded, operational or non-operational;
- A weapon facsimile that could reasonably be mistaken for an actual firearm; or other weapons. A weapon facsimile includes any object, device, instrument, material, or substance that substantially mimics a weapon;
- Any pellet gun, or “BB” gun, taser, stun gun, pepperball gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air;
- Knives of any length, razor blades, or box cutters, or
- Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used by the student to inflict death or serious bodily injury; or designed to inflict serious bodily injury or death, regardless of the student’s intent.

The following are exempted from this policy: weapons under the control of law enforcement personnel (current, off-duty, or qualified former law enforcement), theatrical props used in appropriate settings, starter pistols used in appropriate sporting events, military personnel armed in line of duty, ROTC instructional activities under the supervision of a certified staff member, and items pre-approved by the building principal as part of a class or individual presentation under adult supervision. This approval must be in writing and granted prior to the weapon being brought to school. Additional exemptions are delineated in WI State Statute 948.605.

Persons violating this policy will be referred to law enforcement for possible prosecution under applicable laws and/or subject to school disciplinary action.

LEGAL REF.: Wisconsin Statutes Sections:

- 120.13(1) School government rules: suspension; expulsion
- 948.60 Possession of a dangerous weapon for person under 18
- 948.605 Gun-free school zones
- 948.61 Dangerous weapons other than firearms on school premises
- Federal Law Gun-Free Schools Act of 1994

POLICY 5436
WEAPONS
Page 2

CROSS REF.: 5111 Anti-Bullying/Harassment/Hate
5430 Student Conduct and Discipline
5436.1 Fires, Fire Alarms, Explosives, Firecrackers and Spray Devices
5436.2 Missiles
5437 Threats /Assaults
5473 Student Suspension
5474 Student Expulsion
5475 Students with Disabilities
Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

REVISED: October 8, 1996
September 9, 1997
May 11, 1999
February 23, 2016
December 14, 2021
July 25, 2024

RULE 5436
WEAPONS

Students violating the Board's weapons policy will be subject to disciplinary action, including immediate suspension and referral to the Administrative Review Committee for expulsion consideration as outlined in Administrative Regulation 5430.

Parent(s)/guardian(s) of those involved will be notified in all cases where this policy is violated. Law enforcement also will be notified and confiscated weapons will be turned over to appropriate law enforcement officials.

Employees violating this policy shall be disciplined in accordance with employee policies, agreements, and handbooks, and shall be referred to law enforcement for possible prosecution under applicable laws.

The District will comply with federal and state laws and reporting requirements, including assurance of compliance with state regulations regarding student expulsion for firearms possession.

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 25, 2024

POLICY 8712 - AGENDA PREPARATION AND DISSEMINATION

Background

School Board Policy and Rule 8712 - School Board Meeting Agenda Preparation and Dissemination was last reviewed in January 2023. The revision suggested this evening is a minor change in the order of business at regular board meetings. Administration is recommending the placement of the Introduction, Welcome, and Comments by the Student Ambassador agenda item earlier in the order of business. No items have been removed or added to the order of business, just a minor reorganization of an agenda item.

Student ambassadors serve as a way for the student voice to be heard at regular school board meetings. Moving the introduction of the student ambassador as early as practicable on the agenda, allows the family and friends of the student ambassador to hear the student introduced prior to public comments. Since public comments can last close to an hour, if not longer, this allows the family to hear their student's introduction.

Administration Recommendation:

It is recommended that the board approve the suggested revisions to Policy/Rule 8712 – Agenda Preparation and Dissemination as a second reading on June 25, 2024.

Dr. Jeffrey Weiss
Superintendent of Schools

POLICY 8712

SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

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

Insofar as possible, advance information and recommendations on matters requiring action shall be supplied to all Board members for study 48 hours before the meeting.

Complete agenda packets for regular Board meetings shall be distributed to each Board member, emailed to local media contacts, and posted on the District's website. A copy of the complete meeting agenda shall be available for public inspection prior to the meeting in the Superintendent of School's office at the Educational Support Center (ESC) and each school's main office.. Individuals may request a copy of the full agenda packet from the Superintendent's Office up to 48 hours prior to the meeting to be picked up from the Board Secretary at the ESC.

LEGAL REF.: Wisconsin Statutes

Section 19.83 [Meetings of governmental bodies]

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

CROSS REF.: 8710, Regular School Board Meetings
8720, Special School Board Meetings

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: May 25, 1993 and June 8, 1993

REVISED: November 11, 1999
March 28, 2000
July 10, 2001
November 13, 2001
June 25, 2002
June 24, 2003
December 14, 2010
February 24, 2014
February 24, 2015
August 27, 2019
January 26, 2021
October 26, 2021
January 24, 2023
June 25, 2024

RULE 8712

SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

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

- Pledge of Allegiance
- Roll Call of Members
- Awards
- **Introduction, Welcome, and Comments by Student Ambassador**
- Superintendent's Report
- Legislative Report
- Views and Comments by the Public
- ~~Introduction, Welcome, and Comments by Student Ambassador~~
- Remarks by the President
- Administrative and Supervisory Appointments
- Consent Agenda
- Approval of Minutes of Previous Meeting(s)
- Approval of Lists of Bills
- Old Business
- New Business
- 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.
- Other Business as Permitted by Law
- Tentative Schedule of Reports and Legal Deadlines for Board
- Predetermined Time and Date of Adjourned Meeting, If Necessary
- Adjournment

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Kenosha Unified School District
Kenosha, Wisconsin

June 25, 2024

Vape Detectors – Request to Purchase

Administration brings forth this recommendation to purchase vape detectors using funding that was obtained through the JUUL Altria class action lawsuit. At this time, \$177,152 has been received by KUSD, which is 54% of the total amount of funding from this case (less attorney fees and court costs). Additional payments in increments of 11%, 11%, 12%, and 12% are expected in the future. We are requesting to spend \$165,000 of this funding now in the following manner.

KUSD is proposing that we wire all public/student bathrooms with network cables at the high school and middle school level so that we are able to set up detectors in the areas of concern identified in each building. Each bathroom will then contain a wired “box” that will house the vape detectors. While we will not have enough sensors for all the bathrooms at the same time, these boxes will allow the detectors to be discretely relocated to any bathroom in approximately 15 minutes. When triggered, the vape detectors will notify administrators, deans and security personnel.

<u>Purchase Details</u>	
Item	Cost
72 Verkada vape detectors <ul style="list-style-type: none">▪ 12 Tremper▪ 12 Bradford▪ 12 ITHS▪ 6 Reuther▪ 4 Lakeview▪ 8 Mahone▪ 6 Washington▪ 6 Bullen▪ 6 Lance	\$54,000
10 years of service	\$91,000
Wiring costs <i>(The plan is to wire every student bathroom with a back box. Staff can then move vape detectors from bathroom to bathroom.)</i>	\$7,000
Total Cost	\$165,000

Rationale

According to the CDC:

- E-cigarette aerosol is NOT harmless “water vapor.”
- The e-cigarette aerosol that users breathe from the device and exhale can contain the following potentially harmful substances:
 - Nicotine

- Ultrafine particles that can be inhaled deep into the lungs
- Flavorings such as diacetyl, a chemical linked to a serious lung disease
- Volatile organic compounds
- Cancer-causing chemicals
- Heavy metals such as nickel, tin, and lead¹
- The aerosol that users inhale and exhale from e-cigarettes can expose themselves and bystanders to harmful substances.
- Nicotine can harm the developing adolescent brain.² The brain keeps developing until age 25.
- Using nicotine in adolescence can harm the parts of the brain that control attention, learning, mood, and impulse control.

In order to determine the vape detectors that would best meet our needs, several brands were tested, including offerings from Zeptive, Triton, Halo and Flysense. The Verkada brand was the only product that consistently performed during our tests. The other products were inconsistent when direct exposure was administered. The Verkada brand has additional features that can detect what type of product is being used – Nicotine/THC, along with graphical displays that can pinpoint when the vaping started. The test notifications from the software were able to come through to staff without any complications.

The facilities department for KUSD has reported several problems with students flushing vape materials in our toilets. Plumbing issues, that are happening almost weekly, have been significant and costly to the district.

Education

The Hope Council on Alcohol & Other Drug Abuse, Inc. in partnership with Kenosha Unified School District, Kenosha County Health Department, Kenosha Police Department and the Concerned Citizens Coalition Teen Task Force received a WI DHS Vaping Prevention & Treatment Initiatives grant. In partnership with the aforementioned community partners a comprehensive initiative aimed at tackling the youth vaping crisis throughout Kenosha County and the surrounding communities was developed.

The Hope Council will hire a full-time position to oversee the implementation and facilitation of programs within the District that will focus on the following areas:

1. Stop Vaping Before It Starts: Prevention - Secondary students will engage in learning that builds awareness and understanding of the impact and risks of vaping on both physical and mental health.
2. Nail Effective Strategies: Intervention - Secondary students who have violated tobacco/vaping policies will engage in an alternative program, based on the American Lung Association's (ALA) INDEPTH program (Appendix A).
3. Get Serious About Quitting: Cessation - The ALA cessation program, N-O-T: Not On Tobacco (Appendix B) will be promoted and accessible to all secondary students seeking assistance in quitting vaping or tobacco use.

In addition to the installation of vape detectors, education on the dangers of vaping, intervention programs for our teens who have engaged in vaping and support for youth seeking to quit vaping is essential.

Administrative Recommendation

In an effort to protect the safety of KUSD students and KUSD facilities, administration recommends that the Board of Education authorize the \$165,000, utilizing funding from the JUUL class action lawsuit, for the purchase of 72 Vape Detectors with Verkada along with the service and software required to operate the detectors for ten years.

Dr. Jeffrey Weiss
Superintendent of Schools

William Haithcock
Chief of School Leadership

Patrick Finnemore
Director of Facilities

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**Kenosha Unified School District
Kenosha, Wisconsin**

June 25, 2024

HEAD START FEDERAL GRANT FUNDS CARRYOVER REQUEST

Approval from the Board of Education is requested to carry over funds for the Head Start Federal Grant from the 2023-24 budget year in the amount of \$100,000 to the budget year of 2024-25. The grant is designed to fund the operating costs of the Kenosha Unified School District Head Start Program. These funds were not used during the original grant period due to staffing changes which occurred in the 23-24 school year.

Grant Title

Federal Head Start Grant

Funding Source

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

Grant Time Period

July 1, 2023 to June 30, 2024

Purpose of Head Start

The purpose of Head Start is to provide comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low-income preschool children and their families. This grant will service 330 high-risk children who will be three or four years of age on or before September 1, 2020. These carryover funds will be utilized to serve the children and their families as required in the Head Start Act and through the Head Start Performance Standards.

Number of Students Served

330 eligible Head Start students

Head Start Grant Goals

The management team will continue to work on the goals for this five year grant:

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

Request to Carryover Funds

Due to the circumstances related to unexpected staffing changes during the 23-24 school year.

Changes in Budget Categories

These are the proposed changes to the budget categories for the 2024-25 school year:

- Replacement of three exterior doors and creation of a secured entrance for the Chavez Learning Center building.

Category	Amount	Reason
Repairs and maintenance for Chavez Learning Center	\$ 100,000	Building safety upgrades

Administrative Recommendation

Administration recommends that the school board approve the request to carry over funds in the amount of \$100,000 from the Head Start Federal Grant for the 2024-25 school year.

Dr. Jeffery Weiss
Superintendent of Schools

Mr. William Haithcock
Chief of School Leadership

Mrs. Heather Connolly
Regional Coordinator of
Leadership and Learning

Mrs. Rhonda Lopez
Principal of Chavez

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 25, 2024

REPORT OF CONTRACT IN AGGREGATE OF \$50,000

Effective School Solutions

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

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

VENDOR	PROGRAM/PRODUCT	AMOUNT
Effective School Solutions	Effective School Solutions will offer on-site mental health support in the district’s secondary schools by licensed clinical therapists.	\$600,000–Year 1 \$618,000–Year 2

The Purchase/Contract Rationale is provided in Appendix A. The quote from Effective School Solutions is provided in Attachment 1.

Recommendation

Administration recommends that the Board of Education approve the \$600,000 contract for year 1 and the \$618,000 contract for year 2 with Effective School Solutions. The primary funding source is the Mental Health Grant, and the IDEA Comprehensive Coordinated Early Intervention Supports fund will cover the remaining amount.

Dr. Jeffrey Weiss
Superintendent of Schools

Mr. Tarik Hamdan
Chief Financial Officer

Mrs. Julie Housaman
Chief Academic Officer

Mrs. Mary Hoover
Coordinator of Elementary English Language
Arts and Social Studies

Ms. Amy Franz
Purchasing Agent

PURCHASE/CONTRACT RATIONALE

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

Vendor: **Effective School Solutions**

Purchased Good/Program: **School Based Mental Health**

Start Date/Date Needed: **August 1, 2024**

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

Mental health is a critical component of overall well-being and academic success. Addressing mental health needs in schools not only supports students' emotional and psychological well-being but also enhances their academic performance and social development.

Effective School Solutions (ESS) offers a proven clinical solution organized around a Multi-Tiered Systems of Support Framework (MTSS) that will greatly enhance the quality of the educational experience of students with moderate to severe mental health issues. For over 14 years, the ESS program has had a positive impact on the lives of school districts' most vulnerable students. Currently, ESS provides services in over 120 school districts in 12 states and collects extensive data on the outcomes from every student. A summary of their 2022-2023 data is as follows:

- 65 percent decrease in suspensions for students with a history of severe disciplinary issues
- 41 percent reduction in absences for students with chronic absenteeism
- 1.0 grade point average increase for academically struggling students (one letter grade increase)
- 95 percent of students prevented from therapeutic outplacement
- 94 percent improvement in their child's behavior or mental health seen by parents and caregivers

In January 2022 the District contracted with Aurora Advocate Health to offer the School and Family Assistance Program using Elementary and Secondary School Emergency Relief (ESSER) funding. This program provided services to students and/or family members. While positive feedback was provided by those who used the services, only 1.45 percent of the district's

population participated in this program. In addition to the limited use, the cost of this program is no longer feasible without ESSER funding.

Professional Services Group (PSG) implemented a therapy program for students who meet the insurance qualifications. They have experienced challenges with maintaining staff, and the list of requests for services exceeds their capacity to provide services.

The School-Based Mental Health grant provides the majority of funding for Kenosha Unified School District to contract with Effective Schools Solutions to offer in-school clinical programming from licensed therapists for middle and high school students.

PSG will continue to provide services to the elementary schools, thereby increasing their capacity to service a greater number of students at this level.

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

This is a two-year contract. The total cost for year 1 is \$600,000. For year 1 the funding sources are:

- School-Based Mental Health Grant—\$587,640
- Individuals with Disabilities Education Act Comprehensive Coordinated Early Intervention Supports—\$12,360

The total cost for year 2 is \$618,000 (cost of living increase for staff). For year 2 the anticipated funding sources are:

- School-Based Mental Health Grant—\$587,640
- Individuals with Disabilities Education Act Comprehensive Coordinated Early Intervention Supports—\$30,360

3. REQUEST FOR PROPOSAL (RFP) – indicate if an RFP has been completed
X YES NO If no, please request an RFP packet

An RFP was completed, and the bids were reviewed in April 2024.

4. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

Based on the summary of Effective School Outcomes for 2022-23, it is anticipated that similar reductions in suspensions and absences will be seen. It is also anticipated that participating students will demonstrate increased grade point averages and that caregivers will see an overall improvement in behavior.

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

August 1, 2024

Appropriate Leadership Signature *Julia Hunsman* Date 6/7/24

Appropriate Leadership Signature Julie H. Harnan Date 6/7/24



Kenosha Unified School District Comprehensive Mental Health Support Programs Proposal

May 17, 2024



Stacy Guckenberger
Educational Support Center
3600 52nd St.
Kenosha, WI 53144

Dear Ms. Guckenberger,

On behalf of Effective School Solutions, the leading provider of school-based mental health services, I'm pleased to develop this initial proposal for the implementation of comprehensive clinical services within the Kenosha Unified School District. By focusing on expanding therapeutic services for students, the district will be able to broaden its mental health safety net, provide equitable access to care for its students, and enable each child to reach their full potential.

We appreciate the opportunity to potentially partner with the district and have developed this proposed scope of work based on initial conversations with the district.

Warm regards,

A handwritten signature in blue ink, reading "Dan Lemond" with the initials "MA, LPC, ACS" written below it.

Dan Lemond, MA, LPC, ACS
Senior Director of Strategic Partnerships



Executive Summary

The demand for specialized services to meet the needs of students with emotional and behavioral challenges is a major struggle for K-12 schools throughout the country. With incidence and severity rates of mental health needs increasing, Kenosha Unified School District can greatly benefit from offering the kind of clinical services that will maintain students in the least restrictive environment, prevent therapeutic outplacements, and allow students to take full advantage of the academic, social and co-curricular opportunities that the district has to offer. However, the challenge is great because the management and education of these students requires a specialized expertise typically not found in educational settings. Trying to maintain these students without providing the proper resources creates great risk for a school and diminishes the education of the specific student as well as the entire student body.

In our previous conversations, we heard that there was concern, specifically at the secondary level, with the growing population of students that have high acuity mental and behavioral health needs. With existing support staff already overwhelmed and stretched too thin, the district is looking to deliver these intensive, clinical services within the four walls of the school. Barriers heard with the current professional service group included insufficient staffing ratios to meet the growing need and limitations on students served related to their insurance coverage. Furthermore, the district has shared an openness to consultation across the MTSS continuum including professional development to foster a culture of acceptance around student mental health. Lastly, the district has also identified a subset of students for target interventions via Comprehensive Coordinated Early Intervening Services (CCEIS) with related funding associated with this. As such, the district is interested in exploring a partnership with [Effective School Solutions](#), to provide this highest level of in-school clinical support across its secondary schools.

Effective School Solutions: A Proven Solution

Effective School Solutions (ESS) offers a proven clinical solution organized around a Multi-Tiered Systems of Support Framework (MTSS) that will greatly enhance the quality of the educational experience of students with moderate to severe mental health issues. For over 14 years, the ESS program has had a positive impact on the lives of school districts' most vulnerable students. Currently, ESS provides services in over 120 school districts in 12 states and collects extensive data on the outcomes from every student. A summary of our 2022-2023 data is as follows:

- 65% decrease in suspensions for students with a history of severe disciplinary issues
- 41% reduction in absences for students with chronic absenteeism
- 1.0 average GPA increase for academically struggling students (1 letter grade increase)
- 95% of students prevented from therapeutic outplacement
- 94% of parents & caregivers saw an improvement in their child's behavior or mental health



Effective School Solutions in the Kenosha Unified School District

Staffing, Caseload, and Protocols

In the proposed model, full-time ESS clinicians will be assigned to the district/schools, along with the programmatic and clinical supervision of the ESS Regional Director focused on the Kenosha implementation and oversight from a member of the Quality Management Team. All clinical staff will be experienced mental health professionals with an appropriate background for the treatment of child/adolescent behavioral and psychiatric disorders. The assigned Regional Director will also be able to serve as a layer of coverage in the event of staff absences and have a higher level of knowledge of KUSD programming than a per diem covering staff. Caseloads for each staff member will be approximately 15 students at any given time; this is dependent on student acuity and their level of tiered programming. If the district is ever dissatisfied with a clinician, ESS will replace that clinician upon notice.

In addition to the clinical staff, the following team members will participate in the implementation of the ESS program:

- Programmatic and clinical supervision, as well as ongoing consultation with school and district leadership, by the Regional Director, Regional Vice President of Clinical Programs & the ESS Director of Behavioral Programs.
- Staffing support including initial interviewing, reference checking, credential verification, and onboarding assistance from an assigned Regional Recruitment Manager
- Assigned Quality and Risk Management Team Member, providing quality oversight, risk management, documentation compliance, and ongoing monitoring of student clinical charts.
- Data and Analytics from the ESS Data and Research Team including access to the MindBeat Pulse™ dashboard along with quarterly report card data on student outcomes.

Components of the Core Program for Kenosha Unified School District

- Comprehensive biopsychosocial assessment and individualized treatment plan
- Group therapy (three or more times per week for Tier 3 programming)
- Weekly individual counseling
- Family/caregiver therapy, typically twice per month; staff will be available up to one evening per week to provide the family/caregiver therapy, as needed.
- Supervised lunch (if approved by district), separate from the overall student body, for all or selected ESS students and overseen by an ESS staff member.
- Monthly evening parent psycho-social support program, along with the distribution of *Solutions*, the monthly ESS newsletter for parents
- Immediate level-of-care evaluations when it is required in the context of school guidelines for the assessment of suicidality/homicidality.
- Immediate response sessions for students struggling during the school day. These are “real time” interventions to assist students in practicing regulation skills.
-



- Classroom observations (when appropriate/if agreed upon by district) of students to enhance clinical interventions.
- All furniture to equip therapeutic spaces.
- All materials required to implement a behavioral modification level system.

Additional Services

- Ongoing child study team consultation
- Ongoing consultation and collaboration with teachers and district educators
- Weekly student review meeting with school and district leadership
- Clinical service documentation for each student in a comprehensive medical record, in accordance with appropriate professional standards.

Students Appropriate for ESS Tier 3 Programs

- Aggressive/Disruptive behaviors at school and/or home
- School avoidance
- High risk sexual behavior
- Substance abuse
- Depression
- Severe anxiety
- Suicidal ideation
- History of traumatic experiences
- Misc. symptoms leading to psychiatric hospitalization.

Specialized Protocols for Students Struggling with School Avoidance

ESS has also developed protocols specific to students with school avoidance, with a long track record of success. The ESS protocols include a specialized assessment for students and their parents, parent coaching along with family therapy, intensive and frequent home visits and, when needed, a supportive re-entry to school procedure.

Specialized Protocols for Students with Significant Behavioral Disorders

Specialized protocols are used when working with students with significant behavioral disorders. The focus of these protocols is on trauma, emotional regulation, impulse control, frustration management and the development of communication skills. Moreover, especially when working with teachers assigned to a self-contained class, ESS will provide strategic professional development and ESS staff will work closely with educators daily towards the goal of helping create and maintain a non-reactive classroom setting that supports positive behavior among ESS students and promotes an overall positive school culture.



Pre-implementation Activities

1. ESS will collaborate with school administration to identify students appropriate to refer to ESS.
2. ESS will work with staff to develop student schedules.
3. ESS will conduct assessments of each student referred to determine appropriateness for the ESS program.
4. ESS will work with staff to develop self-contained classroom structures, settings and policies, if so desired
5. ESS will provide individual parent information sessions to help parents better understand the ESS services that will support their child.

Summer Programming

ESS offers extended summer programming for a select number of students at an additional \$9,000 for each cohort of students. ESY is a five-week program convening twice weekly for group therapy with individual or family sessions offered bi-weekly to provide continuity of services and assist the student in maintaining emotional stability over the summer.

Professional Development

An important goal of ESS is to assist districts in providing teaching staff with the knowledge and skills necessary to work effectively with students with emotional and behavioral challenges. Toward this end:

- ESS distributes *Insights*, a monthly newsletter for teachers with research updates and practical tools for the classroom.
- For any of the partnership options ESS is pleased to provide the following professional development offerings from the *ESS Professional Development Library*
 - One hour Introduction to the Nurtured Heart Approach
 - One Hour introduction to the Trauma Attuned Model©
 - Six hours to be selected from the ESS Professional Development Library
 - Two hours virtual parent/family presentations selected from the ESS Professional Development Library
 - One Youth Mental Health First Aid certification course (six-hour virtual course for up to 30 participants)

Resources Provided by the District

Private office space for the full-time staff (ESS will provide all furnishings for these offices except for desks), a phone with voicemail and external call access, connectivity to the Internet and access to district's database for the grades, attendance, and disciplinary incidents of the ESS students.



Funding Recommendations:

Understanding how to sustainably fund the expansion of your mental health continuum is essential to providing ongoing care for students. As part of our work with districts, we help identify available funding sources for the establishment of an ESS partnership as well as provide consultation on how to maintain mental health programs over time. Oftentimes, the ESS program can be fully funded through either the braiding or blending of different funding sources or through direct cost savings from therapeutic outplacement prevention.

Through our conversations with Kenosha Unified School District, we have identified multiple pathways that could enable the district to self-fund the ESS partnership.

Utilizing Title Funds

- All of the eligible Title funds can be used to provide mental health supports within schools. Specifically, this includes funding ESS through Title I- Part D Prevention and Intervention Programs for Delinquent and At-Risk Students. Additionally, Title II, Part A funds can be used in support of ESS programming as it is estimated that 20-25% of the work that ESS engages in falls under professional development. Likewise, services supporting LEP children would fall under Title III funding. Lastly, Title IV, centered on Student Support and Academic Enrichment (SSAE), indicates that allowable uses include providing all students with access to well-rounded education and improving school conditions for student learning, both of which are byproducts of the therapeutic work that ESS provides.

IDEA

- IDEA funding can of course be used if ESS services are provided to classified students. In addition, a portion of IDEA funding can be used for general education students at risk of classification. In the case of Kenosha Unified, the district has also received specific funding through IDEA Part B for Comprehensive Coordinated Early Intervening Services for a target group of students to receive clinical support. Spaces within ESS programming can subsequently be earmarked for students who fit this profile to utilize this funding source.

Medicaid

- In all states, for Medicaid eligible students, schools can obtain reimbursement for therapeutic services for special education students.

State, Federal, and Local Grants

- Whether this is exploring funding through the Substance Abuse and Mental Health Services Administration (SAMHSA), the Bipartisan Safer Communities Act, or more localized sources at the county or community level, with mental health such a priority area of focus nationally, it is critical to also explore and seek out alternative funding pathways such as these.



Investment Options:

First Year Partnership	List Price	District Price	Discount
Tiered clinical programming to serve approximately 75 students, including 5 full-time, licensed mental health professionals, supervision and oversight by 1 ESS Regional Clinical Director, quality and risk management by the ESS QM clinical expert, and district-wide professional development as outlined above	\$850,000	\$600,000	\$250,000
Second Year Partnership	List Price	District Price	Discount
Tiered clinical programming to serve approximately 75 students, including 5 full-time, licensed mental health professionals, supervision and oversight by 1 ESS Regional Clinical Director, quality and risk management by the ESS QM clinical expert, and district-wide professional development as outlined above	\$875,500	\$618,000	\$257,500

Effective School Solutions is keen on having Kenosha Unified School District as our inaugural partnership in Wisconsin. We are happy to do specific invoicing to braid funds from other district sources (i.e.: \$50,000 for teacher facing professional development (Title II) or start-up costs or for targeted CCEIS interventions)

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 25, 2024

EDUCATION FOR EMPLOYMENT PLAN

Background

The Wisconsin Department of Public Instruction (DPI) has revised the Education for Employment (E4E) Administrative Rule Chapter PI 26 (Appendix A). The purpose of E4E programs is to prepare elementary and secondary pupils for employment, to promote cooperation between business and industry and public schools, and to establish a role for public schools in the economic development of Wisconsin. School boards and districts must adhere to the following guidelines:

- Provide academic and career planning (ACP) services to students in grades 6 through 12.
- Develop an E4E plan with the school district staff and community stakeholders.
- Publish the plan on the school district's website.
- Review the plan annually.

The E4E plan includes:

- Local, regional, and state labor market needs.
- Education and training requirements for occupations that will fill labor market needs.
- A process to engage parents regarding ACP services provided and opportunities to participate.
- A description of career and technical (CTE) programming available, staff professional development for ACP delivery, and how the school district will meet E4E program requirements.
- A strategy to engage business, postsecondary education, and workforce development.

The services shall provide information and opportunities that lead to:

- Career awareness in elementary school.
- Career exploration in middle and high school.
- Career planning and preparation in high school that includes:
 - Career research;
 - School-supervised work-based learning experiences;
 - Career decision making;
 - Application of academic skills, technologies, economics, and entrepreneurship;
 - Personal financial literacy;
 - CTE opportunities;
 - Labor market information; and
 - Employability skills.

This review is an information update to the school board about the Kenosha Unified School District's E4E plan as required by Wisconsin Administrative Code PI 26.03.

Kenosha Unified School District Education for Employment Plan

Kenosha's plan provides students, parents, and community members with an understanding of learning outcomes and the implementation of E4E programs and services in the district. The objectives listed in the related legislation (WI PI 26.03) include:

- Preparing all students for future employment;
- Ensuring technical literacy to promote lifelong learning;
- Promoting good citizenship;
- Promoting cooperation among business, industry, labor, postsecondary schools, and public schools; and

- Establishing a role for public schools in the economic development of Wisconsin.

A student's pathway to a career includes all relevant learning experiences that help to inform his/her investment in postsecondary education or training; and it positions the student for success in a career of interest.

As the Kenosha Unified School District continues to update its E4E plan each year, the economic growth in Kenosha County (regionally and in the state) is studied. Some of the major developments in Kenosha are industrial, healthcare, housing, and retail. It is important that economic development continues to be shared with staff and students so that students are being educated about labor market needs and educational and training requirements for occupations that will fill those needs. Long-term planning with the E4E plan, the Office of Career and Technical Education, and Academic and Career Planning will work to align goals and indicators to the Kenosha Unified School District's achievement plan.

Kenosha Unified School District's E4E plan aligns with the required components in WI PI 26.03 (Appendix B). The following information is included in the district's E4E plan:

- Career readiness mission/vision
- Career readiness team members
- Career readiness data
- Student success stories
- Labor market information
- Postsecondary education and workplace preparation
- Professional development for staff
- Family engagement
- Community partnerships
- Academic Career Planning (ACP)
- Access for all students
- Current progress and future goals

Dr. Jeffrey Weiss
Superintendent of Schools

Ms. Laura Stone
Coordinator of School Culture and Safety

Ms. Julie Housaman
Chief Academic Officer

Mr. Aaron Williams
Coordinator of Career and Technical
Education

Ms. Stacy Guckenberger
Director of Special Education and
Student Support

Chapter PI 26

EDUCATION FOR EMPLOYMENT PLANS AND PROGRAM

PI 26.01 Applicability and purpose.
 PI 26.02 Definitions.
 PI 26.03 Education for employment program.

PI 26.04 General requirements for school boards.
 PI 26.05 Program approval.

Note: Chapter PI 26 was repealed and recreated by CR 15–025 Register November 2015 No. 719, eff. 12–1–15.

PI 26.01 Applicability and purpose. (1) Under s. 121.02 (1) (m), Stats., every school board shall provide access to an education for employment program approved by the state superintendent. Under s. 115.28 (59), Stats., the state superintendent shall ensure that every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district beginning in the 2017–18 school year.

(2) This chapter establishes the requirements for education for employment programs. The purpose of education for employment programs is to do all of the following:

- (a) Prepare elementary and secondary pupils for future employment.
- (b) Ensure technological literacy; to promote lifelong learning.
- (c) Promote good citizenship.
- (d) Promote cooperation among business, industry, labor, postsecondary schools, and public schools.
- (e) Establish a role for public schools in the economic development of Wisconsin.

(3) The purpose of academic and career planning services is to assist pupils with planning and preparing for opportunities after graduating from high school. These opportunities may include postsecondary education and training that leads to careers. This chapter describes school districts' academic and career planning responsibilities while allowing school districts to determine how they meet those responsibilities.

History: CR 15–025; cr. Register November 2015 No. 719, eff. 12–1–15.

PI 26.02 Definitions. In this chapter:

(1) “Academic and career plan” means a comprehensive plan developed and maintained by a pupil that includes the pupil’s academic, career, personal, and social goals and the means by which the pupil will achieve those goals both before and after high school graduation.

(2) “Academic and career planning services” means the activities, instruction, resources, and opportunities provided by a school district to assist a pupil with developing and implementing an academic and career plan.

(3) “Academic and career planning software tool” means the computer software program procured by the department under s. 115.28 (59) (b), Stats., to provide academic and career planning services, or a similar computer software program that allows pupils to download their academic and career plan.

(4) “Child with a disability” has the meaning given in s. 115.76 (5), Stats.

(5) “Department” means the Wisconsin department of public instruction.

(6) “Education for employment program” means the program under s. 121.02 (1) (m), Stats.

(7) “Individualized education program” has the meaning given in s. 115.76 (9), Stats.

(8) “Parent” includes a guardian.

(9) “Pupil postsecondary outcomes” means the activities a pupil pursues after high school graduation, which may include: pursuing postsecondary education and training, including at a technical college, college, or university; entering the workforce; serving in the armed forces; or undertaking other personal growth and development activities.

(10) “School board” has the meaning given in s. 115.001 (7), Stats.

(11) “State superintendent” means the state superintendent of public instruction.

History: CR 15–025; cr. Register November 2015 No. 719, eff. 12–1–15.

PI 26.03 Education for employment program.

(1) An education for employment program shall include a long-range plan approved by the school board and developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institutions, and workforce development organizations. The long-range plan shall include all of the following:

(a) An analysis of local, regional, and state labor market needs and the educational and training requirements for occupations that will fill those needs.

(b) A process used to engage parents in academic and career planning. The process shall do all of the following:

1. Inform parents in each school year about what academic and career planning services their child receives.
2. Provide parents with multiple opportunities during each school year to participate in their child’s academic and career planning.
3. Update parents throughout the school year on the progress of their child’s academic and career planning.

(c) A description of all of the following:

1. How, in each year of the plan, the school district will support pupils in academic and career planning, including meeting the requirements under subs. (2) and (3).
2. The career and technical education provided in the school district.
3. The professional development provided to staff to assist staff with delivering academic and career planning services to pupils in grades 6 to 12.
4. How the education for employment program will meet the requirements of s. 121.02 (1) (m), Stats.

(d) A strategy to engage businesses, postsecondary education institutions, and workforce development organizations in implementing the education for employment program.

(2) An education for employment program shall provide pupils with information and opportunities that lead to all of the following:

(a) Career awareness at the elementary grade levels, including developing an understanding of the following:

1. Why people work.
2. The kinds of conditions under which people work.
3. The levels of training and education needed for work.
4. Common expectations for employees in the workplace.

5. How expectations at school are related to expectations in the world of work.

(b) Career exploration at the middle school grade levels, including developing an understanding of the continuum of careers across work environments, duties, and responsibilities and how a pupil's personal interests and skills relate to those careers. Career exploration may also include work-based learning experiences and career research identifying personal preferences in relation to occupations and careers pupils may pursue.

(c) Career planning and preparation at the high school grade levels, which shall include the following:

1. Conducting career research to identify personal preferences in relation to specific occupations.
2. School-supervised, work-based learning experiences.
3. Instruction in career decision making.
4. Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.
5. Pupil access to career and technical education programs, including programs at technical colleges.
6. Pupil access to accurate national, regional, and state labor market information, including labor market supply and demand.
7. Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.

(3) Beginning in the 2017-18 school year, an education for employment program shall provide pupils in grades 6 to 12 with academic and career planning services, including providing each pupil with all of the following:

(a) Individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan.

(b) If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team may, if appropriate, take the pupil's academic and

career plan into account when developing the pupil's transition services under s. 115.787 (2) (g), Stats.

(c) Access to an academic and career planning software tool that allows pupils to engage in career exploration and career planning and preparation.

(d) Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

PI 26.04 General requirements for school boards.

The school board shall do the following:

(1) Indicate on a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for postsecondary credit, and, if applicable, a course's participating postsecondary institution.

(2) Annually review and, if necessary, update the long-range plan and education for employment program under s. PI 26.03. This review shall evaluate pupil postsecondary outcomes. At the conclusion of the review, the school board shall prepare a report on the school district's education for employment program. The report shall describe the education for employment program's current progress and future goals related to improving pupil postsecondary outcomes.

(3) Publish its long-range plan under s. PI 26.03 (1) and the report under sub. (2) on the school district's website.

(4) Annually notify parents of its education for employment program. The notice shall inform parents of the information and opportunities available to pupils under s. PI 26.03 (2) and (3), including the availability of programs at technical colleges.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15; correction in (4) made under s. 35.17, Stats., Register November 2015 No. 719.

PI 26.05 Program approval. A program shall be approved by the state superintendent as long as the program complies with all of the requirements of this chapter and ss. 115.28 (59) and 121.02 (1) (m), Stats.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

CAREER READINESS MISSION/VISION

The Moral Imperative of the Kenosha Unified School District states: “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.” In support of guiding the KUSD students to become college and/or career ready, the district, along with input and support from community stakeholders, developed our [Growth of a Graduate](#) profile identifying five key competencies intended to create a clear, unified direction in the work we are doing to educate students in collaboration with families, businesses, and communities we serve.

CAREER READINESS TEAM

- Aaron Williams, *Coordinator of Career and Technical Education*
- Amanda Drews, *Family and Consumer Science Teacher*
- Anna Watson, *Bilingual School Counselor*
- Babette Montee, *Middle School Counselor*
- Bethany Pelc, *Elementary School Counselor*
- Brian Erdmann, *Coordinator of Special Education and Student Support*
- Eric Sutkay, *Youth Apprenticeship Specialist & Technology and Engineering Teacher*
- Jennifer Page, *Middle School Counselor*
- Jessica Cayemberg, *High School Counselor*
- Julie Housaman, *Chief Academic Officer*
- Laura Stone, *Coordinator of School Culture and Safety*
- Lora Lehmann, *Youth Apprenticeship Specialist*
- Samantha Rodriguez, *High School Counselor*
- Shelley Mitchell, *High School Counselor*
- Stacy Guckenberger, *Director of Special Education and Student Support*

DISTRICT CAREER READINESS DATA

- Career and Technical Education Participants: **SY 2022-2023, 3,506**
- Career and Technical Education Concentrators: **SY 2022-2023, 1,268**
- Students Participating in Youth Apprenticeship (11th-12th grade): **SY 2023-2024, 151**
- Number of Youth Apprenticeship Employer Partners (Attachment A): **SY 2023-2024, 84**
- Students Participating in School-Based Enterprise: **SY 2022-2023, 36**
- Total Number of College Credits Earned by Students (9th-12th grade): **SY 2022-2023, 5,054**
- Students Participating in Career and Technical Student Organizations: **SY 2023-2024, 296**
- Students Completing State-Approved Industry-Recognized Credentials: **Class of 2023, 188**
- Total Number of Certifications Earned by the Class of 2023 Throughout High School: **883**
- Number of local and regional career pathways offered: **SY 2023-2024, 13**
- Number of Xello Student Logins so far in 2023-2024: **7,743 students have logged in 44,454 times**
- Number of Unique Educator Logins so far in 2023-2024: **354**
- Number of Student Lessons Completed so far in 2023-2024: **7,491 completed & 1,114 in-progress**

- Number of Transcripts Sent so far in 2023-2024: **1,529**

STUDENT SUCCESS STORIES

- TMJ4 News Coverage of KUSD's [Youth Apprenticeship Program](#)
- Career and Technical Student Organization Competition Winners
 - [DECA International Qualifiers](#), [Kenosha News Article](#), [Social Media Post](#)
 - [SkillsUSA LakeView Gold Winners](#)
- Building Trades Career [Summer Camp](#)
- Family Education Programs
 - Cooking with Chef Kyle [1](#), [2](#), [3](#), [4](#), & [5](#)
 - [Pump Up the Volume](#)
 - [Blast Off](#)
 - [Reality Check](#)
- School Field Trips
 - [Filtration Group](#)
 - [Cree Lighting](#)
 - Fresenius Kabi, [Pleasant Prairie Distribution Center](#)

LABOR MARKET INFORMATION

Labor market information (LMI) helps our school districts develop cutting-edge Career and Technical Education programs by uncovering the skills students will need in the future. In addition, LMI can help students understand which jobs are most likely to be available and well-compensated.

Labor Market Information can be found at the links listed below.

- Kenosha Area Business Alliance (KABA), [Data Center](#)
- Job Center of Wisconsin - WisConomy, [Kenosha County 2023 Workforce Profile](#)
- Wisconsin Department of Public Instruction - Industry Projection Reports, [Southeastern Wisconsin](#)
- Wisconsin Department of Public Instruction - [Wisconsin K-12 Labor Market Information Guide](#)

POSTSECONDARY EDUCATION AND WORKFORCE PREPARATION

The ACP program at the Kenosha Unified School District ensures every student is prepared for life after high school no matter what path they plan to take. This includes:

- [Career and Technical Education](#) provided in the KUSD.
- [High school course catalog](#) and career pathway maps.
- [Dual credit courses](#) that provide transcribed credit and/or advanced standing at Gateway Technical College upon graduation from high school.
- Dual credit opportunities through the [Early College Credit Program and Start College Now Program](#).
- [Career-based learning experiences](#) offered in the KUSD.
- Wisconsin Department of Workforce Development, [Youth Apprenticeship](#) work-based learning program.
- The KUSD schools provide students with multiple opportunities to prepare for post-secondary education including tours at UW-Parkside, Carthage College, and Gateway Technical College. College representatives, both locally and across the country, are invited to present admission information to high school students. Students are encouraged to participate in the PowerUp: College & Resource Fair in addition to the Wisconsin Education Fair to learn about both 2-year and 4-year post-secondary

options available to them. High schools offer students FAFSA workshops, college application workshops, and scholarship writing support through lessons and ‘evening with the counselors’ events. As part of the NextGrad College Opportunity Network, some high schools have installed a digital kiosk KUSD students have access to various dual credit courses outside of the ECCP and SCN programs to get a jumpstart on their post-secondary journey through UW-Parkside’s PACC program, Gateway Technical College transcribed credit, and Carthage College’s Educators Rising coursework.

(Attachment B)

- Employability skills, and the soft/durable skills employers seek from their employees, are integrated into a variety of courses and lessons in our curriculum. Students begin learning basic social-emotional learning skills beginning in kindergarten and continuing through eighth grade utilizing the Second Step: Social-Emotional Learning program. At the high school level, students are able to enroll in specific courses related to employability skill development such as Employability Seminar and Employability Skills. Through our Career and Technical Education courses, students are engaged with employability skill development through real-world curriculum experiences.
- Students participating in the KUSD Career and Technical Education pathways have an opportunity to earn many different stackable industry-recognized credentials and certifications through their coursework. These certifications and credentials validate students’ knowledge and skills helping them prepare for entry-level employment in high-skill, high-demand careers. (Attachment C)

CAREER PATHWAYS

- The Career and Technical Education career pathways available in the KUSD include:
 - Advanced Manufacturing, [*State approved regional career pathway](#)
 - Architecture & Construction, [*State approved regional career pathway](#)
 - Arts, A/V Technology, & Communications, *Locally developed career pathway
 - Business Management & Administration, *Locally developed career pathway
 - Culinary, *Locally developed career pathway
 - Education & Training, [*Submitted for state approval as a regional career pathway](#)
 - Energy, [*Submitted for state approval as a regional career pathway](#)
 - Finance, [*State approved regional career pathway](#)
 - Health Science, [*State approved regional career pathway](#)
 - Information Technology, [*State approved regional career pathway](#)
 - Marketing, *Locally developed career pathway
 - Science, Technology, Engineering, & Mathematics (STEM), *Locally developed career pathway
 - Transportation, *Locally developed career pathway
- The Coordinator of Career and Technical Education, along with CTE staff, engages in continuous improvement activities throughout the year to align course curriculum with industry standards and implement any needed changes. The CTEC, Youth Apprenticeship Specialists, career and technical student organization advisors, and CTE staff meet frequently with employer partners to discuss current trends related to skills and knowledge needed by employers in the region. This information helps guide what curriculum enhancements are needed to ensure our students are learning the most up-to-date skills. Every two years, the KUSD CTE program completes a comprehensive local needs assessment (CLNA) as part of the federal Perkins V Grant. Through the CLNA process, each component of the CTE program is reviewed by a number of stakeholders including the size, scope, & quality of each pathway, student access and equity, and educator recruitment, retention, and training. When evaluating the career pathways as part of the CLNA, we review local labor market data with the help of industry partners to identify in-demand careers in our region that offer a sustainable wage.

PROFESSIONAL DEVELOPMENT FOR STAFF

The Kenosha Unified School District is committed to supporting our entire staff to become engaged in the career readiness process. We provide the following professional development to staff:

- School ACP teams will select the training appropriate for their staff, including but not limited to Xello training, staff meeting presentations from Coordinators of Student Support and CTE, and small group presentations from Coordinators of Student Support and CTE.
- High school counseling staff attend professional development with military branches to learn about career opportunities. Information regarding post-secondary programs and resources are provided to counselors through annual UW-Systems updates, monthly Gateway Technical College updates, and GTC counselor Lunch-n-Learn throughout the year.
- Middle school counselors provide professional development to staff during Welcome Back Week. Training includes updates on SEL, ACP and Xello usage. Counselors frequently meet with grade level teams to reinforce ACP/SEL.
- New staff are trained on using Xello by counselors.
- Career readiness activities including reviewing local labor market information is integrated in secondary CTE professional development through the year.
- The Coordinator of Career and Technical Education provides onboarding support to new administrators as needed.
- Administrators and school staff new to the district or ACP will be provided with Xello accounts and receive training to use the tool with proficiency as needed.

FAMILY ENGAGEMENT

The Kenosha Unified School District engages families and caregivers in academic and career planning by:

- Schools regularly send out communication to families regarding career readiness activities taking place at their schools through multiple means. Communications may include, but are not limited to Xello lessons, career based field trips, and post-secondary institution information sessions.
- Families are notified about Xello usage with their students and are encouraged to have 'career conversations' with their students.
- Communication is bi-annually provided to students and families regarding the ECCP and SCN programs through the community bulletin and school messaging.
- KUSD families and community members are provided information about upcoming district wide Family Education programs through KUSD's Weekly Bulletin email, Virtual Backpack, Social Media Channels, school and district websites, fliers, promotion to local non-profit networking groups and word of mouth.
- Families are invited to attend formal parent/student/counselor meetings to review career readiness plans during 8th and 10th grade.
- ACP event updates are provided on school and district-level websites as needed.
- Secondary student courses selection information is available for parents to review with students and/or counselors.
- Secondary families are encouraged to participate and provide feedback on district CTE opportunities, including ACP career readiness activities, as part of the Perkins CLNA process.
- Stakeholder feedback from parents and students is used through the Perkins CLNA process.
- Student voice related to classroom instruction in specific content areas is also provided through the implementation of the Elevate survey at the secondary level.
- Through the Community School Relations Department, students and families are encouraged to

participate in a variety of academic and career related opportunities throughout the year geared toward many different grade levels. Events such as Cooking with Chef Kyle, the Build It Program, and Family Literacy Fest reinforce how academics and careers are intertwined in the KUSD. They provide an opportunity for students and families to interactively learn both in-person and virtually about career readiness opportunities available to students during their enrollment in KUSD schools. At the completion of every Family Education program, families are provided surveys to provide feedback about the program they attended, what they liked/disliked about it, how it could be improved and other programs they would like Community School Relations to offer. Community School Relations then forwards this feedback to the program organizers, presenters and staff. Many Community School Relations programs, such as Build It! are developed through the results of this survey.

COMMUNITY PARTNERSHIPS

The Kenosha Unified School District is proud to collaborate with many business, industry, and community partners.

- Our district actively seeks feedback from community, industry, and higher education partners when regularly evaluating our career readiness activities, programs, and initiatives throughout the year. Engagement opportunities that exist include reviewing local labor market data, evaluating CTE curriculum, hosting career-based learning experiences, mentoring, and hiring of youth apprentices. Continuous engagement with employer and community partners is one of the responsibilities of KUSD's Coordinator of Career and Technical Education. Specific opportunities for soliciting feedback from business and community partners include:
 - CTEC participation in Gateway Technical College Career Prep trimester meetings
 - CTEC is a member of the Southeast Wisconsin Workforce Development Board
 - CTEC is a member of the Southeast Wisconsin Construction Advisory Committee
 - CTEC and district administration attend Rotary and Kiwanis meetings regularly
 - CTEC leads the KUSD Youth Apprenticeship Steering Committee
 - KUSD staff members are a part of Gateway Technical College's advisory committees
 - The KUSD is part of interagency collaboration to meet the needs of students of diverse backgrounds. Collaboration agencies include, WI division of Vocational Rehabilitation, WIOA, Boys & Girls Club, Kenosha County Community on Transportation, Aging & Disability Resource Center
 - Superintendent of Schools, is a member of the Kenosha Area Business Alliance's Board of Directors
 - Collaboration with Building Our Future to support students and families with FAFSA completion
- Career-based Learning Experiences that are offered.
 - Building Trades Career Summer Camp in partnership with Riley Construction, Martin Petersen Company, and Pieper Electric
 - LakeView Lego Summer Camp
 - Worksite tours with Cree Lighting, LMI Packaging, Filtration Group, Fast Signs, Jockey, Salon Professionals Academy, and Gordon Food Service among others
 - Southeast Wisconsin's Build My Future interactive day in the trades event
 - Gateway Technical College High School visits: transportation day, HERO Fire/EMS exploration, health care expo, business and liberal arts career fair, STEM & manufacturing career expo, african american youth empowerment conference, protective & human services programs career exploration fair, and the hispanic youth career fair in collaboration with YO Puedo
 - Carthage College Educators Rising event
 - KUSD's Young Adult Job Fair in partnership with Southeastern WORKS
 - Wisconsin Youth Apprenticeship program
 - School career fairs, virtual and in-person
 - Various grade level career day presentations

- The Transition Expo and Navigating the Future
- Kenosha Area Business Alliance Mentor Program
- Jeffery Elementary Community Day in partnership with the Kenosha Mayor's Office
- Family Education Programs focused on CTE pathways

Community partners interested in getting involved with the KUSD can contact Aaron Williams, Coordinator of Career and Technical Education, at awilliam@kUSD.edu

ACP CURRICULUM, SUPPORT, AND SERVICES/FORMAL ACP PROCESS

Grade Level Appropriate Career Readiness Activities and Career-based Learning Experiences

K-5: Career Readiness Activities:

- Teaching staff utilize teacher generated career exploration activities, school and classroom career day visits, and counselor career discussions in conjunction with academic courses. In 4th and 5th grade, students have opportunities to discuss strengths and interests and how they may lead to future career choices. Social skills and behavior expectations related to obtaining and holding a career are highlighted during counselor lessons.
- Career readiness activities are also blended into the elementary social studies curriculum.
 - Grades K-2
 - Learning and Working Together - Addresses how expectations at school and work are related by engaging in activities and discussion around: cooperation, sharing, problem-solving and following rules. This part of the curriculum addresses common expectations as well. At this level, the lens is of a kindergarten student in their job, which is a student in school. This chapter also exposes students to jobs related to community leaders
 - Economics - This part of the curriculum describes the many different jobs available to students and the tools used in those jobs. It also addresses why people work by discussing needs and wants.
 - People, Places, and Nature - this part of the curriculum addresses how geography and resources can shape the work that is available.
 - Grades 3-5
 - Economics - By third grade, students are learning about human capital and the importance of starting to prepare now for the future. In this part of the curriculum, students learn about the type of education or training needed and other attributes important to success in a job. Students develop a stronger understanding of the relationship between work and economics. Students will also be exposed to leaders in different fields to learn more about what they do and how they became successful.
 - Citizenship and Civics - This part of the curriculum speaks to the importance of being a good citizen, which includes following rules and expectations within the community.

6-8: Career Readiness Activities:

- Students are introduced to the Xello platform and complete grade level specific activities including but not limited to:
 - 6th grade: School Subjects at Work, Interest Survey, Decision Making, and Time Management
 - 7th grade: Learning Styles, Discover Learning Pathways, Biases & Career Choices, and Jobs & Employers
 - 8th grade: Skills, Explore Career Matches, Transition to High School, and Self-Advocacy

9-12: Career Readiness Activities:

- 9th grade: Personality Styles, Exploring Career Factors, Getting Experience, and Study Skills & Habits
- 10th grade: Program Prospects, Work Values, Workplace Skills & Attitudes, and Careers & Lifestyle Costs
- 11th grade: Work/Life Balance, Choosing a College, Career Demand, and Entrepreneurial Skills
- 12th grade: Career Backup Plans, Defining Success, Career Path Choices, and Job Interviews

ACP/School Counseling Services

- School counselors support the ACP process by following the comprehensive school counseling modeling including four components including: school counseling curriculum, individual student planning, responsive services, and system support. Second Step: Social-Emotional Learning program (K-8) and the CORE Project (9-12) are utilized within the KUSD to help students develop strong social-emotional learning skills that are transferable between education, careers, and life. The social-emotional learning curriculum delivery supports skill development in goal-setting and planning, problem solving, and relationship building. K-8 includes weekly lessons and 9-12 monthly lessons. The district utilizes an advisory period within the 9-12 school day that allows counselors to engage in ACP activities with students. Counselors introduce families to the Xello platform during career conversation and share results from the platform during meetings with families.
- Formal advisory periods built into the school day are utilized at some schools to provide career readiness activities.
- KUSD's Academic and Career Planning information [website](#).

INDIVIDUALIZED ACP SUPPORT

- Our district has a process to identify and provide modifications, accommodations, or enhanced support for career readiness activities to maximize participation of English Learners, students with an Individual Education Plan (IEP), or students at-risk of not graduating.
- Our district implements specific strategies to communicate with students, families and caregivers of English Learners, students with an Individual Education Plan (IEP), and/or students at-risk of not graduating about career readiness.
- Our district makes an effort to seek out diverse community, industry, and higher education partnerships so that students are more likely to interact with adults that come from many different backgrounds and cultures. Mentoring partnerships in place with KABA, Jockey, and KAFASI
- Our district provides individualized course planning support for students as needed. At the middle school level counselors support student transitions from elementary school to middle school and then again from middle school to high school. They provide this support by coordinating course planning for both levels and have lessons to educate students on their choices of high school including choice/charter schools. Special education staff works closely with CTE and academic staff to support students in their classes and guide them through course planning. At the high school level, counselors and staff meet with all students regardless of 504, IEP, and ELL through classroom ACP meetings.

ACCESS FOR ALL STUDENTS

The academic and career plan for a student with a disability shall be made available to the student's individual education program team. The student's individualized education program team may, if appropriate, take the academic and career plan into account when developing transition services.

- As part of the annual IEP meeting, staff review the ACP plan: and complete additional informal and formal transition assessments.
- A Postsecondary Transition Plan (PTP) is developed based on the information from these assessments. Goals are written in the area of education/training, employment, and independent living. Transition services are implemented in order to address these goals.
- The school district is a part of interagency collaboration to meet the needs of students of diverse backgrounds.
 - Division of Vocational Rehabilitation
 - Wisconsin Innovation Opportunities Act
 - Boys & Girls Club

- Kenosha CountyCommunity on Transition
- Aging & Disability Resource Center
- Counselors and teaching staff work collaboratively with special education staff to ensure students with IEPs are signed up for the correct and appropriate classes.
- Family and student messages are provided in dual language whenever possible including translation services built into Xello to support multilingual learners.
- The KUSD Transition Team hosts two annual events to connect students and families to community resources and post-secondary options. The Transition Expo shares information about navigating supports in college, apprenticeships, and employment supports. Navigating the Future shares information regarding community supports, alternate college programs, and adult programs for individuals with disabilities.

ACP SOFTWARE TOOL/CAREER READINESS TECHNOLOGY

Students in grades 6-12 have access to Xello: College & Career Readiness software. Through Xello, students are able to complete many of the career lessons and activities previously discussed. High school students are also able to explore scholarship opportunities, colleges, careers, and send their transcripts to post-secondary institutions all through the platform.

CURRENT PROGRESS AND FUTURE GOALS FOR IMPLEMENTATION

Through academic and career planning and the Career and Technical Education program, we have provided students with many different opportunities to experience academic and career activities helping to guide them to future success. We have worked to increase opportunities for students to earn dual credit at post-secondary institutions, earn industry-recognized credentials, and participate in career awareness events. Through the continued work with KUSD's Growth of a Graduate during the 2024-2025 school year, the district will align components of the Education for Employment plan and the Growth of a Graduate indicators to ensure 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."

MOST RECENT DATE OF SCHOOL BOARD REVIEW

June 25, 2024



**YOUTH APPRENTICESHIP BUSINESS PARTNERS
2023-24**

- Aiello Family Dental
- American Eagle Outlet
- American Family Insurance
- American Metalcraft Industries
- Ashmus Belting, Inc.
- Aurora Medical Center
- Azura Memory Care
- Barton Senior Residences of Zion
- Blackhawk Community Credit Union
- Boldt Construction
- Cadence Cabinetry, Inc.
- Capri Communities
- Catalyst Exhibits
- Chipotle Mexican Grill
- Classic Collision Center
- Clean Cut Carpentry, LLC
- CNH
- Colbert Packaging Corporation
- Crawford & Wright Orthodontics
- Crumbl Cookies
- CVS Pharmacy
- Dickow Cyzak
- Doctors of Physical Therapy
- Don's Auto Parts & Machine Shop
- Educators Credit Union
- Familia Dental
- Family Psychiatric Care
- Filtration Group
- Froedtert South (St. Catherine's Campus)
- GEM Manufacturing, Inc.
- Good Value Pharmacy
- Goodwill
- Gordon Food Service
- Handi-Ramp
- Horizon Systems Machining, Inc.
- Intech Medical

- JCPenney
- Jockey International
- Kenall Manufacturing
- Kenosha Animal Hospital
- Kenosha Lakeshore Veterinary Clinic
- Kenosha Metal Products, Inc.
- Kenosha Smiles
- Kid's Castle
- Lee Mechanical, Inc.
- Levi's Outlet
- Library Terrace Assisted Living
- LMI Packaging Solutions
- Mark McGuire, D.D.S., S.C.
- Michael's Signs, Inc.
- Midwest Elite Fence Company, LLC
- Mission BBQ
- Modern Apothecary
- Mosch Painting, Inc.
- Nosco
- Nothing Bundt Cakes
- Old Navy
- Ono Kenosha
- Palmen Motors
- Parker Plastics, Inc.
- Paxxon Health Care
- Piggly Wiggly
- Pleasant Prairie Animal Hospital
- Potbelly's
- Real Hot Yoga Kenosha
- RecPlex
- Roland Machinery Co.
- Ruffalo's Hair Studio
- Scamps Gymnastics
- Sebens Automotive, LLC
- Southern Lakes Credit Union
- Stein's Aircraft Services, LLC
- The Club at Strawberry Creek
- The Apis Hotel & Restaurant
- The Legacy at St. Joseph's
- TK Distinct Properties, LLC / Accent Realty, LLC
- Toolamation, Inc.
- Ulta Beauty
- Valeo's Pizza
- ViskoTeepak USA
- Walgreens
- Westown Foods

- Willowbrook Assisted Living
- Wisconsin Fuel & Heating, Inc.



**DUAL CREDIT OPPORTUNITIES AVAILABLE TO STUDENTS
2023-24**

- Transcribed Credit with Gateway Technical College
 - Advanced Accounting Honors
 - AP Computer Science Principles
 - Business and Personal Law
 - CAD Solids
 - Career Foods
 - Child Development 1
 - Child Development 2
 - Civil Engineering and Architecture
 - Computer Aided Design-Beginning
 - Computer Applications
 - Computer Applications for Business
 - Computer Integrated Manufacturing
 - Construction Systems 2
 - Culinary Skills
 - Digital Electronics
 - Early Childhood Education
 - Engineering Design and Development
 - Fundamentals of Engineering/Manufacturing
 - Industrial Internet of Things
 - Interior Design 1
 - Interior Design 2
 - Introduction to Engineering Design
 - Introduction to Industrial Control Systems
 - Introduction to Industrial Robotics
 - Introduction to Mechatronics
 - Java Programming 2 Honors
 - Marketing
 - Personal Finance
 - Welding
- Advanced Standing with Gateway Technical College
 - Introduction to Medical Terminology

- Contract for Service Dual Credit with Gateway Technical College

- Certified Nursing Assistant
- CNC Machining Technology
- Computer Programming C
- Databases
- Foundations of CNC Machining
- Front-End Development with Angular
- Fundamentals of Blueprint & Safety
- Game Programming
- Gauging and Quality Control
- Industrial Controls for Maintenance
- Intro to DB Concepts
- Javascript
- Mechanical Skills for Tech
- Mechanical Skills I
- Metal Fabrication I
- Mobile Game Programming
- Multiple High School Academies
- Pneumatics/Hydraulics
- Programming in Python
- Web Programming
- Web Programming Advanced
- Weld Printreading & Fabrication Procedures

- Parkside Access to College Credit (PACC)

- AP Calculus AB
- AP Statistics
- AP US History
- Digital Productions 2
- Education Psychology and Assessment
- Foundations of Education
- Quantitative Reasoning



CAREER AND TECHNICAL EDUCATION DATA TRENDS

CAREER AND TECHNICAL EDUCATION PARTICIPANTS	Snapshot Year			
	2019-20	2020-21	2021-22	2022-23
Grade 9	NA	994	981	1,017
Grade 10	NA	869	669	863
Grade 11	752	955	787	828
Grade 12	850	943	848	798
TOTAL	1,602	3,761	3,285	3,506

CAREER AND TECHNICAL EDUCATION CONCENTRATORS	Snapshot Year			
	2019-20	2020-21	2021-22	2022-23
	1,177	1,343	1,311	1,268

YOUTH APPRENTICESHIP PARTICIPATION	Snapshot Year				
	2019-20	2020-21	2021-22	2022-23	2023-24
Hospitality & Tourism	16	11	19	11	6
Marketing	27	40	46	40	25
Manufacturing	17	9	11	13	24
STEM	5	6	5	5	2
Transportation	5	10	5	9	14
Business	NA	NA	NA	NA	1
Architecture & Construction	5	4	6	6	10

YOUTH APPRENTICESHIP PARTICIPATION	Snapshot Year				
	2019-20	2020-21	2021-22	2022-23	2023-24
Arts, A/V Tech, & Communications	2	1	1	2	0
Health Science	45	42	59	33	49
Information Technology	2	1	4	1	2
Education	NA	NA	NA	NA	6
Agriculture, Food & Natural Resources	6	5	7	6	7
Finance	9	3	9	6	5
Total	139	132	172	132	151

STATE-APPROVED INDUSTRY- RECOGNIZED CREDENTIALS	Snapshot Year			
	2019-20	2020-21	2021-22	2022-23
	199	165	188	188

CAREER AND TECHNICAL STUDENT ORGANIZATION PARTICIPATION	Snapshot Year				
	2019-20	2020-21	2021-20	2022-23	2023-24
	NA	NA	NA	NA	296



FAMILY EDUCATION PROGRAMMING

Career and Technical Education-Focused Program Attendance

DATE	PROVIDER	PROGRAM NAME	PROGRAM FOCUS	ADULTS ATTENDED	STUDENTS ATTENDED	NOTES
11/16/23	Hosted by Community School Relations	Cooking with Chef Kyle	CTE pathways	35	35	
11/28/23		Pump Up the Volume	CTE pathways	19	20	
4/17/24		Reality Check	Financial Literacy	12	22	8 high school volunteers
4/16/24		Blast Off with LakeView	Physics	20	22	
5/20/24		Build It!	CTE pathways	20	20	Future date/estimated
TOTALS				106	119	

CTE: Career and Technical Education

Note: Attendance is based on capacity of the room/program.

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**Kenosha Unified School District
Kenosha, Wisconsin**

June 25, 2024

NEW COURSE PROPOSAL: INDIAN TRAIL COMMUNICATIONS ACADEMY

Background

The Indian Trail Communications Academy is requesting the addition of a half-credit course for Photojournalism and for Advanced Digital Graphics. In previous years Communication Academy students chose between journalism or digital arts as their path of study. Beginning in 2024-25 all students in the Communications Academy will take both courses to provide them with a deeper understanding of the focus in each area. To accomplish this goal, the Indian Trail Communications Academy is requesting that a .5 credit course option for both Photojournalism and Advanced Digital Graphics be approved. The standards and scope and sequence will remain the same; however, the half-credit course will not go as deeply into each of the units.

This change will be advantageous to students for several reasons:

- The learning objectives in each course differ; however, the skills are complementary and will provide a dynamic learning experience.
- Students will obtain a broader skill base that will expand their options in selecting a final capstone project for senior year.
- Students will learn skills from both tracks and will use this information to make decisions about postsecondary studies and/or employment.

Courses

PROPOSED COURSE NAME	SCHOOL	APPENDIX
Photojournalism (.5)	Indian Trail High School and Academy	A
Advanced Digital Graphics (.5)	Indian Trail High School and Academy	B

Recommendation

Administration recommends that the School Board approve the proposals for Photojournalism (.5) and Advanced Digital Graphics (.5) courses for the Communications Academy at Indian Trail High School and Academy.

Dr. Jeffrey Weiss
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

Mr. Scott Kennow
Principal, Indian Trail High School and Academy

Mrs. Karen DuChene
Assistant Principal, Indian Trail High School and Academy



COURSE CHANGE PROPOSAL

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

Date Initiated: 6/6/2024 Administrator's Name: Scott Kennow

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

Course Name: Photojournalism (0.5)

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

Credits: .5 Check if honors: ☒

Recommended Prerequisites (if any): Introduction to Broadcasting

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

The current course under this name is offered for one credit (two semesters). In an effort to ensure that all Communications Academy students are able to access this curriculum, a scaled-down version that offers the same curriculum exposure, but for just one semester, is being requested. Photography is a part of journalism. Students need specific knowledge of the photography skills and types of photography required for journalism. Students will learn the specific writing skills required to write captions for the photographs. This type of writing takes time and practice. Students will understand the law, ethics, and history of photojournalism. This course will focus on learning the same curriculum targets as the original, year-long course; but the learning targets will be scaled down more fundamentally to allow students to fit this course into their schedules.

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

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

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

See Attachment 1.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

Unit 1: History of Photojournalism

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

Unit 2: Media Law and Ethics

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

Unit 3: Basics of Photojournalism

- Photo composition
- Digital single-lens reflex camera functions
- Types of photos
- Photo editing basics

Unit 4: Captions

- Interviewing basics
- Caption writing

Unit 5: Photojournalism Portfolios

- Final photojournalism portfolios
 - Photos
 - Captions
 - Photo essay

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

B. Textbooks/Kits: \$0

C. Supplementary: \$0

D. Facilities/Space: \$0

E. Professional Learning: \$0

Photojournalism Standards

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

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

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

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

Date Initiated: 6/6/2024 Administrator Name: Scott Kennow

Department and School: Communications Academy, Indian Trail High School and Academy

Course Name: Advanced Digital Graphics (.5)

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

Credits: .5 *Check if honors:* ☐

Recommended Prerequisites (if any): Communications Academy Sophomore—Intro to Digital Graphics

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

Curriculum is based on the International Society for Technology Education (ITSE) standards. In the past, students in the Digital Media pathway would select the 1.0 credit course. In an effort to ensure that all Communications Academy students are able to access this curriculum, a scaled-down version that offers the same curriculum exposure but for just one semester is being requested. It will be taught at a scaled down version of the 1.0 credit course. This will allow students to get an abbreviated version so they gain an understanding of advanced digital graphics and are able to apply it in future courses.

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

This course will build on the freshman foundation of the Intro to Digital Media curriculum. Students will continue using the visual language of art as a form of communication found in personal art expression, advertising, typography, and graphic arts. Students will learn to be proficient in multimedia materials while applying the graphic design elements and principles with technology literacy tools. This course is the second step in the communications program to build competency in the seven essentials of graphic design and visual presentation. Advanced drawing techniques will be practiced to create realistic images with advanced color theory. Adobe Illustrator will be used to manipulate text and imagery with vector quality in contrast to the Photoshop raster program imagery. Integrated projects with core classes will provide a broad understanding of how design can be used as a vehicle to demonstrate understanding. Art exhibits

Teaching and Learning

and portfolio development will continue in this course and be building blocks for the students' Senior Showcase community event when it applies.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

ISTE Standards for Students: <https://goo.gl/g2q7vg>

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

See attached documents.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

Advanced Digital Graphics

Scope and Sequence /Year at a Glance		
Quarter 1		
Unit 1	Unit 2	Unit 3
Advanced Drawing	Digital Organization - Review	Digital Communication Advanced Ps tutorials
3 weeks	2 Weeks	4 Weeks
<p>Generate and conceptualize artistic ideas and work. (1)</p> <ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed. • Artists and designer shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. <p>Line:</p> <ul style="list-style-type: none"> • Understand and use contour and/or blind contour techniques <p>Shape/Form/Values:</p> <ul style="list-style-type: none"> • Generate additional dimension in a 3D shape by adding value (gradation) <p>Color:</p> <ul style="list-style-type: none"> • Understand and use basic complementary colors - Red/green, Blue/orange, Yellow/purple <p>Texture:</p> <ul style="list-style-type: none"> • Identify and use actual/real textures within objects in the environment, and recreate them visually <p>Space/Balance: Understand and use asymmetry</p>	<p>1 Empowered Learner</p> <p>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>	<p>1 Empowered Learner</p> <p>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>1a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>1b</p>

		<p>Students build networks and customize their learning environments in ways that support the learning process.</p> <p>1c</p> <p>Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p>
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Scope and Sequence/Year at a Glance	
Quarter 2	
Unit 5	Unit 6
Advanced Digital Composition Ps – 7 Design Principles	Advanced Digital Typography – Core Curriculum Connections
5 weeks	4weeks
<p>4</p> <h2>Innovative Designer</h2> <p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p> <p>4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p>5</p> <h2>Computational Thinker</h2> <p>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p> <p>5a</p>	<p>6</p> <h2>Creative Communicator</h2> <p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p> <p>6c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>4</p> <h2>Innovative Designer</h2> <p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p> <p>4c</p>

<p>Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.</p>	<p>Students develop, test and refine prototypes as part of a cyclical design process.</p>
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Scope and Sequence /Year at a Glance			
Quarter 3		Quarter 4	
Unit 7	Unit 8	Unit 9	Unit 10
Digital Painting	Digital Vector Imaging - Intro	Digital Vector Imaging Advertising	Digital Portfolio
5 weeks	4 weeks	5 weeks	4 weeks
<p>4</p> <h2>Innovative Designer</h2> <p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p> <p>4c Students develop, test and refine prototypes as part of a cyclical design process.</p>	<p>4</p> <h2>Innovative Designer</h2> <p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p> <p>4d Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.</p>	<p>6</p> <h2>Creative Communicator</h2> <p>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p> <p>6c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>6d</p>	<p>2</p> <h2>Digital Citizen</h2> <p>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <p>2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p>

		Students publish or present content that customizes the message and medium for their intended audiences.	2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
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**Kenosha Unified School District
Kenosha, Wisconsin**

June 25, 2024

POLICY 5580–SCHOOL WELLNESS

First Reading

Background

The Kenosha Unified School District is committed to improving academic performance of all students. Therefore, and as required by the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children Reauthorization Act of 2004, School Wellness Policy 5580 was created and approved in spring 2006 and updated in spring 2015. According to the Wisconsin Department of Public Instruction, local wellness policies are a key component to creating and maintaining healthier school environments that promote positive behaviors and help children reach their full academic potential. Research continues to demonstrate that healthier students are better learners.

Given the evidence demonstrating the positive link between nutrition, physical activity, and school performance, an investment in wellness can support academic achievement. The Healthy Hunger-Free Kids Act of 2010 expanded upon previous requirements and includes new provisions that place a greater emphasis on the implementation, evaluation, and transparency of local wellness policies. Updates to Policy 5580 include delineation of wellness committee membership and responsibilities and alignment of nutrition information with the current Standards and Nutrition Guidelines for Foods and Beverages available to students.

Recommendation

Administration recommends that the Board of Education grant approval to revise Policy and Rule 5580–School Wellness—as a first reading on June 25, 2024, and a second reading on July 23, 2024.

Dr. Jeffery Weiss
Superintendent of Schools

Mrs. Emily Riedler
Director of Food Services

Mrs. Julie Housaman
Chief Academic Officer

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

Mr. Patrick Finnemore
Director of Facilities

POLICY 5580
SCHOOL WELLNESS

The district promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of their students. Improvement in health optimizes student performance potential and ensures that no child is left behind. It is the district's intention to help students learn and participate in positive dietary and lifestyle practices and to provide a school environment that supports these efforts.

- All students will learn about and participate in activities that promote cardiovascular fitness. Physical activity will be included in a school's daily education program from kindergarten through twelfth grade. Physical activity should include regular instructional physical education classes, co-curricular activities, and recess.
- The curriculum will empower students with the knowledge, attitudes, and skills for lifelong healthy eating habits.
- All students will be encouraged to have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn.
- The Office of Food Services will promote healthy meals and meal alternatives by ensuring that all meals offered through the National School Breakfast Program and the National School Lunch Program meet and follow all United States Department of Agriculture (USDA) requirements applicable to the schools, including established nutritional standards.
- School administrative personnel, with the assistance and support of Food Services personnel, will provide a positive environment in school cafeterias by giving an adequate amount of time for students to eat school meals.
- The schools will promote healthy food and beverage choices for students in all venues where food and beverages are served or sold in accordance with the Healthy Hunger-Free Kids Act of 2010.

The efforts to promote wellness, good nutrition, and physical activity are the shared responsibilities of all district employees. In keeping with the spirit of this policy, the district shall maintain a Wellness Committee to annually evaluate, update, and communicate any changes.

Nutrition and physical activity are known to influence a child's development, potential for learning, overall sense of well-being, and risk of illness through adulthood. Students who practice good nutrition and engage in daily physical activity attend school with bodies and minds ready to take advantage of the learning environment. The District, therefore, encourages all members of the community to help create and support a school environment that emphasizes healthy, life-long habits of good nutrition and physical activity.

POLICY 5580
SCHOOL WELLNESS
Page 2

The District shall also maintain, implement, and inform the school community and general public about a local school wellness policy that meets the requirements of federal law. The local school wellness policy required by federal law (hereinafter referred to as the District's "Wellness Plan") is a written plan that includes methods to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other food and beverages sold and otherwise made available to students on the school campus during the school day are consistent with applicable minimum nutritional guidelines and standards.

Various stakeholders will be given the opportunity to participate in the development, implementation, and periodic review and updating of the District's Wellness Plan. However, the content of the Plan is subject to the School Board's review and approval; and the Board retains authority to modify the specific content of the Wellness Plan and to accept, reject, or modify recommendations for updates and other changes.

The Board delegates primary administrative oversight of this policy and the District's Wellness Plan to the director of food services and the coordinator of athletics, physical education, health, recreation, and senior center, who shall:

1. Direct and monitor the District-wide implementation of the District's Wellness Plan and related nutrition guidelines, including monitoring school-level compliance with the Plan;
2. Oversee the periodic evaluation of the Wellness Plan and its implementation at least as often as such formal assessments are required under applicable regulations, including having primary responsibility for ensuring the timely preparation of a written report following each such assessment;
3. Ensure opportunities for stakeholder group involvement in the development, implementation, and periodic review and updating of the District's Wellness Plan in a manner that is consistent with the requirements of applicable federal regulations and the specific content of the Wellness Plan;
4. Keep the Board and the broader community informed of the Wellness Plan; the District's and each applicable school's progress toward achieving Wellness Plan goals; and any recommendations for changes and improvements to the Plan, including any changes that are based on the results of a formal assessment; and
5. Establish record keeping procedures that are consistent with applicable federal regulations and any Wisconsin Department of Public Instruction guidelines.

Nothing in this policy or in the District's formal Wellness Plan shall be construed to prohibit District schools from undertaking additional school-level wellness initiatives, provided that such initiatives (1) do not either conflict with the formal Wellness Plan or unilaterally supplant or replace portions of the plan and (2) have otherwise been properly authorized within the District. However, the Board strongly

POLICY 5580
SCHOOL WELLNESS
Page 3

encourages the administration and staff at individual schools to coordinate their student wellness initiatives with the formal Wellness Plan for the benefit of documenting such efforts and sharing ideas across the entire District.

USDA Nondiscrimination Statement and Program Complaint Information

Refer to the U.S. Department of Agriculture (USDA) Nondiscrimination Statement online at:
<https://www.fns.usda.gov/civil-rights/usda-nondiscrimination-statement-other-fns-programs>.

LEGAL REF.: Wisconsin Statutes

Section 93.49 [farm-to-school programs]

Section 118.01(2)(d)2 [instructional program goals related to nutrition and physical education]

Section 118.12 [sales of goods at schools and promotions on school premises, including the sale of milk and other beverages]

Section 118.33 ~~(1)~~ [graduation requirements, including health and physical education credits]

Section 120.13(17) [school board power to authorize the temporary use of school facilities, including the recreational use of school facilities do all things reasonable for the cause of education]

Section 120.13(19) [school board power to provide community programs]

~~Section 121.02 (1) School district standards [including health and physical education credits]~~

Section 121.02(1)(f) [school district standard; minimum hours of direct student instruction]

Section 121.02(1)(j) [school district standard; health and physical education]

Child Nutrition and WIC Reauthorization Act of 2004 (School wellness policy and child nutrition program requirements)

Health Hunger-Free Kids Act of 2010

WISCONSIN ADMINISTRATIVE CODE: PI 8.01(2)(j)2 [physical education rules]

FEDERAL LAWS AND REGULATIONS: 42 U.S.C. §1758b [statutory school wellness policy requirements]

42 U.S.C. Ch. 13 [National School Lunch Act provisions, generally]

7 C.F.R. Part 210 [USDA regulations implementing the National School Lunch Act, as amended, including the local school wellness policy regulations]

7 C.F.R. Part 220 [USDA regulations implementing the School Breakfast Program under the Child Nutrition Act, as amended]

POLICY 5580
SCHOOL WELLNESS
Page 4

CROSS REFERENCE: Policy 1200, Public Information Program
Policy 1211, Use of Students in Public Information Program
Policy 1212, Provision of Printed Material in Non-English Version
Policy 1500, Public Solicitations/Fundraising Involving the Schools
Policy 1510, Advertising/Promotions in the Schools
Policy 3422, Exclusivity Contracts with Vendors
Policy 3520, School Nutrition Programs
Policy 3522, Milk Program
Policy 3523, Vending Machines for Food Items
Policy 4370, Staff Development Opportunities
Policy 6100, Mission, Principles, Goals, Results
Policy 6300, Curriculum Development and Improvement
Policy 6456, Graduation Requirements
Policy 6700, Extracurricular Activities and Programs
Policy 6740, Student Fundraising Activities
Policy 6770, Interscholastic Athletics
Board-Adopted Academic Standards
District's Lifelong Learning Standards and Benchmarks

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 24, 2006

REVISED: April 27, 2015
July 23, 2024

RULE 5580
SCHOOL WELLNESS

~~A. Promoting Healthy Habits and Activities – The Office of Food Services and the Office of Teaching and Learning will work together in creating and maintaining an environment that supports and teaches healthy nutritional habits for district students.~~

~~1. In addition to carrying out responsibilities as outlined in board policy and elsewhere in these procedures, the Office of Food Services will share information about the nutritional content of meals with parents/guardians and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials~~

The Kenosha Unified School District Wellness Plan applies to all District schools. The Wellness Plan outlines the District’s approach to ensuring appropriate environments and purposeful opportunities for students to learn about and practice healthy eating and to engage in physical activity. The plan seeks to provide opportunities for all interested members of the school and local community to become engaged in and contribute to this important work.

I. Designated In-District Wellness Plan Leadership

The director of food services and the coordinator of athletics, physical education, health, recreation and senior center have primary responsibility for the District-wide implementation and oversight of the District’s Wellness Plan.

II. Locally Selected Wellness Plan Goals

To promote the health and well-being of District students, the District Wellness Plan includes measurable goals and is available on the Kenosha Unified School District webpage.

III. ~~2.~~Physical Education Curriculum

A quality physical education program is an essential component of the district’s wellness activities. Physical activity provides an opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice students to continue participation in physical activities throughout their lifetimes. Elementary children derive pleasure from movement sensation and experience different challenges as they sense a growing competence in their movement ability. At the middle level, participation in physical activity provides important opportunities for challenges, social interaction and group membership as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenges as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits, students will have the knowledge base to actively pursue lifelong physical activities that meet their own needs.

IV. ~~3.~~ Health and Nutrition Education Curriculum goals for grades 1 through 12 include the following:

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- a. Eating habits
 - b. Nutrients
 - c. Dietary guidelines
 - d. My Plate
 - e. Portion sizes
 - f. Product labeling
 - g. Eating disorders
 - h. Alternative dieting
 - i. Diet supplements
 - j. Food safety
 - k. Food allergies
 - l. Food sensitivities
- V.** ~~4.~~ The Family and Consumer Sciences Curriculum will support the philosophy that lifelong quality of life is dependent on students having the knowledge of nutrition and food needs for all age groups. Since the family is responsible for meeting food needs, students must understand the effects of technology on food, current health problems related to diet, and the social and cultural influence on food and resources.
- VI.** ~~5.~~ Schools will use nonfood items as rewards for academic performance or good behavior for individuals or classrooms.
- VII.** ~~6.~~ Schools will not use food or any restrictions of foods as a consequence for negative student behavior or academic performance.
- VIII.** ~~7.~~ Schools will promote positive nutrition and healthy behavior. ~~by:~~
- a. ~~Displaying resource posters (e.g., Wisconsin Milk Marketing Board, My Plate, Fuel Up for 60);~~
 - b. ~~Displaying student artwork promoting positive nutritional and healthy behavior in the classrooms, hallways, and/or school cafeterias; and~~
 - c. ~~Participating in taste testing of unfamiliar foods (e.g., Taste Test Tuesday, Fresh Fruit and Vegetable Grant).~~
- IX.** ~~8.~~ Business, Information Technology and Marketing courses (school stores) will support the district's wellness policy by complying with the Nutrition Standards for All Foods Sold in Schools (also known as the Smart Snack Rules).
- B.** ~~Breakfast~~ ~~To ensure that all children have breakfast either at home or at school in order to meet their nutritional needs and enhance their ability to learn, schools will:~~
- 1. ~~Operate the National School Breakfast Program.~~
 - 2. ~~Arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess to the extent possible.~~

- ~~3. Notify parents/guardians and students of the availability of the National School Breakfast Program.~~
- ~~4. Schools will utilize newsletter articles, take-home materials, or other means to encourage parents/guardians to provide a healthy breakfast for their children at home or through the National School Breakfast Program.~~

~~C. Nutritional quality of foods and beverages sold and served through the School Meals Programs~~

- ~~1. School Meals—Meals served through the National School Lunch and Breakfast Programs will:~~
 - ~~a. Meet, at a minimum, nutrition requirements established by state and federal statutes and regulations, including the meal pattern and vegetable subgroups. Foods from reimbursable meals will, over the course of five days, meet the average caloric requirements; derive no more than 30 percent of their total calories from fat contain less than 10 percent of their total calories from saturated fats; contain zero grams of trans fats; and meet the current sodium target. Foods from reimbursable meals will provide one-third of the recommended dietary allowances (RDA) for lunch and one-fourth of the RDA for breakfast.~~
 - ~~b. Offer a variety of fruits and vegetables daily as required. with at least two fresh fruits and one fresh vegetable offered per week.~~
 - ~~c. Serve only low-fat (1 percent) and fat-free milk and nutritionally equivalent non-dairy alternatives (to be defined by the USDA).~~
 - ~~d. Ensure that 100 percent of the served grains are whole grain.~~
- ~~2. Foods and beverages sold individually (i.e., foods sold outside of reimbursable school meals, such as through cafeteria a la carte [snack] lines) will comply with the Nutrition Standards for All Foods Sold in School, also known as the Smart Snack Rules.~~

~~D. Fundraising activities and concessions~~

- ~~1. All fundraising activities require administrative approval. Fundraising during school hours will comply with the Nutrition Standards for All Foods Sold in Schools, also known as Smart Snack Rules (located on the Kenosha Unified School District website).~~
- ~~2. Organizations operating concessions at school functions should include at least some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.~~

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- ~~3. Booster clubs should be inserviced on the sale of nutrient dense foods (i.e., whole grains, fresh fruits and vegetables).~~
- ~~4. Items sold through vending machines will comply with the Nutrition Standards for All Foods Sold in Schools, also known as the Smart Snack Rules.~~

X. Standards and Nutrition Guidelines for Foods and Beverages Available to Students

The following nutrition standards and guidelines (<https://www.govinfo.gov/content/pkg/FR-2016-07-29/pdf/2016-17227.pdf>) apply to foods and beverages offered for sale to students on school premises before the start of the school day, during the official school day, and within 30 minutes after the official school day:

- a. Reimbursable meals offered in any federally-subsidized school meal program shall meet the statutory and regulatory nutrition standards established for such meals.
- b. Foods and beverages sold to students outside of the school meal programs shall meet at least the United States Department of Agriculture's (USDA's) minimum nutrition standards for such items (also called the "smart snacks" or "competitive food" standards), including all permissible exemptions and exceptions that are identified in the regulations or otherwise expressly allowed by the USDA. These standards apply, for example, to a la carte options in cafeterias, vending machines that are accessible to students, and items sold in school stores or on snack carts.
- c. Vending machines may be made available for the use of middle and high school students.
- d. Both the federal standards and this Wellness Plan allow a building principal or another administrative-level designee to approve (to the extent authorized by the Wisconsin Department of Public Instruction) a limited number of exempt student organization fundraisers involving the sale of food or beverage items that do not meet any minimum nutrition standards. DPI currently allows up to two approved exempt fundraisers per student organization per school year, with each such fundraiser lasting no longer than two weeks. However, an approved exempt fundraiser may not take place in the food service area during any school meal period. In addition, an authorized exempt fundraiser must adhere to all other District policies and procedures related to fundraisers.
- e. Foods that, with appropriate District approval, are ordered and delivered at school or through a school-related activity but that are not intended to be (and that, due to packaging, preparation requirements, etc., cannot reasonably be) consumed on school

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premises (such as a frozen pizza fundraiser) are not subject to any specific nutrition standards or time or location restrictions regarding orders or deliveries under this local Wellness Plan.

XI. Foods Provided or Distributed, but Not Sold, to Students

The following standards and guidelines apply to foods and beverages that are provided or distributed (but not sold) to students on school premises before the start of the school day, during the official school day, and within 30 minutes after the official school day:

- a. Any beverages that are not Smart Snacks should not be served or distributed to students during the school day without first receiving written permission from the building principal. All schools must also be aware of and adhere to federal requirements regarding the availability of free drinking water for students.
- b. Teachers and students are encouraged to offer or distribute healthy snacks and treats for student birthday celebrations, classroom parties, and other similar events. Healthy snack ideas include, but are not limited to, items such as the following:
 1. Fresh fruit or fruit cups
 2. Trail/cereal mixes (no candy included)
 3. Fresh vegetables and low-fat dip
 4. Yogurt
 5. Dried fruits
 6. Pretzels
 7. String cheese/cheese cubes
 8. Popcorn
 9. Whole grain crackers
 10. Low-fat muffins
 11. Other low-fat crackers

During occasional celebrations (birthday observances, classroom parties, etc.) items of minimal nutritional value that do not meet the federal nutrition standards for “competitive food” sold to students and that also would not qualify as a healthy snack option may, in moderation, be served or distributed to students. School staff, a student’s parent or guardian responsible for initiating such an occasional celebration, shall be encouraged to provide a healthy snack item.

- c. Nothing in this Wellness Plan attempts to create or modify any District or school rules for the foods and beverages that a student brings to school for his/her own consumption.

XII. Marketing of Food and Beverages

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No District official, employee, or agent shall prospectively authorize or allow the marketing of any foods or beverages on a school campus during the school day (including before school and 30 minutes after the close of the instructional day for students) that do not meet the minimum federal nutritional standards for foods and beverages that are sold to students outside of the school meal programs. "School campus" means any area of District property that is accessible to students during the school day. "Marketing" means advertising and other promotions and can include oral, written, or graphic statements/materials that are presented with the purpose of encouraging the sale or consumption of a particular product. Examples of items on which marketing may sometimes be proposed include the exterior of vending machines, trash cans, cups, tray liners, posters, etc.

The prohibition on the marketing of certain foods and beverages established in the previous paragraph is clarified and limited as follows:

- a. The limitations on food and beverage marketing do not apply to events or activities that occur on nonschool days or more than 30 minutes after the end of the official school day for students.
- b. The limitations do not apply to materials used for educational purposes in the classroom.
- c. The prospective aspect of the limitations means, for example, that any stock on hand of noncompliant materials may be exhausted and that any noncompliant durable equipment (such as a menu board or a scoreboard in a gymnasium) can continue to be used until it is replaced.
- d. The limitations do not categorically prohibit the display or presentation of marketing materials that identify a general brand that is widely associated with specific products that are considered healthy and other specific products that would be considered unhealthy (i.e., that would not meet the minimum federal standards for "competitive food" sold in schools). However, the degree to which a general brand may be more strongly associated with unhealthy products should be considered in evaluating any specific marketing-related proposal.
- e. Because the minimum federal nutritional standards for foods and beverages that are sold to students at school and outside of the school meal programs include a provision allowing a limited number of approved exempt fundraisers, the marketing limitations do not apply to materials that relate to such fundraisers.
- f. Although students and staff remain subject to any other applicable District rules, the marketing limitations in this Wellness Plan are not intended to be enforced with respect to personal items, such as clothing worn by a student, a lunch bag, a water bottle or thermos, or the packaging on items that are brought from home for personal consumption.

~~E. Wellness Committee~~

- ~~1. The district's Wellness Committee shall consist of the following members: coordinator of athletics, activities, health, physical education, and recreation (co-chair), director of food services (co-chair), staff members (e.g., school nurse and physical education and marketing education teachers), parent representatives, and student representatives.~~
- ~~2. The Wellness Committee will monitor implementation of the district's wellness policy; evaluate progress, serve as a resource to school sites and revisit the policy annually.~~
- ~~3. The Wellness Committee will meet at least three times per year.~~

XIII. Stakeholder Involvement

School districts are required to provide opportunities for school administrators, teachers (including physical education and health education teachers), school food service staff, school health professionals (e.g., a registered nurse serving the schools), students, parents and guardians, School Board members, and other interested members of the community to participate in the development, implementation, and periodic review and updating of the District's Wellness Plan. The manner in which such opportunities will be provided will include, but are not necessarily limited to, the following:

a. Wellness Steering Committee

The Wellness Steering Committee is a formal committee that shall consist of not more than 13 members and that shall be chaired by the director of food services. The committee's primary charge is to be involved in the periodic assessment, review, and updating of this Wellness Plan, with a particular emphasis on recommending steps to improve District-wide knowledge of and compliance with the plan and on recommending possible changes to the plan (e.g., new or revised goals).

- b. The Wellness Steering Committee shall have the power to identify and recommend individuals to be appointed as formal members of the committee, including filling vacancies, while giving due attention to representation among the specific stakeholder groups identified in applicable federal regulations. However, not every stakeholder group must be represented at all times—particularly when there is a lack of interest. The appointment of any District employee to the committee shall be subject to the approval of the employee's supervisor, the appointment of any School Board member to the committee shall be made directly by the Board, and all other recommendations for committee membership shall be approved by the District administrator. Any student appointee(s) shall be at least in seventh grade. An appointment may be for a defined term; or, if no specific term is designated at the time of appointment, the appointment shall then be considered ongoing until the**

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committee member is removed (including being replaced to accommodate additional interest in serving) or resigns. Employees serving on the committee in their official District-related capacity may resign their committee membership only with supervisory approval.

- c. The Wellness Steering Committee shall maintain a list of current and historical committee members for at least the period required by the Wisconsin public records law.
- d. The Wellness Steering Committee may recommend the removal of any currently-serving committee member to the District administrator, who shall either approve or reject the recommendation. However, only the School Board may approve the removal of a Board representative when the Board member in question is still actively serving on the Board.
- e. The Wellness Steering Committee shall convene the committee as needed on dates established by the committee or chosen by the chair.
- f. The Wellness Steering Committee shall ensure that the meetings of the Wellness Steering Committee are noticed in compliance with the Open Meetings Law.
- g. The Wellness Steering Committee may determine the extent to which minority positions or multiple options may be presented to District officials for further consideration in situations where there is a disagreement or lack of sufficient consensus among the committee members in regard to particular issues.
- h. Meetings Designed as Stakeholder Awareness and Input Sessions

The director of food services will periodically hold, attend, and/or help organize meetings for the purpose of gathering input related to the Wellness Plan and its implementation.

- i. Goal-Driven Events and Activities

In formulating and implementing action steps related to the goals identified in this Wellness Plan, District-level and school-level personnel will attempt to identify specific opportunities for stakeholder input and participation.

XIV. Assessing the Wellness Plan and Its Implementation

The primary means of measuring the implementation of schools' compliance with the Wellness Plan is through a formal assessment that will occur at least once every three years.

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Such assessments shall be completed under the direction of the food service director and shall be in line with federal requirements and any applicable requirements of DPI. For purposes of carrying out triennial assessment requirements, the District shall do all of the following:

- a. Complete the Wellness School Assessment Tool (WellSAT) to evaluate how the District Wellness Plan compares to model policy language and best practices for school wellness.
- b. Complete the DPI-required Local Wellness Policy Report Card, which addresses:
 1. The extent to which the District and District schools are in compliance with the District's Wellness Plan;
 2. The progress made in attaining the goals of the Wellness Plan; and,
 3. The extent to which the District Wellness Plan compares to model policy language and best practices for school wellness.

The Local Wellness Policy Report Card shall be reviewed and considered when developing any recommended changes to the District Wellness Plan or determining that no specific changes need to be made. Any recommended changes to the District Wellness Plan shall be forwarded for formal District-level consideration and possible District-level approval. The recommended changes may be forwarded by school officials who have school wellness leadership responsibilities and/or on behalf of the Wellness Steering Committee.

The District's completed Local Wellness Policy Report Card, along with any recommended changes to the District Wellness Plan, shall be presented to the School Board prior to being communicated to the public as outlined in Section XV below.

Notwithstanding the formal triennial assessment and reporting process, recommendations to update or modify the Wellness Plan (e.g., to replace a goal that has been achieved) may be brought forward for District-level consideration and possible action (i.e., approval, rejection, or modification) at any time.

XV. Reports and Other Communications Related to the District Wellness Plan

The primary means that the District will inform the public of the content of the Wellness Plan, the status of implementation efforts, and the outcome of formal assessments will be through a prominent, wellness-themed web page or microsite that is part of the District's official website. Minimally, the following information will be prominently displayed or clearly linked on a continuous basis and without requiring any login or similar restriction on access:

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- a. The names, positions, and contact information of the District-level and/or school-level officials who have been designated as local wellness program leaders.
- b. A complete copy of this Wellness Plan.
- c. A complete copy of at least the two most recent Local Wellness Policy Report Cards (once available).
- d. Information regarding how interested stakeholders can become involved in the development, implementation, review, and updating of the Wellness Plan.

When electronically posting the above-identified information, the District will give due attention to using accessible formats and to the possible need to provide information in languages in addition to English.

In addition to electronic posting, at least once annually, the District will actively notify staff and school households of the Wellness Plan and how it can be accessed, and a similar active notice shall be given of the availability of each formal triennial assessment report (Local Wellness Policy Report Card) at the time each such report is completed.

Additional steps may be taken to draw attention to the web-based resources identified above, including:

- a. Featuring prominent links to the resources on the home pages of school-specific websites or web pages;
- b. Further promoting the availability of the information through school newsletters, District-approved social media accounts, or other District or school communications, and
- c. Mentioning the resources in connection with health- and wellness-related presentations to parents and other community groups.

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KENOSHA UNIFIED SCHOOL DISTRICT

Kenosha, Wisconsin

June 25, 2024

Kenosha Unified School District Board Meeting

Ruth Harman Academy Charter Contract

On December 20, 2023, during the district's Rightsizing initiative, The Brompton School and Dimensions of Learning Academy (DOLA) were asked to merge their two charter schools. For a successful merger the two principals and Governing Boards identified needed additions in the following areas:

- A name change to Ruth Harman Academy.
- The current Brompton and DOLA charter agreements (April 27, 2022) would be merged to incorporate DOLA's instructional methods and The Brompton School's Character Development and STEM curriculum.
- Black writing (DOLA's original charter)
- Red writing (Bromptons original charter)
- Blue writing (New Language)

On April 22, 2024, the governing boards voted on and approved these recommended changes to the existing contract and the merger of the two schools. These changes are in alignment with the language suggested by the KUSD administration.

Recommendation

Administration recommends that Dimensions of Learning Academy and The Brompton School merge to create a new charter school with the name of Ruth Harman Academy and that the Board approves the newly created Ruth Harman Academy Charter Contract at their June 25, 2024 regular school board meeting.

Dr. Jeffrey Weiss
Superintendent of Schools

William Haithcock
Chief of School Leadership

Tarik Hamdan
Chief Financial Officer

Gina Greil
Principal, The Brompton School

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Kenosha Unified School District

~~Dimensions of Learning~~

Ruth Harman Academy **Charter Contract**

Issue Date: July 2022



Kenosha Unified School District
Kenosha, Wisconsin

~~DIMENSIONS OF LEARNING~~ RUTH HARMAN ACADEMY CHARTER CONTRACT

This agreement is made as of the 24th day of May, 2022, between the Board of Education for the Kenosha Unified School District No. 1 (“Board”), 3600 52nd Street, Kenosha, Wisconsin 53144, and the ~~Dimensions of Learning Academy (“DOLA”)~~ Ruth Harman Academy.

Term of the Contract

The term of the ~~Dimensions of Learning~~ Ruth Harman Academy Charter School Contract shall be a period of five ~~(5)~~ **three (3)** years commencing on the 1st day of July, 2022~~4~~, through the 30th day of June, 2027.

It is understood and agreed that the ~~Dimensions of Learning~~ Ruth Harman Academy will follow all of the established Kenosha Unified School District (KUSD) policies and procedures, unless stipulated differently in other provisions in this contract or provided by law.

In addition, ~~Dimensions of Learning~~ Ruth Harman Academy will adhere to the principles and standards for quality charter schools established by the National Association of Charter School Authorizers (NACSA). On behalf of ~~DOLA~~ Ruth Harman Academy, the Governance Board or the Board’s designee, shall exercise all oversight responsibilities as set forth in this Contract.

I. Administrative Services

A. ~~Dimensions of Learning~~ Ruth Harman Academy Sponsors

The sponsors will be ~~Dr. Barbara Villont~~ and the ~~DOLA~~ Ruth Harman Academy Governance Board.

B. Person(s) in Charge and Administrative Services

The person in charge of the ~~Dimensions of Learning Academy~~ Ruth Harman Academy will be ~~Dr. Barbara Villont~~ **the principal**. The principal will serve as full-time Principal/Director of the school. The principal will work closely with the Governance Board to ensure that the educational goals of ~~the DOLA~~ Ruth Harman Academy are met. ~~She~~ **The Principal** will be responsible to the Board of Education for meeting the terms of the contract, as well as for financial accountability, serving as an instructional leader overseeing the educational program delivery and staff development necessary to carry out the mission of the school. Other responsibilities will include serving as a building manager overseeing daily operation of the school, handling student discipline, overseeing secretarial and clerical procedures including attendance, correspondence and health records, administering assessment and evaluation programs and employment of staff. Central office personnel in consultation with ~~DOLA~~ Ruth Harman Academy Governance Board will be expected to follow the same hiring practice for Kenosha Unified School District (KUSD) administrators in the event of the departure of the Principal. In alignment with KUSD School Board Policy #4330, the interview team should comprise a balanced, diverse representation of ~~the DOLA~~ Ruth Harman Academy Governance Board, staff, parents, and/or community members who may work closely with the new employee. With the hiring of a principal/director for ~~DOLA~~ Ruth Harman Academy,

consideration in consultation and decision-making will be given to the ~~DOLA~~ Ruth Harman Academy Governance Board. The KUSD Superintendent will make the recommendation of a replacement to the KUSD Board of Education for approval.

C. Status

~~Dimensions of Learning~~ Ruth Harman Academy will function as an instrumentality charter school authorized by Kenosha Unified School District (KUSD). All records of the ~~DOLA~~ Ruth Harman Academy shall be made available to and be made part of the records of the KUSD.

D. Governance Board

~~Dr. Villont~~ The principal will work closely with the ~~DOLA~~ the Ruth Harman Academy Governance Board to ensure that this charter contract and the mission of the school are fulfilled. A Governance Board made up of 7-9 members appointed by the sponsors will meet monthly to assist in developing, implementing, and effectively using school procedures and resources.

The ~~DOLA~~ Ruth Harman Academy Governance Board oversees the attainment of education outcomes of the charter school and ensures the school is in compliance with this Contract and the mission of ~~DOLA~~ The Ruth Harman Academy. The Governance Board will also assist in securing grant monies and other sources of revenue to deepen the capabilities of the school, approve the annual budget for ~~DOLA~~ The Ruth Harman Academy, build community relations, and make policies that govern the operations of the school.

~~The Brompton Governance~~ The Ruth Harman Academy Board will be accountable to the KUSD Board of Education in seeing that the district policies, rules and academic standards are adhered to and maintained. The ~~Brompton Governance~~ Ruth Harman Academy Governance Board will be independent as it relates to policies, rules and programming not required by the KUSD Board of Education policies, rules and/or directives.

No charter policies or procedures will be in conflict with existing KUSD School Board policies and rules, unless stipulated in this contract, or state or federal laws or regulations. Where any of the above is silent, the ~~Brompton Governance~~ Ruth Harman Academy Board policies, rules and regulations will prevail. The ~~Brompton~~ Ruth Harman Academy School calendar will mirror the KUSD middle and high school calendar, with flexibility to adjust the calendar to meet the needs of students and families.

E. Nonsectarian

The ~~Dimensions of Learning~~ Ruth Harman Academy is nonsectarian in its programs, admissions policies, employment practices, and all other operations. The ~~DOLA~~ Ruth Harman Academy facility, staff, equipment, supplies, curriculum, and teaching content shall be free of all religious or other sectarian symbols or influences.

II. Academic Program

A. Grades Served

~~The Dimensions of Learning Academy~~ Ruth Harman Academy will educate students kindergarten through eighth grade. Smaller school size will allow for effective personalized instruction and active learning experience. Targeted enrollment for ~~DOLA~~ Ruth Harman

Academy will be approximately 22 students in kindergarten and 1st grade, 24 students per grade level in grades one and two and three, and 25 26 students per grade level in grades three four through eight, for a total enrollment of approximately 222 444 students.

B. Mission

The Dimensions of Learning framework is an extension of a comprehensive research-based framework on cognition and learning. The model is designed to translate research into a practical classroom application to improve teaching and learning in any content area. It will guide and inform decisions and protocols about what will take place within the ~~DOLA~~ Ruth Harman Academy.

C. Curriculum

The curriculum will be developed based upon, at minimum, the achievement of the Academic Content Standards as established by KUSD. Curriculum materials and teaching strategies will be chosen by the ~~Dimensions of Learning~~ Ruth Harman Academy staff in conjunction with the mission and academic program of the school and aligned with the mission of KUSD.

The curriculum will include reading, language arts, math, science, and social studies as the core subjects. The core subjects will be taught in an integrated manner whenever possible. In addition, Project Lead the Way (PLTW), music, art, physical education, world language, and health will be taught and integrated into the core subjects as appropriate. ~~DOLA~~ Ruth Harman Academy will create a community of independent thinkers through student-centered learning, real-world experiences, projects, community connections, and integrated digital literacy.

III. Methods of Attaining Educational Goals

A. ~~Dimensions of Learning Academy~~ Ruth Harman Academy Instructional Framework

The vision for use of Dimensions of Learning on a school-wide basis can be readily implemented in a school dedicated to communicating and planning through the Dimensions of Learning model. These will provide a focus for teaching and learning by providing the framework and model for ~~DOLA~~ Ruth Harman Academy:

1. ~~p~~Positive attitudes and perceptions about learning;
2. ~~a~~Acquiring and integrating knowledge;
3. ~~e~~Extending and refining knowledge;
4. ~~u~~Using knowledge meaningfully; and
5. ~~p~~Productive habits of mind.

The Dimensions of Learning framework helps educators plan instruction that takes into account all five of these critical aspects of learning using appropriate matches of methods with content. Standards-based curriculum, instruction, and assessment are used in conjunction with this framework.

There are assumptions about learning which are implicit in the Dimensions of Learning model. These assumptions describe a valuable set of instructional aims. The assumptions are as follows:

- Instruction must reflect the best of what we know about how learning occurs.
- Learning involves a complex system of interactive processes that include five types of thinking which are represented by the five dimensions of learning.
- Teaching should include the nurturing of attitudes, perceptions, and mental habits that facilitate learning.
- There is a need for both teacher-directed and student-directed learning.

- Assessment should focus on students' use of knowledge and complex reasoning processes rather than on their recall of information.

In addition to these assumptions, learner-centered principles and developmentally appropriate practices will provide guidelines for increasing student achievement. ~~The DOLA~~ [Ruth Harman Academy](#) will organize the academic program around an aligned, standards-based process for developing curriculum, instruction, and assessment. The foundation for learning is based upon a defined set of knowledge. This knowledge is organized in two categories of standards the Academic Content Standards established by KUSD and around Lifelong Learning Standards (Appendix B). This is a rigorous curriculum well-defined by grade level specific standards. The focus is on cumulative and spiraling acquisition of knowledge and skills in each subject. It includes a focus on thinking and communication skills.

B. Instructional Practice

~~The Dimensions of Learning~~ [Ruth Harman Academy](#) framework includes fourteen specific thinking processes which students will use in order to apply and refine knowledge (Appendix C). Students will be presented with the following processes with which to reason about the knowledge they acquire:

- | | |
|--------------------------|------------------------|
| ● Comparing | ● Classifying |
| ● Analyzing Perspectives | ● Error Analysis |
| ● Deduction | ● Induction |
| ● Abstracting | ● Constructing Support |
| ● Decision Making | ● Problem Solving |
| ● Invention | ● Experimental Inquiry |
| ● Investigation | ● Systems Analysis |

Consideration of whether standard and benchmarks are declarative or procedural will also be used to inform instructional decisions. Instructional practices with the greatest research-based effect on student achievement will be in use regularly. This instruction will include practices such as the use of graphic organizers, strong vocabulary development, homework, and student feedback about learning. Field trips which support the targeted grade level standards will be incorporated into instruction.

~~DOLA~~ [Ruth Harman Academy](#) will use instructional materials based on the district standards. Many materials will be drawn from sources such as non-fiction and fictional works, current, primary source articles, essays, online resources, manipulatives, and other materials. The following criteria will be used for selecting materials:

1. ~~a~~[l](#)Alignment with the school's targets for each grade;
2. ~~s~~[S](#)ubject accuracy;
3. ~~e~~[C](#)larity; and
4. ~~v~~[V](#)ocabulary and ideas that build from grade to grade.

C. Project Lead the Way (PLTW)

- [PLTW Launch \(K-5\): Students are immersed in hands-on activities, projects, and problems that build upon each other and relate to the real world. They experience integrated learning that blends computer science, engineering, biomedical science, and more. Throughout the modules learners apply their math and English Language Arts \(ELA\) skills, learn science to standards, and adopt skills that are foundational across disciplines.](#)

- PLTW Gateway (6-8): Each PLTW Gateway unit engages students in middle school STEM curriculum that not only builds knowledge and skills in areas including computer science, engineering, and biomedical science, but also empowers students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

D. Curriculum Materials

The academic program will be implemented utilizing the following additional materials and instructional practices:

- Math manipulatives will emphasize the development of conceptual mathematical understanding as well as a balanced approach to the mastery of math computation skills. Students in grade 7 are enrolled in pre-algebra and students in grade 8 are enrolled in Algebra allowing them to the opportunity to enter high school prepared to take Geometry in their freshmen year, which will allow them to be on track for AP math courses in their junior year of high school.
- Hands-on learning will be based upon the complex reasoning process of experimental inquiry within themes of science, technology, engineering, art, and mathematics (STEAM).
- Students' literacy skills will be developed through the ability to apply reading, writing, vocabulary and spelling skills in tasks that involve thinking and reasoning. Grammar usage and writing skills are emphasized in the language arts curriculum component.
- Technology will be embedded within the learning process, not an end in itself (e.g. to facilitate the writing process). Technology will be used to research specific knowledge and to communicate this knowledge to others.
- Skill in accessing information will be developed through the use of local and online resources.
- Flexible grouping and regrouping for instruction will be based upon personalized learner needs.
- Homework will be a consistent expectation for students in all grades.
- We will utilize district-approved curriculum and standards as the foundation for our curriculum at the elementary level. Teachers monitor students' progress on the standards, make adjustments to the curriculum, and integrate a variety of resources to meet the needs of students. This helps students develop a solid understanding in each of the content areas and assures students are achieving mastery in the standards.
- At the middle school level, ~~The Brompton School~~ Ruth Harman Academy uses a combination of district curriculum and the standards to create a well-rounded, rigorous curriculum in all subject areas.
- ~~The Brompton School~~ Ruth Harman Academy offers an integrated arts curriculum in addition to the general art class for K-5 and elective offering to middle school students. The fine arts teachers work collaboratively with the classroom teachers to integrate the arts program into the various classroom projects and units of instruction.
- The science curriculum is standards based and uses hands-on learning as appropriate and is integrated into projects.
- Our Social Studies program incorporates a strong geography and history emphasis with the study of government, citizenship and cultures. Social studies will also be integrated in projects.
- Formal handwriting instruction takes place in all K-3 grades.

- Technology at ~~Brompton~~Ruth Harman Academy is an important tool for learning. Technology will be used to support learning such as online textbook access and interactive lessons in all content areas. It will be a critical tool for implementing the inquiry process required in many of the projects students will undertake. Students will use technology to complete assignments, research, and show their understanding and knowledge of key concepts when appropriate for content and grade level.
- Students in Kindergarten through grade five receive instruction from our music teacher for one 45 minute class each week. Group band/instrument instruction is offered as an optional program for students in grades ~~four~~ five through eight.
- All students grades K-5 receive up to 45 minutes of physical education instruction each week. Middle school students also take physical education as part of their elective schedule.

~~DE.~~ Character Development

Character development is an integral part of the ~~Brompton School~~Ruth Harman Academy. Infused in the curriculum and in the expectations for student behavior, character education is delivered through use of a school-wide program. ~~The Brompton School~~Ruth Harman Academy implements the Leader in Me Program from FranklinCovey. The Leader in Me is a research-validated process designed to address social emotional needs, college and career readiness, and the development of a strong leadership culture. All new staff will be required to attend training ~~trained~~ in the 7 Habits of Highly Effective People and teach students about the Habits. Students will be taught what each of the 7 Habits means and how they can use the Habits in their own lives, including using the Habits to participate in service learning opportunities. Students will also have opportunities to participate in a variety of leadership opportunities both within the classroom and at the school level.

Using the Leader in Me curriculum, students learn to be leaders, taking responsibility for their own actions, thinking about the bigger picture, and prioritizing what is most important. Students also think about others by problem solving, understanding others' points of view, and coming up with solutions that all can mutually agree upon, all while working together.

~~EF.~~ Middle School Electives

Middle school students (students in grades 6-8) will be offered elective class options in addition to the core class offerings. Electives such as PLTW, Band, Orchestra, World Language, Art and Fitness will be offered. Other subject areas may be incorporated as they fit the topics of instruction and according to available resources.

~~DG.~~ School Calendar

~~DOLA~~ Ruth Harman Academy will generally follow the KUSD student calendar. Instructional staff will follow the KUSD instructional staff calendar. However, the unique program of the school may necessitate flexibility in scheduling the school day. Any changes to the school calendar will be endorsed by the Governance Board with notice sent to parents and the District.

IV. Methods of Measuring Student Progress

A. Student Evaluations

The achievement of students is evaluated in terms of their attainment of the academic standards. Progress reports will provide ongoing evidence of progress in academic and Lifelong Learning standards over time.

B. Annual Testing

~~DOLA~~ Ruth Harman Academy will participate in annual state standardized assessments as well as district assessments such as the Measures of Academic Progress (MAPs).

C. Progress Reports

A standards-based progress report is issued at the end of each quarter. ~~The progress report is developed by the DOLA staff~~ Ruth Harman Academy to meet the specific educational requirements of the curriculum. ~~Grades K-5 will use progress reports without letter grades for each subject and will include a report on Lifelong Learning standards on the report card. Grades 6-8 will use letter grades for each subject and include a report on Lifelong Learning standards with the report card.~~

V. Governance Method/Parental Involvement

A. Governance Method

~~DOLA~~ Ruth Harman Academy is an instrumentality of KUSD and unless otherwise acknowledged is governed in accordance with the standard policies and procedures of the District. The teachers and other staff are subject to the direction and control of the District.

~~The DOLA~~ Ruth Harman Academy's Governance Board will consist of 7-9 voting members, which will include 2-3 parents, 2-3 faculty/~~staff~~ members, and 2-3 community members. The Governance Board will include an ex-officio member, which will be Principal/Director of the school. The members of the Governance Board shall serve three (3) year terms and will be eligible for reappointment to the Governance Board upon expiration of their term. Terms will begin on July 1st and conclude on June 30th. Governance Board members must notify the President by January 31st if they wish to seek reappointment for an additional term.

B. Governance By-Laws

The ~~Dimensions of Learning Academy~~ Ruth Harman Academy's Governance Board, Inc., shall maintain legal status and operate in accordance with the terms of the approved by-laws (Appendix D).

C. Parental Involvement

Parents and the business community of Kenosha will be invited to participate in the process of educating the students, as well as to share ideas with the teachers and the Governance Board. As needed, other ad hoc advisory and support groups including teachers, students, parents and community members will be created to assist the teachers and the Governance Board with the development of the school procedures and programs. Volunteers from parents, business community members, and retirees will be encouraged and their work is recognized as necessary to support ~~DOLA~~ Ruth Harman Academy's mission. ~~Parents will sign the "Responsibility for Learning" parent agreement and by doing so signify their understanding of the expectations for parent involvement.~~

D. Health and Safety

All health and safety policies will be adhered to including fire and ALICE drills. OSHA safety procedures will be in place.

E. Discrimination Statement

~~DOLA~~ Ruth Harman Academy will not discriminate in admissions or deny participation in any program or activity on the basis of a person's gender, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability status.

VI. Teacher Qualifications

A. Teacher Qualifications

All ~~Dimensions of Learning Academy~~ Ruth Harman Academy teachers, administrators, and professional staff will meet the employment requirements for instructional personnel as set by the Wisconsin Department of Public Instruction and by District policy. In addition to instructional staff, all persons employed or working at ~~DOLA~~ Ruth Harman Academy will be screened as required by law and by District policy. All ~~DOLA~~ Ruth Harman Academy staff will be interviewed and hired by the Principal and/or Governance Board Committee designee following the established hiring guidelines of the District.

B. Employee Status

All ~~full-time DOLA~~ Ruth Harman Academy staff shall be employees of KUSD and entitled to all of the rights and benefits of other similarly situated employees of KUSD following already established salary schedules and benefit programs.

C. Health and Safety

All local and state health and safety regulations and building code standards will be followed, including but not limited to, fire drills held monthly and tornado procedures reviewed and practiced annually, as well as ALICE drills. OSHA safety procedures will be in place.

D. Racial/Ethnic Balance Goals and Methods

Enrollment is open to all students in grades kindergarten through eighth in Kenosha Unified School District and those enrolled in KUSD through open enrollment. No student will be denied admission to ~~DOLA~~ Ruth Harman Academy based on race or ethnic heritage. ~~DOLA~~ Ruth Harman Academy seeks a student community that reflects the greater KUSD area in racial/ethnic and gender balance. In order to promote equal student representation, recruitment efforts will include general community outreach through newspaper and social media platforms as well as parent information meetings.

VII. Admission Requirements

A. Lottery Applications Required

Students will be selected through a random lottery system. ~~In the month of January,~~ Parents and students are required to submit an application to enter the lottery ~~per KUSD guidelines.~~

Students enrolled in ~~DOLA~~Ruth Harman Academy in the previous year do not reenter the lottery. Siblings of currently enrolled students are given preference in the lottery, dependent upon available space at each grade level.

Children of the school's founders, governance board members, and full-time employees may be given preference as long as this group is no larger than ten (10) percent of ~~DOLA's~~ Ruth Harman Academy's total enrollment.

Students selected in the lottery will be given a designated time period to sign and return the ~~DOLA~~ Ruth Harman Academy acceptance letter/contract. Students who do not return that form by the designated date will be denied admission and replaced by a student on the waiting list.

Any students applying to the lottery after Kenosha Unified School District's designated date and before September 30th will be added to the waitlist for students for the current school year. Students on the current year's waitlist must reapply for the upcoming year lottery to be considered for placement the upcoming year.

B. Student Acceptance

Once a student has accepted the offer for admission to the charter school through the appropriate process, he or she may remain in attendance through subsequent grades. A waiting list will be established for students who cannot be accommodated during the enrollment period and will be continued through the third Friday of September. ~~Since Ruth Harman Academy is a choice for parents, non-compliance with the contract, district policies and code of conduct will serve as considerations for transfer from Ruth Harman Academy.~~ Upon acceptance, ~~parents/guardians will be asked to complete a Student Enrollment Form, a Parent Statement for Admission, and a Responsibility for Learning Parent Agreement.~~ Parents are asked to share information about each student they are registering with regards to personal interests, strengths, and needs. They are also asked about the academic goals for improvement they have for each student. ~~Students must complete a Student Application which allows an opportunity to share personal interests, strengths and a Responsibility for Learning Student Agreement. The application is designed to begin a positive relationship between the school learning community and each learner as well as their parent(s)/guardian(s). Clarity about expectations regarding responsibility for learning will enhance the learning environment for students.~~

C. Discontinuance of Student Enrollment

No KUSD student will be required to attend ~~DOLA~~Ruth Harman Academy. Students will be assisted in enrolling in their attendance area school at the request of a parent. Since attendance at ~~DOLA~~Ruth Harman Academy is contingent upon students' and parents' choice, non-compliance with the district policies and Code of Conduct will serve as basis for consideration of transfer from the academy. ~~DOLA~~Ruth Harman Academy will follow the KUSD policy with regard to student expulsion.

VIII. Student Discipline

A. Behavior Policies

All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations, including the establishment of a dress code, may be developed upon recommendation of the Governance Board. All students and their families will receive a copy of any rules and regulations. Due process procedures will be followed in reaching any decision for removal.

B. Discipline Procedures

Discipline rules and regulations address behavior necessary to ensure a positive learning environment and the development of Lifelong Learning habits. ~~Responsibility for Learning Agreements will be provided and must be signed by both parent/guardian and student in order to complete the registration process.~~

IX. Financial and Programmatic Operations

~~A. Tuition~~

~~The Dimensions of Learning Academy Ruth Harman Academy shall not charge any tuition, provided that activity and other fees similar to the type and amount charged by KUSD to similarly situated students in other District schools shall not be considered tuition. DOLA Ruth Harman Academy will collect and expend student fees at the building level for the purpose of defraying instructional materials such as workbooks, assignment notebooks, field trips, copies, student activities, competitions, subscriptions, and other allowable student expenses.~~

~~B. Budgeted Items~~

~~The cost of all salaries, benefits, rents, utilities, supplies, equipment, capital improvements, and similar items shall be detailed and included in the approved budget of the academy. The DOLA Ruth Harman Academy budgeting practices will adhere to District requirements for budget preparations.~~

~~C. Financial Records~~

~~All operational and personnel funds will flow through Kenosha Unified School District and follow all KUSD policies and procedures. A record of all transactions will be available as financial records of the District. Financial records will be maintained at DOLA Ruth Harman Academy and will be available for review. All of the financial operations of DOLA Ruth Harman Academy will be available for review by KUSD staff or any outside auditor engaged by KUSD.~~

~~D. Funding by KUSD~~

~~Based on the official third Friday attendance, KUSD will credit Dimensions of Learning Academy Ruth Harman Academy eighty (80) percent of the current year maximum revenue per member as determined by the state revenue limit formula. Starting in the fall of 2017 and for subsequent years, DOLA Ruth Harman Academy will be credited with eighty (80) percent of the increases in per pupil categorical aid. Similarly, a decrease in future funding would negatively impact the funding credited to DOLA Ruth Harman Academy. In the event KUSD is facing District-wide budget reductions, a planning session will be held between KUSD and DOLA Ruth Harman Academy in order to determine how the charter school can share the burden of the overall financial loss.~~

The remaining twenty percent of the maximum revenue per member and the per pupil categorical aid will be retained by KUSD as reimbursement for administrative or other services furnished to DOLARuth Harman Academy.

For students enrolled at DOLARuth Harman Academy on the official third Friday in September membership count, KUSD will credit DOLARuth Harman Academy with eighty percent (80%) of a prorated per member revenue determined by the State for the applicable school year. The prorated membership revenue is the per member revenue authorized by the State multiplied by the student's full time equivalency for membership purposes. The remaining twenty percent (20%) of the per member cost per student in the District shall be allocated directly to KUSD as reimbursement for administrative services furnished to DOLARuth Harman Academy. KUSD will pay, and offset against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expenses for DOLARuth Harman Academy. Expenses other than established salaries, benefits, and rents shall be paid only upon written requisition to KUSD by DOLARuth Harman Academy. Any funds raised by DOLARuth Harman Academy from outside sources shall be delivered to and maintained by KUSD in a discretionary account, following established District policy. Unspent discretionary funds can be retained from one year to the next and will be accounted for as assigned portions of the general fund balance. Planned use of assigned fund balance must be coordinated with the KUSD CFO.

The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for use by DOLARuth Harman Academy in the operation of the school.

DOLARuth Harman Academy will be included in any federal or state programs on the same basis as other eligible district schools, based on the requirements and stipulations outlined by the applicable program.

DOLARuth Harman Academy shall submit its records for an annual audit by an auditing firm of KUSD's choosing. The audit shall be conducted in accordance with Applicable Law. KUSD will assume all audit costs associated with this review. KUSD may review the financial practices of DOLARuth Harman Academy at any time and may request reasonable reports from DOLARuth Harman Academy with due notice. All financial operations of DOLARuth Harman Academy must be in accordance with Applicable Law and the KUSD's policies, practices, and rules, unless expressly granted a waiver by the district. DOLARuth Harman Academy each year shall submit its programmatic records for an annual audit by the authorizing district.

DOLARuth Harman Academy shall provide to the District the data needed by the District for purposes of making the report to the state superintendent and the legislature required under Wis. Stat., §118.40 (3m) (f).

Allocation of Federal Funding

DOLARuth Harman Academy qualifies for federal funding in the same manner as other KUSD schools. For example, special education funds and title funds are assigned to Dimensions of Learning Academy Ruth Harman Academy using the same criteria as other KUSD schools.

E. Offsets

~~KUSD may offset part or all of any amount that DOLA Ruth Harman Academy exceeds in the Direct Cost Budget that it is liable for. (No charter is authorized to expend any amounts in excess of the Direct Cost Budget without prior approval of the chief financial officer).~~

Tuition: No tuition will be charged. The Ruth Harman Academy will collect activity and other fees (ex. Field trip) of the type charged to other KUSD students following the District Student Fee Schedule. The Ruth Harman Academy will collect and expend student fees at the building level for the purpose of defraying the cost of consumable materials.

Budgeted Items: Salaries, benefits, facility rent, capital improvements, equipment, supplies, and similar items will be included in the school budget. Budgeting practices will adhere to district and state requirements. The building principal will approve all purchases. The building principal will approve all budget expenses.

Financial Records: All operational and personnel funds will flow through the district. Ruth Harman Academy will follow all KUSD policies and procedures required of other district schools. A record of all transactions will therefore be available as financial records of the district. Financial records, including an activity account, will be maintained at Ruth Harman Academy and will be available for review. All of the financial operations of Ruth Harman Academy will be available for review by District staff or any outside auditor commissioned by the district.

Funding by KUSD: Based on the official third Friday attendance count, KUSD will credit Ruth Harman Academy eighty (80) percent of the current year maximum revenue per member as determined by the state revenue limit formula. Starting in the Fall of 2017 and for subsequent years, Ruth Harman Academy will be credited with eighty (80) percent of the increases in per pupil categorical aide. Similarly, a decrease in future funding would negatively impact the funding credited to Ruth Harman Academy.

Carryover funds are permitted.

The remaining twenty percent of the maximum revenue per member and the per pupil categorical aide will be retained by KUSD as reimbursement for administrative or other services furnished to Ruth Harman Academy.

Offsets: KUSD may offset part or all of any amount the charter exceeds the Direct Cost that it is liable for. (No charter is authorized to expend any amounts in excess of the Direct Cost Budget *without prior coordination with the Ruth Harman Academy Chief Financial Officer.*)

KUSD will pay and offset, against the Direct Cost Budget, all teacher and staff salaries and benefits, rent, equipment and supplies and other miscellaneous direct expenses of the Ruth Harman Academy. Expenses other than established salaries, benefits, and rents shall be paid only upon requisition to KUSD by Ruth Harman Academy.

Any other funds raised by the Ruth Harman Academy from outside sources shall be delivered to and maintained by KUSD in a discretionary account following established District policies.

Unspent discretionary funds can be retained from one year to the next. The district will account for these funds as assigned portions of the general fund balance. These funds may be spent on items in a mutually agreed upon capital plan. In the absence of a capital plan, prior coordination and consent of the KUSD Chief Financial Officer will be required before accessing these funds.

In the event of District wide budget reductions, a planning session will be held between KUSD and the Ruth Harman Academy in order to determine how the charter school can share the burden of the overall financial loss.

Purchasing: All supplies and equipment shall be requisitioned and purchased following standard financial procedures and *all applicable District policies. (Including notification of the KUSD board for purchases of materials or contracts exceeding the established threshold.) This would include the periodic audit of the school capital assets in conformance with District policy.*

KUSD Services: As part of the 20 percent of per member cost, KUSD will provide agreed upon services. These include district-wide services such as textbook and software adoption, professional development, instructional consultation, federal and district breakfast/lunch program, minor facility repairs, and inclusion in all federal and state grant programs at the school's discretion.

Student Records: Copies of standardized testing results and all records required by KUSD policy or law will be maintained in the school office. Administrative and student records will be maintained and available for review as permitted by Board policy and law.

Transportation: Transportation is not provided by Ruth Harman Academy ; it is the responsibility of the parents/guardians of students.

KUSD Services

As part of the District's twenty percent (20%) portion of the per member cost, KUSD will provide agreed upon services. These include district-wide services such as inclusion in textbook and software adoption, professional development, instructional consultation, federal and district breakfast/lunch program, facilities repairs, and inclusion in all federal or state programs at the school's discretion. (Please see appendix A "Charter Schools 20% Financing" for full explanation of financial services.) ~~DOLARuth Harman Academy~~, at the District's discretion, may also be included in other programs offered by the District.

Public School Alternatives

No student will be required to attend ~~DOLARuth Harman Academy~~. Students who are not admitted will attend their regular attendance area school in the district.

~~F. Purchasing~~

~~All supplies and equipment of DOLARuth Harman Academy shall be requisitioned and purchased following standard financial procedures and all applicable District policies relating to purchasing. (This includes notification of the KUSD board for purchases of materials or contracts exceeding the established threshold.) This also includes the periodic audit of the school capital assets in conformance with District policy.~~

~~G. Student Records~~

~~Copies of standardized testing results and all records required by Board policy or law will be maintained in the DOLARuth Harman Academy Administration Office and student records will be maintained and available for review as permitted by Board policy and law.~~

~~H. Transportation~~

~~Transportation is the responsibility of the parent(s) or guardian(s) of the student(s).~~

~~I. KUSD Services~~

~~As part of the District's twenty percent (20%) portion of the per member cost, KUSD will provide agreed upon services. These include district-wide services such as inclusion in textbook and software adoption, professional development, instructional consultation, federal and district breakfast/lunch program, facilities repairs, and inclusion in all federal or state programs at the school's discretion. (Please see appendix A "Charter Schools 20% Financing" for full explanation of financial services.) DOLA Ruth Harman Academy, at the District's discretion, may also be included in other programs offered by the District.~~

J. Public School Alternatives

~~No student will be required to attend DOLA Ruth Harman Academy. Students who are not admitted will attend their regular attendance area school in the district.~~

X. Description of School Facilities/Liability Insurance

A. Description of School Facility

~~DOLA Ruth Harman Academy~~ will be located at the corner of ~~63rd~~85th Street and ~~25th~~22nd Avenue.

B. Liability Insurance

Liability insurance coverage for ~~DOLA Ruth Harman Academy~~ is provided by the KUSD and is the same as that which is provided for all KUSD schools.

~~C. Exercise of Purchase Option~~

~~The obligation to fully purchase the building has been met as established through DOLA's business plan. The school will have the right to continue using the facility for the duration of the existence of DOLA on a rent-free basis.~~

XI. Effects of Liability of the School District

~~DOLA Ruth Harman Academy~~ will adhere to all federal, state, and local regulations (pertaining to liability) and to the KUSD Board's insurance and risk management requirements. ~~DOLA Ruth Harman Academy~~ and the ~~Dimensions of Learning Academy~~ Ruth Harman Academy Governance Board, Incorporated, will comply with the KUSD Code of Ethics.

XII. Termination of Contract

The ~~DOLA Ruth Harman Academy~~ Contract may be terminated by the Board of Education at any time upon the happening of any of the following circumstances:

- A. Mutual Agreement** - Both parties agree in writing to the termination.
- B. Contract Violation** - The Board determines ~~DOLA Ruth Harman Academy~~ has violated this contract.
- C. Educational Goals** - The Board determines that students enrolled in ~~DOLA Ruth Harman Academy~~ have failed to make sufficient progress toward attaining the educational goal under Wis. Stat. 118.01 (the Wisconsin statute defining public school educational goals and expectations). For example, if ~~DOLA Ruth Harman Academy~~'s state report card shows "Does Not Meet Expectations," then ~~this~~ would be a cause for not attaining the

educational goals. If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the additional steps ~~DOLA~~Ruth Harman Academy will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of ~~DOLA~~Ruth Harman Academy's written plan for attaining its educational goals shall be final. If the Board accepts such a written plan, or a modified plan, ~~DOLA~~Ruth Harman Academy shall be allowed a reasonable time in which to correct such progress deficiencies.

- D. Fiscal Management** - The Board determines that ~~DOLA~~Ruth Harman Academy has failed to comply with generally accepted accounting standards of fiscal management and Board policy.
- E. Violation of WI Stat. 118.40** - The Board determines that ~~DOLA~~Ruth Harman Academy has otherwise violated Wis. Stat. 118.40 (the Wisconsin statute authorizing and governing charter schools.)
- F. Insolvency** - The Board determines that ~~DOLA~~Ruth Harman Academy revenues are insufficient to pay its expenses as they come due. In the event of contract termination, the Board of Education shall recover all funds advanced to ~~DOLA~~Ruth Harman Academy under the contract to which ~~DOLA~~Ruth Harman Academy is not entitled. The decision of the Board shall be final.

XIII. Notice

Whenever under this contract notice must or may be given to the other party, or whenever information may or must be provided to the other party, the party who may or must give notice or provide information shall fulfill any such responsibility under this contract if notice is given or information is provided to:

To the Board:

~~Bethany Ormseth~~Jeffrey Weiss, Ed. D.
~~Interim~~Superintendent of Schools
Kenosha Unified School District
Educational Support Center
3600 52nd Street
Kenosha, WI 53144
Telephone: 262-359-6320
Facsimile: 262-359-7672

To ~~Dimensions of Learning Academy~~Ruth Harman Academy:

~~Barbara Villont~~Gina Greil, Ed. D.
Principal
~~Dimensions of Learning Academy~~Ruth Harman Academy
~~6218 25th Ave.~~8518 22nd Ave
Kenosha, WI 53143
Telephone: 262-359-6849
Facsimile: 262-359-3134

In Witness Whereof, the parties have caused this contract to be executed by their duly authorized representatives as of the date first above written.

**THE BOARD OF EDUCATION
THE KENOSHA UNIFIED SCHOOL
DISTRICT**

**~~DIMENSIONS OF LEARNING
ACADEMY~~RUTH HARMAN
ACADEMY**

By: _____

By: _____

List of Appendices

Appendix A: Charter School Financing

Appendix B: Lifelong Learning Standards

Appendix C: ~~Dimensions of Learning~~ [Ruth Harman](#) Academy Complex Reasoning Scope and Sequence

Appendix D: ~~Dimensions of Learning~~ [Ruth Harman](#) Academy Governance Board By-Laws

Appendix E: Articles of Incorporation of ~~Dimensions of Learning~~ [Ruth Harman](#) Academy Governance Board, Inc.

APPENDIX A
Charter School Financing
January 2018

~~Each Charter school collects fees which are used to help defray costs for instructional materials. Charters also apply for grants, and participate in fundraising activities to generate additional revenue. A primary source of revenue comes from the state maximum revenue per member calculation. Eighty percent of the maximum per member revenue is allocated to Charter schools to pay for their staff (salaries, stipends and benefits), supplies and other expenses unique to their Charter. This amount is calculated each year and allocated based on September (third Friday) student counts. The remaining twenty percent is retained by the District to pay for all overhead type of expenses. These services include, but are not limited to, the following:~~

- ~~Other Staff-Substitutes~~
 - ~~The District will allocate the total substitute budget to all schools (including Charters) based on a percentage of FTE. The substitute budget will be utilized for substitute costs only and will be managed directly by the schools. Long-term absences for administrative leave, maternity leave, or FMLA type illnesses will also be charged to the substitute budget and not the Charter allocation.~~
 - ~~A long term absence that has the ability to be filled with a certified person, that is being filled by a long-term sub, will be the responsibility of the charter.~~
- ~~Human Resources~~
 - ~~Assistance with the hiring of personnel, personnel issues, etc.~~
 - ~~Management of the Employee Handbook~~
 - ~~Develop and manage all employee benefits including employee TSA's, Wisconsin Retirement contributions, federal and state taxes~~
 - ~~Management of payroll software systems~~
 - ~~Maintain salary, vacation and sick time data~~
 - ~~Manage employee benefit choices and ensure deductions are included in payroll~~
 - ~~Ensure compliance with payroll laws and regulations~~
 - ~~Process and distribute payroll with W2's~~
 - ~~Provide Frontline services and substitute teacher management~~
 - ~~Maintain benefit, insurance and FMLA management~~
 - ~~KUSD will conduct criminal background checks~~
 - ~~KUSD conducting Physical/TB, drug testing and Hep B vaccination (the District may need to pay for these for all employees per statute)~~
- ~~Finance and Accounting~~
 - ~~Ensure that all accounting procedures comply with the requirements of state and government governing bodies~~
 - ~~Maintain an effective system of internal controls~~
 - ~~Maintain chart of accounts and provide guidance in recording of transactions~~
 - ~~Management of accounting software systems, processes and procedures~~
 - ~~Preparation and submission of financial reports to DPI~~
 - ~~Facilitate the external audit process; review and respond to audit findings~~
 - ~~Prepare all formal financial statements for District included in the Comprehensive Annual Report, Budget Book, and for other management discussion and analysis~~
 - ~~Facilitate actuarial study for post-retirement benefits~~
 - ~~Assist with budget matters and ensure that budgets and allocations are accurately reflected in the system~~
 - ~~Implement cash handling procedures and controls~~
 - ~~Management and recording of student fees~~
 - ~~Monitor cash flow and District banking services~~

- Identify need for short-term and long-term financing; prepare all financial reports and legal documents to secure financing; facilitate bond financing with financial consultants; assist with the bond-rating process
- Facilitate the bid and request for proposal (RFP) process for major expenses
- Assist with purchasing; maintaining purchase order systems and payment of purchased items
- Set tax levy and reconcile available resources and expense revenues with the fiscal needs of the school District
- Manage all accounting and reporting for District grants
- Serve as resource for financial planning and general accounting matters
- Facility Management
 - **Provided for eSchool, KTEC East and West, Dimensions of Learning**
 - Provide in-house maintenance services for minor (under \$2,500) maintenance repairs
 - Support (provide recommendations and/or coordination as needed) other maintenance needs of the schools including minor maintenance not generally performed by in-house staff and major maintenance
 - Develop and maintain Asbestos Management plans
 - Oversee indoor air quality program
 - Provide support in the development and implementation of emergency response plans
 - Assist with moving furniture, fixtures and equipment
 - Provide training support as requested for Charter school funded cleaning staff and provide support as needed for custodial related questions the schools have
 - Provide boiler support for minor repairs under \$2,500
 - KUSD will provide Charters with the opportunity to participate in security management programs such as alarm and keyless entry systems (Charters to pay for hardware, District to provide installation at no additional cost)
 - Assist with long-range planning and support through facilities including KUSD when needed
 - **Provided to Brompton and Harborside**
 - Provide all in-house maintenance services
 - Provide all in-house custodial services
 - Develop and maintain Asbestos Management plans
 - Oversee indoor air quality program
 - Provide support in the development and implementation of emergency response plans
 - Assist with moving furniture, fixtures, and equipment
 - Risk Management
 - Determine risk management needs of the District
 - Adhere to legal requirements for insurance coverage
 - File insurance claims when appropriate
 - Assess current insurance coverage and ensure the District has sufficient insurance coverage
 - Maintain and implement District safety program and emergency management plan
- Teaching and Learning
 - Support will be provided for:
 - English Learners
 - Professional learning
 - Substitute teachers for the purpose of professional development will be paid for by the charter schools.
 - Instructional technology
 - Talent development
 - Inclusion in all curriculum resource adoptions and the associated professional learning at the Charter school's discretion.
 - If Charter schools elect to participate in the District's adoption of new instructional materials, curriculum resource purchases, the district curriculum must be implemented with fidelity, and

~~the charter must follow implementation guidelines and participate in related professional learning.~~

- ~~■ If substitute teachers are needed for professional learning, the expense is the responsibility of the charter school.~~

● ~~Special Education/Student Support~~

- ~~○ The district provides special education services to charter school students as specified in each student's Individualized Education Program (IEP). These services may include: specially designed instruction, educational support services, occupational therapy, physical therapy, speech therapy, assistive technology, nursing, specialized transportation and evaluation.~~
- ~~○ Charter schools also benefit from school nursing services provided through a contract with Kenosha County.~~
- ~~○ Response to intervention guidance~~
 - ~~■ Purchase of intervention resources is the responsibility of the charter schools~~

● ~~Educational Accountability~~

- ~~○ Collect and submit School Performance Report (SPR) requirements and will submit to DPI~~
- ~~○ Submit WISEdata entries to DPI (Count Day, Year End, Discipline, etc.)~~
- ~~○ Provide enrollment projections~~
- ~~○ Provide school/district level assessment data (Forward, ACT, ACCESS, etc.)~~
- ~~○ Provide data reports for school level inquiries consistent with existing boundary schools~~
- ~~○ Provide quarterly discipline data reports~~
- ~~○ Share resources and trainings related to the WI Annual School Report Card~~

● ~~Information Services~~

- ~~○ Provide access to and curation of data for the Student Information System~~
- ~~○ Serve as resource guide for technology needs~~
- ~~○ Provide technology support for district wide assessments~~
- ~~○ Provide grading reports for potential failures for parental sharing~~
- ~~○ Provide end of year transcript/grading files for distribution~~
- ~~○ Provide regional technology support~~
- ~~○ Provide management of networks (wired/wireless)~~

● ~~Communications~~

- ~~○ Serve as resource for website assistance~~
- ~~○ Cable television and internet services will be provided to Charter schools~~
- ~~○ Crisis communications development and support~~
- ~~○ Media relations~~
- ~~○ Garnering media coverage for events/programs~~
- ~~○ Social media development and support~~
- ~~○ Photography of events and feature stories/projects submitted for consideration via the Events/Features form~~
- ~~○ Videography of events and feature stories/projects submitted for consideration via the Events/Features form~~
- ~~○ Event/program promotions that are open to the community and/or are part of a districtwide performance (e.g., Jazz Fest, Choral Fest, etc.)~~
- ~~○ School Messenger support~~
- ~~○ Website development and support~~
- ~~○ Family education program development and support~~
- ~~○ GED classes for parents~~
- ~~○ ESL classes for parents~~
- ~~○ Branding development and support (e.g., logo updates, letterhead, vinyl graphic design, etc.)~~
- ~~○ Graphics support (e.g. fliers, brochures, programs for district-wide programs, etc.)~~
- ~~○ Video coverage for districtwide events (e.g., Jazz Fest, Band-O-Rama, etc.)~~
- ~~○ AODA program development and support~~

- o ~~Red Ribbon program development and support~~
- ~~Other Services~~
 - o ~~Maintain management information systems, technology and telephony~~
 - o ~~Administer and monitor food service operations; provide food services~~
 - o ~~Administer and monitor student transportation and provide services as need for special education students~~
 - o ~~Charter schools wishing to provide summer school at their site will support it with funds from their individual Charter school budgets, otherwise their students can attend summer school at another KUSD site. *(With the exception of Harborside Academy who shares a building, and therefore a summer program with Reuther Central High School.)*~~
 - o ~~Students at Charter schools will be allowed to participate in sports and extra-curricular activities at their attendance area school.~~

APPENDIX A

Charter School Financing

Each Charter school collects fees which are used to help defray costs for instructional materials. Charters also apply for grants and participate in fundraising activities to generate additional revenue. A primary source of revenue comes from the State's maximum revenue per member calculation. Eighty percent of the maximum per-member revenue is allocated to Charter schools to pay for their staff (salaries, stipends, and benefits), supplies, and other expenses unique to their Charter. This amount is calculated each year and allocated based on September (third Friday) student counts. The remaining twenty percent is retained by the District to pay for overhead-type expenses. These services include, but are not limited to, the following:

- Teaching Staff-Substitutes
 - The District will allocate the total substitute budget to all schools (including Charters) based on a percentage of FTE. The substitute budget will be utilized for substitute costs only and will be managed directly by the schools. Long-term absences for administrative leave, maternity leave, or illnesses will also be charged to the substitute budget and not the Charter allocation.
 - As of July 1, 2023, KUSD Charter schools will be responsible for regular education substitute teacher costs up to an agreed-upon threshold based on their proportionate amount of budgeted teacher FTE for the year. In the event that an individual school exceeds the threshold amount for that year, the district will absorb the difference.
 - A long-term FTE position that has the ability to be filled by a certified person, but is being filled by a long-term sub, will be the responsibility of the Charter
- Human Resources
 - Assistance with the hiring of personnel, personnel issues, etc.
 - Management of the Employee Handbook
 - Develop and manage all employee benefits including employee TSA's, Wisconsin Retirement contributions, federal and state taxes
 - Management of payroll software systems
 - Maintain salary, vacation, and sick time data
 - Manage employee benefits choices and ensure deductions are included in the payroll
 - Ensure compliance with payroll laws and regulations
 - Process and distribute payroll with W2s
 - Provide Frontline services and substitute teacher management
 - Maintain benefits, insurance and FMLA management
 - Conduct criminal background checks
 - Conduct Physical/TB, drug testing and Hepatitis B vaccination (the District may need to pay for these for all employees per statute)
- Finance and Accounting
 - Ensure that all accounting procedures comply with the requirements of state and government governing bodies
 - Maintain an effective system of internal controls
 - Maintain chart of accounts and provide guidance in recording of transactions
 - Management of accounting software systems, processes and procedures
 - Preparation and submission of financial reports to DPI
 - Facilitate the external audit process; review and respond to audit findings
 - Prepare all formal financial statements for District included in the Comprehensive Annual Report, Budget Book, and for other management discussion and analysis

- Facilitate actuarial study for post-retirement benefits
- Assist with budget matters and ensure that budgets and allocations are accurately reflected in the system
- Implement cash handling procedures and controls
- Management and recording of student fees
- Monitor cash flow and District banking services
- Identify need for short-term and long-term financing; prepare all financial reports and legal documents to secure financing; facilitate bond financing with financial consultants; assist with the bond rating process
- Facilitate the bid and request for proposal (RFP) process for major expenses
- Assist with purchasing; maintaining purchase order systems and payment of purchased items
- Set tax levy and reconcile available resources and expense revenues with the fiscal needs of the school District
- Manage all accounting and reporting for District grants
- Serve as resource for financial planning and general accounting matters
- Facility Management:
 - **Provided for KTEC**
 - Provide in-house maintenance services for minor (under \$2,500) maintenance repairs
 - Support (provide recommendations and/or coordination as needed) other maintenance needs of the schools including minor maintenance not generally performed by in-house staff and major maintenance
 - Develop and maintain Asbestos Management plans
 - Oversee indoor air quality program
 - Provide support in the development and implementation of emergency response plans
 - Assist with moving furniture, fixtures and equipment
 - Provide training support as requested for Charter school funded cleaning staff and provide support as needed for custodial related questions the schools have
 - Provide boiler support for minor repairs under \$2,500
 - KUSD will provide Charters with the opportunity to participate in security management programs such as alarm and keyless entry systems (Charters to pay for hardware, District to provide installation at no additional cost)
 - Assist with long range planning and support through facilities including KUSD when needed
 - **Provided to Ruth Harman and Harborside in conjunction with a shared facilities usage (rental)**
 - Provide all in-house maintenance services
 - Provide all in-house custodial services
 - Develop and maintain Asbestos Management plans
 - Oversee indoor air quality program
 - Provide support in the development and implementation of emergency response plans
 - Assist with moving furniture, fixtures, and equipment
- Risk Management
 - Determine risk management needs of the District
 - Adhere to legal requirements for insurance coverage
 - File insurance claims when appropriate
 - Assess current insurance coverage and ensure the District has sufficient insurance coverage
 - Maintain and implement District safety program and emergency management plan

- Teaching and Learning
 - Support will be provided for:
 - English Learners
 - Professional learning
 - Substitute teachers will be paid for by the Charter school.
 - Instructional technology
 - Talent development
 - Inclusion in all curriculum resource adoptions and the associated professional learning at the Charter school's discretion
 - If Charter schools elect to participate in the curriculum resource purchases, the district curriculum must be implemented with fidelity including participation in all professional learning.
 - If substitute teachers are needed for this professional learning the expense is the responsibility of the charter school
- Special Education/Student Support
 - The district provides special education services to charter school students as specified in each student's Individualized Education Program (IEP). These services may include: specially designed instruction, educational support services, occupational therapy, physical therapy, speech therapy, assistive technology, nursing, specialized transportation and evaluation.
 - Charter schools also benefit from school nursing services provided through a contract with Kenosha County.
 - Response to intervention guidance
 - Purchase of intervention resources is the responsibility of the charter schools
- Educational Accountability
 - Collect and submit School Performance Report (SPR) and WISEdata entries to DPI (Count Day, Year End, Discipline, etc.)
 - Provide enrollment analysis and projections
 - Provide school/district level assessment data (Forward, ACT, ACCESS, etc.)
 - Provide data reports for school level inquiries consistent with existing boundary schools
 - Share resources and trainings related to all accountability areas
- Information Services
 - Provide access to and curation of data for the Student Information System
 - Serve as resource guide for technology needs
 - Provide technology support for district wide assessments
 - Provide grading reports for potential failures for parental sharing
 - Provide regional technology support
 - Provide management of networks (wired/wireless)
- Communications
 - Cable television and internet services will be provided to Charter schools
 - Crisis communications development and support
 - Media relations
 - Garnering media coverage for events/programs
 - Social media development and support
 - Photography of events and feature stories/projects submitted for consideration via the Events/Features form
 - Videography of events and feature stories/projects submitted for consideration via the Events/Features form

- Event/program promotions that are open to the community and/or are part of a districtwide performance (e.g., Jazz Fest, Choral Fest, etc.)
 - District messaging platform support
 - Website development and support
 - Family education program development and support
 - ESL classes for parents
 - Branding development and support (e.g., logo updates, letterhead, vinyl graphic design, etc.)
 - Graphics support (e.g. fliers, brochures, programs for district-wide programs, etc.)
 - AODA program development and support
- Other Services
 - Maintain management information systems, technology, and telephone services.
 - Administer and monitor food service operations; provide food services
 - Administer and monitor student transportation and provide services as needed for special education students
 - Charter schools wishing to provide summer school at their site will support it with funds from their individual Charter school budgets, otherwise their students can attend summer school at another KUSD site.
 - Students at Charter schools will be allowed to participate in sports and extra-curricular activities at their attendance area school.

APPENDIX B
Lifelong Learning Standards

Complex Reasoning	1	2	3	4	Collaboration/Cooperation	1	2	3	4
Comparison: Identifying similarities					Works toward achievement of group goals				
Classifying: Grouping items					Demonstrates effective interpersonal skills				
Induction: Draws general conclusions from specific observations					Contributes to group maintenance				
Deductive Reasoning: Uses general statements to come to conclusions about specific information or situations					Effectively performs a variety of roles within the group				
Analyzing Errors: Finds and describes errors in own thinking or in the thinking of others					Critical Thinking				
Constructing Support: Building Support					Is accurate and seeks accuracy				
Abstracting: Finds and explains general patterns in information					Is clear and seeks clarity				
Analyzing Perspective: Examining multiple perspectives					Maintains an open mind				
Decision Making: Selecting from seemingly equal alternatives					Restrains impulsivity				
Investigation: Suggests/defends ways to clear up confusions about ideas or events					Takes a position when the situation warrants it				
Problem Solving: Overcoming constraints in the way of pursuing goals					Responds appropriately to others' feelings and level of knowledge				
Experimental Inquiry: Applies specific theories or rules to explain observations					Creative Thinking				
Invention: Develop unique products					Perseveres				
Systems Analysis: Describes how the parts of a system work together					Pushes the limits of knowledge and abilities				
Information Processing					Generates trust, maintains own standards of evaluation				
Effectively interprets and synthesizes information					Generates new ways of viewing a situation that is outside the boundaries of standard conventions				
Effectively uses a variety of information gathering techniques and information resources					Self Regulated Thinking				
Accurately assesses the value of information					Monitors own thinking				
Recognizes where and how projects would benefit from additional information					Plans appropriately				
Communication					Identifies and uses necessary resources				
Expresses ideas clearly					Responds appropriately to feedback				
Effectively communicates with diverse audiences					Evaluates the effectiveness of own actions				
Effectively communicates for a variety of purposes				1					

APPENDIX C
~~DIMENSIONS OF LEARNING ACADEMY~~ Ruth Harman Academy
Complex Reasoning Scope and Sequence

	Reasoning Process	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Frequency
1	Comparing	X		X		X		X	X	X	6
2	Classifying	X		X				X	X	X	5
3	Induction		X				X	X	X	X	5
4	Deduction			X	X			X	X	X	5
5	Error Analysis				X		X	X	X	X	5
6	Constructing Support		X			X		X	X	X	5
7	Abstracting				X		X	X	X	X	5
8	Analyzing Perspective			X	X			X	X	X	5
9	Decision Making			X		X		X	X	X	5
10	Investigation					X	X	X	X	X	5
11	Problem Solving		X		X			X	X	X	5
12	Experimental Inquiry					X	X	X	X	X	5
13	Invention				X			X	X	X	4
14	Systems Analysis						X	X	X	X	4
		2	3	5	6	5	6	14	14	14	69

Dimensions of Learning Academy, September, 2019

Appendix D

Ruth Harman Academy Governance Board By-Laws

SECTION I: Purpose

The ~~Dimensions of Learning Academy (DOLA)~~Ruth Harman Academy Governance Board oversees the attainment of education outcomes of the charter school and ensures the school is in compliance with this Contract and the mission of ~~DOLA~~Ruth Harman Academy. The Governance Board will also assist in securing grant monies and other sources of revenue to deepen the capabilities of the school, approve the annual budget for ~~DOLA~~Ruth Harman Academy, build community relations, and make policies that govern the operations of the school.

The Governance Board's purpose is to assist in the developing, implementing, and effectively using school procedure and resources. Parent Governance Board Members shall serve, and other members may serve, as liaisons to ~~Dimensions Connections Committees~~Ruth Harman Academy to be assigned each year.

SECTION II: Membership

A. Members

~~The Governance Board shall consist of 7-9 voting members:~~

- ~~• 2-3 Parents~~
- ~~• 2-3 Faculty/Staff members~~
- ~~• 2-3 Community members~~
- ~~• and the DOLA Principal/Director as an ex-officio member.~~

The Governance Board shall consist of ~~9-11~~ 7-9 voting members comprised of faculty/staff, parents, and community members. The ~~DOLA~~Ruth Harman Academy Principal/Director will serve as an ex-officio member.

B. Selection

Members shall be selected on the basis of the following:

1. A call for volunteers to form a pool of applications shall be conducted.
2. An application shall be completed by all new applicants.
3. The sitting Board Members shall advise the Principal/Director of ~~DOLA~~Ruth Harman Academy on the selection of new members.
4. The final appointment will be made by the Principal/Director based on an effort to reflect the demographics of the school and the community.

C. Terms of Office

1. Continuous membership for the Principal
2. The term of office of all members in the initial board formed in January 2022 shall be for 1-, 2-, and 3-year terms. The Board Members will be divided into three balanced groups, with group A members holding a 1-year term, group B members holding a 2-year term, and group C holding a 3-year term.
3. The term of each Board Member thereafter shall be a 3-year term, which will begin

- the first meeting in July and conclude on the day prior to the first meeting in July.
4. Terms shall be renewable for additional consecutive years. Members seeking additional terms must re-apply for a Board position.

D. Removal from Membership

1. The Board may remove a Board Member without cause as provided by WI Non-Profit provisions. The Board may remove any Board Member who:
 - a. Has failed to attend two or more meetings of the Board's Regular Meetings in any calendar year without notice. These will be unexcused absences;
 - b. Has been declared of unsound mind by a final order of court;
 - c. Has been convicted of a felony;
 - d. Has been found by a final order or judgment of any court to have breached any duty imposed by the Wisconsin Non-profit provisions; or
 - e. For such other good causes as the Board may determine.
2. Board Members shall advise the Principal/Director with the Principal/Director making the final decision for removal.
3. Board Members can request removal from membership if needed.

E. Resignation by Board Member

A Board Member may resign by giving written notice to the Principal/Director, Board President, or Secretary. The resignation is effective on the giving of notice or at any later date specified in the notice.

F. Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Board Member, upon the removal of a Board Member, upon declaration of vacancy pursuant to these By-Laws or upon a Board Member's death. A vacancy is also deemed to exist if the Board does not have the minimum number of authorized Board Members.

G. Compensation of Board Members

Board Members shall serve without compensation. However, the Board may approve reimbursement of a board member's actual and necessary expenses while conducting official school business.

SECTION III: Meetings

A. Meetings

1. Meetings are held monthly July through June.
2. Meetings are conducted by the Governance Board President.
3. Meetings are open to all interested parties.
4. Members shall notify the Principal/Director if unable to attend.
5. Student Council members may attend for the purpose of giving a report on topics of relevance to student issues.
6. Meeting schedules will be posted on the school website and will include date, time, and format (i.e. in-person, virtual)

B. Agenda

1. The meeting agenda will be made by the Principal/Director and Board President with input from Board Members
2. Any interested party may submit a possible agenda item to the Principal/Director at least 48 hours prior to the next scheduled meeting.
3. The agenda will be posted by the Principal/Director at least 24 hours prior to the next scheduled meeting.

C. Minutes

1. The meeting minutes will be taken by the school administrative assistant or by a Board Member.
2. Upon Board review and approval, the meeting minutes will be posted on the website and available upon request.

D. Guests who attend meetings

1. Guests can be recognized by the Principal/Director and be given an opportunity to speak at the Principal/Director's discretion.
2. Guests will not take part in the decision making process and will not have voting rights.

SECTION IV: ACTION BY THE BOARD

A. Quorum. A quorum consists of 51% of the number of Board Members.

1. When a quorum is present at any meeting, the vote of the majority of the voting members present in person shall determine the decision.
2. Decisions shall be made by majority vote of Board Members present.
3. The Board will seek consensus in all votes. If consensus cannot be reached, the President will encourage further discussion, an alternative motion, or delay voting until consensus can be reached.

B. Action by the Board

1. **Actions Taken at Board Meetings.** The action done and decisions made by a majority of the Board Members present at a meeting duly held at which a quorum is present are the actions and decisions of the Board.
2. **Actions without a Meeting.** The Board may take any required or permitted action without a meeting if all the Board Members individually or collectively consent in writing to the taking of that action. Such consent shall have the same effect as a unanimous vote of the Board, and shall be filed with the minutes of the Board proceedings.
3. **Meetings by Conference Telephone or Digital Platforms.** Board Members may participate in a Board Meeting through use of a conference telephone, virtual meeting platform, or similar communication equipment so long as all Board Members participating in such a meeting can hear one another. Participation in a meeting pursuant to this section constitutes presence in-person at such meeting.

C. Standard of Care

1. **Performance of Duties.** Each Board Member shall perform all duties of a Board Member in good faith, in a manner the Board Member believes to be in ~~DOLA~~ [Ruth Harman Academy's](#) best interest, and with such care, including reasonable inquiry, as

- an ordinary prudent person in a like position would use under similar circumstances.
2. **Reliance on Others.** In performing the duties of a Board Member, a Board Member shall be entitled to rely on information, opinions, reports, or statements including financial statements and other financial data presented by the following:
 - a. one or more employees of ~~DOLA~~ [Ruth Harman Academy](#) whom the Board believes to be reliable and competent in the manners presented;
 - b. legal counsel, independent accountants and other persons as to matters that the Board believes are within the person's professions or expert competency.

D. Participation in Discussions and Voting. Every Board Member has the right to participate in the discussion on all issues before the Board and any Board Committee.

1. The Principal/Director is an ex-officio board member and does not participate in voting.
2. Decisions shall be made by majority vote of Board Members present.
3. Any Board Member shall be excused from the discussion and vote on any matters involving:
 - a. a self-dealing transaction,
 - b. a conflict of interest,
 - c. indemnification of that Board Member,
 - d. or any other matter at the discretion of a majority of the Board Members then present.

E. Duty to Maintain Board Decorum. Every Board Member has a duty to maintain decorum and discretion with respect to all Board actions, including discussions and votes. Any Board Member violating this confidence may be removed from the Board.

SECTION V: OFFICERS AND APPOINTMENTS

- A. Officers.** The officers of the Board shall consist of a President, Vice President, and Secretary. The Board also may have such other officers, as the Board deems necessary.
1. **President.** Subject to Board control, the President has general supervision, direction and control of the affairs of the ~~DOLA~~ [Ruth Harman Academy](#) Board and other such powers and duties as the Board may prescribe.
 2. **Vice President.** If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all of the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.
 3. **Secretary.** The Secretary shall complete the following tasks:
 - a. keep a record of all meeting minutes of the Board, noting the time and place of the meeting, whether it was a regular or special (and if special, how authorized), the names of those present, and the proceedings;
 - b. keep or cause to be kept a copy of the Board's Articles of Incorporation and By-Laws, with amendments;
 - c. give or cause to be given notice of the Board meetings as required by the By-Laws; and
 - d. have such other powers and perform such other duties as the Board may prescribe.

B. Appointment, Eligibility and Term of Office

1. **Appointment.** The Board shall appoint the officers annually at the July meeting or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
2. **Eligibility.** A Board Member may hold any office more than once but not concurrently.
3. **Term of Office.** Each Board Member serves at the pleasure of the Board, holding office until resignation, removal, or disqualification from service, or until his or her successor is elected.

- C. Removal and Resignation.** The Board may remove any officer, either with or without cause, at any time. An officer may resign at any time by giving written notice to the Board, the resignation taking effect on receipt of the notice or at a later date as specified on the notice.

SECTION VI: NON-LIABILITY OF BOARD MEMBER. The Board Members shall not be personally liable for ~~DOLA's~~ Ruth Harman Academy debts, liabilities or other obligations.

SECTION VII: OTHER PROVISIONS

- A. Fiscal Year.** The fiscal year of ~~DOLA~~ Ruth Harman Academy begins July 1st each year and ends June 30th of the following year.
- B. Execution of Instruments.** Except as otherwise provided in these By-Laws, the Board may adopt a resolution authorizing any officer or agent of ~~DOLA~~ Ruth Harman Academy to enter into any contract or execute and deliver any instrument in the name or on behalf of ~~DOLA~~ Ruth Harman Academy. Such authority may be general or confined to specific instances. Unless so authorized, no Board Member, agent or employee shall have any power to bind ~~DOLA~~ Ruth Harman Academy by any contract or engagement, to pledge ~~DOLA~~ Ruth Harman Academy credit, or to render it liable monetarily for any purpose or any amount.
- C. Conflict of Interest.** Any Board Member or key employee having an interest in a contract, other transaction, or program presented to or discussed by the Board for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such persons about the contract or transaction which might reasonably be construed to be adverse to ~~DOLA~~ Ruth Harman Academy's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, said contract or transaction (other than to present information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest or

policies requiring:

1. regular annual statements from Board, key employees to disclose existing and potential conflicts of interest, and
2. corrective and disciplinary action with respect to transgressions of such policies.

For the purposes of this section, a person shall be deemed to have a “interest” in a contract or other transaction if he or she is party (or one of the parties) contracting with or dealing with ~~DOLA~~Ruth Harman Academy, or has a significant financial interest in the entity contracting or dealing with ~~DOLA~~Ruth Harman Academy.

D. Interpretation of Charter. Whenever any provision of these By-Laws are in conflict with the provisions of ~~DOLA~~Ruth Harman Academy’s charter, the provision of these By-Laws control.

SECTION VIII: AMENDMENT. A majority of the Board may adopt, amend, or repeal these By-Laws.

Certification of Board

The undersigned does hereby certify that the undersigned is the ~~Dimensions of Learning Academy~~ [Ruth Harman Academy](#) By-Laws of ~~Dimensions of Learning Academy~~ [Ruth Harman Academy](#) were duly and regularly adopted as such by the Board which Board Members are the only members of ~~Dimensions of Learning Academy~~ [Ruth Harman Academy](#) and that the above and foregoing By-Laws are now in full force and effect.

_____ President	_____ Date
_____ Vice President	_____ Date
_____ Secretary	_____ Date
_____ Board Member	_____ Date
_____ Board Member	_____ Date
_____ Board Member	_____ Date
_____ Board Member	_____ Date

Appendix E
ARTICLES OF INCORPORATION
of
DIMENSION OF LEARNING ACADEMY GOVERNANCE BOARD, INC.

For the purpose of forming a corporation under the Wisconsin Nonstock Corporation Law, Chapter 181 of the Wisconsin Statutes, the undersigned executes the following Articles of Incorporation.

ARTICLE 1
NAME

The name of the Corporation is ~~Dimensions of Learning~~ **Ruth Harman** Academy Governance Board, Inc., hereinafter referred to as the "Corporation."

ARTICLE 2
EXISTENCE

The Corporation is created as a nonprofit, nonstock Wisconsin corporation under Chapter 181 of the Wisconsin Statutes. The period of the Corporation's existence is perpetual.

ARTICLE 3
PURPOSES

3.1 The Corporation is organized and operated exclusively for charitable and educational purposes under 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The specific purposes shall include holding the charter for ~~Dimensions of Learning Academy~~ **Ruth Harman Academy's**, an instrumentality of the Kenosha Unified School District in Kenosha, Wisconsin, and to provide financial support to the public charter school. ~~Dimensions of Learning A~~ **Ruth Harman Academy's** vision is to nurture students so that they learn to think for themselves. ~~They are encouraged to do their own research, analyze what they have found, and come to their own conclusions. We are committed to teaching students to think, not simply to memorize and then forget.~~

3.2 The Corporation is expressly prohibited from engaging in any activity that would be inconsistent with the status of an educational and charitable organization as defined in Section 501(c)(3) of the Code.

ARTICLE 4
POWERS

The Corporation has all powers now or in the future given by law to nonstock corporations organized under the laws of Wisconsin; provided, however, that such powers may be exercised only to further the purposes stated in Article 3 above, and further provided that:

4.1 No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the Corporation

is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 3 above;

4.2 No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation;

4.3 The Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office; and,

4.4 Notwithstanding any other provision of this document, the Corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE 5

MEMBERSHIP

The Corporation shall not have members.

ARTICLE 6

BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by a board of directors. The method of electing directors of the Corporation shall be stated in the bylaws of the Corporation. The number of directors shall be fixed by the bylaws of the Corporation, but the number of directors shall not be fewer than three.

ARTICLE 7

DISSOLUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner and to such organization or organizations that are organized and operated exclusively for exempt purposes under section 501(c)(3) of the Code, or corresponding provisions of any subsequent federal tax laws, or to a State or a political subdivision of a State as defined in section 170(c)(1) of the Code.

ARTICLE 8

PRINCIPAL OFFICE AND REGISTERED AGENT

8.1 The mailing address of the principal office of the Corporation is:

~~6218 25th Avenue~~ 8518 22nd Ave.
Kenosha, WI 53143

8.2 The name and address of the registered agent is:

~~Barbara Villont~~ Gina Greil
~~6218 25th Avenue~~ 8518 22nd Ave.
Kenosha, WI 53143

ARTICLE 9 AMENDMENT

These articles may be amended in the manner authorized by law at the time of the amendment.

ARTICLE 10 INCORPORATOR

The name and address of the incorporator, who is older than eighteen years, is:

Kimberly Sabisch
1900 75th Street
Kenosha, WI 53143

Executed this ____ day of _____, 2022.

By: _____
Kimberly Sabisch



For Office



State of Wisconsin
Department of Financial Institutions

Endorsement

ARTICLES OF INCORPORATION
DIMENSIONS OF LEARNING ACADEMY GOVERNANCE BOARD, INC.

Received Date: 2/17/2022

Filed Date: 2/18/2022

Filing Fee: \$35.00

Expedited Fee: \$25.00

Entity ID#: D072046

Total Fee: \$60.00

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Kenosha Unified School District

Ruth Harman Academy Charter Contract

Issue Date: July 2024



Kenosha Unified School District
Kenosha, Wisconsin

RUTH HARMAN ACADEMY CHARTER CONTRACT

This agreement is made as of the 24th day of June, 2024, between the Board of Education for the Kenosha Unified School District No. 1 (“Board”), 3600 52nd Street, Kenosha, Wisconsin 53144, and the Ruth Harman Academy.

Term of the Contract

The term of the Ruth Harman Academy Charter School Contract shall be a period of three (3) years commencing on the 1st day of July, 2024, through the 30th day of June, 2027.

It is understood and agreed that the Ruth Harman Academy will follow all of the established Kenosha Unified School District (KUSD) policies and procedures, unless stipulated differently in other provisions in this contract or provided by law.

In addition, Ruth Harman Academy will adhere to the principles and standards for quality charter schools established by the National Association of Charter School Authorizers (NACSA). On behalf of Ruth Harman Academy, the Governance Board or the Board’s designee, shall exercise all oversight responsibilities as set forth in this Contract.

I. Administrative Services

A. Ruth Harman Academy Sponsors

The sponsors will be the Ruth Harman Academy Governance Board.

B. Person(s) in Charge and Administrative Services

The person in charge of the Ruth Harman Academy will be the principal. The principal will serve as full-time Principal/Director of the school. The principal will work closely with the Governance Board to ensure that the educational goals of Ruth Harman Academy are met. The principal will be responsible to the Board of Education for meeting the terms of the contract, as well as for financial accountability, serving as an instructional leader overseeing the educational program delivery and staff development necessary to carry out the mission of the school. Other responsibilities will include serving as a building manager overseeing daily operation of the school, handling student discipline, overseeing secretarial and clerical procedures including attendance, correspondence and health records, administering assessment and evaluation programs and employment of staff. Central office personnel in consultation with Ruth Harman Academy Governance Board will be expected to follow the same hiring practice for Kenosha Unified School District (KUSD) administrators in the event of the departure of the Principal. In alignment with KUSD School Board Policy #4330, the interview team should comprise a balanced, diverse representation of Ruth Harman Academy Governance Board, staff, parents, and/or community members who may work closely with the new employee. With the hiring of a principal/director for Ruth Harman Academy, consideration in consultation and decision-making will be given to the Ruth Harman Academy Governance Board. The KUSD Superintendent will make the recommendation of a replacement to the KUSD Board of Education for approval.

C. Status

Ruth Harman Academy will function as an instrumentality charter school authorized by Kenosha Unified School District (KUSD). All records of the Ruth Harman Academy shall be made available to and be made part of the records of the KUSD.

D. Governance Board

The principal will work closely with the Ruth Harman Academy Governance Board to ensure that this charter contract and the mission of the school are fulfilled. A Governance Board made up of 7-9 members appointed by the sponsors will meet monthly to assist in developing, implementing, and effectively using school procedures and resources.

The Ruth Harman Academy Governance Board oversees the attainment of education outcomes of the charter school and ensures the school is in compliance with this Contract and the mission of Ruth Harman Academy. The Governance Board will also assist in securing grant monies and other sources of revenue to deepen the capabilities of the school, approve the annual budget for Ruth Harman Academy, build community relations, and make policies that govern the operations of the school.

The Ruth Harman Academy Board will be accountable to the KUSD Board of Education in seeing that the district policies, rules and academic standards are adhered to and maintained. The Ruth Harman Academy Governance Board will be independent as it relates to policies, rules and programming not required by the KUSD Board of Education policies, rules and/or directives.

No charter policies or procedures will be in conflict with existing KUSD School Board policies and rules, unless stipulated in this contract, or state or federal laws or regulations. Where any of the above is silent, the Ruth Harman Academy Board policies, rules and regulations will prevail. The Ruth Harman Academy School calendar will mirror the KUSD middle and high school calendar, with flexibility to adjust the calendar to meet the needs of students and families.

E. Nonsectarian

The Ruth Harman Academy is nonsectarian in its programs, admissions policies, employment practices, and all other operations. The Ruth Harman Academy facility, staff, equipment, supplies, curriculum, and teaching content shall be free of all religious or other sectarian symbols or influences.

II. Academic Program

A. Grades Served

Ruth Harman Academy will educate students kindergarten through eighth grade. Smaller school size will allow for effective personalized instruction and active learning experiences. Targeted enrollment for Ruth Harman Academy will be approximately 22 students in kindergarten and first grade, 24 students per grade level in grades two and three, and 26 students per grade level in grades four through eight, for a total enrollment of approximately 444 students.

B. Mission

The Dimensions of Learning framework is an extension of a comprehensive research-based framework on cognition and learning. The model is designed to translate research into a practical classroom application to improve teaching and learning in any content area. It will guide and inform decisions and protocols about what will take place within Ruth Harman Academy.

C. Curriculum

The curriculum will be developed based upon, at minimum, the achievement of the Academic Content Standards as established by KUSD. Curriculum materials and teaching strategies will be chosen by the Ruth Harman Academy staff in conjunction with the mission and academic program of the school and aligned with the mission of KUSD.

The curriculum will include reading, language arts, math, science, and social studies as the core subjects. The core subjects will be taught in an integrated manner whenever possible. In addition, Project Lead the Way (PLTW), music, art, physical education, world language, and health will be taught and integrated into the core subjects as appropriate. Ruth Harman Academy will create a community of independent thinkers through student-centered learning, real-world experiences, projects, community connections, and integrated digital literacy.

III. Methods of Attaining Educational Goals

A. Ruth Harman Academy Instructional Framework

The vision for use of Dimensions of Learning on a school-wide basis can be readily implemented in a school dedicated to communicating and planning through the Dimensions of Learning model. These will provide a focus for teaching and learning by providing the framework and model for Ruth Harman Academy:

1. Positive attitudes and perceptions about learning;
2. Acquiring and integrating knowledge;
3. Extending and refining knowledge;
4. Using knowledge meaningfully; and
5. Productive habits of mind.

The Dimensions of Learning framework helps educators plan instruction that takes into account all five of these critical aspects of learning using appropriate matches of methods with content. Standards-based curriculum, instruction, and assessment are used in conjunction with this framework.

There are assumptions about learning which are implicit in the Dimensions of Learning model. These assumptions describe a valuable set of instructional aims. The assumptions are as follows:

- Instruction must reflect the best of what we know about how learning occurs.
- Learning involves a complex system of interactive processes that include five types of thinking which are represented by the five dimensions of learning.
- Teaching should include the nurturing of attitudes, perceptions, and mental habits that facilitate learning.
- There is a need for both teacher-directed and student-directed learning.
- Assessment should focus on students' use of knowledge and complex reasoning processes rather than on their recall of information.

In addition to these assumptions, learner-centered principles and developmentally appropriate practices will provide guidelines for increasing student achievement. Ruth Harman Academy will organize the academic program around an aligned, standards-based process for developing curriculum, instruction, and assessment. The foundation for learning is based upon a defined set of knowledge. This knowledge is organized in two categories of standards which will be integrated in a holistic approach to instruction. The curriculum will be organized around the Academic Content Standards established by KUSD and around Lifelong Learning Standards (Appendix B). This is a rigorous curriculum well-defined by grade level specific standards. The focus is on cumulative and spiraling acquisition of knowledge and skills in each subject. It includes a focus on thinking and communication skills.

B. Instructional Practice

Ruth Harman Academy framework includes fourteen specific thinking processes which students will use in order to apply and refine knowledge (Appendix C). Students will be presented with the following processes with which to reason about the knowledge they acquire:

- Comparing
- Analyzing Perspectives
- Deduction
- Abstracting
- Decision Making
- Invention
- Investigation
- Classifying
- Error Analysis
- Induction
- Constructing Support
- Problem Solving
- Experimental Inquiry
- Systems Analysis

Consideration of whether standard and benchmarks are declarative or procedural will also be used to inform instructional decisions. Instructional practices with the greatest research-based effect on student achievement will be in use regularly. This instruction will include practices such as the use of graphic organizers, strong vocabulary development, homework, and student feedback about learning. Field trips which support the targeted grade level standards will be incorporated into instruction.

Ruth Harman Academy will use instructional materials based on the district standards. Many materials will be drawn from sources such as non-fiction and fictional works, current, primary source articles, essays, online resources, manipulatives, and other materials. The following criteria will be used for selecting materials:

1. Alignment with the school's targets for each grade;
2. Subject accuracy;
3. Clarity; and
4. Vocabulary and ideas that build from grade to grade.

C. Project Lead the Way (PLTW)

- PLTW Launch (K-5): Students are immersed in hands-on activities, projects, and problems that build upon each other and relate to the real world. They experience integrated learning that blends computer science, engineering, biomedical science, and more. Throughout the modules learners apply their math and English Language Arts (ELA) skills, learn science to standards, and adopt skills that are foundational across disciplines.
- PLTW Gateway (6-8): Each PLTW Gateway unit engages students in middle school STEM curriculum that not only builds knowledge and skills in areas including

computer science, engineering, and biomedical science, but also empowers students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

D. Curriculum Materials

The academic program will be implemented utilizing the following additional materials and instructional practices:

- Math manipulatives will emphasize the development of conceptual mathematical understanding as well as a balanced approach to the mastery of math computation skills. Students in grade 7 are enrolled in pre-algebra and students in grade 8 are enrolled in Algebra allowing them the opportunity to enter high school prepared to take Geometry in their freshmen year, which will allow them to be on track for AP math courses in their junior year of high school.
- Hands-on learning will be based upon the complex reasoning process of experimental inquiry within themes of science, technology, engineering, art, and mathematics (STEAM).
- Students' literacy skills will be developed through the ability to apply reading, writing, vocabulary and spelling skills in tasks that involve thinking and reasoning. Grammar usage and writing skills are emphasized in the language arts curriculum component.
- Technology will be embedded within the learning process, not an end in itself (e.g. to facilitate the writing process). Technology will be used to research specific knowledge and to communicate this knowledge to others.
- Skill in accessing information will be developed through the use of local and online resources.
- Flexible grouping and regrouping for instruction will be based upon personalized learner needs.
- Homework will be a consistent expectation for students in all grades.
- We will utilize district-approved curriculum and standards as the foundation for our curriculum at the elementary level. Teachers monitor students' progress on the standards, make adjustments to the curriculum, and integrate a variety of resources to meet the needs of students. This helps students develop a solid understanding in each of the content areas and assures students are achieving mastery in the standards.
- At the middle school level, Ruth Harman Academy uses a combination of district curriculum and the standards to create a well-rounded, rigorous curriculum in all subject areas.
- Ruth Harman Academy offers an integrated arts curriculum in addition to the general art class for K-5 and elective offering to middle school students. The fine arts teachers work collaboratively with the classroom teachers to integrate the arts program into the various classroom projects and units of instruction.
- The science curriculum is standards based and uses hands-on learning as appropriate and is integrated into projects.
- The Social Studies program incorporates a strong geography and history emphasis with the study of government, citizenship and cultures. Social studies will also be integrated in projects.
- Formal handwriting instruction takes place in all K-3 grades.
- Technology at Ruth Harman Academy is an important tool for learning. Technology will be used to support learning such as online textbook access and interactive lessons in all content areas. It will be a critical tool for implementing the inquiry process required in many of the projects students will undertake. Students will use technology

to complete assignments, research, and show their understanding and knowledge of key concepts when appropriate for content and grade level.

- Students in Kindergarten through grade five receive instruction from our music teacher for one 45 minute class each week. Group band/instrument instruction is offered as an optional program for students in grades five through eight.
- All students grades K-5 receive up to 45 minutes of physical education instruction each week. Middle school students also take physical education as part of their elective schedule.

E. Character Development

Character development is an integral part of Ruth Harman Academy. Infused in the curriculum and in the expectations for student behavior, character education is delivered through use of a school-wide program. Ruth Harman Academy implements the Leader in Me Program from FranklinCovey. The Leader in Me is a research-validated process designed to address social emotional needs, college and career readiness, and the development of a strong leadership culture. All new staff will be required to attend training in the 7 Habits of Highly Effective People and teach students about the Habits. Students will be taught what each of the 7 Habits means and how they can use the Habits in their own lives, including using the Habits to participate in service learning opportunities. Students will also have opportunities to participate in a variety of leadership opportunities both within the classroom and at the school level.

Using the Leader in Me curriculum, students learn to be leaders, taking responsibility for their own actions, thinking about the bigger picture, and prioritizing what is most important. Students also think about others by problem solving, understanding others' points of view, and coming up with solutions that all can mutually agree upon, all while working together.

F. Middle School Electives

Middle school students (students in grades 6-8) will be offered elective class options in addition to the core class offerings. Electives such as PLTW, Band, Orchestra, World Language, Art and Fitness will be offered. Other subject areas may be incorporated as they fit the topics of instruction and according to available resources.

G. School Calendar

Ruth Harman Academy will generally follow the KUSD student calendar. Instructional staff will follow the KUSD instructional staff calendar. However, the unique program of the school may necessitate flexibility in scheduling the school day. Any changes to the school calendar will be endorsed by the Governance Board with notice sent to parents and the District.

IV. Methods of Measuring Student Progress

A. Student Evaluations

The achievement of students is evaluated in terms of their attainment of the academic standards. Progress reports will provide ongoing evidence of progress in academic and Lifelong Learning standards over time.

B. Annual Testing

Ruth Harman Academy will participate in annual state standardized assessments as well as district assessments such as the Measures of Academic Progress (MAP).

C. Progress Reports

A standards-based progress report is issued at the end of each quarter and will include a report on Lifelong Learning standards on the report card. Grades 6-8 will use letter grades for each subject and include a report on Lifelong Learning standards with the report card.

V. Governance Method/Parental Involvement

A. Governance Method

The Ruth Harman Academy is an instrumentality of KUSD and unless otherwise acknowledged is governed in accordance with the standard policies and procedures of the District. The teachers and other staff are subject to the direction and control of the District.

Ruth Harman Academy's Governance Board will consist of 7-9 voting members, which will include 2-3 parents, 2-3 faculty members, and 2-3 community members. The Governance Board will include an ex-officio member, which will be Principal/Director of the school. The members of the Governance Board shall serve three (3) year terms and will be eligible for reappointment to the Governance Board upon expiration of their term. Terms will begin on July 1st and conclude on June 30th. Governance Board members must notify the President by January 31st if they wish to seek reappointment for an additional term.

B. Governance By-Laws

The Ruth Harman Academy's Governance Board, Inc., shall maintain legal status and operate in accordance with the terms of the approved by-laws (Appendix D).

C. Parental Involvement

Parents and the business community of Kenosha will be invited to participate in the process of educating the students, as well as to share ideas with the teachers and the Governance Board. As needed, other ad hoc advisory and support groups including teachers, students, parents and community members will be created to assist the teachers and the Governance Board with the development of the school procedures and programs. Volunteers from parents, business community members, and retirees will be encouraged and their work is recognized as necessary to support Ruth Harman Academy's mission.

D. Health and Safety

All health and safety policies will be adhered to including fire and ALICE drills. OSHA safety procedures will be in place.

E. Discrimination Statement

Ruth Harman Academy will not discriminate in admissions or deny participation in any program or activity on the basis of a person's gender, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability status.

VI. Teacher Qualifications

A. Teacher Qualifications

All Ruth Harman Academy teachers, administrators, and professional staff will meet the employment requirements for instructional personnel as set by the Wisconsin Department of Public Instruction and by District policy. In addition to instructional staff, all persons

employed or working at Ruth Harman Academy will be screened as required by law and by District policy. All Ruth Harman Academy staff will be interviewed and hired by the Principal following the established hiring guidelines of the District.

B. Employee Status

All staff Ruth Harman Academy staff shall be employees of KUSD and entitled to all of the rights and benefits of other similarly situated employees of KUSD following already established salary schedules and benefit programs.

C. Health and Safety

All local and state health and safety regulations and building code standards will be followed, including but not limited to, fire drills held monthly and tornado procedures reviewed and practiced annually, as well as ALICE drills. OSHA safety procedures will be in place.

D. Racial/Ethnic Balance Goals and Methods

Enrollment is open to all students in grades kindergarten through eighth in Kenosha Unified School District and those enrolled in KUSD through open enrollment. No student will be denied admission to Ruth Harman Academy based on race or ethnic heritage. Ruth Harman Academy seeks a student community that reflects the greater KUSD area in racial/ethnic and gender balance. In order to promote equal student representation, recruitment efforts will include general community outreach through newspaper and social media platforms as well as parent information meetings.

VII. Admission Requirements

A. Lottery Applications Required

Students will be selected through a random lottery system. Parents and students are required to submit an application to enter the lottery per KUSD guidelines.

Students enrolled in Ruth Harman Academy in the previous year do not reenter the lottery. Siblings of currently enrolled students are given preference in the lottery, dependent upon available space at each grade level.

Children of the school's founders, governance board members, and full-time employees may be given preference as long as this group is no larger than ten (10) percent of Ruth Harman Academy's total enrollment.

Students selected in the lottery will be given a designated time period to sign and return the Ruth Harman Academy acceptance letter/contract. Students who do not return that form by the designated date will be denied admission and replaced by a student on the waiting list.

Any students applying to the lottery after Kenosha Unified School District's designated date and before September 30th will be added to the waitlist for students for the current school year. Students on the current year's waitlist must reapply for the upcoming year lottery to be considered for placement the upcoming year.

B. Student Acceptance

Once a student has accepted the offer for admission to the charter school through the appropriate process, he or she may remain in attendance through subsequent grades. A

waiting list will be established for students who cannot be accommodated during the enrollment period and will be continued through the third Friday of September. Since Ruth Harman Academy is a choice for parents, non-compliance with the contract, district policies and code of conduct will serve as considerations for transfer from Ruth Harman Academy.

C. Discontinuance of Student Enrollment

No KUSD student will be required to attend Ruth Harman Academy. Students will be assisted in enrolling in their attendance area school at the request of a parent. Since attendance at Ruth Harman Academy is contingent upon students' and parents' choice, non-compliance with the district policies and Code of Conduct will serve as basis for consideration of transfer from the academy. Ruth Harman Academy will follow the KUSD policy with regard to student expulsion.

VIII. Student Discipline

A. Behavior Policies

All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations, including the establishment of a dress code, may be developed upon recommendation of the Governance Board. All students and their families will receive a copy of any rules and regulations. Due process procedures will be followed in reaching any decision for removal.

B. Discipline Procedures

Discipline rules and regulations address behavior necessary to ensure a positive learning environment and the development of Lifelong Learning habits.

IX. Financial and Programmatic Operations

Tuition: No tuition will be charged. The Ruth Harman Academy will collect activity and other fees (ex. Field trip) of the type charged to other KUSD students following the District Student Fee Schedule. The Ruth Harman Academy will collect and expend student fees at the building level for the purpose of defraying the cost of consumable materials.

Budgeted Items: Salaries, benefits, facility rent, capital improvements, equipment, supplies, and similar items will be included in the school budget. Budgeting practices will adhere to district and state requirements. The building principal will approve all purchases. The building principal will approve all budget expenses.

Financial Records: All operational and personnel funds will flow through the district. Ruth Harman Academy will follow all KUSD policies and procedures required of other district schools. A record of all transactions will therefore be available as financial records of the district. Financial records, including an activity account, will be maintained at Ruth Harman Academy and will be available for review. All of the financial operations of Ruth Harman Academy will be available for review by District staff or any outside auditor commissioned by the district.

Funding by KUSD: Based on the official third Friday attendance count, KUSD will credit Ruth Harman Academy eighty (80) percent of the current year maximum revenue per member as determined by the state revenue limit formula. Starting in the Fall of 2017 and for subsequent years, Ruth Harman Academy will be credited with eighty (80) percent of the increases in per pupil

categorical aid. Similarly, a decrease in future funding would negatively impact the funding credited to Ruth Harman Academy.

Carryover funds are permitted.

The remaining twenty percent of the maximum revenue per member and the per pupil categorical aide will be retained by KUSD as reimbursement for administrative or other services furnished to Ruth Harman Academy.

Offsets: KUSD may offset part or all of any amount the charter exceeds the Direct Cost that it is liable for. (No charter is authorized to expend any amounts in excess of the Direct Cost Budget *without prior coordination with the Ruth Harman Academy Chief Financial Officer.*)

KUSD will pay and offset, against the Direct Cost Budget, all teacher and staff salaries and benefits, rent, equipment and supplies and other miscellaneous direct expenses of the Ruth Harman Academy. Expenses other than established salaries, benefits, and rents shall be paid only upon requisition to KUSD by Ruth Harman Academy.

Any other funds raised by the Ruth Harman Academy from outside sources shall be delivered to and maintained by KUSD in a discretionary account following established District policies.

Unspent discretionary funds can be retained from one year to the next. The district will account for these funds as assigned portions of the general fund balance. These funds may be spent on items in a mutually agreed upon capital plan. In the absence of a capital plan, prior coordination and consent of the KUSD Chief Financial Officer will be required before accessing these funds.

In the event of District wide budget reductions, a planning session will be held between KUSD and the Ruth Harman Academy in order to determine how the charter school can share the burden of the overall financial loss.

Purchasing: All supplies and equipment shall be requisitioned and purchased following standard financial procedures and *all applicable District policies. (Including notification of the KUSD board for purchases of materials or contracts exceeding the established threshold.) This would include the periodic audit of the school capital assets in conformance with District policy.*

KUSD Services: As part of the 20 percent of per member cost, KUSD will provide agreed upon services. These include district-wide services such as textbook and software adoption, professional development, instructional consultation, federal and district breakfast/lunch program, minor facility repairs, and inclusion in all federal and state grant programs at the school's discretion.

Student Records: Copies of standardized testing results and all records required by KUSD policy or law will be maintained in the school office. Administrative and student records will be maintained and available for review as permitted by Board policy and law.

Transportation: Transportation is not provided by Ruth Harman Academy ; it is the responsibility of the parents/guardians of students.

KUSD Services

As part of the District's twenty percent (20%) portion of the per member cost, KUSD will provide agreed upon services. These include district-wide services such as inclusion in textbook and software adoption, professional development, instructional consultation, federal and district breakfast/lunch

program, facilities repairs, and inclusion in all federal or state programs at the school's discretion. (Please see appendix A "Charter Schools 20% Financing" for full explanation of financial services.) Ruth Harman Academy, at the District's discretion, may also be included in other programs offered by the District.

Public School Alternatives

No student will be required to attend Ruth Harman Academy. Students who are not admitted will attend their regular attendance area school in the district.

X. Description of School Facilities/Liability Insurance

A. Description of School Facility

Ruth Harman Academy will be located at the corner of 85th Street and 22nd Avenue.

B. Liability Insurance

Liability insurance coverage for Ruth Harman Academy is provided by the KUSD and is the same as that which is provided for all KUSD schools.

XI. Effects of Liability of the School District

Ruth Harman Academy will adhere to all federal, state, and local regulations (pertaining to liability) and to the KUSD Board's insurance and risk management requirements. Ruth Harman Academy and the Ruth Harman Academy Governance Board, Incorporated, will comply with the KUSD Code of Ethics.

XII. Termination of Contract

The Ruth Harman Academy Contract may be terminated by the Board of Education at any time upon the happening of any of the following circumstances:

- A. Mutual Agreement** - Both parties agree in writing to the termination.
- B. Contract Violation** - The Board determines that Ruth Harman Academy has violated this contract.
- C. Educational Goals** - The Board determines that students enrolled in Ruth Harman Academy have failed to make sufficient progress toward attaining the educational goal under Wis. Stat. 118.01 (the Wisconsin statute defining public school educational goals and expectations). For example, if Ruth Harman Academy's state report card shows "Does Not Meet Expectations," then this would be a cause for not attaining the educational goals. If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the additional steps Ruth Harman Academy will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of Ruth Harman Academy's written plan for attaining its educational goals shall be final. If the Board accepts such a written plan, or a modified plan, Ruth Harman Academy shall be allowed a reasonable time in which to correct such progress deficiencies.
- D. Fiscal Management** - The Board determines that Ruth Harman Academy has failed to comply with generally accepted accounting standards of fiscal management and Board policy.
- E. Violation of WI Stat. 118.40** - The Board determines that Ruth Harman Academy has otherwise violated Wis. Stat. 118.40 (the Wisconsin statute authorizing and governing charter schools.)

F. Insolvency - The Board determines that Ruth Harman Academy revenues are insufficient to pay its expenses as they come due. In the event of contract termination, the Board of Education shall recover all funds advanced to Ruth Harman Academy under the contract to which Ruth Harman Academy is not entitled. The decision of the Board shall be final.

XIII. Notice

Whenever under this contract notice must or may be given to the other party, or whenever information may or must be provided to the other party, the party who may or must give notice or provide information shall fulfill any such responsibility under this contract if notice is given or information is provided to:

To the Board:

Jeffrey Weiss, Ed. D.
Superintendent of Schools
Kenosha Unified School District
Educational Support Center
3600 52nd Street
Kenosha, WI 53144
Telephone: 262-359-6320
Facsimile: 262-359-7672

To Ruth Harman Academy:

Gina Greil, Ed. D.
Principal
Ruth Harman Academy
8518 22nd Ave
Kenosha, WI 53143
Telephone: 262-359-2191
Facsimile: 262-359-2194

In Witness Whereof, the parties have caused this contract to be executed by their duly authorized representatives as of the date first above written.

**THE BOARD OF EDUCATION
THE KENOSHA UNIFIED SCHOOL
DISTRICT**

RUTH HARMAN ACADEMY

By: _____

By: _____

List of Appendices

Appendix A: Charter School Financing

Appendix B: Lifelong Learning Standards

Appendix C: Ruth Harman Academy Complex Reasoning Scope and Sequence

Appendix D: Ruth Harman Academy Governance Board By-Laws

Appendix E: Articles of Incorporation of Ruth Harman Academy Governance Board, Inc.

APPENDIX A

Charter School Financing

Each Charter school collects fees which are used to help defray costs for instructional materials. Charters also apply for grants and participate in fundraising activities to generate additional revenue. A primary source of revenue comes from the State's maximum revenue per member calculation. Eighty percent of the maximum per-member revenue is allocated to Charter schools to pay for their staff (salaries, stipends, and benefits), supplies, and other expenses unique to their Charter. This amount is calculated each year and allocated based on September (third Friday) student counts. The remaining twenty percent is retained by the District to pay for overhead-type expenses. These services include, but are not limited to, the following:

- Teaching Staff-Substitutes
 - The District will allocate the total substitute budget to all schools (including Charters) based on a percentage of FTE. The substitute budget will be utilized for substitute costs only and will be managed directly by the schools. Long-term absences for administrative leave, maternity leave, or illnesses will also be charged to the substitute budget and not the Charter allocation.
 - As of July 1, 2023, KUSD Charter schools will be responsible for regular education substitute teacher costs up to an agreed-upon threshold based on their proportionate amount of budgeted teacher FTE for the year. In the event that an individual school exceeds the threshold amount for that year, the district will absorb the difference.
 - A long-term FTE position that has the ability to be filled by a certified person, but is being filled by a long-term sub, will be the responsibility of the Charter
- Human Resources
 - Assistance with the hiring of personnel, personnel issues, etc.
 - Management of the Employee Handbook
 - Develop and manage all employee benefits including employee TSA's, Wisconsin Retirement contributions, federal and state taxes
 - Management of payroll software systems
 - Maintain salary, vacation, and sick time data
 - Manage employee benefits choices and ensure deductions are included in the payroll
 - Ensure compliance with payroll laws and regulations
 - Process and distribute payroll with W2s
 - Provide Frontline services and substitute teacher management
 - Maintain benefits, insurance and FMLA management
 - Conduct criminal background checks
 - Conduct Physical/TB, drug testing and Hepatitis B vaccination (the District may need to pay for these for all employees per statute)
- Finance and Accounting
 - Ensure that all accounting procedures comply with the requirements of state and government governing bodies
 - Maintain an effective system of internal controls
 - Maintain chart of accounts and provide guidance in recording of transactions
 - Management of accounting software systems, processes and procedures
 - Preparation and submission of financial reports to DPI
 - Facilitate the external audit process; review and respond to audit findings
 - Prepare all formal financial statements for District included in the Comprehensive Annual Report, Budget Book, and for other management discussion and analysis

- Facilitate actuarial study for post-retirement benefits
- Assist with budget matters and ensure that budgets and allocations are accurately reflected in the system
- Implement cash handling procedures and controls
- Management and recording of student fees
- Monitor cash flow and District banking services
- Identify need for short-term and long-term financing; prepare all financial reports and legal documents to secure financing; facilitate bond financing with financial consultants; assist with the bond rating process
- Facilitate the bid and request for proposal (RFP) process for major expenses
- Assist with purchasing; maintaining purchase order systems and payment of purchased items
- Set tax levy and reconcile available resources and expense revenues with the fiscal needs of the school District
- Manage all accounting and reporting for District grants
- Serve as resource for financial planning and general accounting matters
- Facility Management:
 - **Provided for KTEC**
 - Provide in-house maintenance services for minor (under \$2,500) maintenance repairs
 - Support (provide recommendations and/or coordination as needed) other maintenance needs of the schools including minor maintenance not generally performed by in-house staff and major maintenance
 - Develop and maintain Asbestos Management plans
 - Oversee indoor air quality program
 - Provide support in the development and implementation of emergency response plans
 - Assist with moving furniture, fixtures and equipment
 - Provide training support as requested for Charter school funded cleaning staff and provide support as needed for custodial related questions the schools have
 - Provide boiler support for minor repairs under \$2,500
 - KUSD will provide Charters with the opportunity to participate in security management programs such as alarm and keyless entry systems (Charters to pay for hardware, District to provide installation at no additional cost)
 - Assist with long range planning and support through facilities including KUSD when needed
 - **Provided to Ruth Harman and Harborside in conjunction with a shared facilities usage (rental)**
 - Provide all in-house maintenance services
 - Provide all in-house custodial services
 - Develop and maintain Asbestos Management plans
 - Oversee indoor air quality program
 - Provide support in the development and implementation of emergency response plans
 - Assist with moving furniture, fixtures, and equipment
- Risk Management
 - Determine risk management needs of the District
 - Adhere to legal requirements for insurance coverage
 - File insurance claims when appropriate
 - Assess current insurance coverage and ensure the District has sufficient insurance coverage
 - Maintain and implement District safety program and emergency management plan

- Teaching and Learning
 - Support will be provided for:
 - English Learners
 - Professional learning
 - Substitute teachers will be paid for by the Charter school.
 - Instructional technology
 - Talent development
 - Inclusion in all curriculum resource adoptions and the associated professional learning at the Charter school's discretion
 - If Charter schools elect to participate in the curriculum resource purchases, the district curriculum must be implemented with fidelity including participation in all professional learning.
 - If substitute teachers are needed for this professional learning the expense is the responsibility of the charter school
- Special Education/Student Support
 - The district provides special education services to charter school students as specified in each student's Individualized Education Program (IEP). These services may include: specially designed instruction, educational support services, occupational therapy, physical therapy, speech therapy, assistive technology, nursing, specialized transportation and evaluation.
 - Charter schools also benefit from school nursing services provided through a contract with Kenosha County.
 - Response to intervention guidance
 - Purchase of intervention resources is the responsibility of the charter schools
- Educational Accountability
 - Collect and submit School Performance Report (SPR) and WISEdata entries to DPI (Count Day, Year End, Discipline, etc.)
 - Provide enrollment analysis and projections
 - Provide school/district level assessment data (Forward, ACT, ACCESS, etc.)
 - Provide data reports for school level inquiries consistent with existing boundary schools
 - Share resources and trainings related to all accountability areas
- Information Services
 - Provide access to and curation of data for the Student Information System
 - Serve as resource guide for technology needs
 - Provide technology support for district wide assessments
 - Provide grading reports for potential failures for parental sharing
 - Provide regional technology support
 - Provide management of networks (wired/wireless)
- Communications
 - Cable television and internet services will be provided to Charter schools
 - Crisis communications development and support
 - Media relations
 - Garnering media coverage for events/programs
 - Social media development and support
 - Photography of events and feature stories/projects submitted for consideration via the Events/Features form
 - Videography of events and feature stories/projects submitted for consideration via the Events/Features form

- Event/program promotions that are open to the community and/or are part of a districtwide performance (e.g., Jazz Fest, Choral Fest, etc.)
 - District messaging platform support
 - Website development and support
 - Family education program development and support
 - ESL classes for parents
 - Branding development and support (e.g., logo updates, letterhead, vinyl graphic design, etc.)
 - Graphics support (e.g. fliers, brochures, programs for district-wide programs, etc.)
 - AODA program development and support
- Other Services
 - Maintain management information systems, technology, and telephone services.
 - Administer and monitor food service operations; provide food services
 - Administer and monitor student transportation and provide services as needed for special education students
 - Charter schools wishing to provide summer school at their site will support it with funds from their individual Charter school budgets, otherwise their students can attend summer school at another KUSD site.
 - Students at Charter schools will be allowed to participate in sports and extra-curricular activities at their attendance area school.

APPENDIX B

Lifelong Learning Standards

Complex Reasoning	1	2	3	4	Collaboration/Cooperation	1	2	3	4
Comparison: Identifying similarities					Works toward achievement of group goals				
Classifying: Grouping items					Demonstrates effective interpersonal skills				
Induction: Draws general conclusions from specific observations					Contributes to group maintenance				
Deductive Reasoning: Uses general statements to come to conclusions about specific information or situations					Effectively performs a variety of roles within the group				
Analyzing Errors: Finds and describes errors in own thinking or in the thinking of others					Critical Thinking				
Constructing Support: Building Support					Is accurate and seeks accuracy				
Abstracting: Finds and explains general patterns in information					Is clear and seeks clarity				
Analyzing Perspective: Examining multiple perspectives					Maintains an open mind				
Decision Making: Selecting from seemingly equal alternatives					Restrains impulsivity				
Investigation: Suggests/defends ways to clear up confusions about ideas or events					Takes a position when the situation warrants it				
Problem Solving: Overcoming constraints in the way of pursuing goals					Responds appropriately to others' feelings and level of knowledge				
Experimental Inquiry: Applies specific theories or rules to explain observations					Creative Thinking				
Invention: Develop unique products					Perseveres				
Systems Analysis: Describes how the parts of a system work together					Pushes the limits of knowledge and abilities				
Information Processing					Generates trust, maintains own standards of evaluation				
Effectively interprets and synthesizes information					Generates new ways of viewing a situation that is outside the boundaries of standard conventions				
Effectively uses a variety of information gathering techniques and information resources					Self Regulated Thinking				
Accurately assesses the value of information					Monitors own thinking				
Recognizes where and how projects would benefit from additional information					Plans appropriately				
Communication					Identifies and uses necessary resources				
Expresses ideas clearly					Responds appropriately to feedback				
Effectively communicates with diverse audiences					Evaluates the effectiveness of own actions				
Effectively communicates for a variety of purposes									
Creates quality products									

PERFORMANCE LEVEL KEY

4 - Distinguished The learner demonstrates in-depth applications that go beyond what was explicitly taught

3 - Proficient The learner independently demonstrates explicitly taught knowledge and skills.

2 - Basic The learner demonstrates explicitly taught knowledge and skills with support.

1 - Below Basic The learner is unable to demonstrate explicitly taught knowledge and skills.

N - Not Assessed The learner was not assessed on this skill at this time.

APPENDIX C
RUTH HARMAN ACADEMY
Complex Reasoning Scope and Sequence

	Reasoning Process	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Frequency
1	Comparing	X		X		X		X	X	X	6
2	Classifying	X		X				X	X	X	5
3	Induction		X				X	X	X	X	5
4	Deduction			X	X			X	X	X	5
5	Error Analysis				X		X	X	X	X	5
6	Constructing Support		X			X		X	X	X	5
7	Abstracting				X		X	X	X	X	5
8	Analyzing Perspective			X	X			X	X	X	5
9	Decision Making			X		X		X	X	X	5
10	Investigation					X	X	X	X	X	5
11	Problem Solving		X		X			X	X	X	5
12	Experimental Inquiry					X	X	X	X	X	5
13	Invention				X			X	X	X	4
14	Systems Analysis						X	X	X	X	4
		2	3	5	6	5	6	14	14	14	69

Dimensions of Learning Academy, September, 2019

Appendix D

Ruth Harman Academy Governance Board By-Laws

SECTION I: Purpose

The Ruth Harman Academy Governance Board oversees the attainment of education outcomes of the charter school and ensures the school is in compliance with this Contract and the mission of Ruth Harman Academy. The Governance Board will also assist in securing grant monies and other sources of revenue to deepen the capabilities of the school, approve the annual budget for Ruth Harman Academy, build community relations, and make policies that govern the operations of the school.

The Governance Board's purpose is to assist in the developing, implementing, and effectively using school procedure and resources. Parent Governance Board Members shall serve, and other members may serve, as liaisons to Ruth Harman Academy to be assigned each year.

SECTION II: Membership

A. Members

The Governance Board shall consist of 7-9 voting members comprised of faculty/staff, parents, and community members. The Ruth Harman Academy Principal/Director will serve as an ex-officio member.

B. Selection

Members shall be selected on the basis of the following:

1. A call for volunteers to form a pool of applications shall be conducted.
2. An application shall be completed by all new applicants.
3. The sitting Board Members shall advise the Principal/Director of Ruth Harman Academy on the selection of new members.
4. The final appointment will be made by the Principal/Director based on an effort to reflect the demographics of the school and the community.

C. Terms of Office

1. Continuous membership for the Principal
2. The term of office of all members in the initial board formed in January 2022 shall be for 1-, 2-, and 3-year terms. The Board Members will be divided into three balanced groups, with group A members holding a 1-year term, group B members holding a 2-year term, and group C holding a 3-year term.
3. The term of each Board Member thereafter shall be a 3-year term, which will begin the first meeting in July and conclude on the day prior to the first meeting in July.
4. Terms shall be renewable for additional consecutive years. Members seeking additional terms must re-apply for a Board position.

D. Removal from Membership

1. The Board may remove a Board Member without cause as provided by WI

Non-Profit provisions. The Board may remove any Board Member who:

- a. Has failed to attend two or more meetings of the Board's Regular Meetings in any calendar year without notice. These will be unexcused absences;
 - b. Has been declared of unsound mind by a final order of court;
 - c. Has been convicted of a felony;
 - d. Has been found by a final order or judgment of any court to have breached any duty imposed by the Wisconsin Non-profit provisions; or
 - e. For such other good causes as the Board may determine.
2. Board Members shall advise the Principal/Director with the Principal/Director making the final decision for removal.
 3. Board Members can request removal from membership if needed.

E. Resignation by Board Member

A Board Member may resign by giving written notice to the Principal/Director, Board President, or Secretary. The resignation is effective on the giving of notice or at any later date specified in the notice.

F. Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Board Member, upon the removal of a Board Member, upon declaration of vacancy pursuant to these By-Laws or upon a Board Member's death. A vacancy is also deemed to exist if the Board does not have the minimum number of authorized Board Members.

G. Compensation of Board Members

Board Members shall serve without compensation. However, the Board may approve reimbursement of a board member's actual and necessary expenses while conducting official school business.

SECTION III: Meetings

A. Meetings

1. Meetings are held monthly July through June.
2. Meetings are conducted by the Governance Board President.
3. Meetings are open to all interested parties.
4. Members shall notify the Principal/Director if unable to attend.
5. Student Council members may attend for the purpose of giving a report on topics of relevance to student issues.
6. Meeting schedules will be posted on the school website and will include date, time, and format (i.e. in-person, virtual)

B. Agenda

1. The meeting agenda will be made by the Principal/Director and Board President with input from Board Members
2. Any interested party may submit a possible agenda item to the Principal/Director at least 48 hours prior to the next scheduled meeting.
3. The agenda will be posted by the Principal/Director at least 24 hours prior to the next scheduled meeting.

C. Minutes

1. The meeting minutes will be taken by the school administrative assistant or by a Board Member.
2. Upon Board review and approval, the meeting minutes will be posted on the website and available upon request.

D. Guests who attend meetings

1. Guests can be recognized by the Principal/Director and be given an opportunity to speak at the Principal/Director's discretion.
2. Guests will not take part in the decision making process and will not have voting rights.

SECTION IV: ACTION BY THE BOARD

A. Quorum. A quorum consists of 51% of the number of Board Members.

1. When a quorum is present at any meeting, the vote of the majority of the voting members present in person shall determine the decision.
2. Decisions shall be made by majority vote of Board Members present.
3. The Board will seek consensus in all votes. If consensus cannot be reached, the President will encourage further discussion, an alternative motion, or delay voting until consensus can be reached.

B. Action by the Board

1. **Actions Taken at Board Meetings.** The action done and decisions made by a majority of the Board Members present at a meeting duly held at which a quorum is present are the actions and decisions of the Board.
2. **Actions without a Meeting.** The Board may take any required or permitted action without a meeting if all the Board Members individually or collectively consent in writing to the taking of that action. Such consent shall have the same effect as a unanimous vote of the Board, and shall be filed with the minutes of the Board proceedings.
3. **Meetings by Conference Telephone or Digital Platforms.** Board Members may participate in a Board Meeting through use of a conference telephone, virtual meeting platform, or similar communication equipment so long as all Board Members participating in such a meeting can hear one another. Participation in a meeting pursuant to this section constitutes presence in-person at such meeting.

C. Standard of Care

1. **Performance of Duties.** Each Board Member shall perform all duties of a Board Member in good faith, in a manner the Board Member believes to be in Ruth Harman Academy's best interest, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. **Reliance on Others.** In performing the duties of a Board Member, a Board Member shall be entitled to rely on information, opinions, reports, or statements including financial statements and other financial data presented by the following:
 - a. one or more employees of Ruth Harman Academy whom the Board believes to be reliable and competent in the manners presented;

- b. legal counsel, independent accountants and other persons as to matters that the Board believes are within the person's professions or expert competency.

D. Participation in Discussions and Voting. Every Board Member has the right to participate in the discussion on all issues before the Board and any Board Committee.

1. The Principal/Director is an ex-officio board member and does not participate in voting.
2. Decisions shall be made by majority vote of Board Members present.
3. Any Board Member shall be excused from the discussion and vote on any matters involving:
 - a. a self-dealing transaction,
 - b. a conflict of interest,
 - c. indemnification of that Board Member,
 - d. or any other matter at the discretion of a majority of the Board Members then present.

E. Duty to Maintain Board Decorum. Every Board Member has a duty to maintain decorum and discretion with respect to all Board actions, including discussions and votes. Any Board Member violating this confidence may be removed from the Board.

SECTION V: OFFICERS AND APPOINTMENTS

A. Officers. The officers of the Board shall consist of a President, Vice President, and Secretary. The Board also may have such other officers, as the Board deems necessary.

1. **President.** Subject to Board control, the President has general supervision, direction and control of the affairs of the Ruth Harman Academy Board and other such powers and duties as the Board may prescribe.
2. **Vice President.** If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all of the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.
3. **Secretary.** The Secretary shall complete the following tasks:
 - a. keep a record of all meeting minutes of the Board, noting the time and place of the meeting, whether it was a regular or special (and if special, how authorized), the names of those present, and the proceedings;
 - b. keep or cause to be kept a copy of the Board's Articles of Incorporation and By-Laws, with amendments;
 - c. give or cause to be given notice of the Board meetings as required by the By-Laws; and
 - d. have such other powers and perform such other duties as the Board may prescribe.

B. Appointment, Eligibility and Term of Office

1. **Appointment.** The Board shall appoint the officers annually at the July meeting or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
2. **Eligibility.** A Board Member may hold any office more than once but not concurrently.

3. **Term of Office.** Each Board Member serves at the pleasure of the Board, holding office until resignation, removal, or disqualification from service, or until his or her successor is elected.

- C. **Removal and Resignation.** The Board may remove any officer, either with or without cause, at any time. An officer may resign at any time by giving written notice to the Board, the resignation taking effect on receipt of the notice or at a later date as specified on the notice.

SECTION VI: NON-LIABILITY OF BOARD MEMBER. The Board Members shall not be personally liable for Ruth Harman Academy debts, liabilities or other obligations.

SECTION VII: OTHER PROVISIONS

- A. **Fiscal Year.** The fiscal year of Ruth Harman Academy begins July 1st each year and ends June 30th of the following year.
- B. **Execution of Instruments.** Except as otherwise provided in these By-Laws, the Board may adopt a resolution authorizing any officer or agent of Ruth Harman Academy to enter into any contract or execute and deliver any instrument in the name or on behalf of Ruth Harman Academy. Such authority may be general or confined to specific instances. Unless so authorized, no Board Member, agent or employee shall have any power to bind Ruth Harman Academy by any contract or engagement, to pledge Ruth Harman Academy credit, or to render it liable monetarily for any purpose or any amount.
- C. **Conflict of Interest.** Any Board Member or key employee having an interest in a contract, other transaction, or program presented to or discussed by the Board for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such persons about the contract or transaction which might reasonably be construed to be adverse to Ruth Harman Academy's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, said contract or transaction (other than to present information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest or policies requiring:
 1. regular annual statements from Board, key employees to disclose existing and potential conflicts of interest, and
 2. corrective and disciplinary action with respect to transgressions of such policies.For the purposes of this section, a person shall be deemed to have a "interest" in a contract or other transaction if he or she is party (or one of the parties) contracting with or dealing with Ruth Harman Academy, or has a significant financial interest in the entity

contracting or dealing with Ruth Harman Academy.

D. Interpretation of Charter. Whenever any provision of these By-Laws are in conflict with the provisions of Ruth Harman Academy's charter, the provision of these By-Laws control.

SECTION VIII: AMENDMENT. A majority of the Board may adopt, amend, or repeal these By-Laws.

Certification of Board

The undersigned does hereby certify that the undersigned is the Ruth Harman Academy By-Laws of Ruth Harman Academy were duly and regularly adopted as such by the Board which Board Members are the only members of Ruth Harman Academy and that the above and foregoing By-Laws are now in full force and effect.

_____ **President** _____ **Date**

_____ **Vice President** _____ **Date**

_____ **Secretary** _____ **Date**

_____ **Board Member** _____ **Date**

_____ **Board Member** _____ **Date**

_____ **Board Member** _____ **Date**

_____ **Board Member** _____ **Date**

Appendix E

ARTICLES OF INCORPORATION
of
RUTH HARMAN ACADEMY GOVERNANCE BOARD, INC.

For the purpose of forming a corporation under the Wisconsin Nonstock Corporation Law, Chapter 181 of the Wisconsin Statutes, the undersigned executes the following Articles of Incorporation.

ARTICLE 1
NAME

The name of the Corporation is Ruth Harman Academy Governance Board, Inc., hereinafter referred to as the “Corporation.”

ARTICLE 2
EXISTENCE

The Corporation is created as a nonprofit, nonstock Wisconsin corporation under Chapter 181 of the Wisconsin Statutes. The period of the Corporation’s existence is perpetual.

ARTICLE 3
PURPOSES

3.1 The Corporation is organized and operated exclusively for charitable and educational purposes under 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The specific purposes shall include holding the charter for Ruth Harman Academy, an instrumentality of the Kenosha Unified School District in Kenosha, Wisconsin, and to provide financial support to the public charter school. Ruth Harman Academy’s vision is to nurture students so that they learn to think for themselves.

3.2 The Corporation is expressly prohibited from engaging in any activity that would be inconsistent with the status of an educational and charitable organization as defined in Section 501(c)(3) of the Code.

ARTICLE 4
POWERS

The Corporation has all powers now or in the future given by law to nonstock corporations organized under the laws of Wisconsin; provided, however, that such powers may be exercised only to further the purposes stated in Article 3 above, and further provided that:

4.1 No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 3 above;

4.2 No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation;

4.3 The Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office; and,

4.4 Notwithstanding any other provision of this document, the Corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE 5 **MEMBERSHIP**

The Corporation shall not have members.

ARTICLE 6 **BOARD OF DIRECTORS**

The affairs of the Corporation shall be managed by a board of directors. The method of electing directors of the Corporation shall be stated in the bylaws of the Corporation. The number of directors shall be fixed by the bylaws of the Corporation, but the number of directors shall not be fewer than three.

ARTICLE 7 **DISSOLUTION**

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner and to such organization or organizations that are organized and operated exclusively for exempt purposes under section 501(c)(3) of the Code, or corresponding provisions of any subsequent federal tax laws, or to a State or a political subdivision of a State as defined in section 170(c)(1) of the Code.

ARTICLE 8 **PRINCIPAL OFFICE AND REGISTERED AGENT**

8.1 The mailing address of the principal office of the Corporation is:

8518 22nd Ave.
Kenosha, WI 53143

8.2 The name and address of the registered agent is:

Gina Greil
8518 22nd Ave.

Kenosha, WI 53143

**ARTICLE 9
AMENDMENT**

These articles may be amended in the manner authorized by law at the time of the amendment.

**ARTICLE 10
INCORPORATOR**

The name and address of the incorporator, who is older than eighteen years, is:

Kimberly Sabisch
1900 75th Street
Kenosha, WI 53143

Executed this ____ day of _____, 2022.

By: _____
Kimberly Sabisch



For Office



State of Wisconsin
Department of Financial Institutions

Endorsement

ARTICLES OF INCORPORATION
DIMENSIONS OF LEARNING ACADEMY GOVERNANCE BOARD, INC.

Received Date: 2/17/2022

Filed Date: 2/18/2022

Filing Fee: \$35.00

Expedited Fee: \$25.00

Total Fee: \$60.00

Entity ID#: D072046

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**Kenosha Unified School District
Kenosha, Wisconsin**

June 25, 2024

ACT 55–NOTICE OF ACADEMIC STANDARDS

Background

On July 12, 2015, the Wisconsin 2015-17 State Budget Bill, Act 55, was signed into law. It requires Kenosha Unified School District to provide the parents and guardians of all enrolled students with notice of the academic standards in mathematics, science, reading and writing, geography, and history that have been adopted by the school board and that will be in effect during each school year.

2024-25 District Academic Standards

Accordingly, the district academic standards that will be in effect in these specific content areas for the 2024-25 school year are listed below. Electronic links to the detailed version of the applicable standards are provided pursuant to section 120.12(13) and section 118.30(1g)(a)1 of the state statutes.

CURRICULAR AREA	ACADEMIC STANDARDS	REFERENCE LINK
Early learning	Wisconsin Model Early Learning Standards	https://dpi.wi.gov/early-childhood/practice In early education the district has adopted the use of Teaching Strategies Objectives for Development and Learning to document and report student progress. The Teaching Strategies Objectives for Development and Learning are aligned with Wisconsin Model Early Learning Standards.
English language arts (includes reading and writing)	Wisconsin Academic Standards for English Language Arts	http://dpi.wi.gov/ela/standards In kindergarten through fifth grade, the district has adopted standards-based grading in English language arts. Student progress reports reflect a

CURRICULAR AREA	ACADEMIC STANDARDS	REFERENCE LINK
		summarized version of the relevant academic standards established for the content area. Copies of the typical progress reports applicable to each marking period in each grade can be reviewed by contacting the Office of Teaching and Learning.
Mathematics	Wisconsin Academic Standards for Mathematics	http://dpi.wi.gov/math/standards In kindergarten through fifth grade, the district has also adopted standards-based grading in mathematics. Student progress reports reflect a summarized version of the relevant academic standards established for the content area. Copies of the typical progress reports applicable to each marking period in each grade can be reviewed by contacting the Office of Teaching and Learning.
Science	Next Generation Science Standards	http://www.nextgenscience.org/next-generation-science-standards In kindergarten through fifth grade, the district has also adopted standards-based grading in science. Student progress reports reflect a summarized version of the relevant academic standards established for the content area. Copies of the typical progress reports applicable to each marking period in each grade can be reviewed by contacting the Office of Teaching and Learning.
Social studies	Wisconsin Academic Standards for Social Studies	https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/2018_WI_Social_Studies_Standards.pdf In kindergarten through fifth grade, the district has also adopted standards-based grading in social studies. Student progress reports reflect a summarized version of the relevant academic standards established for the content area. Copies of the typical progress reports applicable to each marking period in each grade can be reviewed by contacting the Office of Teaching and Learning.

Additionally, with regard to emphasizing content area literacy in all subjects, the Kenosha Unified School District has adopted the Common Core Standards for Disciplinary Literacy. A link to this additional resource is: <http://dpi.wi.gov/standards/literacy-all-subjects>.

Recommendation

Administration recommends that the Board of Education approve the annual declaration and parent notice of the district's student academic standards that will be in effect for the 2024-25 school year at the June 25, 2024, board meeting.

Dr. Jeffrey Weiss
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

Mrs. Stacy Cortez
Coordinator of Elementary Math
and Science

Mrs. Mary Hoover
Coordinator of Reading and Elementary
Social Studies

Mr. Che Kearby
Coordinator of Secondary English
Language Arts and Social Studies

Mrs. Jennifer Lawler
Coordinator of Secondary Math
and Science

Ms. Rhonda Lopez
Principal of Chavez Learning Station

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Kenosha Unified School District
Kenosha, Wisconsin

June 25, 2024

**Authorization of 2024-2025 Expenditures
Prior to the Formal Adoption of the Budget**

The budget adoption cycle for Wisconsin school districts is such that school boards do not adopt a final budget until October of each year, despite the fact that the fiscal year begins in July. The primary reason for this delay is that many of the factors needed to finalize the budget are not known until October. Equalized property values and official 3rd Friday student counts will not be known until the end of September. Certification of state aid from the Department of Public Instruction (DPI) will not occur until October.

It is customary for school boards to approve a resolution authorizing district administration to expend funds between July 1 and the time that the budget is formally adopted in October.

Administrative Recommendations

Administration recommends that the Board authorize the payment of all currently authorized salaries and benefits beginning July 1 and continuing until the budget is formally adopted.

Administration also recommends that the Board authorize expenditures in other areas to continue at the discretion of the administration. Expenditures should not exceed one-third of the funding authorized in the prior year's budget unless Board action has occurred to modify specific programs or activities. The one-third guide represents 4 of the 12 months in the fiscal year between July and October.

Dr. Jeffrey Weiss
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 25, 2024

Proposed School Year 2025-26 Instructional Calendars

The 2025-26 Instructional Calendars for the KUSD boundary schools continue a model from the past several years. Based on the holiday schedule, the winter break for this school year would be two full weeks, and the Spring break is adjacent to the end of Quarter 3, thus giving students an additional day to enjoy the Spring break recess. The alternative calendar for Frank Elementary will now align to the rest of the KUSD boundary elementary schools, completing a two-year transition that was initiated with the 2024-25 calendar. Per KUSD Board Policy 3643 Emergency School Closings, two full days are included to address any initial closures. Once the Department of Wisconsin announces the High School ACT assessment dates, the calendar will be updated to reflect those test only days, similar to previous calendar approval timelines.

Attached are the proposals to the KUSD calendars:

- 2025-26 Instructional Calendar Description
- 2025-26 Elementary Instructional Calendar
- 2025-26 Middle School Instructional Calendar
- 2025-26 High School Instructional Calendar

Recommendation

Administration recommends that the School Board review and accept the proposed Instructional Calendars for 2025-26 at its June 25, 2024, regular School Board meeting.

Dr. Jeffrey Weiss
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

William Haithcock
Chief of School Leadership

Julie Housaman
Chief Academic Officer

2025-2026 SCHOOL YEAR GENERAL INSTRUCTIONAL CALENDAR

August 18-21 (Monday- Thursday)	New Instructional Staff Orientation
August 25 (Monday).....	All Instructional Staff Report
September 1 (Monday)	Labor Day, District Closed
September 2 (Tuesday)	Students Report
October 17 (Friday).....	Staff Professional Learning Workday, No Students Report
October 30 (Thursday)	First Quarter Ends
October 31 (Friday).....	Staff Workday, No Students Report
November 26-28 (Wednesday-Friday)	Thanksgiving Recess
December 12 (Friday)	Staff Professional Learning Workday, No Students Report
December 22 (Monday).....	Winter Recess Begins, District Closed
January 5 (Monday).....	Students Report
January 19 (Monday).....	Dr. Martin Luther King, Jr. Day, District Closed
January 22 (Thursday).....	Second Quarter Ends
January 23 (Friday)	Staff Workday, No Students Report
February 13 (Friday)	Staff Professional Learning Workday, No Students Report
March 13 (Friday)	Staff Professional Learning Workday, No Students Report
April 1 (Wednesday).....	Third Quarter Ends
April 2 (Thursday)	Staff Workday, No Students Report
April 3 (Friday).....	Spring Recess Begins, Schools Closed
April 13 (Monday).....	Students Report
May 22 (Friday)*	½ Day for Students & Instructional Staff
May 25 (Monday)	Memorial Day, District Closed
June 11 (Thursday).....	Fourth Quarter Ends, Last Day for Students
June 12 (Friday)	Staff Workday

The school schedules take into consideration two (2) potential school closing days that have been built into the schedule. In the event school is closed beyond the two days due to inclement weather or other emergencies, the remaining calendar period will be reviewed. If the closures result in a shortage of the required instructional time, the calendar will be adjusted and communicated as necessary. *If a full day of surplus minutes exists by mid-April, then the half-day Friday prior to Memorial Day will be a full day off for instructional staff and students. Please reference the KUSD Employee Handbook for identified paid holidays. Open house schedules will be established and communicated by each building prior to the beginning of the school year.

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

Revised 06/25/2024



262-359-6300



www.kUSD.edu



3600 52nd St., Kenosha, WI 53144

KUSD Boundary Elementary School Instructional Calendar 2025-26

July-25						
		1	2	3		
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		

August-25						
					1	
	4	5	6	7	8	
	11	12	13	14	15	
					22	

September-25						
			3	4		
		9	10	11		
	15	16	17	18		
	22	23	24	25		
	29	30				

October-25						
			1	2		
	6	7				
	13	14	15	16		
	20	21	22	23		
	27	28	29	30		

November-25						
		4	5	6		
	10	11	12	13		
	17	18	19	20		
	24	25				

December-25						
	1	2	3	4		
	8	9	10	11		
	15	16	17	18		

January-26						
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	12	13	14	15		
		20	21	22		
	26	27	28	29		

February-26						
	2	3	4	5		
	9	10	11	12		
	16	17	18	19		
	23	24				

March-26						
	2	3	4	5		
	9	10	11	12		
	16	17	18	19		
	23	24	25	26		
	30	31				

April-26						
			1			
	13	14	15	16		
	20	21	22	23		
	27	28	29	30		

May-26						
	4	5	6	7		
	11	12	13	14		
	18	19	20	21		
		26	27	28		

June-26						
	1	2	3	4		
	8	9	10			
	15	16	17	18	19	
	22	23	24	25	26	
	29	30				

New Instructional Staff Orientation August 18-21	Student Quarter 1: Sept. 2 to Oct. 30	Elementary School Student Conferences
Instructional Staff Return Session August 25-28	Student Quarter 2: Nov. 3 to Jan. 22	October 8 & February 25 Normal full student day, evening conferences
First Day for Students September 2	Student Quarter 3: Jan. 26 to April 1	October 9 & February 26 Early release for Students, then afternoon and evening conferences
Staff Workday: No Students Report 10/31, 1/23, 4/2, 6/12	Student Quarter 4: April 13 to Jun. 11	October 10 & February 27 Morning Conferences (no Students)
Half Day Release May 22 for Students & Instructional Staff		
4K Students Start on September 8		
Early Release Fridays and June 11 for Students		
		School Closed

KUSD Boundary Middle School Instructional Calendar 2025-26

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

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

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

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

November-25						
S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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

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

February-26						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28

March-26						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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

May-26						
S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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

New Instructional Staff Orientation August 18-21	Student Quarter 1: Sept. 2 to Oct. 30	Middle School Student Conferences
Instructional Staff Return Session August 25-28	Student Quarter 2: Nov. 3 to Jan. 22	October 14, 16 evenings only, February 10, 12 evenings only,
First Day for Students September 2	Student Quarter 3: Jan. 26 to April 1	Professional Learning: No Students Report 10/17, 12/12, 2/13, 3/13
Staff Workday: No Students Report 10/31, 1/23, 4/2, 6/12	Student Quarter 4: April 13 to Jun. 11	School Closed
Half Day Release May 22 for Students & Instructional Staff	Updated	
Half Day Release for Students only June 11	06/25/24	

KUSD Boundary High School Instructional Calendar 2025-26

July-25						
		1	2	3		
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31			

August-25						
					1	
4	5	6	7	8		
11	12	13	14	15		
				22		

September-25						
			3	4	5	
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30					

October-25						
		1	2	3		
6	7	8	9	10		
13	14	15	16			
20	21	22	23	24		
27		29				

November-25						
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10	11	12	13	14		
17	18	19	20	21		
24	25					

December-25						
1	2	3	4	5		
8	9	10	11			
15	16	17	18	19		

January-26						
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12	13	14	15	16		
26	27	28	29	30		

February-26						
2	3	4	5	6		
9	10	11	12			
16	17	18	19	20		
23	24	25	26	27		

March-26						
2	3	4	5	6		
9		11				
16	17	18	19	20		
23	24	25	26	27		
30	31					

April-26						
		1				
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30			

May-26						
				1		
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21			
	26	27	29			

June-26						
1	2	3	4	5		
8						
15	16	17	18	19		
22	23	24	25	26		
29	30					

New Instructional Staff Orientation August 18-21	Student Quarter 1: Sept. 2 to Oct. 30	High School Student Conferences
Instructional Staff Return Session August 25-28	Student Quarter 2: Nov. 3 to Jan. 22	October 28, 30 evenings only, March 10, 12 evenings only
First Day for Students September 2	Student Quarter 3: Jan. 26 to April 1	ACT Assessment. TBD, Juniors only with early release. No school for grades 9, 10, 12.
Staff Workday: No Students Report 10/31, 1/23, 4/2, 6/12	Student Quarter 4: April 13 to Jun. 11	Pre-ACT Assessment. TBD, Grades 9 & 10 only with early release. No school for Grades 11 & 12.
Half Day Release May 22 for Students & Instructional Staff		Professional Learning: No Students Report 10/17, 12/12, 2/13, 3/13
HS Final Exams Early Release		School Closed
Last day for Graduating Seniors May 28		

Updated

06/25/24

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KENOSHA UNIFIED SCHOOL DISTRICT

June 25, 2024

Proposed School Designation Change for the Phoenix Project

Currently, the Phoenix Project is the designated KUSD educational program associated with the Kenosha Detention Center, providing educational and supportive services for any respective students who are enrolled to that location. Under the Wisconsin Accountability System, this school carries the designation of an “alternative” educational setting, and has a different subset of accountability measures established for performance monitoring. Each year, this program has earned a “satisfactory progress” designation. The enrollment of the Phoenix Program has averaged 17 students over the last five years. Students housed at this detention center are provided with dedicated and certified educators, and have various other needs that KUSD supports on an individual and as-needed basis. With this limited enrollment, and for its defined purpose, administration is recommending to change the school designation from a school to a program, with continued oversight and management directly under Hillcrest. The educational and administrative support already operates in this manner, and the designation change would better align to the realities of how KUSD manages this program overall for all involved. The staff, parents and students would experience no change in services or support.

Recommendation

Administration recommends that the School Board review and accept the proposed school designation change for the Phoenix Project, from a school to a program at its June 25, 2024, regular School Board meeting.

Dr. Jeffery Weiss
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

William Haithcock
Chief of School Leadership

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 25, 2024

**Policy 1710 – Nondiscrimination on the Basis of Sex in Education
Programs or Activities (Title IX)**

Background:

Title IX Coordinator is the individual responsible for coordinating the district's efforts to comply with its obligations under Title IX and Title IX regulations. The District has two designated Title IX Coordinators, William Haithcock and Julie Housaman. Due to legal advice afforded to KUSD, Policy 1710 refers to each Title IX Coordinator by name. Mrs. Housaman has been approved for retirement at the end of June. Therefore, it is necessary for the district to update this policy to name her replacement.

Recommendation:

Administration recommends that the School Board approve the proposed revisions, as a first and second reading, to Policy 1710 - Nondiscrimination on the Basis of Sex in Education Programs or Activities (Title IX) identifying Michelle Santelli, Regional Coordinator of Elementary School Leadership, as the new Title IX Coordinator.

Dr. Jeffrey Weiss
Superintendent of Schools

William Haithcock
Chief of School Leadership

POLICY 1710
NONDISCRIMINATION ON THE BASIS OF SEX IN
EDUCATION PROGRAMS OR ACTIVITIES (TITLE IX)

The Kenosha Unified School District (the “District”) does not discriminate on the basis of sex in any of its education programs or activities and it complies with Title IX of the Education Amendments Act of 1972 (“Title IX”) and its implementing regulations, concerning any individual in the District’s education programs and activities. Pursuant to the District’s Title IX obligations, the District prohibits sexual harassment that occurs within its education programs and activities. The District is further committed to eliminating sexual harassment by taking appropriate action to determine whether sexual harassment has occurred, and if it has, to provide persons who have experienced sexual harassment with supportive measures as reasonably necessary to restore or preserve access to the District’s education programs and activities. The District is committed to responding to Title IX sexual harassment or allegations of sexual harassment in a prompt manner that is not deliberately indifferent under circumstances in which the federal regulations deem the District to have actual knowledge of such sexual harassment.

The process and procedures described herein apply exclusively to reports and complaints brought under this Policy.

TITLE IX SEXUAL HARASSMENT PROHIBITED

An individual, including a District employee or agent, a District student, or other third party, engages in Title IX sexual harassment whenever that individual engages in conduct on the basis of another individual’s sex that satisfies one or more of the following:

- A. A District employee conditions the provision of an aid, benefit, or service of the District on an individual’s participation in unwelcome sexual conduct (“*quid pro quo*”);
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity; or
- C. “Sexual assault” as defined in 20 U.S.C. § 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. § 12291(a)(10), “domestic violence” as defined in 34 U.S.C. § 12291(a)(8), or “stalking” as defined in 34 U.S.C. § 12291(a)(30).
 - 1. “Sexual assault” means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes rape, sodomy, sexual assault with an object, fondling, incest, and statutory rape.
 - a. *Rape* is penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim, including instances where the victim is

POLICY 1710
NONDISCRIMINATION ON THE BASIS OF SEX IN
EDUCATION PROGRAMS OR ACTIVITIES (TITLE IX)

Page 2

incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. Attempted rape is included.

- b. *Sodomy* is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - c. *Sexual Assault with an Object* is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. An “object” or “instrument” is anything used by the offender other than the offender’s genitalia.
 - d. *Fondling* is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - e. *Incest* is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by State law.
 - f. *Statutory Rape* is sexual intercourse with a person who is under the statutory age of consent as defined by Wis. Stat. §§ 948.02 or 948.09, or whose status as a student prohibits such sexual contact per Wis. Stat. §948.095.
 - g. *Other Sexual Contact* includes the intentional emission of bodily fluids on the complainant, or at the direction of the Respondent, for the purposes of sexual gratification as defined in Wis. Stat. § 940.225(5)(b).
2. “Domestic violence” includes felony or misdemeanor crimes of violence committed by:
- a. A current or former spouse or intimate partner of the victim;
 - b. A person with whom the victim shares a child in common;

POLICY 1710
NONDISCRIMINATION ON THE BASIS OF SEX IN
EDUCATION PROGRAMS OR ACTIVITIES (TITLE IX)
Page 3

- c. A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
 - d. A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime occurred; or
 - e. Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime occurred.
3. "Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
4. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to – (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.

Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, and sexual abuse.

This Policy does not apply to sexual harassment that occurs off District property and outside the scope of the District's education programs or activities or sexual harassment that occurs outside of the United States.

DEFINITIONS

Actual Knowledge refers to notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator(s), any District official who has authority to institute corrective measures on behalf of the District, or any employee.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Consent refers to words or actions that a reasonable person could understand as an agreement to engage in the sexual conduct at issue. A person may be incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. A person who is incapacitated is incapable of giving consent.

POLICY 1710
NONDISCRIMINATION ON THE BASIS OF SEX IN
EDUCATION PROGRAMS OR ACTIVITIES (TITLE IX)

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Day(s) Unless otherwise specifically stated herein, “day(s)” means calendar days.

Education program or activity refers to all operations of the District over which the District exercises substantial control over both the Respondent and the context in which the alleged sexual harassment occurs.

Eligible student means an individual who is participating in or attempting to participate in an education program or activity of the District.

Exculpatory evidence is evidence that tends to clear or excuse a Respondent from allegations of sexual harassment.

Formal complaint means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation(s).

Inculpatory evidence is evidence that tends to establish a Respondent’s responsibility for alleged sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, additional supervision or planned accompaniment, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security, supervision, monitoring of certain areas of school grounds, and other similar measures.

Third parties include, but are not limited to, guests and visitors on District property, vendors doing business with or seeking to do business with the District or the School Board, and other individuals who come in contact with members of the District community at school-related events or activities.

Title IX Coordinator is the individual responsible for coordinating the District’s efforts to comply with its obligations under Title IX and Title IX regulations. This policy will refer to the “Title IX Coordinator” in the singular form. The District has two designated Title IX Coordinators, and the singular term as used throughout this policy can mean either of the coordinators. The Title IX Coordinators are:

POLICY 1710
NONDISCRIMINATION ON THE BASIS OF SEX IN
EDUCATION PROGRAMS OR ACTIVITIES (TITLE IX)
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~~Julie Housaman~~ **Michelle Santelli**
~~Chief of Academics~~ **Regional Coordinator of**
Elementary School Leadership
3600 52nd Street
Kenosha, WI 53144
(262) 359-6311
~~jhou sama@k usd.edu~~ **msantell@k usd.edu**

William Haithcock
Chief of Schools
3600 52nd Street
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(262) 359-6008
whaithco@k usd.edu

MAKING A REPORT

Any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other District employee with whom the person feels comfortable reporting the allegations to, in person, by mail, by telephone, or by electronic mail. If the report is made to a District employee, they shall forward the report to the Title IX Coordinator within two (2) days. Any District employee who fails to do so may be disciplined, up to and including discharge.

In the event that the Title IX Coordinator is the individual alleged to have engaged in sexual harassment, report may be submitted to the Superintendent or another District employee, who will notify the Superintendent of the report or complaint. In such cases, the Superintendent shall serve as the Title IX Coordinator for the purposes of addressing that specific report or complaint.

REVIEWING REPORTED SEXUAL HARASSMENT

When a report of sexual harassment is made, the Title IX Coordinator and/or designee will contact the Complainant within two (2) days to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint.

If the Complainant does not file a formal complaint, the Title IX Coordinator has the authority to sign a formal complaint and trigger the District's Title IX grievance process if: (1) the Complainant is not an eligible student and therefore is ineligible to file a formal complaint, or (2) the Complainant chooses not to file a formal complaint but the Title IX Coordinator finds that the District's interests are substantial enough that the matter should be investigated and resolved through the grievance process without the Complainant's direct cooperation. Upon signing a formal complaint, the Title IX Coordinator does not become a complainant or a party to the complaint, and any Complainant who is identified in relation to the allegations retains their status as a Complainant in connection with the grievance process.

Further, the Title IX Coordinator will analyze the report to determine whether the allegations implicate another or additional District or Board policy, which would require another or additional processes. These policies include 4111 – Employee Anti-Harassment, 5110.1 – Student Equal

POLICY 1710
NONDISCRIMINATION ON THE BASIS OF SEX IN
EDUCATION PROGRAMS OR ACTIVITIES (TITLE IX)

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Opportunity and Non-discrimination in Education, 5110.2 – Nondiscrimination Guidelines Related to Students Who Are Transgender and Students Nonconforming to Gender Role Stereotypes, 5111 – Bullying, 5540 – Abuse/Neglect, and 4112 – Violence in the Workplace.

The Title IX Coordinator may also remove a student Respondent from the District’s education program or activity on an emergency basis if the Title IX Coordinator finds that the Respondent poses an immediate threat to the physical health or safety of any student or other individual involved after conducting an individualized safety and risk analysis. If the Respondent is a non-student District employee, the District may place the Respondent on administrative leave during the pendency of the grievance process. If the Respondent is a third-party, the District retains broad discretion to prohibit such persons from District property at any time and for any reason. Any such emergency removal will be in accordance with all relevant District Policies and all relevant state and federal law.

FORMAL TITLE IX COMPLAINT GRIEVANCE PROCESS

Before beginning the grievance process, the Title IX Coordinator will consider whether there is a basis for dismissal of the formal complaint or any of the specific allegations. This determination may also be made while the formal complaint is pending. The following scenarios warrant either mandatory dismissal or permissive dismissal.

- A. The formal complaint or specific allegations in the formal complaint must be dismissed if the conduct alleged in the formal complaint:
 - 1. Would not constitute sexual harassment as defined under Title IX even if proved;
 - 2. Did not occur within the District’s education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The formal complaint or specific allegations in the formal complaint may be dismissed if any of the following apply:
 - 1. The Complainant notifies the Title IX Coordinator in writing that they would like to withdraw the formal complaint or any allegations therein; or
 - 2. The Respondent is no longer enrolled in the District or no longer employed by the District;
 - 3. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination.

If the formal complaint is dismissed, the Title IX Coordinator or their designee will promptly send written notice of dismissal and the reasons for dismissal to all parties. This decision may be appealed through the appeal process described in this policy.

POLICY 1710
NONDISCRIMINATION ON THE BASIS OF SEX IN
EDUCATION PROGRAMS OR ACTIVITIES (TITLE IX)

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If the formal complaint is not dismissed, the District's Title IX grievance process must be initiated. At a minimum, the District's grievance process shall:

- A. Treat Complainants and Respondents equitably by providing remedies to a Complainant where the Respondent is determined to be responsible for sexual harassment and by following a grievance process that complies with Title IX before the imposition of any disciplinary sanctions or other actions against a Respondent.
- B. Require an objective evaluation of all relevant evidence and provide that credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.
- C. Require that any person designated by the District as a Title IX Coordinator, investigator, decision-maker, or informal process facilitator not have any conflict of interest or bias for or against the Complainant or Respondent or complainants or respondents generally.
- D. Require that any person designated by the District as a Title IX Coordinator, investigator, decision-maker, or informal process facilitator receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process, and how to serve impartially.
- E. Require that any person designated by the District as an investigator receive training on issues of relevance to produce an investigative report that fairly summarizes relevant evidence.
- F. Require that any person designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant.
- G. Include a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- H. Include reasonably prompt timeframes for conclusion of the grievance process.
- I. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
- J. Base all decisions on the preponderance of evidence standard, which means the evidence must show that sexual harassment more likely than not did occur and more likely than not the Respondent committed the sexual harassment at issue.

POLICY 1710

NONDISCRIMINATION ON THE BASIS OF SEX IN
EDUCATION PROGRAMS OR ACTIVITIES (TITLE IX)

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- K. Include the procedures and permissible bases for the Complainant and Respondent to appeal.
- L. Describe the range of supportive measures available to Complainants and Respondents.
- M. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

The District will seek to conclude the grievance process, which includes an investigation and determination of responsibility, within ninety (90) calendar days of receipt of the formal complaint. The grievance process may be followed by an appeal process which will be conducted in a timely manner as described in this policy.

INFORMAL INVESTIGATION

At any point after a formal complaint has been filed but before reaching a determination of responsibility under the full grievance process, the District may ask the parties if they wish to consider addressing the situation through an informal resolution process facilitated by the District. Informal resolution shall be strictly voluntary. Informal resolution will not be an option if the formal complaint includes allegations that a District employee or third-party adult sexually harassed a student or allegations of sexual assault.

The informal resolution process allows the parties to attempt a resolution of the formal complaint without a full investigation and determination of responsibility. Both the Complainant and Respondent must agree to informal resolution and provide voluntary written consent. If the informal resolution is not successful, the District will complete the full investigation and adjudication of the formal complaint under the grievance process.

INVESTIGATION

During the investigation, both parties have the right to present witnesses, present inculpatory and exculpatory evidence, and have others present during any grievance proceeding. Both parties have the right to inspect and review any evidence obtained as part of the investigation.

The investigator is tasked with completing an investigative report which fairly summarizes all relevant evidence. Prior to the completion of the investigative report, the investigator will send each party all evidence subject to inspection and the parties will have ten (10) days to review and submit a written response if they choose. The investigator will consider any written response when completing the final investigative report which will be provided to the decision-maker.

POLICY 1710
NONDISCRIMINATION ON THE BASIS OF SEX IN
EDUCATION PROGRAMS OR ACTIVITIES (TITLE IX)
Page 9

DETERMINATION OF RESPONSIBILITY

The Title IX Coordinator will appoint a decision-maker to then issue a determination of responsibility. After the investigator provides the decision-maker with the report, the decision-maker will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide the party or witness with the questions, and allow for additional time for limited follow-up questions. The decision-maker will then issue a written determination regarding responsibility.

The written determination regarding responsibility will include all of the following:

- A. Identification of the allegations potentially constituting sexual harassment under Title IX;
- B. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence;
- C. Findings of fact supporting the determination;
- D. Conclusions regarding the application of the relevant legal standards and the District's code of conduct (i.e., District policies and rules that apply to the party in question); and
- E. A statement of, and rationale for, the result as to each allegation, including all of the following:
 - 1. A determination regarding responsibility;
 - 2. Any disciplinary sanctions the District imposes on the Respondent or, in cases where a particular disciplinary sanction is beyond the direct authority of the decision-maker, a statement of the disciplinary sanction(s) that the decision-maker is recommending as an appropriate consequence;
 - 3. Whether the District will provide the Complainant with any remedies designed to restore or preserve the Complainant's equal access to the District's education program or activity;
 - 4. The District's procedures and permissible bases for the Complainant and Respondent to appeal. If a formal complaint of Title IX sexual harassment also constitutes a complaint of pupil discrimination under Wis. Admin. Code PI ch. 9, the District may also use this notice to inform the Complainant of their right to appeal any adverse final determination of their complaint under state law to the State Superintendent of Public Instruction (DPI), as well as the procedures for making such an appeal to DPI.

POLICY 1710
NONDISCRIMINATION ON THE BASIS OF SEX IN
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5. The decision-maker or a designee acting on his/her behalf must provide the written determination to the parties simultaneously.
6. Disciplinary sanctions and any remedies that could not be offered as supportive measures shall not be enforced until the determination of the complaint becomes final.

APPEAL

Both parties have the right to file a written appeal from a determination regarding responsibility or from the Title IX Coordinator's dismissal of a formal complaint or any allegations therein. A written appeal must be filed with the Title IX Coordinator within five (5) days of the determination regarding responsibility. An appeal may be based on any of the following and must have affected the outcome of the matter:

- A. A procedural irregularity;
- B. New evidence that was not reasonably available at the time the determination regarding responsibility was made;
- C. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally, or the individual Complainant or Respondent; and
- D. The initial decision was substantively erroneous in that the facts did not adequately support the conclusion.

The appeal decision-maker will issue a written decision describing the result of the appeal and the rationale for that result. The determination of responsibility becomes final when the time for filing an appeal has passed or, if an appeal is filed, at the point when the appeal decision-maker's decision is delivered to the Complainant and the Respondent.

ENFORCEMENT

If an individual is found to be responsible for Title IX sexual harassment at the conclusion of the grievance process, the District may impose disciplinary sanctions which depend on the nature of the misconduct and the individual's status as an employee, student, or third-party.

Possible disciplinary sanctions available to students include, but are not limited to, suspension or expulsion from school consistent with Board Policies and Wis. Stat. § 120.13(1), suspension of eligibility to participate in co-curricular activities or other District-sponsored events. The District may also restrict or deny permission to be present on District property or at certain District-sponsored events or activities. This provision does not modify any student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

POLICY 1710
NONDISCRIMINATION ON THE BASIS OF SEX IN
EDUCATION PROGRAMS OR ACTIVITIES (TITLE IX)
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Possible disciplinary sanctions available to District employees will be imposed in accordance with Board Policies and the Employee Handbook, and include, but are not limited to, a formal reprimand, a demotion or other disciplinary reassignment, suspension from work, contract nonrenewal, termination of employment, or restrictions on permission to be present on District property or at certain District-sponsored events.

Possible disciplinary sanctions available to third parties include, but are not limited to, suspension or termination of a District-authorized role (e.g., volunteer), termination or nonrenewal of third-party contracts, and restrictions on permission to be present on District property or at District-sponsored events or activities.

Any individual making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action in accordance with Board Policy and the Code of Classroom Conduct.

RETALIATION PROHIBITED

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Retaliation includes intimidation, threats, coercion, and discriminatory treatment. Complaints alleging retaliation may be filed according to the grievance procedures set forth under Board Policy 5110.1.

Any individual who retaliates against other for reporting or complaining of violations of this policy or for participating in any manner in this policy will be subject to disciplinary action, up to and including discharge, with regard to District employees, suspension and expulsion, with regard to students, and all remedies available to the Board, with regard to third parties.

The exercise of rights protected under the First Amendment of the United States Constitution shall not constitute retaliation prohibited under this policy.

APPLICATION OF THE FIRST AMENDMENT

The Board shall construe and apply this policy consistent with the First Amendment of the United States Constitution. In no case will a Respondent be found to have committed sexual harassment based on the expressive conduct that is protected by the First Amendment.

AUTHORITY

The Board has the authority to appoint Title IX Coordinators, who have the responsibility of selecting appropriately trained individuals to carry out the requirements of Title IX and act as an investigator, advisor, informal resolution facilitator, decision-maker, or appeal decision-maker.

POLICY 1710
NONDISCRIMINATION ON THE BASIS OF SEX IN
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CONFIDENTIALITY

The District will keep confidential the identity of any individual who has made a report or filed a formal complaint alleging Title IX sexual harassment, including any Complainant, any Respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act and its implementing regulations, or as required by any state or other federal law, or to carry out the purposes of the federal Title IX regulations, including the conduct of any investigation, hearing, or judicial proceeding arising under the federal Title IX regulations.

CONSOLIDATION OF FORMAL COMPLAINTS

The Title IX Coordinator may choose to consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

OTHER AVAILABLE REMEDIES

Nothing in this Policy precludes an individual from filing a criminal complaint with outside law enforcement agencies. Further, nothing within this Policy shall preclude individuals from filing a discrimination complaint or request for enforcement directly with the U.S. Department of Education's Office for Civil Rights, as authorized by federal law.

NOTICE

The District will provide notice of this policy by making it available on the District's website and each handbook that the District makes available to persons entitled to a notification.

RECORDKEEPING

The District will maintain all records required by state and federal law which have been created or obtained in response to a report or a formal complaint of sexual harassment for seven (7) years.

TRAINING

The District will provide training to all appropriate individuals regarding sexual discrimination, sexual harassment, sexual violence, and Title IX. The District will also provide additional training to all staff responsible for implementing the complaint procedures. The District will make its training materials publicly available on its website and if a person is unable to access the District's website, the Title IX Coordinator will make the training materials available upon request for inspection by members of the public.

LEGAL REF.: 20 U.S.C. § 1681 et seq., Title IX of the Education Amendments Act of 1972
 20 U.S.C. § 1092(f)(6)(A)(v)
 34 U.S.C. § 12291(a)(10)
 34 U.S.C. § 12291(a)(8)
 34 U.S.C. § 12291(a)(30)
 Wis. Stat. § 111.32(13)
 Wis. Stat. § 118.13
 Wis. Stat. § 120.13(1)

CROSS REF.: 4111 Employee Anti-Harassment
 4224 Employee Code of Ethics
 5110.1 Student Equal Opportunity, Non-Discrimination and Anti-Harassment in Education
 5110.2 Nondiscrimination Guidelines Related to Students Who Are Transgender and Students Nonconforming to Gender Role Stereotypes
 5111 Bullying
 5540 Abuse/Neglect

ADMINISTRATIVE REGULATIONS: 34 C.F.R. Part 106
 Wis. Admin. Code PI ch. 9

AFFIRMED: September 27, 2022.

REVISED: **July 23, 2024**

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 25, 2024

Renewal of Southeastern Wisconsin School Alliance (SWSA) Membership

For the past twenty-one years, the District has participated in the Southeastern Wisconsin School Alliance (SWSA) which provides school leaders and parents with objective, non-partisan information, and training needed to be strong advocates for educational excellence. The SWSA serves 26 urban and suburban school districts with a combined enrollment of more than 179,000 students.

The mission of the Southeastern Wisconsin School Alliance is to advocate for the benefit of all students by driving education policies supporting strong public schools to ensure world-class practices, economic vitality, and community well-being.

The SWSA supports the mission through the following tiered approach:

- Develop and implement key strategies to advocate for sound education policy
- Raise the impact of SWSA by identifying and developing mutually beneficial partnerships
- Continue to strengthen the SWSA business model by supporting school districts and their communities
- Leverage research to drive educational practice and advocacy

The SWSA meets at least once a month and the annual membership fee is \$3,200. Attachment A is the letter from the fiscal agent, the required resolution to be approved by the Board to participate in the alliance, and the 66.0301 Agreement which authorizes the School District of South Milwaukee as the fiscal agent to manage the SWSA funds. Attachment B is the 2024-25 Proposed Annual Budget for the SWSA, the projected participating member school districts, and the member payment schedule.

RECOMMENDATION

Administration recommends that the Board approve the attached resolution and membership in SWSA for the 2024-2025 fiscal year in the amount of \$3,200 and authorization of Board Officers and District Administration to execute any documents related to the renewal.

Dr. Jeffrey Weiss
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Date: May 24, 2024

TO: SOUTHEASTERN WISCONSIN SCHOOLS ALLIANCE
District Members

FROM: Daniel Arnold, Director of Business Services
South Milwaukee – Fiscal Agent

SUBJECT: SWSA 2024-25 Agreement

The attached packet for the Southeastern Wisconsin Schools Alliance includes:

1. Resolution (check appropriate box and return)
2. 66.0301 Agreement (sign and return)
3. Proposed Annual Budget for SWSA
4. Payment Schedule
5. Participant Listing

NOTE:

1. The resolution should be presented to your school board for approval, the appropriate box checked and returned to our district.
2. The 66.0301 Agreement must be signed and returned to our district.
3. The SWSA Annual Report will be emailed directly to each participant in June 2024

If you have any questions, please contact Katrina Haack – khaack@sdsd.k12.wi.us
phone #414-766-5020.

RESOLUTION

SOUTHEASTERN WISCONSIN SCHOOLS ALLIANCE

BE IT RESOLVED that the School District of South Milwaukee retain Hubbard, Wilson & Zelenkova, for the period of July 1, 2024 through June 30, 2025 as Legislative Counsel on a cooperative basis with the other school districts that are members of the Southeastern Wisconsin Schools Alliance, regarding matters of mutual interest as determined by the Alliance, including but not limited to, constitutional limitations on and legislative decisions related to funding for education, research, public awareness and information sharing.

BE IT FURTHER RESOLVED that the District share the fees for these services, plus reasonable and necessary expenses, with the other school districts that are members of the Southeastern Wisconsin Schools Alliance on the basis of:

Dues (Check One):

☐ \$3,200 annual fee for school districts participating in Southeastern Wisconsin Schools Alliance

☐ Not participating

School District

Southeastern Wisconsin Schools Alliance Agreement
(Section 66.0301)

Pursuant to a resolution adopted by school districts participating in the Southeastern Wisconsin Schools Alliance (SWSA):

Participating school districts hereby mutually agree, pursuant to Section 66.0301 of the Wisconsin Statutes, to the following conditions:

1. That said parties agree and contract with Hubbard, Wilson & Zelenkova, to serve as Legislative Counsel for the Southeastern Wisconsin Schools Alliance as hereinafter set forth;
2. That the School District of South Milwaukee is to be the operator and fiscal agent of the Southeastern Wisconsin Schools Alliance;
3. That the fiscal agent district shall establish and maintain records in accordance with the uniform financial accounting system prescribed by the Department of Public Instruction;
4. That the pro-ration of costs will be assessed equally to each participating school district as provided in the authorizing resolution;
5. That the estimated budget and plan of operation for this cooperative shall be approved in advance to contract signing by all school district parties hereto;
6. That variations from the budget will require prior approval of all school district parties hereto;
7. That the fiscal agent agrees to file the required financial reports with the Department of Public Instruction;
8. That attached hereto and incorporated herein by reference are the budget, the plan for operation and plan of payments to said operator of fiscal agent by each school district.

School District

School Board President

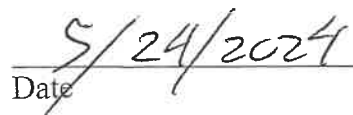
School Board Clerk

Date

SCHOOL DISTRICT OF
SOUTH MILWAUKEE


By

Director of Business Services
Title


Date

2024-25 PROPOSED ANNUAL BUDGET

SOUTHEASTERN WISCONSIN SCHOOLS ALLIANCE (SWSA)

May 24, 2024

EXPENSES:	PROPOSED BUDGET
Legislative Liaison Team	\$ 34,125.00
Executive Director	\$ 54,000.00
Special SWSA Projects (Communications, Etc.)	\$ -
Website / Tech Services	\$ 900.00
Travel Expenses	\$ 500.00
Supplies	\$ 500.00
Dues/Memberships, Other Potential Opportunities	\$ 2,500.00
TOTAL EXPENSES	\$ 92,525.00
REVENUES:	PROPOSED BUDGET
Fees from Participating School Districts (based on 30 members)	\$ 80,000.00
TOTAL REVENUE	\$ 80,000.00
USE OF RESERVES:	\$ 12,525.00

Basis for Prorating Costs: Equal distribution among member districts based upon 66.0301.

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 25, 2024

Policy 8850 – School Board Committees

School Board Policy and Rule 8850 – School Board Committees was last reviewed in September 2020. The following suggested revisions are being sought:

- Revise the meeting dates from the second Tuesday of October, February, April and June to the second Tuesday of September, November, February and June;
- Add language to include an update of the committees' work to be given to the school board after each committee meeting; and
- Add language to include the review and monitoring of identified district goals under the duties of the standing committees.

District Goals are an important measure of how well the district is achieving its Moral Imperative, Vision, and Mission. The goal of the modifications to Policy/Rule 8850 is to better align the work of the school board standing committees to the district goals. An update of committees' work would then be shared at the following school board meeting. This will create greater attention to and focus on this important work.

Administration Recommendation:

It is recommended that the board approve the suggested revisions to Policy/Rule 8850 – School Board Committees as a first reading on June 25, 2025, and a second reading on July 23, 2024.

Dr. Jeffrey Weiss
Superintendent of Schools

POLICY 8850
SCHOOL BOARD COMMITTEES

The School Board believes committees can be useful in contributing to the decision-making process and in conducting of Board business. By using a Board committee structure, the Board is able to study issues facing the District more in depth, and fully engage stakeholders in issues happening in the District. The committee structure is designed to assist the Board in the conducting of Board business; it is not intended to diminish the Board's governance responsibilities.

The Board shall have four standing committees: (1) Audit, Budget and Finance, (2) Curriculum and Program, (3) Planning and Facilities and (4) Personnel . Each standing committee shall consist of three Board members. A quorum of the committee shall include a minimum of two Board members. The Board President shall appoint Board members to standing committees in accordance with the procedures established in Rule 8850. No Board member may serve on more than two standing committees and can only chair one standing committee. The Board President shall select the committee chair. The committee chair shall seek up to six qualified community members, two District staff members, and two students to serve on the committee. Every attempt will be made to have these committees reflect the diversity of the District. Community member appointments shall be made in accordance with procedures established in Rule 8850. The term of appointment to a standing committee will be for one year for community, staff and student members, with option of renewal at the chair's discretion.

Standing committees will be held quarterly each school year on the second Tuesday of the month in ~~October~~ **September, November**, February, ~~April~~ and June unless otherwise noted. It is expected that all committee members will miss no more than one meeting per year of the standing committee to which they have been appointed. The Chair of each committee may not serve as committee chair for more than two consecutive years. **Administration and the chairs of the standing committees will provide an update of the committees' work at the following regular board meeting.**

The Board may also establish ad-hoc committees as needed. The Board President shall make ad-hoc committee appointments in the same manner as standing committee appointments. The Board President shall serve as an ex-officio member of all standing and ad hoc committees of the Board.

The function of all Board committees shall be advisory in that they serve as an avenue through which the School Board will receive feedback on items brought forth by administration, which may include specific assigned duties. Committees are not voting bodies. Requests for agenda items shall be made by Board members only in accordance with Policy 4211. Standing Board committees may not act or speak for the Board unless authorized by the Board President. All policy suggestions provided by a Board committee shall be subject to ratification and approval of the Board. For policy-related items, the Board may have a first and second reading of the recommended policy before final policy adoption, which shall occur at separate Board meetings.

Minutes shall be kept of all standing committee meetings.

Public notice shall be given for all Board standing and ad hoc committee meetings in accordance with state law and Board policy.

POLICY 8850
SCHOOL BOARD COMMITTEES
Page 2

LEGAL REF.: Wisconsin Statutes
Sections 19.84 [Public notice requirement]
19.85 [Reasons for closed session]

CROSS REF.: 4211, Guidelines for staff communications to the school board
8712, School Board Meeting Agenda Preparation and Dissemination
8840, School Board Minutes
8810, Rules of Order

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 8, 1993

DELETED: June 25, 2002

REAFFIRMED: May 13, 2003

REVISED: April 21, 1998
July 13, 1999
February 22, 2000
July 10, 2001
December 19, 2006
July 28, 2009
June 22, 2010
February 24, 2015
September 2020
July 23, 2024

RULE 8850
SCHOOL BOARD COMMITTEES
Page 1

A. Committee Appointment Process

1. The Board President shall appoint Board members to standing committees within three (3) months of the School Board's annual organizational meeting. Such appointments shall be made, in order, as follows:
 - a. by seeking volunteers and making appointments based on Board member interest
 - b. by direct appointment of Board members to specific committees
2. Community members, students, District staff members and teachers may be appointed to serve as members on standing committees as outlined in Board policy. Such appointments shall be made, in order, as follows:
 - a. by seeking volunteers who reflect the diverse student population for appointment to committees by the Board President, or appointment by individual committee chairs with approval of the Board President
 - b. by publicly seeking volunteers for appointment to committees by the Board President based on citizen interest

B. Standing Committee Operating Procedures

1. Whenever possible, any new policies of the District to be considered by the Board shall be introduced to the appropriate standing committee at a quarterly committee meeting. Any item referred to a standing committee shall come back to the full Board once a review is completed.
2. Standing committees, unless canceled by the committee Chair or Board President shall meet at least on a quarterly basis. Additional meetings may be scheduled by the chair as deemed necessary.
3. The committee chairs, Superintendent of Schools and designated administrators shall meet to establish meeting agendas for standing committees. This process will ensure the orderly flow of information and the effective operation of the Board and committees. Committee agenda items are limited to those referred by the Board President, committee chairs and designated administrators. Meeting agendas must be published at least five (5) working days prior to a scheduled meeting.
4. Administrators and other District staff, as appropriate, may be requested to serve in an advisory capacity to standing committees and/or to provide necessary support resources.
5. Committee meetings shall be conducted in accordance with *Policy 8810*, to the extent applicable.
6. Any Board member or citizen may attend a committee meeting and submit a written comment regarding any agenda item to the office of the Superintendent of Schools. Said comments will be distributed to the members of the specific committee, the Board and relevant District administrators.
7. Minutes shall be kept of all standing committee meetings. The minutes shall be distributed to all Board members in order to keep the full Board informed of matters discussed at committee meetings. Committee meeting minutes shall also be made available for inspection by the public in accordance with state law and the Board's policy on access to public records.
8. Feedback that comes from a committee shall be distributed to the Board, and shall contain the committee's recommendation, and include comments of dissent, in addition to Administration's recommendation.

RULE 8850
SCHOOL BOARD COMMITTEES
Page 2

9. All committee meetings are subject to, and shall adhere to, Wisconsin's Open Meetings Law.

C. Specific Duties of Standing Committees

BOARD OF EDUCATION
ORGANIZATIONAL CHART – COMMITTEES

<u>Audit, Budget and Finance Committee</u>	<u>Curriculum and Program Committee</u>	<u>Planning and Facilities Committee</u>
<ul style="list-style-type: none">• Review and monitor the progress of identified district goals.• Review monthly fund statements and financial reports throughout the year• Review budgets related to significant grants submitted and/or awarded• Review, offer ideas, and provide suggestions on all proposed Board policies related to budget and finance matters• Review financial and program audits• Review any audit findings and related action plans• Review annual student enrollment projections• Newly developed applicable policies should be reviewed by the Committee prior to the first reading by the Board	<ul style="list-style-type: none">• Review and monitor the progress of identified district goals.• Review annual recommendations for new curriculum resource requests• Review the District's state student achievement results• Review recommendations for request to modify the curriculum adoption and implementation cycle• Review, offer ideas, and provide suggestions on all proposed Board policies related to education, teaching or support programs• Review professional learning plan process• Review, offer ideas, and provide suggestions on the District's technology and administrative computer plan• Newly developed applicable policies should be reviewed by the Committee prior to the first reading by the Board	<ul style="list-style-type: none">• Review and monitor the progress of identified district goals.• Review, offer ideas, and provide suggestions on the District's capital improvement budget• Review the implementation of all expenditures related to facilities and equipment• Review building standards for each type of educational facility• Work with community groups to develop financial plans to implement the district's physical facilities• Review, offer ideas, and provide suggestions on all proposed Board policies related to planning facilities and equipment• Review recommendations related to school program capacity issues• Review job cost summaries for large capital projects such as those associated with a referendum• Periodically review major facilities programs such as safety, security, building envelope maintenance, indoor air quality, etc.• Review utility expenditure and consumption data as well as district energy efficiency programs• Newly developed applicable policies should be reviewed by the Committee prior to the first reading by the Board

RULE 8850
SCHOOL BOARD COMMITTEES
Page 3

<u>Personnel Committee</u>	<u>Ad-Hoc Committee</u>
<ul style="list-style-type: none">• Review and monitor identified district goals.• Review, offer ideas, and provide suggestions regarding staff recruitment and retention strategies• Newly developed applicable policies should be reviewed by the Committee prior to the first reading by the Board• Strategic Plan – Any issues of personnel that may come out of plan will be reviewed by this committee. Those issues endorsed by this committee would be forwarded to the full Board for approval.	<ul style="list-style-type: none">• Ad-hoc committee(s) are appointed by the Board President• Their responsibilities are based on the task(s) for which they are assigned• Ad-hoc committees are not standing committees and have a limited term



June 25, 2024

DONATIONS TO THE DISTRICT

The district has received the following donations:

1. David and Marilyn Lauer donated \$2,000 to Bradford High School for the Emily K. Lauer Scholarship;
2. Jane Palmen of Palmen Motors donated a 2010 Dodge Journey for the purpose of a shop car valued at \$3,624 to Indian Trail High School and Academy;
3. The Kavanagh Revocable Trust donated \$5,000 to Bradford High School for the Winifred Farley Scholarship;
4. Jersey Mike's Subs donated \$1,000 to Whittier Elementary for the 2024 Court of Creativity finalist award;
5. David Lauer donated \$1,500 to Bose Elementary for the Bose Color Run; and
6. The Law Offices of James McCann donated \$500 to Dimensions of Learning Academy for teacher appreciation week.

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

June 25, 2024

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

(July-August)

July

- 7/4 – 4th of July – KUSD closed
- 7/23 – Regular school board meeting

August

- 8/27 – Regular school board meeting

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