



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

October 16, 2025 at 5:00 p.m.

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Special School Board Meeting
October 16, 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. Review of Agenda Items for the October 28, 2025, Regular School Board Meeting
 - A. Controlled Entrances Funding Options Update 4
 - B. Report of Contract in Aggregate of \$75,000 - Gordon Flesch Company, Inc. 5
 - C. New Course Proposals: High School Band 7
 - D. Adoption of Instructional Materials for Kindergarten Through Fifth Grade Mathematics 30
 - E. Annual School Safety Law Requirements 52
 - F. Head Start Semi Annual Report 54
 - G. Official Third Friday Enrollment Report 62
 - H. Change in Fiscal Year 2024-2025 Adopted Budget 85
 - I. 2024-2025 Budget Carryovers to the 2025-2026 Budget 88
 - J. Formal Adoption of the 2025-2026 Budget
 - K. Resolution in Recognition of American Education Week 92
 - L. Resolution in Recognition of Native American Heritage Month 93
 - M. Resolution in Recognition of Veterans Day 94
- IV. Verbal Updates
 - Food Service Update - Application for Wisconsin School Nutrition Cooperative (WiSNP)
- V. Views and Comments by the Public
- VI. Adjournment

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Kenosha Unified School District
Kenosha, Wisconsin

October 28, 2025

Controlled Entrances Funding Options Update

At the August 26, 2025, regular meeting of the School Board, the administration presented several funding scenarios and items for consideration regarding the postponed controlled entrance projects at:

1. Bose Elementary
2. Curtis Strange Elementary
3. Forest Park Elementary
4. Jeffery Elementary
5. Harvey Elementary
6. Whittier Elementary
7. Lance Middle School

Before we can assess the optimal funding option, we must first determine/update the project costs. The next step in the process involved the KUSD Safety Committee reviewing the plans for each school and hearing input from their respective principals. KUSD Safety Committee meetings took place on September 22, 2025, and October 1, 2025, at the Educational Support Center (ESC), where consensus was reached on each school's recommended design.

The Office of Facilities Services has reengaged Riley Construction as the awardee of the original Request for Proposal (RFP). Approximately 20% of the design work was completed before the project was put on hold. Once the final scope is determined and approved by the Board, the remaining architectural and structural design as well as HVAC, plumbing, and electrical engineering will need to be finished to determine the updated project costs.

Administrative Recommendation

The administration recommends that the Board of Education authorize up to \$333,000 to complete the remaining design work on the seven schools mentioned above that do not have controlled entrances. The administration further recommends that the designs should be based on the plans that were agreed upon in the KUSD Safety Committee.

Dr. Jeffrey Weiss
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

William Haithcock
Chief of School Leadership

John Setter
Director of Facilities

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Kenosha Unified School District
Kenosha, Wisconsin

October 28, 2025

Report of Contract in Aggregate of \$75,000

Gordon Flesch Multifunctional Devices (Copier Machines)

School Board Policy 3420 requires that “all contracts and renewals of contracts in an aggregate of \$75,000 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
Gordon Flesch Company Inc.	Routine normal life-cycle equipment replacement	\$100,080 - Year 1
		\$100,080 – Year 2
		\$100,080 – Year 3
		\$100,080 – Year 4

The Purchase/Contract Rationale is provided in Appendix A.

Administrative Recommendation

The administration recommends that the Board of Education approve the \$400,320 over the course of 4 years contract with Gordon Flesch for copier machine leases.

Jeffrey Weiss
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Amy Franz
Purchasing Agent

PURCHASE/CONTRACT RATIONALE

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

Vendor: _____

Purchased Good/Program: _____

Start Date/Date Needed: _____

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

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

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?

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

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

Appropriate Leadership Signature _____ Date _____



**Kenosha Unified School District
Kenosha, Wisconsin**

October 28, 2025

NEW COURSE PROPOSALS: HIGH SCHOOL BAND

Background

The addition of two new courses for high school band are being proposed. These introductory courses will address students who enter high school without prior experience playing band instruments. Parallel courses are already offered for orchestra (Introduction to High School Orchestra and Introduction to High School Orchestra Honors)

Courses

PROPOSED COURSE NAME	SCHOOLS	APPENDIX
Introduction to High School Band and Introduction to High School Band Honors	Bradford High School Indian Trail High School and Academy Tremper High School	A

Recommendation

Administration recommends that the School Board approve the addition of Introduction to High School Band and Introduction to High School Band Honors.

Dr. Jeffrey Weiss
Superintendent of Schools

Mrs. Wendy Tindall
Chief Academic Officer

Mr. Scott Plank
Coordinator of Fine Arts



COURSE CHANGE PROPOSAL

Date Initiated: 09/30/2025 Administrator's Name: Scott Plank

Department and School: Fine Arts – Band – Comprehensive High Schools

Course Name: Introduction to High School Band/Introduction to High School Band Honors

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

Credits: 1 Check if honors: ☒

Recommended Prerequisites (if any): No music experience needed

Rationale:

The intention of adding this introductory level course is to grow our high school band offerings to meet the needs of our diverse populations at all comprehensive high schools, including Bradford, Tremper, and Indian Trail. High school band staff see a need for a specific course to start beginning players if they missed the opportunity to start playing in 5th grade, middle school, or are new to KUSD.

Proposed Course Description:

This course is available for grades 9-12. The members of Introduction to High School Band will find the opportunity in this organization to develop individual musical skills and beginning technique on their selected band instrument. Class work will emphasize the development of technical proficiency and musical independence, as well as ensemble performance skills. Performance responsibilities include participation at all concerts, rehearsals, and sectionals and responsible preparation of the music. Time outside the normal school day may be required. This course may be taken multiple times.

Content Standards and Benchmarks:

Attachment A - Fine Arts Band Curriculum Guides Grades 5-12

Scope and Sequence:

Attachment A - Fine Arts Band Curriculum Guides Grades 5-12

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

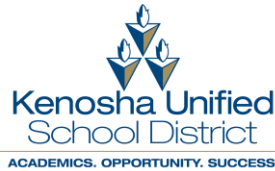
A. Teaching Staff: no additional cost

D. Facilities/Space: no additional cost

B. Textbooks/Kits: no additional cost

E. Professional Learning: no additional cost

C. Supplementary: no additional cost



Department of Fine Arts 262-359-6388

KUSD Elementary and Middle School Band Curriculum Guides

In 2017, KUSD adopted the National Coalition for Core Art Standards (NCCAS). The NCCAS is organized into four artistic processes: Creating, Performing/Presenting, Responding, Connecting. In considering how we assess in the arts, it is important to understand that the “products” of the arts are complex and aesthetic - meant to be experienced and not intended to be “graded”. With that in mind, the curriculum development work focused on distilling learning objectives from the standards in order to create an awareness and an expectation for learning at each grade level or course level in each artistic discipline. The learning objectives establish the specific skills and knowledge students must have in order to be successful and to develop a level of mastery in the discipline. These defined skills and knowledge elements are the foundation for achievement in the arts and are what grades/marks should be based on.

The curriculum guides for fine arts do not include “units” or prescribed instructional materials. Although there are resources available in the department’s Google Drive, it is up to each teacher to decide what will be the best avenue for learning based on the student variables, and concert cycle schedules, present at each of the individual school buildings. This is the craft of teaching in project/performance-based fine arts disciplines.

Instructional Considerations:

- All of our materials connect to the national standards (NCCAS) either directly or indirectly.
- Literature difficulty generally increases with each grade level and although learning targets may look similar at multiple levels, the challenge and complexity of performance material determines/impacts the rigor.
- Teachers will plan engaging experiences/explorations that expose students to a wide range of musical genres.
- The four processes are not equal in weight. The majority of instructional emphasis resides in the Creating and Performing processes.

KUSD Band Curriculum Guide - 5th Grade

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills	READING AND NOTATING MUSIC	PLAYING INSTRUMENTS, DECORUM, REHEARSAL AND PERFORMANCE TECHNIQUE	MUSICAL INTERACTION	MUSIC AS AN ASPECT OF DAILY LIFE
Learning Objectives	Demonstrate and apply the following concepts: Pitch: - Match pitch with instructor and peers Rhythm & Pulse (count/clap/tap): - Whole, Half, Quarter, Eighth Notes and Rests - Dotted Half Notes - Ties Meter & Music Reading: - Time signatures (x/4) - Repeat signs (endings) - Multi-measure rests Scales: - Bb starter scale (scale degrees 1-5; do-sol) - Eb starter scale (scale degrees 1-5; do-sol) - Tetrachords Symbols and terms: Dynamics: forte, piano, mezzo forte, mezzo piano, crescendo, decrescendo, diminuendo Tempo: allegro, moderato, adagio Articulation: tongue, slur, sticking, accent Vocabulary: staff, clef, measure, bar lines, key signature, sharp, flat, natural, parts of the instrument Interact and experiment with: Characteristic Tone: - For their instrument - Shows progress throughout the year	Demonstrate and apply the following during rehearsal: - Elements of music in current repertoire (pitch, rhythm, pulse, meter, characteristic tone, symbols & terms) - Perform unison and ensemble parts - Follow the cues of the conductor - Using feedback from teacher, determine the individual skill development that is needed to make a selection ready for performance - Establish regular practice routines	Utilize disciplinary literacy tools or prompts* to describe, interpret and compare elements of music such as: - Context - Expressive or aesthetic elements - Performance quality - Genre - Culture - Historical period - Form/Structure Identify melodies & form, and recognize inaccuracies in pitch & rhythm Identify phrases, sections and patterns in music Self-assess the quality of their individual sound *Disciplinary literacy tool examples: - Word walls - Technique sheets - Teacher prompts for discussion - Concept of the week - Student led and/or created rubrics	Understand historical relevance and identify the stylistic characteristics of selected literature Demonstrate how interests, knowledge, and skills relate to personal choices Demonstrate understanding of relationships between music and the other arts, disciplines, varied contexts, and daily life Self-identification as a musician that will last throughout their lives

	Intonation • Awareness of how to adjust intonation on their instrument			
Assessment activities may include:	• 5th grade band skills chart • Individual/small group lessons • Peer practice groups • Smartmusic • Video and audio recording	• Band Karate Program • District-wide beginner band rehearsals • Band-O-Rama performance • Spring band performances • School ensemble performances	• Self-assessment forms • Practice logs • Reflection sheets • Technique sheets	• Dialogue in lesson group • Research assignments on famous musicians involved with significant cultural events
Resources:	• Tradition of Excellence band method • Beginner Band Packet • SmartMusic			

KUSD Band Curriculum Guide - 6th Grade

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills	READING AND NOTATING MUSIC	PLAYING INSTRUMENTS, DECORUM, REHEARSAL AND PERFORMANCE TECHNIQUE	MUSICAL INTERACTION	MUSIC AS AN ASPECT OF DAILY LIFE
Learning Objectives	Demonstrate and apply the following concepts/skills: Pitch: • Accuracy within selected literature (fingerings/positions) Rhythm (count/clap/tap → subdivide): • 4 sixteenth groupings • Dotted quarter/eighth notes • Eighth note triplets • Syncopation Meter & Music Reading: • Time signatures: (x/4) and cut time; meaning of numbers in signature • "Road map" (DS, DC, Coda, etc) Scales: • Major - Bb, Eb, F, Ab (1 octave) • Chromatic (1 octave) • Scalar exercises (scale in thirds, speed scales) Symbols and terms: • Dynamics: Used in musical context of the ensemble and style of the piece • Tempo: Ability to maintain consistent tempo and to know and understand the tempi in the musical selections	Demonstrate and apply the following concepts/skills: • Execute elements of music in current repertoire (pitch, rhythm, pulse, meter, characteristic tone, symbols & terms) • Establish regular practice routines • Follow the cues of the conductor • Work within the parameters of the rehearsal structure (daily warm-up routines, ensemble work, dismissal) • Use feedback from teacher and/or peers to determine when an ensemble/selection is ready for performance • Develop an awareness of tuning accuracy using ear training and proper instrument adjustments • Integrate relevant musical symbols while performing (dynamic, tempo, articulation, etc) • Perform at school concerts and district performances including any rehearsals or concerts which may be outside of the school day • Perform solo and ensemble literature at an appropriate developmental level • Demonstrate and apply the following skills during performance:	• Distinguish between melody and harmony • Identify phrases, sections and patterns in music • Self-assess the quality of individual and ensemble sounds with respect to pitch, tone, steady pulse, and articulation • Facilitate discussion to discover and understand composers' intents • Recognize various genres/styles	• Demonstrate understanding of the historical relevance of selected literature • Recognize and identify style characteristics in music from different cultures and historical periods • Connect artistic ideas and musical works with curricular, societal, cultural or historical context using disciplinary literacy tools* * Disciplinary literacy tool examples: • Word walls • Theory sheets • Teacher prompts for discussion • WSMA Adjudication sheets • Student created rubrics

	● Articulation: ○ Winds: tongue, slur, accent, staccato, legato (tenuto), marcato ○ Percussion: Vlc Firth rudiment learning sequence ● Vocabulary: staff, clef, measure, time/key signatures, accidentals, parts of the instrument, ledger lines, coda, endings/repeats, types of barlines, pick-ups, theme, variation, melody, harmony, intonation, metronome, tuner/tuning Intonation: ● Develop basic understanding of playing in tune and playing in tune with others Characteristic Tone: ● Shows progress throughout the year toward a full and resonant sound ● Demonstrates breath control and embouchure fundamentals	○ Decorum to include stage presence, attire, and behavior ○ Audience etiquette appropriate to venue and purpose ● Enhanced Practice ○ Articulate goals ○ Identify strategies for future practice ○ Develop strategies for improvement		
Assessment activities:	Establish daily routine which may include but is not limited to: ● Scales ● Long Tones ● Breathing exercises ● Instrument specific techniques ○ All WW: octave exercises and mouthpiece/reed/barrel/neck pitches ○ Clarinets: Register jumps ○ Brass: mouthpiece buzzing & lip slurs	Perform at scheduled concerts, festivals, or other performance settings Study with a private teacher	Listening rubric Large group contest rubric Recording & listening to rehearsals Post-concert survey Group discussion Feedback from clinician Research composer intent/typical style of genre	Discussion/presentation of cultural or historical settings that relate to a work Plan/Prepare/Connect a piece of music with other curricular activities in which the students are engaged

	Sightreading Listening • Solo instruments • Ensembles		CMP	
Resources:	• Theory Worksheets • SmartMusic (or replacement) • Books ○ Bach & Before ○ Foundations for Superior Performance ○ Sound Innovations for Concert Band ○ Harmonized Rhythms ○ Essential Elements Book 1 • Technique Sheets • Theme Sheets • Sightreading Factory • Apps ○ Metronome ■ Time Guru ■ ProMetronome ■ MetronomeOnline.com ○ Tuner			

KUSD Band Curriculum Guide - 7th Grade

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills	READING AND NOTATING MUSIC	PLAYING INSTRUMENTS, DECORUM, REHEARSAL AND PERFORMANCE TECHNIQUE	MUSICAL INTERACTION	MUSIC AS AN ASPECT OF DAILY LIFE
Learning Objectives	Demonstrate and apply the following concepts: Pitch: - Accuracy within selected literature (fingerings /positions and tuning) Rhythm (count/clap/tap → subdivide): - Sixteenth note combinations - Dotted eighth/sixteenth notes - Triplets (advanced variations) - Syncopation Meter & Music Reading: - Time signatures: (x/4), 6/8, and cut time; meaning of numbers in signature “Road map” (DS, DC, Coda) Scales: - Major Scales: Bb, Eb, F, Ab, C, G, Db, (1 octave) - Scalar exercises (scale in thirds, speed scales) - Chromatic scale (1 octave) - Minor scales as applicable to literature Symbols and terms: Dynamics: Used in musical context of the ensemble and style of the piece Tempo: Ability to maintain consistent tempo and to know and understand the tempi in the musical	Demonstrate and apply the following concepts: - Execution of elements of music in current repertoire (pitch, rhythm, pulse, meter, characteristic tone, style, symbols & terms) - Refine established practice routines - Follow the cues of the conductor - Work within the parameters of the rehearsal structure (daily warm-up routines, ensemble work, dismissal) - Determine the skill development that is needed to make a selection ready for performance, to the extent possible using peer reflection. - Determine when an ensemble/ selection is ready for performance, to the extent possible using peer reflection. - Improve tuning accuracy with ear training and proper instrument adjustments - Successfully integrate relevant musical symbols while performing (dynamic, tempo, articulation, etc) - Perform at school concerts and district performances including any rehearsals or concerts which may	- Identify the function of their musical line (i.e. melody, harmony, counter melody) - Identify key signature, time signature, phrases, sections and patterns in music - Self-assess the quality of individual and ensemble sounds with respect to style, pitch, tone, steady pulse, and articulation - Facilitate discussion to discover and understand composers' intents - Discuss the genre/style from which the piece is derived	- Demonstrate understanding of the historical relevance of selected literature - Recognize and identify style characteristics in music from different cultures and historical periods - Connect artistic ideas and musical works with curricular, societal, cultural or historical context using disciplinary literacy tools* * Disciplinary literacy tool examples: - Word walls - Theory sheets - Teacher prompts for discussion - WSMA Adjudication sheets - Student created rubrics

	selections; follow tempo changes/transitions • Articulation: ◦ Winds: tongue, slur, accent, staccato, legato (tenuto), marcato ◦ Percussion: Vlc Firth rudiment learning sequence • Vocabulary: staff, clef, measure, time/key signatures, accidentals, parts of the instrument, ledger lines, coda, endings/repeats, types of barlines, pick-ups, gracenotes, trills, theme, variation, melody, harmony, voicings, intonation, metronome, tuner/tuning Intonation: • Identify commonly out of tune notes on their individual instrument • Continue to refine ability to adjust instrument to play in tune with self and others Characteristic Tone: • Demonstrates characteristic tone for their instrument • Explore expanding range	be outside of the school day • Perform solo and ensemble literature at an appropriate developmental level • Demonstrate and apply the following skills during performance: ◦ Decorum to include stage presence, attire, and behavior ◦ Audience etiquette appropriate to venue and purpose • Enhance practice routine ◦ Articulate goals ◦ Identify strategies for future practice ◦ Develop strategies for improvement		
Activities may include:	Establish daily routine which may include but is not limited to: • Scales • Long Tones • Breathing exercises • Instrument specific techniques ◦ All WW: octave exercises and mouthpiece/reed/barrel/neck pitches ◦ Clarinets: Register jumps; Alternate	Perform at scheduled concerts, festivals, or other performance settings Study with a private teacher	Listening rubric Large group contest rubric Recording & listening to rehearsals Post-concert survey Group discussion Feedback from clinician Research composer intent/typical style of genre CMP	Discussion/presentation of cultural or historical settings that relate to a work Plan/Prepare/Connect a piece of music with other curricular activities in which the students are engaged ACP exercise: Careers in Music

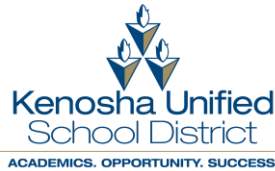
	fingerings and knowing when to use them ○ Brass: mouthpiece buzzing & lip slurs Sightreading Listening ● Solo instruments ● Ensembles			
Resources:	● Theory Worksheets ● SmartMusic (or replacement) ● Books ○ Bach & Before ○ Foundations for Superior Performance ○ Sound Innovations for Concert Band ○ Harmonized Rhythms ○ Essential Elements Book 2 ● Technique Sheets ● Theme Sheets ● Sightreading Factory ● Apps ○ Metronome ■ Time Guru ■ ProMetronome ■ MetronomeOnline.com ○ Tuner			

KUSD Band Curriculum Guide - 8th Grade

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills	READING AND NOTATING MUSIC	PLAYING INSTRUMENTS	MUSICAL INTERACTION	MUSIC AS AN ASPECT OF DAILY LIFE
Learning Objectives	Demonstrate and apply the following concepts: Pitch: - Accuracy within selected literature (fingerings/positions and tuning) Rhythm (count/clap/tap → subdivide): - Syncopation - Hemiola - Cross rhythm/polyrhythm Meter & Music Reading: - Time signatures: (x/4), 6/8, x/8, cut time, alternating meter, and non-metered Scales: - Major Scales: Bb, Eb, F, Ab, Db, C, G, D, A (1 octave minimum, expanding where possible) - Scalar exercises (scale in thirds, speed scales) - Chromatic scale (1 octave +) - Minor scales as applicable to literature Symbols and terms: Dynamics: Used in musical context of the ensemble and style of the piece Tempo: Ability to maintain consistent tempo and to know and understand the tempi in the musical	Demonstrate and apply the following concepts: - Execution of elements of music in current repertoire (pitch, rhythm, pulse, meter, characteristic tone, style, symbols & terms) - Follow the cues of the conductor - Work within the parameters of the rehearsal structure (daily warm-up routines, ensemble work, dismissal) - Determine the skill development that is needed to make a selection ready for performance - Determine when an ensemble selection is ready for performance - Perform with accurate tuning - Successfully interpret and execute relevant musical symbols while performing (i.e. dynamics, tempo markings, articulations) - Perform at school concerts and district performances including any rehearsals or concerts which may be outside of the school day - Perform solo and ensemble literature at an appropriate developmental level	- Identify the function of individual and other ensemble members' musical lines (i.e. melody, harmony, counter melody) - Identify key signature, time signature, phrases, sections and patterns in music - Students assess the quality of individual and ensemble sounds with respect to style, pitch, tone, steady pulse, and articulation - Student-led discussion to discover and understand composers' intents - Determine the genre/style from which the piece is derived	- Demonstrate understanding of the historical relevance of selected literature - Recognize and identify style characteristics in music from different cultures and historical periods - Connect artistic ideas and musical works with curricular, societal, cultural or historical context using disciplinary literacy tools* * Disciplinary literacy tool examples: - Word walls - Theory sheets - Teacher prompts for discussion - WSMA Adjudication sheets - Student created rubrics

	selections; follow tempo changes/transitions ● Articulation: ○ Winds: Appropriate to style of piece ○ Percussion: Vlc Firth rudiment learning sequence ● Vocabulary: staff, clef, measure, time/key signatures, accidentals, parts of the instrument, ledger lines, coda, endings/repeats, types of barlines, pick-ups, gracenotes, trills, theme, variation, melody, harmony, voicings, intonation, metronome, tuner/tuning Intonation: ● Continue to develop an understanding of playing in tune and playing in tune with others ● Develop awareness of commonly out of tune notes ● Develop awareness of specific tuning within a chord Characteristic Tone: ● Demonstrates characteristic tone for their instrument with attention to expanded range and attention to style (vibrato, jazz, tone color - bright, dark, symphonic, etc.)	● Demonstrate and apply the following skills during performance: ○ Decorum to include stage presence, attire, and behavior ○ Audience etiquette appropriate to venue and purpose ● Enhance practice routine ○ Articulate goals ○ Identify strategies for future practice ○ Develop strategies for improvement		
Activities may include:	Establish daily routine which may include but is not limited to: ● Scales ● Long Tones ● Breathing exercises ● Instrument specific techniques ○ All WW: octave exercises and	Perform at scheduled concerts, festivals, or other performance settings Study with a private teacher Students perform short solos or ensembles for peers.	Listening rubric Large group contest rubric Recording & listening to rehearsals Post-concert survey	Discussion/presentation of cultural or historical settings that relate to a work Plan/Prepare/Connect a piece of music with other curricular activities the students are engaged in ACP exercise: Careers in Music

	mouthpiece/reed/ barrel/neck pitches, alternate fingerings and knowing when to use them ○ Flutes: Harmonics ○ Clarinets: Register jumps ○ Brass: mouthpiece buzzing & lip slurs Sightreading Listening ● Solo instruments ● Ensembles		Group discussion Feedback from clinician Research composer intent/typical style of genre CMP	
Resources:	● Theory Worksheets ● SmartMusic (or replacement) ● Books ○ Bach & Before ○ Foundations for Superior Performance ○ Sound Innovations for Concert Band ○ Harmonized Rhythms ● Technique Sheets ● Theme Sheets ● Sightreading Factory ● Apps ○ Metronome ■ Time Guru ■ ProMetronome ■ MetronomeOnline.com ○ Tuner			



Department of Fine Arts 262-359-6388

KUSD High School Band Curriculum Guides

In 2017, KUSD adopted the National Coalition for Core Art Standards (NCCAS). The NCCAS is organized into four artistic processes: Creating, Performing/Presenting, Responding, Connecting. In considering how we assess in the arts, it is important to understand that the “products” of the arts are complex and aesthetic - meant to be experienced and not intended to be “graded”. With that in mind, the curriculum development work focused on distilling learning objectives from the standards in order to create an awareness and an expectation for learning at each grade level or course level in each artistic discipline. The learning objectives establish the specific skills and knowledge students must have in order to be successful and to develop a level of mastery in the discipline. These defined skills and knowledge elements are the foundation for achievement in the arts and are what grades/marks should be based on.

The curriculum guides for fine arts do not include “units” or prescribed instructional materials. Although there are resources available in the department’s Google Drive, it is up to each teacher to decide what will be the best avenue for learning based on the student variables, and concert cycle schedules, present at each of the individual school buildings. This is the craft of teaching in project/performance-based fine arts disciplines.

Instructional Considerations:

- All of our materials connect to the national standards (NCCAS) either directly or indirectly.
- Literature difficulty generally increases with each grade level and although learning targets may look similar at multiple levels, the challenge and complexity of performance material determines/impacts the rigor.
- Teachers will plan engaging experiences/explorations that expose students to a wide range of musical genres.
- The four processes are not equal in weight. The majority of instructional emphasis resides in the Creating and Performing processes.

KUSD Band Curriculum Guide - Concert Band

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills	READING AND NOTATING MUSIC	PLAYING INSTRUMENTS, DECORUM, REHEARSAL AND PERFORMANCE TECHNIQUE	MUSICAL INTERACTION	MUSIC AS AN ASPECT OF DAILY LIFE
Learning Targets	Demonstrate and apply the following concepts: • Rhythmic Literacy ◦ Whole, Half, Quarter, 8th and 16th rhythms ◦ Syncopation ◦ Subdivision ◦ Pulse ◦ x/4 & x/8 symmetric meters, cut time • Pitch Literacy ◦ Major, Minor, Chromatic, scales, arpeggios and/or scale patterns. ◦ All Major Scales ◦ Explain and demonstrate relative Minor Scales ◦ Tuning/Intonation • Score Literacy (as it connects to multiple-part literature) ◦ Markings: dynamics, expressions, tempos ◦ Formal Repetition (i.e. repeats, codas) ◦ Terminology/Vocabulary ◦ Common Form Structures ◦ Phrasing Experience and interact with the following: • Modes • Ornamentation (including but not limited to grace notes, trills) • Chord structure and theory • Asymmetric meters (i.e. 5/4, 7/8)	Demonstrate and apply the following during rehearsal/performance: • Technique as it applies to musicality: ◦ Pitch accuracy, blend, balance, tone color, intonation, breath support, tessitura ◦ Dynamics ◦ Phrasing ◦ Expression ◦ Articulation ◦ Attack/Release • Rehearsal and performance decorum; including rehearsal structure, stage presence, attire, and behavior • Audience etiquette appropriate to venue and purpose. • Skills necessary for independent growth and performance. (warm-ups, rhythm decoding, pitch accuracy, sight-reading) • Accurately interpret and respond to non-verbal cues of the conductor. • Perform at school concerts and district performances including any rehearsals or concerts which may be outside of the school day. • Enhance practice routine ◦ Articulate goals ◦ Identify strategies for future practice ◦ Develop strategies for improvement	Utilize disciplinary literacy tools or prompts* to describe, interpret and compare: • Rehearsal process/techniques • Technical elements • Expressive or aesthetic elements • Performance quality • Genre • Culture • Historical period • Form/Structure * Disciplinary literacy tool examples: • Vocabulary sheets • Teacher prompts for discussion • Concept of the week • WSMA Adjudication sheets • Student-created rubrics	Demonstrate: • How personal background, knowledge, and skills relate to choices and intent when creating, performing, rehearsing and responding to music. • Recognize how music is consumed in daily life (personal choice, background, media, therapy) • Connect artistic ideas and musical works with curricular, societal, cultural or historical context using disciplinary literacy tools* * Disciplinary literacy tool examples: • Word walls • Theory sheets • Teacher prompts for discussion • WSMA Adjudication sheets • Student created rubrics

Activities may include:	Targeted ensemble warm-ups, ensemble development exercises, theory practice, individual/section skill development exercises, leadership development, student directed learning, listening and performance evaluation.
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KUSD Band Curriculum Guide - Symphonic Band

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills	READING AND NOTATING MUSIC	PLAYING INSTRUMENTS, DECORUM, REHEARSAL AND PERFORMANCE TECHNIQUE	MUSICAL INTERACTION	MUSIC AS AN ASPECT OF DAILY LIFE
Learning Targets	Demonstrate and apply the following concepts: • Rhythmic Literacy ◦ Whole, Half, Quarter, 8th and 16th, dotted rhythms ◦ Syncopation/Hemiola ◦ Subdivision ◦ Pulse ◦ Symmetric and asymmetric x/4, x/8 meters, cut time • Pitch Literacy ◦ Major, Minor, Chromatic, scales, arpeggios and/or scale patterns. ◦ All 12 Major Scales (min quarter at 84) ◦ Natural, Harmonic, Melodic Minor Scales ◦ Tuning/Intonation • Score Literacy (as it connects to multiple-part literature) ◦ Markings: dynamics, expressions, tempos ◦ Formal Repetition (i.e. repeats, codas) ◦ Terminology/Vocabulary ◦ Common Form Structures ◦ Phrasing ◦ Ornamentation (including but not limited to grace notes, trills) Experience and interact with the following:	Demonstrate and apply the following during independent practice/rehearsal/performance: • Technique as it applies to musicality: ◦ Pitch accuracy, blend, balance, tone color, intonation, breath support, tessitura ◦ Dynamics ◦ Phrasing ◦ Expression ◦ Articulation ◦ Attack/Release • Rehearsal and performance decorum; including rehearsal structure, stage presence, attire, and behavior • Audience etiquette appropriate to venue and purpose. • Skills necessary for independent growth and performance. (warm-ups, rhythm decoding, pitch accuracy, sight-reading) • Accurately interpret and respond to non-verbal cues of the conductor. • Perform at school concerts and district performances including any rehearsals or concerts which may be outside of the school day.	Utilize disciplinary literacy tools or prompts* to describe, interpret and compare: • Rehearsal process/techniques • Technical elements • Expressive or aesthetic elements • Performance quality • Genre • Culture • Historical period • Form/Structure * Disciplinary literacy tool examples: • Vocabulary sheets • Teacher prompts for discussion • Concept of the week • WSMA Adjudication sheets • Student-created rubrics	Demonstrate: • How personal background, knowledge, and skills relate to choices and intent when creating, performing, rehearsing and responding to music. • Recognize how music is consumed in daily life (personal choice, background, media, therapy) • Connect artistic ideas and musical works with curricular, societal, cultural or historical context using disciplinary literacy tools* * Disciplinary literacy tool examples: • Word walls • Theory sheets • Teacher prompts for discussion • WSMA Adjudication sheets • Student created rubrics

	• Ornamentation (including grupetto and mordent) • Chord structure and theory • Major, Minor, and Perfect Intervals			
Activities may include:	Targeted ensemble warm-ups, ensemble development exercises, theory practice, individual/section skill development exercises, leadership development, student directed learning, listening and performance evaluation.			

KUSD Band Curriculum Guide - Symphonic Winds

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills	READING AND NOTATING MUSIC	PLAYING INSTRUMENTS, DECORUM, REHEARSAL AND PERFORMANCE TECHNIQUE	MUSICAL INTERACTION	MUSIC AS AN ASPECT OF DAILY LIFE
Learning Targets	Demonstrate and apply the following concepts: • Rhythmic Literacy ◦ Simple, duple, triple, and complex rhythms ◦ Subdivision ◦ Pulse/tempo ◦ Simple and complex meters (as it connects to performance literature) ◦ Ornamentation (including but not limited to grace notes, trills) • Pitch Literacy ◦ Major, Minor, and Perfect Intervals ◦ Major, Minor, Chromatic, scales, arpeggios and/or scale patterns. ◦ Tuning/intonation/overtones ◦ Chord structure and theory • Score Literacy (as it connects to multiple-part literature) ◦ Markings: dynamics, expressions, tempos ◦ Formal repetition (i.e. repeats, codas) ◦ Terminology/Vocabulary ◦ Form structures applicable to repertoire ◦ Phrasing and line direction Experience and interact with the following:	Demonstrate and apply the following during independent practice/rehearsal/performance: • Technique as it applies to musicality: ◦ Pitch accuracy, blend, balance, tone color, intonation, breath support, tessitura ◦ Dynamics ◦ Phrasing ◦ Expression ◦ Articulation ◦ Attack/Release • Rehearsal and performance decorum; including rehearsal structure, stage presence, attire, and behavior • Audience etiquette appropriate to venue and purpose. • Skills necessary for independent growth and performance. (warm-ups, rhythm decoding, pitch accuracy, sight-reading) • Accurately interpret and respond to non-verbal cues of the conductor. • Perform at school concerts and district performances including any rehearsals or concerts which may be outside of the school day.	Utilize disciplinary literacy tools or prompts* to describe, interpret and compare: • Rehearsal process/techniques • Technical elements • Expressive or aesthetic elements • Performance quality • Genre • Culture • Historical period • Form/Structure * Disciplinary literacy tool examples: • Vocabulary sheets • Teacher prompts for discussion • Concept of the week • WSMA Adjudication sheets • Student-created rubrics	Demonstrate: • How personal background, knowledge, and skills relate to choices and intent when creating, performing, rehearsing and responding to music • Leadership principles with peers • Recognize how music is consumed in daily life (personal choice, background, media, therapy) • Connect artistic ideas and musical works with curricular, societal, cultural or historical context using disciplinary literacy tools* * Disciplinary literacy tool examples: • Word walls • Theory sheets • Teacher prompts for discussion • WSMA Adjudication sheets • Student created rubrics

	• Augmented and diminished tonalities, pentatonic/whole tone, modal scales and patterns • Extended performance techniques			
Activities may include:	Targeted ensemble warm-ups, ensemble development exercises, theory practice, individual/section skill development exercises, leadership development, student directed learning, listening and performance evaluation.			

KUSD Band Curriculum Guide - Wind Ensemble

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills	READING AND NOTATING MUSIC	PLAYING INSTRUMENTS, DECORUM, REHEARSAL AND PERFORMANCE TECHNIQUE	MUSICAL INTERACTION	MUSIC AS AN ASPECT OF DAILY LIFE
Learning Targets	Demonstrate and apply the following concepts: - Rhythmic Literacy - Simple, duple, triple, and complex rhythms - Subdivision - Pulse/tempo - Simple and complex meters (as it connects to performance literature) - Ornamentation (including but not limited to grace notes, trills, mordents, grupetto) - Pitch Literacy - Major, Minor, and Perfect Intervals (theoretical and aural understanding) - Major, Minor, Modal, Chromatic, scales, arpeggios and/or scale patterns. - Tuning/intonation/overtones - Chord structure and theory - Score Literacy (as it connects to multiple-part literature) - Extended clef use - Markings: dynamics, expressions, tempos - Formal Repetition (i.e. repeats, codas) - Terminology/Vocabulary - Form Structures Applicable to Repertoire - Phrasing and line direction	Demonstrate and apply the following during independent practice/rehearsal/performance: - Technique as it applies to musicality: - Pitch accuracy, blend, balance, tone color, intonation, breath support, tessitura - Dynamics - Phrasing - Expression - Articulation - Attack/Release - Rehearsal and performance decorum; including rehearsal structure, stage presence, attire, and behavior - Audience etiquette appropriate to venue and purpose. - Skills necessary for independent growth and performance. (warm-ups, rhythm decoding, pitch accuracy, sight-reading) - Accurately interpret and respond to non-verbal cues of the conductor. - Perform at school concerts and district performances including any rehearsals or concerts which may be outside of the school day.	Utilize disciplinary literacy tools or prompts* to describe, interpret and compare: - Rehearsal process/techniques - Technical elements - Expressive or aesthetic elements - Performance quality - Genre - Culture - Historical period - Form/Structure * Disciplinary literacy tool examples: - Vocabulary sheets - Teacher prompts for discussion - Concept of the week - WSMA Adjudication sheets - Student-created rubrics	Demonstrate: - How personal background, knowledge, and skills relate to choices and intent when creating, performing, rehearsing and responding to music. - Leadership principles with peers - Awareness of future music making opportunities - Recognize how music is consumed in daily life (personal choice, background, media, therapy) - Connect artistic ideas and musical works with curricular, societal, cultural or historical context using disciplinary literacy tools* * Disciplinary literacy tool examples: - Word walls - Theory sheets - Teacher prompts for discussion - WSMA Adjudication sheets - Student created rubrics

	Experience and interact with the following: • Augmented and diminished tonalities, pentatonic/whole tone scales and patterns • Extended performance techniques • Aleatoric music •			
Activities may include:	Targeted ensemble warm-ups, ensemble development exercises, theory practice, individual/section skill development exercises, leadership development, student directed learning, listening and performance evaluation.			

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KENOSHA UNIFIED SCHOOL DISTRICT

Kenosha, Wisconsin

October 28, 2025

ADOPTION OF INSTRUCTIONAL MATERIALS FOR KINDERGARTEN THROUGH FIFTH GRADE MATHEMATICS

Background

The KUSD 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 team 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.

Elementary Mathematics began year one of the seven-year process in the 2024-2025 school year with the formation of an Elementary Math Resource Review Team. In the spring of 2025 an invite was sent to all elementary schools requesting individuals to serve on the Elementary Math Resource Review Team. The team included 26 members representing 10 of the 19 elementary schools (Appendix A). During the summer of 2025, the team reviewed district data, the WI State Standards for Math and feedback from teachers regarding the existing curriculum. The team was made aware that the district curriculum adoption budget was not restored to its historic level and any future purchases of math resources would need to be within the limits of the current curriculum adoption budget. Following this discussion, the Elementary Math Resource Review Team was presented with three options for this adoption cycle: (1) follow the historic resource review process to select materials to purchase that fell within the curriculum adoption budget and implement beginning in the 2026-27 school year, (2) begin field testing *Bridges in Mathematics, Third Edition* to prepare for full implementation in the 2025-26 school year or (3) continue using the current curriculum, *Bridges in Mathematics, Second Edition*. The team unanimously agreed to begin field testing *Bridges in Mathematics, Third Edition* to prepare for a full implementation in the 2025-26 school year. The data from the aforementioned teacher feedback survey echoed this option.

Rationale for Curriculum Update

This request to adopt and purchase math instructional materials for kindergarten through fifth grade aligns with Phase 1 of the Curriculum Development Cycle in Kenosha Unified School District Board of Education Policy 6300: Curriculum Development and Improvement.

Instructional Materials Review Process

The instructional materials review process began in May 2025 with a teacher feedback survey on the current program, *Bridges in Mathematics, Second Edition*. The survey utilized the Core Content Review Criteria v2.0 for Mathematics, developed by EdReports (Appendix B) to evaluate the current program based on the following criteria:

- Focus and Coherence
- Rigor and Mathematical Practices
- Teacher & Student Supports

As a result of the data collected from the teacher feedback survey and the review process conducted by the Elementary Math Resource Review Team, *Bridges in Mathematics, Third Edition* was selected as the core instructional program for Kenosha Unified School District kindergarten through grade 5 mathematics. *Bridges in Mathematics, Third Edition* is a comprehensive K–5 curriculum that equips teachers to fully implement the Wisconsin State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students’ deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. *Bridges in Mathematics, Third Edition* blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

Bridges in Mathematics is currently in use in numerous districts across the United States, including the following districts in Wisconsin: Elmbrook, Greendale, Green Bay, Madison, Menomonee Falls, Oshkosh, Neenah, Salem, Stevens Point.

INSTRUCTIONAL MATERIALS

The Purchase/Contract Rationale form includes a list of teacher resources and instructional materials (Appendix C).

NEW MATERIAL BENEFITS

- *Bridges in Mathematics, 3rd edition* remains anchored in an inquiry-based approach to math education for kindergarten through fifth grade and fully address WI State Standards in Mathematics.
- Collected and acted upon teacher feedback in the design of the updated third edition.
- Draws upon decades of research into the best methods for teaching and learning math.

- Includes a wide variety of age-appropriate assessments at each grade level, ranging from interviews, observation tips, and short performance tasks for the youngest students to unit pre- and post-assessments, mid-unit checkpoints, and more extensive performance tasks for Grades 2 and up.
- Incorporates increasingly complex visual models, including the Number Line and the Array models, in a coherent framework across the curriculum.
- Includes Number Corner which features short daily workouts that introduce, reinforce, and extend skills and concepts related to the critical areas of study at each grade level.
- Resources for communicating with families and encouraging family involvement available in both English and Spanish.
- Suggestions for targeted re-teaching, supporting English Learners, and additional challenges to support the range of learners in each classroom
- Teachers will receive a complete and ready-to-use curriculum with detailed lesson plans, embedded formative assessments, hands-on kits and manipulatives, digital tools, and a variety of effective teacher supports.

Implementation

Purchase of the kindergarten through fifth grade *Bridges in Mathematics, Third Edition* curriculum in Summer 2026 will allow teachers on-line access to materials before the start of the school year.

Successful implementation will also require extensive professional learning for classroom teachers, instructional coaches and administrators that includes both initial training as well as on-going job-embedded support. *Bridges in Mathematics* recommends all staff attend a Transitioning to *Bridges in Mathematics Third Edition* workshop as well as sessions on assessment and routines that are included with purchase of the materials. Leadership workshops are available for both instructional coaches and administrators as well as customized follow-up support workshops at an additional cost. The Bridges Educator Site also includes an extensive PD Library that includes a collection of articles, videos, and archived webinars 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 2026	Transitioning to Bridges in <i>Mathematics Third Edition</i>	Kindergarten-grade 5 teachers and administrators	Coordinator of Mathematics, Math Learning Center staff
October 2026	Getting Started with Bridges: Routines	Kindergarten-grade 5 teachers	Coordinator of Mathematics, District Math Coaches, Instructional Coaches, Math Leads, Math Learning Center staff
February 2027	Getting Started with Bridges: Assessment	Kindergarten-grade 5 teachers	Coordinator of Mathematics, District Math Coaches, Instructional Coaches, Math Leads, Math Learning Center staff
Ongoing 2026-2027 school year	MLC Leadership Cohort	Coordinator of Mathematics, Math Leads	Math Learning Center staff

Kindergarten through fifth grade mathematics will begin Phase 2 of the curriculum development process in September 2026. Throughout the school year, the Coordinator of Mathematics will work with Math Lead teachers, instructional coaches, and administrators to monitor the impact of the *Bridges in Mathematics, Third Edition* instructional resources. The Phase 2 work will include:

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

Phase 3 of the curriculum review cycle will be conducted from September 2027 through June 2033. This 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 kindergarten through fifth grade *Bridges in Mathematics, Third Edition* curriculum materials for approximately \$400,000.00 from the Teaching and Learning Budget as outlined in this report.

Dr. Jeffery Weiss
Superintendent of Schools

Mrs. Wendy Tindall
Chief Academic Officer

Mrs. Stacy Cortez
Coordinator of Math

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2025 Math Resource Review Team K-5

Last Name	First Name	Building	Role
Beere	Elizabeth	Educational Support Center	Teacher Consultant
Brean	Michelle	Educational Support Center	Teacher Consultant ESL
Caya	Jane	Grant	Kindergarten
Chacon	Melissa	KSOL	Grade 4
Cikel	Amanda	LakeView K-8	Grade 1
Ciskowski	Sharon	Whittier	Grade 3
Cruz	Mel	Harvey	Special Education
Gifford	Vicki	Harvey	Instructional Coach
Gotz	Courtney	Forest Park	Instructional Coach
Hill	Laurie	Bose	Instructional Coach
Johnson	Kryssia	KSOL	ESL Teacher
Jones	Heidi	Grant	Grade 5
Kemnitz	Lauren	Harvey	Grade 5
Lason	Heidi	Prairie Lane	Grade 3
Leable	Andrea	Whittier	Grade 2
Luellen	Pam	Educational Support Center	District Math Coach
Matera	Jennifer	Pleasant Prairie	Kindergarten
McKinnon	Meaghan	Educational Support Center	District Math Coach
Nickel	Timothy	Prairie Lane	Grade 4
Quintero	Valerie	Whittier	Grade 3
Shanebrook-Smith	Sarah	Educational Support Center	Coordinator of Linguistic Acquisition
Sioco	Monica	Forest Park	Grade 5
Sulamoyo	Julie	Prairie Lane	Grade 5
Tiegs	Melinda	Pleasant Prairie	Grade 1

2025 Math Resource Review Team K-5			
Vasarella	Christine	Whittier	Grade 2
Vincent	Amanda	Harvey	Special Education



Core Content Review Criteria v2.0

Mathematics

Grades K-8

About EdReports

Our Mission: EdReports.org is an independent nonprofit designed to improve K-12 education. EdReports.org increases the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials. Drawing upon expert educators, our reviews of instructional materials and support of smart adoption processes equip teachers with excellent materials nationwide.

Our Vision: All students and teachers will have access to the highest quality instructional materials that will help improve student learning outcomes.

Our Theory of Action: If we identify excellence and increase demand for excellence, then we increase the number of students in classrooms with high-quality instructional materials.

About Our Review Tools

EdReports reviewers use these review tools to create free, evidence-rich reports available on EdReports.org. These reports are developed to provide educators, stakeholders, and leaders with independent, evidence-rich information about the quality of instructional materials from those who will be using them in classrooms. Expert educators use our tools to evaluate full sets of instructional materials against criteria (see Figure 1). The tools are built from the experience of educators, curriculum experts, and leading rubric developers and organizations that have conducted reviews of instructional materials, lessons, and tasks.

To create our review tools, EdReports utilizes information from the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). We also conduct research into the application of commonly used rubrics, gather input from hundreds of educators during nationwide listening tours, interview content experts, and convene Anchor Educator Working Groups of expert practitioners. Continuous improvement is important to this development, and each tool is used with multiple sets of materials before being finalized. In addition, the Anchor Educator Working Group has the opportunity to refine the tools after the initial round of implementation.

EdReports' Review Criteria for year-long comprehensive programs has three major gateways (see Figure 1) to guide the evaluation process. Reviewers apply the three gateways sequentially to ensure EdReports reports convey to the field the extent to which materials are CCSS-aligned or designed for the NGSS, and are usable by educators. Those materials that meet or partially meet the expectations for Gateway 1 will move to Gateway 2. Only those materials that meet the expectations for both Gateway 1 and Gateway 2 (Alignment Indicators) will move to Gateway 3 (Teacher and Student Supports).

A Note About Publishing Review Criteria Before Starting Reviews: This is the first time EdReports has made criteria publicly available before starting reviews. We made this decision for two main reasons: first, to provide equal access to all publishers of comprehensive, K–12 instructional materials to inform their planning for forthcoming program revisions. Second, to give states, districts, and partner organizations the earliest possible opportunity to consult these documents in support of their work to advise and conduct materials adoptions that align with local needs and policy requirements.

Please note that all version 2.0 Review Criteria are in a “final draft” state. They represent a robust foundation, but they remain subject to ongoing refinements until the publication of the first reports using the updated criteria. Over the course of the review process for each content area and grade band, we will fine-tune the criteria to maximize clarity and practical use for our educator reviewers.

Figure 1: Gateway Evaluation Process for Review of Math Materials (Grades K-8)

Gateway 1	Focus and Coherence
	Do materials assess grade-level content and give all students extensive work with grade-level problems to meet the full intent of grade-level standards? Are each grade’s materials coherent and consistent with the Standards?
Meets or Partially Meets: Move to Gateway 2	
Gateway 2	Rigor and Mathematical Practices
	Do materials reflect the balances in the Standards and help students meet the Standards’ rigorous expectations by giving appropriate attention to: developing students’ conceptual understanding; procedural skill and fluency; and engaging applications? Do materials meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice (MPs)?
Meets for Gateways 1 AND 2: Move to Gateway 3	
Gateway 3	Teacher & Student Supports
	Do materials include opportunities for teachers to effectively plan and utilize with integrity to further develop their own understanding of the content? Are materials designed for each child’s regular and active participation in grade-level/grade-band/series content? Do materials include a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers?

Gateway 1

Focus and Coherence

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

REMINDER:

- Materials must “Meet Expectations” or “Partially Meet Expectations” in Gateway 1 to be reviewed in Gateway 2.
- Materials must “Meet Expectations” in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

Students and teachers using the material as designed focus on grade-level content and spend the majority of instructional time on the major work of the grade. Each grade’s materials are coherent and consistent with the college and career-ready standards.

**NOTE: Materials being reviewed must score above zero points in each indicator, otherwise the materials automatically do not proceed to Gateway 3.*

Gateway 1 Overview		Available Points
Criterion 1.1: Focus Indicators 1a-1d Materials assess grade-level content and give all students extensive work with grade-level problems to meet the full intent of grade-level standards.	12	
Criterion 1.2: Coherence Indicators 1e-1h Each grade’s materials are coherent and consistent with the Standards.	8	
Total Available Points in Gateway 1	20	Meets: XX-XX (with no 0s) Partially Meets: XX-XX Does Not Meet: < XX

Criterion 1.1
Focus

Materials assess grade-level content and give all students extensive work with grade-level problems to meet the full intent of grade-level standards.

Indicators + Scoring Criteria

Scoring

1a. Materials assess the grade-level content and, if applicable, content from earlier grades. - Materials assess grade-level standards or include above-grade assessment items that could be removed or modified without impacting the structure of the materials. - Above-grade items are mathematically reasonable. - For Grades K-5, no topics are explicitly assessed from probability; statistics; or similarity, transformations, and/or congruence.	0 2
1b. Assessment information is included in the materials to indicate which standards are assessed. Materials consistently identify the standards and practices assessed for formal assessments.	0 1 2
1c. Assessments include opportunities for students to demonstrate the full intent of grade-level/course-level standards and practices across the series. Assessments include opportunities for students to demonstrate the full intent of grade-level/course-level standards and practices across the series.	0 2 4
1d. Materials give all students extensive work with grade-level problems to meet the full intent of grade-level standards. - Materials present all students with extensive work with grade-level problems. - Materials present opportunities for all students to meet the full intent of grade-level standards.	0 2 4

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.
*NOTE: Materials being reviewed must score above zero points in each indicator, otherwise the materials automatically do not proceed to Gateway 3.

Total Available Points	12	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Criterion 1.2
Coherence

Each grade’s materials are coherent and consistent with the Standards.

Indicators + Scoring Criteria

Scoring

1e. When implemented as designed, the majority of the materials focus on the major clusters of each grade. - The materials, when implemented as designed, focus on the major clusters of the grade. - K-2 at least 75% 3-8 at least 65%	0 2
1f. Supporting content enhances focus and coherence simultaneously by engaging students in the major work of the grade. Connections between supporting and major work enhance focus on major work through explicit use of the coherence map.	0 1 2
1g. Materials include problems and activities that serve to connect two or more clusters in a domain or two or more domains in a grade. There are connections from major work to major work throughout the grade-level materials, when appropriate.	0 1 2
1h. Content from future grades is identified and related to grade-level work, and materials relate grade-level concepts explicitly to prior knowledge from earlier grades. - There are connections from future grades that are clearly identified and related to the current grade-level work. - Materials make explicit connections between grade-level concepts and prior knowledge from earlier grades.	0 1 2

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.
*NOTE: Materials being reviewed must score above zero points in each indicator, otherwise the materials automatically do not proceed to Gateway 3.

Total Available Points

8

Meets: XX-XX
Partially Meets: XX-XX
Does Not Meet: < XX

Total Available Points in Gateway 1

20

Meets: XX-XX (with no 0s)
Partially Meets: XX-XX
Does Not Meet: < XX

Gateway 2

Rigor and Mathematical Practices

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

REMINDER:

- Materials must “Meet Expectations” or “Partially Meet Expectations” in Gateway 1 to be reviewed in Gateway 2.
- Materials must “Meet Expectations” in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

Materials align with CCSS expectations for rigor and mathematical practices.

Gateway 2 Overview		Available Points
Criterion 2.1: Rigor and Balance Indicators 2a-2d Materials reflect the balances in the Standards and help students meet the Standards’ rigorous expectations by giving appropriate attention to: developing students’ conceptual understanding; procedural skill and fluency; and engaging applications.		8
Criterion 2.2: Standards for Mathematical Practices Indicators 2e-2l Materials meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice (MPs).		8
Total Available Points in Gateway 2	16	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX

Criterion 2.1
Rigor and Balance

Materials are coherent in design, scientifically accurate, and support grade-band endpoints made for all three dimensions.

Indicators + Scoring Criteria	Scoring
2a. Materials support the intentional development of students’ conceptual understanding of key mathematical concepts, especially where called for in specific content standards or clusters. - Materials develop conceptual understanding throughout the grade level. - Materials provide opportunities for students to independently demonstrate conceptual understanding throughout the grade level.	0 1 2
2b. Materials provide intentional opportunities for students to develop procedural skills and fluencies, especially where called for in specific content standards or clusters. - Materials develop procedural skills and fluency throughout the grade level. - Materials provide opportunities for students to independently demonstrate procedural skills and fluency throughout the grade level.	0 1 2
2c. Materials support the intentional development of students’ ability to utilize mathematical concepts and skills in engaging applications, especially where called for in specific content standards or clusters. - Materials include multiple routine and non-routine applications of the mathematics throughout the grade level. - Materials provide opportunities for students to independently demonstrate multiple routine and non-routine applications of the mathematics throughout the grade level.	0 1 2
2d. The three aspects of rigor are not always treated together and are not always treated separately. There is a balance of the three aspects of rigor within the grade as reflected by the standards. All three aspects of rigor are present independently and multiple aspects of rigor are engaged simultaneously to develop students’ mathematics understanding of a single topic/unit of study throughout each grade level.	0 2

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

Total Available Points	8	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Criterion 2.2 Standards for Mathematical Practices

Materials meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice (MPs).

Indicators + Scoring Criteria

Scoring

2e. Materials support the intentional development of MP1: Make sense of problems and persevere in solving them, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards. • There is intentional development of MP1 to meet its full intent in connection to grade-level content.	0 1
2f. Materials support the intentional development of MP2: Reason abstractly and quantitatively, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards. • There is intentional development of MP2 to meet its full intent in connection to grade-level content.	0 1
2g. Materials support the intentional development of MP3: Construct viable arguments and critique the reasoning of others, in connection to the grade-level content standards, as expected by the mathematical practice standards. • There is intentional development of MP3 to meet its full intent in connection to grade-level content.	0 1
2h. Materials support the intentional development of MP4: Model with mathematics, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards. • There is intentional development of MP4 to meet its full intent in connection to grade-level content.	0 1
2i. Materials support the intentional development of MP5: Choose tools strategically, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards. • There is intentional development of MP5 to meet its full intent in connection to grade-level content.	0 1
2j. Materials support the intentional development of MP6: Attend to precision, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards. • There is intentional development of MP6 to meet its full intent in connection to grade-level content.	0 1
2k. Materials support the intentional development of MP7: Look for and make use of structure, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards. • There is intentional development of MP7 to meet its full intent in connection to grade-level content.	0 1
2l. Materials support the intentional development of MP8: Look for and express regularity in repeated reasoning, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards. • There is intentional development of MP8 to meet its full intent in connection to grade-level content.	0 1

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

Total Available Points

8

Meets: XX-XX
Partially Meets: XX-XX
Does Not Meet: < XX

Total Available Points in Gateway 2

16

Meets: XX-XX
Partially Meets: XX-XX
Does Not Meet: < XX

Gateway 3

Teacher & Student Supports

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

REMINDER:

- Materials must “Meet Expectations” or “Partially Meet Expectations” in Gateway 1 to be reviewed in Gateway 2.
- Materials must “Meet Expectations” in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

Materials support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners.

Gateway 3 Overview		Available Points
Criterion 3.1: Teacher Supports Indicators 3a-3i Materials include opportunities for teachers to effectively plan and utilize with integrity to further develop their own understanding of the content.		10
Criterion 3.2: Student Supports Indicators 3j-3q Materials are designed for each child’s regular and active participation in grade-level/grade-band/series content.		6
Criterion 3.3: Intentional Design Indicators 3r-3u Materials include a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.		Narrative Evidence Only
Total Available Points in Gateway 3	16	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX

Criterion 3.1 Teacher Supports

Materials include opportunities for teachers to effectively plan and utilize with integrity to further develop their own understanding of the content.

Indicators + Scoring Criteria	Scoring
3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials, with specific attention to engaging students to guide their mathematical development. - Materials provide comprehensive guidance that will assist teachers in presenting the student and ancillary materials. - Materials include sufficient and useful annotations and suggestions that are presented within the context of the specific learning objectives.	0 1 2
3b. Materials contain explanations and examples of grade-level/course-level concepts and/or standards and how the concepts and/or standards align to other grade/course levels so that teachers can improve their own knowledge of the subject. - Materials contain explanations and examples of grade/course-level concepts and/or standards so that teachers can improve their own knowledge of the subject. - Materials contain explanations and examples of how the concepts and/or standards align to other grade/course levels so that teachers can improve their own knowledge of the subject.	0 1 2
3c. Materials include a year-long scope and sequence with standards correlation information. Materials include a year-long scope and sequence with standards correlation information.	0 1
3d. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement. - Materials contain strategies for informing students, parents, or caregivers about the program. - Materials contain suggestions for how parents or caregivers can help support student progress and achievement. - Materials for parents (like letters home) have been translated into languages other than English.	Narrative Evidence Only
3e. Materials explain the program's instructional approaches, identify research-based strategies, and explain the role of the standards. - Materials explain the instructional approaches of the program. - Materials include and reference research-based strategies. - Materials include and reference the role of the standards in the program.	0 1 2
3f. Materials provide a comprehensive list of supplies needed to support instructional activities. Materials include a comprehensive list of supplies needed to support the instructional activities.	0 1
3g. The assessment system provides consistent opportunities to determine student learning throughout the school year. The assessment system provides sufficient teacher guidance for evaluating student performance and determining instructional next steps. - The assessment system provides opportunities to determine student learning throughout the school year. - The assessment system provides sufficient teacher guidance for evaluating student performance. - The assessment system provides sufficient teacher guidance for interpreting student performance and determining next instructional steps.	0 1 2
3h. <i>This is not an assessed indicator in Mathematics.</i>	
3i. <i>This is not an assessed indicator in Mathematics.</i>	

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

Total Available Points

10

Meets: XX-XX
Partially Meets: XX-XX
Does Not Meet: < XX

Criterion 3.2
Student Supports

Materials are designed for each child's regular and active participation in grade-level/grade-band/series content.

Indicators + Scoring Criteria	Scoring
3j. Materials provide strategies and support for students in special populations to work with grade-level content and meet or exceed grade-level standards, which support their regular and active participation in learning. Materials provide strategies, supports, and resources for students in special populations to support their regular and active participation in grade-level mathematics work.	0 1 2
3k. Materials regularly provide extensions and/or opportunities for advanced students to engage with grade-level/course-level mathematics at greater depth. - Materials regularly provide multiple extensions and/or opportunities for advanced students to engage with grade-level/course-level mathematics at greater depth. - There are no instances of advanced students doing more assignments than their classmates.	0 1 2
3l. Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning with opportunities for students to monitor their learning. - Materials provide varied tasks for students to show their thinking and make meaning. - Students have opportunities to share their thinking, to demonstrate changes in their thinking over time, and to apply their understanding in new contexts. - Materials leverage the use of a variety of formats over time to deepen student understanding and ability to explain and apply mathematical ideas. - Materials provide for ongoing review, practice, self-reflection, and feedback. Materials provide multiple strategies, such as oral and/or written feedback, peer or teacher feedback, and self-reflection. - Materials provide a clear path for students to monitor and move their own learning.	Narrative Evidence Only
3m. Materials provide opportunities for teachers to use a variety of grouping strategies. - Materials provide grouping strategies for students. - Materials provide guidance for varied types of interaction among students. - Materials provide guidance for the teacher on grouping students in a variety of grouping formats.	Narrative Evidence Only
3n. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment. - Materials offer accommodations that ensure all students can access the assessment (e.g., text-to-speech, increased font size) without changing its content. - Materials include guidance for teachers on the use of provided accommodations. - Materials include guidance for teachers about who can benefit from these accommodations. - Materials do not include modifications to assessments that alter grade level/expectations.	Narrative Evidence Only
3o. Materials provide a range of representation of people and include detailed instructions and support for educators to effectively incorporate and draw upon students' different cultural, social, and community backgrounds to enrich learning experiences. - Materials provide a range of representation of people, ensuring a broad range of cultural, racial, gender, and ability backgrounds are accurately and authentically represented. - Materials provide detailed instructions and support for teachers on incorporating and drawing upon students' different cultural, social, and community backgrounds to enrich learning experiences.	Narrative Evidence Only
3p. Materials provide supports for different reading levels to ensure accessibility for students. - Materials identify strategies to engage students in reading and accessing grade-level mathematics. - Materials identify multiple entry points to help struggling readers access and engage in grade-level mathematics.	Narrative Evidence Only
3q. Manipulatives, both virtual and physical, are accurate representations of the mathematical objects they represent and, when appropriate, are connected to written methods. Manipulatives are accurate representations of mathematical objects and are connected to written methods.	0 1 2

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

Total Available Points	6	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX
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Draft

Criterion 3.3 Intentional Design

Materials include a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.

Indicators + Scoring Criteria

Scoring

- | | |
|---|-------------------------|
| 3r. Materials integrate technology such as interactive tools, virtual manipulatives/objects, and/or dynamic software in ways that engage students in the grade-level/series standards, when applicable. <ul style="list-style-type: none"> Digital technology and interactive tools, such as data collection tools and/or modeling tools are available to students. Digital tools support student engagement in mathematics. Digital materials can be customized for local use (i.e., student and/or community interests). | Narrative Evidence Only |
| 3s. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable. <ul style="list-style-type: none"> Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable. | Narrative Evidence Only |
| 3t. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic. <ul style="list-style-type: none"> Images, graphics, and models support student learning and engagement without being visually distracting. They also clearly communicate information or support student understanding of topics, texts, or concepts. Teacher and student materials are consistent in layout and structure across lessons/modules/units. Materials' organizational features (table of contents, glossary, index, internal references, table headers, captions, etc.) are clear, accurate, and error-free. | Narrative Evidence Only |
| 3u. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable. <ul style="list-style-type: none"> Teacher guidance is provided for the use of embedded technology to support and enhance student learning, when applicable. | Narrative Evidence Only |

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

Total Available Points

Narrative Evidence Only

Total Available Points in Gateway 3

16

Meets: XX-XX
Partially Meets: XX-XX
Does Not Meet: < XX

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: The Math Learning Center and Phoenix Printing Inc

Purchased Good/Program: Bridges in Mathematics, Third Edition Transition Kit, replacement of math manipulatives, Professional Learning, Intervention 2n

Start Date/Date Needed: 7-1-2026

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

Purchase resources to implement K-5 Bridges math curriculum in all K-5 elementary classrooms within KUSD

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

Approximately \$400,000
811: Teaching and Learning 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 educational outcome is to provide a guaranteed and viable K-5 Math curriculum, resources, instruction, and assessment. The Math Learning Center is the sole source provider of Bridges Math resources therefore there was not a need to go through the RFP process.

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

7-1-2026

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

Appropriate Leadership Signature Lwendy J. Dale Date 10-13-2025

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

October 28, 2025

ANNUAL SCHOOL SAFETY LAW REQUIREMENTS

Background:

On March 26, 2018, former Governor Walker signed the Wisconsin School Safety Bill which created a new Office of School Safety in the Department of Justice (DOJ) and provided \$100M in funding for school safety grants of which KUSD received \$2,121,287 USD. In addition to the grant funding, the new school safety law contained other requirements some of which require School Board review and approval. This report will serve as the formal School Board approval of these requirements for the 2025-26 school year.

1. Emergency Operations Plan (EOP)

The law requires [State Statute 118.07(4)(b-e)] that school districts file a copy of their school safety plan with the Department of Justice Office of School Safety prior to January 1, 2019, and before January 1 every year thereafter. We will submit our safety plan as part of the annual submittals to the DOJ at the end of December. The law also requires that the School Board review and approve the plan every three years, and that local law enforcement also review the plan. For the first time since the law was passed, we do not have any major changes to our school safety plan which we refer to as our Emergency Operating Procedures (EOP). The only changes to the EOP this year was updating school names, addresses, and contact information in the plan.

We also made annual updates to the Simplified "Pocket" EOP, which is an abridged version of the above-mentioned EOP that is placed in every classroom and office at all schools. The cover page lists school-specific emergency contact information that gets distributed to only that respective school. The second page is for school staff to fill-in the emergency information that is specific to their school and room (e.g., tornado shelter, outdoor fire escape location, nearest exit door, etc.). Links to the full Emergency Operations Plan (EOP) and an example of the Simplified "Pocket" EOP is provided in the links below:

- [2025 Emergency Operations Plan \(EOP\)](#)
- [25-26 Simplified "Pocket" EOP](#)

2. School Violence Event/Active Threat (ALICE) Drills

Another requirement of the law [State Statute 118.07(4)(cp)] is that districts perform at least one annual drill related to a school violence event. As part of our District-wide adoption of ALICE a decade ago, KUSD developed a set of seven lesson plans per grade level that included two active threat/ALICE drills each year. The law also requires that the principal of each school submit a brief written description of each annual drill(s) to the School Board within 30 days of holding the drill. Those assessments are coordinated by the Office of School Leadership.

The first ALICE drill of the 2025-26 school year will be held districtwide on October 22, 2025. Feedback summary of that drill will be provided to the Board after the drill has been completed. Links to the feedback summaries of the two most recent ALICE drills and the annual testing of the Informacast Alert System are provided below:

- [24-25 ALICE Drill 1 Feedback Summary | October 2024](#)
- [24-25 ALICE Drill 2 Feedback Summary | February 2025](#)
- [2025 Informacast Alert System Testing Summary](#)

3. School Security/Active Threat (ALICE) Training:

There are a number of staff and student training requirements associated with the law and the two grant applications. One of the reporting requirements of the law [State Statute 118.07(4)(e)] is to report the date of the most recent school training on school safety. KUSD has a very extensive training system related to ALICE as well as other safety and security prevention topics. As mentioned above, our ALICE training for students involves seven age-appropriate lessons/drills that were formally developed as lesson plans.

KUSD has trained every employee on ALICE for the past 11 years. The new employee training includes 60 minutes of classroom instruction, followed by 90 minutes of active simulations in actual classrooms at our schools. Additionally, current employees are required to complete online ALICE Refresher Training every year through the online Vector program administered by the Office of Human Resources.

Information related to the district's School Security Training initiatives for this school year are provided in the links below:

- [25-26 ALICE Training, Lesson & Drill Schedule](#)
- [25-26 New Employee ALICE Training Attendance Roster](#)
- [2025 Annual ALICE Refresher Online Training Completions](#)

Recommendation:

Administration recommends that the School Board approve the 2025 Emergency Operations Plan and Annual School Safety Law Requirements as described in this report.

Dr. Jeffery Weiss
Superintendent of Schools

William Haithcock
Chief of School Leadership

John Setter, AIA
Director of Facilities

**Kenosha Unified School District
Kenosha, Wisconsin**

October 28, 2025

KUSD HEAD START SEMI ANNUAL REPORT

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

The Head Start Program has the capacity to serve 389 enrolled students. 330 of these students are funded through the Federal Head Start Grant and 59 are funded through the State Head Start Supplemental Grant.

All Head Start programs are structured through a common framework with the following components: Program Design and Management, Family and Community Partnership, and Early Childhood Development and Health Services. This report will summarize activities in each of these components from January 1, 2025 through June 30, 2025.

Program Design and Management

The program design and management component of Head Start ensures strong, effective organizational management for the program.

Sites and Services

Head Start enrollment is capped at 389 students, with a federal requirement of 330. Head Start is provided at the following locations for the 2024-2025 school year (see chart below). There are a total of 17 classrooms and a total of 25 sessions that enroll Head Start students at seven different sites.

Head Start Locations		
Double Sessions	Full Day	Half Day AM/PM
Bose Elementary School	1 classroom	
Brass Community School	1 classroom	1 classroom/2 sessions
Cesar Chavez Learning Station	6 classrooms	1 classroom/2 sessions
Curtis Strange Elementary School		2 classrooms/4 sessions
Kenosha School of Language		1 classroom/2 sessions
Frank Elementary School	1 classroom	1 classroom/2 sessions
Grewenow Elementary School		2 classroom/4 sessions
Totals	9 classrooms	8 classrooms/16 sessions

Enrollment

As of June 1, 2025, the KUSD Head Start Program enrolled 345 students, exceeding the federal requirement of 330 for this program year. An additional 15 students were served under the state-funded Head Start Supplemental Grant, bringing total enrollment to 360 students.

The program also maintained a waiting list of 102 students—approximately 30% of total enrollment—including families awaiting registration for the 2025–2026 school year. In alignment with KUSD’s approved Head Start Enrollment Criteria Framework, the program prioritizes four-year-old children to strengthen kindergarten readiness while also considering individual family needs.

Of the 345 combined federally and state funded students:

- 240 are four-year-olds
- 105 are three-year-olds
- 171 attend full-day sessions
- 174 attend half-day sessions

Head Start Performance Standards require at least 45% of federally funded students to be enrolled in full-day programming. KUSD exceeded this threshold, with 49% of total Head Start students attending full-day classes by the end of the 2024–25 school year. Specifically, full-day classes served 135 four-year-olds and 36 three-year-olds, while half-day sessions served 105 four-year-olds and 69 three-year-olds.

Between January 1 and June 1, 2025, 19 students withdrew from the program. Withdrawal reasons were primarily due to families moving out of the service area but also included scheduling or transportation challenges, attendance issues, and undisclosed parental choices.

Interest in full-day programming continues to grow. Families of part-day students frequently request transfer to full-day classes when space allows. When vacancies occur, staff prioritize enrollment for children with the greatest needs—particularly those experiencing homelessness or in foster care—while also offering open full-day spots to currently enrolled part-day students when appropriate.

Program staff actively promote Head Start throughout the community through partnerships with KAC Early Head Start Birth to Three, and other agencies such as the Wisconsin Department of Children and Families. Many new enrollments come from word-of-mouth referrals by past participants.

Management and Grant Oversight

In accordance with the Head Start Final Rule, the KUSD Head Start Management Team and Policy Council have begun a comprehensive update of all KUSD Head Start Policies to align with the revised Federal Head Start Performance Standards. This multi-year project will span approximately six years, following the federal implementation timeline.

All policy revisions and amendments will be reviewed and approved by both the KUSD Head Start Policy Council and the KUSD School Board, as outlined in KUSD Head Start Policy 1301.2(b): Governing Body Duties and Responsibilities. A draft version of the updated KUSD Head Start Policies, reflecting the new Final Rule, will be presented in September 2025. Following Policy Council approval, the final policy updates will be brought forward to the School Board for formal adoption.

The 2024–2025 program year marks the second year of the current five-year KUSD Head Start grant cycle (2023–2028). In preparation for the anticipated FA2 Federal On-Site Monitoring Review during the 2025–2026 school year, the program has begun extensive readiness efforts. This review will include CLASS (Classroom Assessment Scoring System) observations to assess the quality of teacher-child interactions. These observations will be conducted through randomized video submissions evaluated by the federal monitoring team.

To ensure fidelity and internal consistency, three members of the Head Start Management Team, including the Program Director, completed CLASS Reliability Training in October 2024. Ongoing internal classroom observations continue across all Head Start sites to inform targeted instructional coaching and professional learning focused on instructional support and teacher-child interaction quality.

The 2023–2028 grant cycle identifies two primary focus goals:

1. Increase students' social-emotional competence to ensure successful transitions to kindergarten.
2. Partner with families to build the knowledge and skills necessary for them to serve as effective advocates for their children's education.

Implementation of the Pyramid Model Framework remains the cornerstone strategy for advancing these goals. Continuous Pyramid Model training supports teachers in promoting positive social-emotional development and reducing challenging behaviors. Chavez Learning Station continues to be recognized as a Wisconsin Pyramid Model Implementation Site, serving as a state-level model of effective and sustained implementation.

The Pyramid Model Framework and related strategies are also shared with families through multiple modalities—family engagement events, newsletters, classroom communication, and direct coaching—to strengthen their role as partners in their children's education. The program's Training and Technical Assistance (T/TA) Plan includes ongoing consultation and professional learning provided by a certified Pyramid Model Coach/Trainer as well as consultation from Head Start contracted Early Childhood Specialists.

In addition, the KUSD Head Start Management Team has completed a review of ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance), Family Services, and Health data. Findings are being integrated into the 2025-26 Community Assessment Update, which will be presented to the Head Start Policy Council and School Board to inform recommendations and priorities for the upcoming program year.

Family and Community Partnerships

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

Family Partnerships

Strong partnerships with families contribute to positive and lasting change for families and students. By the end of the 24-25 school year, 100% of KUSD Head Start families had completed a family partnership agreement with Head Start and 90% completed a Family Outcomes Assessment, which guides each family to choose a goal from one of the categories listed below:

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

According to the data provided by the Family Outcomes Assessment, which was completed with the Head Start families, an area of low need was in safety, mental health, and promoting primary language. These three categories were identified as strengths for most of our families, in the initial, mid, and final outcomes of the 2024-2025 school year.

The other areas of need that we focused on during the 2024-2025 school year included housing, health, basic needs, financial security, transportation, parenting skills, behavioral strategies, nurturing relationships, family education at home, literacy, promoting responsibility, education training, school readiness, transitions, support network, family/community, and leadership/advocate. Our efforts consisted of community resource fairs, community program referrals, parent classes, collaboration with Early Head Start, resource tables at school sites, book lending libraries for families, family engagement opportunities, transportation assistance, parent meetings, and information and material sharing regarding Pyramid Model strategies.

The category identified as having the highest need was for families to be advocates and leaders. This category focuses on how the families engage in program activities through school or other community organizations. One of the most valuable tools we offer in this category is participation in our Head Start Policy Council, Parent Committee, and Health/Mental Health Advisory Committee. We work closely with parents to strengthen their leadership and advocacy skills to assist them in the home, school, and community.

Providing Family Support

Family Advocates start to build rapport with parents/caregivers at the initial intake meeting. It is during this time that information specific to Head Start and what is required of families is shared with the parents and caregivers. Rapport building continues when the assigned Advocate initiates their first face to face contact. The goal is to see all families in their home with face to face meetings at school or at a minimum via video as secondary options. Advocates answer questions, talk about the needs of the family and the programs available, and work to develop relationships with Head Start parents to support their physical, social, and educational needs. Spanish-speaking family service providers have supported families by providing translation/support for home visits, newsletters, parenting programs, and parent-teacher conferences. These activities promote the Head Start foundational belief that students are most successful when

parents participate in their education. Services to families during the 2024-2025 school year included:

- 308 families participated in discussing their child's screening and assessment results and their child's progress, 278 families received nutrition education, and 102 families received education on preventative medical and dental health.
- 139 Head Start fathers were involved in their child's developmental experience.
- 33 families acquired stable housing during the 2024-2025 school year
- 247 families received transition support either from EHS to Head Start or Head Start to Kindergarten

Referrals and transportation assistance have also been provided for ELCA Outreach Services, Professional Services Network, Kenosha Human Development Services, Housing Assistance, UMOS, Salvation Army, St. Marks, St. Vincent, Women and Children's Horizons, and Goodwill Industries. In addition, medical, vision, and dental needs were referred to the Kenosha County Health Department, Kenosha Community Health Center, and Lions vision assistance program.

At the completion of the school year, data shows that we had 142 two-parent families and 202 single-parent families. Data also shows that 246 Head Start families reported that at least one parent is employed. 42 parents are participating in job training and/or are currently working on some kind of a post-high school degree. At the end of the school year, 50 Head Start families reported that they were experiencing homelessness, with 33 of those families having secured housing. It is exciting to report that 139 fathers participated in student conferences and home visits, 54 fathers participated in family assessments, and 70 fathers helped in their family's goal setting. Additionally, three fathers served on the Head Start Policy Council (HSPC).

Early Childhood Development and Health Services

Throughout the school year, Head Start Performance Standards require that all enrolled children maintain up-to-date health documentation, including:

- A current physical examination
- A dental examination
- A lead screening
- Immunizations appropriate for age

Students who enter the program without current health records receive individualized support from Family Service Providers, who help families schedule appointments and follow up with medical or dental offices as needed. A continuing challenge for the program is ensuring families obtain updated annual exams when previous documentation is more than one year old, and securing timely copies of medical records from community clinics. Information collected from health screenings and registration materials is used to determine whether an Emergency Health Plan is required to ensure each child's safety while attending school.

The program maintains strong partnerships to support these efforts:

- **Kenosha Community Health Center – Seal-A-Smile Program:** This in-school partnership provides developmentally appropriate dental screenings and cleanings. It has significantly improved compliance with dental health requirements and is expected to

continue long-term. However, it has also highlighted a growing need for follow-up dental treatment, which is challenging due to the limited number of pediatric dental providers in the community.

- **Carthage College, Gateway Technical College, and Workforce Solutions:** These partnerships allow students pursuing careers in healthcare and early childhood education to complete required practicum experiences within Head Start sites. Carthage nursing students assisted with blood pressure checks and growth assessments for children who had not recently visited a physician.
- **Lead Screening Clinics:** In collaboration with Kenosha Community Health, the program hosted two on-site lead testing clinics, identifying multiple cases of elevated lead levels. Each identified child received appropriate follow-up healthcare or interventions to ensure continued health and safety.

Data from the 2024-2025 school year indicates:

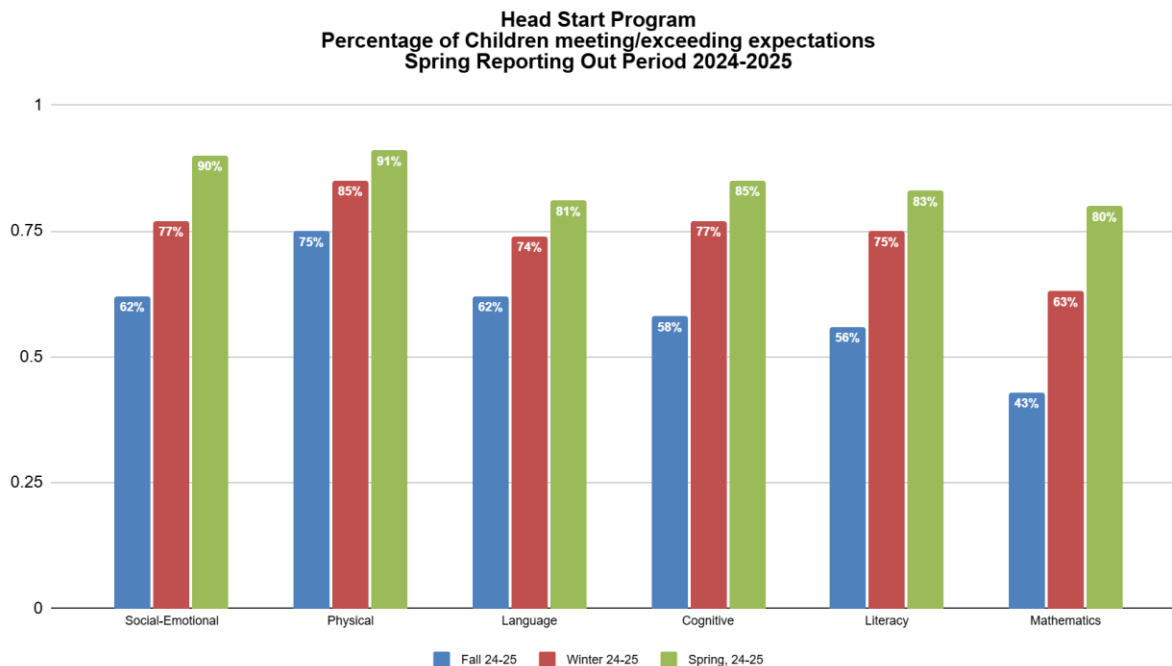
- By June 1, 2025, 80% of Head Start students had updated physical exams on record, as compared to 68% at the end of December 2024.
- 88% of students had current dental exams, up from 83% mid-year.
- 92% of students are currently up to date with required immunizations compared to 96% in 23-24 end of year. This is a decrease of 4% from the same time last year. This is somewhat of a concern, but the program will continue to monitor this trend.
- 97% of students have had lead tests, up from 96% last year.
- 99% of students have received growth assessments, increased from 96% last year and 79% in 2023-2024.
- 15 Head Start students district-wide had emergency health plans on file by the end of the 24-25 school year.

As challenging as it can currently be for any Kenosha family to find and establish pediatric medical and dental homes, 97% of our Head Start students had medical homes by June of 2025, and 80% had established dental homes. Management team systems were updated in 24-25 to include the Family Service providers, now referred to as Family Advocates, as the main support for families in obtaining the medical and dental resources they need using a Multi-tiered System of Support for Family Engagement. This strategy has proven to be effective in supporting our Head Start families in their Health and Dental Performance Standards compliance.

Head Start has partnered with the University of Wisconsin Extension to provide nutrition classes for students. During these classes, students are provided with healthy snack options and nutrition information. Throughout the school year our Head Start nurse also works with families to connect them with both health care providers and health information to address overweight and obesity concerns with the students.

Student Achievement

The Kenosha Unified Head Start Program reports student progress three times per year using Teaching Strategies GOLD™. The Kenosha Unified Head Start Program reports student progress three times per year using Teaching Strategies GOLD™. School Readiness Outcomes (reported for 355 children) for Spring, 2024-2025 are summarized below:



As evidenced by the graph, the most significant areas of improvement for the 2024-2025 school year are Literacy (27% increase in children meeting or exceeding expectations from Fall to Spring) and Cognitive (27% increase in children meeting or exceeding expectations). The highest area of increase in children meeting or exceeding for Spring is Mathematics (37%). This is different from the trend of data collected from the past three years in which the highest area of increase was Physical Development.

Head Start School Readiness Goals

During each five-year grant period, the Kenosha Unified Head Start Program is required to write school readiness goals in the five domains of development described in the [Head Start Early Learning Outcomes Framework](#). Below is a summary of progress on Head Start Program's 2023-2028 School Readiness Goals for Spring, 2024-2025:

Approaches to Learning

Children will increasingly demonstrate self-control including controlling impulses, maintaining attention, persisting with activities, and using flexible thinking (ELOF Goal: P-ATL5, 6, 7, 9).

Spring, 2024-2025 report: 87% of children are meeting/exceeding expectations for this goal (compared to 77% in the Fall).

Social and Emotional Development

Children will appropriately express and respond to a broad range of emotions, including concern for others (ELOF Goal: P-SE6, 7).

Spring, 2024-2025 report: 89% of children are meeting/exceeding expectations for this goal (compared to 68% in the Fall).

Language and Literacy

Children will increasingly match the amount and use of language required for different social situations and follow social and conversational rules (ELOF Goal: P-LC4).

Spring, 2024-2025 report: 82% of children are meeting/exceeding expectations for this goal (compared to 81% in the Fall).

Cognition

Children will demonstrate understanding of number names and order of numerals, the order of size or measures, the number of items in a set, and use math concepts and language regularly during every day experiences (ELOF Goal: P-MATH1, 2, 4).

Spring, 2024-2025 report: 76% of children are meeting/exceeding expectations for this goal (compared to 54% in the Fall).

Perceptual, Motor, and Physical Development

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

Spring, 2024-2025 report: 92% of children are meeting/exceeding expectations for this goal (compared to 88% in the Fall).

Dr. Jeffrey Weiss
Superintendent of Schools

William Haithcock
Chief of School Leadership

Heather Connolly
Regional Coordinator

Rhonda Lopez
Principal of Chavez/Head Start Director



OFFICIAL THIRD FRIDAY

Enrollment Report

SCHOOL YEAR 2025-26

Kenosha Unified School District
Kenosha, Wisconsin

October 28, 2025

OFFICIAL THIRD FRIDAY ENROLLMENT REPORT

(School Year 2025-26)

OVERVIEW

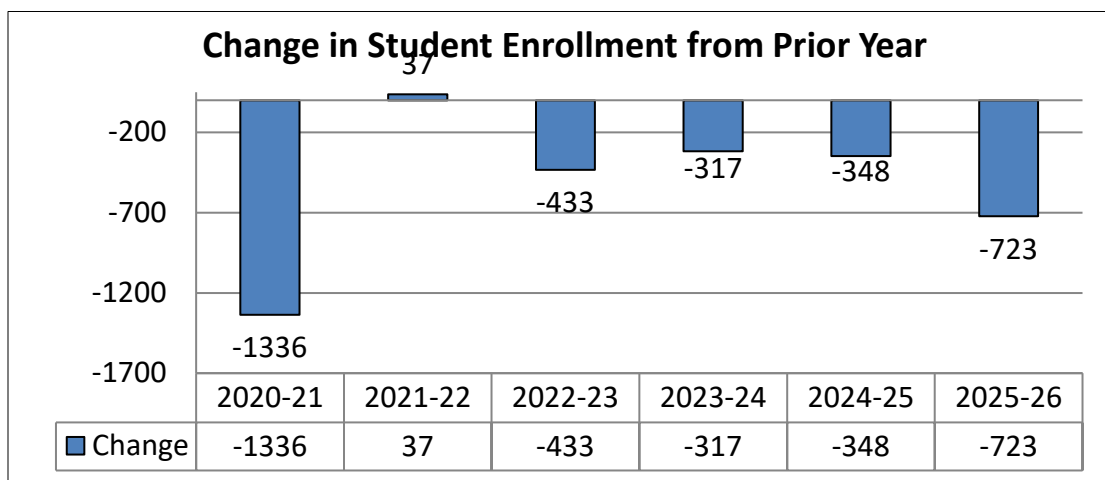
Annually, Administration provides the Kenosha Unified School Board with the District's *Official Third Friday Enrollment Report*. The data contained in this report are also reported to the Wisconsin Department of Public Instruction (DPI) in its designated format. The School Board should note that this report contains only *enrollment* data and does not contain student membership data that are used to develop revenue projections and budgetary planning documents.

GENERAL FINDINGS

1. District-wide, enrollment decreased -723 students, from 18,522 students in 2024-25 to 17,799 in 2025-26. A combination of factors contributed to this large decline, with the highest impact still based on the community declining birth rate, which began in 2009-10. This trend now directly impacts grade 10, with subsequent years still having an effect of additional loss. The District's overall enrollment for the past six (6) years is shown below.

School Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Enrollment	19,583	19,620	19,187	18,870	18,522	17,799

2. The following chart illustrates the changes in student enrollment for School Years 2020-21 to 2025-26, showing an average annual decrease of -520 in the prior six school years. The COVID Pandemic greatly impacted the 2020-21 enrollment.



3. The number of Multilingual Learner students (ML) for the district decreased from the previous school year. Currently there are 1,770 (9.9%) ML students, compared to 1,860 (10.0%) ML students in 2024-25. The Multilingual Learners are reported out by those in Dual Language (DL) and those in a traditional classroom (ML). The number of Dual Language students increased to 487 in 2025-26 in comparison to 450 in 2024-25. *Please note that the Dual Language ML category includes only those students who are enrolled in the Dual Language Program at Bullen or Kenosha School of Language (KSOL) and are **not** English proficient. All other students who are not English proficient are identified as Multilingual Learners (ML).*
4. The enrollment for students with disabilities (*as defined by IDEA-Individuals with Disabilities Act*) decreased, from 2,644 in 2024-25, to 2,535 in 2025-26. These students currently account for 14.2% of KUSD enrollments.
5. Regarding the race and ethnic demographic groups, the combined non-white race/ethnicities make up a majority of the student population at 57.5%. The enrollment distribution by percentage for Asian, Black, American Indian, Hispanic and Native Hawaiian/Pacific Islander remained relatively constant.

Race/Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
American Indian or Alaska Native	35 (0.2%)	35 (0.2%)	37 (0.2%)	39 (0.2%)	33 (0.2%)	35 (0.2%)
Asian	340 (1.7%)	331 (1.7%)	344 (1.8%)	320 (1.7%)	306 (1.7%)	311 (1.7%)
Black or African American	2,715 (13.7%)	2,708 (13.8%)	2,675 (13.9%)	2,611 (13.8%)	2,604 (14.1%)	2,555 (14.4%)
Hispanic of any Race	5,799 (29.6%)	5,918 (30.2%)	5,947 (31.0%)	5,979 (31.7%)	6,056 (32.7%)	5,861 (32.9%)
Native Hawaiian/ Pacific Islander	16 (0.01%)	17 (0.01%)	17 (0.1%)	18 (0.1%)	12 (0.1%)	13 (0.1%)
Two or More Races	1,375 (7.0%)	1,450 (7.4%)	1,426 (7.4%)	1,485 (7.9%)	1,464 (7.9%)	1,458 (8.2%)
White	9,303 (47.5%)	9,161 (46.7%)	8,741 (45.6%)	8,418 (44.6%)	8,047 (43.4%)	7,566 (42.5%)
DISTRICT	19,583	19,620	19,187	18,870	18,522	17,799

The full report including the appendices listed below can be found at the following link: <https://www.kusd.edu/docs/educational-accountability/third-friday.pdf>

APPENDIX 1 – Official Enrollment School Year 2025-26

- District enrollment by grade span
- District enrollment by grade level
- Total enrollment by school

Enrollment information for six (6) school years is included, beginning with school year 2020-21.

APPENDIX 2 – Total Enrollment by School

- Enrollment by building, category, and grade level, grouped by elementary, middle, high, and charter/choice schools
- Summary recapitulation by category and grade span, with six (6) years of data

APPENDIX 3 – Class Size Averages by School

- Average class sizes for district schools and programs (middle and high school program averages are currently unavailable)
- Summary of average class sizes by elementary grade span and program, with six (6) years of data

Informational Item

The 2025-26 Official Third Friday Enrollment Report is an informational item.

Dr. Jeffrey Weiss
Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

Ms. Erin Roethe
Data Analyst

Ms. Laura Sawyer
Research Analyst

APPENDIX 1

Official Enrollment
School Year 2025-26

KENOSHA UNIFIED SCHOOL DISTRICT

Official Third Friday Enrollment Report for the 2025-26 School Year

I. DISTRICT ENROLLMENT

DISTRICT ENROLLMENT BY GRADE SPAN							
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2025-26 Difference
Elementary Schools	7,279	7,423	7,214	7,111	6,973	6,657	-316
Middle Schools	3,730	3,467	3,286	3,147	3,249	3,228	-21
High Schools	5,079	5,004	4,985	5,001	4,854	4,664	-190
Choice Schools	3,495	3,726	3,702	3,611	3,446	3,250	-196
District Total	19,583	19,620	19,187	18,870	18,522	17,799	-723

DISTRICT ENROLLMENT BY GRADE LEVEL							
GRADE LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2025-26 Difference
Pre-kindergarten	887	1,142	1,051	1,080	1,001	979	-22
Kindergarten	1,190	1,228	1,268	1,163	1,184	1,117	-67
1	1,346	1,234	1,243	1,282	1,186	1,153	-33
2	1,286	1,347	1,222	1,239	1,265	1,150	-115
3	1,366	1,296	1,350	1,232	1,265	1,255	-10
4	1,347	1,367	1,295	1,364	1,229	1,232	+3
5	1,342	1,347	1,358	1,309	1,367	1,217	-150
6	1,476	1,328	1,310	1,360	1,307	1,338	+31
7	1,506	1,457	1,318	1,322	1,353	1,275	-78
8	1,517	1,509	1,472	1,312	1,332	1,325	-7
9	1,518	1,580	1,495	1,473	1,340	1,364	+24
10	1,534	1,501	1,576	1,487	1,466	1,328	-138
11	1,528	1,534	1,514	1,542	1,499	1,431	-68
12	1,740	1,750	1,715	1,705	1,728	1,635	-93
District Total	19,583	19,620	19,187	18,870	18,522	17,799	-723

II. ENROLLMENT BY SCHOOL

ENROLLMENT BY ELEMENTARY SCHOOLS							
SCHOOL	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2025-26 Difference
Bose EL	235	264	271	257	309	333	24
Brass EL	391	372	331	340	470	454	-16
Forest Park EL	301	322	343	327	392	353	-39
Frank EL	314	326	327	372	466	428	-38
Grant EL	211	185	190	191	290	272	-18
Grewenow EL	339	328	273	264	323	323	0
Harvey EL	255	246	269	276	323	297	-26
Jeffery EL	262	281	273	281	338	355	17
Nash EL	536	532	545	512	580	533	-47
Pleasant Prairie EL	517	502	504	491	542	524	-18
Prairie Lane EL	391	394	378	373	453	443	-10
Roosevelt EL	439	441	461	459	493	462	-31
Somers EL	398	407	434	446	562	504	-58
Southport EL	312	293	285	278	442	413	-29
Strange EL	384	409	432	454	528	497	-31
Whittier EL	358	575	429	426	462	466	4

ENROLLMENT BY MIDDLE SCHOOLS							
SCHOOL	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2025-26 Difference
Bullen MS	770	768	694	682	758	803	45
Lance MS	887	822	791	788	906	882	-24
Mahone MS	1,012	926	936	919	1,035	978	-57
Washington MS	491	440	414	352	550	565	15

ENROLLMENT BY HIGH SCHOOLS							
SCHOOL	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2025-26 Difference
Bradford HS	1,359	1,383	1,443	1,490	1,495	1,454	-41
Indian Trail HS & Academies	2,067	2,011	1,990	2,018	1,930	1,837	-93
Indian Trail Academies	737	732	698	668	599	446	-153
Indian Trail HS (boundary)	1,330	1,279	1,292	1,350	1,331	1,391	60
Tremper HS	1,653	1,610	1,552	1,493	1,429	1,373	-56

ENROLLMENT BY CHOICE/CHARTER							
SCHOOL	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2025-26 Difference
Chavez Learning Station	71	106	123	118	196	214	18
Harman Academy	215	216	218	218	427	428	1
Kenosha 4 Year Old K	77	88	59	81	56	45	-11
Kenosha School of Language (KSOL)	299	299	315	313	336	365	29
Harborside Academy	594	596	583	615	575	560	-15
Hillcrest School	69	56	66	93	115	102	-13
LakeView	376	395	394	391	392	402	10
Lakview K-8	1,206	1,209	1,214	1,191	988	830	-158
Reuther HS	335	351	370	364	361	304	-57

TOTAL ENROLLMENT							
DISTRICT	19,583	19,620	19,187	18,870	18,522	17,799	-723

APPENDIX 2

Total Enrollment by School
School Year 2025-26

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Bose					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			3	31	34
K	44	3	9	-	53
1	41	4	12	-	53
2	40	1	3	-	43
3	38	3	6	-	44
4	45	6	12	-	57
5	33		3	-	36
TOTAL	241	17	48	31	320

Brass					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			12	39	51
K	60	15	12	-	72
1	49	9	10	-	59
2	58	17	8	-	66
3	58	13	9	-	67
4	53	9	15	-	68
5	60	9	9	-	69
TOTAL	338	72	75	39	452

Forest Park					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			1	24	25
K	52	4	5	-	57
1	46	7	9	-	55
2	43	4	13	-	56
3	45	9	12	-	57
4	49	9	11	-	60
5	34	3	9	-	43
TOTAL	269	36	60	24	353

Frank					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			16	35	51
K	52	8	10	-	62
1	40	13	10	-	50
2	43	12	6	-	49
3	61	21	12	-	73
4	51	12	21	-	72
5	53	13	13	-	66
TOTAL	300	79	88	35	423

Grant					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			2	16	18
K	34	9	10	-	44
1	35	5	6	-	41
2	34	7	10	-	44
3	44	12	3	-	47
4	27	8	10	-	37
5	35	6	6	-	41
TOTAL	209	47	47	16	272

Grewenow					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			18	29	47
K	34	4	9	-	43
1	35	4	13	-	48
2	30	5	5	-	35
3	35	3	8	-	43
4	28	3	7	-	35
5	54	4	11	-	65
TOTAL	216	23	71	29	316

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Harvey					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			12	21	33
K	39	3	7	-	46
1	40	3	3	-	43
2	33	5	9	-	42
3	38	4	7	-	45
4	36	2	9	-	45
5	38	-	5	-	43
TOTAL	224	17	52	21	297

Jeffery					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			4	25	29
K	44	3	7	-	51
1	50	2	9	-	59
2	37	3	12	-	49
3	56	3	6	-	62
4	37	4	15	-	52
5	44	-	9	-	53
TOTAL	268	15	62	25	355

Nash					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			2	43	45
K	52	-	10	-	62
1	52	2	14	-	66
2	80	7	11	-	91
3	69	6	15	-	84
4	75	7	12	-	87
5	90	8	8	-	98
TOTAL	418	30	72	43	533

Pleasant Prairie					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			7	33	40
K	76	10	6	-	82
1	65	5	7	-	72
2	59	10	13	-	72
3	85	11	5	-	90
4	72	8	7	-	79
5	79	5	10	-	89
TOTAL	436	49	55	33	524

Prairie Lane					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			8	31	39
K	40	4	14	-	54
1	69	1	14	-	83
2	50	3	3	-	53
3	64	1	6	-	70
4	68	2	8	-	76
5	61	4	7	-	68
TOTAL	352	15	60	31	443

Roosevelt						
Grade Level	Regular Ed	Multilingual Learner (ML)	Enrichment	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			-	1	28	29
K	43	7	-	7	-	50
1	52	4	-	9	-	61
2	75	7	22	6	-	81
3	65	8	22	9	-	74
4	81	5	30	4	-	85
5	73	4	25	9	-	82
TOTAL	389	35	99	45	28	462

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Somers					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			13	42	
K	51	7	20	-	71
1	62	5	13	-	75
2	72	6	18	-	90
3	65	6	10	-	75
4	64	1	8	-	72
5	56	8	10	-	66
TOTAL	370	33	92	42	449

Southport					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			4	38	
K	45	3	13	-	58
1	49	2	12	-	61
2	46	3	13	-	59
3	37	3	18	-	55
4	62	5	8	-	70
5	56	4	12	-	68
TOTAL	295	20	80	38	371

Strange					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			12	36	
K	61	20	12	-	73
1	63	15	14	-	77
2	52	16	8	-	60
3	75	19	18	-	93
4	63	19	12	-	75
5	56	14	9	-	65
TOTAL	370	103	85	36	443

Whittier					
Grade Level	Regular Ed	Multilingual Learner (ML)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			10	30	
K	144	5	17	-	161
1	110	2	9	-	119
2	112	4	9	-	121
3	156	9	11	-	167
4	123	3	8	-	131
5	117	4	10	-	127
TOTAL	762	27	74	30	826

ELEMENTARY RECAPITULATION							
Grade Level	Regular Ed	Dual Language	Multilingual Learner (ML)	Enrichment	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K	-	-	-	-	125	501	626
K	780	-	110	-	168	-	278
1	795	-	78	-	164	-	242
2	812	-	111	22	147	-	258
3	916	-	122	22	155	-	277
4	871	-	112	30	167	-	279
5	883	-	85	25	140	-	225
TOTAL	5057	-	618	99	1066	501	2,185

II. TOTAL ENROLLMENT: MIDDLE SCHOOLS

Bullen							Lance				
Grade Level		Regular Education	Special Education	Dual Language	Multilingual Learner (ML)	TOTAL	Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
6		211	27	39	45	277	6	265	38	15	303
7		173	42	37	43	252	7	243	39	13	282
8		201	30	46	52	277	8	260	37	20	297
TOTAL		585	99	122	140	806	TOTAL	768	114	48	882

<i>Mahone</i>					<i>Washington</i>				
Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL	Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
6	270	51	23	321	6	174	39	31	213
7	285	29	15	314	7	154	37	39	191
8	307	36	18	343	8	140	21	36	161
TOTAL	862	116	56	978	TOTAL	468	97	106	565

<i>MIDDLE SCHOOL RECAPITULATION</i>					
Grade Level	Regular Education	Special Education	Dual Language	Multilingual Learner (ML)	TOTAL
6	920	155	39	114	1114
7	855	147	37	110	1039
8	908	124	46	126	1078
TOTAL	2,683	426	122	350	3,231

III. TOTAL ENROLLMENT: HIGH SCHOOLS

Bradford					Indian Trail				
Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL	Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
9	273	56	49	329	9	397	50	36	447
10	281	64	67	345	10	429	51	31	480
11	313	57	55	370	11	420	47	28	467
12	333	77	56	410	12	394	49	29	443
TOTAL	1,200	254	227	1,454	TOTAL	1,640	197	124	1,837

Tremper				
Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
9	267	60	26	327
10	286	42	27	328
11	312	41	30	353
12	304	61	36	365
TOTAL	1,169	204	119	1,373

HIGH SCHOOL RECAPITULATION				
Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
9	971	166	111	1137
10	945	157	125	1102
11	1028	145	113	1173
12	1065	187	121	1252
TOTAL	4,009	655	470	4,664

IV. TOTAL ENROLLMENT: CHOICE

<i>Chavez Learning Station</i>				
Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
Pre-K	95	89	-	184
TOTAL	95	89	-	184

<i>Kenosha 4 Yr Kindergarten</i>				
Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
Pre-K	42	3	-	45
TOTAL	42	3	-	45

<i>Harman Academy (Brompton/DOLA)</i>				
Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
K	37	2	5	39
1	37	7	2	44
2	45	2	3	47
3	45	2	1	47
4	55	-	1	55
5	47	3	2	50
6	49	1	2	50
7	44	2	2	46
8	47	3	3	50
TOTAL	406	22	21	428

<i>Lakeview K-8</i>				
Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
Pre-K	29	-	-	29
K	52	12	3	64
1	73	15	3	88
2	73	11	6	84
3	72	16	3	88
4	86	7	8	93
5	83	11	6	94
6	86	3	3	89
7	85	13	5	98
8	94	9	2	103
TOTAL	733	97	39	830

<i>Kenosha School Of Language</i>				
Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
Pre-K	30	2	-	32
K	62	4	34	66
1	56	6	34	62
2	56	4	37	60
3	44	5	32	49
4	45	1	30	46
5	50	-	25	50
TOTAL	343	22	192	365

<i>Harborside</i>				
Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
6	82	5	6	87
7	74	13	5	87
8	83	4	3	87
9	73	9	6	82
10	60	5	5	65
11	58	8	3	66
12	79	7	4	86
TOTAL	509	51	32	560

<i>Hillcrest</i>				
Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
6	-	-	-	-
7	3	2	-	5
8	6	2	1	8
9	5	5	-	10
10	5	7	1	12
11	11	11	3	22
12	19	26	6	45
TOTAL	49	53	11	102

<i>Lakeview</i>				
Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
9	106	4	-	110
10	89	12	2	101
11	82	5	1	87
12	101	3	-	104
TOTAL	378	24	3	402

IV. TOTAL ENROLLMENT: CHOICE

Reuther				
Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
9	24	1	2	25
10	44	4	3	48
11	74	9	7	83
12	135	13	22	148
TOTAL	277	27	34	304

Choice Schools Recapitulation				
Grade Level	Regular Education	Special Education	Multilingual Learner (ML)	TOTAL
Pre-K	196	94	-	290
K	151	18	42	169
1	166	28	39	194
2	174	17	46	191
3	161	23	36	184
4	186	8	39	194
5	180	14	33	194
6	217	9	11	226
7	206	30	12	236
8	230	18	9	248
9	208	19	8	227
10	198	28	11	226
11	225	33	14	258
12	334	49	32	383
TOTAL	2,832	388	332	3,220

V. DISTRICT ENROLLMENT: SPECIAL EDUCATION

SPECIAL EDUCATION	
Elementary (includes Preschool)	1,170
Middle Schools	458
High Schools	742
Choice Schools	388
TOTAL	2,758

VI. SUMMARY RECAPITULATION: TOTAL ENROLLMENT

Elementary	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Regular Education Kindergarten	905	815	849	730	835	780
Regular Education Grades 1-5	5,028	4,201	3,962	4,052	4,501	4,277
Multilingual Learner (ML)	886	850	844	831	663	618
Enrichment	89	94	106	105	110	99
Pre-Kindergarten Regular Education	514	710	637	638	541	501
Pre-Kindergarten Special Education	161	149	168	179	122	125
Special Education K-5	970	1,075	1,002	1,018	1,096	941
Middle School	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Regular Education Grades 6-8	2,847	2,583	2,465	2,375	2,729	2,683
Multilingual Learner (ML)	382	374	346	344	356	350
Special Education	483	493	458	424	463	426
High School	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Regular Education Grades 9-12	4,757	4,725	4,640	4,608	4,149	4,009
Multilingual Learner (ML)	389	405	453	494	495	470
Special Education	729	708	742	749	669	655
Choice Schools	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Chavez Learning Station	71	106	123	118	196	214
Kenosha 4 Yr Old K (off-site centers)	77	88	59	81	56	45
Choice*	2,224	2,230	2,234	2,256	3,194	3,220
Multilingual Learner (ML)	146	159	136	125	346	332
Special Education	248	309	315	276	384	2,832
DISTRICT ENROLLMENT	19,583	19,620	19,187	18,870	18,522	17,799

*Starting in School Year 2024-2025, the following schools are now labeled as Choice Schools: Kenosha School of Language, Harman Academy, Hillcrest, Lakeview, and Reuther. Brompton and Dimensions (DOLA) were previous Charters that merged in 2024 and changed its name to the Ruth Harman Academy, now a choice school. **Beginning in January 2026, Harborside is scheduled to convert from a Charter School to a Choice School. For the purpose of this report, they have been moved into the Choice School category.**

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APPENDIX 3

Class Size Averages by School
School Year 2025-26

I. CLASS SIZE AVERAGES: ELEMENTARY SCHOOLS

School	Pre-Schl (HS, EC, K4)	Gr. K-1	Gr. 2-3	Gr. 4-5	Gr. K-5
Bose	15.7	17.5	21.5	23.3	20.3
Brass	13.7	20.7	22.2	22.7	21.8
Forest Park	12.5	18.3	18.8	19.4	18.8
Frank	14.0	18.5	19.7	21.8	20.0
Grant	18.0	17.0	22.8	19.5	19.5
Grewenow	13.8	18.2	19.5	21.7	19.8
Harvey	17.5	14.8	20.3	21.0	18.1
Jeffery	14.5	17.8	21.0	20.6	19.7
Nash	15.0	17.7	21.3	22.8	20.7
Pleasant Prairie	13.3	19.3	23.1	24.0	22.0
Prairie Lane	13.0	19.6	20.5	24.0	21.3
Roosevelt	14.5	18.5	19.4	23.9	20.6
Somers	18.3	17.9	20.4	22.5	20.0
Southport	14.0	19.7	17.7	22.5	19.9
Strange	13.5	18.8	21.9	23.3	21.1
Whittier	13.3	20.8	23.0	23.0	22.3
OVERALL AVERAGE	14.7	18.4	20.8	22.3	20.4

*NOTES

KUSD Policy 6432 Class Size:

Reasonable effort will be made to maintain class sizes of:
 Grades K-1: maximum of 22
 Grades 2-3: maximum of 24
 Grades 4-5: maximum of 26

Pre-School:

Pre-Schl (HS, EC, K4) averages reflect HS (Headstart), EC (Early Childhood) and K4 (4 year old Kindergarten) blended classrooms.

II. CLASS SIZE AVERAGES: MIDDLE SCHOOLS

	Bullen	Lance	Mahone	Washington	Overall
English	22.4	23.8	24.8	24.1	23.8
Math	23.5	23.4	24.3	23.2	23.6
Science	24.1	28.6	24.6	24.3	25.4
Social Studies	24.1	27.7	24.6	23.2	24.9
Academic Average	23.5	25.9	24.6	23.7	24.4
Art	26.2	23.3	25.9	16.1	22.9
Technology & Engineering (STEM)	27.5	25.1	26.8	24.2	25.9
Technical Education	27.5	23.4	25.3	24.2	25.1
World Language	26.8	26.0	26.0	19.0	24.5
Elective Average	27.0	24.5	26.0	20.9	24.6
Music	21.9	28.3	24.8	13.9	22.2
Physical Education/Health	32.1	22.6	25.1	22.4	25.5
Activity Average	27.0	25.4	24.9	18.1	23.9
Special Education*	9.1	8.5	9.7	10.3	9.4

*NOTES

KUSD Policy 6432 Class Size:

Reasonable effort will be made to maintain class sizes of:
Middle school academic subjects: maximum of 30

Special Education:

Special education class sizes are based on FTE totals for special education teachers and students identified with an IEP.

III. CLASS SIZE AVERAGES: HIGH SCHOOLS

	Bradford	Indian Trail	Tremper	Overall
English	24.7	24.1	25.2	24.7
Math	21.6	26.0	23.3	23.6
Science	25.5	24.3	22.4	24.1
Social Studies	23.6	22.5	24.0	23.4
Academic Average	23.9	24.2	23.7	23.9
Art	16.0	21.2	22.5	19.9
Business & Information Technology	25.1	25.2	18.8	23.0
Dance	20.3	NA	NA	20.3
Family and Consumer Science	26.4	29.1	25.1	26.9
Publications	14.0	14.4	29.8	19.4
Technology & Engineering	24.7	26.1	23.4	24.7
Theatre Arts	15.6	13.2	22.0	16.9
World Language	22.7	26.4	27.9	25.7
Elective Average	20.6	22.2	24.2	22.1
Music	15.5	27.4	23.1	22.0
Physical Education	34.3	30.6	27.7	30.8
Activity Average	24.9	29.0	25.4	26.4
Health	26.8	24.7	20.6	24.0
*Special Education	11.7	12.3	11.4	11.8

*NOTES

KUSD Policy 6432 Class Size:

Reasonable effort will be made to maintain class sizes of:
High school academic subjects: maximum of 30

Special Education:

Special education class sizes are based on FTE totals for special education teachers and students identified with an IEP.

IV. CLASS SIZE AVERAGES: CHOICE SCHOOLS

Harman Academy (DOLA & Brompton)	22.3
Kenosha School of Language (KSOL)	22.2
Harborside Academy	18.7
Hillcrest	9.9
Lakeview K-8	21.5
Lakeview	21.1
Reuther	14.8

VI. CLASS SIZE AVERAGES: PRE-SCHOOL

Chavez Learning Station	18.0
Kenosha 4 Yr Kindergarten (off site centers)	14.7
OVERALL PRE-SCHOOL AVERAGE	16.4

VII. CLASS SIZE AVERAGES: RECAPITULATION

Elementary Schools		Middle Schools		High Schools	
Grades Kindergarten - 1	18.4	Academics	24.4	Academics	23.9
Grades 2 - 3	20.8	Electives	24.7	Electives	21.1
Grades 4 - 5	22.3	Activities	23.9	Activites	26.4
Grades Kindergarten - 5	20.4	Special Education	9.4	Special Education	11.8
Dual Language (KSOL)	22.2				
Enrichment (Roosevelt)	24.8				
Pre-Schl (HS, EC, K4)	14.7				
Pre-School (Speech)	11.0				

VIII. CLASS SIZE AVERAGES: SUMMARY RECAPITULATION

Cluster/Classroom Type	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2024-25 Difference
Elementary School Enrollment	7,279	7,423	7,214	7,111	6,973	6,657	-316
Grades K-1	18.5	20.7	22.7	21.4	19.7	18.4	-1.3
Grades 2-3	17.4	21.6	22.2	21.6	21.0	20.8	-0.2
Grades 4-5	20.3	19.4	22.0	20.1	22.0	22.3	0.3
Grades K-5	19.5	19.2	20.8	19.6	20.9	20.4	-0.5
Enrichment (Roosevelt)	22.3	23.5	25.7	26.3	27.5	24.8	-2.7
Pre-kindergarten (HS, EC, K4)	10.5	14.5	15.7	20.1	15.4	14.7	-0.7
Pre-kindergarten (Speech)	2.0	3.7	4.0	10.0	11.0	11.0	0.0
Middle School Enrollment	3,730	3,467	3,286	3,147	3,249	3,228	-21
Academic	21.9	21.0	20.2	21.2	26.2	24.4	-1.8
Elective	21.4	23.8	20.7	12.9	23.4	24.7	1.3
Activity	21.1	23.8	21.6	20.8	25.4	23.9	-1.5
Dual Language (Bullen)	8.7	22.7	21.9	21.9	20.0	21.3	1.3
Special Education*	21.0	9.6	4.3	8.8	9.8	9.4	-0.4
High School Enrollment	5,079	5,004	4,985	5,001	4,854	4,664	-190
Academic	22.3	21.2	21.6	23.3	25.4	23.9	-1.5
Elective	19.7	19.6	20.0	19.9	22.7	21.1	-1.6
Activity	28.3	27.5	27.8	27.1	32.8	26.4	-6.4
Special Education*	10.7	10.5	10.7	11.5	10.5	11.8	1.3
Choice School Enrollment	3,495	3,726	3,702	3,611	3,446	3,250	-196
Harborside	18.0	21.4	18.5	19.9	16.7	18.7	2
Hillcrest	4.4	1.7	2.2	3.8	13.9	9.9	-4
Harman Academy	20.8	23.6	21.1	21.1	23.7	22.3	-1
Kenosha School of Language	23.0	21.4	24.2	24.1	21.6	22.2	1
LakeView K-8	23.2	23.7	24.5	22.6	24.5	21.5	-3
Lakeview	22.3	23.8	22.7	23.2	21.3	21.1	0
Reuther	14.4	14.5	14.2	15.4	19.0	14.8	-4
Pre Schools	8.2	9.9	11.3	12.8	11.5	14.7	3
District Enrollment	19,583	19,620	19,187	18,870	18,522	17,799	-723

***NOTES**

Special education class sizes are based on FTE totals for special education teachers and speech therapists.

Kenosha Unified School District
Kenosha, Wisconsin

October 28, 2025

Change in the Fiscal Year 2024-25 Adopted Budget

The Board of Education adopted the 2024-2025 budget on October 22, 2024, as prescribed by Wisconsin State Statute 65.90. From time to time, there is a need to modify or amend the adopted budget for a variety of reasons. State Statutes require that official modifications to the adopted budget be approved by a two-thirds majority of the Board of Education and that a Class 1 notice be published within 10 days of approval. This document identifies budget modifications to the 2024-2025 budget, delineated by fund and project.

Fund Description	Fund	Project	REVENUE	EXPENSE
10-General	10	0-Local Funding	25,492.00	23,098.92
		750-Donations	47,507.29	194,339.51
		751-New School Grant	63,157.09	970,355.32
		754-Theatre (Co-Curricular)	97,408.29	163,837.05
		577-CTE Incentives		487,387.24
		755-PLTW		40,509.50
		753-Athletic Fields		15,088.87
		031-Common School Library Fund	124,781.00	773,630.15
		148-Even Start TA	-156,177.00	-156,177.00
		345-C.E.I.S. (IDEA)	515,730.33	515,730.33
		391-Title 3	126,494.80	126,494.80
		430-Carl Perkins	25,692.00	25,692.00
		614-Youth Apprentice	6,008.00	6,008.00
		381-Title IV-A (SSAE)	50,804.05	50,804.05
		522-Assess Reading Readiness	-49,950.00	-49,950.00
		399-Head Start State	8,439.00	8,439.00
		144-Title 1 Misc.	4,452.35	4,452.35
		335-Homeless	70,639.88	70,639.88
		297-School-Based Mental Health		629,734.48
	10 Total		960,479.08	3,900,114.45
10-General Total			960,479.08	3,900,114.45
20-Special Projects	21	0-Local Funding	88,704.15	88,704.15
		725-Planetarium	982.25	982.25
	21 Total		89,686.40	89,686.40
20-Special Projects Total			89,686.40	89,686.40
Grand Total			1,050,165.48	3,989,800.85

The majority of these changes are the result of carryover notifications determined to be available for various grants/programs after the budget was formally adopted. Other grant awards (e.g. Education Foundation, mini-grants) were also received after the adoption of the budget. These grant awards conform to existing Board policy and have been previously shared with the Board of Education through the approval of the grant.

Since State Statutes authorize the budget to be adopted by function, the administration also requests approval of additional budget modifications that did not add or subtract dollars to the overall budget but may have changed the function or purpose of the funding.

These budget modifications include:

- Transferred budgets and expenditures from one salary account to another salary account, resulting from a review of position control. Reclassifying the salary and benefit dollars from one account to another does not change the overall amount of the budget.
- Transferred operational line item budget dollars from one budget account to another as a result of ongoing review and monitoring of budgets. Reclassifying budget dollars from one account to another does not change the overall amount of the budget.
- Transferred grant budgets to the appropriate function or object based on formal DPI grant modifications. Since the budget was formally adopted, some grant managers have requested that expenditure budget dollars be reassigned to the function or object where the dollars were expended. The grant budgets have been revised, and the resulting modifications may have changed the function or object of the expenditures, but they did not change the total amount of the grant.

Attachment A is a copy of the Notice of Change in Adopted Budget in the proper State-approved format that will need to be published in the Kenosha News after the Board has approved these budget modifications.

Administrative Recommendation

The administration requests that the School Board approve this report and that the attached Class 1 notice be published within 10 days of the official Board adoption.

Dr. Jeffrey Weiss
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

**NOTICE OF CHANGE IN ADOPTED 2024-2025 BUDGET
KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**

Notice is hereby given, in accordance with the provisions of Wisconsin Statute 65.90(5)(a), that the School Board of Kenosha Unified School District No.1, on October 28, 2025, adopted the following changes to previously approved budgeted 2024-2025 amounts.

LINE ITEM	ACCOUNT CODE	PREVIOUS APPROVED AMOUNT \$	AMENDED APPROVED AMOUNT \$	CHANGE \$
Fund 10 - General				
Anticipated Revenue:	Source			
Operating Transfer	100	361,498	386,990	25,492
Local Sources	200	71,561,438	71,769,511	208,073
Other School Districts within Wisconsin	300 & 400	2,000,000	2,000,000	0
Intermediate Sources	500	0	0	0
State Sources	600	173,587,895	173,677,173	89,278
Federal Sources	700	20,513,143	21,150,779	637,636
Other Financing Sources	800 & 900	342,603	342,603	0
Total Anticipated Revenue		268,366,577	269,327,056	960,479
Expenditure Appropriations:	Function			
Instruction	100000	130,887,217	131,748,092	860,875
Support Services	200000	89,062,998	91,993,875	2,930,877
Non-Program Transactions	400000	49,205,439	49,313,801	108,362
Total Expenditure Appropriations		269,155,653	273,055,768	3,900,114
Beginning Fund Balance	930000	77,872,670	77,872,670	0
Anticipated Ending Fund Balance	930000	77,083,593	74,143,958	(2,939,635)
Fund 20 - Special Projects				
Beginning Fund Balance		2,404,151	2,404,151	0
Anticipated Ending Fund Balance		0	0	0
Total Revenues & Other Financing Sources	Total	58,119,286	58,208,972	89,686
Expenditures & Other Financing Use	Total	60,523,437	60,613,124	89,686
Fund 30 - Debt Service				
Beginning Fund Balance		2,622,876	2,622,876	0
Anticipated Ending Fund Balance		2,401,226	2,401,226	0
Total Revenues & Other Financing Sources	Total	12,312,942	12,312,942	0
Expenditures & Other Financing Use	Total	12,534,592	12,534,592	0
Fund 40 - Capital Projects				
Beginning Fund Balance		0	0	0
Anticipated Ending Fund Balance		0	0	0
Total Revenues & Other Financing Sources	Total	0	0	0
Expenditures & Other Financing Use	Total	0	0	0
Fund 50 - Food Service				
Beginning Fund Balance		2,610,633	2,610,633	0
Anticipated Ending Fund Balance		2,309,055	2,309,055	0
Total Revenues & Other Financing Sources	Total	9,034,090	9,034,090	0
Expenditures & Other Financing Use	Total	9,335,668	9,335,668	0
Fund 80 - Community Service				
Beginning Fund Balance		4,143,554	4,143,554	0
Anticipated Ending Fund Balance		3,646,783	3,646,783	0
Total Revenues & Other Financing Sources	Total	1,576,000	1,576,000	0
Expenditures & Other Financing Use	Total	2,072,772	2,072,772	0

Subtotals contain calculated fields and formulas which may result in rounded values

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Kenosha Unified School District
Kenosha, Wisconsin

October 28, 2025

2024-2025 Budget Carryovers to the 2025-2026 Budget

Historically, Kenosha Unified School District (KUSD) has prohibited the automatic carryover of unutilized budget authority from one fiscal year to the next. At the August 9, 2000 meeting of the School Board, it was unanimously approved to discontinue the practice of automatic site carryovers. Currently, carryover authority is only approved if required by an outside agency or if it is specifically approved by the Board on an exception basis.

The administration is requesting to carryover the following amounts identified in Attachment A to the 2025-2026 fiscal year budget:

Required Grant Carryover	\$2,555,188
Donation and Mini-Grant Carryover	\$337,386
Theater (Co-Curricular) Carryover	\$150,123
Total Fund 10 Carryover	\$3,042,698

Required Grant Carryovers

Certain funding that is provided to our district is required by the Department of Public Instruction (DPI) to be carried over into the following fiscal year if all the funds were not spent on the designated purpose within the fiscal year in which they were received. Such is the case for the \$686,868 balance of Common School Library Funds, the \$962,560 balance of the Mental Health Support Grants, the \$188,979 balance of Special Ed Transition Grants, and the \$582,374 balance of Career and Technical Education Incentives and Project Lead the Way grants. In addition, we are treating the balance of \$134,407 received in the JUUL vaping lawsuit settlement as grant funds so that they can carryover and be applied to the board-approved purposes.

Donations and Mini-Grants

During the previous school year, several schools/departments received cash donations or mini-grants from outside organizations, most notably from the Education Foundation of Kenosha (EFK). Some of the donated funds totaling \$337,386 were not completely spent by the end of the school year; therefore, these funds are carried over to the next year to be spent on the programs as intended by the donors.

Theater (Co-Curricular)

Starting in the 2018-19 fiscal year, KUSD began transitioning some accounts previously held in Student Activities (Fund 60) to the General Fund (Fund 10) due to their co-curricular purposes. These accounts included a variety of revenue sources, including ticket sale proceeds. The \$150,123 balance of these funds is recommended for carryover so that it can be used for the intended purpose.

Charter Schools

KUSD instrumentality charter schools have been allowed access to any of their earmarked and unspent general fund dollars, as stipulated in their contracts (charters) with the district. This was necessitated due to the unique funding of the schools, the responsibility they had for their respective budgets, and their responsibility for future major maintenance issues or technology replacements not funded by the district. Starting in the fiscal year 2012-2013, charter school carryovers were accounted for as assigned portions of the general fund balance rather than being added as additional amounts in expense budget as they used to be. This method provides for more accurate year-to-year budgeting while preserving the charter school's access to surplus funds. The schedule at the

bottom of Attachment A shows a summary of the fiscal year 2024-25 activity related to each of the current and former charter school fund balance reserve accounts as of June 30, 2025.

Please note that the combined total of \$943,498, representing the balances of the former charter schools, Brompton and Dimensions of Learning, will continue to be assigned to support the newly formed choice school, Ruth Harman Academy, as approved by the Board of Education on August 19, 2024.

Administrative Recommendation

The administration requests that the School Board approve this report so that carryover funds in the amount of \$3,042,698 can be incorporated into the 2025-2026 budget.

Dr. Jeffrey Weiss
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa Salo
Accounting Manager

Kenosha Unified School District
Carryover Requested from the FY25 to FY26 Budget

Loc #	Location	Site Requested Carryover	Required Grant Carryovers	Site Donation and Mini-Grant Carryover	Athletic Fields Carryover	Theater Co-Curricular Program Carryover	Total of Carryover
145	Forest Park	\$ -	\$ -	\$ 3,319	\$ -	\$ -	\$ 3,319
146	Frank	\$ -	\$ -	\$ 38,185	\$ -	\$ -	\$ 38,185
147	Grant	\$ -	\$ -	\$ 3,039	\$ -	\$ -	\$ 3,039
150	Harvey	\$ -	\$ -	\$ 733	\$ -	\$ -	\$ 733
156	Pleasant Prairie	\$ -	\$ -	\$ 10,666	\$ -	\$ -	\$ 10,666
157	Prairie Lane	\$ -	\$ -	\$ 557	\$ -	\$ -	\$ 557
158	Roosevelt	\$ -	\$ -	\$ 12,744	\$ -	\$ -	\$ 12,744
160	Somers	\$ -	\$ -	\$ 9,698	\$ -	\$ -	\$ 9,698
161	Southport	\$ -	\$ -	\$ 3,862	\$ -	\$ -	\$ 3,862
162	Strange	\$ -	\$ -	\$ 9,122	\$ -	\$ -	\$ 9,122
163	Grewenow	\$ -	\$ -	\$ 1,270	\$ -	\$ -	\$ 1,270
165	Brass	\$ -	\$ -	\$ 6,783	\$ -	\$ -	\$ 6,783
166	Whittier	\$ -	\$ -	\$ 127	\$ -	\$ -	\$ 127
168	Bose	\$ -	\$ -	\$ 11,370	\$ -	\$ -	\$ 11,370
170	Jeffery	\$ -	\$ -	\$ 3,898	\$ -	\$ -	\$ 3,898
175	KSOL	\$ -	\$ -	\$ 2,488	\$ -	\$ -	\$ 2,488
178	Nash	\$ -	\$ -	\$ 29,000	\$ -	\$ -	\$ 29,000
Elementary Subtotal		\$ -	\$ -	\$ 146,860	\$ -	\$ -	\$ 146,860
330	Lance	\$ -	\$ -	\$ 182	\$ -	\$ -	\$ 182
333	Washington	\$ -	\$ -	\$ 125	\$ -	\$ -	\$ 125
334	Bullen	\$ -	\$ -	\$ 4,339	\$ -	\$ -	\$ 4,339
337	Mahone	\$ -	\$ -	\$ 307	\$ -	\$ 2,728	\$ 3,036
Middle School Subtotal		\$ -	\$ -	\$ 4,953	\$ -	\$ 2,728	\$ 7,681
424	Indian Trail	\$ -	\$ -	\$ 52,517	\$ -	\$ 48,331	\$ 100,848
425	Bradford	\$ -	\$ -	\$ 8,892	\$ -	\$ 50,695	\$ 59,587
426	Tremper	\$ -	\$ -	\$ 11,968	\$ -	\$ 48,369	\$ 60,337
427	Reuther	\$ -	\$ -	\$ 1,121	\$ -	\$ -	\$ 1,121
428	Lakeview	\$ -	\$ -	\$ 20,601	\$ -	\$ -	\$ 20,601
High School Subtotal		\$ -	\$ -	\$ 95,100	\$ -	\$ 147,395	\$ 242,495
112	Ruth Harman	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
113	Lakeview K-8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
272	4K Program	\$ -	\$ -	\$ 25	\$ -	\$ -	\$ 25
421	E-School	\$ -	\$ -	\$ 4,059	\$ -	\$ -	\$ 4,059
422	Harborside	\$ -	\$ -	\$ 2,271	\$ -	\$ -	\$ 2,271
852	Hillcrest	\$ -	\$ -	\$ 26,496	\$ -	\$ -	\$ 26,496
871	Headstart	\$ -	\$ -	\$ 1,179	\$ -	\$ -	\$ 1,179
Other Schools Subtotal		\$ -	\$ -	\$ 34,030	\$ -	\$ -	\$ 34,030
Total Schools		\$ -	\$ -	\$ 280,942	\$ -	\$ 150,123	\$ 431,066

Loc #	Location	Site Requested Carryover	Required Grant Carryovers	Site Donation and Mini-Grant Carryover	Athletic Fields Carryover	Theater Co-Curricular Program Carryover	Total of Carryover
801	Board of Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
802	Superintendent's Office	\$ -	\$ -	\$ 2,038	\$ -	\$ -	\$ 2,038
803	Special Projects Dept	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
804	Office of Human Resources	\$ -	\$ -	\$ 134	\$ -	\$ -	\$ 134
805	Office of Information Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
806	Business Service Dept	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
807	Office of Facilities Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
808	Office of Finance	\$ -	\$ -	\$ 12,590	\$ -	\$ -	\$ 12,590
809	Career & Tech Ed Dept	\$ -	\$ 582,374	\$ 25,415	\$ -	\$ -	\$ 607,789
810	Athletics/Health/Rec Dept	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
811	Office of Teaching & Learning	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
812	Fine Arts Dept	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
815	Special Education Dept	\$ -	\$ 188,979	\$ -	\$ -	\$ -	\$ 188,979
816	Title I Dept	\$ -	\$ -	\$ 150	\$ -	\$ -	\$ 150
817	Library & Technology Dept	\$ -	\$ 686,868	\$ 4	\$ -	\$ -	\$ 686,872
818	Student Support Dept	\$ -	\$ 962,560	\$ 5,027	\$ -	\$ -	\$ 967,587
819	Professional Learning Dept	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
820	Purchasing Dept	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
822	Transportation Dept	\$ -	\$ -	\$ 4,038	\$ -	\$ -	\$ 4,038
823	Distribution & Utilities Dept	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
824	Food Service Dept	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
825	Copy Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
837	Community Relations Dept	\$ -	\$ -	\$ 959	\$ -	\$ -	\$ 959
838	Office of Communications	\$ -	\$ -	\$ 1,394	\$ -	\$ -	\$ 1,394
839	Office of School Leadership	\$ -	\$ 134,407	\$ 4,666	\$ -	\$ -	\$ 139,073
840	Engagement & Equity Dept	\$ -	\$ -	\$ 30	\$ -	\$ -	\$ 30
851	Office of Ed Accountability	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
874	Educational Support Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
880	Recreation Dept	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
999	Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total Departments	\$ -	\$ 2,555,188	\$ 56,444	\$ -	\$ -	\$ 2,611,633
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Grand Total	\$ -	\$ 2,555,188	\$ 337,386	\$ -	\$ 150,123	\$ 3,042,698
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Charter and Former Charter Fund Balance Reserves to 2025-2026					
	102-Brompton	112-Ruth Harman	113-Lakeview K-8	422-Harborside	Totals
2025 Beginning Balance Before Transfer	442,300	612,571	1,483,316	505,043	3,043,230
Brompton balance transfer to Ruth Harmon Academy	(442,300)	442,300	-	-	-
2025 Beginning Balance	-	1,054,871	1,483,316	505,043	3,043,230
2025 F10 Revenue/Budget*	-	86,570	8,833,053	5,229,926	14,149,549
2025 F10 Expense*	-	644,922	9,895,731	5,931,054	16,471,707
2025 F10 Net Rev(Exp)	-	(558,352)	(1,062,678)	(701,128)	(2,322,158)
2025 After School Program Revenue**	-	43,072	-	-	43,072
2025 After School Program Expense**	-	16,731	-	-	16,731
2025 After School Program Net Rev(Exp)	-	26,341	-	-	26,341
2025 Ending Balance	-	522,860	420,638	(196,085)	747,413
* Includes Fund 10 Projects 000 (Local Budget), but not 714 (Sub Budget)					
** Includes Fund 10 Project 712 (After School Program)					



**American Education Week
November 17-21, 2025**

WHEREAS, American Education Week is designated to celebrate and honor the individuals who ensure every child receives a quality education; and

WHEREAS, collaborative sponsors include the U.S. Department of Education and many other organizations representing educators, administrators, counselors, school boards and families; and

WHEREAS, public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality; and

WHEREAS, Kenosha Unified schools serve as vital centers of learning and community, preparing students for college, career and life; and

WHEREAS, students, parents, staff and community partners share responsibility for promoting and maintaining a nurturing, safe academic environment where students receive excellent, challenging learning opportunities and experiences that prepare them for success; and

WHEREAS, all Kenosha Unified staff work tirelessly to serve our children and community with great care and professionalism; and

WHEREAS, our schools encourage the bringing together of children, families, educators, volunteers, business leaders and elected officials in a common enterprise that offers exceptional opportunities in academics and extracurricular activities to provide students with the skills needed to grow and succeed in a global society.

NOW, THEREFORE, be it resolved that Kenosha Unified School District does hereby proclaim November 17-22, 2025, as American Education Week, and expresses gratitude to all who contribute to the success of our students and schools.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution 455
October 28, 2025*

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National Native American Heritage Month 2025

WHEREAS, National Native American Heritage Month is celebrated from November 1 through November 30 as a way to consider and recognize the contributions of Native Americans to the history of the United States of America; and

WHEREAS, Native Americans are the original inhabitants of what is now the United States, and their descendants continue to enrich our nation; and

WHEREAS, Native Americans have made lasting contributions as business owners, artists, teachers, writers, members of our Armed Forces, and much more; and

WHEREAS, their rich and diverse cultures, traditions and histories are cause for celebration and appreciation, and Native American Heritage Month provides an opportunity to honor and acknowledge the legacies and unique challenges Native Americans have faced; and

WHEREAS, National Native American Heritage Month is an opportune time to educate students about Native American cultures, traditions and contributions that have influenced business, law, education, politics, science and the arts, while raising awareness of the resilience of tribal nations past and present; and

WHEREAS, corresponding school activities held in November, as well as throughout the school year, will support this goal by deepening student understanding and appreciation of Native American history and heritage.

NOW, THEREFORE, BE IT RESOLVED that Kenosha Unified School District's Board of Education proclaims November as National Native American Heritage Month, honoring the many contributions of Native Americans and affirming our commitment to education, respect and inclusivity.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution 456
October 28, 2025*

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**Veterans Day
November 11, 2025**

WHEREAS, Veterans Day, originally known as Armistice Day, was established to honor the end of World War I on November 11, 1918; and

WHEREAS, Veterans Day is now a time to recognize and honor all the men and women who have served in the United States Armed Forces, protecting our freedoms and ensuring the security of our nation; and

WHEREAS, the sacrifices and service of our veterans, both in times of peace and war, demonstrate unwavering commitment, courage and patriotism and inspire us all; and

WHEREAS, schools play a vital role in teaching students about the sacrifices made by veterans to preserve democracy and freedoms, ensuring future generations understand and appreciate their service; and

WHEREAS, the families of veterans also deserve recognition for the support they provide to their loved ones in uniform, enduring long separations and the challenges that accompany military service.

NOW, THEREFORE, BE IT RESOLVED that the Kenosha Unified School District recognizes November 11 as Veterans Day, honoring the service and sacrifice of our nation's veterans, and encourages staff, students and families to participate in local ceremonies, projects and activities that show appreciation for our veterans and their families.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution 457
October 28, 2025*