



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.

STANDING COMMITTEE MEETINGS

June 10, 2025

5:00 PM – Curriculum/Program Committee

5:45 PM – Planning/Facilities/Charter Review Committee

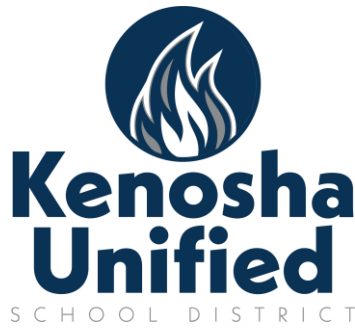
6:30 PM – Audit/Budget/Finance Committee

John J. Hosmanek Educational Support Center

Board Meeting Room

3600 52nd St., Kenosha WI, 53144

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Standing Committee Meeting
Curriculum/Program

June 10, 2025
5:00 – 5:45 P.M.

John J. Hosmanek Educational Support Center – Board Room

Agenda Items

Topic	Purpose	Time allotted
1. Review of Minutes – Price, Chair <ul style="list-style-type: none">2-11-25 Curriculum/Program Committee Meeting Minutes	Sharing	5 Minutes
2. Policy 5118 – Promotion/Acceleration, Policy 5118.1 – Promotion, Policy 5118.3 - Retention/Acceleration, and Administrative Regulation 5118.3 – Retention/Acceleration <ul style="list-style-type: none">Policy 5118.1, 51183.3, and Administrative Regulation 5118.3 were last updated in 1996.Research, state guidance and district internal processes have evolved significantly since 1996.Policy 5118 is a new policy being created to reflect the changes and Policy 5118.1, 51183.3, and Administrative Regulation 5118.3 are being removed.	Sharing/Review	25 Minutes
3. Policy 5119 – Third Grade to Fourth Grade Promotion for Students with a Reading Plan <ul style="list-style-type: none">This is a new policy required due to Act 20. Policy outlines a structured process to determine promotion eligibility.	Sharing/Review	10 Minutes

Other Information

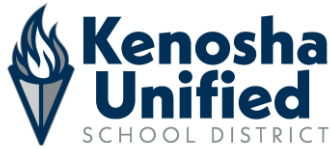
Please note that this is the last meeting for the 24-25 school year. Thank you for serving on the committee.

Please Note: Four or more School Board members may attend the June 10, 2025, Curriculum/Program Standing Committee Meeting. Section 19.82(2), Wisconsin Statutes, states in part as follows:

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

To the extent that four or more members of the School Board attend, the above listed meeting may be rebuttably presumed to be a meeting within the meaning of Wisconsin's open meeting law. Notice is, therefore, given. The Board of Education will take no votes.

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KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM MEETING
John J. Hosmanek Educational Support Center
Board Room
February 11, 2025
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee, chaired by Mr. Price, was called to order at 5:45 p.m. with the following committee members present: Ms. Gayter, Ms. Krajacic, Mr. Bigden-Russell, Mr. Wideman, Mr. Sitamraju, Ms. Zapp, Mrs. Landry, Mr. Tierney, Mrs. Modder, and Mr. Price. Dr. Weiss, Mrs. Tindall, Ms. Stone, Ms. Jackson-Lewis, Mrs. McDonald, Mrs. Lawler, Mr. Kearby, Ms. Shanebrook-Smith, Ms. Cortez and Ms. Cascio were also present. Ms. Adams was excused. Ms. Wallach and Ms. Powell were absent.

Mr. Price welcomed committee members and opened with an ice breaker, asking each to name something good that has happened to them lately. Time was then given to look over the minutes of the previous meeting.

Review of November 12, 2024 Committee Minutes

- Committee of the Whole

There were no suggested changes made to the minutes.

Review of District Improvement Plan – Mid-Year Update

Mrs. Wendy Tindall, Chief Academic Officer, introduced her team and they presented a mid-year update on the District Improvement Plan 2024-27 - Goal 1: Student Achievement.

The presentation included highlighting the three strategies:

- Strategy 1: Ensure that all students receive high quality instruction, grade level content, deep engagement and high expectations through the effective use of data
 - Professional development
 - Content Rounds
 - Student Feedback
 - Tier 3 intervention
 - School Improvement Plan
- Strategy 2: Cultivate a safe, positive learning environment
 - Summer Culture Workshop
 - Culture Teams
 - Culture Coach
- Strategy 3: Foster and strengthen family and community engagement
 - Family engagement professional learning
 - Family engagement survey
 - Districtwide communication platform
 - Community Town Halls / Conversations

It was noted that the next meeting would take place on June 10, 2025.

Meeting adjourned at 6:32 p.m.

Denise Ewing
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin

June 10, 2025
Curriculum/Program Committee Meeting

Policy 5118 - Promotion/Acceleration

Background

Existing district 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.

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
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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
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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

<u>Section 118.24(2)(a)</u>	[district administrator authority to manage the promotion of students]
<u>Section 118.33(6)(a)</u>	[policy requirement for 4 th and 8 th grade promotion criteria]
<u>Section 118.33(6)(cm)</u>	[policy requirement for kindergarten to 1 st 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

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

June 10, 2025
Curriculum/Program Committee

Policy 5119 - Third Grade to Fourth Grade Promotion for Students with a Reading Plan

Background

This is a new district policy as 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.

Act 20 required the Department of Public Instruction (DPI) to create a model policy for Wisconsin school districts in order to comply with the law. The Wisconsin Association of School Boards (WASB) crafted a version of this policy after reviewing the DPI's policy and reviewing Wisconsin State Statute Section 118.33(6)(a)(3).

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

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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

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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

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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

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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



Standing Committee Meeting
Planning/Facilities/Charter Review

June 10, 2025
5:45 – 6:30 P.M.

John J. Hosmanek Educational Support Center – Board Room

Agenda Items

Topic	Purpose	Time allotted
1. Review of Minutes – Landry, Chair <ul style="list-style-type: none">2-11-25 Planning/Facilities/Charter Review Committee Meeting Minutes	Sharing	5 Minutes
2. Major Maintenance Presentation - Setter <ul style="list-style-type: none">Capital Projects PlanningBuilding Infrastructure PlanningSpecial Type Projects	Sharing	40 Minutes

Other Information

Please note that this is the last meeting for the 24-25 school year. Thank you for serving on the committee.

Please Note: Four or more School Board members may attend the June 10, 2025, Planning/Facilities/Charter Review Standing Committee Meeting. Section 19.82(2), Wisconsin Statutes, states in part as follows:

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

To the extent that four or more members of the School Board attend, the above listed meeting may be rebuttably presumed to be a meeting within the meaning of Wisconsin's open meeting law. Notice is, therefore, given. The Board of Education will take no votes.

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KENOSHA UNIFIED SCHOOL BOARD
PLANNING/FACILITIES/CHARTER REVIEW MEETING
John J. Hosmanek Educational Support Center
Board Room
February 11, 2025
MINUTES

A meeting of the Kenosha Unified Planning/Facilities/Charter Review Committee, chaired by Mrs. Schmaling, was called to order at 7:21 p.m. with the following committee members present: Mr. Kuehl, Mr. Miskovic, Mr. Barry, Mr. Pokorny, Ms. Robinson, Mrs. Zajicek-Bagenski, Mrs. Landry, Ms. Stevens, Mrs. Modder, and Mrs. Schmaling. Dr. Weiss and Mr. Finnemore were also present. Ms. Sigman was excused. Ms. Lopez was absent.

Mrs. Schmaling welcomed committee members and turned the meeting over to Mr. Finnemore.

Review of November 12, 2024 Committee Minutes

- Committee of the Whole

There were no suggested changes made to the minutes.

Closed School Sites Redevelopment Update and Relocation of Hillcrest School:

Mr. Patrick Finnemore, Director of Facilities, presented an information update on the status of vacated buildings in the district, an overview of the agreement with the City of Kenosha, and the plans for the relocation of Hillcrest School to the former Wilson Elementary building.

Committee members were given time to ask questions of Mr. Finnemore and Dr. Weiss throughout the presentation.

It was noted that the next meeting would take place on June 10, 2025.

Meeting adjourned at 8:10 p.m.

Denise Ewing
School Board Secretary

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Standing Committee Meeting
Audit/Budget/Finance

June 10, 2025
6:30 – 7:15 P.M.

John J. Hosmanek Educational Support Center – Board Room

Agenda Items

Topic	Purpose	Time allotted
1. Review of Minutes – Adams, Chair <ul style="list-style-type: none">2-11-25 Audit/Budget/Finance Committee Meeting Minutes	Sharing	5 Minutes
2. Fund Balance Presentation - Hamdan <ul style="list-style-type: none">Basic ConceptsAccounting EquationCash Flow Borrowing HistoryInvestment EarningsBalances<ul style="list-style-type: none">KUSD and Other District ComparablesPolicy<ul style="list-style-type: none">KUSD and Other District ComparablesBest Practices	Sharing	40 Minutes

Other Information

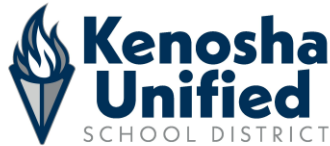
Please note that this is the last meeting for the 24-25 school year. Thank you for serving on the committee.

Please Note: Four or more School Board members may attend the June 10, 2025, Audit/Budget/Finance Standing Committee Meeting. Section 19.82(2), Wisconsin Statutes, states in part as follows:

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

To the extent that four or more members of the School Board attend, the above listed meeting may be rebuttably presumed to be a meeting within the meaning of Wisconsin's open meeting law. Notice is, therefore, given. The Board of Education will take no votes.

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KENOSHA UNIFIED SCHOOL BOARD
AUDIT/BUDGET/FINANCE MEETING
John J. Hosmanek Educational Support Center
Board Room
February 11, 2025
MINUTES

A meeting of the Kenosha Unified Audit/Budget/Finance Committee, chaired by Ms. Adams, was called to order at 6:35 p.m. with the following Committee members present: Dr. Moon, Ms. Gibeaut, Ms. Koch, Ms. Jackson, Ms. Cullen, Ms. Adams, Ms. Stevens, Mr. Price, and Mrs. Modder. Dr. Weiss, Mr. Hamdan, and Mrs. Ruder were also present. Mr. Castro and Ms. Andrysiak-Montemurro were excused. Mr. Frese was absent.

Ms. Adams welcomed committee members and gave time to look over the minutes of the previous meeting.

Review of November 12, 2024 Committee Minutes

- Committee of the Whole

There were no suggested changes made to the minutes.

Operational Referendum Update:

Mr. Tarik Hamdan, Chief Financial Officer, and Mrs. Tanya Ruder, Chief Communication Officer, updated the committee on the current status of the referendum, including explaining the Frequently Asked Questions from the town hall meetings that were held in the community and those questions submitted via the website.

Committee members were given information about how to help answer questions about the referendum, where to find information on the website and the recordings on YouTube from the town hall meetings.

Time was given for committee members to ask questions of Mr. Hamdan, Mrs. Ruder and Dr. Weiss throughout the presentation.

It was noted that the next meeting would take place on June 10, 2025.

Meeting adjourned at 7:18 p.m.

Denise Ewing
School Board Secretary