



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.

Special School Board Meeting

May 15, 2025 at 5 p.m.

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Special School Board Meeting
May 15, 2025
John J. Hosmanek Educational Support Center
3600 52nd St.
Kenosha, WI 53144
5:00 p.m.

I. Pledge of Allegiance

II. Roll Call of Members

III. Administrative Appointment

- Mark Dzioba - Principal at Whittier Elementary School

IV. School Board Member In-Service Facilitated by George Steffen from Wisconsin Association of School Boards (WASB)

A. Discussion - Board and Superintendent Roles & Responsibilities

B. Discussion - Chain of Command

V. Agenda Review - May 27, 2025, Regular School Board Meeting

A. Discussion - Policy 5330 - Assignment of Students to Schools (Consent Agenda/Second Reading)	4
B. Discussion - Policy 6456 - Graduation Requirements (Consent Agenda/Second Reading)	10
C. Discussion - Policy 6457 - Student Awards and Scholarships (Consent Agenda/Second Reading)	18
D. Discussion - 2025-26 Budget Update	27
E. Discussion - Adoption of Instructional Materials for Sixth Grade Through Eighth Grade Science	29
F. Discussion - Policy 3420 - Purchasing (First Reading)	54
G. Discussion - Policy 3800 - Asset Management and Policy 3801 - Inventory (First Reading)	62
H. Discussion - Approval of Policy 5118 - Promotion/Acceleration and Removal of Policy 5118.1 - Promotion, Policy 5118.3 -	69

Retention/Acceleration and Administrative Regulation 5118.3 - Retention/Acceleration (First Reading)	
I. Discussion - Policy 5119 - Third Grade to Fourth Grade Promotion for Students with a Reading Plan (First Reading)	84
J. Discussion - Policy 6470 - Student Records (First Reading)	93
K. Discussion - Contract in Aggregate of \$50,000 - NextPath	114
L. Discussion - Proposed School Year 2026-27 Instructional Calendars	119
M. Discussion - Open Enrollment Applicants for School Year 2025-26 (Verbal Update)	
N. Discussion - Board Goal Setting	125
O. Discussion - Resolution of Appreciation to Kristine Schmaling	126
P. Discussion - Juneteenth Independence Day Resolution	127
Q. Discussion - National Foster Care Month 2025 Resolution	128
R. Discussion - Resolution Affirming Student Belonging and Inclusion in the Month of June	129
VI. Verbal Updates:	
• District Resolutions	
VII. Views and Comments by the Public	
VIII. Adjournment	

KENOSHA UNIFIED SCHOOL DISTRICT

May 27, 2025

Update on Policy 5330 - Assignment of Students to Schools

Each public school district in Wisconsin identifies a resident boundary location, and all of its rights for a free education for those residing within that boundary and subsequent legal options. Each local School Board has the authority to then map out boundary areas for each school level (EL, MS, HS). This policy was last updated in 2008, and was in need of a revision to address the recent rightsizing process and updating of elementary and middle school boundary areas to reflect the remaining boundary schools. Other updates pertain to the parent and administrative process and registration timeline. These revisions should help all local parents and guardians understand both their rights and options for enrollment opportunities within Kenosha Unified.

Administrative Recommendation:

Administration recommends that the Board of Education review and approve the listed revisions for KUSD Policy and Rule 5330 - Assignment of Students to Schools as a second reading at the May 27, 2025, regular School Board meeting.

Dr. Jeffrey Weiss
Superintendent of Schools

Wendy Tindall
Chief Academic Officer

Kris Keckler
Chief Information Officer

William Haithcock
Chief of School Leadership

POLICY 5330
ASSIGNMENT OF STUDENTS TO SCHOOLS

Students whose legal residence is within an individual school boundary must enroll in the building designated for that attendance area **and respective grade level**, ~~except as otherwise specifically provided~~ **unless enrolled in a district choice school or program per enrollment protocols.**

Students who reside within an attendance area established for a specific school shall have ~~priority for enrollment~~ **rights** at that school. These are designated “resident” students **in relation to their assigned boundary school.**

~~No student may be required to attend more than two different schools during each K-2, 3-5, 6-8, and 9-12 educational division due to attendance area boundary changes. Parents/guardians retain the right to comply with an attendance area boundary change if they feel their child(ren) will not be adversely affected by attending a third school.~~

Requests for transfers of students to schools, other than the school to which they are assigned, may be initiated by either the parent/guardian or ~~the principal of the sending school~~ **administration. These requests will be communicated by schools and processed through the Office of School Leadership.**

~~Preference will be given to transfers that have a positive affect on the socioeconomic balance within 20% of the District average.~~

LEGAL REF.: Wisconsin Statutes

Sections 120.12(2) School Board duties - general supervision

120.13 School Board [power to do all things reasonable for cause of education]

PI 23, Wisconsin Administrative Code [Student safe school transfer options]

McKinney-Vento Homeless Assistance Act [School placement options for homeless children and youth]

No Child Left Behind Act of 2001 [Transfer options for students in schools in need of improvement]

CROSS REF.: 3511 Transportation

5220 Non Resident Student (Excluding Open Enrollment)

5230 Out-of-Home Care

~~5250 Admission of Emancipated Minors~~

5280 Education of Homeless Children and Youth (EHCY)

5320 School Attendance Areas

ADMINISTRATIVE REGULATION: None

AFFIRMED: August 13, 1991

REVISED: October 25, 1994
February 13, 1995

Kenosha Unified School District ~~No. 1~~
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

February 11, 1997
January 27, 1998
February 11, 2003
November 25, 2003
February 24, 2004
November 28, 2006
May 27, 2008
May 27, 2025

RULE 5330

ASSIGNMENT OF STUDENTS TO SCHOOLS

1. ~~4K—Kindergarten~~ **Annual Enrollment Procedures**
 - a. ~~The School District will annually conduct kindergarten registration on a specified spring date(s). Building principals will be responsible for periodic update of projected enrollment following this initial enrollment period. Kindergarten transfers will be accepted by the building principal until May 1 of each year. Parents/guardians will be notified of the transfer decision prior to June 1.~~
The District will utilize an online registration platform integrated with the student information system. Parents and guardians are required to submit their online student registration application each year for all students, before the start of the upcoming school year. The window for submission will be communicated and open by mid-February for the upcoming school year. All applications will be processed and any submitted change in resident address will be verified through approved resident artifacts. The criteria and resources for resident verification can be found on the KUSD website section for registration.
 - b. Approval of a school transfer request involving a kindergarten student will be given preference based on socioeconomic balance, space available, and staffing considerations within the receiving school.
2. School Transfer Requests — **All Grades 1-12**
 - a. General Requirements
 - (1) Requests for a student transfer to a school, other than that to which the student is assigned, may be initiated by either the parent/guardian or ~~the principal of the sending school~~ **administration.**
 - (2) Transfer requests at the middle school and high school level based on athletic reasons or participation will not be granted. Students who obtain a transfer after attending one or more days of school, or one or more athletic practices at the school the student is leaving, is ineligible for participation in the athletic program at the school transferred to for the remainder of that year.
 - (3) Athletes who transfer from any school into a member school after the fourth consecutive semester following entry into grade 9 shall be ineligible for practice and competition for one calendar year, unless the transfer is ~~made necessary by a total~~ **the result of a change verified change** in residence by **the parent(s) which demonstrates the new residence is assigned to that school's boundary area.** The calendar year will be determined from a student's last day of attendance at athletic practice.
 - (4) Students who are granted transfers must provide their own transportation unless otherwise provided by law (e.g., student is eligible for transportation services via the IEP process) or Board policy. ~~In addition, students whose parents are unable to provide transportation for them will be permitted to attend school in their attendance area. Transportation will be provided based on the District's transportation policies.~~
 - (5) ~~Students are eligible to receive only one transfer per year.~~
 - (56) ~~All repeat~~ **Existing** transfers are subject to review on an annual basis prior to June 1st of each year by the principal. **Poor attendance would be a factor in this decision.**
 - b. Parent Initiated **Transfer (PIT)** Requests
 - (1) **Annually,** ~~The District will~~ **may** approve school transfer requests initiated by **emancipated** students and/or their parents/guardians as required by law. Students and their parents/guardians will be notified of school transfer opportunities that may be available to

RULE 5330
ASSIGNMENT OF STUDENTS TO SCHOOLS
PAGE 2

them consistent with legal requirements.

- (2) Other parent initiated school transfer requests will be processed and prioritized as follows:
- (a) Except as otherwise provided, parent initiated requests for student transfers from one school to another within the District will be accepted from ~~January~~ **March 1** through ~~January~~ **March- 21** for the following school year. No applications submitted after ~~January 21~~ **March 21** will be considered.
 - (a)(b) **At all grade levels, space availability is determined using District Policy 6432 Class Size and allocated staffing for the following school year. Classroom projections within two students of this policy limit is considered full.**
 - (b)(c) **Existing PIT enrollments** ~~Prior year students enrolled will have first priority~~ **will not be required to submit new applications. By default, any existing approved PIT transfers will be expected to continue at that assigned school, unless an administrative change is processed.**
 - (c)(d) ~~Transfers that positively affect each school's economic balance will have second priority. Socioeconomic percentages will be determined annually through the Office of Educational Accountability. Space availability will be determined by the receiving principal. At the elementary level, space availability is determined using District policy on class size. Classroom enrollment within two students of the optimum class size is considered full.~~
 - (d)(e) ~~Transfer request(s) for sibling(s) of prior year enrolled~~ **existing** -students will have ~~third~~ priority.
 - (e)(f) If transfer requests outnumber seats available, a lottery will be held.
 - (f)(g) Students who move **to a new district residency and obtain a new boundary school at any time after the school year has begun** ~~after January 21~~ will be given the opportunity to complete their current school year **at the prior resident boundary school. If the student is enrolled in grades 4 or 7 or 11, they will be given the option to remain for that school year and the following school year. If a student has moved to a newly confirmed boundary school and is any other grade level than grades 4 or 7 or 11, they must complete a parent initiated transfer request during the March 1 - March 21 window if they wish to remain. That request will be processed in accordance with the priorities above.** ~~and next school year under this policy and rule or enroll in the new attendance area school.~~
 - (h) All parent initiated requests will first require the approval of the sending principal. If the sending principal approves the transfer, it is then forwarded to the receiving principal for his/her approval. The receiving principal returns the form to the sending school. A letter will be sent to the parent(s)/guardian/caregiver informing them of the decision prior to ~~February~~ **May 1**, of each year.
 - (i) **Students are eligible to receive only one non-resident boundary parent initiated transfer per school year.**

RULE 5330
ASSIGNMENT OF STUDENTS TO SCHOOLS
PAGE 3

~~(g)~~(j) **KUSD community families who are not currently enrolled in Kenosha Unified School District, may complete a parent initiated transfer request, however, accepted non-KUSD families must complete KUSD enrollment—including providing proof of address documentation--no later than June 1 to maintain their acceptance.**

c. **Administrative**~~Principal~~ Initiated Transfer

(1) Principal initiated requests will be based on **allowable** documented student needs. **Principals within the District have the ability to process a student transfer based on mutual approval and documentation of the need for the transfer. The final transfer order will be documented within the student information system.**

(2) ~~Federal/state programs requiring a school transfer will be processed by the Executive Directors of School Leadership with principal input.~~ **Nothing in the PIT process noted above will preclude the Office of School Leadership of the authority to process an administrative transfer, as long as there is a record of the transfer and documented reason thereof.**

Consideration for rescinding any student transfer will include a review of the origination request and documented rationale.

KUSD students who are enrolled in any school that is not their assigned boundary school always retain the right to enroll in their boundary school, and any request to enroll in their assigned boundary school shall be granted at any point during the school year.

KENOSHA UNIFIED SCHOOL DISTRICT

May 27, 2025

Update on Policy 6456 - Graduation Requirements

In 2023, the Wisconsin legislature passed Act 60, which enacted the following requirement for high school graduation:

“At least 0.5 credit of personal financial literacy that includes financial mindset, education and employment, money management, saving and investing, credit and debt, and risk management and insurance.”

This requirement first applies to students graduating from high school beginning in 2028. The current Policy has an existing Consumer Education .5 credit requirement, but will transition from a curriculum component to the Act 60 personal Financial Literacy with the current freshman cohort.

A few other revisions appear as to provide updated and current processing items related to graduation completion scenarios.

Administrative Recommendation:

Administration recommends that the Board of Education review and approve the listed revisions for KUSD Policy and Rule 6456 - Graduation Requirements as a second reading at the May 27, 2025, regular School Board meeting.

Dr. Jeffrey Weiss
Superintendent of Schools

Wendy Tindall
Chief Academic Officer

Kris Keckler
Chief Information Officer

William Haithcock
Chief of School Leadership

GRADUATION REQUIREMENTS

Academic credits shall be awarded for mastery of standards in grades nine through twelve. A student must earn 23.5 credits, as described in Rule 6456 to graduate from the Kenosha Unified School District and a student must also complete 10 hours of community service, and successfully pass the state required civics exam with a score of 65% or higher,

OR

A student may receive a **school specific** diploma by successfully completing an approved Individual Education Plan (IEP), Limited Language Plan (LLP) **or students identified with limited or interrupted formal education (SLIFE) situations**, and/or Section 504 Plan that specifically defines any graduation requirement modifications **approved by administration. All plans will be recorded within the student information system.**

KUSD students may obtain an online learning endorsement.

A student may complete the online learning endorsement through one of the following options:

1. Pass an online course (earned mark must appear on the transcript).
2. Pass a course with approved online components (as listed below in Section 6 of the credit requirements).

A credit deficient student who is at least 17 years of age who has been enrolled in a high school cohort group for more than three years (a student with a summer birthday would be able to take the exam with the spring testing group if they attended high school for more than three years with their peers) may also successfully complete the District Competency Graduation Requirements or a comparable program to earn a District diploma. In addition, a District diploma may be earned by a transfer student through an academic review of the student's transcript by a building administrator.

The School Board may also grant a District high school diploma to students who have successfully completed the graduation requirements of the Wisconsin National Guard Challenge Academy. Challenge Academy students must reach content proficiency either by meeting the proficiency standards on the Challenge Academy content assessments or the KUSD competency diploma assessments.

All students shall be required to take a full schedule. High School students may be allowed to have non-academic release time based on schedule needs and approved requests. In addition, four years of high school attendance shall be required unless early graduation is applied for and approved pursuant to established District procedures. Each regular school year a high school student in grades 9 and 10 will be scheduled in no less than six (6.0) credits. High school students in grades 11 and 12 shall be scheduled in no less than five (5.0) credits, unless enrolled in an alternative program. Students are eligible for early graduation when they have completed all of the requirements for receipt of a diploma.

The Board may award a high school diploma to certain veterans, notwithstanding District and statutory high school graduation standards. To be awarded a diploma, a person must be at least 65 years of age, attended high school in the District or attended high school in Wisconsin and resides in the District, left high school before graduation to join the U.S. armed forces during a war period as defined in state law, and served on active duty under honorable conditions in the U.S. armed forces or in forces incorporated as part of the U.S. armed forces. War periods include, among others, World War II, the Korean Conflict, Vietnam War, and Persian Gulf War.

POLICY 6456
GRADUATION REQUIREMENTS
PAGE 2

The Board may also award a high school diploma to a person who received a high school equivalency diploma after serving on active duty in the U.S. armed forces or in forces incorporated as part of the U.S. armed forces if the person meets the other conditions outlined in this paragraph and to a veteran who is deceased, but has satisfied the conditions outlined in this paragraph prior to death.

LEGAL REF.: Wisconsin Statutes

Sections 115.787	[Individualized education programs]
115.915	[Availability of program services and modifications]
118.15(1) (b)-(cm)	[Compulsory School Attendance]
118.153	[Children at risk of not graduating from high school]
118.30	[Pupil assessment]
118.33	[High school graduation standards; criteria for promotion]
118.35	[Programs for gifted and talented pupils]
118.55	[Early College Credit Program]
120.13	[School Board Powers]
120.13(37)	[Awarding high school diplomas to veterans]
PI 18	[Wisconsin Administrative Code [High school graduation standards]

CROSS REF.: 5110.1, Student Equal Opportunity and Non-Discrimination in Education

5110.2, Non-Discrimination Guidelines Related to Students Who Are Transgender and Students Nonconforming to Gender Role Stereotypes
5118.1, Promotion
5120, Student Enrollment Reporting
5240, Accommodation of Private School and Home-Based Private Education Program Students
5260, Open Enrollment – Full Time
5270, Open Enrollment – Part Time
5310, Student Attendance
6423, Talent Development Program
6435, Start College Now Program
6450, Early College Credit Program
6460, Testing /Assessment
Special Education Program and Procedure Manual

POLICY 6456
GRADUATION REQUIREMENTS
PAGE 3

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

REVISED: August 22, 1995
May 28, 1996
July 30, 1996
September 11, 1996
June 17, 1997
June 9, 1998
August 11, 1998
September 14, 1999
October 23, 2001
May 27, 2003
November 22, 2005
August 26, 2008
November 25, 2008
April 26, 2011
April 23, 2012
July 28, 2015
October 25, 2016
March 27, 2018
May 24, 2022
May 27, 2025

GRADUATION REQUIREMENTS

A. Credit Requirements and distinctions

1. Specific Credits Required out of 23.5.

ENGLISH	4 credits
SOCIAL STUDIES	3 credits* 1 credit - U.S. History 1 credit - World History * ½ credit U.S. Government & Politics ½ credit Behavioral Science
MATHEMATICS	3 credits
SCIENCE	3 credits
PHYSICAL EDUCATION	1.5 credits**
HEALTH	0.5 credit
CONSUMER EDUCATION/ PERSONAL FINANCE	0.5 credit*** Beginning with 2028 graduates, this requirement will be aligned to Wisconsin Act 60.
ELECTIVES	8.0 credits
CIVICS EXAM	Successfully pass the state required civics exam with a score of 65% or above.
COMMUNITY/SERVICE LEARNING	Required of all students – 10 Service Hours
DIPLOMA WITH SERVICE DISTINCTION	100 Service Hours
DIPLOMA WITH HONORS DISTINCTION	4 Advanced Placement credits
ONLINE LEARNING ENDORSEMENT	Pass an online course or pass a course with a high quality online component.

* Note: Students selecting the Advanced Placement U.S. Government and Politics option will be required to satisfactorily complete the entire course. Failure to do so will require students to take either U.S. Government and Politics or U.S. Government and Politics – Honors in order to satisfy the requirement. In the instance where a student successfully completes one credit of AP Government and Politics and has completed one credit of U.S. History and one credit of World History, the student has met the required 3 credits of social studies for graduation. Students planning to attend an institution of higher education are encouraged to take a behavioral science course.

Note: Economics can be applied towards satisfying the consumer education requirement.
 **Unless exempted pursuant to Wisconsin Statutes, exemption shall be granted for medical reasons upon presentation of a physician's statement. Students excused from physical education for all four years of high school for medical reasons shall be required to makeup ½ credit in another elective subject for each semester excused from physical education.
 ***Waived for students who successfully complete ½ credit Honors Economics, ½ credit Economics, 1.0 credit Advanced Placement Economics, or 1.0 credit Marketing. **This waiver expires with 2027 graduates.**

1. The District will provide access to honors, advanced placement, and post-secondary courses in accordance with state law requirements.
2. Summer school credit is awarded on the basis of one-half (0.5) credit for each class successfully completed based on standards. Prior approval by the principal is required to earn credit for summer school courses taken outside of the District.
3. Credit deficient students who are at least 17 years of age who have been in a high school cohort group for more than three years (a student with a summer birthday would be able to take the exam with the spring testing group if they attended high school for more than three years with their peers) and are current residents of the District may be issued a District diploma if they satisfy the following Competency Graduation Requirements.
 - a. Are enrolled members of a District cohort group, which means that students must have been enrolled members of a particular Kenosha Unified School District graduating class. Eligible students must have been enrolled in the District prior to the end of their cohort year graduation date. Non-KUSD cohort students 18 years of age or older whose graduation year has expired will not be eligible to participate in the program.
 - b. Score at or above the fourth stanine on all predetermined subtests including core areas of the District's adopted standardized achievement tests.
 - c. Demonstrate competency in writing, which can be accomplished by reaching a Readiness Level of "Close" or above on three of five subtests for the Grade 10 ACT Aspire assessment or ACT Aspire/ACT Plus Writing Equivalent or scoring at a level 3.0 or higher on the WorkKeys writing assessment/approved equivalent.
 - d. Complete consumer education/economics, **personal finance starting with 2028 graduates**, health, government and politics, or approved comparable courses.
 - e. Complete the minimum 10 hours of community service.
 - f. Meet employability standards in one of the following ways:
 1. Successful employment for a six-month period of time and can provide validation; or
 2. Meet an employability component established by the District in the form of a work readiness portfolio.
 - g. Students will be required to assume any associated costs for the administration and scoring of District adopted standardized assessments.
4. Students who have successfully completed the graduation requirements of the Wisconsin National Guard Challenge Academy, including reaching proficiency on assessed content, may earn a District diploma. Challenge Academy students must reach content proficiency either by meeting the proficiency standards on the Challenge Academy content assessments or the KUSD competency diploma assessments.
5. Standards of a Quality Online Learning Course:
A high quality online course is defined as a structured learning environment that utilizes technology, consistently and regularly (lasting 10 hours or more) throughout the course. Students do not need to take a completely virtual course. Each building administration will maintain and communicate a list of courses that aligns to this expectation. Students have multiple options to complete this endorsement within or outside of their primary assigned school.

An online component involves the use of a variety of media. This includes Intranet and Internet based tools and resources as delivery methods for the following: instruction, research, assessment, communication, and collaboration.

An online course/learning management system should be utilized to promote an understanding of progress monitoring systems, support universal learning opportunities, and facilitate the management of online experiences.

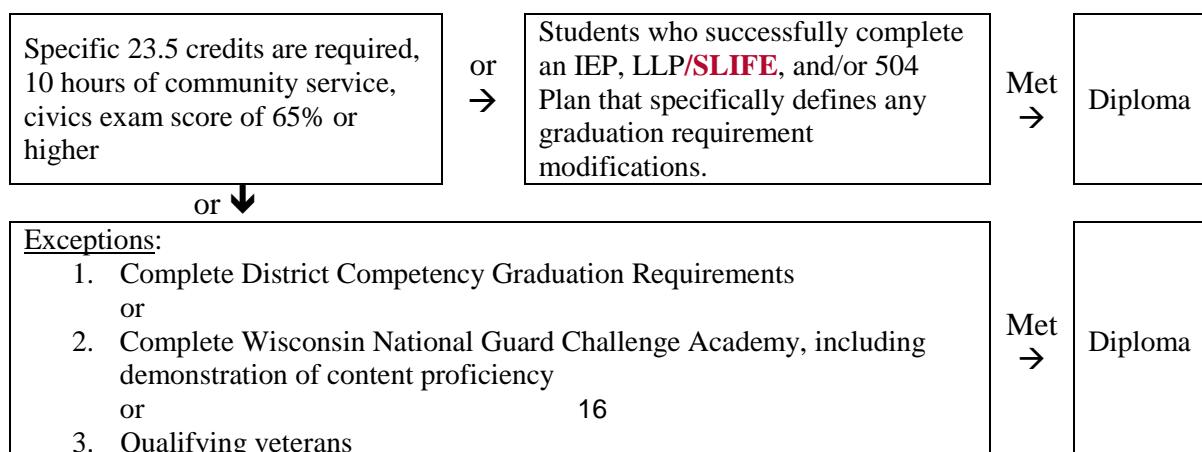
~~6. Accelerated/alternative high school credit attainment is an option for high school students aged 16 and above who may earn high school credit based upon satisfactory completion of individual portions of a District or state approved criterion referenced test at 85 percent mastery or on norm referenced tests at the 4th stanine or above, normed at 12th grade, 7th month, independent of length of time required; completion of performance based assignments, and attainment of minimum required credits.~~

B. Early Graduation: To be considered for early graduation, the student and the parent/guardian shall submit a written request to the principal no later than the end of the first marking period of the school year in which the student plans to graduate early. The student's course of study, earned grades in such courses, grade point average, and other performance indicators shall be made part of the student's transcript. **If approved, early graduation would be conditional on successful completion of all graduation requirements.**

C. ~~Students enrolled in a middle school who complete high school courses may be awarded high school credit toward the overall district credit requirement, but not for the credit specified in WI State Statutes.~~

D. A student may receive a **school specific** diploma by successfully completing an approved Individual Education Plan (IEP), Limited Language Plan (LLP), and/or Section 504 Plan that specifically defines any graduation requirement modifications. **This provision would also apply to students with limited or interrupted formal education (SLIFE) situations through a developed graduation plan with detailed modifications approved by administration.**

GRADUATION FLOWCHART



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KENOSHA UNIFIED SCHOOL DISTRICT

May 27, 2025

Update on Policy 6457 - Student Awards and Scholarships

In February 2024, the Wisconsin legislature created the “guaranteed admissions” program. As it pertains to Wisconsin school districts and students attending a public high school, the program guarantees admission to the University of Wisconsin (UW) institution of the applicant’s choice based on achieving either (1) a specified class rank based on grade point average (GPA); or (2) a specified status within the National Merit Scholarship Program. Under this new program, the UW must admit an applicant from a public high school to the UW institution of the applicant’s choice if the applicant is ranked in the top 10 percent of the applicant’s high school class. As a special exception, an applicant to the University of Wisconsin-Madison is guaranteed admission only if the applicant is ranked in the top 5 percent of the applicant's high school class. Each public high school that includes grades 11 and 12 must “prepare a class ranking of pupils enrolled in the high school as of the class’s completion of grade 11,” provided that there are at least 15 pupils in the class.

Policy 6457 - Student Awards and Scholarships has proposed revisions to now include this award for respective students and the process in which the student data will be calculated and shared.

Administrative Recommendation:

Administration recommends that the Board of Education review and approve the listed revisions for KUSD Policy and Rule 6457 - Student Awards and Scholarships as a second reading at the May 27, 2025, regular School Board meeting.

Dr. Jeffrey Weiss
Superintendent of Schools

Wendy Tindall
Chief Academic Officer

Kris Keckler
Chief Information Officer

William Haithcock
Chief of School Leadership

**POLICY 6457
STUDENT AWARDS AND SCHOLARSHIPS**

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

The district shall adhere to the regulations related to the Wisconsin Guarantee Program through the University of Wisconsin system. Students at each high school with at least 15 students in their cohort class will be identified as either in the top 5% or top 10% of their cohort class at the end of their 11th grade year based on their weighted GPA.

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

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

LEGAL REFERENCES

Wisconsin Statutes

Section 39.41	Academic Excellence Higher Education Scholarships
Section 39.415	Technical Excellence Higher Education Scholarship
Section 118.13	Pupil Discrimination Prohibited
Section 118.58 (3)	Class Rankings

Wisconsin Administrative Code

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

Federal Law

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

CROSS REFERENCES

Kenosha Unified School District School Board Policy 5110.2 Nondiscrimination Guidelines
Kenosha Unified School District School Board Policy 5120 Student Enrollment Reporting

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

Kenosha Unified School District School Board Policy 6456 Graduation Requirements

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 26, 2024
REVISED: May 27, 2025

**RULE 6457
STUDENT AWARDS AND SCHOLARSHIPS**

Wisconsin Guarantee Program (University of Wisconsin Initiative)

The Wisconsin Guarantee Program offers guaranteed admission to all Universities of Wisconsin (UW) universities for all who qualify. First-year applicants from Wisconsin high schools who are in the top 10% of their class at the end of 11th grade, or Wisconsin residents who are homeschooled and receive an ACT score in the national 90th percentile ranking or higher, or are a National Merit Scholarship finalist will be guaranteed to all UW universities except UW-Madison.

Additionally, first-year applicants from Wisconsin high schools who are in the top 5% of their class at the end of 11th grade, or Wisconsin residents who are homeschooled and receive an ACT score in the national 98th percentile ranking or higher or are a National Merit Scholarship finalist will be guaranteed admission to UW-Madison provided that they apply on or before the Early Action deadline.

Ranking and placement for this award will be based solely on the weighted GPA of each student, finalized at the end of the 11th grade year, which would include the summer school session. Once summer grades are finalized, the calculations will be run and submitted to the UW portal for processing. GPA calculations include enough decimal places to determine the number of students to identify the top 5% and top 10%. Final number of award recipients are rounded down to the nearest whole number of the cohort group. Notifications would come through the UW system.

Procedures for Awarding the Wisconsin Academic Excellence Scholarship

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

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

1. A student has senior status for purposes of competing for the scholarship if:
 - A. The student is in his/her fourth year of high school or an equivalent level program; and
 - B. By no later than the end of the spring semester in which the scholarship is awarded, the student has completed or is expected to complete all of the district's high school graduation requirements. A student cannot compete for the scholarship in more than one school year.

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

B.

2. The student must be enrolled in the district's awarding high school as a full-time student (as identified in Kenosha Unified School District Policies 5120 and 6456) or participating in a district-approved foreign exchange program during the spring semester of his/her senior year, or he/she must have graduated from the high school early at the conclusion of the fall semester prior to the semester in which the scholarship is awarded.
3. The student must have been enrolled full-time in a Kenosha Unified High School for at least five consecutive semesters prior to the start of the spring semester in which the scholarship is awarded.
4. While enrolled in the awarding high school, the student must have earned a minimum of 21 graded credits, including health and physical education, that are included in the student's calculated GPA. Credits accrued through Start College Now or Early College Credit may be included in credit accumulation given that the student received high school credit for the course.

If a senior selected for the scholarship declines the scholarship in writing or is determined to be ineligible for the scholarship for any lawful reason, the district's scholarship recipient shall be selected from the list of alternate designees with the next highest GPAs in rank order, so long as any such allocation of the scholarship to an alternate is also permissible under the rules and procedures implemented by the Higher Educational Aids Board. Per state law no alternate may have less than a 3.800 GPA or its equivalent.

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

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

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

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

3.

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

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

Procedures for Awarding the Wisconsin Technical Excellence Higher Education Scholarship

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

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

DESIGNATING SCHOLARS AND ALTERNATES

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

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

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

2. Has participated in a Youth Apprenticeship Program under the supervision of the Wisconsin Department of Workforce Development
3. Has participated in a Technical High School Diploma program as certified by the Wisconsin Department of Public Instruction
4. Has participated in a Career and Technical Training pathway as defined by the Wisconsin Department of Public Instruction

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

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

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

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

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

STUDENT AWARDS AND SCHOLARSHIPS

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

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

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

3. school administrator concludes that there is good cause outside of the reasonable control of the student to waive this requirement.

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

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

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

HIGH SCHOOL GRADING POLICY

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

TIE-BREAKING PROCEDURES

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

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

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Kenosha Unified School District
Kenosha, Wisconsin

May 27, 2025

2025-2026 Budget Update

At the March 25, 2025, regular meeting of the KUSD Board of Education, the administration provided an initial update for the projected 2025-26 budget that created the recommended framework that could result in a balanced budget. Many variables remain unknown, primarily those contained in the upcoming 2025-2027 State of Wisconsin Biennial Budget. Recent activity in Madison, where legislators have deemed the Governor's proposed budget a "non-starter," indicates that it may be some time before we see an adopted State budget.

The framework from the March update classified budgetary items into three categories:

1. Long-Term Hold

- a. Controlled Entrances
- b. Security Hardware
- c. Upgraded Security Systems
- d. Additional High School Prep Time
- e. Additional Elementary Prep Time

2. Short-Term Hold/Delayed

- a. Technology Refresh Restoration
- b. Major Maintenance Restoration
- c. Curricular Materials Restoration
- d. Staff Compensation

3. Recommended Reductions (approximately \$4.4 MM)

- a. Staffing Adjustments
- b. Program Reductions/Cuts

Tonight, the administration will be sharing the detailed reductions being recommended to close the projected initial \$4.4 MM budget gap. For reference, the projected revenues and expenditures from the previous update are included as Attachment A.

Recommendation

The administration recommends that the Board approve the reductions identified in Attachment B as an initial starting point to balance the projected 2025-26 budget.

Dr. Jeffrey Weiss
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Preliminary FY 2025-26 Budget Position

Projected Revenues		
Ref	Description	Amount
1	Revenue Limit Change (+\$325 PP, -550 3rd Friday)	\$3,770,000
2	Per Pupil Categorical Aid (PPCA \$742 PP) Declining Enrollment	-\$299,273
Total Revenues		\$3,470,974

Projected Expenses			
Ref	Description	Amount	Failed Scenario
1	Structural Deficit Carried from FY 2024-25 (range \$790K to \$2.8MM)	\$1,800,000	\$800,000
2	Restore ESSER Funded Tech Refresh Budget	\$1,000,000	\$0
3	Restore Major Maintenance	\$1,000,000	\$0
4	Restore ESSER Funded Summer School plus other costs	\$2,225,000	\$2,225,000
5	Health Insurance 11% (revised to 9.9%), Dental Insurance 6%	\$4,090,000	\$3,990,512
6	Salary Schedule Increases ~ 1.5%	\$2,400,000	\$0
7	Salary CPI Increases 2%	\$3,200,000	\$0
8	Curriculum Adoption	\$2,000,000	\$500,000
9	Transportation Contract Increase 3%	\$300,000	\$300,000
10	Property Insurance Increase	\$12,000	\$12,000
11	Liability Insurance Increase	\$30,000	\$30,000
12	Nursing Contract Increase	\$50,000	\$50,000
13	HS Prep Time	\$3,417,000	\$0
14	EL Prep Time	\$909,500	\$0
15	Debt Service to Fund 7 Remaining Controlled Entrances (\$12.5 MM)	\$3,000,000	\$0
16	Security Hardware (e.g. Cameras) Annual Update Cycle	\$100,000	\$0
17	Upgraded Security DVR and Software Lease Budget	\$350,000	\$0
Total Expenses		\$25,883,500	\$7,907,512
Net Budget Position		-\$22,412,526	-\$4,436,538

Short
Term
HoldLong
Term
Hold

Reduce

**Kenosha Unified School District
Kenosha, Wisconsin**

May 27, 2025

**ADOPTION OF INSTRUCTIONAL MATERIALS FOR
SIXTH GRADE THROUGH EIGHTH GRADE SCIENCE**

Background

The Kenosha Unified School District curriculum development cycle supports effective teaching and learning in every classroom. The cycle requires teams of teachers and administrators to collaboratively examine student performance data, to design and implement instruction, and to monitor results. It includes the examination of current curricula and student achievement data to determine necessary improvements. The plan also determines when concepts and standards should be taught and when and how they will be assessed. The assessments of the curricula provide the necessary data to drive ongoing curriculum review, revision, and renewal. The process helps ensure that the curricular expectations of the district and its schools are rigorous, relevant, and public. In addition, it guarantees that the curriculum is aligned with appropriate state and national standards and is preparing and inspiring students to realize their potential.

Secondary Science began year one of the seven-year process in 2023-24 with the formation of a curriculum committee. In April 2024, the committee gathered to review science course enrollment, course grades, and state test scores. Following this discussion, the committee was presented with two options for this adoption cycle: follow the historic resource review process to select materials to purchase and implement beginning in the 2025-26 school year or begin field testing OpenSciEd to prepare for full implementation in the 2025-26 school year. The team was made aware that any purchase of commercially published resources would depend upon the success of the expected operational referendum to restore the curriculum adoption budget to its historic level. A survey of middle and high school science teachers showed a preference for following the historic resource review process, so a RFP was issued in May 2024 for middle and high school science resources. Teacher teams were assembled to review materials during the summer of 2024.

In 2018, the district entered into a seven-year contract with Houghton-Mifflin-Harcourt (HMH) for Science Dimensions for grades six through eight science. This contract provided consumable student books and digital resources for the seven year period. At the conclusion of the contract, KUSD middle schools will no longer have access to these materials, making the adoption of new instructional materials for middle school an urgent need. Observations and online usage data shows that usage of these materials is not high, so renewing the contract at cost of \$65,000 in the first year is not the best use of district resources. Given the district's fiscal challenges, Teaching & Learning will prioritize the adoption of Open Education Resources (OER) when high quality options are available.

Rationale for Curriculum Update

This request to adopt and purchase science instructional materials Phase 3 of the Curriculum Development Cycle in Kenosha Unified School District Board of Education Policy 6300: Curriculum Development and Improvement (Appendix A).

Instructional Materials Review Process

The instructional materials review process began in May 2024 with a Request for Proposals, resulting in 11 responses from publishers. Based on the content of the proposals, seven programs were selected for an initial review, which was conducted on June 3, 2024. The initial review team utilized information from the submitted proposals to evaluate each program based on the following criteria:

- Alignment to the Next Generation Science Standards
- Alignment to the KUSD Philosophy of Science Education
- Implementation Support

Three programs were found to meet all of the criteria and were moved forward in the process for in-depth review. Prior to the end of the 2023-24 school year, the coordinator of secondary mathematics and science reached out to all middle and high school science teachers to invite them to participate in the in-depth review process so that all secondary schools would be represented during this process. The in-depth review was conducted July 8 through August 19, 2020. Review teams used the Paper Screen Process (Appendix B) developed by Achieve to evaluate each resource based on four dimensions of the tool:

- Alignment to the three dimensions of the Next Generation Science Standards
- Student Thinking
- Student Progress
- Teacher Support
- Program Coherence

Based on the data from the in-depth review, two programs were selected as finalists.

Representatives from both finalist programs were invited to present their program to middle and high school science teachers. These presentations were held on November 1, 2024. Samples of each resource were sent to each middle and high school for all science teachers to review. Secondary staff were also provided electronic access to both programs and invited to submit their feedback using an electronic form.

At this point the review process was paused to await the outcome of the February 2025 operating referendum. The reduction to the curriculum adoption budget that resulted from the failed referendum requires a shift from commercially published resources to focus on available open education resources that substantially reduce the cost of providing high quality instructional materials to teachers and students in the district.

OpenSciEd is a comprehensive middle school science curriculum that empowers students to ask questions, design investigations, and solutions, and figure out the interesting and puzzling world. *OpenSciEd* empowers students to be the knowers and doers of science and develops a classroom in which the ideas we hear from our peers help to move our thinking forward as we develop our abilities to think, read, write and argue as scientists and engineers. Educators can leverage *OpenSciEd* to bring three-dimensional learning to life for their students, confident that the materials have been tested in classrooms with thousands of students across the country. Data from the field tests show that these materials engage students and support them in developing the skills, knowledge, and mindset they need to be successful in high school and beyond.

OpenSciEd was developed through collaboration between science educators, curriculum developers, science content experts, and researchers. The curriculum is free for all educators because high quality instructional materials and professional learning can bridge the opportunity gap for all students. It provides the support all students and teachers deserve.

OpenSciEd is currently in use in numerous districts across the United States, including the following districts in Wisconsin: Fond du Lac, Janesville, Lodi, Mauston, Wauwatosa, and Whitewater.

The district will partner with Einstein Project, a non-profit organization located in Green Bay, WI to provide equipment kits and professional learning.

INSTRUCTIONAL MATERIALS

As an open education resource, OpenSciEd is made freely available to any teacher. However, like any science curriculum, implementing this curriculum with integrity requires equipment and consumable supplies that are used to carry out the various investigations that are a core component of the curriculum. The Purchase/Contract Rationale form includes a list of lab kits. (Appendix C).

NEW MATERIAL BENEFITS

This science program is designed with the most recent educational research and provides the current best practices in science instruction. Additionally, the program includes:

- OpenSciEd received a ‘green’ rating from EdReports, indicating the highest quality of science education instructional materials.
- The entire program was written from the ground up for Framework-based standards like the NGSS. This design was validated for the entire program by EdReports and every unit by NextGenScience.
- Science learning revolves around figuring out an intriguing phenomenon. Students are motivated to figure out what’s in front of them, and teachers guide that process to deep science learning.

- Thoughtfully selected phenomena generate the student questions, explanations, and ideas for investigations that motivate learning. Teachers elicit these ideas, coordinate collaboration, support investigations, and guide learning to deep conceptual understanding.
- Students work together and learn from each other as they ask questions, design investigations, and find solutions with the teacher as a facilitator. Students learn how to work together collaboratively and respectfully.
- Driven by engaging phenomena, students investigate their questions and wonderings as they incrementally build and revise their ideas/understanding of the science behind the phenomena.
- Instructional routines are designed to value every student's voice in learning science, fostering a sense of belonging and empowerment for every student. In every unit of our field tests, greater than 90% of students reported their science learning was relevant to their lives.
- Materials are provided in editable formats that allow teachers to adapt them to their students' needs and localize the learning.

Implementation

Successful implementation will also require extensive professional learning for classroom teachers, instructional coaches, and administrators that includes both initial training as well as ongoing job-embedded support. The secondary mathematics curriculum team will work collaboratively with Einstein Project to create a comprehensive professional learning plan for the initial implementation and on-going professional development support. The *OpenSciEd* site also includes an extensive professional development library to provide teachers with on-demand professional learning and support.

Planning is in progress for the following professional learning sessions:

DATE	TOPIC	AUDIENCE	PROVIDER
June - August 2025	OpenSciEd Curriculum Launch Workshop	Middle school science teachers and administrators	Einstein Project
July 2025 - June 2026	OpenSciEd's Middle School Teacher Academy: Foundations	Middle school science teacher leaders	OpenSciEd
September 2025- May 2026	Unit Internalization Sessions	Middle school science teachers and instructional coaches	Coordinator of Secondary Mathematics & Science

DATE	TOPIC	AUDIENCE	PROVIDER
			Science Teacher Leaders
	Follow-Up Support Workshops	Middle school science teachers and instructional coaches	Einstein Project

Grade 6 through Grade 8 science will begin Phase 4 of the curriculum development process in September 2025. Throughout the school year, the coordinator of secondary mathematics and science will work with lead teachers, instructional coaches, and principals to monitor the impact of the *OpenSciEd* instructional resources. The Phase 4 work will include:

- Assessing student progress using assessments embedded in the program
- Planning and activating the ongoing program evaluation design
- Collecting teacher feedback

Phase 5 of the curriculum review cycle will be conducted from September 2026 through June 2032. Phase 5 work includes monitoring the use of the curriculum with the following processes:

- Analyzing student work on end-of-unit assessments
- Analyzing state assessment results
- Reviewing data to determine the extent to which curriculum alignment is present
- Reviewing and updating curriculum guides and assessments as necessary
- Continuing professional learning and monitoring impact
- Evaluating the improvements made

Recommendation

Administration recommends that the Board of Education grant approval to purchase equipment kits to support the implementation of sixth grade through eighth grade *OpenSciEd* curriculum materials as outlined in this report including Appendix C, showing an estimated purchase cost of \$260,120.00 for materials.

Dr. Jeffrey Weiss
Superintendent of Schools

Ms. Wendy Tindall
Chief Academic Officer

Ms. Jennifer Lawler
Coordinator of Secondary Mathematics and Science

POLICY 6300 – CURRICULUM DEVELOPMENT AND IMPROVEMENT

A prekindergarten through twelfth grade curriculum shall be established and maintained in accordance with state law, the needs of society, the local community, and the individual student.

The District’s academic content standards adopted by the School Board shall serve as the basis for all curriculum and instructional program development in the District.

A cyclical curriculum development process for all fields of study will provide a comprehensive evaluation of course content, an inclusive curriculum development process, a thoughtful implementation, revisions based on data, and time for program effectiveness to be realized. The cyclical curriculum development process includes three phases encompassing seven years of work. In Phase 2 the curriculum design team will determine the curriculum resources and professional learning needs that are critical to advance the curriculum development process to Phase 3. A budget assumption will be brought to the school board for approval annually during Phase 2.

Recommendation for additions or deletions to the established curriculum shall be reviewed by the chief academic officer and provided to the superintendent of schools and School Board for approval.

LEGAL REF:

- Wisconsin Statutes
 - Sections 118.01 (Educational goals and expectations)
 - 118.30 (Pupil assessment)
 - 120.13 (School board powers)
 - 121.02(1)(k) &(L) (Sequential curriculum plan and instruction) Wisconsin Administrative Code
 - PI 8.01(2)(k) & (l) Curriculum and Instruction

CROSS REF:

- 6100, Mission, Vision, Core Values and Strategic Goals
- 6310, Elementary School Curriculum
- 6610, Selection of Instructional Materials
- 6620, Library Resources
- Board-Adopted Academic Standards

AFFIRMED: September 24, 1991

REVISED:

- November 8, 1994
- October 13, 1998
- January 29, 2002
- December 20, 2011
- June 25, 2013
- December 15, 2015
- August 27, 2019
- July 27, 2021

Rule 6300 – Curriculum Development and Improvement



Adapted from Instruction Partners *Curriculum Support Guide*

Teaching and Learning
April 2021

Designed for the NGSS: Foundations Rubric

Components and Indicators	High Quality 5	Medium Quality 3	Low Quality 1
F1. Presence of Phenomena/Problem. The materials include phenomena/problems that <ul style="list-style-type: none"> have the <i>potential</i> to drive student learning. have the <i>potential</i> to connect across the dimensions. 	The materials include phenomena/problems that have strong <i>potential</i> to drive student learning.	The materials include phenomena/problems that have some <i>potential</i> to drive student learning.	The materials include phenomena/problems that have limited <i>potential</i> to drive student learning.
F2. Presence of Three Dimensions. The materials include the three dimensions, such that <ul style="list-style-type: none"> the DCIs, SEPs, and CCCs are present and have the <i>potential</i> to be the focus of student learning. when engineering design is a learning focus, it is integrated with the appropriate dimensions (i.e., engineering is not isolated). 	The three dimensions are consistently present in the materials.	The three dimensions are occasionally present in the materials.	The three dimensions are rarely present in the materials.
F3. Presence of Logical Sequence. Materials demonstrate appropriate sequencing of three dimensions when <ul style="list-style-type: none"> they include a targeted set of DCIs, SEPs, and CCCs within a sequence; the sequence is clear and logical across the DCIs; the sequence <i>does not</i> include distracting idea; and the SEPs and CCCs are potentially sufficient and appropriate for students to figure out the phenomena or problems. 	The materials consistently exhibit a clear, logical, and appropriate sequence across the three dimensions.	The materials occasionally exhibit a clear, logical, and appropriate sequence across the three dimensions.	The materials rarely exhibit a clear, logical, and appropriate sequence across the three dimensions.

Designed for the NGSS: Foundations Analyze Evidence

Directions

1. Review the *Designed for the NGSS: Foundations Rubric*.
2. Reflect on the evidence (or lack of evidence) that you and your team gathered and represented.
3. Record strengths and limitations for each component based on your evidence. Cite specific examples.

Components		Strengths	Limitations
Foundations	F1. Presence of Phenomena/Problems		
	F2. Presence of Three Dimensions		
	F3. Presence of Logical Sequence		

Designed for the NGSS: Student Thinking Evidence Chart

Directions

1. Review your assigned materials to describe the path of student thinking.
2. Represent your answers to the questions in the space provided.
3. Be prepared to share the path of student thinking visually on a public chart.

Question	Answer (in words, graphics, or both)
<p>Answer the following questions as you describe the path of student thinking in the materials. Consider what you would expect students to be thinking about through the learning experiences.</p> <p>How is students' thinking changing as they figure out/solve?</p> <ul style="list-style-type: none"> • How do students access, engage, and use prior knowledge and experiences to advance their thinking? • What is driving student learning (e.g., question, scenario, problem, phenomenon)? • How do students develop metacognitive abilities? • What ideas and practices do students develop through these experiences? 	

Designed for the NGSS: Student Thinking Rubric

Components and Indicators	High Quality 5	Medium Quality 3	Low Quality 1
ST1. Phenomena/Problems. Materials provide phenomena/problems that <ul style="list-style-type: none"> engage students as directly as possible in authentic and relevant experiences. are matched to targeted learning goals across the three dimensions. can be figured out/solved using scientifically accurate understandings and abilities. make connections beyond and to their daily lives, including to their homes, neighborhoods, communities, and/or cultures. 	Materials consistently offer quality phenomena/problems sufficient to motivate and drive student learning.	Materials sometimes offer quality phenomena/problems sufficient to motivate and drive student learning.	Materials rarely offer quality phenomena/problems sufficient to motivate and drive student learning.
ST2. Three-Dimensional Conceptual Framework. Materials include learning experiences that help students to build scientifically accurate understandings and abilities through opportunities for students to <ul style="list-style-type: none"> link prior knowledge to negotiated new understanding and abilities. use reasoning to connect grade-appropriate SEP, DCI, and CCC elements. ask and answer questions that link learning over time. negotiate new understandings and abilities by comparing their ideas, their peers' ideas, and ideas encountered in the learning experience(s). apply their understandings and abilities in a variety of ways. 	Materials consistently include learning experiences that help students build from prior experiences to negotiate new understandings and abilities and apply their understandings in a variety of ways.	Materials sometimes include learning experiences that help students build from prior experiences to negotiate new understandings and abilities and apply their understandings in a variety of ways.	Materials rarely include learning experiences that help students build from prior experiences to negotiate new understandings and abilities and apply their understandings in a variety of ways.
ST3. Prior Knowledge. Materials leverage students' prior knowledge and experiences to motivate student learning in ways that <ul style="list-style-type: none"> make visible students' prior knowledge and experiences related to the phenomena/problems and relevant SEPs, DCIs, and CCCs. revisit students' early ideas to see how they have changed (or not) as they figure out phenomena/solve problems. make explicit links to new ideas and practices being developed by students. 	Materials consistently leverage student prior knowledge and experiences to motivate their learning.	Materials sometimes leverage student prior knowledge and experiences to motivate their learning.	Materials rarely leverage student prior knowledge and experiences, and when included, they do not relate to the phenomena or problems.
ST4. Metacognitive Abilities. Materials include learning experiences for students to <ul style="list-style-type: none"> set and monitor their learning in light of the targeted learning goals. consider, over time, <i>what</i> and <i>how</i> they have learned across the three dimensions. articulate how the three dimensions helped them figure out phenomena/solve problems. 	The materials provide students with regular, explicit opportunities to consider how their learning experiences changed their thinking.	The materials provide students with some opportunities to consider how their learning experiences changed their thinking.	The materials provide few opportunities for students to consider how their learning experiences changed their thinking.
ST5. Equitable Learning Opportunities. Materials ensure that <i>all</i> students, including those from nondominant groups and with diverse learning needs, have access to the targeted learning goals and experiences, including <ul style="list-style-type: none"> appropriate reading, writing, listening, and/or speaking alternatives for students who are English language learners, have special needs, read below the grade level, or have high interest and have already met the intended learning goals. culturally relevant contexts and examples or supports that help students connect to the context or examples. opportunities to cultivate interest and confidence as scientists and engineers. 	Most learning experiences in materials are designed such that students can engage meaningfully in a variety of ways, with multiple access points, and with supports for <i>all</i> students.	Some learning experiences in materials are designed such that students can engage meaningfully in a variety of ways, with multiple access points, and with supports for <i>all</i> students.	Few learning experiences in materials are designed such that students can engage meaningfully in a variety of ways, with multiple access points, and with supports for <i>all</i> students.

39

Designed for the NGSS: Student Thinking Analyze Evidence

Directions

1. Review the *Designed for the NGSS: Student Thinking Rubric*.
2. Reflect on the evidence (or lack of evidence) that you and your team gathered.
3. Record strengths and limitations for each criterion based on your observations. Cite specific examples.

Components		Strengths	Limitations
Student Thinking	ST1: Phenomena/ Problems		
	ST2: Three-Dimensional Conceptual Framework		
	ST3: Prior Knowledge		
	ST4: Metacognitive Abilities		
	ST5: Equitable Learning Opportunities		

Designed for the NGSS: Student Progress Evidence Chart

Directions

1. Review your assigned materials (both the student and teacher materials) to identify assessments of and for learning.
2. Respond to the prompts or answer the questions in the space provided for each identified assessment.
3. Be prepared to represent your responses visually on a public chart.

Assessment Description				
Page	Describe the assessment (e.g., number of questions, presence of tables/charts or graphs, and type of student work product)	Purpose of Assessment (e.g., peer, self, formative, summative, pre/post)	Type of Measure (e.g., performance task, discussion, multiple choice, constructed response)	Note evidence of bias or problems with accessibility.
Match among Assessment, Phenomena/Problems, and Three Dimensions				
What phenomenon or problem, if any, are students trying to figure out in this assessment?		What is the 2- or 3-dimensional learning goal assessed in this task?		

Designed for the NGSS: Student Progress Rubric

Components and Indicators	High Quality 5	Medium Quality 3	Low Quality 1
SP1. Three-Dimensional Performances. Materials include assessments designed to <ul style="list-style-type: none"> match the targeted learning goals and elicit observable evidence of students' use of grade-appropriate elements of the three dimensions to make sense of phenomena and/or to design solutions to problems. 	Materials include assessments that are consistently designed to connect to learning goals and require students to apply appropriate elements of the three dimensions to make sense of the phenomenon/solve the problem.	Materials include assessments that are sometimes designed to connect to learning goals and require students to apply appropriate elements of the three dimensions to make sense of the phenomenon/solve the problem.	Materials include assessments that are designed such that they have limited connection to learning goals and/or they require students to apply elements of only one dimension to demonstrate their understanding of the phenomenon/solve the problem.
SP2. Variety of Measures. Assessments within a unit of instruction are matched to the targeted learning goals and elicit a full range of student thinking through <ul style="list-style-type: none"> use of a variety of measures (e.g., performance tasks, discussion questions, constructed response questions, project- or problem-based tasks, portfolios, justified multiple choice) and multiple assessment opportunities so that students can demonstrate their understanding of the same learning goals in a variety of ways. 	Materials include assessments that include a wide variety of formats with clear expectations that allow students to demonstrate their understanding of the learning goals in multiple ways.	Materials include assessments that include some variety of formats with clear expectations that allow students to demonstrate their understanding of the learning goals in multiple ways.	Materials include assessments that use only one format, and/or the expectations for students to demonstrate their knowledge are absent or unclear.
SP3. Student Progress Over Time. The unit of instruction includes assessments that serve a variety of purposes (e.g., pre/post, formative, summative, peer, self) to measure students' progress over time. The assessments <ul style="list-style-type: none"> provide opportunities to see growth and development in the use of the dimensions over time and allow students to reflect on and monitor their sensemaking/ problem solving over time. 	Materials include assessments that offer multiple opportunities, using more than one type of measure, to demonstrate learning, and these measures are strongly connected to show student progress both in and across the three dimensions.	Materials include assessments that offer multiple opportunities, using more than one type of measure, to demonstrate learning, and these measures are somewhat connected to show student progress in or across the three dimensions.	Materials include assessments that offer limited opportunities for students to demonstrate progress on the three dimensions.
SP4. Equitable Access. Assessments within the unit of instruction are designed to <ul style="list-style-type: none"> be free from bias (e.g., gender, racial, socioeconomic status, cultural) and be accessible to all students (e.g., reading level, accommodations). 	Most assessments in the materials are free from bias and are accessible.	Some assessments in the materials are free from bias and are accessible.	Few assessments in the materials are free from bias and are accessible.

Designed for the NGSS: Student Progress Analyze Evidence

Directions

1. Review the *Designed for the NGSS: Student Progress Rubric*.
2. Reflect on the evidence (or lack of evidence) that you and your team gathered.
3. Record strengths and limitations for each criterion based on your observations. Cite specific examples.

Student Progress	Components	Strengths	Limitations
	SP1: Three-Dimensional Performances		
	SP2: Variety of Measures		
	SP3: Student Progress Over Time		
	SP4: Equitable Access		

Designed for the NGSS: Foundations Teacher Support Evidence Chart

Teacher materials		Strong	Adequate	Weak
F1. Presence of Phenomena/Problems. Identify and provide background information about the phenomena/problems in the unit and how they match the targeted learning goals.				
F2. Presence of Three Dimensions. Identify and provide background information about each of the three dimensions in the unit. Also take note of any support for nature of science and engineering, technology, and applications of science.	- the SEPs			
	- the DCIs (including engineering)			
	- the CCCs			
	- <i>also note</i> NoS and ETS			
F3. Presence of Logical Sequence. Identify and provide background information on the sequence of learning in the unit.				
Strengths related to these Teacher Supports		Limitations related to these Teacher Supports		

Designed for the NGSS: Student Thinking Teacher Support Evidence Chart

Teacher materials	Strong	Adequate	Weak
ST1. Phenomena/Problems. Provide support and strategies for how to help students figure out/solve authentic and relevant phenomena/problems using the three dimensions.			
ST2. Three-Dimensional Conceptual Framework. Provide support and strategies for how teachers <ul style="list-style-type: none"> help students develop a conceptual framework of scientifically accurate understandings and abilities related to create a learning environment that values students' ideas, motivates learning, and helps students negotiate new meaning as they interact with others' ideas, new information, and new experiences. 	- DCIs, SEPs, and CCCs		
	- NoS and ETS		
	- ELA and math		
ST3. Prior Knowledge. Provide support and strategies to leverage students' prior knowledge and experiences to motivate learning.			
ST4. Metacognitive Abilities. Provide support and strategies for how to help students develop metacognitive abilities.			
ST5. Equitable Learning Opportunities. Provide support and strategies for how to ensure that <i>all</i> students, including those from nondominant groups and with diverse learning needs, have access to the targeted learning goals and experiences.			
Strengths related to these Teacher Supports	Limitations related to these Teacher Supports		

Designed for the NGSS: Student Progress Teacher Support Evidence Chart

Teacher materials	Strong	Adequate	Weak
SP1. Three-Dimensional Performances. Provide support with a range of sample student responses and/or rubrics for interpreting evidence of student learning across the three dimensions, specific to the element of each dimension, and related to the phenomenon/problem that provides context for the student performance.			
SP2. Variety of Measure. Provide guidance and scoring tools for using a variety of measures matched to the targeted learning goals to help students monitor their progress toward learning goals and reflect on what they have learned, how they learn it, and how to use metacognition productively.			
SP3. Student Progress Over Time. Provide guidance for using formative and summative assessments to monitor student progress over time. Examples include support for capturing student growth, interpreting results, adjusting instruction and planning for future instruction, providing feedback to students, and prompting students to consider what and how they've learned.			
SP4. Equitable Access. Provide support and strategies for ensuring that assessments are accessible to students from diverse backgrounds and with diverse learning needs.			

Strengths related to these Teacher Supports	Limitations related to these Teacher Supports

Designed for the NGSS: Teacher Support Rubric

Components and Indicators	High Quality 5	Medium Quality 3	Low Quality 1
TS1. Phenomenon-/Problem-Driven Three-Dimensional Learning. Teacher materials provide <ul style="list-style-type: none"> background information about the phenomena or problems included in the learning sequence and across sequences. an explanation of the role of phenomena or problems in driving student learning. rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, and CCCs. Refer to F1, F2, ST1, ST2, SP1.	Materials provide clear guidance to teachers on how students develop, use, and integrate the three dimensions to make sense of phenomena or design solutions to problems.	Materials provide some guidance to teachers about how students develop, use, and integrate the three dimensions to make sense of phenomena or design solutions to problems.	Materials provide little guidance on developing, using, or integrating the three dimensions to make sense of phenomena or design solutions to problems.
TS2. Coherence. Teacher materials describe and provide a rationale for <ul style="list-style-type: none"> the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences. strategies for linking student experiences across lessons to ensure student sensemaking and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions. connections to other science domains, nature of science, engineering, technology, and applications of science, math, and English language arts. Refer to F2, F3, ST2, SP2.	Materials provide strong support for understanding unit coherence and helping students link experiences to learning across all three dimensions and to phenomena or problems.	Materials provide some support for understanding unit coherence and helping students link experiences to learning across all three dimensions and to phenomena or problems.	Materials provide little support for understanding unit coherence and helping students link experiences to learning across all three dimensions and to phenomena or problems.
TS3. Effective Teaching. Teacher materials support the use of and provide a rationale and evidence of effectiveness for strategies that <ul style="list-style-type: none"> support students in learning through authentic and meaningful phenomena or design problems. support student learning across the three dimensions. make student thinking visible; promote reasoning, sensemaking, and problem-solving; challenge student thinking; and develop metacognitive abilities. Refer to ST1, ST2, ST3, ST4, SP3.	Materials provide rationale and robust support for implementing strategies that enhance student performances, thinking, and metacognition.	Materials provide some rationale and support for implementing strategies that enhance student performances, thinking, and metacognition.	Materials provide little rationale and support for teachers to implement strategies that enhance student performances, thinking, and metacognition.
TS4. Support for Students with Diverse Learning Needs. Teacher materials provide an array of strategies <ul style="list-style-type: none"> to support student access to the targeted learning goals, experiences, and performances. that help teachers differentiate instruction. Refer to ST5, SP4.	Materials include robust and comprehensive strategies for supporting learners with diverse needs.	Materials include some robust strategies for supporting learners with diverse needs.	Materials include few robust strategies for supporting learners with diverse needs.
TS5. Support to Monitor Student Progress. Materials provide support for teachers to <ul style="list-style-type: none"> monitor student learning and progress over time. make decisions about instruction and provide feedback to students. Refer to ST3, ST4, SP1, SP2, SP3.	Materials provide robust support for interpreting and using data generated from assessments.	Materials provide some support for interpreting and using data generated from assessments.	Materials provide little support for interpreting and using data generated from assessments.

Designed for the NGSS: Program Rubric

Components and Indicators	High Quality 5	Medium Quality 3	Low Quality 1
<p>PROGRESSIONS OF LEARNING. Within a program, learning experiences are more likely to help students develop a greater sophistication of understanding of the elements of SEPs, CCCs, and DCIs when teacher materials</p> <ul style="list-style-type: none"> make it clear how each of the three dimensions builds logically and progressively over the course of the program and make clear how students <ul style="list-style-type: none"> engage in the science and engineering practices with increasing grade-level-appropriate complexity over the course of the program. utilize the crosscutting concepts with increasing grade-level-appropriate complexity over the course of the program. engage in grade-level/band-appropriate disciplinary core ideas. make clear how the performance expectations are addressed in the program. provide a rationale for a logical sequence and treatment of ETS and NoS. 	Materials enact progressions of learning that have all or most of the quality characteristics.	Materials enact progressions of learning that have some of the quality characteristics.	Materials enact progressions of learning that have none or few of the quality characteristics.
<p>UNIT-TO-UNIT COHERENCE. Units across a program demonstrate coherence when student materials</p> <ul style="list-style-type: none"> are designed with an appropriate sequence and development of DCIs, CCCs, and SEPs to support students in demonstrating learning across a program as they figure out phenomena/problems. make explicit connections from one unit to the next across the three dimensions to connect prior learning, current learning, and future learning as students figure out phenomena/problems. support students in making connections across units and disciplines by helping students negotiate more sophisticated understandings and abilities. 	The materials consistently justify sequencing and demonstrate strong unit-to-unit coherence for developing competence in three dimensions.	The materials occasionally justify sequencing and sometimes demonstrate strong unit-to-unit coherence for developing competence in three dimensions.	The materials never justify sequencing and rarely demonstrate unit-to-unit coherence for developing competence in three dimensions.
<p>PROGRAM ASSESSMENT SYSTEM. Over the course of the program, teacher materials demonstrate a system of assessments that</p> <ul style="list-style-type: none"> coordinates the variety of ways student learning is monitored to provide information to students and teachers regarding student progress for all three dimensions of the standards and toward proficiency at the identified grade-level/band performance expectations. includes support for teachers and other leaders to make program-level decisions based on unit, interim, and/or year-long summative assessment data. is driven by an assessment framework and provides a structured conceptual map of student learning along with details of how achievement of the outcomes can be measured. 	The materials use a program-level assessment system that has all or most of the quality characteristics.	The materials use a program-level assessment system that has some of the quality characteristics.	The materials use a program-level assessment system that has few or none of the quality characteristics.

1. Review *Designed for the NGSS: Program Rubric* (see last page)
2. Review the teacher materials and/or student materials to assess the strength of each element.
3. Record strengths and limitations for each component based on your evidence. Cite specific examples.

49

UNIT-TO-UNIT COHERENCE. Units across a program demonstrate coherence when student materials		Strong	Adequate	Weak
<ul style="list-style-type: none"> are designed with an appropriate sequence and development of DCIs, CCCs, and SEPs to support students in demonstrating learning across a program as they figure out phenomena/problems. 				
<ul style="list-style-type: none"> make explicit connections from one unit to the next across the three dimensions to connect prior learning, current learning, and future learning as students figure out phenomena/problems. 				
<ul style="list-style-type: none"> support students in making connections across units and disciplines by helping students negotiate more sophisticated understandings and abilities. 				
Strengths	Limitations			

50

PROGRAM ASSESSMENT SYSTEM. Over the course of the program, teacher materials will demonstrate a system of assessments that		Strong	Adequate	Weak
<ul style="list-style-type: none"> coordinates the variety of ways student learning is monitored to provide information to students and teachers regarding student progress for all three dimensions of the standards and toward proficiency at the identified grade-level/band performance expectations. 				
<ul style="list-style-type: none"> includes support for teachers and other leaders to make program-level decisions based on unit, interim, and/or year-long summative assessment data. 				
<ul style="list-style-type: none"> is driven by an assessment framework and provides a structured conceptual map of student learning along with details of how achievement of the outcomes can be measured. 				
Strengths	Limitations			

51

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: Einstein Project

Purchased Good/Program: OpenSciEd Certified Equipment Kits

Start Date/Date Needed: August 1, 2025

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

Einstein Project certified OpenSciEd equipment kits will support the implementation of the OpenSciEd curriculum in grades 6-8.

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

\$260,120.00 funded by the Teaching & Learning Curriculum budget.

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

YES ☐ NO ☒ If no, please request an RFP packet

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

The materials are needed for educators to implement the district adopted middle school science curriculum with integrity. This program provides hands-on, inquiry based science experiences for students which increases student interest, engagement, and achievement in science.

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

Teachers will begin training on these materials in August 2025.

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

Appropriate Leadership Signature Wendy Jurdall Date 5-12-25



Einstein Project Certified OpenSciEd Equipment Kits

Grade 6		Grade 7		Grade 8		Total
6.1	\$1,014.00	7.1	\$1,255.00	8.1	\$1,838.00	
6.2	\$1,323.00	7.2	\$1,178.00	8.2	\$833.00	
6.3	\$1,347.00	7.3	\$916.00	8.3	\$1,334.00	
6.4	\$985.00	7.4	\$1,171.00	8.4	\$1,140.00	
6.5	\$380.00	7.5	\$545.00	8.5	\$523.00	
6.6	\$756.00	7.6	\$792.00	8.6	\$1,250.00	
	\$5,805.00		\$5,857.00		\$6,918.00	Total
x14 teachers	\$81,270.00	x14 teachers	\$81,998.00	x14 teachers	\$96,852.00	
						\$260,120.00

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Kenosha Unified School District
Kenosha, Wisconsin

May 27, 2025

Policy 3420 – Purchasing

Background:

The Kenosha Unified School District currently addresses matters relating to procurement and purchasing in Policy 3420 – Purchasing. This policy was last revised in 2018 and is intended to outline purchasing methods and signing authority for contracts and non-contracted purchases. The guidelines enhance accountability, ensure ethical and uniform purchasing practices, and comply with the U.S. Federal Government Uniform Grant Guidance

Proposal:

In addition to formatting updates and clarifying statements, the administration seeks to increase purchase thresholds in order to align this policy and other related policies closer to the Federal standards.

Purchase Type	Current	Proposed
Micro-Purchase	<\$5,000	<\$10,000
Small Purchase	\$5,001 to \$25,000	\$10,001 \$75,000
Large Purchase	>\$25,001	>\$75,001

Signing Authority	Current	Proposed
Purchasing Agent	<=\$50,000	<=\$75,000
Board of Education	>\$50,000	>\$75,000

A comparison of Federal Grant thresholds to KUSD and similar school districts is included as Attachment A for reference.

Recommendation

Administration recommends that the Board approve revised Policy and Rule 3420 – Purchasing as a first reading on May 27, 2025, and a second reading on June 24, 2025, to be effective July 1, 2025.

Dr. Jeffrey Weiss
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa Salo
Accounting Manager

Amy Franz
Purchasing Agent

Entity	Thresholds			
	Board Approval	Micro Purchases	Small Purchases	Bids/Proposals
Federal Government Grants	Greater than \$250,000	Less Than \$10,000	\$10,001 - \$250,000	Greater than \$250,001
School District of Waukesha	Greater than \$150,000	Less than \$25,000	\$25,001 - \$150,000	Greater than \$150,001
Madison Metro	Greater than \$35,000	Less than \$10,000	\$10,001 - \$35,000	Greater than \$35,001 with exceptions
Green Bay SD	Greater than \$250,000	Less than \$10,000	\$10,001 - \$250,000	Greater than \$250,001
Racine Unified	All non-budgeted purchases and contracts	Less than \$10,000	\$10,001 - \$100,000	Greater than \$100,001
KUSD Currently	Greater than \$50,000	Less than \$5,000	\$5,001 - \$25,000	Greater than \$25,001
KUSD Update	Greater than \$75,000	Less than \$10,000	\$10,001-\$75,000	Greater than \$75,001

GFOA does not have anything specific on procurement/bids

POLICY 3420 – PURCHASING

Purchasing in the School District shall be in accordance with federal laws, state laws, accepted purchasing practices, ethical business practices, the District's purchasing guidelines, and be aligned with the District strategic plan.

Purchases of supplies and equipment shall be made through the established requisition procedure. Approved purchase orders shall be required prior to all purchases.

Any public officer or public employee is prohibited from having any private interest in a public contract except as permitted by state law.

LEGAL REF.:

- Wisconsin Statutes
 - Sections 19.59 [Codes of ethics for local government officials, employees, and candidates]
 - 66.0131 [Local governmental purchasing]
 - 66.0607 [Withdrawal or disbursement from local treasury]
 - 66.0901 [Public works contracts, bids]
 - 120.13(5) [School board powers (books, material, and equipment)]
 - 175.10 [Sale to employees prohibited]
 - 946.10 [Bribery of public officers and employees]
 - 946.13 [Private interest in public contract prohibited]
- Code of Federal Regulations (CFR)
 - Section 200 [Uniform Grant Guidance]

CROSS REF.:

- 3121 Financial Accounting
- 3321 Student Activity Funds
- 3422 Exclusivity Agreements with Vendors
- 3430 Payment for Supplies, Equipment and Services
- 3522 Milk Program
- 3711 Improvement or Maintenance Projects
- 3750 Playground Equipment
- 3800 ~~Capital Assets~~ Asset Management
- 3801 Inventory
- 4224 Employee Code of Ethics
- 7330 Construction Contracts, Bidding and Awards, and Change Orders
- 8651 School Board Member Conflicts of Interest
- District Requisition and Purchasing Procedure Manual

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 26, 1991

REVISED:

- August 13, 1996
- January 12, 1999
- October 26, 1999
- October 28, 2003
- December 18, 2007
- December 20, 2011
- August 26, 2013
- September 27, 2016
- November 27, 2018
- June 24, 2025

RULE 3420 – PURCHASING

A. Definitions

1. Procurement: the act of purchasing, renting, leasing or otherwise acquiring any supplies, services, equipment or construction. The process includes preparation and processing of a demand as well as the end receipt and approval of payment.
2. Purchase Requisition: the initial purchase request that an employee enters into the District financial accounting software. Once the requisition has made it through the approval process it is printed out or emailed as a purchase order and the order is processed.
3. Quote: the cost for a good or service that an authorized seller or provider offers in good faith. This is a written agreement to sell the product at the stated amount. Generally, this is considered an informal bid.
4. Bid: a formal written offer or response to provide a good or service for a particular price based on specifications in a request for proposal.
5. Goods: tangible items that are bought and owned.
6. Services: intangible acts or activities are paid for. Services can be with or without a formal contract.
- ~~5~~.7. Contract: a voluntary arrangement between two or more parties that is enforceable by law as a binding legal agreement.
- ~~6~~.8. Purchase Order: a document issued by the District that authorizes a purchase transaction. The purchase order sets forth the descriptions, quantities, prices, discounts, date and other terms and conditions.
- ~~7~~.9. Confirming Order: when an order for goods, services, equipment, or construction is placed and an invoice is received before a purchase requisition is processed and the purchase order is created.

B. General

1. The Purchasing Agent will be responsible for the procurement of all District supplies and equipment.
2. In making a selection for purchase, the Purchasing Agent shall attempt to achieve maximum price advantage within quality specifications.

3. Bid specifications and requests for proposals shall be developed for larger dollar volume purchases and will be coordinated between the user and the Purchasing Agent.
4. Continuing efforts shall be made to affect savings in purchasing and maintenance through the standardization of specifications for similar items used throughout the District. Proprietary specifications or source procurement for items that will allow such standardization for security or confidentiality requires the approval of the Purchasing Agent.
5. Impartial and open consideration shall be given to bids and quotes received from vendors. There will be prompt follow-up on questions concerning vendor orders and vendor services. The Purchasing Agent shall maintain an approved vendor list.
6. Authorized employees are encouraged to purchase high quality items and to make purchases of items having a value of less than \$30 out of petty cash, or with department purchasing cards.
7. All ongoing purchases of supplies, materials, maintenance, and repairs should be reviewed annually to obtain and ensure maximum price advantage within quality specifications.
8. The Purchasing Agent shall furnish a current *Requisition and Purchasing Procedure Manual* to all principals and departmental administrators.
9. Verification will be performed on all new vendors so that they are confirmed to have not been debarred or suspended per the Federal Government System for Award Management (SAM).

C. Purchasing Methods

One of the following purchasing methods should be completed before a purchase requisition is entered into accounting information system:

1. Purchases < \$~~105~~,000 (Micro-purchase): A micro-purchase is where the purchase for supplies or services aggregate dollar amount does not exceed \$~~105~~,000. There is no need to solicit competitive quotes if management determines that the price is reasonable. However, when practical, the District should distribute micro-purchases equitably among qualified suppliers.
2. Purchases \$~~5~~~~10~~,001 to \$~~75~~~~25~~,000 (Small purchase): A small purchase is where the purchase requisition for supplies or services aggregate dollar amount is between \$~~105~~,001 and \$~~75~~~~25~~,000. A price or rate quote must be obtained from a minimum of 2 sources. If for whatever reason two quotes are not possible, documentation must be provided on why only one quote was obtained and approved by the Purchasing Agent. **An example of obtaining one quote is using the vendor that wins the State of Wisconsin contract.**
3. Purchases over \$~~75~~~~25~~,000 should complete one of the following methods:
 - a. Sealed bids: Sealed bids shall be used for purchases over \$~~75~~~~25~~,000. Under this purchase method, formal solicitation is required. An individual, independent of the

bid approval process, shall be responsible for sending out bid requests to vendors, maintaining a record of the bids, documenting the receipt of the quotation and sending letters to all vendors informing them of the bid results. The bid shall be awarded to the responsible bidder based on the evaluation on the basis of District specifications and the lowest in price. In the event of identical bids, and all other conditions being equal, a local manufacturer or business merchant shall be given preference in purchases and contracts.

- b. Competitive Request for Proposals (RFP): Competitive request for proposals shall be used for purchases over ~~\$25~~⁷⁵,000 and when sealed bids are not appropriate or feasible. Under this purchase method, formal solicitation and fixed-price or cost-reimbursement contracts are required. The contract shall be awarded to the responsible firm whose proposal is most advantageous to the program, with the price being one of the various factors.
- c. Noncompetitive proposals: Noncompetitive proposals are also known as sole-source procurements. If it is not possible to obtain competitive proposals, approval of the Purchasing Agent is required. Documentation of the competitive proposal attempt(s), documentation on why a noncompetitive proposal should be used and the final approval is required to be maintained.
A proposal from only one source can be used under the following conditions:
 - The item is only available from one source; however, this cannot be based on “name brand.”
 - Public emergency makes a sealed or competitive bid process unrealistic.
 - A grant pass through entity expressly authorizes in response to a written request by a grant sub-recipient. This is the case with contracts with the CESA’s and CCDEB’s in the state of Wisconsin.
 - After solicitation of a number of sources, competition is determined to be inadequate.

D. Purchasing and Signing Authority

The levels of authority for purchase approval are as follows:

1. Purchases less than ~~\$50~~⁷⁵,000:
 - a. The Purchasing Agent shall be authorized to approve and sign on behalf of the District for purchases of supplies, goods, less than ~~\$50,000~~ for equipment or and services less than or equal to \$75,000.

- b. The Purchasing Agent shall be authorized to approve **and sign on behalf of the District for** contracts and renewals less than **\$5075,000**.
- o Purchases greater than **\$5075,000**:
 - a. Purchases of **\$75,000 and over** for supplies, goods, services, and equipment with **no contract or renewal**, shall require the approval of the Budget Manager, the Superintendent's Delegate over the school/department making the purchase and the Purchasing Agent.
 - b. All contracts and renewals of contracts in an aggregate greater than **\$75,000** in a fiscal year shall be approved by the School Board except in the event of an emergency as determined by the Superintendent or Designee.
 - c. All contracts and renewals of contracts in an aggregate of greater than **\$75,000** shall be reported to the School Board monthly by the Purchasing Agent.
 - d. If a current bid or request for proposal has been previously approved by the Board, the Superintendent or Designee can implement and approve the contract/purchase without further board action.
- o No threshold:
 - a. The Purchasing Agent shall be authorized to approve and sign on behalf of the District for the purchase of contracts for equipment and maintenance agreements in accordance with purchasing procedures discussed in Section C-Purchasing methods above.
 - b. The Purchasing Agent shall be authorized to approve and sign on behalf of the District for the renewal or extension option of an existing contract in accordance with purchasing procedures discussed in Section C-Purchasing methods above.
- ~~o No threshold:~~
 - ~~a. The Purchasing Agent shall be authorized to approve the purchase of supplies and to contract for equipment maintenance agreements in accordance with sound purchasing procedures. The Purchasing Agent is authorized to sign on behalf of the District, agreements or contracts for equipment maintenance.~~

E. Purchase Requisitions

1. Once the procurement requirements above have been completed and proper approvals have been obtained, a purchase requisition is entered in the accounting information system.
2. The *Requisition and Purchasing Procedure Manual* includes procedures for preparing, processing, and routing of requisitions; criteria for supply and equipment items; a sample listing of requisition forms in use; and year-end requisitioning procedures.
3. Requisitions shall be reviewed by Finance and Purchasing personnel for authorization, funding, and coding prior to processing the requisition and creating a purchase order by the Purchasing Agent.

4. Confirming orders require advance, written approval from the Purchasing Agent before committing the District to a purchase of supplies or equipment. Failure to follow proper procedures may result in disciplinary action, personal liability or return of the merchandise. Confirming orders are not encouraged and will not be standard practice.

F. Purchase Orders

1. Once the purchase requisition workflow has been completed, The Purchasing Department will send out the purchase order and send out the purchase order to the vendor for fulfillment of the purchase.
2. The authority for issuing purchase orders is delegated to the Purchasing Agent by the Superintendent.
3. Only approved District purchase order forms shall be used. The *Requisition and Purchasing Procedure Manual* shall include instruction for use of requisition/purchase order forms, distribution of purchase order copies, and a sample of the purchase order form in use.

Kenosha Unified School District
Kenosha, Wisconsin

May 27, 2025

Policy and Rule 3800 – Asset Management and Policy 3801 - Inventory

Background:

The Kenosha Unified School District currently addresses matters relating to asset management, inventories, and fixed assets in Policy 3800 – Asset Management. This policy was last revised in 2007 and is intended to safeguard assets, enhance accountability, provide uniform financial reporting in compliance with generally accepted accounting principles (GAAP), the Governmental Accounting Standards Board (GASB), the State of Wisconsin Uniform Financial Accounting Requirements (WUFAR), and the U.S. Federal Government Uniform Grant Guidance.

As recipients of significant Federal grants, the District is required to align its policies so that they meet or exceed the most current Federal thresholds. In other words, the District may adopt more stringent policies if desired, as long as the minimum Federal standards are met. Traditionally, this has been the case in KUSD, where the Federal thresholds have kept moving up, but the District policies remained the same.

Proposal:

In addition to position title and formatting updates, administration seeks to increase the KUSD capitalization threshold to \$10,000 from the previous \$5,000 mark in order to align this policy and other related policies closer to the Federal standards. Finally, as a measure of increased transparency, the administration recommends creating a standalone policy to clearly outline inventory-related guidance.

Recommendation

Administration recommends that the Board approve revised and renamed Policy and Rule 3800 – Capital Assets, and approve the creation of Policy 3801 – Inventory, as a first reading on May 27, 2025, and a second reading on June 24, 2025, to be effective July 1, 2025.

Dr. Jeffrey Weiss
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa Salo
Accounting Manager

Amy Franz
Purchasing Agent

POLICY 3800 – CAPITAL ASSETS MANAGEMENT

The District establishes this policy to safeguard assets, enhance accountability and provide accurate and uniform financial reporting in compliance with generally accepted accounting principles (GAAP), the Governmental Accounting Standards Board (GASB) Statements, the State of Wisconsin Uniform Financial Accounting Requirements (WUFAR) and U.S. Federal Government Uniform Grant Guidance.

The ~~Executive Director of Business Services~~ Chief Financial Officer and the Office of Finance shall have capital asset oversight all responsibility, and the authority to establish, modify and delegate internal controls and procedures over capital assets for asset management in the District, including the receipt, warehousing, inventory and disposal of all District supplies and equipment.

The Governmental Accounting Standards Board defines Capital Assets as land, land improvements, buildings, building improvements, vehicles, machinery and equipment, easements, works of art, historical treasures, infrastructure, and all other tangible or intangible assets that are used in operations and that have an initial useful life extending beyond a single reporting period.

The District shall record capital assets (as defined above) that have an individual cost of \$10,000 or higher and an estimated useful life in excess of one year.

The Chief Financial Officer and the Office of Finance have the authority to determine if a group of capital assets is significant. Government accounting standards state, "It may be appropriate for a government to establish a capitalization policy that would require capitalization of certain types of assets whose individual acquisition costs are less than the threshold for an individual asset." It further states, "Capitalization policies adopted by governments include many considerations such as finding an appropriate balance between ensuring that all significant capital assets, collectively, are capitalized and minimizing the cost of recordkeeping for capital assets. A government should capitalize assets whose individual acquisition costs are less than the threshold for an individual asset if those assets in the aggregate are significant." Computers, classroom furniture, and library books are examples of asset types that may not meet a capitalization policy on an individual basis yet could be significant collectively.

In accordance with governmental accounting standards, capital assets must be depreciated over their estimated useful lives. The Chief Financial Officer and the Office of Finance have the authority to determine useful lives based on generally accepted accounting principles. The Chief Financial Officer and the Office of Finance have the authority to determine the appropriate depreciation methodology in accordance with governmental accounting standards.

~~Supplies and equipment shall be received at the central warehouse and delivered in accordance with established administrative procedures.~~

~~Inventories of District property shall be maintained. All items purchased with a value of \$1,000 or greater or a life of three years or more shall receive a tag containing a bar code symbol and the identifying words "Property of Kenosha Unified School District". All items with a value of \$5,000 or greater shall be recorded as fixed assets on the District's financial accounting system.~~

~~Furniture, equipment and supply items~~ **Capital Assets** no longer needed by the District are to be disposed of by making them available on a reasonable basis to any non-profit organization in quantity lots or by periodically holding public sales. Public notice will be given concerning details for the disposition of these items. **The trade-in value (if applicable) will be considered before an item is disposed of** ~~Non-saleable items will be sold for salvage or destroyed.~~

Textbooks, library books and other instructional materials no longer needed by the District may be disposed of by recycling, incinerating, sale or scrapping. Requests from organizations or individuals for any of such materials will be considered, with first priority being given to non-profit organizations.

~~Obsolete central warehouse materials shall be disposed of in accordance with established procedures.~~

Any sale of ~~land and~~ property belonging to and no longer needed by the District shall be authorized ~~at the District's annual meeting by the District's Board of Education~~. All monies received from the sale of ~~these items-land or property or salvage materials~~ will be deposited in the General Fund.

Professional appraisers may be used to determine the value of capital assets, if needed.

LEGAL REF.:

- Wisconsin Statutes
 - Sections 120.10(12) [Annual meeting power; sale of district property]
 - 120.12(1) [Board duty; care, control and management of district property]

CROSS REF.:

- 1240 Access to Public Records
- 1330 Use of School Facilities and Grounds
- 1331 Classification of Groups Using School District Facilities
- 1350 Use of District Equipment by Community Groups
- 3121 Financial Accounting
- 3270 Rental and Sale of School-Owned Real Estate
- 3420 Purchasing
- 3801 Inventory
- 3810 Employee Use of District Equipment (Other Than Technology Equipment)
- 3811 Use of District-Owned Technology Equipment by Employees Off District Premises
- 3900 Insurance Management
- 6600 Instructional Resources

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 26, 1991

REVISED:

- April 9, 1991
- September 9, 1991
- October 26, 1999
- October 28, 2003
- December 18, 2007
- June 24, 2025

Rule 3800—Capital Assets Management

A. Receipt of Supplies and Equipment

- ~~1. The Distribution and Utilities Manager shall be responsible to the Purchasing Agent for receiving, warehousing and inventory of supplies and equipment in the central warehouse and shall be responsible to the Director of Finance for the delivery of supplies and equipment from the central warehouse.~~
- ~~2. The principal or departmental administrator shall be responsible for the receipt of supplies and equipment delivered to the school or department.~~
- ~~3. Receiving reports shall be signed upon receipt of materials and forwarded to the Purchasing Office.~~
- ~~4. Current procedures for the receipt of supplies and equipment by purchase order, from warehouse stores or by transfer, shall be incorporated into the *Requisitioning and Purchasing Procedure Manual*.~~

B. Inventory of Supplies and Equipment

- ~~1. A physical inventory of all District buildings and equipment, including textbooks and library books, will be made with District staff or by an independent appraisal firm to provide a record for insurance values and for management information. The physical inventory will be updated on a three-year rotating basis, with one-third of the inventory being updated annually. The Purchasing Office will furnish the necessary information concerning purchases of new and additional equipment, replacement of equipment, transfers of equipment between buildings, disposal of equipment, and casualty losses of equipment. A report will be provided to the Director of Finance of all fixed assets with a value of \$5,000 or greater. An updated copy of the physical inventory shall be provided to each principal and departmental administrator annually.~~
- ~~2. A physical inventory of all central warehouse items shall be taken annually. The Distribution and Utilities Manager, under the supervision of the Director of Finance, shall be responsible for the warehouse inventory. A record of the number of units received, number of units issued, unit cost, number of units on hand, and value of units on hand will be provided for each stores item.~~
- ~~3. Each principal or departmental administrator will be informed of their responsibilities regarding the physical inventory of supplies and equipment under their charge. The responsibilities are as follows:~~
 - ~~a. Provide written acceptance of the physical inventory of supplies and equipment under their charge at the start of their appointment to the position.~~
 - ~~b. Upon receipt of an updated copy of the physical inventory record for their respective school or department, review it for accuracy and report any discrepancies to the Purchasing Office whenever there is a change in administrative personnel.~~
 - ~~c. Furnish the necessary information on the transfers of equipment on forms located on the District intranet program, Advisor.~~
 - ~~d. Maintain internal inventory records of equipment in classrooms and other areas of the building as part of closing each school year.~~
- ~~4. Information on disposal of equipment will be furnished by the Distribution and Utilities Manager and on casualty losses by the Director of Finance.~~
- ~~5. The Director of Finance shall have the authority to adjust inventory records to reflect variances determined by comparing physical inventory and accounting records.~~

C. Disposal of Furniture and Equipment

- ~~1. The Finance Office is responsible for the disposal or redistribution of items no longer needed by the District in accordance with District policy and established procedures.~~
- ~~2. The Purchasing Department, with the assistance of the Distribution and Utilities Department, will determine whether or not an item is no longer needed by the District. The following factors are to be considered in determining when an item is no longer needed in the District:~~
 - ~~a. The item cannot be repaired~~
 - ~~b. The cost of/to repair is excessive~~
 - ~~c. It is not feasible to use the item for trade-in purposes~~
 - ~~d. The item is obsolete~~
 - ~~e. The item has been replaced by a different kind of item, process or procedure~~
- ~~3. Prices will be established by the Purchasing Department, with the assistance of the Distribution and Utilities Department.~~
- ~~4. Arrangements for periodic public sales and sale of salvaged materials will be handled by the Purchasing Department, with the assistance of the Distribution and Utilities Department.~~
- ~~5. The Purchasing Department will maintain a record of each item sold or destroyed and the value received, if any.~~

~~D. Disposal of Textbooks, Library Books and Other Materials~~

- ~~1. The review process for disposal or redistribution of textbooks, library books and other instructional materials will be coordinated by the Purchasing Agent and the Executive Director of Curriculum and Instructional Services. All of the above procedures identified for furniture and equipment disposal will apply.~~
- ~~2. Books/instructional materials for disposal or redistribution will be picked up annually. Detailed information and required forms will be distributed in the spring, each year.~~

~~E. Disposal of Warehouse Inventory~~

- ~~1. Items stored in the Central Warehouse are used on a repetitive basis by a number of schools and departments. When conditions change and an item is no longer needed or shows a low level of activity, the existing stock becomes obsolete. If practicable, the item should remain in stock until a zero balance is reached. This should be done before acquiring stock of a new standard.~~
- ~~2. It is the function of the Purchasing Department to handle obsolete warehouse material. The disposal of obsolete warehouse materials may be handled in one of the following ways:~~
 - ~~a. Return to the manufacturer or supplier~~
 - ~~b. Substitute or exchange for updated material~~
 - ~~c. Scrap and charge off the resulting loss~~

~~— The first method to investigate is to return the material to the supplier. Most vendors will accept the return of good saleable material at its original cost less a restocking charge. Substitutions and exchanges should also be explored. Scrapping should only be done if the cost of attempting to return the material is more than the value of the material.~~

- ~~3. When it is determined a warehouse item is to be scrapped or disposed of, the Purchasing Department will issue a report including the following information:~~
 - ~~a. Quantity and Unit~~
 - ~~b. Description (Part number, Size, Material)~~
 - ~~c. Condition~~
 - ~~d. Date of Purchase~~
 - ~~e. Original Cost~~
 - ~~f. Present Value~~
 - ~~g. Location~~

~~— This information will go to the Director of Finances for final approval. Upon approval, the Purchasing Department will notify the Distribution and Utilities Department to dispose of the material in the same manner as outlined above for furniture and equipment disposal.~~

~~—~~

POLICY 3801 – INVENTORY

The District establishes this policy to safeguard assets, enhance accountability and provide accurate and uniform financial reporting in compliance with generally accepted accounting principles (GAAP), the Governmental Accounting Standards Board (GASB) Statements, the State of Wisconsin Uniform Financial Accounting Requirements (WUFAR) and U.S. Federal Government Uniform Grant Guidance.

Inventories are defined as furniture and equipment that do not meet the definition of a capital asset (item under \$10,000 and has a useful life of under one year) or consists of expendable supplies held for consumption that are material to the financial statements. Such records may be maintained for equipment or supplies considered to be theft-sensitive assets such as, but not limited to, handheld devices, tablets, computers, smart boards, other technology equipment, other equipment, library books, textbooks, food service supplies, warehouse supplies, etc.

The Chief Financial Officer and the Office of Finance shall have the authority to establish, modify and delegate internal controls and procedures over inventories. District inventories are maintained at the department level.

For financial statement purposes, any inventory significant to the financial statements is determined by the Chief Financial Officer and the Office of Finance. The Chief Financial Officer and the Office of Finance have the authority to determine methodology used to record the change in inventory based on generally accepted accounting principles and in accordance with governmental accounting standards.

Federal and state funds may be used to purchase materials and equipment to meet the needs of eligible private school students as allowed by funding sources. It is important to remember that although materials and equipment may be used by the private school, the Local Education Agency (LEA) purchasing the items retain title and must continue to account for the items in its inventory management system.

The District shall require all private schools to implement adequate procedures and internal controls to account for the location, custody, and security of materials and equipment purchased with federal funds for private school use. These procedures must include the proper labeling of materials and equipment purchased with federal funds, and policies and procedures to ensure that private school officials do not use these materials and equipment for non-secular purposes.

A barcode system or other similar inventory tagging system and the identifying words “Property of Kenosha Unified School District” shall be used for technology, textbooks and library material inventory.

Inventories will be updated annually.

Obsolete inventory items no longer needed by the District are to be disposed of by making them available on a reasonable basis to any non-profit organization in quantity lots or by periodically holding public sales. Public notice will be given concerning details for the disposition of these items.

Inventoried materials no longer needed by the District may be disposed of by recycling, incinerating, sale or scrapping. Requests from organizations or individuals for any of such materials will be considered, with first priority being given to non-profit organizations.

Any sale of obsolete inventory will be deposited into the fund that purchased the item(s). DPI allows sale of furniture and equipment in fund 10, 27, 50 or 80.

Professional appraisers may be used to determine the value of inventoried items, if needed.

LEGAL REF.:

- Wisconsin Statutes
 - Sections 120.10(12) [Annual meeting power; sale of district property]
 - 120.12(1) [Board duty; care, control and management of district property]

CROSS REF.:

- 1240 Access to Public Records
- 1330 Use of School Facilities and Grounds
- 1331 Classification of Groups Using School District Facilities
- 1350 Use of District Equipment by Community Groups
- 3121 Financial Accounting
- 3270 Rental and Sale of School-Owned Real Estate
- 3420 Purchasing
- 3800 Capital Assets
- 3810 Employee Use of District Equipment (Other Than Technology Equipment)
- 3811 Use of District-Owned Technology Equipment by Employees Off District Premises
- 3900 Insurance Management
- 6600 Instructional Resources

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 24, 2025

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Kenosha Unified School District
Kenosha, Wisconsin

May 27, 2025

**APPROVAL OF POLICY 5118 - PROMOTION/ACCELERATION AND
REMOVAL OF POLICY 5118.1 – PROMOTION,
POLICY 5118.3 - RETENTION/ACCELERATION AND ADMINISTRATIVE
REGULATION 5118.3 – RETENTION/ACCELERATION**

Background

The existing policies 5118.1 – Promotion and 5118.3 - Retention/Acceleration along with Administrative Regulation 5118.3 – Retention/Acceleration were last updated in 1996. Since that time, educational research, state guidance, and the District’s internal processes for identifying and supporting students performing above or below grade-level standards have evolved significantly. These two policies and administrative regulation are being removed; and Policy 5118 - Promotion/Acceleration is being created to reflect these changes. The new policy outlines a more comprehensive and data-informed process for making promotion and acceleration decisions. This process includes analysis of student performance data, consideration of potential risk factors, and required parent/guardian notification and acknowledgment.

This new policy is aligned with, yet distinct from, the newly developed Policy 5119 -Third Grade to Fourth Grade Promotion for Students with a Reading Plan, which is pending adoption.

Recommendation

It is the administration's recommendation that the Board approve Policy 5118 - Promotion/Acceleration, as a first reading at the May 27, 2025, regular board meeting and as a second reading at the June 24, 2025, regular board meeting.

Dr. Jeffery Weiss
Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

Mrs. Wendy Tindall
Chief Academic Officer

Mrs. Stacy Cortez
Elementary Math and Science Coordinator

**POLICY 5118
PROMOTION/ACCELERATION**

This policy addresses grade-to-grade promotion and acceleration decisions that are made at any point prior to a student's attendance in any high school program in the District (i.e., prior to the accumulation of credits for high school). This policy only applies to students in grades Kindergarten through 8, except as defined by KUSD Policy and Rule 5119-Third Grade to Fourth Grade Promotion for Students with a Reading Plan. Students in grade 9-12 develop specific schedules and course requests that are respective to any promotion or acceleration scenario.

Decisions about the promotion or acceleration of a student shall be based on factors such as achievement, age, and the well-being of the student. A student who demonstrates academic achievement significantly below or beyond the current grade level standard may be identified by the teacher(s) and/or parent/guardian.

Administration is expected to implement this policy and, in conjunction with other instructional staff members, make the promotion and acceleration decisions for individual students. If a student's parent or guardian disagrees with a District decision regarding promotion or acceleration, the parent or guardian may submit a written request for reconsideration to the Chief Academic Officer. Except as otherwise required by law, the decision of the Chief Academic Officer following such a request shall be final.

Process for Making Promotion or Acceleration Determinations

A two-step process will carefully consider all relevant factors for making promotion or acceleration determinations in a structured approach that ensures a fair and thorough evaluation of each student's academic progress. Step 1 involves a data analysis and risk consideration to determine whether the student meets the standard criteria. Step 2 involves notifying the parents or guardians of the decision and obtaining their acknowledgment, ensuring that they are informed and involved in the process.

The team refers to the principal, parent or guardian, and no less than two additional school/district representatives who have knowledge of the student's academic progress. School representatives must include the principal or designee and may include, but are not limited to: the teacher of record, a staff member who has provided additional support and conducted progress monitoring, and a student services professional with knowledge of the social and emotional implications of withholding promotion or accelerating a student.

Step 1: Data and Risk Considerations

The team will consider all available data demonstrating the student's academic progress and response to intervention and enrichment. This data analysis will be used for decisions regarding promotion and acceleration. This data may include, but is not limited to, the most recent and

**POLICY 5118
PROMOTION/ACCELERATION
Page 2**

previous state assessment data, universal screener data, longitudinal data, diagnostic assessment data, progress monitoring data, classroom data, and observations and data related to the student's social, emotional, and behavioral functioning.

The team will also identify if any Good Cause exceptions apply to the student. If any of the following Good Cause exceptions are applicable to the student, they will be considered when making a decision on promotion.

1. A student who is a Multilingual Learner (defined for this purpose as a student whose “ability to use the English language is limited because of the use of a non-English language in his or her family or in his or her daily, non-school surroundings, and who has difficulty ... in performing ordinary classwork in English as a result of such limited English language proficiency”).
2. A student who has an individualized education plan (IEP).
3. A student who receives services under section 504 of the Federal Rehabilitation Act that indicates that the pupil has intensive interventions.
4. A student who has received intensive intervention for two or more school years.
5. A student who was previously retained.

Decisions on whether to promote a student with disabilities will be made in accordance with the Individuals with Disabilities Education Act (IDEA) and as required by other applicable law.

If withholding promotion or acceleration is considered, the team will convene and review the following in order to reach consensus regarding the decision for the student:

1. Student data that led to a recommendation.
2. Long-term risks of this recommendation (withhold promotion, acceleration) to the student's parent or guardian.

Step 2: Parent/Guardian Notification and Acknowledgement

After reviewing all data and considerations, representatives from the school/district will notify the Chief Academic Officer of the recommendation for the student (withholding promotion, acceleration). The Chief Academic Officer will review the process and make a final

POLICY 5118

PROMOTION/ACCELERATION

Page 3

determination. The principal will notify the parent or guardian of the decision and outline available services and supports. The principal will document parent or guardian notification of the decision.

If the student's parent(s) or guardian(s) disagree with the District's decision under this policy, they may request reconsideration. The Chief Academic Officer or designee will modify the initial decision only if, upon a review of all relevant and reasonably available information, they conclude that the policy was applied incorrectly.

Nothing in this policy or in the related criteria and procedures shall be interpreted in a manner that would interfere with or detract from a student's or parent's rights under any applicable state or federal law or from the authority of the student's IEP team.

Legal References:

Wisconsin Statutes

Section 118.24(2)(a) [district administrator authority to manage the promotion of students]

Section 118.33(6)(a) [policy requirement for 4th and 8th grade promotion criteria]

Section 118.33(6)(cm) [policy requirement for kindergarten to 1st grade promotion criteria]

CROSS REF.: 5110.1 Student Equal Opportunity, Non-Discrimination, and Anti-Harassment in Education

5119 Grade 3 to Grade 4 Promotion for Students With a Reading Plan

6421 Services for Students with Disabilities

6426 Student Program or Curriculum Modifications

6427 Individual and Remedial Services

6452 Student Progress Reporting

Special Education Program and Procedure Manual

Created: June 24, 2025

RULE 5118
PROMOTION/ACCELERATION

Process for Making Promotion Determinations

1. A KUSD representative shall be responsible for promptly informing the student's parent or guardian that the District has identified the student as being at risk of possible retention. Reasonable efforts shall be made to provide this information to the parent or guardian.
2. The decision process may occur at one or more team meetings and/or through a series of communications.
3. A data analysis process shall be applied by the team, as defined in Policy 5118, to initially identify students in grades K through 8 who are at risk of promotion being withheld, except as defined by Policy 5119 Grade 3 Promotion Policy. The following components will be considered to the extent reasonably available:
 - a. The student's academic progress to date, with no single test or assessment result serving as the sole measure of the student's progress.
 - b. Interventions that have been implemented for the student to date, the extent to which the student was able to fully participate in those interventions, and the student's response to those interventions, including especially whether the student's learning gaps relative to applicable grade-level academic standards were materially narrowed, grew wider, or stayed about the same.
 - c. At least a tentative identification of available interventions (e.g., instructional modifications, services, and supports) that the District would be likely to provide to the student under both a retention outcome and under a promotion outcome.
 - d. Relevant non-academic factors affecting the student, such as potential impacts of the decision on a student's social relationships, social development, and self-perception, which should be identified and evaluated with input from relevant staff and, if available and willing to provide such information, the student's parent(s), guardian(s), or other caregiver(s).
 - e. Long-term risks of withholding promotion to the student's parent or guardian. Such risks may include, but are not limited to, the following:
 - i. Students who are not promoted are more likely to have adverse outcomes, including dropping out of school and obtaining lower paying jobs in the future. (Cockx, B., Picchio, M., & Baert, S. 2018; Hughes, J.N., West, S.G., Kim, H., & Bauer, S.S. 2018)

**RULE 5118
PROMOTION/ACCELERATION
Page 2**

- ii. Students who are not promoted are more likely to experience emotional distress. (Buckmaster et. al. 2024; Carlton & Winsler 1999; Demanet & Van Houtte 2016; Goos et al. 2013b; Carlton, M. P., & Winsler, A. 1999; Jimerson & Ferguson 2007; Lavrijsen & Nicaise 2017; Martin 2009; Martin 2011)
 - iii. Students who are not promoted are more likely to have lower socioeconomic status and more likely to be eligible for government assistance. (Goos, M., Pipa, J., & Peixoto, F. 2021)
 - iv. Students who are not promoted are at higher risk for future criminal behavior. (Eren, O., Lovenheim, M., & Mocan, H. 2022)
- 4. A final decision regarding promotion or retention need not be made until after the end of the normal school term, or, if the student is participating in summer school in an effort to become eligible for promotion, until after the completion of the student's summer school program.
 - 5. When a student has been enrolled in District schools for less than the entire school term prior to an applicable promotion decision for the next school term, the administration shall use its discretion to identify and apply relevant academic criteria that are reasonably available for the student in question and use decision-making procedures and timelines for promotion and retention decisions that are practical in light of the student's actual date of enrollment.
 - 6. Following the completion of the data analysis process and prior to making any final decision, the team shall hold a meeting involving the Chief Academic Officer or designee and, if reasonably available, the student's parent(s) or guardian(s).
 - 7. Upon the principal notifying the parent or guardian of the decision and outlining the available services and supports, one of the following choices will be made if withholding promotion is the recommendation.
 - a. The parents or guardians and school/district representatives agree that withholding promotion (with applicable services/supports) is more appropriate than promotion and the student's parent or guardian gives written consent for withholding promotion, which will be recorded.

**RULE 5118
PROMOTION/ACCELERATION
Page 3**

- b. The parents or guardians disagree that withholding promotion is more appropriate than promotion with support and services. Written parent disagreement for withholding promotion will be recorded.

Process for Making Acceleration Determinations

The Kenosha Unified School District recognizes a need for educational alternatives for students who demonstrate advanced academic achievement. The purpose of acceleration is to place students at the level of their demonstrated competence either through content or grade-level acceleration.

1. A data analysis process shall be applied by the team, as defined in Policy 5118, to initially identify students in grades K through 8 who are candidates for subject or grade-level acceleration. The following components will be considered to the extent reasonably available:
 - a. The student's academic progress to date, with no single test or assessment result serving as the sole measure of the student's progress.
 - b. District Curriculum enrichment opportunities that have been implemented for the student to date, the extent to which the student was able to fully participate in those enrichment opportunities, and the student's response to those enrichment opportunities, including especially whether the student's learning strengths relative to applicable grade-level academic standards were materially increased or stayed about the same.
 - c. Relevant non-academic factors affecting the student, such as potential impacts of the decision on a student's social relationships, social development, and self-perception, which should be identified and evaluated with input from relevant staff and, if available and willing to provide such information, the student's parent(s), guardian(s), or other caregiver(s).
 - d. Long-term risks of acceleration to the student.
2. The decision process may occur at one or more team meetings and/or through a series of communications.

RULE 5118
PROMOTION/ACCELERATION
Page 4

3. Following the completion of the data analysis process and prior to making any final decision, the team shall hold a meeting involving the Chief Academic Officer or designee and, if reasonably available, the student's parent(s) or guardian(s).

If a parent or guardian believes that the District has not followed its policies or procedures related to promotion or acceleration decisions, or that the District has made an incorrect decision in regard to the promotion or acceleration of a student, the student's parent or guardian may appeal the decision to the Chief Academic Officer. Such appeals should be submitted in writing to the Office of Teaching and Learning as soon as reasonably possible after the parent or guardian is informed of the District's decision, but no more than 30 days prior to the beginning of the school term to which the decision applies.

~~POLICY 5118.1~~
~~PROMOTION~~

~~Promotion is the action that advances a student from one grade to the next on the basis of demonstrated academic accomplishment.~~

~~Generally, students are promoted at the close of the school year.~~

~~Students may be promoted from one grade to another at other times provided that the quality of the work warrants it. Such promotions will take place only after appropriate staffing, and parent/guardian conferences.~~

~~The principal will have the authority to promote students. Records will be kept of all promotions. The parent/guardian will be informed of these actions.~~

~~**AFFIRMED:** August 13, 1991—~~

~~**AMENDED:** November 26, 1996——~~

POLICY 5118.3
RETENTION/ACCELERATION

~~Students will normally progress through the grades on an annual basis. Exceptions to this progression will be made when it is deemed in the best interests of the student's academic achievement.~~

~~Retention is providing the student with another opportunity to gain or reinforce learning based on the adopted course of study and objectives, by being reassigned to the same grade level.~~

~~Acceleration is providing the student, who has advanced academic achievement, with a more appropriate learning environment by being reassigned to a higher grade level.~~

~~A request for retention/acceleration may be initiated by a parent/guardian or by school personnel. The principal will have the authority to retain and accelerate students. Records will be kept of all retentions/accelerations. The parent/guardian will be informed of this placement.~~

~~No student shall be retained/accelerated more than once without written authorization of the Executive Director of School Leadership.~~

~~Grade promotion pertains to students in grades K-8. A major component of the achievement monitoring process at the high school level will be mandated tutorial as part of the District graduation requirements.~~

~~**AMENDED:** August 13, 1991~~
~~November 26, 1996~~

RULE 5118.3
RETENTION/ACCELERATION

~~Retention/acceleration of a student shall be based on factors such as achievement, age, and the well-being of the student.~~

~~All schools have the goal of providing a successful and rewarding educational experience for all students. As part of this responsibility, it is necessary to identify early those students who appear to be inappropriately placed and devise a plan to assist them with their educational program. It is the responsibility of the principal to determine if a student will be promoted/accelerated to the next higher grade, retained with appropriate placement at the student's current grade, or directed to a remediation procedure.~~

~~Retention~~

~~A student who exhibits serious academic deficiencies and/or who is not working commensurate with ability may be identified by the teacher(s) and/or parents/guardians. An assessment instrument such as the Light Retention Scale, will be administered to determine whether retention should be considered. If the response is affirmative, the student will be staffed at the building level. The Building Level Student Intervention Team will make a recommendation regarding retention.~~

~~Parents/guardians will be notified in writing of the possibility of retention at the first stage of the identification process and will be involved at all succeeding stages. Upon the recommendation for retention, a completed Retention Form will be discussed with the parent/guardian. The parent/guardian will be asked to sign the form and will be given a copy.~~

~~Acceleration~~

~~A student who demonstrates exceptional academic achievement for the current grade placement is not essentially challenging may be identified by the teacher(s) and/or parent/guardian. A review of grades, test results, and other achievement criteria will be completed. The student will be staffed at the building level. The staffing committee will make a recommendation regarding acceleration.~~

~~Parents/guardians will be notified in writing of the possibility of acceleration at the first stage of the identification process and will be involved at all succeeding stages. Whenever a recommendation for acceleration is made, a completed Acceleration Form will be discussed with the parent/guardian. The parent/guardian will be asked to sign the form and will be given a copy.~~

~~Appeal Procedure~~

~~Any parent/guardian who wishes to appeal the principal's decision regarding placement may do so by written request to the Superintendent of Schools/designee within three (3) weeks of the notification of such a decision.~~

ADMINISTRATIVE REGULATION

ADMINISTRATIVE REGULATION 5118.3 RETENTION/ACCELERATION

RETENTION—ELEMENTARY GRADES—K-5

Each elementary school will utilize the following procedures in deciding the retention of a student:

1. Any student achieving substantially below the appropriate grade level will be considered for retention through the building level staffing process. Students will not be considered for retention for non-academic reasons such as behavioral management difficulties, lack of motivation, punishment, etc
2. It is strongly recommended that whenever possible retentions be limited to kindergarten, grade 1, and grade 2 with other interventions used to address lack of progress at higher grade levels. When lack of progress continues, retention may be considered at the higher grade levels.
3. A child may not be retained more than once without approval from the Superintendent/designee.
4. The academic progress of students with disabilities or 504 Accommodation plans will be addressed in the respective educational plans.
5. The following procedures will be used when a student is being considered for retention:
 - a. After the principal the names of students whose academic progress warrants a Student Intervention Team (SIT) meeting to determine early intervention approaches to be instituted. This staffing, with parent notification and involvement, will be arranged for all referred students. Relevant data such as the following is to be presented at the SIT meeting:
 - Specific skill deficits and strengths in subject areas and interventions utilized by the classroom teacher,
 - Interventions utilized by other staff,
 - Test results and progress grades for current and previous year, assessment results from in-class learning activities including a portfolio of student classwork,
 - Summary of parent teacher contacts regarding student's academic progress, and
 - Health records and attendance records wherever relevant.
 - b. Based on the SIT meeting, a written plan will be developed to address the student's lack of achievement. Such a plan will include recommendations for intervention considerations, i.e., school and/or District resources, special tutoring, tutorials, summer school attendance, etc. The parent/guardian will indicate in writing acknowledgment of the plan. The plan will be monitored by the teacher and principal with a review meeting held with the parent by the end of the third marking period. This meeting will include an analysis of the student's progress as well as a discussion of the available assessment data.
 - c. At the end of the third marking period teachers will submit to the principal a list of students who will be considered for retention. At this time the parent/guardian will be notified in writing that retention is being seriously considered and a parent/guardian conference will be scheduled.
 - d. Prior to the end of the school year a final SIT meeting will be held to determine whether the child is to be retained. The "Light Retention Scale" or a similar instrument may be administered before a final decision is made regarding retention.

If retention is recommended at the SIT meeting, the Retention Form will be completed and discussed with the parent/guardian prior to the end of the school year. The parent/guardian will be asked to sign the form and will be given a copy. An additional copy of the signed form will be placed in the student's cumulative folder and a copy sent to the Superintendent/designee. Any

~~conditions regarding the retention such as reconsideration after summer school or during the next school year will be noted on the Retention Form.~~

- ~~6. Parent/guardian approval for retention will generally be considered necessary for successful implementation of the retention.~~
- ~~7. If a retention is recommended without parent/guardian approval, the parent/guardian will have the right to appeal that recommendation to the Superintendent/designee.~~
- ~~8. The retention will be noted on the student's report card. Summaries of all staffings will be placed in the student's record for~~

~~ACCELERATION GRADES K-8~~

~~The Kenosha Unified School District recognizes a need for educational alternatives for students who demonstrate advanced academic achievement. The purpose of acceleration is to place students at the level of their demonstrated competence. There are two types of acceleration that may be appropriate for academically talented students. One is vertical acceleration in which a student moves through the regular curriculum sequence at an advanced pace. The second is horizontal acceleration in which the depth and breadth of a curricular area is explored in more detail.~~

~~Each school will utilize the following procedures in deciding either the grade or subject acceleration of a student:~~

- ~~1. A student may be referred for grade, subject, or course sequence acceleration by a teacher, any other school-district professional, or parent(s)/guardian(s) by using the District acceleration form.~~
- ~~2. Decisions regarding acceleration of students will be handled through the building level staffing process.~~
- ~~3. Appropriate challenges within the classroom structure will be used as the first alternative in the development of a student's acceleration plan.~~
- ~~4. An evaluation of the student's potential to benefit from subject acceleration or advanced grade placement shall be required. Pertinent data, staff observations, and documented academic performance will be considered in the decision concerning acceleration. To be considered for acceleration, the student should meet the following criteria:~~
 - ~~1. Based on an evaluation by the school counselor or other appropriate staff, the student indicates a desire to be accelerated.~~
 - ~~2. Based on the building staffing, it is concluded that the socio-emotional maturity of the student is at a level where acceleration is desirable.~~
 - ~~3. Demonstrated exceptional achievement levels in classwork as evidenced by at least one of the following:~~
 - ~~• 95th percentile on a scholastic aptitude test,~~
 - ~~• Academic performance level which is two to four years above current grade level on standardized achievement tests,~~
 - ~~• Above average performance on end of course or grade tests administered by a teacher of the current grade or subject in which the student is enrolled.~~

~~If needed, the recommendation will be referred to the appropriate staff (school psychologist, talent development program consultant, counselor) for additional evaluation.~~
- ~~5. A conference will be held with all involved personnel including the student's parents/guardians, the student, teacher(s) and the talent development program coordinator to recommend appropriate placement. The building principal will decide if the placement decision is appropriate. The principal's decision may be appealed to the Superintendent/designee.~~

6. If the student will be advancing to a different level from one school to another, i.e., elementary to middle high school, administration and counseling staff of both schools will be involved in the planning process. The receiving teacher will conduct an ongoing evaluation.
7. All grade, subject, or course acceleration decisions shall be made on a trial basis based on the report card grading schedule. In the case of grade acceleration, a staffing will be held to review the student's progress. At the end of a three month trial period, the receiving teacher will assess the student's progress to ensure that the proper placement has been made. If academic or adjustment difficulties occur, the committee will reconvene to determine appropriate placement.

RETENTION—MIDDLE HIGH SCHOOL, GRADES 6-8

Each middle school will utilize the following procedures in deciding the retention of a student.

1. Any student who is experiencing lack of academic success in grades 6, 7 and 8 as indicated by course grades will be considered for retention through the building level Student Intervention Team (SIT) meeting process.
2. Students will not be considered for retention for non-academic reasons such as behavioral management difficulties, lack of motivation, punishment, etc.
3. A student may not be retained more than once without approval from the Superintendent/designee.
4. The academic progress of students with disabilities or 504 Accommodations will be addressed in the respective educational plans.
5. At the end of the first quarter or as soon as evident, any student with two or more failures in academics or full year courses will be staffed to determine the need for early intervention approaches. The following information will be presented for each student being considered for intervention/retention:
 - Specific skill deficits and strengths in subject areas and interventions utilized by the classroom teacher,
 - Interventions utilized by other staff,
 - Test results and progress grades for current and previous year, assessment results from in-class learning activities including a portfolio of student classwork,
 - Summary of parent teacher contacts regarding student's academic progress, and
 - Health records and attendance records wherever relevant.
6. Classroom teachers, AS PART OF THE sit Team, will develop a plan with specific recommendations/modifications to address the students lack of achievement in those subjects where retention may be considered. Such a plan will include recommendations for intervention considerations, i.e., school and/or District resources, tutorials, summer school attendance, etc. The parent/guardian will indicate, in writing, acknowledgment of the plan. The plan will be monitored by the assigned SIT Team member. The parent/guardian will be notified in writing no later than the end of the second marking period that there are concerns regarding the educational progress of the student and that there is a strong possibility of retention. A parent/guardian teacher conference will be scheduled.
7. At the end of the school year, a review of the student's academic progress will be conducted as part of a SIT Team review. Any student failing all four academic classes will be recommended for retention. Parent/guardian will be notified that retention is being recommended.
8. Students with fewer academic failures or failure in other full year subjects will be given the option of making up a minimum of two deficiencies in summer school. The third deficiency may be made up during the following year if the student has successfully completed summer school.
9. A Retention Form will be completed with a copy placed in the student's record folder and a copy sent to the Superintendent/designee. Any conditions regarding the retention such as reconsideration after summer school or during the next school year should be noted on the Retention Form. Summaries of all SIT meetings will be placed in the student's record folder.

- ~~10. Parent/guardian approval for retention is generally considered necessary for successful implementation of the retention.~~
- ~~11. If a retention is recommended without parent/guardian approval, the parent may appeal that recommendation to the Superintendent/designee.~~
- ~~12. The retention will be noted on the student's permanent record card. Summaries of all SIT meetings will be placed in the student's record folder.~~

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Kenosha Unified School District
Kenosha, Wisconsin

May 27, 2025

**POLICY 5119-THIRD GRADE TO FOURTH GRADE PROMOTION FOR STUDENTS
WITH A READING PLAN**

Background

Act 20 requires school districts to create a policy for third grade students who have not yet exited their reading plan by the end of third grade. The promotion policy outlines a structured process to determine promotion eligibility. This includes the process for making promotion determinations, analyzing student progress data and risk considerations, and parent/guardian notification and acknowledgement.

Recommendation

It is the administration's recommendation to approve Policy 5119-Third Grade to Fourth Grade Promotion for Students with a Reading Plan as a first reading at the May 27, 2025, regular board meeting and as a second reading at the June 24, 2025, regular board meeting.

Dr. Jeffery Weiss
Superintendent of Schools

Mrs. Wendy Tindall
Chief Academic Officer

Mr. Kristopher Keckler
Chief Information Officer

Mrs. Mary Hoover
Coordinator of Elementary English Language Arts

POLICY 5119

THIRD GRADE TO FOURTH GRADE PROMOTION FOR STUDENTS WITH A READING PLAN

Section 1: Promotion Policy

The Kenosha Unified School District adopts this third to fourth Grade promotion policy as of July 1, 2025 to take effect beginning with third Grade students at the end of the 2026-27 school year.

For any student who has not exited their personal reading plan by the end of the student's third grade year, the school/district will engage in a structured process to determine eligibility for promotion to fourth grade. This process will carefully assess the factors that led to the student's lack of completion of their personal reading plan and explore alternative strategies to retention that can support the student to achieve reading proficiency. This process is described in Rule 5119.

Section 2: Process for Making Promotion Determinations

For any student who has not exited their personal reading plan by the end of the third grade year, the team will engage in a process to consider the needs of each student regarding promotion to fourth Grade. This process will carefully consider all relevant factors that contributed to the student being identified as at-risk by the Early Literacy Screener and alternatives to retention that can help support the student to achieve reading proficiency. The three-step process for making promotion determinations is a structured approach that ensures a fair and thorough evaluation of each student's academic progress. Step 1 involves identifying if any good cause exceptions apply, which are specific circumstances that may allow a student to be promoted despite not meeting the standard criteria. Step 2 focuses on determining whether the student will be promoted to the next grade, in this case, fourth grade, or if retention is necessary to provide the student with additional support. Finally, Step 3 involves notifying the parents or guardians of the decision and obtaining their acknowledgment, ensuring that they are informed and involved in the process. The process is described in more detail in Rule 5119.

Team: As defined by Wis. Stat. §.115.76(12), the team in this case refers to the principal, parent or guardian, and no less than two additional school/district representatives who have knowledge of the reading instruction and interventions provided to the student and how the student responded. School representatives must include the principal or designee and may include, but are not limited to: the teacher of record, the district/school reading specialist, a staff member who has provided additional reading support and conducted progress monitoring, and a student services professional with knowledge of the social and emotional implications of grade retention.

Step 1: Good Cause Exceptions:

Identify if any "good cause" exceptions apply to the student. Section 118.33(5m)(b) of the state statute allows, but does not require, the District to apply a "good cause" exception to providing

POLICY 5119

THIRD GRADE TO FOURTH GRADE PROMOTION FOR STUDENTS WITH A READING PLAN

Page 2

the notification, services, supports, and/or progress monitoring (as listed above) to certain students who would otherwise be eligible. If any of the following are applicable to the student, the student may be promoted.

1. Students who are multilingual learners as defined for this purpose as a student whose ability to use the English language is limited because of the use of a non-English language in his or her family or in his or her daily, non-school surroundings, and who has difficulty in performing ordinary classwork in English as a result of such limited English language proficiency.
2. A student who has an individualized education plan (IEP) that indicates that neither taking the statewide third grade standardized reading assessment nor taking the universal reading screening assessment or diagnostic reading assessments administered under state law is appropriate for the student.
3. A student who has an IEP or a plan to provide accommodations or services under section 504 of the Federal Rehabilitation Act that indicates that the pupil has received intensive intervention in reading for more than two years if the student continues to demonstrate a deficiency in reading and was previously retained in kindergarten, first, second, or third grade.
4. A student who scores as proficient in reading on an alternative standardized assessment approved by the Wisconsin Department of Public Instruction
5. A student who has received intensive intervention in reading for two or more school years and continues to demonstrate a deficiency in reading.
6. A student was previously retained in kindergarten, first, second, or third grade.

Step 2: Data and Risk Considerations:

The team will consider all available data demonstrating the student's response to reading instruction and intervention and data demonstrating the student's progress towards meeting personal reading plan goals. This data analysis will be used to determine if promotion or retention is recommended. This data may include, but is not limited to, the most recent and previous universal reading screener data, longitudinal data, diagnostic reading assessment data, progress monitoring data, classroom data, and observations and data related to the student's social, emotional, and behavioral functioning.

POLICY 5119

THIRD GRADE TO FOURTH GRADE PROMOTION FOR STUDENTS WITH A READING PLAN

Page 3

If retention is considered, the team, including the student's parent or guardian, will convene and review the following in order to reach consensus regarding retention for the student:

1. Student data that led to a recommendation for retention.
2. Long-term risks of retention to the student's parent or guardian. Such risks may include, but are not limited to, the following:
 - a. Students who are retained are more likely to have adverse outcomes, including dropping out of school and obtaining lower paying jobs in the future (Cockx, B., Picchio, M., & Baert, S. 2018; Hughes, J.N., West, S.G., Kim, H., & Bauer, S.S. 2018);
 - b. Students who are retained are more likely to experience emotional distress (Buckmaster et. al. 2024; Carlton & Winsler 1999; Demanet & Van Houtte 2016; Goos et al. 2013b; Carlton, M. P., & Winsler, A. 1999; Jimerson & Ferguson 2007; Lavrijsen & Nicaise 2017; Martin 2009; Martin 2011);
 - c. Students who are retained are more likely to have lower socioeconomic status and more likely to be eligible for government assistance (Goos, M., Pipa, J., & Peixoto, F. 2021);
 - d. Students who are retained are at higher risk for future criminal behavior (Eren, O., Lovenheim, M., & Mocan, H. 2022); and
 - e. Students who are retained do not achieve increased academic achievement and make less progress compared to other students (Silberglitt, B., Appleton, J., & Burns, M., & Jimerson, S. 2006).

Step 3: Parent Notification and Acknowledgement:

After reviewing all data and considerations, representatives from the school/district will make a recommendation of promotion or retention to the student's parent or guardian. In either case, the parent or guardian will be informed of the services and supports and will acknowledge receipt of the communication.

One of the following choices will be made if retention is the recommendation after engaging in the review process designated in Rule 5119:

POLICY 5119

THIRD GRADE TO FOURTH GRADE PROMOTION FOR STUDENTS WITH A READING PLAN

Page 4

1. The parents or guardians and school/district representatives agree that retention (with applicable services/supports) is more appropriate than promotion to fourth grade and the student's parent or guardian gives written consent for retention, which will be recorded.
2. The parents or guardians disagree that retention (with applicable services/supports) is more appropriate than promotion to fourth grade and the student is promoted to fourth grade with support and services. Written parent disagreement for retention will be recorded.

If the student's parent(s) or guardian(s) disagree with the District's promotion or retention decision under this policy, they may request reconsideration. The Chief Academic Officer or designee will modify the initial decision only if, upon a review of all relevant and reasonably available information, they conclude that the policy was applied incorrectly.

Section 3: Post Promotion Mandates and Exemptions

Per Wis. Stat. §118.33(5m)(a), for any student who did not complete the personal reading plan and is promoted to fourth grade after the determination process the district will:

1. Provide the student with the applicable intensive instructional services and supports during fourth grade.
2. Monitor the student's progress with respect to the student's development of reading skills using the district's progress monitoring platform.
3. As a further service/support, offer the student an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

Legal References:

Wisconsin Statutes

<u>Section 118.016(1)(a)</u>	[definition of "at risk" with respect to reading readiness assessments]
<u>Section 118.016(5)(d)</u>	[completion of a personal reading plan by a third grade pupil]
<u>Section 118.15(1)(d)</u>	[parent requests for program and curriculum modifications]
<u>Section 118.24(2)(a)</u>	[district administrator authority to manage the promotion of students]
<u>Section 118.33(5m)</u>	[post-promotion service and support mandates for certain students promoted to fourth grade; good cause exceptions]
<u>Section 118.33(6)(a)</u>	[policy requirements for third, fourth, and eighth grade promotion criteria]
<u>Section 118.33(6)(cm)</u>	[policy requirement for kindergarten to first grade promotion criteria]

POLICY 5119

THIRD GRADE TO FOURTH GRADE PROMOTION FOR STUDENTS WITH A READING PLAN

Page 5

Section [reading interventions and remedial reading services must be provided to certain
121.02(1)(c) students in kindergarten through grade 4]

Wisconsin Administrative Code

Section PI 13.09(1) [limitations on using test results and test exemptions to make
promotion and retention decisions for students with limited English proficiency]

Wisconsin Association of School Boards

345.41 Sample Policy 1, 2, and 3 and Sample Rule 1 and 2

CROSS REF.: 5110.1 Student Equal Opportunity, Non-Discrimination, and Anti-Harassment in
Education

5118.1 Promotion Acceleration and Retention

6421 Services for Students with Disabilities

6426 Student Program or Curriculum Modifications

6427 Individual and Remedial Services

Special Education Program and Procedure Manual

Created: June 24, 2025

Rule 5119

**THIRD GRADE TO FOURTH GRADE PROMOTION FOR STUDENTS WITH A READING
PLAN**

Process for Making Promotion Determinations

1. A District representative shall be responsible for promptly informing the student's parent or guardian that the District has identified the student as being at risk of possible retention.
2. The decision process may occur at one or more group meetings and/or through a series of communications.
3. The following components will be considered to the extent reasonably available:
 - a. The student's academic progress to date, with no single test or assessment result serving as the sole measure of the student's progress;
 - b. Interventions that have been implemented for the student to date, the extent to which the student was able to fully participate in those interventions, and the student's response to those interventions, including especially whether the student's learning gaps relative to applicable grade-level academic standards were materially narrowed, grew wider, or stayed about the same;
 - c. At least a tentative identification of available interventions (e.g., instructional modifications, services, and supports) that the District would be likely to provide to the student under both a retention outcome and under a promotion outcome;
 - d. Relevant non-academic factors affecting the student, such as potential impacts of the decision on a student's social relationships, social development, and self-perception, which should be identified and evaluated with input from relevant staff and, if available and willing to provide such information, the student's parent(s), guardian(s), or other caregiver(s).

If after reviewing the data and any of the following criteria are applicable to the student, the student shall be promoted.

1. The student has exited a reading plan because they met the criteria of adequate growth on the Early Literacy Screener and has achieved "meeting" or "advanced" expectations on the state-approved summative assessment during the third grade administration. The student will be promoted to fourth grade with applicable supports and services.
2. The student has shown growth as measured through weekly progress monitoring and demonstrates reading proficiency through multiple measures, but did not yet meet adequate growth and/or has not achieved "meeting" or "advanced" as defined on the state-approved summative assessment during the third grade administration. The team will consider additional

Rule 5119

THIRD GRADE TO FOURTH GRADE PROMOTION FOR STUDENTS WITH A
READING PLAN

Page 2

factors along with assessment to consider a holistic review of the best interests of the student. The student will be promoted to fourth grade with applicable supports and services. The student's parent or guardian gives written consent to promotion.

3. If the student were to be promoted with available interventions, the District would be able to provide the student with at least a realistic opportunity to (1) participate in the fourth grade general curriculum in a meaningful manner and (2) make more than negligible progress in reducing the gap(s) that exist between the student's present level of academic progress and grade-level standards (i.e., with a "realistic opportunity" meaning that it is reasonable to think that those academic outcomes would be possible, not that those outcomes are assured or even highly likely).

4. The student's noncompletion of the student's personal reading plan was not primarily due to the student's lack of reading proficiency. Other factors or "good cause" exceptions as described in Policy 5119/Section 2 have been identified, and when applicable, the appropriate support and services will be provided in conjunction with promotion.

5. The district/school will not deny any English learner advancement to fourth grade solely based on level of language proficiency (Wis. Admin. Code §13.09(1)(b)). The team may conclude that promotion (with applicable services/supports) is in the best interest of a student even if the team also concludes, based on clear documentation, that the student was unable to complete their personal reading plan primarily due to the student's lack of reading proficiency.

6. The school/district representatives recommend retention, but the student's parent or guardian does not consent to retention. Regardless of any other facts, circumstances, or analysis, the student is promoted to fourth grade with appropriate supports and services. The student's parent or guardian gives written consent to promotion.

7. Any student who enrolls as a third grade student late in the school term without any accompanying record of a personal reading plan (i.e., after the final annual administration of the universal screening assessment and, potentially, also after the third grade Forward Exam) shall be promoted to fourth grade under the criteria that the student did not have a personal reading plan in effect at the end of third grade.

8. If a student transfers into a school enrolled as a fourth grade student and the provided records indicate the student may have met requirements to be retained in third grade, the school district will provide adequate and necessary supports, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. §118.33(5m)(a).

Rule 5119

THIRD GRADE TO FOURTH GRADE PROMOTION FOR STUDENTS WITH A
READING PLAN

Page 3

9. If a student was previously retained in kindergarten, first, second, or third grade, they shall be promoted.

10. If a student's IEP includes alternative academic content and achievement standards in reading, math, or both, then the student shall be promoted if the student's IEP team determines that promotion will be the appropriate setting for the student in the following year based on relevant academic and non-academic factors, evidence-based practices, and the educational best interests of the student.

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KENOSHA UNIFIED SCHOOL DISTRICT

May 27, 2025

Update on Policy 6470 Student Records

As with other recent policy updates related to management of various records, Policy and Rule 6470 Student Records is a very detailed approach to the many different formats and accessibility options, and was in need of a major revision (last updated in 2018).

Referencing an updated sample policy and rule from the Wisconsin Association of School Boards Policy Resource Guide, the proposed changes align to all current state and federal regulations related to the various types of student records documents, and how different requests to process them are handled in accordance with those regulations.

All formatting and presentation layouts of the policy and rule will be made consistent prior to final publication.

Administrative Recommendation:

Administration recommends that the Board of Education review and approve the listed revisions for Policy and Rule 6470 Student Records as a first reading at the May 27, 2025, regular School Board meeting and a second reading at the June 24, 2025, regular School Board meeting.

Dr. Jeffrey Weiss
Superintendent of Schools

Wendy Tindall
Chief Academic Officer

Kris Keckler
Chief Information Officer

William Haithcock
Chief of School Leadership

POLICY 6470
STUDENT RECORDS

~~A student record folder shall be maintained for each student enrolled in the District. Student records shall be used to carry on school business and to serve as a source of future information and verification for each student's personal use.~~

Student records shall be maintained in the interest of the student to assist school personnel in providing appropriate educational experiences for each student in the District.

The School Board recognizes the need for confidentiality of student records. Therefore, the District shall maintain the confidentiality of student records at collection, storage, disclosure and destruction. Student records shall be available for inspection or release only with prior approval of the student's parent or guardian or the adult student, except in situations where legal requirements specify release of records without such prior approval.

Building principals shall have primary responsibility for the collection, maintenance and dissemination of student records in accordance with state and federal laws and established District procedures.

Student record notices shall be published annually in accordance with state and federal law. All District staff will have an annual requirement regarding the expected handling and disclosure protocols related to student data.

Student records shall respect such student rights as enumerated by law and the information contained in them shall be clear and accurate. Amendment of records believed to be inaccurate, misleading or in violation of the privacy rights of the student may be requested.

~~The District recognizes the need for the confidentiality of student records. Therefore, student records shall be available for inspection, review and copying only in accordance with state and federal laws and District policies, rules and regulations.~~

~~The building principal shall have primary responsibility for the maintenance and confidentiality of all physical and electronic student records kept at his/her assigned school.~~ **Copies of R**ecords for students in special education containing progress and behavioral data shall be maintained in the Office of Special Education and Student Support. The Director of Special Education and Student Support shall have responsibility for the maintenance and confidentiality of all student records kept by the Office of Special Education and Student Support.

~~Annually, the District shall inform adult students and the parents/guardians of minor students of this policy and its implementing procedures. Persons who feel that their rights under federal law have been violated may file a written complaint with the U.S. Department of Education.~~

POLICY 6470
STUDENT RECORDS
PAGE 2

LEGAL REF.:

Wisconsin Statutes

Sections

~~118.125~~ [Pupil records]
~~118.126~~ [Privileged communications]
~~118.127~~ [Law enforcement agency information]
~~146.81–148.83~~ [Health care records; definitions]
~~252.15~~ [Restrictions on use of an HIV test]
~~767.41(7)~~ [Access to records]
~~938.396~~ [Records]
~~20 U.S.C. Section 1232g, 45 C.F.R. Sec. 99~~ [Family Educational Rights and Privacy Act]

Wisconsin Statutes

Section 19.65 [rules of conduct; employee training; and security regarding personally-identifiable information]
Section 48.396 [law enforcement officer records]
Section 115.812(2) [reporting information regarding specified students with disabilities to appropriate county departments]
Section 118.125 [state student records law; policies required]
Section 118.126 [privileged communications related to student alcohol and drug use]
Section 118.127 [law enforcement agency record information]
Section 118.51(8) [full-time open enrollment; disciplinary and special education records]
Section 118.52(10) [part-time open enrollment; disciplinary records]
Section 146.82 [confidentiality of patient health care records]
Section 146.83 [access to patient health care records]
Section 252.15 [access to HIV test results]
Section 767.41(7) [custody and physical placement; parent access to records]
Section 938.396 [access to records; law enforcement and court records]
Section 950.08(2w) [information provided by district attorney to schools in criminal cases]

Federal Laws

20 U.S.C. §1232(g) [Family Educational Rights and Privacy Act, the federal student records law]
34 C.F.R. part 99 [U.S. Department of Education FERPA regulations]
34 C.F.R. part 300, subpart F [U.S. Department of Education IDEA regulations; confidentiality and maintenance of records]
20 U.S.C. §7908 [providing high school students' contact information to military recruiters and institutions of higher education]
10 U.S.C. §503(c) [providing high school students' contact information to military recruiters]
42 U.S.C. §1758(b)(6) [heightened privacy rules for students' eligibility status and other National School Lunch Program records; see also 7 C.F.R. §245.6]

POLICY 6470
STUDENT RECORDS
PAGE 3

CROSS REF.: 1240 –Access to Public Records
 5910 –Children of Divorced or Separated Parents
 6330, Privacy Rights in District Programs
 6452, Student Progress Reporting
 6460, Testing/Assessment

Special Education Program and Procedure Manual

ADMINISTRATIVE REGULATIONS: None

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RULE 6470

STUDENT RECORDS

**GUIDELINES FOR THE MAINTENANCE AND
CONFIDENTIALITY OF STUDENT RECORDS**

A. DEFINITIONS

"Student records" include all data relating to an individual student other than notes or records maintained for personal use by teachers or other certified personnel that are not available to others, and records necessary for and available only to persons involved in the psychological treatment of a student, **records created or received by the District after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student, and law enforcement unit records.**

1. "Progress records" mean those ~~pupil's~~ **student** records which include the ~~pupil's~~ **student's** grades, a statement of the courses ~~the pupil has taken~~, the ~~pupil's~~ attendance record, the ~~pupil's~~ immunization records, ~~any lead screening records~~, and records of the student's school extracurricular activities.
2. "Behavioral records" mean those student records which include psychological tests, personality evaluations, records of conversations, any written statement relating specifically to an individual ~~pupil's~~ **student's** behavior, tests relating specifically to achievement or measurement of ability, the ~~pupil's~~ physical health records, other than immunization records ~~or any lead screening records~~, law enforcement officer records and any other ~~pupil's~~ **student** records which are not progress records.
 - a) "Special education records" include referral information (including notices and forms), signed parent/guardian consent for evaluation, individualized education program (IEP) team evaluations, individual reports, etc., the student's IEP, placement decisions and signed parent/guardian consent or refusal, medical evaluations and prescriptions required to substantiate health care plans and medical evaluations used to substantiate a determination of disability.
 - b) "Law enforcement agency records" include those records and other information obtained from a law enforcement agency relating to: (1) the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the District, (2) the illegal possession of a dangerous weapon by a student, (3) an act for which a District student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating any state or federal criminal laws, and (4) the act for which a student enrolled in the District was adjudged delinquent. The law enforcement agency may provide such record information to the District on its own initiative or on the request of the District Administrator or designee, subject to the agency's official policy. The District may also enter into an interagency agreement with law enforcement and other appropriate agencies to provide for the routine

disclosure of record information in accordance with state law provisions. If a law enforcement agency denies access to any of the aforementioned records, the District may file a petition with the court seeking access to the records based on legitimate educational or safety interests in the records.

b) ~~"Law enforcement unit records" means records from a law enforcement agency relating to: (1) the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the District, (2) the illegal possession of a dangerous weapon by a child, (3) the act for which a juvenile enrolled in the District was adjudged delinquent, and (4) an act for which a District student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating certain specified laws. Such records may be provided to the District upon request of the Superintendent of Schools or designee, or upon the law enforcement agency's own initiative based on agency policy. Upon receipt of the records, the Superintendent or designee shall inform the student named in the records and the parent/guardian of a minor student named in the records of the information.~~

c) "Court records" include those records received from a court clerk concerning a juvenile enrolled in the District who: (1) has had a petition filed with a court alleging that he/she has committed a delinquent act that would be a felony if committed by an adult, (2) has been adjudged delinquent, (3) has school attendance as a condition of his/her court dispositional order, or (4) has been found to have committed a delinquent act at the request of or for the benefit of a criminal gang that would be a felony if committed by an adult and has been adjudged delinquent on that basis.

e)d) "Student physical health records" are those student records that include basic health information about a student including: the student's immunization records, an emergency medical card, a log of first aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the State Superintendent of Public Instruction.

d)e) "Student patient health care records" include all records relating to the health of a student prepared by a health care provider that are not included in the "student physical health records" definition above. **Any record that is required to be treated as a patient health care record is subject to different disclosure and confidentiality requirements than other behavioral records.**

3. Directory Data - The School Board has designated the following information as student directory data: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and the name of the school most recently previously attended by the pupil, and other similar information. **Parents have the option to designate sharing of student directory data through the annual online registration process and at any point during the school year. General directory requests will not include those students whose parents have opted out of sharing this information.**
4. Adult Student means a student who has attained 18 years of age. The consent required of and the rights accorded to the parent/guardian of a student while he/she was a minor shall thereafter only be required of and accorded to the adult student, except as otherwise provided.
- 4.5. Law enforcement unit records include those records maintained by a law enforcement unit of the District that were created for the purpose of law enforcement. A "law enforcement unit of the District" is an individual, office, department, division or other component of the District that is authorized by the School Board to do any of the following: (1) enforce any law or ordinance, or refer to the appropriate authorities a matter for enforcement of any law or ordinance against any person other than the school district; and/or (2) maintain the physical security and safety of a public school. Law enforcement unit records relating to students must be treated according to the same limitations on use and disclosure that apply to a law enforcement agency's treatment of any student's records.

B. CONFIDENTIALITY OF STUDENT RECORDS

All student records are confidential, subject to (1) the following exceptions, (2) any other disclosures of student records that may be mandated by state or federal law, and (3) any more specific restrictions on disclosure that are imposed by a state or federal law that protects specific records to a greater extent than provided under these procedures:

1. Release of Student Records to Adult Students and Parents/Guardians

- ~~a) Adult students and the parents/guardians of minor students shall have the right to inspect, review and copy student records in accordance with state and federal laws and District rules and regulations.~~

~~Either parent/guardian may exercise his/her right to inspect records unless the school has been provided with evidence that there is a state law or court order~~

- ~~b) governing such matters as a divorce decree, separation or custody agreement~~

~~or other legally binding instrument which specifically provides to the contrary.~~

- a) A student or the parent or guardian of a minor student shall, upon request, be shown and provided with a copy of the student's progress records.
- b) To the extent authorized by state and federal law, an adult student or the parent or guardian of a minor student shall, upon request, be shown the student's behavioral records in the presence of a person qualified to explain and interpret the records. Such a student or parent or guardian shall, upon request, be provided with a copy of the behavioral records.
- c) To the extent authorized by state and federal law, a parent shall have access to a student's school records regardless of whether the parent has legal custody of the student, unless the parent has been denied periods of physical placement with the child as ordered by the court.
- e)d) Personally identifiable information from an adult student's records may be disclosed to the student's parent(s)/guardian, without the adult student's written consent, if the adult student is a dependent of his/her parent(s) or guardian under the Internal Revenue Code. An exception shall be made when an adult student has informed the school, in writing, that the information may not be disclosed.
- d)e) Adult students or parents/guardians of minor students shall be provided a copy of the student's records upon request, including the student's transcript, at no cost consistent with legal requirements. Transcripts requested by adult students or parents/guardians of minor students to be provided to other persons, agencies or institutions shall be provided at cost.

2. Access to Student Records (Other than Patient Health Care Records) by School Officials

- a. School officials shall have access to a student's records only if they have a legitimate educational interest, including safety interest, in the record. A "school official" is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a law enforcement officer(s) who is individually designated by the Board and assigned to the District, a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, hearing officer, auditor, medical consultant or therapist); or a person serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.
- b. Law enforcement agency record information received by the District may be made available to those school officials with legitimate educational interests, including safety interests, in the information. If law enforcement agency record information

- obtained by the District relates to a District student, the information may also be disclosed to those District employees who have been designated by the Board to receive that information for the purpose of providing treatment programs for District students. The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, except action under the District's athletic/activity code.
- c. Law enforcement unit records may be made available to school officials under the same conditions as outlined above regarding access to law enforcement agency record information.
 - d. Court records obtained by the District must be disclosed to District employees who work directly with the juvenile named in the records or who have been determined by the Board to have legitimate educational interests, including safety interests, in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, except action under the District's athletic/activity code.
 - e. Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by individualized education program teams under special education laws.
2. **3.** Release of Student Progress or Behavioral Records (Other Than Patient Health Care Records) to Others
- a) Student records shall be disclosed at the request or order of a court. The District will make a reasonable effort to notify a parent or guardian of a court order for disclosure of student records prior to complying with the order except when (1) a parent or guardian is a party to a court proceeding involving child abuse and neglect or dependency matters and the order is issued in the context of such a proceeding; (2) the court order itself prohibits such notice; (3) or any applicable law prohibits disclosure of the order to the parent or guardian.
 - a) ~~The judge of any court of Wisconsin or the United States shall, upon request, be provided by the Board Clerk or designee with a copy of the progress records of a student who is the subject of any proceeding in such court. A reasonable effort shall be made to notify the adult student or parent(s)/guardian of a minor student in advance of compliance.~~
 - a) ~~Names of dropouts shall be provided to a court in response to an order under the state law governing municipal school dropout ordinances.~~
 - b) If school attendance is a condition of a student's dispositional order under ~~section 48.355(2)(b)7 or 938.358(2)~~ **state law**, the District shall notify the court or, if the student is under the supervision of an agency, the agency ~~the county department that~~ is responsible for supervising the student shall be notified within five days after any violation of the condition by the student.

- c) A law enforcement agency shall be provided a copy of a student's attendance record if the law enforcement agency certifies in writing that the student is under investigation for truancy or for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student's attendance record information except as permitted by law. If a student's attendance record is disclosed to a law enforcement agency for purposes of a truancy investigation, the student's parent/guardian shall be notified of that disclosure as soon as practicable after that disclosure.
- d.) A fire investigator shall be provided a copy of a student's attendance record if the fire investigator certifies in writing that: (a) the student is under investigation for arson, (b) the student's attendance record is necessary for the fire investigator to pursue his/her investigation, and (c) the fire investigator will use and further disclose the student's attendance record only for the purpose of pursuing that investigation.
- e.) The District may disclose student records to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of any individual. In making this determination, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from student records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. The District shall record the following information when it discloses student record information under this exception: (1) the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and (2) the parties to whom the District disclosed the information.
- f.) For any purpose concerning the juvenile justice system and the system's ability to effectively serve a student, prior to adjudication:
 - 1. The District shall disclose pertinent student records to an investigating law enforcement agency or district attorney if the person to whom the records are disclosed certifies in writing that the records concern the juvenile justice system and the system's ability to effectively serve the student, relate to an ongoing investigation or pending delinquency petition, and will not be disclosed to any other person except as otherwise authorized by law.
 - 2. The District may disclose student records to a city attorney, corporation counsel, agency as defined in section 938.78(1) of the state statutes, intake worker under section 48.067 or 938.067 of the statutes, court of record, municipal court, private school or another school board if disclosure is pursuant to an interagency agreement and the person to whom the records are disclosed certifies in writing that the records will not be disclosed to any other person except as otherwise authorized by law. This disclosure can be made for any purpose concerning the juvenile justice system and the system's ability to serve a student prior to adjudication.

- g. On request, the District may disclose student records that are pertinent to addressing a student's educational needs to a caseworker or other representative of the Department of Children and Families, a county department under sections 46.215, 46.22 or 46.23 of the state statutes, or a tribal organization, as defined in 25 USC 450b(L), that is legally responsible for the care and protection of the student, if the caseworker or other representative is authorized by the department, county department, or tribal organization to access the student's case plan. *{Editor's Note: Section 118.125(2)(g) of the state statutes authorizes the limited disclosure of student records to representatives of certain social service agencies and tribal organizations, as identified in this paragraph. However, the relevant statutes are ambiguous concerning whether a school board must first enter into a memorandum of understanding, as described in section 115.298(1)(b), in order to use this authority. Therefore, school districts may wish to seek legal advice on the implementation of this exception to student-record confidentiality, including the advisability of executing such a memorandum of understanding with at least those social service agencies with which the district has regular contact.}*
- h. The District, when reporting a crime that may have been committed by a student with a disability, is required to ensure that copies of the student's special education and disciplinary records are provided to the law enforcement authorities to whom the District has reported the crime. However, such disclosures must be pursuant to an applicable provision for disclosure under state and federal student records law. In general, the District will consider the following: (1) whether disclosure of the records is appropriate due to the existence of a health and safety emergency; and (2) if no imminent emergency exists, whether parent or guardian consent has been obtained for the disclosure or whether some other basis exists under the state and federal student records laws.
- i. The District shall make student records available for inspection or, upon request, disclose the contents of student records to authorized representatives of the Department of Corrections, the Department of Health Services, the Department of Children and Families, the Department of Justice, or a district attorney for use in the prosecution of any proceeding or any evaluation conducted under Chapter 980 of the state statutes (related to commitment of sexually violent persons), if the student records involve or relate to an individual who is the subject of the proceeding or evaluation.
- j. Upon the written permission of an adult student, or the parent or guardian of a minor student, the school shall make available to the person named in the permission form the student's progress records or such portion of his/her behavioral records as determined by the person authorizing the release. Law enforcement records may not be made available under this exception unless specifically identified by the adult student or by the parent or guardian of a minor student in the written request.
- k. Student records shall be provided to a court in response to a subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The District will make a reasonable effort to notify a parent or guardian of the subpoena prior to complying with the subpoena except when (1) a parent or guardian is a party to a court proceeding involving child abuse and neglect or dependency matters and the subpoena is issued in the context

of such a proceeding; (2) the subpoena itself prohibits such notice; (3) or any applicable law prohibits disclosure of the subpoena to the parent or guardian.

- I. Under conditions where the disclosure is permitted under both state and federal law, the District shall provide to the DPI, or another authorized federal, state, or local agency, or such an agency's authorized representative, any student record information that relates to an audit, evaluation, or any compliance or enforcement activity, that is associated with a federal or state-supported education program. In the case of disclosures to DPI, the District shall provide student records needed by the department to determine compliance with requirements under Chapters 115 to 121 of the state statutes. Student records may also be provided to the DPI for other purposes consistent with both state and federal law.
- m. Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements. Summary student immunization data shall be reported. Individual student information for those students out of compliance with school immunization laws shall not be reported to the local health department or to the District Attorney without specific written parental consent for the reporting.
- n. Upon request and after obtaining written consent to the extent required by federal law, the names of students who have withdrawn from school prior to graduation to participate in a program leading to high school graduation or an equivalency diploma shall be provided to the technical college district board in which the public school is located or, for verification of eligibility for public assistance, to the Department of Health Services, the Department of Children and Families or a county department under section 46.215, 46.22 or 46.23 of the state statutes.
- o. Annually, on or before August 15, the District shall report to the appropriate community services boards established under sections 51.42 and 51.437 the names of students who reside in the District, who are 16 years of age or older, who are not expected to be enrolled in an educational program two years from the date of the report and who may require services under section 51.42 or 51.437 (community mental health, development disabilities, alcoholism and drug abuse). The parent(s) or guardian(s) of such students shall be contacted to obtain informed consent prior to making such a report.
- p. The District shall provide student records necessary for purposes of open enrollment in another public school district to the extent required by law. These records may include copies of any individualized education program (IEP) that has been developed for a student with a disability and the following student discipline-related records:
 - (1) A copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the student;
 - (2) A written explanation of the reasons for the expulsion or pending disciplinary proceedings; and
 - (3) The length of the term of the expulsion or the possible outcomes of the pending proceedings.

Student records shall be made available to persons employed in the District which the student attends who are required by the state to hold a license and to other school district officials who have been determined by the Board to have legitimate educational interests, including safety interests, in the student records. A "school official" is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police school liaison personnel); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as attorney, auditor, medical consultant, therapist, outreach

b) worker or CLC coordinator); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interests" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.

1. Law enforcement records received by the District may be made available to those school officials with legitimate educational interests, including safety interests, in the information. If law enforcement record information obtained by the District relates to a District student, the information may also be disclosed to those District employees who have been designated by the Board to receive that information for the purpose of providing treatment programs for District students. The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the District's athletic code.

2. Court records obtained by the District must be disclosed to District employees who work directly with the juvenile named in the records or who have been determined by the Board to have legitimate educational interests, including safety interests, in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school.

e) Upon the written permission of an adult student, or the

~~parent(s)/guardian of a minor student, the school shall make available without unnecessary delay to the person named in the permission form a copy, at cost, of the student records requested. The form for requesting the release of records must include the following information: (1) the specific records that are authorized to be released, (2) the reasons for such release, and (3) the parties or person to whom the information shall be released. Law enforcement officer records may not be made available under this exception unless specifically identified by the adult student or by the parent/guardian of a minor student in the written permission.~~

~~Student records shall be provided to a court in response to a subpoena by parties to an action, or in compliance with a judicial order, to be used only for purposes of impeachment of any witness who has testified in the action. After an in-camera inspection, the court may turn said records~~

- ~~d) or parts thereof over to parties in the action or their attorneys if said record would be relevant and material to a witness' credibility or competency. A reasonable effort shall be made to notify the adult student, or parent(s)/guardian of a minor student in advance of compliance with the order.~~
- ~~e) The Board shall disclose a student's records in compliance with a court-ordered educational plan after making a reasonable effort to notify the student's parent(s) or guardian.~~
- ~~f) The Superintendent of Schools or designee may provide the Department of Public Instruction (DPI) or other public officer with any information required under chapters 115 to 121 of the state statutes. Upon request, the DPI shall be provided with any student record information that relates to an audit or evaluation of a state-supported program or that is required to determine compliance with state law provisions. Information reported shall be kept confidential by the DPI.~~
- ~~g) Notwithstanding their confidentiality, student records may be used in suspension and expulsion proceedings and by an IEP team.~~
- ~~h) Information from a student's immunization records shall be made available to state and local health officers to carry out immunization requirements.~~
- ~~i) The district board of the technical college district in which the school district is located or, for verification of eligibility for public assistance, the department of health and family services, the department of~~

~~workforce development or a county department under sections 46.215, 46.22 or 46.23 of the state statutes shall, upon request, be provided with the names of students who have withdrawn from the public school prior to graduation.~~

- j) ~~The District shall, upon request, provide another public school district in Wisconsin student disciplinary records necessary for purposes of public school open enrollment. These records include: (1) a copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the student; (2) a written explanation of the reasons for the expulsion or pending disciplinary proceedings; and, (3) the length of the term of the expulsion or the possible outcomes of the pending disciplinary proceeding.~~

Copies of student records shall be provided without unnecessary delay at cost to the person or agency who is authorized to inspect them.

~~3.2.~~Release of Student Patient Health Care Records

Except as otherwise provided, student patient health care records may only be released to persons specifically designated in the state patient health care records laws or to other persons with the informed consent of the patient or a person authorized by the patient. Any part of a student health care record that concerns the results of a test for the presence of HIV or antibody to HIV (the virus which causes acquired immune deficiency syndrome - AIDS) shall be confidential and may be disclosed only with the informed written consent of the test subject.

~~4.3.~~Release of Directory Data

Directory data will be released as outlined below, unless the parent/guardian or adult student informs the principal of any or all items he/she does not wish to have released without prior written consent of the parent/guardian or adult student. The District will give annual written notice to adult students and parents/guardians of the categories of information that the Board has designated as directory data with respect to each student and inform them that they may inform the school that all or any part of the directory data may not be released without the prior consent of the parent/guardian or adult student. The District will not release directory data after the District has been restricted from doing so by any of those parties.

- a) If a school has followed the notification procedure outlined above, and the adult student or parent/guardian does not object to the directory data being released, the building principal or district may release student directory data.
- b) If a school has followed the notification procedure as outlined above, and the adult student or parent/guardian does not object to the directory data being released, the Board Clerk or designee shall, upon request, provide a technical

college district board with the name and address of each such student who is expected to graduate from high school in the current school year.

- c) If the school has followed the notification procedure outlined above, and the adult student or parent/guardian does not object to the directory data being released, the Board Clerk or designee shall, upon request, provide any representative of a law enforcement agency, district attorney, city attorney or corporation counsel, county department under sections 46.215, 46.22 or 46.23 or a court of record or municipal court with such directory data information relating to any such student enrolled in the District for the purpose of enforcing that student's school attendance, to respond to a health or safety emergency or to aid in the investigation of alleged criminal or delinquent activity by a student enrolled in the District.

5.4. Transfer of Records

~~No later than the next working day, The District shall transfer to another school or school district all student records relating to a specific student if it has received written notice:~~
~~(a) from an adult student or the parent/guardian of a minor student that the student intends to enroll in the other school; (b) from the other school district that the student has enrolled; or (c) from a court that a student has been placed in a secured correctional facility, secured child caring institution or a secured group home.~~ **The District shall transfer to another school (including private schools and out-of-state schools) or school district all student records relating to a specific student (including disciplinary and other behavioral records; and not including records treated as patient health care records or certain treatment records for which informed consent for disclosure has not been obtained) if it has received written notice:**

- a. from an adult student or the parent or guardian of a minor student that the student intends to enroll in the other school or school district;**
- b. from the other school or school district that the student has enrolled; or**
- c. from a court that a student has been placed in a secured correctional facility, secured child caring institution or a secured group home.**

The District forwards student records as requested so long as the disclosure is for purposes related to the student's enrollment or transfer.

Student records shall be transferred no later than the next working day of receiving the records transfer request.

C. APPEALING THE CONTENT OF STUDENT RECORDS

~~— An adult student or the parent/guardian of a minor student who believes that information contained in the student's records is inaccurate, misleading or violated the privacy rights of the student may request that the principal amend these records.~~

~~If the principal does not amend the records as requested by the parent/guardian or adult student, the principal shall notify the parent/guardian or adult student of this decision and advise him/her of the right to a hearing in order to challenge the contents of the student records.~~

- ~~1. If the adult student or the parent/guardian of a minor student is not satisfied with the principal's decision, the decision may be appealed to the Superintendent or designee, within 10 days from receipt of the principal's decision.~~
- ~~2. A request for a hearing should be in writing and include a specific statement of which records and how such records are inaccurate, misleading or otherwise in violation of the privacy rights of the student.~~
- ~~3. After the hearing, the parent/guardian or adult student will receive a written decision. If the decision is that the challenged information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, the parent/guardian or adult student shall be informed of the right to place in the student records a statement commenting upon the information in the records and/or setting forth any reasons for disagreeing with the decision.~~
1. A parent or guardian or adult student who believes that information contained in the student's records is inaccurate, misleading or otherwise in violation of the student's rights of privacy may request the District to amend the records. Such request shall be addressed in writing to the school official having custody of the records. Within a reasonable time after receiving the request, the person having custody of the records shall decide whether to amend the records in accordance with the request and inform the parent or guardian or adult student of the decision.
2. If the person having custody of the records refuses to amend the records, he/she shall inform the parent or guardian or adult student of the refusal and advise him/her of the right to a hearing. The request for the hearing shall be filed in writing with the District

Administrator or designee. The parent or guardian or adult student shall be given notice of the date, place and time of the hearing reasonably in advance of the hearing.

- a. The hearing shall be conducted by the District Administrator or designee, who must be someone who does not have a direct interest in the outcome of the hearing.
- b. The parent or guardian or adult student shall be afforded the opportunity to present relevant evidence and may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.
- c. The decision of the hearing officer shall be based solely upon the evidence presented and shall include a summary of the evidence and the reason for the decision.
- d. The hearing shall be held and the parent(s) or guardian or adult student informed of the hearing officer's decision in writing within a reasonable period of time after the hearing.

- e. If the hearing officer decides that the information is inaccurate, misleading or otherwise in violation of the student's privacy rights, the education records of the student shall be amended accordingly.
- f. If the hearing officer decides that the information is not inaccurate, misleading or otherwise in violation of the student's privacy rights, the District shall inform the parent or guardian or adult student of the right to place a statement commenting upon the information in the education records and/or describing reasons for disagreeing with the decision of the hearing officer.

D. RECORDS MAINTENANCE AND DESTRUCTION

1. While students are attending school in the District, their records shall be maintained in the school of attendance. Upon transfer of the student to another school operated by the District, the records shall be transferred to that school. Special education student records shall be maintained as outlined below. **Patient health care records, law enforcement agency and law enforcement unit records shall be maintained separately from a student's other records.**
2. ~~Physical~~ Student records shall be contained **within the student information system when possible. Physical student records that are not in the electronic system will be maintained in the student record folder.** ~~on and in the printed folder adopted by the District for such purpose. Each student record folder shall be examined at least annually for the purpose of eliminating extraneous or outdated materials contained therein. The principal will be responsible for having student records current and designating professional staff to review the student record folder.~~
3. A record of each request for access to and each disclosure of personally identifiable information from a student's record folder shall be maintained with such student's records, except when the request is from or the disclosure is to the following person/party:
 - the parent/guardian or adult student;
 - a school official;
 - a party with written consent from the parent/guardian or adult student;
 - a party seeking directory data; or
 - a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed.

~~Special Education Records—Student special education records will be maintained by the Director of Special Education and Student Support in accordance with District policy, rules and regulations. The District shall maintain a listing of~~

~~employees and their positions who are authorized to have access to records of special education students. This listing shall be posted in an area accessible to the public. All persons collecting or using personally identifiable information from student special education records shall receive training or instruction regarding the policies and procedures that the District has undertaken to ensure the confidentiality of any personally identifiable information maintained or collected by the District.~~

- ~~4. When the student ceases to be enrolled in a school operated by the District, within six months from the time that the student left the District, his/her records will be transferred to the Office of Special Education and Student Support. Records that are transferred to the Office of Special Education and Student Support when the student ceases to be enrolled shall be maintained as follows:~~

- ~~a. All behavioral records will be destroyed one year after the date the student graduated from or last attended the school unless the student and his/her parent/guardian if the student is a minor gives permission that the records may be maintained for a longer period of time. All behavioral records not previously destroyed will be maintained through electronic media. Where such written permission is received, behavioral records generally will be destroyed five years after the date the student graduated from or last attended school.~~

- ~~a. Five years after the student ceases to be enrolled in the school system, all progress records will be maintained on electronic media and the original progress records (permanent record card) destroyed.~~

4. When a student ceases to be enrolled in a school operated by the District, the student's remaining student records shall be maintained as follows:

- a. Behavioral records that are identifiable to the student will be maintained for no longer than one year after the student graduated from or last attended the school unless the student or his/her parent or guardian, if the student is a minor, gives permission that the records may be maintained for a longer period of time.
- The District will normally request consent to maintain the behavioral records of such former students (such as students with disabilities) for the period of time that such records may be needed for program audit purposes. If the District does not obtain such consent, the District will arrange to maintain records needed for audit purposes in a manner that is not identifiable to the individual student.
- b. Student progress records shall be maintained for a minimum of 5 years after the student graduates or ceases to be enrolled in the District, *except that a student's high school transcript shall be maintained permanently.*
- c. Any request for the "directory data" of a former student will be treated according to the District's policy on "directory data," and, to the extent applicable, the District will continue to honor any valid request to opt out of the disclosure of directory

information (e.g., such as the opt-out decision that was in effect when the student was last in attendance), unless such opt-out decision is appropriately rescinded.

5. The Director of Special Education and Pupil Services shall oversee the management of the records of students with disabilities.
 - a. The District shall inform the parent(s) or guardian of a student with disabilities, or the adult student if applicable, when personally-identifiable information that was collected, maintained, or used under the Individuals with Disabilities Education Act (IDEA) is no longer needed to provide educational services to the child. Except for a record of a student's name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed, such personally identifiable information must be destroyed at the request of the parent(s), guardian, or adult student. By submitting a timely written request, the parent, guardian, or student may elect to take possession of the personally-identifiable records in lieu of having the records destroyed.
 - b. Such a notice that certain records are no longer needed to provide a child with educational services will normally be given at the time the child graduates or otherwise ceases to be enrolled in the District. As further described above, the District will also normally, at the same time, request consent to maintain particular records for the additional time period that they are needed for program audit purposes.

A. COMPLAINTS REGARDING ALLEGED NONCOMPLIANCE WITH FEDERAL REQUIREMENTS

Adult students or parents or guardians of minor students may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education for alleged District noncompliance with requirements of the federal Family Educational Rights and Privacy Act (FERPA).

B. ANNUAL NOTICE

Parents, guardians and adult students shall be notified annually of the following: (1) their rights to inspect, review and obtain copies of student records; (2) their rights to request the amendment of the student's school records if they believe the records are inaccurate, misleading or otherwise in violation of the student's rights of privacy; (3) their rights to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent; and (4) their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

The notice shall be distributed to parents and guardians and adult students at the beginning of each school year. When a student transfers into the District after the above notice has been given, the student and his/her parent(s) or guardian shall receive a copy of the notice at the time and place of enrollment.

C. OTHER NOTICES

In a manner consistent with the requirements of applicable law, the District shall provide parents, guardians, and adult students with notice of the District's student directory data designations and their right to opt-out of the release of such information as student directory data.

With respect to high school students, the District shall also provide parents, guardians, and adult students with notice of the rights of parents, guardians, and eligible students to direct the District not to release certain student contact information to military recruiters or institutions of higher education without first obtaining prior written consent from the parent or guardian of a minor student or (if applicable) the adult student. Unless a parent, guardian, or eligible student has affirmatively opted out of such disclosures of student contact information, federal law requires the District (1) to provide the names, addresses, and phone numbers of high school students to military recruiters and to institutions of higher education upon request; and (2) to additionally provide high school students' electronic mail addresses to a military recruiter upon request.

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**Kenosha Unified School District
Kenosha, Wisconsin**

May 27, 2025

REPORT OF CONTRACT IN AGGREGATE OF \$50,000 - NEXTPATH

School Board Policy 3420-Purchasing, 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
NextPath	Data integration platform which includes annual per pupil licensing fee, onboarding and introductory training.	\$94,000.00

NextPath is a digital platform that will provide educators the tools to make data informed decisions, remove barriers, and support students’ learning. NextPath is a comprehensive, all in one data platform that streamlines interventions and supports student success. This platform is designed to simplify data management and empower educators with the tools needed to make informed, data-driven decisions.

The Purchase/Contract Rationale is provided in Appendix A. The quote from NextPath is provided in Attachment 1.

Recommendation

Administration recommends that the Board of Education approve the \$94,000.00, one year renewal contract beginning July 1, 2025, with NextPath.

Dr. Jeffrey Weiss
Superintendent of Schools

Mr. Tarik Hamdan
Chief Financial Officer

Mrs. Wendy Tindall
Chief Academic Officer

Mr. Kristopher Keckler
Chief Information Officer

Ms. Amy Franz
Purchasing Agent

Mrs. Jody Cascio
Multi Level Systems of Support Coordinator

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: NextPath

Purchased Good/Program: Annual license for data integration platform

Start Date/Date Needed: July 1, 2025

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

The purpose of this purchase is to adopt NextPath, a comprehensive, all-in-one data platform that will enhance our district's ability to manage student information, streamline interventions, and support student success. This platform is designed to simplify data management and empower educators with the tools needed to make informed, data-driven decisions.

Key Benefits and Features

1. Centralized Student Planning & Family Access

- Easily create, manage, and track Act 20 Personal Reading Plans.
- Guardians and students can log in to view, acknowledge, and contribute input through tools like the Glimpse Tool, which gathers information on family history and reading interests.

2. Behavior Tracking & Intervention Management

- Easily access student behavior data with insights to necessary next steps.
- Use Daily Point Sheets to monitor behavior trends and manage expectations.
- Automatically notify staff of incidents and track follow-up actions using dedicated intervention workflows.

3. Assessment Data & Key Indicators

- Input and analyze custom assessment data not stored elsewhere.
- Monitor college readiness, graduation progress, and other district-defined early warning indicators.

4. Collaborative Workspaces & Dashboards

- Enable teams to monitor student progress and make real-time, data-informed decisions.
- Share critical insights quickly and securely across staff using simple data-sharing tools.
- Create, manage, and track Language Plans, Tier 2, 3 interventions, and Act 20 Personal Reading Plans

5. Learner Profiles & Student Insights

- Collect feedback from families and students to build comprehensive learner profiles.
- Integrate performance data and feedback to highlight individual strengths and areas of need.

Why NextPath?

- Combines multiple tools into a single, user-friendly platform.
- Enhances collaboration among staff and improves family engagement.
- Supports continuous improvement through customizable dashboards and real-time tracking of student progress.

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

The total cost of a one year renewal is \$94,000.00. The funding source is the Teaching and Learning budget. The onboarding cost is \$500, while the annual per pupil rate for the initial three year contract is \$5.00.

3. REQUEST FOR PROPOSAL (RFP) – indicate if an RFP has been completed X YES NO

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

NextPath provides educators the tools to make data informed decisions, remove barriers, and support students' learning. Use of this platform strengthens Evidence-Based Improvement Strategies within KUSD District Improvement Plan and School Improvement Plans.

Strategy 1: *Ensure that all students receive high-quality instruction, grade level content, deep engagement and high expectations through the **effective use of data.*** [HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes](#)

- Common assessment data
- State assessment data
- Learning walks
- Tier 2 and Tier 3 intervention decisions and monitoring
- Act 20 implementation
- Growth of a Graduate

Strategy 2: *Cultivate a safe, positive learning environment.*

- Behavior data
- Learning walks

Strategy 3: *Foster and strengthen family and community engagement.*

- Student, Family and Community surveys
- Student and Family accessibility

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

July 1, 2025

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

Appropriate Leadership Signature_____ **Date**_____



NEXTPATH
EDUCATION

APPENDIX A
ATTACHMENT 1
QUOTE

NextPath LLC

5731 West Burrwood Drive
Janesville, Wisconsin 53548
United States

6084920987

payables@nextpath.app

BILL TO

Kenosha Unified School District

Jody Cascio
3600 52nd Street
Kenosha, Wisconsin 53144
United States

jcascio@kUSD.edu

Estimate Number: 20251082

Estimate Date: March 6, 2025

Valid Until: April 20, 2025

Estimate Total (USD): \$94,000.00

Items	Quantity	Price	Amount
Onboarding & NextPath Introductory Training Meetings held virtually	1	\$500.00	\$500.00
License Fees Annual Subscription	18700	\$5.00	\$93,500.00
Total:			\$94,000.00
Estimate Total (USD):			\$94,000.00

Notes / Terms

Service Date for Quote: July 1, 2025 - June 30, 2026 invoiced in July, 2025

The quote and prices herein are valid for 45 days. We will gladly fill out paperwork for ACH payments or checks should be made payable to NextPath LLC.

We are hopeful to hear from you soon. At NextPath, we strive to provide the most innovative and helpful educator solutions and couldn't do so without your support. Please reach out to us with any questions.

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

May 27, 2025

Proposed School Year 2026-27 Instructional Calendars

The 2026-27 Instructional Calendars for the KUSD boundary schools mirror the last several years in regards to spacing and a quarterly structure. 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 providing an additional day off for students for Spring Break. The alternative calendar for Frank Elementary is still the only KUSD School that has students begin prior to September 1. All KUSD choice schools will have a similar calendar, and published on their school websites and shared with their families. A calendar committee is scheduled to convene in the fall of 2025 to gather input and considerations for future calendar proposals. 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:

- 2026-27 Instructional Calendar Description
- 2026-27 Elementary Instructional Calendar
- 2026-27 Frank Elementary Alternative Instructional Calendar
- 2026-27 Middle School Instructional Calendar
- 2026-27 High School Instructional Calendar

Recommendation

Administration recommends that the School Board review and accept the proposed Instructional Calendars for 2026-27 at its May 27, 2025, regular School Board meeting.

Dr. Jeffrey Weiss
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

William Haithcock
Chief of School Leadership

Wendy Tindall
Chief Academic Officer

2026-2027 SCHOOL YEAR GENERAL INSTRUCTIONAL CALENDAR

August 17-20 (Monday- Thursday)	New Instructional Staff Orientation
August 24 (Monday)	All Instructional Staff Report
September 1 (Tuesday)	Students Report
September 7 (Monday)	Labor Day, District Closed
October 16 (Friday)	Staff Professional Learning Workday, No Students Report
October 29 (Thursday)	First Quarter Ends
October 30 (Friday)	Staff Workday, No Students Report
November 25-27 (Wednesday-Friday)	Thanksgiving Recess
December 11 (Friday)	Staff Professional Learning Workday, No Students Report
December 21 (Monday)	Winter Recess Begins, District Closed
January 4 (Monday)	Students Report
January 18 (Monday)	Dr. Martin Luther King, Jr. Day, District Closed
January 21 (Thursday)	Second Quarter Ends
January 22 (Friday)	Staff Workday, No Students Report
February 12 (Friday)	Staff Professional Learning Workday, No Students Report
March 12 (Friday)	Staff Professional Learning Workday, No Students Report
March 24 (Wednesday)	Third Quarter Ends
March 25 (Thursday)	Staff Workday, No Students Report
March 26 (Friday)	Spring Recess Begins, Schools Closed
April 5 (Monday)	Students Report
May 28 (Friday)*	½ Day for Students & Instructional Staff
May 31 (Monday)	Memorial Day, District Closed
June 10 (Thursday)	Fourth Quarter Ends, Last Day for Students
June 11 (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 05/27/2025

KUSD Boundary Elementary School Instructional Calendar 2026-27

July-26						
S	M	T	W	T	F	S
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August-26						
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September-26						
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October-26						
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November-26						
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December-26						
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January-27						
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February-27						
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March-27						
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April-27						
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May-27						
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June-27						
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New Instructional Staff Orientation August 17-20	Student Quarter 1: Sept. 1 to Oct. 29	Elementary School Student Conferences
Instructional Staff Return Session August 24-27	Student Quarter 2: Nov. 2 to Jan. 21	October 8 & February 25 Early release for students, then afternoon and evening conferences
First Day for Students September 1	Student Quarter 3: Jan. 25 to March 24	October 9 & February 26 Morning Conferences (no Students)
Staff Workday: No Students Report 10/30, 1/22, 3/25, 6/11	Student Quarter 4: April 5 to June 10	Professional Learning: No Students Report 10/16, 12/11, 2/12, 3/12
4K Students Start on September 8		School Closed
Half Day Release May 28 for Students & Instructional Staff		
Early Release Fridays and June 10 for Students		

Updated

05/27/25

KUSD Frank Elementary School Alternate Instructional Calendar 2026-27

July-26						
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August-26						
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September-26						
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October-26						
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November-26						
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December-26						
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January-27						
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February-27						
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March-27						
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April-27						
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May-27						
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June-27						
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Instructional Staff Return Session July 29-31	Student Quarter 1: Aug. 3 to Oct. 15	Enrichment Weeks
First Day for Students August 3	Student Quarter 2: Nov. 2 to Jan. 21	October 8 & February 25 Early release for students, then afternoon and evening conferences
4K Students Start on August 17	Student Quarter 3: Jan. 25 to March 18	October 9 & February 26 Morning Conferences (no Students)
Staff Workday: No Students Report 9/25, 1/22, 3/25, 6/11	Student Quarter 4: April 5 to June 10	Professional Learning: No Students Report 8/24, 10/16, 12/11, 2/12, 3/12
Half Day Release May 28 for Students & Instructional Staff		School Closed
Early Release Fridays and June 10 for Students		

Updated

05/27/25

KUSD Boundary Middle School Instructional Calendar 2026-27

July-26						
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August-26						
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September-26						
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October-26						
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November-26						
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December-26						
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January-27						
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February-27						
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March-27						
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April-27						
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May-27						
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June-27						
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20	21	22	23	24	25	26
27	28	29	30			

New Instructional Staff Orientation August 17-20	Student Quarter 1: Sept. 1 to Oct. 29	Middle School Student Conferences
Instructional Staff Return Session August 24-27	Student Quarter 2: Nov. 2 to Jan. 21	October 13, 15 evenings only, February 9, 11 evenings only,
First Day for Students September 1	Student Quarter 3: Jan. 25 to March 24	Professional Learning: No Students Report 10/16, 12/11, 2/12, 3/12
Staff Workday: No Students Report 10/30, 1/22, 3/25, 6/11	Student Quarter 4: April 5 to June 10	School Closed
Half Day Release May 28 for Students & Instructional Staff		
Half Day Release for Students only June 10		

Updated

05/27/25

KUSD Boundary High School Instructional Calendar 2026-27

July-26						
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August-26						
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May-27						
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New Instructional Staff Orientation August 17-20	Student Quarter 1: Sept. 1 to Oct. 29	High School Student Conferences
Instructional Staff Return Session August 24-27	Student Quarter 2: Nov. 2 to Jan. 21	October 27, 29 evenings only, March 2, 4 evenings only
First Day for Students September 1	Student Quarter 3: Jan. 25 to March 24	ACT Assessment. TBD, Juniors only with early release. No school for grades 9, 10, 12.
Staff Workday: No Students Report 10/30, 1/22, 3/25, 6/11	Student Quarter 4: April 5 to June 10	Pre-ACT Assessment. TBD, Grades 9 & 10 only with early release. No school for Grades 11 & 12.
Half Day Release May 28 for Students & Instructional Staff		Professional Learning: No Students Report 10/16, 12/11, 2/12, 3/12
HS Final Exams - Early Release		School Closed
Last day for Graduating Seniors May 27		

Kenosha Unified School District
Kenosha, Wisconsin

May 27, 2025

BOARD GOAL SETTING

In February 2025, the Board conducted their annual self-assessment. At the March 13, 2025, special board meeting, Dr. Kelly Thompson, WASB Search and Governance Consultant, presented and discussed the outcome of the self-assessment. At the April 10, 2025, special board meeting, the Board narrowed their 2025-26 board goals down to four proposed goals. Two of the goals were pertained to the culture and the other two goals pertained to planning. The four proposed goals were approved at the April 29, 2025, regular board meeting and are included below:

Goal Area	Goal	2025	Target
Culture	We will value differences of opinion and not let them degenerate into personality conflicts.	2.00 (KUSD)* 3.19 (WI)	Meet or exceed WI
Culture	We will value positive relationships with the superintendent and fellow board members.	3.00 (KUSD)** 3.37 (WI)	Meet or exceed WI
Planning	We will seek parent input on ideas for workshops (after school events.)	Discussion	
Planning	We will plan/support regular check-ins with the board on community outreach.	Discussion	

* Question on School Board Self-Assessment: We will value differences of opinion and not let them degenerate into personality conflicts.

** Question on School Board Self-Assessment: We work with the superintendent in a spirit of mutual respect, open communication, trust and confidence.

The next step in the board goal setting process is to identify the target areas for the approved board goals.

Mary Modder
School Board President

Dr. Jeffrey Weiss
Superintendent of Schools

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RESOLUTION OF APPRECIATION TO KRISTINE SCHMALING

WHEREAS, Kristine Schmaling was elected to the Board of Education of the Kenosha Unified School District in April 2022, and served faithfully and with honor for three years; and

WHEREAS, she held the positions of treasurer and member during her tenure on the Board; and

WHEREAS, during her terms on the Board she chaired the Planning/Facilities committee and served on the Personnel Committee, as well as the Head Start Committee; and

WHEREAS, during her terms the Board approved the hiring of a new superintendent in 2022; approved spending plans of ESSER I, II and III federal stimulus dollars 2022; approved the relocation of LakeView Technology Academy to the Kenosha Innovation Neighborhood (KIN) at the former Chrysler site in 2022; approved the district's Growth of a Graduate in 2023; approved the Rightsizing recommendations in 2023; approved the Donovan Group for referendum planning in 2024; approved the 2025 Operational Referendum; and approved the exchange of real property agreement with the City of Kenosha for the vacated former school sites and relocation of Hillcrest to the former Wilson site in 2025; and

WHEREAS, she has been an advocate for the staff, students, families and taxpayers of the Kenosha community as she worked to ensure all students 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.

NOW, THEREFORE, BE IT RESOLVED, that the Kenosha Unified School District formally acknowledges and extends profound appreciation to Kristine Schmaling for her years of service and continued support of educating the children of our community.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution 444
May 27, 2025*

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Juneteenth Independence Day 2025

WHEREAS, President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863, proclaiming all individuals enslaved in Confederate territory to be forever free, and ordered the Army and all parts of the executive branch to treat as free all those enslaved; and

WHEREAS, news of the end of slavery did not reach the State of Texas and other Southwestern states until months after the conclusion of the Civil War; and

WHEREAS, on June 19, 1865, Union soldiers, led by Major General Gordon Granger, arrived in Galveston, Texas, and enforced President Lincoln's order, freeing slaves two and a half years after it was first decreed; and

WHEREAS, enslaved African Americans celebrated their freedom and June 19 became known as Juneteenth Independence Day and has served as inspiration and encouragement to future generations – the oldest commemoration of the abolition of history throughout the nation; and

WHEREAS, 46 states, the District of Columbia and countries throughout the world have designated Juneteenth Independence Day as a special day remembrance, reflection, and celebration across the state and the nation, a day to honor the elimination of slavery and to celebrate the proclamation of freedom; and

WHEREAS, President Joe Biden signed legislation into law making Juneteenth, or June 19, the 12th federal holiday, the latest holiday created since Martin Luther King Jr. Day was created in 1983; and

WHEREAS, the day honors the sacrifices made to realize freedom and educates others about the roles that African Americans have played in history and the ongoing fight for equality

NOW, THEREFORE, BE IT RESOLVED that the Kenosha Unified School Board recognizes the importance of Juneteenth Independence Day and supports the annual celebrations and the lessons they teach regarding the significant role African Americans have played in the history of the United States.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

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National Foster Care Month 2025

WHEREAS, Former President Ronald Reagan pronounced May as National Foster Care Month more than 30 years ago to bring foster care issues to the forefront, highlight the importance of permanency for every child, and recognize the essential role that foster parents, social workers and advocates play in the lives of children in foster care throughout the United States; and

WHEREAS, Kenosha Unified's students—including those in foster care—are the future, and they deserve equitable access to every support necessary to thrive and succeed in life; and

WHEREAS, the foster care system exists to ensure the safety and well-being of children during times when they cannot remain safely with their birth families, with the ultimate goal of achieving a safe, loving, and permanent home for each child; and

WHEREAS, foster parents are front-line caregivers for children in crisis, providing essential physical care, emotional support, and educational advocacy, and many go on to adopt children when reunification is not feasible; and

WHEREAS, the need is especially great for families who can care for school-age children, teenagers, sibling groups, children of color, and children with special needs; and

NOW, THEREFORE, BE IT RESOLVED that Kenosha Unified hereby recognizes May as National Foster Care Month and expresses its gratitude to all those who support the foster care system—including caseworkers, volunteers, educators, mental health providers, and advocates—and commits to working collaboratively to ensure that every child has the opportunity to grow up in a safe, loving and permanent family.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution 446
May 27, 2025*

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Resolution Affirming Student Belonging and Inclusion in the Month of June

WHEREAS, Pride Month is celebrated each year in the month of June to honor the events at the Stonewall Inn in 1969, a pivotal moment in the history of LGBTQ+ advocacy in the United States; and

WHEREAS, Pride Month provides an opportunity to recognize the contributions, resilience, and lived experiences of individuals who identify as LGBTQ+; and

WHEREAS, it is a time to reflect on the importance of treating all people with dignity and respect, regardless of background, identity, expression, or beliefs; and

WHEREAS, despite the progress made, LGBTQ+ individuals—especially youth—continue to face discrimination, bullying, and barriers to safety and belonging, making recognition and support from schools and communities critically important; and

WHEREAS, the Kenosha Unified School District is committed to fostering a safe, welcoming, and inclusive environment where all students, staff, and families feel respected and supported; and

WHEREAS, inclusive practices help create learning environments that promote student well-being, academic success, and a genuine sense of belonging for every learner; and

WHEREAS, inclusive practices contribute to positive educational outcomes by creating learning environments where every student in the Kenosha Unified School District has the opportunity to succeed and feel a genuine sense of belonging; and

WHEREAS, the District values the diversity of its school community and upholds the principle that all students deserve equal access to educational opportunities, free from bullying, discrimination, or harassment; and

WHEREAS, this commitment reflects KUSD's broader goals of academic excellence, mutual respect, and civic responsibility for all;

NOW, THEREFORE, BE IT RESOLVED that the Kenosha Unified School Board recognizes June 2025 as Pride Month in KUSD schools and affirms its ongoing commitment to inclusion and the dignity of all individuals across the district and community.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

