



**Kenosha Unified
School District**

ACADEMICS. OPPORTUNITY. SUCCESS.

REGULAR BOARD MEETING

Tuesday, December 14, 2021

7:00 PM

**Mahone Middle School
Auditorium
6900 60th Street
Kenosha, Wisconsin**

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Regular Board Meeting
Tuesday, December 14, 2021
Mahone Middle School
Auditorium
6900 60th Street
Kenosha, WI 53144
7:00 PM

I. Pledge of Allegiance	
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Kenosha Unified School District

Kenosha, WI

December 14, 2021

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE
Appointment	Betz	Erika	Stocker Elementary School	Special Education	ESP	12/01/2021	1
Appointment	Bilik	Christopher	Information Services	Operations/Applications Support Coordinator	AST	11/22/2021	1
Appointment	Brever	Ronald	Frank Elementary/Bradford High School	Night Custodian/Second Shift	Facilities	11/12/2021	1
Appointment	Caputa	Anthony	Indian Trail HS & Academy	Cross Categorical	Instructional	11/15/2021	1
Appointment	Casey	Beth	Stocker Elementary School	Intervention Specialist	Instructional	11/18/2021	0.4
Appointment	Duchene	Karen	Bradford High School	Interim Assistant Principal High School	AST	12/06/2021	1
Appointment	Dzioba	Mark	Bullen Middle School	Interim Assistant Principal Middle School	AST	01/03/2022	1
Appointment	Frank	Shantell	Jefferson Elementary School	Classroom	ESP	12/02/2021	0.75
Appointment	Froh	Melissa	Hillcrest School	Special Education	ESP	11/09/2021	1
Appointment	Greil	Gina	The Brompton School	Interim Elementary Principal	AST	12/06/2021	1
Appointment	Hobson	Kristine	Somers Elementary School	SEL Intervention Specialist	Instructional	11/22/2021	1
Appointment	Marshall	Cortney	Indian Trail HS & Academy	Special Education	ESP	11/29/2021	1
Appointment	Mathis	Kristin	Office of Student Support	Social Worker	Instructional	11/15/2021	1
Appointment	Rendon	Derrick	Indian Trail HS & Academy	Cross Categorical	Instructional	11/22/2021	1
Appointment	Rosales	Tamie	McKinley Elementary School	Special Education	ESP	12/06/2021	1
Appointment	Slawinski	Kelly	Southport Elementary School	Kindergarten	Instructional	11/22/2021	1
Appointment	Smith	Brittany	Dimensions of Learning	Administrative Specialist (12 MO)	ASP	12/01/2021	1
Appointment	Villont	Barbara	Dimensions of Learning	Interim Elementary Principal	AST	01/03/2022	1
Appointment	Whitley	Wendy	Washington Middle School	SEL Intervention Specialist	Instructional	01/04/2022	1
Appointment	Yee	Sarah	Tremper High School	Intervention Specialist	Instructional	11/17/2021	1
Resignation	Bingen	Alexa	Hillcrest School	Special Education	ESP	11/24/2021	1
Resignation	Bohm	Gigi	Whittier/Prairie Lane Elementary School	Virtual Grade 4	Instructional	11/05/2021	1
Resignation	Brennan	Nicole	Indian Trail HS & Academy	English	Instructional	11/24/2021	1
Resignation	Brower	Kelly	Vernon Elementary School	Special Education	Instructional	11/23/2021	1
Resignation	Ibarra	Lorraine	Wilson Elementary School	Grade 2	Instructional	11/12/2021	1
Resignation	Landre	Lauren	Dimensions of Learning	Administrative Support (12 MO)	ASP	11/19/2021	1
Resignation	MacKenzie	Clinton	Bose Elementary School	Head Custodian	Facilities	11/08/2021	1
Resignation	Potts	Bradley	Lance Middle School	Dean of Students	Instructional	01/07/2022	1
Resignation	Rizzo	Taylor	Lance Middle School	Special Education	ESP	12/21/2021	1
Resignation	Schmidt	Abigail	Department of Special Education	Speech Therapist	Instructional	12/21/2021	1
Resignation	Whitley	Wendy	Dimensions of Learning	Elementary Principal	AST	01/03/2022	1
Resignation	Yee	Sarah	The Brompton School	Elementary Principal	AST	11/16/2021	1
Retirement	Gordon	Kari	Fine Arts	Music	Instructional	02/25/2022	1
Retirement	Horejsch	Nancy	4K Program	4K Program	Instructional	12/21/2021	1
Retirement	Leslie	Cynthia	Grewenow Elementary School	Information/Health Services	ESP	11/24/2021	1
Retirement	Ralph	Ronald	Prairie Lane Elementary School	Night Custodian/Second Shift	Facilities	11/12/2021	1

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD NOVEMBER 16, 2021

A special meeting of the Kenosha Unified School Board was held on Tuesday, November 16, 2021, in Room 1815 at Indian Trail High School and Academy. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:15 P.M. with the following members present: Mr. Price, Mr. Garcia, Mr. Battle, Ms. Stevens, Mrs. Modder, Ms. Robinson, and Ms. Adams. Dr. Bethany Ormseth and Mr. Neir were also present.

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

Ms. Adams announced that an executive session had been scheduled to follow this special meeting for the purposes of Litigation and Personnel: Problems.

Mr. Garcia moved that the executive session be held. Mr. Battle seconded the motion.

Roll call vote. Ayes: Mr. Price, Mr. Garcia, Mr. Battle, Ms. Stevens, Mrs. Modder, Ms. Robinson, and Ms. Adams. Noes: None. Unanimously approved.

1. Personnel: Problems

Mr. Kevin Neir, Interim Chief of Human Resources, updated board members on several employee relation cases and answered questions from board members.

2. Litigation

Dr. Ormseth updated board members on a potential litigation matter.

Meeting adjourned at 6:42 P.M.

Stacy Stephens
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD NOVEMBER 16, 2021

A regular meeting of the Kenosha Unified School Board was held on Tuesday, November 16, 2021, at 7:00 P.M. in the Auditorium at Indian Trail High School and Academy. Ms. Adams, President, presided.

The meeting was called to order at 7:00 P.M. with the following Board members present: Mr. Price, Mr. Garcia, Mr. Battle, Ms. Stevens, Mrs. Modder, Ms. Robinson, and Ms. Adams. Dr. Ormseth was also present.

Ms. Adams, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District. Notice of this regular meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

Mr. Price introduced the student ambassador, Nayeli Mata from Harborside Academy, and she made her comments.

Mrs. Tanya Ruder, Chief Communications Officer, presented the American Baseball Coaches Association Team Academic Excellence Award.

There were no Administrative or Supervisory appointments.

Dr. Ormseth gave the Superintendent's Report.

Mrs. Modder gave the legislative report.

Views and comments were made by the public.

Remarks by the President were made by Ms. Adams.

Board members considered the following Consent-Approve items:

Consent-Approve item X-A – Revised Recommendations Concerning Appointments, Leaves of Absence, Retirements, Resignations and Separations.

Consent-Approve item X-B – Minutes of the 10/26/21 Special Meeting and Executive Session, 10/26/21 Regular Meeting, and 11/8/21 Special Meeting of District Electors.

Consent-Approve item X-C – Summary of Receipts, Wire Transfers, and Check Registers submitted by Mrs. Lisa Salo, Accounting Manager; Mr. Tarik Hamdan, Chief Financial Officer; and Dr. Ormseth, excerpts follow:

"It is recommended that the October 2021 cash receipt deposits totaling \$260,554.09, and cash receipt wire transfers-in totaling \$1,136,131.35, be approved.

Check numbers 606684 through 607515 (net of voided batches) totaling \$4,382,610.22, and general operating wire transfers-out totaling \$4,224,737.84, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the October 2021 net payroll and benefit EFT batches totaling \$13,973,295.74, and net payroll check batches totaling \$11,947.51, be approved."

Consent-Approve item X-D – Code of Classroom Conduct, Policy 5430 – Conduct and Discipline, Rule 5430 – Student Conduct and Discipline, and Policy 5430's Administrative Regulation – Administrative Review Committee Rules submitted by Mr. Anthony Casper, eSchool Principal and Administrative Review Committee Chair; Mrs. Ruder; and Dr. Ormseth, excerpts follow:

"The Code of Classroom Conduct, Policy 5430 – Conduct and Discipline, and Rule 5430 – Student Conduct and Discipline provide guidance to schools and families regarding conduct and behavior expectations in the classroom, as well as how they will be enforced to ensure our schools are safe and free from fear. Further, Policy 5430's Administrative Regulation – Administrative Review Committee Rules provides guidance to schools and families regarding the procedures followed by the Administrative Review Committee in the event a student is referred to the Committee for conduct that may warrant expulsion proceedings or want to attend KUSD following expulsion from a district.

In the past, the annual district wall calendar housed the Code of Classroom Conduct, along with a few policies that were included for parents/guardians to review prior to the start of the school year. While developing this year's calendar, it was found that neither the code nor the policy had been reviewed or updated in over 20 years. To ensure alignment with current best practices and district procedures, these items were reviewed and updated with the assistance of legal counsel and principals of all grade levels. Much of the updates include alignment with the Positive Behavior Intervention Strategies (PBIS) language now used by our schools, as well as the updated administrative review process used when policies are broken. The overall intent of the policy, rule, administrative regulation, and code remains the same.

During the review, it was determined that the Code of Classroom Conduct would best serve parents/guardians, students and staff if housed on kUSD.edu where it can be easily accessed along with all district policies at any time and from anywhere in the world with a computer and internet access. As such, a notice was placed in the 2021-22 district wall calendar notifying families that the Code of Classroom Conduct, annual notices and non-discrimination statement would be moved online.

Administration recommends that the Board approve the newly updated Code of Classroom Conduct, Policy and Rule 5430 – Student Conduct and Discipline, and Policy 5430's Administrative Regulation – Administrative Review Committee Rules as a second reading on Nov. 16, 2021."

Ms. Stevens moved to approve the consent agenda as presented. Mrs. Modder seconded the motion. Unanimously approved.

Dr. Ormseth introduced the Better Together 2021-22 Plan (monthly agenda item) submitted by Mr. William Haithcock, Interim Chief of School Leadership; and Dr. Ormseth, excerpts follow:

“On June 15, 2021, the board approved the following motion during a special board meeting:

“Mr. Battle moved to approve the updated version (June 15, 2021 – 3 p.m.) of the Better Together 2021-2022 Plan with face coverings/masks as optional for all students and staff starting June 16, 2021 and the removal of Administrative Regulation 4229 – Employee Face Coverings and Scrubs. Ms. Stevens seconded the motion. Unanimously approved.”

No board action was taken at the July 27, 2021 regular board meeting.

The board approved updates to the 2021-22 Better Together Plan at the August 26, 2021 regular board meeting.

The board approved updates to the 2021-22 Better Together Plan at the September 28, 2021 regular board meeting.

No board action was taken at the October 26, 2021 regular board meeting.

Administration recommends that the School Board approve the changes outlined in Attachment A.”

Mrs. Modder moved to approve the changes to the 2021-22 Better Together Plan outlined in Attachment A contained in the agenda. Ms. Robinson seconded the motion. Unanimously approved.

Mrs. Ruder presented Policy and Rule 3421 – District Recognition Awards submitted by herself and Dr. Ormseth, excerpts follow:

“In early 2021, Policy 3421 was developed to provide guidance to the Recognition Committee and district staff surrounding the district’s service and peer-to-peer recognition programs, along with outlining IRS requirements tied to gifts that may be awarded to employees through such programs.

For more than 40 years, the KUSD’s Recognition Committee has coordinated and implemented district recognition programs, such as the Recognition Dinner, Retiree Reception, 25-year Dinner and others. As it works to refresh and renew its approach to employee recognition in an effort to recruit and retain exceptional employees for the students of the district, it must also be mindful of IRS requirements when designing programs.

The policy and rule provide guidance to the committee and also makes employees aware of any wage implications tied to recognition programs that may be in place.

Following multiple years of surveying staff during COVID, which caused canceled dinners and events, it is evident that staff would prefer that we recognize more staff. With nearly 75% of survey respondents preferring to continue with building-level celebrations rather than an annual dinner, the committee has decided to support this change. This will include budgeting for supplies to support school celebrations, as well as freeing up enough funds to add 10- and 20-year service recognition to the list for all staff, which was also gleaned from the comments in the survey.

We will now honor 5-, 10-, 15-, 20- and 25-year service milestones, along with retirement and Spark Awards winners each year.

Administration recommends that the board approve the proposed revisions to Policy and Rule 3421 – District Recognition Awards as a first reading on Nov. 16, 2021, and a second reading on Dec. 14, 2021.”

Mr. Price moved to approve the proposed revisions to Policy and Rule 3421 – District Recognition Awards as a first reading. Ms. Robinson seconded the motion. Unanimously approved.

Mrs. Ruder presented Policy and Rule 5436 – Weapons submitted by Mr. Casper; Ms. Kim Fischer, Regional Coordinator of Secondary School Leadership; Mr. Haithcock; Mrs. Ruder; and Dr. Ormseth, excerpts follow:

“In 2016, Policy 5436 - Weapons was reviewed and updated regarding knives only. Upon further review, it was determined that other portions of the policy also need updating to align with our current Administrative Review practices.

The main changes include removal of antiquated language referring to zero tolerance and clarifying the language regarding disciplinary action to point to the process outlined in Administrative Regulation 5430. This will ensure that as language or processes are updated in the future, the two policies will always align. Lastly, language about what incidents are referred to law enforcement was cleaned up so it accurately reflects current practice.

Administration recommends that the board approve the proposed revisions to Policy and Rule 5436 - Weapons as a first reading on Nov. 16, 2021, and a second reading on Dec. 14, 2021.”

Ms. Stevens moved to approve the proposed revisions to Policy and Rule 5436 - Weapons as a first reading. Mr. Garcia seconded the motion. Unanimously approved.

Mr. Kristopher Keckler, Chief Information Officer, and Mr. Haithcock presented the KUSD: District and School Achievement Plan Process submitted by Mrs. Julie Housaman, Chief Academic Officer; Mr. Haithcock; Mr. Keckler; and Dr. Ormseth, excerpts follow:

“In early July, 2021, KUSD Interim Superintendent Bethany Ormseth met with several district administrators and support staff to review past practices related to the development of annual School Achievement Plans. The primary goal was to develop a more uniform approach to establishing school goals, and then establish consistent applications of supportive measures to help promote academic and social growth for all students. For the multi-year academic goals, the NWEA Measures of Academic Progress (MAP) Interim assessments will be used for the elementary and middle schools, while the ACT Suite (ACT Aspire and ACT with Writing) assessments will be used to monitor progress for the high schools.

The initial steps centered on what measures would be used for these assessments, Appendix A shows a tiered structure from the bottom (district goal) all the way to the school, grade and student levels. Specific demographic goals can also be added along the way once the data is identified. The base goal at this time is that each level would achieve at least the 50th percentile of median conditional growth for both the Math and Reading MAP assessments. NWEA provides a measure related to comparative norms of reaching the 50th percentile. Schools can also work for each student to achieve the 65th percentile on the Spring assessment, as this threshold would help reduce gaps. Each school will be able to use this guide with linked resources to continuously update a school Google template for summary analysis.

Conditional Growth is a standardized measure of how good the student's MAP RIT score growth was from one iteration to the next. In other words, not just how much growth the student had but how good that growth was compared to other students. That is an important distinction because based on the starting RIT score for each student, their grade level and amount of instruction, each student's growth will be different. It is generally more difficult for students that start with a relatively high RIT score and/or in higher grades to grow the same number of RIT points as a lower achieving student or a student in a lower grade. Conditional growth allows for a fair comparison across demographics, achievement levels, subjects, and grades and this is the reason conditional growth and more specifically conditional growth percentile was chosen as the School Achievement Plan (SAP) goal measurement for grade K-8. Conditional growth percentile indicates how good the students' growth was relative to the national NWEA Norm study population. So a student that scored at the 50% met their growth goal and experienced growth better than 50% of the national norm population.

An annual timeline for schools to follow, along with further reporting resources is provided with Appendix B. The MAP Assessments are provided three times a year, with executive summary reports provided to school administrators and support staff in late winter and late Spring. The Office of Educational Accountability will also provide guidance and data analysis along the way.

Appendix C provides the historical district and school performance for the median conditional growth percentile. Most schools and the district achieved the 50th percentile in school years 2017-18 and 2018-19. The Spring 2020 assessments were cancelled due to the early stages of the COVID pandemic. School year 2020-21 produced a near even split of students learning virtual and onsite, and a noticeable drop in performance in regards to the median conditional growth percentile scores.

As mentioned above, the high schools will focus on the academic goals aligned to meeting readiness benchmarks with the ACT Suite of assessments, as those are given just once a year. High schools will also work to increase the enrollments of students participating in Youth Apprenticeship and Post-Secondary Credit options (Early College Credit Program and Start College Now). In 2020-21 there were 131 students who participated in Youth Apprenticeship and for the current 2021-22 school year, KUSD has 133 enrollments. In 2020-21, 103 students were enrolled in 156 post-secondary courses. At this time, 24 students were enrolled in 37 courses, though this figure will certainly increase once the semester information is received in January. All KUSD schools will also have a culture goal, concentrating on reducing discipline issues. Appendix C presents the most recent MAP and ACT school and demographic performance related to the goal process.

With the start of the 2021-22 school year, there is a current timeline which illustrates certain markers for progress monitoring, as well as supportive reports and measures each school and their staff will align with over the coming months. Each month School Leadership has dedicated time to support school administrators in this process. Educational Accountability, Teaching & Learning, and other departments will continue to collaborate to support this process so school administrators can, in turn, work with their school staff and students.

The annual District and School Achievement Plan Process is an informational item. Periodic updates will be provided and communicated.”

There were no questions by Board members. No action was taken as this was provided for informational purposes only.

Mr. Hamdan presented the 2021-22 Adopted Budget Book. He noted that this information was previously presented at the annual public hearing on the budget in September and that the following items are included in the budget book: executive summary, student enrollment, district staffing, revenue limit exemptions, state aids, budget adoption format, staffing by location, revenue limit history, equalized value breakdown by municipality, tax levy and mill rate history, 2021-22 budget publication, fund 10 general fund summary, and revenues and expenditures.

There were no questions by Board members. No action was taken as this was provided for informational purposes only.

Mr. Patrick Finnemore, Director of Facilities, presented the School Safety Law Requirements submitted by himself, Mr. Haithcock, and Dr. Ormseth, excerpts follow:

“On March 26, 2018, the former Governor 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. 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 Board approval of these requirements for 2021.

The law requires (State Statute 118.07 (4) (b, c, d & 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. Our last formal review and approval was done in 2018, therefore this year is our required three-year review and update.

The law also requires (State Statute 118.07 (4) (b)) that school districts in consultation with a local law enforcement agency perform an on-site safety assessment of each school building, site and facility regularly occupied by pupils. To meet this requirement, KUSD hosted an 8-hour School Security Assessment Training session administered by the Wisconsin School Safety Coordinators Association (WSSCA) in 2018. A total of nineteen (19) Kenosha Unified, Kenosha Police Department, and Pleasant Prairie Police Department staff members attended the training session at Indian Trail High School & Academy. In the fall of 2018 members of the Facilities Department and officers from our two local police departments performed assessments of every school in the District.

Although the direction in the law and from the DOJ Office of School Safety is a little vague in terms of what is required on a three-year period for assessments, KUSD made the determination based on guidance provided by WSSCA that reassessments should be performed in 2021. Two additional KUSD staff members attended the WSSCA training in September, and we created three assessment teams made up of a Facilities Department staff member and one of our School Resource Officers and have performed assessments of our schools in October and early November.

The assessment tool used was developed by WSSCA and modified by KUSD to customize it for our District. Each assessment was summarized by the Facilities Department staff member participating in the assessment, 61 and then was reviewed by the Principal and the law enforcement officer who was on the assessment team. The information in the assessments does contain safety and security information that if made public could compromise the safety of our staff and students; therefore, they are not included in this report, but instead are submitted to the Department of Justice Office of School Safety via a secure portal.

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 few years 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.

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. We also

have trained every staff member and new staff member the past several years on ALICE. The initial staff training is a three-hour session that includes 90 minutes of classroom instruction to understand both what is ALICE and why we have adopted it, followed by 90 minutes of active simulations in actual classrooms in our schools. In addition, existing staff are required to attend an on-line ALICE refresher through the Vector program administered by the Human Resources Department.

Administration recommends Board approval of the School Safety Law Requirements as described in this report.”

Ms. Stevens moved to approve the School Safety Law Requirements as described in the report. Mr. Battle seconded the motion. Unanimously approved.

Ms. Adams presented Resolution 386 - National Native American Heritage Month 2021 which read as follows:

“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 descendants of the original, indigenous inhabitants of what is now the United States; and

WHEREAS, Native Americans have made important contributions to the United States and the rest of the world as business owners, artists, teachers, writers, members of our Armed Forces, and much more; and

WHEREAS, Their contributions to our society are cause for celebration and appreciation; and

WHEREAS, The month is a time dedicated to celebrating their rich and diverse cultures, traditions, and histories while acknowledging the importance of their contributions; and

WHEREAS, National Native American Heritage Month is an opportune time to educate students about tribes, raise a general awareness about the unique challenges Native Americans have faced both historically and in the present, and the ways in which tribal citizens have worked to conquer these challenges; and

WHEREAS, corresponding school activities held in November, as well as throughout the school year, will educate students about Native American cultures, traditions and contributions that have impacted business, law, education, politics, science, the arts and more.

NOW, THEREFORE, BE IT RESOLVED that Kenosha Unified School District’s Board of Education does hereby adopt this resolution to proclaim November 2021 as National Native American Heritage Month.

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education.”

Mrs. Modder moved to approve Resolution 386 - National Native American Heritage Month 2021. Ms. Stevens seconded the motion. Unanimously approved.

Meeting adjourned at 8:23 P.M.

Stacy Stephens
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
December 14, 2021

CASH RECEIPTS	reference	total
November 2021 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	state aids register receipts	\$ 4,148,902.13
Johnson Bank	account interest	78.74
Bankcard Services (MyLunchMoney.com)	food services credit card receipts (net of fees)	1,247.91
Bankcard Services (Purplepass)	fine arts ticket sales receipts (net of fees)	14,323.39
Bank (RevTrak)	district web store receipts (net of fees)	82,006.96
Bank (Infinite Campus)	district web store receipts (net of fees)	14,288.62
Retired & Active Leave Benefit Participants	premium reimbursements	44,330.78
HHS	head start grant	518,589.93
Various Sources	small miscellaneous grants / refunds / rebates	31,332.39
Total Incoming Wire Transfers		4,855,100.85

November 2021 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	(excluding credit cards)	100,222.44
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TOTAL NOVEMBER CASH RECEIPTS

\$ 4,955,323.29

CASH DISBURSEMENTS	reference	total
November 2021 Wire Transfers-Out, from Johnson Bank to:		
<i>Payroll & Benefit wires</i>		
Individual Employee Bank Accounts	net payrolls by EFT (net of reversals)	\$ 7,963,389.15
WI Department of Revenue	state payroll taxes	562,389.15
WI Department of Revenue	state wage attachments	3,213.68
IRS	federal payroll taxes	2,734,350.11
Delta Dental	dental insurance premiums	242,460.48
Diversified Benefits Services	flexible spending account claims	8,675.12
Employee Trust Funds	wisconsin retirement system	1,623,975.04
NVA	vision insurance premiums	20,320.91
Aflac	insurance premiums	0.00
Optum	HSA	289,645.77
Various	TSA payments	331,204.04
<i>Subtotal</i>		13,779,623.45

General Operating Wires

US Bank	purchasing card payment-individuals	149,452.19 *
Kenosha Area Business Alliance	LakeView lease payment	16,871.67
Johnson Bank	banking fees	2,012.26
United Healthcare	health insurance premiums	3,709,013.59
<i>Subtotal</i>		3,877,349.71

Total Outgoing Wire Transfers **\$ 17,656,973.16**

November 2021 Check Registers - All Funds:

Net payrolls by paper check	Register# 01022DP, 01023DP	\$ 9,242.41
General operating and food services	Check# 607516 thru Check# 608252 (net of void batches)	3,126,069.94
Total Check Registers		\$ 3,135,312.35

TOTAL NOVEMBER CASH DISBURSEMENTS

\$ 20,792,285.51

*See attached supplemental report for purchasing card transaction information

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending November 15, 2021

Merchant Name	Total
3654 INTERSTATE	\$ 14,549.39
RESTAURANTS & CATERING	\$ 8,780.99
GRANITE VALLEY FOREST PRO	\$ 7,422.04
SAN-A-CARE	\$ 6,357.00
ULINE *SHIP SUPPLIES	\$ 5,564.78
MARK'S PLUMBING PARTS	\$ 4,890.12
AIRGAS USA, LLC	\$ 4,763.61
INSTACART	\$ 4,583.34
VEHICLE MAINT. & FUEL	\$ 4,388.43
INDUSTRIAL CONTROLS	\$ 4,306.33
MAXON EQUIPMENT INC.	\$ 4,286.85
MENARDS KENOSHA WI	\$ 4,207.83
TRUGREEN *LOCKBOX	\$ 3,368.00
JOHNSON CONTROLS SS	\$ 3,261.64
HOTEL	\$ 3,058.50
NASSP PRODUCT & SERVICE	\$ 2,635.00
TEAMVIEWER.COM	\$ 2,619.57
CERTASITE - HPP/VT	\$ 2,362.00
ZOOM.US 888-799-9666	\$ 2,330.12
GRAINGER	\$ 1,920.56
HIGHWAY C SERVICE INC	\$ 1,904.07
GENERATIONGENIUS.COM	\$ 1,795.00
KENOSHA AREA BUSINESS	\$ 1,780.00
GATEWAY TRUCK & REFRIGERA	\$ 1,585.71
HALLMAN LINDSAY PAINTS -	\$ 1,535.36
HUDL	\$ 1,350.00
L AND S ELECTRIC INC	\$ 1,265.00
DICKOW CYZAK TILE CARP	\$ 1,252.00
IN *GROHS ELECTRIC LLC	\$ 1,133.00
VARIDESK* 1800 207 2587	\$ 1,044.45
GUTTORMSEN RECREATION CEN	\$ 1,027.00
FULL COMPASS SYS VT	\$ 965.01
ACMETOOLS.COM	\$ 944.21
ROCKLER	\$ 935.90
HOLLAND SUPPLY INC	\$ 856.22
HAJOCA KENOSHA PC354	\$ 843.32
AMVAN, LLC	\$ 820.76
HOMEDEPOT.COM	\$ 805.00
ON DECK SPORTS	\$ 782.25
HEAT & POWER PRODUCTS INC	\$ 763.00
AED SUPERSTORE	\$ 737.00
BRODART SUPPLIES	\$ 728.00
DEVELOPMENTAL STUDIES CEN	\$ 723.60
PARTS WAREH	\$ 669.11
GEMINI BUILDS IT & SHOW	\$ 667.05
IN *KAIN ENERGY CORPORATI	\$ 654.06
STERICYCLE	\$ 637.58

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending November 15, 2021

Merchant Name	Total
THE POTTERS SHOP	\$ 606.26
AMAZON.COM*8Z4979TL3	\$ 560.00
WASBO FOUNDATION	\$ 550.00
SP * DEFENSEONASTRING	\$ 527.17
LINKEDIN 7202663114	\$ 511.69
FASTENAL COMPANY 01WIKEN	\$ 506.66
IN *IMAGINE U, LLC	\$ 500.00
SOUNDTRAP	\$ 488.50
WELCH ALLYN INC	\$ 482.14
JOHNSTONE SUPPLY - RACINE	\$ 461.13
GK ELITE	\$ 424.36
ANTHEM SPORTS, LLC	\$ 408.51
RICHARDSON FARM	\$ 408.00
HOOVER FENCE CO.	\$ 402.25
WISCONSIN ASSOCIATION OF	\$ 400.00
IN *SNO SITES	\$ 400.00
QUADIENT INC ORACLE	\$ 398.95
SHERWIN WILLIAMS 703481	\$ 393.25
PAYPAL *TRIFOIA	\$ 392.00
FARM & FLEET STURTEVANT	\$ 388.38
MILWAUKEE SYMPHONY ORCHES	\$ 375.00
AIR FLOW INC	\$ 335.00
WALMART.COM AA	\$ 332.51
ZORO TOOLS INC	\$ 330.61
PAT S SERVICES INC	\$ 325.00
TARP SUPPLY INC	\$ 324.61
TRANE SUPPLY-116407	\$ 313.20
SAMSClub.COM	\$ 307.55
SAMSClub #6331	\$ 303.33
THE ASSOCIATED COLLEGIATE	\$ 300.00
PRAIRIE SIDE ACE HDWR	\$ 298.66
LINCOLN CONTRACTORS SUPPL	\$ 296.18
JANSSEN SPORTS LDRSHP.	\$ 280.40
JIFFYSHIRTS.COM US L.P.	\$ 278.11
ROGUE	\$ 240.00
JOHNSON CONTROLS SP	\$ 238.00
SP * BULKTOY PARTY	\$ 232.87
4010 BOSE CORP WEB STORE	\$ 231.05
J.W. PEPPER	\$ 227.90
FIRST SUPPLY KENOSHA	\$ 227.19
V BELT GLOBAL SUPPLY	\$ 227.12
DICK'SSPORTINGGOODS.COM	\$ 206.49
MENARDS MUNCIE IN	\$ 194.83
SPECTRUM	\$ 192.99
B2B PRIME*0P15Q1783	\$ 179.00
PICK N SAVE #874	\$ 178.44
ECONOLIGHT	\$ 178.16

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending November 15, 2021

Merchant Name	Total
USPS.COM POSTAL STORE	\$ 178.00
IN *STATELINE ANIMAL CONT	\$ 175.00
NCTM REG	\$ 175.00
KRANZ INC.	\$ 173.00
LIGHTING SUPPLY	\$ 170.04
STUDENTREASURES OFC	\$ 169.65
SCHOLASTIC EDUCATION	\$ 169.60
AMZN MKTP US*6G96L6FV3	\$ 168.79
MIDTOWN FLORIST	\$ 166.57
TOWN & COUNTRY GLASS	\$ 166.00
AMAZON.COM*MT32V1UG3 AMZN	\$ 164.45
WPY*KENOSHA YMCA	\$ 160.00
RSCHOOL TODAY	\$ 160.00
LOWES #02560*	\$ 157.49
GRAND APPLIANCE KENOSHA	\$ 156.60
HOSA, INC.	\$ 155.70
PEARDECK.COM	\$ 149.99
THINK SOCIAL PUBLISHING,	\$ 144.54
RAPIDWRISTBANDS	\$ 144.00
OSMO	\$ 143.00
VIKING ELECTRIC-MILWAUKEE	\$ 137.67
LJL*LIBRARY JOURNALS	\$ 136.99
TOOLS 4 FLOORING	\$ 136.08
ANIXTER/CLARK/TRI-ED	\$ 136.04
PY *CESA #1	\$ 135.00
BLUEDOGINK	\$ 133.98
FOUNDATION BLDG 270	\$ 128.00
GRIZZLY INDUSTRIAL PHONE	\$ 127.99
AMZN MKTP US*T49RH9K93	\$ 126.48
MASTER TEACHER	\$ 122.95
PICK N SAVE #871	\$ 122.92
HOBBY LOBBY #350	\$ 121.20
MAKEMUSIC, INC.	\$ 119.97
USPS PO 5642800260	\$ 118.08
CARROT-TOP INDUSTRIES	\$ 116.16
GUITARCENTER.COM INTERNE	\$ 115.79
AMAZON.COM*DX4IL4333	\$ 110.00
AMZN MKTP US*VI0UU1NJ3 AM	\$ 109.88
PRESERVATION VIRGINIA	\$ 100.00
PNEUMATICPLUS	\$ 99.95
AMZN MKTP US*3K73M7K73	\$ 99.75
WM SUPERCENTER #1167	\$ 98.94
HAL LEONARD CORPORATION	\$ 98.21
HALOGEN SUPPLY COMPANY IN	\$ 97.88
WAL-MART #1167	\$ 97.43
FLOCABULARY	\$ 96.00
PADLET* PADLET SOFTWAR	\$ 96.00

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending November 15, 2021

Merchant Name	Total
HOTEL SUPPLY WAREHOUSE, I	\$ 94.80
NATL CCL TEACHERS OF MATH	\$ 94.00
SAMS CLUB #6331	\$ 92.47
KENOSHA PUB MUSEUM	\$ 92.00
CHRISTOPHER R GREEN SR	\$ 91.50
WM SUPERCENTER #2668	\$ 91.25
OTC BRANDS INC	\$ 86.27
AMAZON.COM*QQ8QM5GL3 AMZN	\$ 85.26
AMERICAN RED CROSS	\$ 85.00
COSTCO WHSE #1198	\$ 84.83
IKEA OAK CREEK	\$ 84.40
REI*GREENWOODHEINEMANN	\$ 83.56
MONSTER JANITORIAL LLC	\$ 81.95
PROFESSIONAL INTERPRETING	\$ 80.00
IMPACT ACQUISITIONS, LLC	\$ 79.50
NORTHWIND BOOK & FIBER	\$ 78.02
UPS*1ZTKF1674201781824	\$ 77.45
AMZN MKTP US*9M3OE99F3	\$ 76.88
SQ *JOANNE RIEMER PHOTOGR	\$ 73.00
AMERICAN SOCIETY OF	\$ 70.00
GFS STORE #1919	\$ 69.72
SAFETY GLASSES USA.COM	\$ 69.37
B2B PRIME*OC9854HW3	\$ 69.00
143 VINYL	\$ 69.00
SP * BIG JOE	\$ 68.58
GOOGLE *PLAY	\$ 68.23
MENARDS E-COMMERCE	\$ 64.51
WORDWALL.NET	\$ 64.00
TARGET.COM *	\$ 63.27
MAILCHIMP	\$ 62.99
AMZN MKTP US*KA3JR57Z3	\$ 61.99
SQ *GORDON FOOD SERVICE S	\$ 61.61
DESIGN AIR	\$ 60.84
AIELLO MIDTOWN FLORIST IN	\$ 55.00
PALMEN BUICK GMC CADIL	\$ 54.70
IN *HAMILTON LLC	\$ 54.02
WISCONSIN EDUCATIONAL MED	\$ 54.00
CHESTER ELECTRONIC SUPPLY	\$ 51.35
UWM PLANETARIUM	\$ 50.00
WPY*CONTINUING EDUCATION	\$ 49.00
QUIZLET.COM	\$ 47.88
INSTACART*2323	\$ 47.68
AMZN MKTP US*PY9OD5EV3	\$ 47.30
WEST MUSIC CATALOG	\$ 46.06
SP * WEST COAST GOALKE	\$ 45.95
CROWN TROPHY	\$ 45.40
PARTY CITY 5174	\$ 45.05

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending November 15, 2021

Merchant Name	Total
AMZN MKTP US*BS6C70CZ3	\$ 44.22
FESTIVAL FOODS	\$ 41.16
FIELDPRINT INC	\$ 39.00
SMK*WUFOO.COM CHARGE	\$ 39.00
COSTCO WHSE #1209	\$ 37.67
BLT*FUN AND FUNCTION LLC	\$ 35.48
ROBERT BROOKE & ASSOCIATE	\$ 32.41
ADOBE STOCK	\$ 31.64
WALGREENS #12413	\$ 30.97
DEAFJOBWIZARD.COM	\$ 30.00
SHIFFLER EQUIPMENT	\$ 29.19
BATTERIES PLUS #0560	\$ 29.17
STATSMEDIC.COM	\$ 29.00
JADE LEARNING LLC	\$ 27.00
OFFICEMAX/DEPOT 6358	\$ 26.97
MENARDS RACINE WI	\$ 26.17
TARGET 00022517	\$ 23.54
HOERNEL LOCK & KEY INC-KE	\$ 22.00
PICK N SAVE #856	\$ 20.38
AMZN MKTP US*VI8ZD6RW3	\$ 19.99
PICKTIME	\$ 19.99
AMZN MKTP US*KF0D77KE3	\$ 18.98
SCREENCAST-O-MATIC	\$ 18.00
JC LICHT - 1290 - KENOSHA	\$ 16.58
LINKEDIN-720*6851654	\$ 15.50
JON DON MOTO #888	\$ 14.24
AMAZON.COM*2Y7ZG0PT2 AMZN	\$ 13.70
EDPUZZLE PRO TEACHER	\$ 12.50
THE UPS STORE 3860	\$ 11.82
AMZN MKTP US*2Y95A1K31	\$ 11.56
EDPUZZLE PRO TEACHER	\$ 11.50
GOFAN* WIAA STATE CROS	\$ 10.45
EASYKEYSCOM INC	\$ 9.80
PICK N SAVE #862	\$ 8.72
TEACHERSPAYTEACHERS.COM	\$ 8.13
DOLLAR TREE	\$ 3.00
APPLE HOLLER	\$ (27.00)
WIRIS (MATHTYPE)	\$ (119.85)
LEADING EQUITY LLC	\$ (152.00)
EB WHSA TRAUMA-INFORM	\$ (160.00)
PAYPAL *MASTERYCONN	\$ (747.00)
US Bank Purchasing Card Payment - Individuals	\$ 149,452.19

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

December 14, 2021

Administrative Recommendation

It is recommended that the November 2021 cash receipt deposits totaling \$100,222.44, and cash receipt wire transfers-in totaling \$4,855,100.85, be approved.

Check numbers 607516 through 608252 (net of voided batches) totaling \$3,126,069.94, and general operating wire transfers-out totaling \$3,877,349.71, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the November 2021 net payroll and benefit EFT batches totaling \$13,779,623.45, and net payroll check batches totaling \$9,242.41, be approved.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

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Kenosha Unified School District
Kenosha, Wisconsin

December 14, 2021
Board of Education Meeting

POLICY AND RULE 3421 – DISTRICT RECOGNITION AWARDS

Background:

In early 2021, Policy 3421 was developed to provide guidance to the Recognition Committee and district staff surrounding the district's service and peer-to-peer recognition programs, along with outlining IRS requirements tied to gifts that may be awarded to employees through such programs.

For more than 40 years, the KUSD's Recognition Committee has coordinated and implemented district recognition programs, such as the Recognition Dinner, Retiree Reception, 25-year Dinner and others. As it works to refresh and renew its approach to employee recognition in an effort to recruit and retain exceptional employees for the students of the district, it must also be mindful of IRS requirements when designing programs.

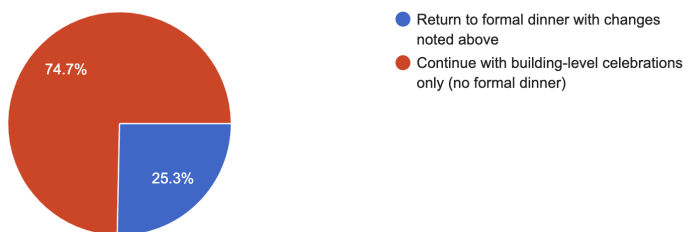
The policy and rule provide guidance to the committee and also makes employees aware of any wage implications tied to recognition programs that may be in place.

Following multiple years of surveying staff during COVID, which caused canceled dinners and events, it is evident that staff would prefer that we recognize more staff. With nearly 75% of survey respondents preferring to continue with building-level celebrations rather than an annual dinner, the committee has decided to support this change. This will include budgeting for supplies to support school celebrations, as well as freeing up enough funds to add 10- and 20-year service recognition to the list for all staff, which was also gleaned from the comments in the survey.

We will now honor 5-, 10-, 15-, 20- and 25-year service milestones, along with retirement and Spark Awards winners each year.

Due to COVID, the Recognition Dinner has been canceled for the past two years. Do you prefer to return to a formal dinner in 2022 for Spark Award winners, or do you prefer to continue with building-level celebrations such as those held this year on May 7?

620 responses



Administration Recommendation:

Administration recommends that the board approve newly developed Policy and Rule 3421 – District Recognition Awards as a second reading on Dec. 14, 2021.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Tanya Ruder
Chief Communications Officer

POLICY 3421
DISTRICT RECOGNITION AWARDS

Employee actions contribute to the success and achievements of the district. Therefore, it is in the best interest of the district to employ competent, committed employees to provide effective and proficient services to the district's students, families, and staff.

The district has two types of annual recognition, service and peer-to-peer awards.

Service awards express appreciation for employees' dedication and service at established milestones, including 5-, ~~10-~~ 15-, ~~20-~~ 25-years and retirement. Peer-to-peer awards allow staff to nominate colleagues based on criteria established by the district's Recognition Committee.

The goal is to:

- Celebrate the culture of the district
- Encourage proficiencies
- Recognize longevity
- Acknowledge exemplary service
- Provide an instrument to recognize ongoing employee contributions and dedication, as well as a means to acknowledge and retain employees
- Offer rewards to award recipients that are useful in their daily lives

Service awards recipients shall be recognized in conjunction with their current department/school. Peer-to-peer award recipients also shall be recognized in conjunction with their current department/school.

LEGAL REF.: IRS Regulations

CROSS REF.: 3420 – Purchasing
3110 – Annual Operating Budget
3112 – Budget Administration
3121 – Financial Accounting
4260 – Personnel Records
6100 – Mission, Vision, Core Values and Strategic Goals

AFFIRMED: March 2021

RULE 3421
DISTRICT RECOGNITION AWARDS
Page 1

Covered Employees

All full-time equivalent (FTE) employees are eligible for service and peer-to-peer awards. Full-time equivalent refers to employees in the following groups: administrative support professional; administrator, supervisory, technical; community and student support; educational support professional; facilities; food services; interpreter; and teacher.

Timesheet employees, such as substitutes, coaches, etc., may be nominated under the Friend in Education category of peer-to-peer awards and do not qualify for service awards.

Years of Service Criteria

The Office of Human Resources will identify employees with 5, **10**, 15, **20** and 25 continuous years of school district service, as well as retirees with creditable years of retirement service annually and provide a list to Recognition Committee.

Service dates will be based on anniversary dates pulled as of Sept. 30. Retirements will be based on those who have filed official paperwork with the Office of Human Resources between April 1 of the previous year through March 30 of the current year. These criteria will be implemented effective Sept. 30, 2020, and will not be retroactive.

School District Service Defined

Qualifying years of service toward the 5-, **10**- 15-, **20**- and 25-year awards are defined as continuous years of full-time equivalent (FTE) status.

Creditable Retirement Service Defined

Employees with any number of continuous years of service as a full-time equivalent (FTE) employee with the district shall qualify for the retirement award.

Peer-to-peer Awards Criteria

Nominations will be submitted by each building/school by the end of January each year.

Peer-to-peer awards have the following criteria:

- Areas regarding positive relationships, innovation, instruction, communication, and professional learning, and ethical practice.
- The district's core values include safety, teamwork, unity, diversity, equity, nurturing, trust, and stability.
- Additional criteria for administration at the Education Support Center include administrative skills, school/department leadership, service district leadership, and professional development.
- All recommendations will be vetted by the Office of Human Resources to ensure honorees do not have pending personnel issues. In addition, employees who have received disciplinary action from HR and/or their direct supervisor will not be eligible to receive employee recognition of any kind for five years from the last date discipline was issued.

Program Administration

The Recognition Committee is defined as a group of individuals tasked with reviewing, coordinating, budgeting and implementing for the district's annual recognition efforts in conjunction with necessary district staff. The members may include a variety of past winners, as well as representatives from departments critical to the success of said programs, such as the Finance Department, Office of Communications, and Office of Human Resources. As individuals step down from the committee, the committee shall agree nominate and approve new members. Current recognition efforts include a gift for service and peer-to-peer awards based on an amount designated by the Recognition Committee annually. District purchasing policies shall be followed when selecting vendors.

Records

The Office of Human Resources will maintain service and peer-to-peer award records.

Funds

All purchases for awards are dependent on the availability of Recognition funds. Donations are accepted.

Accounting and IRS Implications

Internal Revenue Service laws and regulations determine which awards are considered taxable wages to employees. IRS laws and regulations are periodically updated and taxability is subject to change.

The Recognition Committee will provide all previous calendar year-end IRS reporting information to the Finance Department by the end of the first week of January of the subsequent year, annually, to meet any W-2 wage reporting deadlines established by the IRS.

Kenosha Unified School District
Kenosha, Wisconsin

December 14, 2021
Board of Education Meeting

POLICY AND RULE 5436 - WEAPONS

Background:

In 2016, Policy 5436 - Weapons was reviewed and updated regarding knives only. Upon further review, it was determined that other portions of the policy also need updating to align with our current Administrative Review practices.

The main changes include removal of antiquated language referring to zero tolerance and clarifying the language regarding disciplinary action to point to the process outlined in Administrative Regulation 5430. This will ensure that as language or processes are updated in the future, the two policies will always align. Lastly, language about what incidents are referred to law enforcement was cleaned up so it accurately reflects current practice.

Administration Recommendation:

Administration recommends that the board approve the proposed revisions to Policy and Rule 5436 - Weapons as a second reading on Dec. 14, 2021.

Bethany Ormseth, Ed.D
Interim Superintendent of Schools

Tanya Ruder
Chief Communications Officer

William Haithcock
Interim Chief of School Leadership

Kim Fischer
Regional Coordinator of Secondary School Leadership

Anthony Casper
eSchool Principal and Administrative Review Chair

POLICY 5436
WEAPONS

The Kenosha Unified School District shall strive to provide a safe and healthy environment for all persons on its premises or attending any of its activities or functions, **including prohibiting** ~~To aid in reaching this goal, the District will strictly enforce a zero tolerance policy that no one shall~~ the possession, use, or ~~storage~~ **storage** of a dangerous weapon on school property, school buses, or at any school related event. Furthermore, no student will use a dangerous weapon to threaten the life of another student, an employee, or any other person while on school property or engaged in a school activity on or off school property. “Dangerous weapons” include:

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

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

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

LEGAL REF.: Wisconsin Statutes Sections:

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

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

POLICY 5436
WEAPONS
Page 2

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

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

RULE 5436
WEAPONS

Students violating the Board's **weapons** policy ~~on possession, use, storage of weapons, and use of weapons to threaten the life of others~~ will be subject to disciplinary action, including immediate suspension and a referral to the **Administrative Review Committee for Board for expulsion consideration, as outlined in Administrative Regulation 5430.** ~~from the regular school program. Except as otherwise specifically provided by law or the Board, a student found in possession of a dangerous weapon will be expelled from the regular school program for a minimum of one year or longer as determined by the Board. Such expulsion will not preclude the student violator's attendance in alternative programs or the receipt of educational services outside the regular school program during the period of expulsion. The Board may modify the expulsion requirement on a case by case basis.~~

Parent(s)/guardian(s) **of those involved** will be notified in all cases where this policy is violated. ~~Law enforcement, criminal justice, and/or other juvenile justice system officials will also~~ **will be notified and confiscated weapons will be turned over to appropriate law enforcement officials.** ~~Weapons will be confiscated by the District and turned over to the proper law enforcement officials.~~

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

Kenosha Unified School District
Kenosha, Wisconsin

December 14, 2021

Better Together 2021-22 Plan

Background

On June 15, 2021, the board approved the following motion during a special board meeting: *“Mr. Battle moved to approve the updated version (June 15, 2021 – 3 p.m.) of the Better Together 2021-2022 Plan with face coverings/masks as optional for all students and staff starting June 16, 2021 and the removal of Administrative Regulation 4229 – Employee Face Coverings and Scrubs. Ms. Stevens seconded the motion. Unanimously approved.”*

- [Better Together 2021-22 \(English\)](#)
- [Better Together 2021-22 \(Spanish\)](#)

2021-22 Timeline

- **July 27, 2021 Regular Board Meeting**
 - No board action taken
- **August 24, 2021 Regular Board Meeting**
 - Board approved updates to 2021-22 Better Together Plan
- **September 28, 2021 Regular Board Meeting**
 - Board approved updates to the 2021-22 Better Together Plan
- **October 26, 2021 Regular Board Meeting**
 - No board action taken
- **November 16, 2021 Regular Board Meeting**
 - Board approved updates to the 2021-22 Better Together Plan

Administrative Recommendation

There is no new recommendation at this time.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Tanya Ruder
Chief Communications Officer

William Haithcock
Interim Chief of School Leadership

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**Kenosha Unified School District
Kenosha, Wisconsin**

December 14, 2021

Medical Request for Proposal Process Review

Background

In 2019, the District moved to a consumer-driven health plan which included a high deductible health plan. This transition was a significant cost savings for the District. The contract was awarded to UnitedHealthcare for a period of 3 years and will expire on June 30, 2022.

On October 6, 2021, the District issued a Medical Plan RFP with responses due back from candidates on October 26, 2021. The RFP provided candidates with the current plan design and instructions to provide bids based on KUSD's current medical plan design. The District partnered with Hays Companies, the District's benefits broker, to review candidate responses to the Medical RFP.

Recommendation

Administration recommends the Board take the following action:

- Select vendor finalists for the KUSD Medical Plan. Finalists will be required to present their RFP responses to the Board at a future Board meeting.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Kevin Neir
Interim Chief Human Resources Officer



Kenosha Unified School District

Medical Carrier Marketing Review

December 14, 2021



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- ❑ **Proposal Overview**
- ❑ **Medical Carrier Marketing Results**
 - Broad Network Opportunities
 - Narrow Network Opportunity
 - Provider Disruption
- ❑ **Considerations and Next Steps**
- ❑ **Finalist Meeting Proposed Agenda**
- ❑ **Discussion / Action by the Board**
- ❑ **Appendix**

Disclaimer: Proposal summaries and financial impacts presented herein are estimates and may change, and substantially, based on continuing negotiations, plan design changes, enrollment and/or many other relevant variables. Actual carrier proposals will govern.

Proposal Overview

Executive Summary: Medical Carrier Market Update

- ❑ **Market Response For Single Carrier Option with Broad or Narrow Network and Similar Plan Design**
 - **Who Provided a Quote?**
 - UnitedHealthcare, Humana, and WEA Trust
 - **Who Did Not Provide a Quote for a Single Carrier Option?**
 - WPS, Network Health, Health Tradition, Anthem/WCIC
- ❑ **Current Plan Design Overview**

In-Network Plan Design		Current Plan
Annual Deductible		\$1,500 / \$3,000
Coinsurance		10%
Maximum Out-of-Pocket		\$3,000 / \$6,000
Preventive / Wellness Care		Covered at 100%
Physician/Specialist Visits		Subject to Deductible and Coinsurance
Urgent Care Visit		Subject to Deductible and Coinsurance
Emergency Room Visit		Subject to Deductible and Coinsurance
Inpatient Hospital Care		Subject to Deductible and Coinsurance
Pharmacy Benefits	Retail	Subject to Deductible and Coinsurance
	Mail Order	Subject to Deductible and Coinsurance

Executive Summary: Medical Carrier Market Update (cont'd)

❑ Proposed Pricing Based on Current Plan Design

Broad Networks	UHC Current	UHC Renewal	Humana	WEA Trust Preferred
Total Annual Premium	\$44,826,985.32	\$50,259,933.48	\$49,264,824.48	\$58,011,284.52
Change (\$)	-	\$5,432,948.16	\$4,437,839.16	\$13,184,299.20
Change (%)	-	12.1%	9.9%	29.4%

Narrow Networks	WEA Trust East
Total Annual Premium	\$53,210,909.76
Change (\$)	\$8,383,924.44
Change (%)	18.7%

Note: Includes estimated total premium (both employer and employee/retiree share) based on recent enrollment totals. Also, total premiums does not include employer HSA contributions to employees which are currently estimated at about \$2.6M annually.

Enrollment and Premium Comparison

	WEA Trust 2018-19	UHC 2019-20	UHC 2020-21	Estimated UHC 2021-22	Proposed UHC 2022-23
Average Enrollment	2,757	2,369	2,338	2,377	2,377
Total Annual Premium	\$59,648,707	\$38,042,321	\$40,375,612	\$44,826,985	\$50,259,933
Change from 18-19 (\$)	-	(\$21,606,386)	(\$19,273,095)	(\$14,821,722)	(\$9,388,774)
Change from 18-19 (%)	-	(36.2%)	(32.3%)	(24.9%)	(15.7%)

KUSD's total enrollment decreased by approximately 385 employees (actives and retirees) from the 2018-19 plan year with WEA Trust to the 2019-20 plan year with UHC. The majority of this decrease was from Post-65 retirees, approximately 250. Since then, KUSD's enrollment on the medical plan has stay consistent with minimal increases or decreases. The decrease in active and pre-65 retiree enrollment for the 2019-20 plan year accounts for an estimated \$2.2M of the total \$21.6M of premium savings (premium savings due to the total enrollment decrease in enrollment was approximately \$6.6M).

NOTE: For the purposes of this analysis average total enrollment including actives and retirees, and actual total premiums paid were used for the plan years of 2018-19, 2019-20 and 2020-21. For the plan years of 2021-22 and 2022-23 the enrollment illustrated is not an average and was taken from the 2022-23 UHC renewal in order to calculate estimated annual premiums.

Broad Network Opportunities



PART OF THE BROWN & BROWN TEAM

Medical Carrier Options: UnitedHealthcare (Incumbent)

❑ Network Options

- Continue UHC Choice Plus HMO and Insurance Licenses

❑ Proposed Pricing - Current State

- Estimated 12.12% increase
 - Estimated 11% increase if KUSD forgoes the wellness and technology credits
 - Estimated 11.5% increase if KUSD forgoes the wellness and technology credits. KUSD could pay premium within 45 days vs. standard 30 day which results in 11 payments for a fiscal year vs. 12. KUSD will still pay 12 months of premium over a 13-month period.

❑ Rate Cap

- Year 2: Not to exceed 11%
- Year 3: Not to exceed 11%

❑ Wellness

- Continuing Rally wellness program, Simply Engaged, Real Appeal, and exclusive Nurse Liaison employed by UHC
- Offering \$250,000 wellness credit annually

❑ Other Important Considerations

- Offering \$250,000 technology credit in Year 1, followed by \$150,000 in Year 2 and Year 3
- Continuing personal health support with disease management
- Continuing direct bill retiree services at \$4.50 per continuant for 3-year contract
- Continuing COBRA services at \$.45 PEPM for 3-year contract
- Offering Optum Bank HSA administration at reduced rate of \$.50 per account per month (from \$.75)
- Carve-out of Designated Diagnostic Provider (DDP) benefit proposed for updated Certificate of Coverage

Medical Carrier Options: Humana

❑ Network Options

- Broad: Humana Open Access (NPOS)

❑ Proposed Pricing - Current State

- Estimated 9.9% increase
 - Estimated 8.8% increase if KUSD forgoes the wellness and technology credits

❑ Rate Cap

- Year 2: Not to exceed 9.5%
- Year 3: Not to exceed 9.5%

❑ Wellness

- Integrated Go365 wellness platform
- Offering annual \$350,000 wellness funding, paid as a reimbursement

❑ Other Important Considerations

- Offers an engagement consultant to help with wellness and other programming, but this is not a role similar to the Nurse Liaison role
- Can administer retiree direct bill
- Do not offer COBRA but will work with selected third-party vendor
- Can offer HSA administration at \$3 PPPM
- Offering annual \$150,000 technology credit paid up front
- Up to \$15,000 at risk for Account Management, Claims Processing and Customer Service guarantees

Medical Carrier Options: WEA Trust (Preferred Network)


- ❑ **Network Options**
 - Broad: WEA Trust Preferred
- ❑ **Proposed Pricing – Current State**
 - Broad: Estimated 29.4% increase
- ❑ **Rate Cap**
 - Year 2: Not to exceed 10.5%
 - Year 3: Not to exceed 10.5%
- ❑ **Wellness**
 - Offering \$350,000 annual wellness funding
 - Offering wellness program through Vitality
- ❑ **Other Important Considerations**
 - Offering \$150,000 annual technology grant
 - Provides retiree direct billing
 - Provides COBRA administration through EBC at no cost
 - Does not provide HSA administration
 - Service level performance guarantees with \$100,000 at risk

Narrow Network Opportunity

Medical Carrier Options: WEA Trust (East Network)

- ❑ **Network Options**
 - Narrow: WEA Trust East
- ❑ **Proposed Pricing – Current State**
 - Narrow: Estimated 18.7% increase
- ❑ **Rate Cap**
 - Year 2: Not to exceed 9.5%
 - Year 3: Not to exceed 9.5%
- ❑ **Wellness**
 - Offering \$350,000 annual wellness funding
 - Offering wellness program through Vitality
- ❑ **Other Important Considerations**
 - Narrow network which will result in provider disruption
 - Offering \$150,000 annual technology grant
 - Provides retiree direct billing
 - Provides COBRA administration through EBC at no cost
 - Does not provide HSA administration
 - Service level performance guarantees with \$100,000 at risk

WEA Trust East Network by Major Health Systems

Network Status	
Major Provider System (SE WI)	 WEA Trust East
Advocate Aurora	In
Ascension	In
Children's Hospital of WI	Out
Froedtert	Out
Medical College of WI	Out
ProHealth	In
Froedtert South (f/k/a United Hospital System)	Out

Note: Detailed comparison of narrow network located in the appendix

Provider Disruption



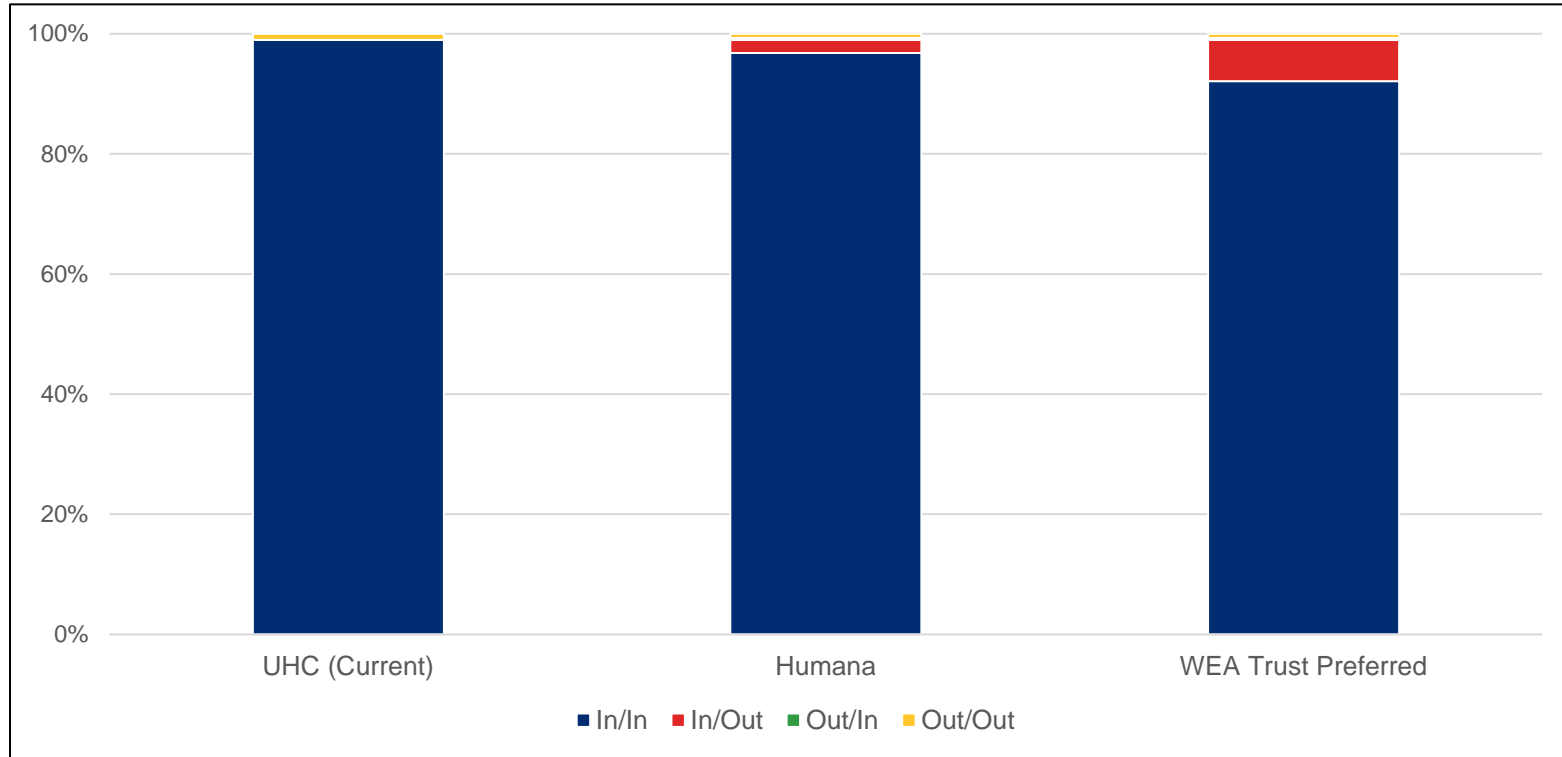
PART OF THE BROWN & BROWN TEAM

Provider Disruption

❑ What is Provider Disruption?

- Impact of carrier change on gaining or losing in-network and out-of-network providers
- Generally relatively low when comparing broad networks
- Disruption generally substantial with narrow networks, especially comparing a broad network to a narrow network
 - In this case and locally, the narrow network option includes Aurora but excludes Froedtert
 - Froedtert and Aurora are highly-utilized by KUSD members
 - Of recent paid medical claims for KUSD providers totaling about \$32.5M in the past year, Froedtert accounted for about \$8.8M (27%) and Aurora \$5.5M (17%) of the \$32.5M

Medical Provider Disruption – Broad Networks (Net Paid)



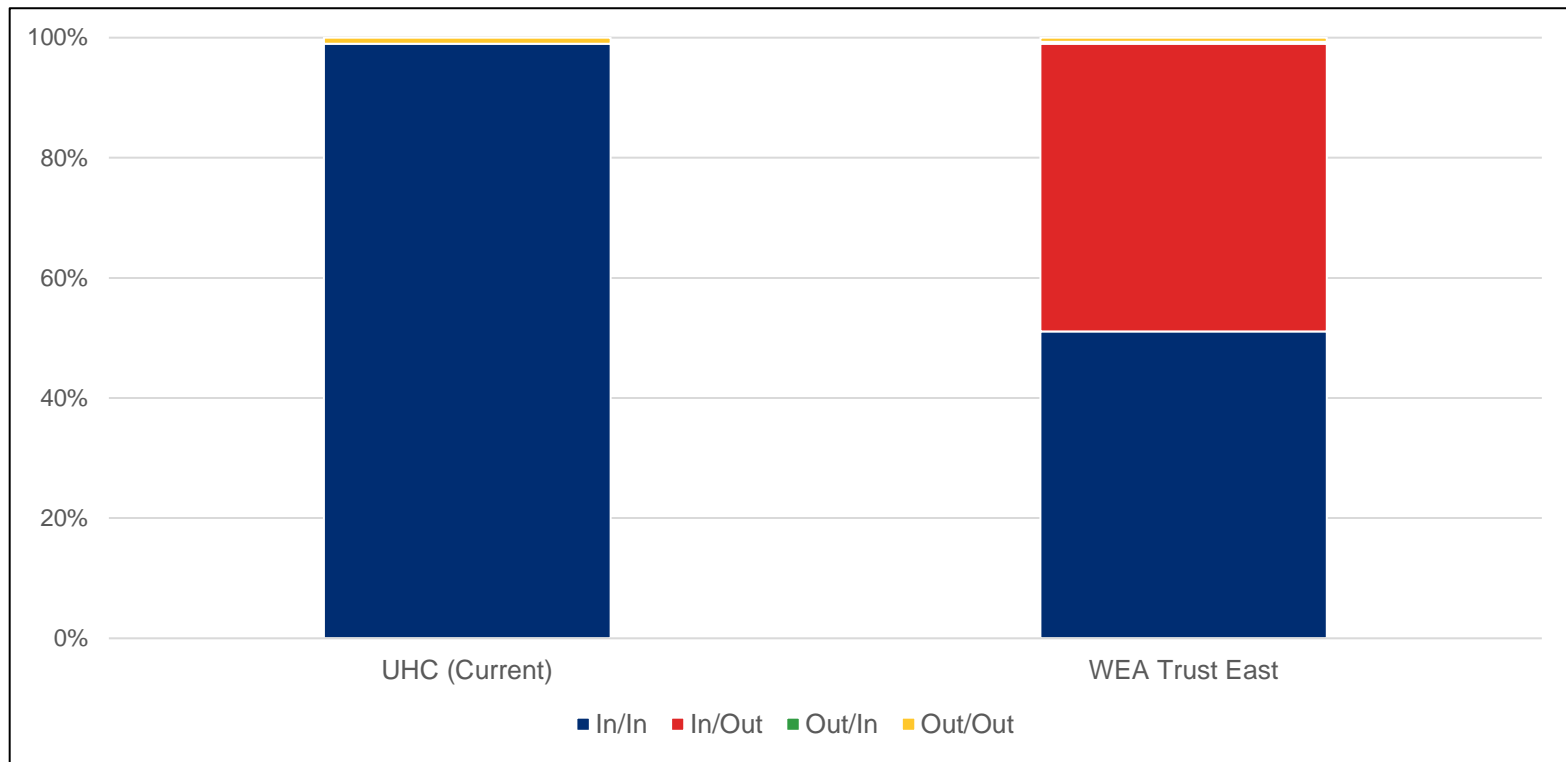
	UHC Choice Plus	Humana	WEA Trust Preferred
Total In-Network	99.0%	97.1%	92.4%
Total Out-Of-Network	1.0%	2.9%	7.6%

Note: Provider Disruption by claim count located in the appendix

Timeframe for the Provider Utilization Report for Disruption: Service Dates 7/1/20-6/30/21, Paid Dates 7/1/20-8/31/21

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Provider Disruption – Narrow Networks (Net Paid)



	UHC Choice Plus	WEA Trust East
Total In-Network	99.0%	51.3%
Total Out-Of-Network	1.0%	48.7%

Note: Provider Disruption by claim count located in the appendix

Timeframe for the Provider Utilization Report for Disruption: Service Dates 7/1/20-6/30/21, Paid Dates 7/1/20-8/31/21

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Considerations and Next Steps

Key Considerations and Next Steps

□ Current

- KUSD Budget Requirements and Proposed Cost Increase Impact
- Plan Design Flexibility
- Network Considerations: Broad vs. Narrow Network
- KUSD HSA Contribution
 - Current: \$750/\$1,500, Total Estimated Annual KUSD Cost - \$2.6M
 - Estimated Annual Cost of \$600/\$1,200 contribution - \$2.1M
 - Approximately \$500,000 in annual savings
 - Estimated Annual Cost of \$500/\$1,000 contribution - \$1.75M
 - Approximately \$850,000 in annual savings
- Employee Impact
- Wellness Options

□ Future

- Employee Contributions
- Rate Tiers
- ACA Eligibility Threshold (30 hour FTE?)
 - Estimated 25 employees impacted with \$518,5700 premium impact to KUSD

□ Determine Finalists and Schedule Finalist Meetings

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Finalist Meeting Proposed Agenda

- ❑ **Carrier Overview (35%)**
 - Customer Service
 - Account Management
 - Performance Guarantees
 - Population Health/Care Management, including Clinical Programs
 - Pharmacy Spend Management
 - Formulary, Network and Clinical Programs
- ❑ **Provider Network Strengths / Weaknesses (20%)**
- ❑ **Plan Design Capabilities (5%)**
- ❑ **Wellness Program Options (10%)**
 - Included / Not Included
- ❑ **Insured Rate Summary (10%)**
 - Rate Guarantee
- ❑ **Enrollment Capabilities (10%)**
- ❑ **Implementation (10%)**

Board Discussion/Action

- ☐ Carrier Discussion
- ☐ Finalist Determination
- ☐ Other Considerations



Appendix

Notable Broad Network Provider Exclusions

Humana

☐ Humana

- Out-of-State Providers
 - Santa Monica UCLA Medical Center & Orthopedic Hospital, CA - \$146,912
 - Tamer Seckin, NY - \$36,152
 - Tarrant County Hospital, TX - \$28,606
 - University of Chicago Hospital/Clinic, IL - \$20,107
- In-State Providers
 - Kristopher W Peterson, Chiropractic - \$24,785
 - Spine and Brain Imaging Center - \$22,672
- UHC Specific Providers
 - Optum Pharmacy - \$85,858
 - Real Appeal - \$38,450

WEAtrust

☐ WEA Trust Preferred

- Out-of-State Providers
 - Santa Monica UCLA Medical Center & Orthopedic Hospital, CA - \$146,912
 - Mid-Michigan Medical Center, MI - \$119,538
 - Gulf Coast Medical Center, FL - \$78,612
 - Advocate Condell Medical Center, IL - \$54,788
 - Northshore University Health System, IL - \$44,564
- In-State Providers
 - Christopher J Lee - \$122,886
 - FKC Kenosha - \$94,523
 - Heather Martyn, Mental Health - \$52,882
 - Matthew David Sorensen - \$25,879
- UHC Specific Providers
 - Optum Pharmacy - \$85,858
 - Real Appeal - \$38,450

Detailed Narrow Network Comparison



Trust East Network

☐ In-Network

- Ascension
 - Columbia St. Mary's
 - Wheaton Franciscan
- Advocate Aurora
- ProHealth Care

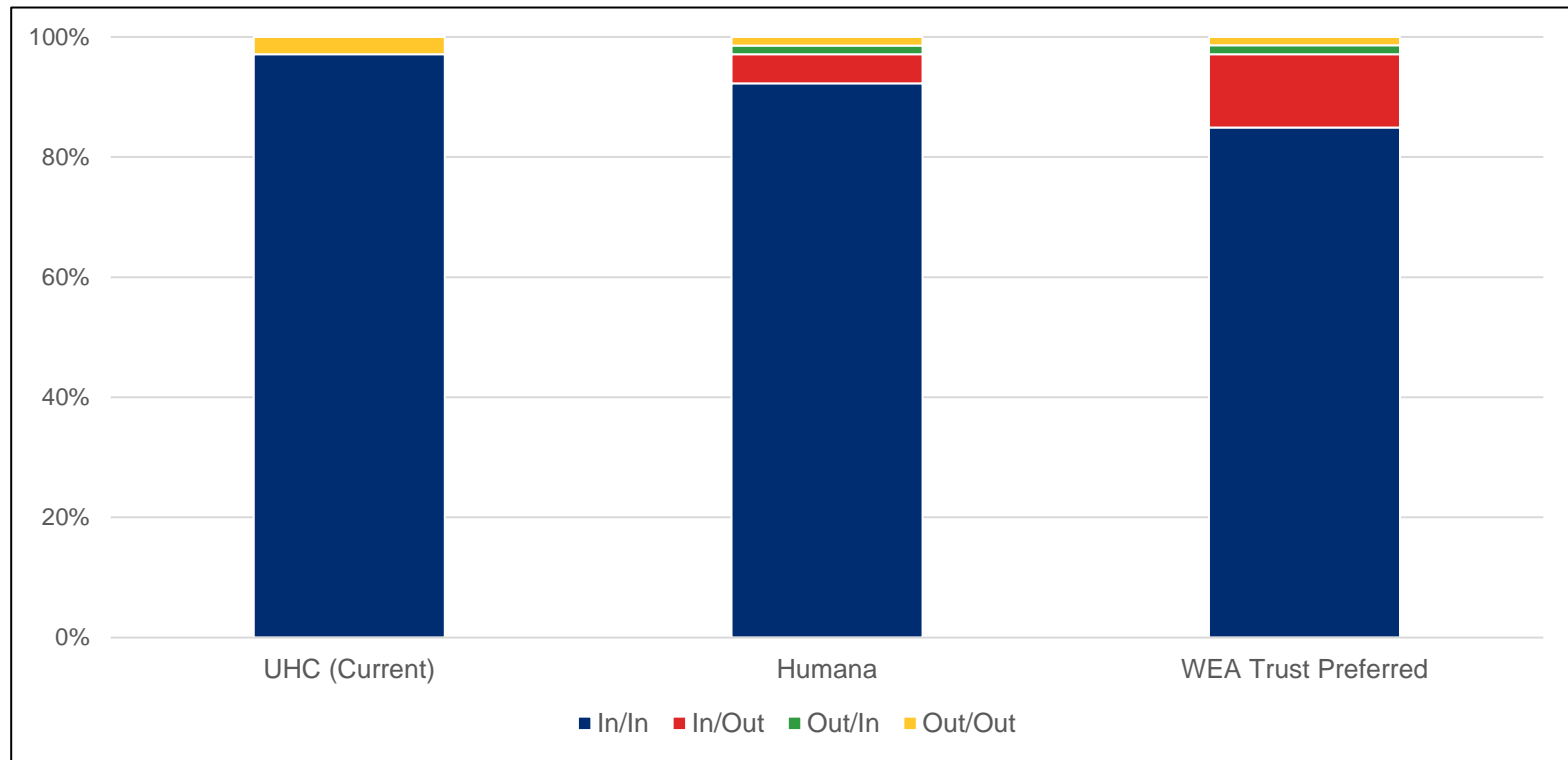
☐ Out-of-Network

- Children's Hospital of WI (CHOW)
- Froedtert
- Medical College of WI (MCW)
- Froedtert South (fka United Hospital System) - Kenosha

☐ Other Considerations

- **In-State**
 - Members who seek care at providers outside of the Trust East service area will have benefits processed as out-of-network benefits
- **Out-of-State**
 - PHCS-HD network available and members seeking care outside the state may receive in-network benefits for PHCS-HD network providers

Provider Disruption: Claim Count (Broad Networks)

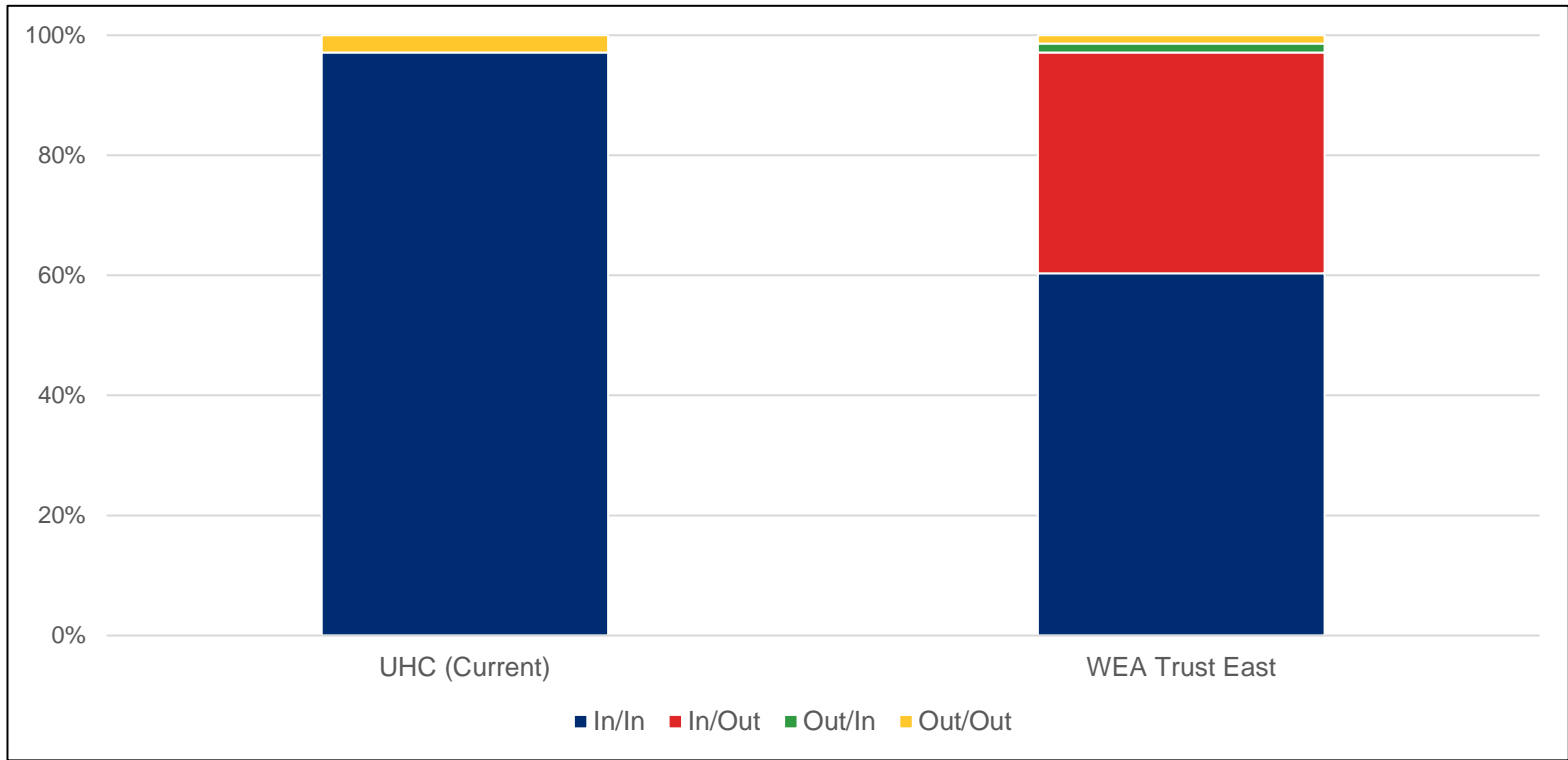


	UHC Choice Plus	Humana	WEA Trust Preferred
Total In-Network	97.1%	93.7%	86.4%
Total Out-Of-Network	2.9%	6.3%	13.6%

Note: Timeframe for the Provider Utilization Report for Disruption: Service Dates 7/1/20-6/30/21, Paid Dates 7/1/20-8/31/21.

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Provider Disruption: Claim Count (Narrow Network)



	UHC Choice Plus	WEA Trust East
Total In-Network	97.1%	61.8%
Total Out-Of-Network	2.9%	38.2%

Note: Timeframe for the Provider Utilization Report for Disruption: Service Dates 7/1/20-6/30/21, Paid Dates 7/1/20-8/31/21

Geo Access – Broad Networks

Broad Networks	Provider Type	Access Standard	% Access**
UHC (Current)	PCPs	2 in 10 mi	99.9%
	Pediatricians	2 in 10 mi	99.7%
	OB/GYNs	2 in 10 mi	97.8%
	Specialists	2 in 10 mi	99.9%
	Hospitals	1 in 15 mi	99.6%
Humana	PCPs	2 in 10 mi	99.9%
	Pediatricians	2 in 10 mi	99.1%
	OB/GYNs	2 in 10 mi	96.5%
	Specialists	2 in 10 mi	99.9%
	Hospitals	1 in 15 mi	99.8%
WEA Trust Preferred	PCPs	2 in 10 mi	99.7%
	Pediatricians	2 in 10 mi	99.9%
	OB/GYNs	2 in 10 mi	94.8%
	Specialists	2 in 10 mi	99.8%
	Hospitals	1 in 15 mi	98.7%

Note: Any percentage lower than 95% is highlighted in red

Geo Access – Narrow Network

Broad Networks	Provider Type	Access Standard	% Access**
WEA Trust East	PCPs	2 in 10 mi	99.7%
	Pediatricians	2 in 10 mi	99.9%
	OB/GYNs	2 in 10 mi	94.8%
	Specialists	2 in 10 mi	99.7%
	Hospitals	1 in 15 mi	98.5%

Note: Any percentage lower than 95% is highlighted in red

Wellness Program Comparison

❑ UHC

- Offering \$250,000 wellness credit annually
- Simply Engaged – Health incentive and consumer engagement program to increase awareness, information and incentives. Integrates wellness events with merchant gift card incentives for completing health assessments and telephonic wellness and online health coaching.
- Rally – interactive digital programs focused on challenges and communities, missions and rewards, lifestyle plans, and access to an intuitive health survey.
- Real Appeal – 52-week intensive lifestyle intervention program centered on weight loss. Goal is to reduce medical expenses related to diabetes and obesity. Claims are submitted to health plan for initial visits and additional interactions if member is tracking towards goals.
- Offering Full-time Nurse Liaison – Exclusive to KUSD, Employed by UHC

❑ Humana

- Integrated Go365 wellness platform
- Offering \$350,000 wellness credit

❑ WEA Trust

- Offering \$350,000 wellness credit
- Offering wellness program through Vitality



Presentation of the Financial Statement and Single Audit Results

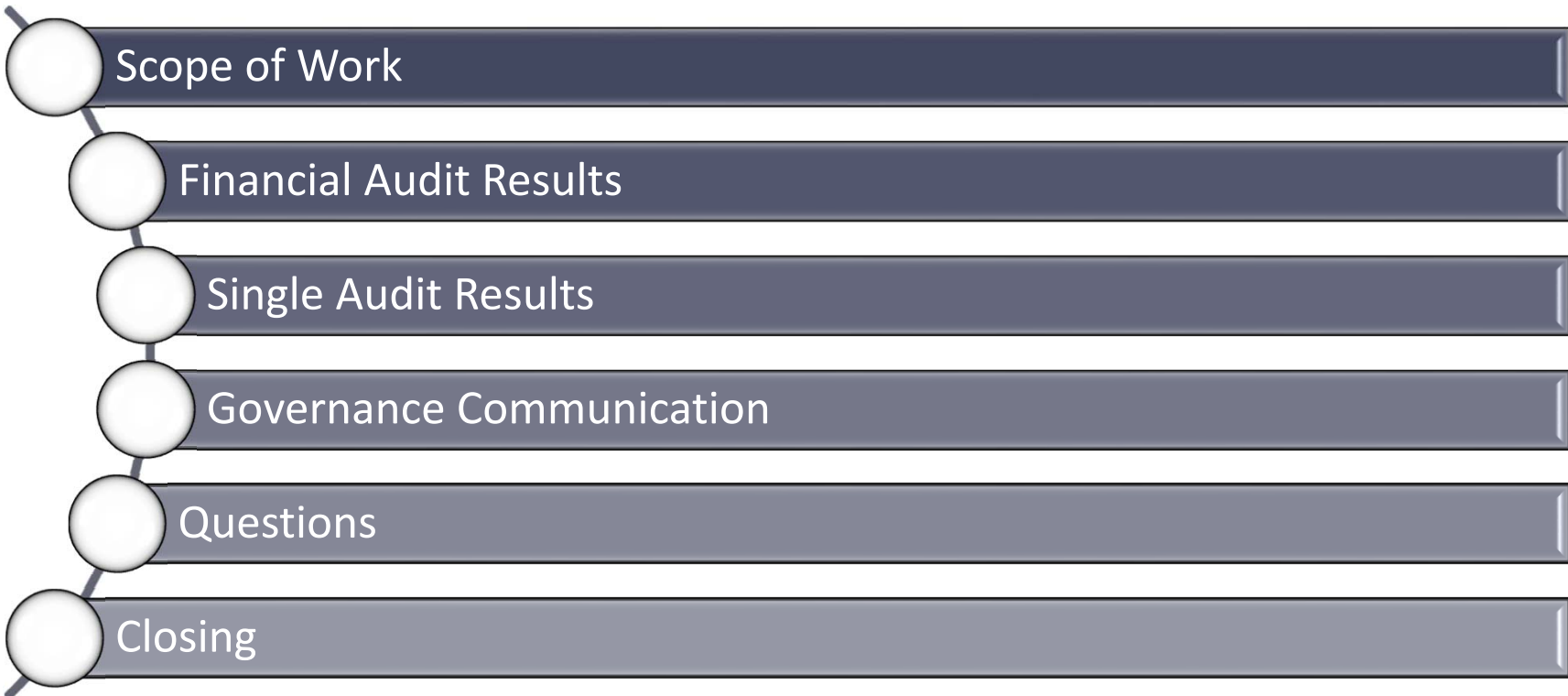
Kenosha Unified School District

December 14th, 2021

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor

Agenda



Scope of Work

- Perform an audit of the financial statements for the year ended June 30, 2021.
- Issue the following reports:
 - Independent auditors' report
 - Issue a report on internal control over financial reporting and on compliance and other matters based on an audit of the financial statements performed in accordance with *Government Auditing Standards*
 - Issue a report on compliance for each major federal and state program and report on internal control over compliance required by the Uniform Guidance and the Wisconsin *State Single Audit Guidelines*



Financial Audit Results

- Independent auditors' report
 - **Unmodified** (“clean”) audit opinion
- Independent auditors' report on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with *Government Auditing Standards*
 - **No** compliance matters noted
 - **No** internal control matters noted



Single Audit Results

- Independent auditors' report on compliance for each major federal and state program and report on internal control over compliance required by the Uniform Guidance and the Wisconsin State Single Audit Guidelines
 - No compliance matters noted
 - No internal control matters noted
- Major Programs
 - Federal:
 - Title I – Grants to Local Educational Agencies (84.010)
 - Special Education Cluster (84.027/84.173)
 - (COVID-19) Elementary and Secondary School Emergency Relief Fund (84.425C)
 - (COVID-19) Governors' Emergency Relief (84.425D)
 - State:
 - Special Education and School-Age Parents (255.101)
 - General Equalization Aids (255.201)



Governance Communication

- Accounting policies:
 - Summarized in note 1 of the financial statements
 - Adoption of GASB Statement No. 84, *Fiduciary Activities*
 - Adoption of GASB Statement No. 87, *Leases*
 - **No** transactions entered lacked authoritative guidance
- Accounting estimates:
 - Estimate of the net pension asset, deferred outflows of resources, and deferred inflows of resources
 - Estimate of the net OPEB liability, deferred outflows of resources, and deferred inflows of resources
 - Estimate of the useful lives of capital assets



Governance Communication (Con't)

- No particularly sensitive disclosures
- No difficulties performing the audit
- No uncorrected immaterial misstatement
- No corrected material misstatements
- No disagreements with management
- No consultations with other accountants
- Management representations



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Principal
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WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

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Create Opportunities

CLA exists to
create opportunities —
for our clients, our people,
and our communities.

WEALTH ADVISORY | OUTSOURCING
AUDIT, TAX, AND CONSULTING

Investment advisory services are offered through CliftonLarsonAllen
Wealth Advisors, LLC, an SEC-registered investment advisor

A full copy of the Kenosha Unified School District Annual Financial Report for the 2020-21 fiscal year can be found on the District web page under the Finance Department section.

Click on the link below or scan the QR code to view the report

https://www.kusd.edu/sites/default/files/document-library/english/FY21_AFR.pdf



KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

December 14, 2021

Proposed Removal of Policy 5610 Valedictorian, Salutatorian, Wisconsin Academic Excellence Higher Education Scholarship

During the 2016-17 school year, administration presented the proposal for switching from a student rank system to a tiered Laude system for all KUSD high school students. This project revised the weights applied for various high school courses (honors, AP, dual credit, etc.) and worked to promote individual achievements rather than student competition. The majority of high schools in the United States do not report rank, but establish achievement levels based on weighted GPA scores. Ultimately, the KUSD School Board approved this proposal and the implementation began with the following grade 8 cohort group. That group is the current grade 12 cohort with a 2022 graduation date. These achievement levels appear on student transcripts and diplomas.

The current KUSD Policy 5610 Valedictorian, Salutatorian, Wisconsin Academic Excellence Higher Education Scholarship established the criteria for recognizing the top student rank positions, and the process for identification for a state sponsored scholarship. The next act would be to remove this policy as it no longer applies. High school staff will still have access for pertinent rankings and share those with external institutions when necessary (i.e. scholarships). Any related scholarships based on ranking will be reviewed and a process established for school administration to determine respective placement and awards. The Counseling section of each school website will retain the documentation and explanations of the respective Laude program and conditions, as well as all directions and explanations related to students applicable for scholarships that require student rank data.

Recommendation

Administration recommends that the School Board accept the proposed removal of Policy 5610 Valedictorian, Salutatorian, Wisconsin Academic Excellence Higher Education Scholarship as a first reading at its December 14, 2021, meeting and to forward this proposal for a second reading at its January 25, 2022, meeting.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Kristopher Keckler
Chief Information Officer

William Haithcock
Interim Chief of School Leadership

Kim Fischer
Regional Coordinator of Secondary
Schools

POLICY 5610

~~VALEDICTORIAN, SALUTATORIAN, WISCONSIN~~
~~ACADEMIC EXCELLENCE HIGHER EDUCATION SCHOLARSHIP~~

For a student to receive valedictorian, salutatorian and/or Wisconsin Academic Excellence Higher Education Scholarship recognition, the following apply:

- ~~1. The valedictorian and salutatorian must be students enrolled in the 12th grade and who graduates with their cohort class.~~
- ~~2. The student must have attended the school from which they are graduating from for at least four consecutive semesters or eight consecutive quarters immediately preceding the determination of the class valedictorian and salutatorian. Therefore, any student who transfers into the High School after the first semester (January) of the sophomore year will not be eligible to be valedictorian and salutatorian. The Wisconsin Academic Excellence Higher Education Scholarship recipient(s) must have attended one semester (ending on January of the senior year) to be eligible.~~
- ~~3. The valedictorian must have earned the highest grade point average their graduating class based on the school's consistent use of either a weighted or unweighted scale. The salutatorian must have earned the second highest grade point average in his/her graduating class. The Wisconsin Academic Excellence Higher Education Scholarship recipient(s) must have earned the highest grade point average in their graduating class (one for every 500 students enrolled in the high school). The grade point average shall be determined by grades received in all classes taken through the first seven semesters or fourteen quarters of high school attendance. The grade point average is calculated to the third place beyond the decimal point.~~
- ~~4. To be considered for valedictorian, salutatorian, and/or Wisconsin Academic Excellence Higher Education Scholarship recipient(s), students must complete all regular level required courses by the end of the seventh semester and must graduate with their cohort class. All KUSD graduation requirement policies must be followed and all grade transcripts accepted and verified by the high school principal and guidance counselor.~~
- ~~5. In the event that a student needs to be exempted from any regular level required course(s), the principal will convene a review committee prior to the end of the seventh semester to determine how the exempted student's grade point average will be calculated.~~

~~In case of a tie for valedictorian or salutatorian, co valedictorians and/or co salutatorians will be recognized. Valedictorian(s) will be ranked as one, salutatorian(s) will be ranked as a number equal to the number of co valedictorian(s) plus one. In case of a tie for the Wisconsin Academic Excellence Higher Education Scholarship, the recipient(s) shall be determined in accordance with tie breaking procedures established at each high school.~~

~~KUSD high schools use both weighted and un-weighted grade scales shown on each student's transcript. Each high school shall consistently use either a weighted or unweighted scale to determine valedictorian, salutatorian, Wisconsin Academic Excellence Scholars, and other academic awards. Other scholarship applications may indicate use of either weighted or unweighted reporting.~~

~~VALEDICTORIAN, SALUTATORIAN, WISCONSIN
ACADEMIC EXCELLENCE HIGHER EDUCATION SCHOLARSHIP~~

Page 2

~~LEGAL REF.: Wisconsin Statutes~~

~~Sections 39.41 [Wisconsin Academic Excellence Higher Education Scholarship]
118.13 [Student nondiscrimination]~~

~~Wisconsin Administrative Code~~

~~HEA 9 [Wisconsin Academic Excellence Higher Education Scholarship rules]~~

~~CROSS REF.: 5110, Equal Educational Opportunity/Student Discrimination Complaint~~

~~5240, Accommodations of Private School and Home-Based Private Educational-
Program Students~~

~~5117, Reporting to Parent/Guardian~~

~~6456, Graduation Requirements~~

~~ADMINISTRATIVE REGULATIONS: None~~

~~APPROVED: January 14, 2003~~

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Kenosha Unified School District
Kenosha, Wisconsin

December 14, 2021
Board of Education Meeting

**POLICY 2251 - EVALUATION - ADMINISTRATIVE, SUPERVISORY AND TECHNICAL PERSONNEL
AND POLICY 4380 EMPLOYEE EVALUATIONS**

Background:

In 2014, all Wisconsin school districts and charter schools (established under section 118.40[2r] or [2x]) were required to begin using Educator Effectiveness to evaluate teachers and principals to fulfill statutory requirements to evaluate personnel, as noted in PI 8.01. This tool has been successfully implemented in KUSD, but the associated policies have not been updated to align with the use of this required tool.

In an effort to ensure alignment to state requirements and to clarify evaluation cycles for other employee groups, both Policy 2251 - Evaluation - Administrative, Supervisory and Technical Personnel and Policy 4380 - Employee Evaluations have been reviewed and adjusted.

It is recommended that rather than having two separate policies, we combine them and outline the various requirements for each employee group to prevent any contradiction between the two policies. This led to the deletion of Policy 2251 and the updates outlined in Policy 4380.

Administration Recommendation:

Administration recommends that the Board approve the deletion of Policy 2251 - Evaluation - Administrative, Supervisory and Technical Personnel and updated Policy 4380 - Employee Evaluations as a first reading on Dec. 14, 2021, and a second reading on Jan. 25, 2022.

Beth Ormseth, Ed.D
Interim Superintendent of Schools

Tanya Ruder
Chief Communications Officer

Kevin Neir
Interim Chief Human Resource Officer

~~—POLICY 2251~~

~~EVALUATION — ADMINISTRATIVE, SUPERVISORY AND TECHNICAL PERSONNEL~~

~~Administrative, supervisory and technical personnel shall be evaluated annually by their immediate supervisor in accordance with state law requirements and established District procedures.~~

~~LEGAL REF.: ————— Wisconsin Statutes
Section 121.02(1)(q) — (Certified staff evaluations)
PI 8.01(2)(q) ————— Wisconsin Administrative Code (Certified staff
evaluation requirements)~~

~~CROSS REF.: ————— 2210, Benchmarks
————— Current Employment Practices Policy for Administrative, Supervisory, and
————— Technical Personnel
————— Administrative, Supervisory and Technical Personnel Position Descriptions~~

~~ADMINISTRATIVE REGULATIONS: — None~~

~~AFFIRMED: ————— July 25, 2000
————— June 26, 2007 ————~~

POLICY 4380
EMPLOYEE EVALUATIONS

KUSD staff~~Personnel~~ shall be evaluated **as outlined in Rule 4380 - Employee Evaluations** ~~periodically~~ and recommendations for further employment shall be made by **their direct supervisor** ~~the superintendent of schools or designee~~. Employee evaluations shall be conducted in accordance with applicable state laws and established district procedures.

LEGAL REF.: Wisconsin Statutes
Section 121.02(1)(q) (Certified staff evaluations)
115.415 Educator Effectiveness
PI 8.01(2)(q) Wisconsin Administrative Code (Certified staff evaluation requirements)

CROSS REF.: 4260 Personnel Records
Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000
September 23, 2014
October 28, 2014
October 28, 2017

December 14, 2021

RULE 4380
EMPLOYEE EVALUATION GUIDELINES

- ~~1. The Office of Human Resources shall establish the evaluation period for all employees, including~~

~~the necessary evaluation schedule, forms, processes and filing.~~

- ~~2. Students may evaluate the performance of their secondary teachers using established evaluation forms and in accordance with established procedures. The evaluation forms shall be kept confidential until after course grades are assigned by the teacher and then become the teacher's property.~~

Instructional administrators (i.e. principals and assistant principals) and teachers shall be evaluated by their direct supervisor in accordance with the Educator Effectiveness model as required by the Wisconsin Department of Public Instruction. This includes following the evaluation timeline of a summary year followed by two support years, as well as providing yearly feedback on annual goals. Details are outlined at <https://dpi.wi.gov/ee>. This model and its timeline also aligns with Wisconsin State Statute 121.02(1)(q) which reads, "Evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every 3rd year thereafter."

Non-instructional administrators, supervisory, technical and hourly staff shall be evaluated at the end of their first year and every three years thereafter. In addition, non-instructional administrators, supervisory and technical staff also will set annual goals and receive informal feedback from their direct supervisor similar to that presented via the Educator Effectiveness model for teachers and instructional administrators.

Evaluation tools for groups other than teachers and instructional administrators will be developed and maintained by the Office of Human Resources. Copies of completed, signed evaluations shall be submitted to the Office of Human Resources for inclusion in personnel files.

Neither of the timelines above prohibit the district from addressing performance or behavior issues in any given year through performance improvement plans or corrective disciplinary action.

**Kenosha Unified School District
Kenosha, Wisconsin**

December 14, 2021

HIGH SCHOOL NEW COURSE REQUESTS

Background

Kenosha Unified School District, in collaboration with Carthage College and the University of Wisconsin—Parkside, has developed a Rising Educators Program to increase the diversity, talent, and commitment of the workforce. Through this program the following is being achieved:

- Offering dual enrollment teacher education courses to high school juniors and seniors.
- Creating a Rising Educators Club for high school students.
- Collaborating with Carthage and Parkside to offer eleventh and twelfth grade students up to 16 college credits towards a degree in education.
- Providing students access to the respective college/university and on-campus privileges, such as use of the library.

Students began taking courses during the second semester of the 2020-21 school year. Pending course enrollments and staffing allocations, it is the goal to offer two courses each semester from Carthage College and two courses each semester from the University of Wisconsin—Parkside.

Additional course requests for the Rising Educators Program for implementation in the 2022-23 school year are presented in this report.

Course Change Proposal Requests

COURSES TO BE ADDED IN 2022-23

Carthage College

- Foundations in Urban Education (Appendix A)
- Teaching and Supporting Students with Diverse Characteristics & Needs (Appendix B)

Recommendation

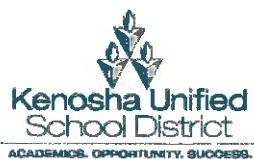
Administration recommends that the Board of Education approve the addition of two courses for the Rising Educators Program for the 2022-23 school year as outlined in the table that follows.

COURSES TO BE ADDED	APPENDIX
Carthage College: Foundation in Urban Education	A
Carthage College: Teaching and Supporting Students with Diverse Characteristics & Needs	B

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Julie Housaman
Chief Academic Officer

Duane Sturino
Coordinator of Science



COURSE CHANGE PROPOSAL

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

Date Initiated: 10/01/21 Administrator's Name: Duane Sturino

Department and School: To be determined

Course Name: Foundation in Urban Education

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

Credits: 0.5 *check if honors:* ☒

Recommended Prerequisites (if any): Foundation of Education or Education in Society

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

This course is one of four proposals in partnership with Carthage College in the Educators Rising Program. Heretofore, this course will be offered through Carthage College; and students will earn four college credits.

Proposed Course Description: Foundations of Urban Education will provide students with background information to understand current issues in urban schooling. In addition, students will learn the history and culture of urban education and conduct fieldwork in local urban school settings.

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

Interstate Teacher Assessment and Support Consortium Core Teaching Standards

• The Learner and Learning

- Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas and designs and implements developmentally appropriate and challenging learning experiences.
- Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environments—The teacher works with others to create environments that support individual and collaborative learning and encourage positive social interaction, active engagement in learning, and self-motivation.

• Instructional Practice

- Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways.

- Professional Responsibility

- Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community); and adapts practice to meet the needs of each learner.
- Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and advance the profession.

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

See attachment A1.

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

**Educ 2340: Foundations of Urban Education
Carthage College Spring 2019
Preliminary Syllabus**

Class meets: W 6-9pm, Lentz Hall Room 225

Instructor: Karin Sconzert, Ph.D.

Office: Lentz Hall 323

Office Hours: M 9-11am, W 2:00-4:00pm, Th 3:30-5:30pm and by appointment (I am in my office a lot, e-mail me)

Phone: 262-551-2310, cell phone 773/220-1295 (for emergencies only, please)

e-mail: ksconzert@carthage.edu

Catalog Description:

Foundations of Urban Education will provide students with background information to understand current issues in urban schooling. Students will learn the history of urban education, politics and culture in urban schooling, and conduct fieldwork in local urban school settings.

Prerequisites: None

Full Course Description:

What are the origins of the challenges faced by today's urban schools? How did urban schools in the United States become a flashpoint in political discourse? How can urban schools improve learning outcomes for students? This course will explore these issues through readings, fieldwork, and research projects on such topics as: standardized testing, bilingual education, education for special needs students, school finance, desegregation policies, remedial programs and tracking, and charter schools. This course will include fieldtrips and fieldwork in local schools.

Course Texts:

Ladson-Billings, G. (2009) *The Dreamkeepers: Successful Teachers of African-American Children* (2nd Edition) San Francisco: Jossey-Bass.

Articles and resources posted to schoology

Books provided to book club groups by the instructor

Course Goals:

Students will be able to:

- Summarize and analyze media accounts and peer-reviewed research on urban education.
- Write chapter summaries and discussion questions for an assigned text and assigned articles.
- Construct a biography of an urban educator to be included in a class collection of profiles of successful urban teachers.
- Analyze and review two podcasts, films, or TV series that depict urban education.
- Design, organize, and execute a service project within an urban school setting with guidance from school personnel.
- Travel to Chicago via public transit to visit an urban school.
- Select, discuss, and review at least one trade book on urban education.

Major Assignments and Grades Overview

Unit/Assignment	Points/% of grade
Readings/Reviews	350/35%
(1) Ladson-Billings Chapters 6 @ 25 points each	150/15%
(2) Article reviews 2 @ 25 points each	50/5%
(3) Urban Education book club comments and assignments	100/10%
(4) Podcast, film, or TV review 2 @ 25 points each	50/5%
(5) Take Home Midterm	50/5%
(6) Dreamkeeper Biography	200/20%
Fieldwork	50/5%
Interview	50/5%
Written biography	100/10%
(7) Service Project	200/20%
Background research	50/5%
Plan	50/5%
Peer and Teacher reviews of completed project	100/10%
General	200/20%
(8) Preparation & Professionalism (including attendance & participation)	100/10%
(9) Final Exam	100/10%
TOTAL	1000/100%

Typical Class Session

- 1) Opening: News Analysis (usually 20-30 minutes)
- 2) Reading analysis, questions (possibly a quiz) and related activities (usually 45-60 minutes)
- 3) BREAK
- 4) Planning, discussion, guest speakers, other activities related to our fieldwork or issues that arise from reading (usually 45-60 min)
- 5) Closing: Make us think (5-10 min)

Opening and closing rituals: Learning is a social activity, and our class is a small society. Like all communities, classrooms function best when there are shared rituals that reflect the values of the group. We are a teaching and learning community, thus our opening and closing rituals reflect these values. Each student will have an opportunity to sign up for opening and closing sessions on a rotating schedule.

Opening ritual: We will begin each class by looking at a recent (within the past 12 months) reference to education in the news, or recent peer-reviewed research that is relevant to issues of urban education. Find a news item in the local or regional paper, or any paper that you can access on line, a radio report with an archived link, or on TV news, or a peer-reviewed article that you find via EBSCO or google scholar. Share a

link with us **NO LATER THAN MONDAY NIGHT** before you present. When reading any news article, pay attention not just to what is said, but how it is said. What does the journalist leave out of the story? What is the tone or stance they are taking? Who are they consulting as they research the story? A guide to analyzing news and research articles is available on schoology to guide your analysis and provide a list of sources for education news and research.

Closing ritual: Reflection on some aspect of education, your own reading and projects, something you observed in your fieldwork or saw on the news, or anything that you want to share with the class (another news article, a film clip, a website). The purpose is to send us off into the world thinking about education in a new way. Challenge us.

E-mail: I use e-mail as the primary means to communicate with students between classes. I check e-mail often from the office and from home, so this is the best way to reach me with questions and comments. E-mail is also a searchable record of our communications outside of class about assignments, absences, etc. **IT IS ESSENTIAL THAT YOU READ AND RESPOND TO EMAIL REGULARLY.** This is still the prominent means of communication among professionals in schools. You MUST learn to read and respond properly to e-mails in a timely manner in order to be a successful educator.

Schoology:

We will try to use the Schoology course management system to convey information and communicate whenever it is the most practical means to do so. It is also where you will submit **MOST** of your written assignments. Assignment descriptions will always be there, so check if you are not sure.

Turning in assignments:

- **Assignment files must be labeled properly:** When you turn in your assignments via schoology, please include your own last name in the title of the file.
YES: Smith 201 assign 1.doc NO: 1st educ assignment.doc
- **Assignments must include identifying information within the document.** Please make sure you include your name, the title of the assignment, and the date in the assignment's header. If you don't know how to make a header on a document, please see me.
- **Assignments must be in a format I can read.** Turn in your work in MicrosoftWord, or PDF, or on Google docs, unless otherwise specified. That is the only way I can be sure that I can open and read your assignments. Assignments turned in using other formats will be returned and considered late.
- **Assignments can be turned in up to two weeks after the due date, but will lose 2% of the grade for every day they are late, up to 30%.** If your assignment is late, you can still turn it in to Schoology, and I will calculate the lateness when I submit the grade. If your assignment is late, it will go to the end of the line for grading.

Classroom Expectations

Laptops/tablets in class: We are going to try to make this course as “paperless” as possible, so please bring your laptops/tablets to class every day. Of course, the temptation will then exist to look at social media, read e-mail, or do other work on-line. Please suppress that urge and focus on course needs **ONLY**. Research indicates that **NOTES TAKEN BY HAND ARE MORE LIKELY TO BE RETAINED THAN THOSE THAT ARE TYPED**. The same applies to your phone—please refrain from texting or reading texts in class. 90 minutes is not a long time to go without contacting people outside of class. You can do it! **Please pay attention to us, your colleagues, who are here right now.**

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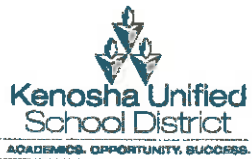
Attendance and Deadlines: To engage in informal writing and discussion, you must attend class. You are allowed three free hours of absence from class (no excuses necessary!) but any additional unexcused absences will be marked by a 0 for that day's work and any quizzes or informal writing from that session. Illness and family emergencies are generally the only acceptable excuses for absence. If such an event prevents you from attending class, you should let me know beforehand either by e-mail, phone, or through official channels (like a note from the Health Center or your advisor). If your absence happens on a day you are scheduled for a field experience, you must also let your cooperating teacher in the field setting know that you will be absent.

STUDENTS WITH SPECIAL NEEDS If you have a disability that affects your learning, please see me during the first two weeks of class to discuss support and accommodations. You also need to meet with and provide documentation to Diane Schowalter in the Advising Center, ext. 5802.

Academic Integrity

Academic integrity is expected of all students. The attempt of any student to present as his or her own that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or assignment written, in whole or part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy from books, magazines, Internet, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. If academic misconduct is suspected, the faculty member will follow the Carthage College Faculty Handbook guidelines regarding academic misconduct.

(week 13) W 5/15 Part 1	Service Project Peer and Teacher Reviews		Final Service Project Report due in class (7)	Open: Tibbs, Young
Part 2	WRAP UP and Review for final			
Final Exam (9) Time TBA				



COURSE CHANGE PROPOSAL

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

Date Initiated: 10/01/21 Administrator's Name: Duane Sturino

Department and School: To be determined

Course Name: Teaching and Supporting Students with Diverse Characteristics & Needs

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

Credits: 0.5 Check if honors: ☒

Recommended Prerequisites (if any): Foundation of Education or Education in Society

Rationale: This course is one of four proposals in partnership with Carthage College in the Educators Rising Program. Heretofore, this course will be offered through Carthage College; and students will earn four college credits.

Proposed Course Description: This methods course prepares preservice general educators to effectively teach and support learners with diverse characteristics and needs in the general education classroom. Characteristics of learners with learning and behavioral differences, including those eligible for special education services, are addressed, with additional content on the impact of cultural and language differences on learning. Participants will apply principles of differentiation and universal design in planning whole-class and small-group instruction that involves the integration of technologies and strategy instruction. A field-based project is required.

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

Interstate Teacher Assessment and Support Consortium Standards

• The Learner and Learning

- **Learner Development**—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences**—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environments**—The teacher works with others to create environments that support individual and collaborative learning and encourage positive social interaction, active engagement in learning, and self-motivation.

• Instructional Practice

- Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
- Professional Responsibility:
 - Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Council for Exceptional Children Standards

- Initial Preparation Standards
 - Learner Development and Individual Learning Difference—Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningfully and challenging learning experiences for individuals with exceptionalities.
 - Learning Environments—Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
 - Instructional Planning and Strategies—Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities.
 - Collaboration—Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

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

See attachment B1.

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0



EDU 2050 Teaching and Supporting Students with Diverse Characteristics & Needs

Instructor: Nina F. Weisling, Ph.D.

Contact Info: 336 Lentz Hall / 262-551-5831 (office) / nweisling@carthage.edu / 773-439-9883 (preferred)

Office Hours: before/after class; by request

Class Meeting Times: M & F Asynchronous/Online (work at own pace) / T, W, in-person 1:00-4:00

Class Location: LH 337, online/Schoology as needed



**CARTHAGE
COLLEGE**

Course Description

This methods course prepares preservice general educators to effectively teach and support learners with diverse characteristics and needs in the context of the general education classroom. Characteristics of learners with learning and behavioral differences, including those eligible for special education services, are addressed, with additional content on the impact of cultural and language differences on learning. Participants will apply principles of differentiation and universal design in planning whole-class and small-group instruction that involves the integration of technologies and strategy instruction. A field-based project is required.

Course Texts

Required: Karten, T. (2017). *Building on the Strengths of Students with Special Needs: How to Move Beyond Disability Labels in the Classroom*. Alexandria, VA: ASCD.

Some of the specific standards we will address in this course are listed below.

Student Learning Outcomes:	InTASC Standards	Danielson Standards	Council for Exceptional Children Standards	Carthage Student Learning Outcomes
1. Identify, describe, and apply culturally responsive instructional and behavioral support strategies for fostering ALL students' engagement and positive behavior. 2. Define, describe, distinguish between, and apply principles of Universal Design for Learning (UDL) and Differentiated instruction (DI). 3. Describe and differentiate the key characteristics of common learner differences, as well as their common and unique educational, social, and behavioral needs. 4. Apply knowledge of individual student and whole class needs, interests, cultural assets, and other academic and behavioral characteristics, as well as UDL and DI, to design a student-centered lesson plans	#1 Learner Development #2 Learner Difference #3 Learner Environment #7 Planning for Instruction #8 Instructional Strategies #9 Professional Learning and Ethical Practice	#1 Planning & Preparation #2 Classroom Environment #3 Instruction & Assessment #4 Professional Responsibilities	#1 Learner Development & Individual Learning Difference #2 Learning Environments #5 Instructional Planning and strategies #7 Collaboration	-Diverse approaches to knowledge -Communication -Self-knowledge, personal ethics, & civic engagement -Disciplinary expertise

If a student can't learn the way we teach, maybe we should teach the way they learn.

~ Ignacio Estrada, Indigenous Educator

Major Course Assignments: To show what you're learning (as well as to model effective practices and help build your teacher toolkits!) we will engage in a wide range of different types of assignment. Each assignment will be reviewed and/or modeled in class and have a 1-page handout distributed in-class and available online.

Assignments		% of Final Grade
INDIVIDUAL	Field^o Assignment: Students will identify specific examples of Universal Design for Learning in 10 hours of classroom or video observation.	10%
GROUP	Disability in the Media: Students will select a book (picture, chapter) or documentary (from a provided list) and create teacher resource/review for this media. Twice.	10%
INDIVIDUAL	IRIS/AFIRM Modules: Some of our session modules will have a list of extension, external modules listed (there will be a total of 10+, a full list will be provided under the assignment description on Schoology). Students in EDU 2050 will be assigned two and must select any <i>two additional</i> that they would like to complete across the semester, uploading their earned certificate and an IAN entry as demonstration of completion.	20%
GROUP	Targeted Evidence-Based Practice Presentation: Groups will select a category of disability, identify an <i>evidence based practice</i> (from list) that has been shown effective to support students with this disability, & ACTIVELY teach the class <i>how and why</i> to use.	20%
INDIVIDUAL	Between Class Participation: Most class sessions will include assigned readings, videos, movies, and/or other activities between them, considered "pre work" for the next class. Because this is a semi-flipped class, <i>doing the pre-work</i> is critical, and those efforts will be acknowledged here.	10%
VARIED	In-Class Participation: Most class sessions will include <i>at least one</i> application activity for you to engage with and show your understanding of the content so far. Examples: Discussions, Jig Saws, Anchor Chart, Infographic, weekly task, MTSS activity, IEP activities, UDL application, etc.	20%
INDIVIDUAL/ GROUP	"Final" Case Study: Individually or in groups, students will put the major pieces together in a case study application activity.	10%

Grading Scale					
Scale	Rule	Scale	Rule	Scale	Rule
A+	98-100	A	93-97	A-	90-92
B+	88-89	B	83-87	B-	80-82
C+	78-79	C	73-77	C-	70-72
D+	68-69	D	63-67	D-	60-62

1. Learning is designed to allow you multiple, flexible methods of showing what you know.
2. Assignments are designed to have real-world application that prepares you for your future work as teachers.
3. Grades are earned by *showing your mastery of the learning* NOT by doing the work the "right" way.

Learning Accessibility: We *all* learn in different ways and are more/less successful depending on our learning circumstances. *I am committed to your success and am prepared to hear about/make accommodations for any learning needs you have.* The Carthage Director of Learning Accessibility offers a variety of services and accommodations to students based on appropriate documentation, nature of disability, and academic need. At the start of the semester, students should (1) meet with Diane Schowalter, Director of Learning Accessibility, in Hedberg Library (x5802; dschowalter1@carthage.edu) to discuss reasonable accommodation and (2) communicate with individual faculty members from whom accommodations are sought as soon as possible.

Policies & Supports

Attendance & Work Completion: Coming to class and being well-prepared is critical to your (and your peers') learning. In-class activities are designed assuming you've done the readings and are ready to apply them in discussion, role plays, etc. In addition to our face-to-face class meetings, you can expect to spend 1-2 hours between each class engaged in prep work for the next class (e.g. readings, assignments, writing, etc.).

And yet, I recognize that life happens! So:

All assignments are due, completed, by the assigned deadline (even if you are absent). If you know you are going to need additional time on an assignment, please obtain approval from the instructor *prior* to the due date. There is **NO** shame in asking for an extension! Late work *without* prior permission will be subjected to a deduction.

Please come to every class on time and prepared. If you are ill, suspect you've been exposed to COVID, or have an emergency that requires you to miss class or the field, please (a) make every effort to attend class online and (b) communicate with your instructor (email and text) and your cooperating teacher/carpool as relevant. After the first absence, you will need to provide a 1-2 paragraph write up for *each* assigned readings, as well as the between class work, and the in-class task.

Finally, if there is ever anything going on in your life that is interfering with your ability to keep up with class, please reach out to me. You need share only what you feel comfortable with, but alerting me will help me support you better. *You are not in this alone!*

The **Writing Center** (Hedberg Library 213B), is a free resource for students in all classes, staffed by undergraduate Writing Fellows who have been recommended by Carthage faculty. They are trained to work with other students on all stages of the writing process (understanding the assignment, brainstorming ideas, drafting, revising, and proofreading), live virtual, written feedback, and in-person consultations.

Academic Success and Health: Good health can help you achieve academic success. The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free, confidential, and provided by experienced and licensed professionals. Services are available to all full-time, undergraduate students.

TARC 2240 | 262-551-5710 | Website: <https://www.carthage.edu/campus-life/health-counseling/>

Health Services are available during walk-in hours (M-F, 8:30am-1:00pm) for assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available to students.

Counseling Services are available by appointment and during walk-in hours (M-F, 11:30am-1:00pm). Students see counselors to discuss a wide variety of topics. HCC also supports students who are feeling suicidal or who are in crisis.

Suicide Prevention Lifeline: 1-800-273-8255 / Emotional Support TEXT Line: Text "HOPELINE" to 741741

NAMI Non-Emergency Line: 1-800-448-3000 or look to <https://www.nami.org/find-support/nami-helpline>

Tech Tips: In addition to posting *all* non-text readings and assignments on Schoology, this class uses Google Drive *through* Schoology for several major and minor assignments. To maximize success I recommend:

- Using Chrome to access Schoology or work on your Drive assignments for this class (when possible).
- [Syncing Schoology to Drive](#) early
- Technology Help: Hedberg Library Information Desk (help@carthage.edu) or 262-551-5950.
- If you are able, please *always* bring headphones & your computer to in-person classes.

Your Peers: Your peers can be a tremendous source of support, especially if you are unclear on something OR you are absent from class. Find at least three peers with whom you can exchange contact!

1. _____
2. _____
3. _____

If you need help (additional time or accommodations, etc.) please reach out sooner rather than later.

Office Hours: These are optional windows of time when you can meet with me to discuss the material being presented in class, ask for help, seek clarification, follow up on aspects of the class you find compelling or confusing, and/or discuss other related interests or concerns you may have. I welcome you to come alone or in small groups, with or without an appointment. YOU are expected to drive the "agenda" so come prepared! While I have specific hours posted, we can also set up appointments for other times.

Reasons to come to office hours:

- One-on-one interactions and individualized support can lead to higher student achievement (Kim & Lundberg, 2016).
- You need clarification or have questions about the course syllabus, assignments, rubrics, feedback, grades, course content; get personalized support or work through an issue or concern.
- Get tips and strategies for studying and/or completing assignments.

Ways to maximize your office hours visit:

- Review materials (readings, handouts, notes, syllabus, Schoology) and talk to peers to ensure your concern has not been addressed elsewhere.
- Where possible, have specific questions prepared; come with what you need (syllabus, computer, etc.)
- Where possible, set up an appointment and be on time (text/email if you are late/need to cancel/reschedule).
- Be honest and brave! This session is *all about helping you be successful*. Ask all your questions!
- Be prepared to answer questions – to help uncover the root of your concern and/or help understand where you got "stuck," I will often answer your question with a question! In addition, I may ask you questions to help you think differently and/or to ensure you have what you need to be successful.
- At the end, summarize what we discussed to make sure we have a shared understanding of next steps.

(Some of) What You Can Expect From Me:

- Respond to emails, texts, calls within 24-48 hours (text is preferred)
- Opportunities and an open invitation to provide feedback *that I will actively respond to and incorporate into my teaching practices*
- Regularly updated calendar and Schoology pages
- Availability to hear you out and support you
- Grade and return work within 1-2 weeks*

"If you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid."

~Albert Einstein~

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**Kenosha Unified School District
Kenosha, Wisconsin**

December 14, 2021

COURSE CHANGE PROPOSAL: BUSINESS ACADEMY

Background

One Course Change Proposal form is being submitted to update the course name for Social Media (Appendix A). This update is being requested because social media is one aspect of digital marketing, and the requested name change to Marketing Gets Digital will more accurately represent the breadth of the course content.

Course

CURRENT COURSE NAME	PROPOSED COURSE NAME	SCHOOLS	APPENDIX
Social Media	Marketing Gets Digital	Indian Trail High School and Academy	A

Recommendation

Administration recommends that the school board approve the proposal for new course name for the aforementioned business course.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Julie Housaman
Chief Academic Officer

Aaron Williams
Coordinator of Career and Technical Education



COURSE CHANGE PROPOSAL

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

Date Initiated: 9/17/21 Administrator's Name: Aaron Williams

Department and School: Career and Technical Education—Business Education—Indian Trail High School and Academy

Course Name: Social Media changed to Marketing Gets Digital

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

Credits: 1/2 Check if honors: ☐

Recommended Prerequisites (if any): NA

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

The course is much more than just social media. Although social media is included in digital marketing the current course title is missing other aspects of the digital marketing areas such as SEOs, QR codes, blogging, cell phone apps, etc. that are also important to marketing; so a class called Social Media gives the impression that only social media is taught, where the name Marketing Gets Digital encompasses all those important aspects including social media.

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

NA

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

NA

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

NA

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

**Kenosha Unified School District
Kenosha, Wisconsin**

December 14, 2021

COURSE CHANGE PROPOSALS: HIGH SCHOOL ART

Background

Eleven Course Change Proposal forms are being submitted to update course names for high school art. These updates are being done to streamline courses, align course naming across the discipline and better communicate the actual course content.

Courses

CURRENT COURSE NAME	PROPOSED COURSE NAME	SCHOOLS	APPENDIX
Intro to HS Art / Intro to HS Art Honors	Fundamentals of Art and Design / Fundamentals of Art and Design Honors	Bradford High School Harborside Academy Indian Trail HS/Academy Tremper High School	A
Fundamentals / Fundamentals Honors	Advanced Fundamentals of Art and Design / Advanced Fundamentals of Art and Design Honors	Bradford High School Harborside Academy Indian Trail HS/Academy Tremper High School	B
Ceramics, Sculpture and Metals 1 / Ceramics, Sculpture and Metals 1 Honors	3-D Foundations / 3-D Foundations Honors	Bradford High School Harborside Academy Indian Trail HS/Academy Tremper High School	C
Ceramics, Sculpture and Metals 2 / Ceramics, Sculpture and Metals 2 Honors	Advanced 3-D Design / Advanced 3-D Design Honors	Bradford High School Harborside Academy Indian Trail HS/Academy Tremper High School	D
Ceramics, Sculpture and Metals 3 / Ceramics, Sculpture and Metals 3 Honors	3-D Design Studio / 3-D Design Studio Honors	Bradford High School Harborside Academy Indian Trail HS/Academy Tremper High School	E

Drawing, Painting and Printmaking 1 / Drawing, Painting and Printmaking 1 Honors	2-D Foundations / 2-D Foundations Honors	Bradford High School Harborside Academy Indian Trail HS/Academy Tremper High School	F
Drawing, Painting and Printmaking 2 / Drawing, Painting and Printmaking 2 Honors	Advanced 2-D Design / Advanced 2-D Design Honors	Bradford High School Harborside Academy Indian Trail HS/Academy Tremper High School	G
Drawing, Painting and Printmaking 3 / Drawing, Painting and Printmaking 3 Honors	2-D Design Studio / 2-D Design Studio Honors	Bradford High School Harborside Academy Indian Trail HS/Academy Tremper High School	H
Photography 1 / Photography 1 Honors	Photography and Media Arts / Photography and Media Arts Honors	Bradford High School Harborside Academy Indian Trail HS/Academy Tremper High School	I
Photography 2 / Photography 2 Honors	Advanced Photography and Media Arts / Advanced Photography and Media Arts Honors	Bradford High School Harborside Academy Indian Trail HS/Academy Tremper High School	J
Photography 3 / Photography 3 Honors	Photography and Media Arts Studio / Photography and Media Arts Studio Honors	Bradford High School Harborside Academy Indian Trail HS/Academy Tremper High School	K

Recommendation

Administration recommends that the School Board approve the proposal for new course names for the aforementioned visual arts courses.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Julie Housaman
Chief Academic Officer

Scott Plank
Coordinator of Fine Arts

COURSE CHANGE PROPOSAL

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

Date Initiated: 9/27/21 Administrator's Name: Scott Plank

Department and School: Art—Bradford, Harborside, Indian Trail and Tremper

Course Name: Fundamentals of Art and Design/ Fundamentals of Art and Design Honors

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

Credits: 1 credits each Check if honors: ☒

Recommended Prerequisites (if any): NA

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

Name change to better represent course content and align course pathways

This course was formerly named Introduction to High School Art/Introduction to High School Art Honors

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

NA

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

NA

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

NA

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

COURSE CHANGE PROPOSAL

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

Date Initiated: 9/27/21 Administrator's Name: Scott Plank

Department and School: Art—Bradford, Harborside, Indian Trail and Tremper

Course Name: Advanced Fundamentals of Art and Design/ Advanced Fundamentals of Art and Design Honors

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

Credits: 1 credits each Check if honors: ☒

Recommended Prerequisites (if any): Fundamentals of Art and Design

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

Name change to better represent course content and align course pathways
This course was formerly named Fundamentals/Fundamentals Honors.

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

NA

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

NA

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

NA

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

COURSE CHANGE PROPOSAL

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

Date Initiated: 9/27/21 Administrator's Name: Scott Plank

Department and School: Art—Bradford, Harborside, Indian Trail and Tremper

Course Name: 3-D Foundations/3D Foundations Honors

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

Credits: 1 credits each Check if honors: ☒

Recommended Prerequisites (if any): Fundamentals of Art and Design

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

Name change to better represent course content and align course pathways

This course was formerly named Ceramics, Sculpture, and Metals 1/ Ceramics, Sculpture, and Metals 1 Honors

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

NA

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

NA

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

NA

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

COURSE CHANGE PROPOSAL

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

Date Initiated: 9/27/21 Administrator's Name: Scott Plank

Department and School: Art—Bradford, Harborside, Indian Trail and Tremper

Course Name: Advanced 3-D Design/ Advanced 3-D Design Honors

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

Credits: 1 credits each Check if honors: ☒

Recommended Prerequisites (if any): Fundamentals of Art and Design, 3-D Foundations

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

Name change to better represent course content and align course pathways

This course was formerly named Ceramics, Sculpture, and Metals 2/ Ceramics, Sculpture, and Metals 2 Honors.

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

NA

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

NA

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

NA

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

COURSE CHANGE PROPOSAL

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

Date Initiated: 9/27/21 Administrator's Name: Scott Plank

Department and School: Art—Bradford, Harborside, Indian Trail and Tremper

Course Name: 3-D Design Studio/3-D Design Studio Honors

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

Credits: 1 credits each Check if honors: ☒

Recommended Prerequisites (if any): Fundamentals of Art and Design, 3-D Foundations, Advanced 3-D Design

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

Name change to better represent course content and align course pathways
This course was formerly named Ceramics, Sculpture, and Metals 3/ Ceramics, Sculpture, and Metals 3 Honors.

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

NA

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

NA

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

NA

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

COURSE CHANGE PROPOSAL

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

Date Initiated: 9/27/21 Administrator's Name: Scott Plank

Department and School: Art—Bradford, Harborside, Indian Trail and Tremper

Course Name: 2-D Foundations/2-D Foundations Honors

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

Credits: 1 credits each Check if honors: ☒

Recommended Prerequisites (if any): Fundamentals of Art and Design

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

Name change to better represent course content and align course pathways

This course was formerly named Drawing, Painting, and Printmaking 1/ Drawing, Painting, and Printmaking 1 Honors.

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

NA

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

NA

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

NA

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

COURSE CHANGE PROPOSAL

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

Date Initiated: 9/27/21 Administrator's Name: Scott Plank

Department and School: Art—Bradford, Harborside, Indian Trail, and Tremper

Course Name: Advanced 2-D Design/Advanced 2-D Design Honors

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

Credits: 1 credits each Check if honors: ☒

Recommended Prerequisites (if any): Fundamentals of Art and Design, 2-D Foundations

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

Name change to better represent course content and align course pathways

This course was formerly named Drawing, Painting, and Printmaking 2/ Drawing, Painting, and Printmaking 2 Honors.

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

NA

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

NA

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

NA

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

COURSE CHANGE PROPOSAL

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

Date Initiated: 9/27/21 Administrator's Name: Scott Plank

Department and School: Art—Bradford, Harborside, Indian Trail and Tremper

Course Name: 2-D Design Studio/2-D Design Studio Honors

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

Credits: 1 credits each Check if honors: ☒

Recommended Prerequisites (if any): Fundamentals of Art and Design, 2-D Foundations, Advanced 2-D Design

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

Name change to better represent course content and align course pathways

This course was formerly named Drawing, Painting, and Printmaking 3/ Drawing, Painting, and Printmaking 3 Honors.

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

NA

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

NA

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

NA

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

COURSE CHANGE PROPOSAL

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

Date Initiated: 9/27/21 Administrator's Name: Scott Plank

Department and School: Art—Bradford, Harborside, Indian Trail and Tremper

Course Name: Photography and Media Arts/Photography and Media Arts Honors

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

Credits: 1 credits each Check if honors: ☒

Recommended Prerequisites (if any): Fundamentals of Art and Design

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

Name change to better represent course content and align course pathways
This course was formerly named Photography 1/ Photography 1 Honors.

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

NA

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

NA

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

NA

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

COURSE CHANGE PROPOSAL

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

Date Initiated: 9/27/21 Administrator's Name: Scott Plank

Department and School: Art—Bradford, Harborside, Indian Trail and Tremper

Course Name: Advanced Photography and Media Arts/Advanced Photography and Media Arts Honors

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

Credits: 1 credits each Check if honors: ☒

Recommended Prerequisites (if any): Fundamentals of Art and Design, Photography and Media Arts

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

Name change to better represent course content and align course pathways
This course was formerly named Photography 2/ Photography 2 Honors.

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

NA

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

NA

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

NA

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

COURSE CHANGE PROPOSAL

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

Date Initiated: 9/27/21 Administrator's Name: Scott Plank

Department and School: Art—Bradford, Harborside, Indian Trail and Tremper

Course Name: Photography and Media Arts Studio/Photography and Media Arts Studio Honors

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

Credits: 1 credits each Check if honors: ☒

Recommended Prerequisites (if any): Fundamentals of Art and Design, Photography and Media Arts, Advanced Photography and Media Arts

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

Name change to better represent course content and align course pathways
This course was formerly named Photography 3/ Photography 3 Honors.

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

NA

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

NA

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

NA

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

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Kenosha Unified School District
Kenosha, Wisconsin

December 14, 2021

WASB Proposed Resolutions – 2022

The Superintendent and Leadership Council reviewed the 2022 WASB proposed resolutions and make the following recommendations:

Resolution	Title	Recommendation
22-01	Safe Harbor Legislation	Support
22-02	Annual Inflationary or Greater Increases in Per Pupil Spendable Resources	Support
22-03	Funding for Children With Disabilities	Support
22-04	Advanced Learning	Support
22-05	Broadening Staff Expenditures Eligible for State Categorical Aid for School Mental Health	Support
22-06	Broadening the Scope of Mental Health Services Eligible for Reimbursement	Support
22-07	Curriculum and Professional Training on Asian Americans and Pacific Islanders	Support
22-08	WASB National Presence and/or National Association Membership	Support
22-09	Impact Aid	Support
22-10	Elementary and Secondary Education Act (ESEA)	Support

It is recommended that the School Board provide direction to its delegate relative to the 2022 WASB proposed resolutions noted above and give the board delegate discretionary latitude to vote on amendments or other resolutions.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

1 **WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.**

2 Madison, Wisconsin

3 November 23, 2021

4
5 **REPORT TO THE MEMBERSHIP ON PROPOSED 2022 RESOLUTIONS**

6 WASB Policy & Resolutions Committee

7 Barbara Herzog, Oshkosh Area School Board, Chair

8
9
10 ***Resolution 22-01: Safe Harbor Legislation***

11
12 **Create:** The WASB supports passage of state legislation to protect youth who have been subject
13 to child sex trafficking from criminal prosecution for prostitution.

14
15 **Rationale:** Child sex trafficking has become a prevalent problem in Wisconsin, with all 72
16 counties reporting occurrences. In recent years, overall reported occurrences have averaged
17 roughly 100 per year. On average, child victims are only 13 years old when they are trafficked
18 for the first time. Traffickers target runaway and homeless youth, particularly those with a
19 history of sexual abuse and lure them into a cycle of abuse that is hard to escape for many
20 reasons, including that child victims face potential prosecution under child prostitution laws.

21
22 The board that proposed this resolution and other proponents of Safe Harbor legislation suggest
23 that eliminating the threat of prosecution would have several benefits. It could: a) help enable
24 victims to receive rehabilitative services and counseling; b) prevent traffickers from using the
25 threat of criminalization as a way to keep control over the children being trafficked; and c)
26 increase the likelihood that children who have been trafficked can and will testify against their
27 abusers. Proponents note that after a similar law was enacted in Minnesota, convictions of
28 traffickers quadrupled, in large part because child sex trafficking victims were more likely to
29 testify against their abusers/traffickers. Adoption of a Safe Harbor law would bring Wisconsin
30 law into conformity with the federal Trafficking Victims Protection Act, something 30 other
31 states have already done by enacting similar provisions.

32
33
34 ***Resolution 22-02: Annual Inflationary or Greater Increases in Per Pupil Spendable***
35 ***Resources***

36
37 **Create:** The WASB supports annual increases in per pupil spendable resources for public school
38 districts that meet or exceed inflation.

39
40 **Rationale:** Under current law, lawmakers may provide additional spending authority to school
41 districts in one of three ways: 1) by increasing per pupil revenue limits; 2) by providing an
42 increase in per pupil categorical aid (which is outside revenue limits); or 3) by providing a
43 combination of increased per pupil revenue limits and increased per pupil categorical aid. This
44 resolution supports annual increases provided through any of these three mechanisms that meet
45 or exceed the rate of inflation.

1 **Resolution 22-03: *Funding for Children with Disabilities***

2
3 **Amend** the first paragraph of existing Resolution 2.31 to read as follows:

4
5 **2.31 Funding for Children with Disabilities** The WASB supports increasing the special
6 education categorical aid reimbursement level to not less than 60 percent of prior year
7 eligible costs and maintaining funding at not less than this percentage each year
8 thereafter *via a sum sufficient appropriation*. The WASB further supports the following
9 provisions related to funding for children with disabilities:

10
11 **Rationale:** This resolution calls for converting special education categorical aid from a sum
12 certain appropriation to a *sum sufficient* appropriation, which would guarantee that the specified
13 or promised percentage level of support is met. Providing special education categorical aid
14 through a sum sufficient appropriation would mean that the Legislature must provide whatever
15 amount of funding it takes to meet the promised percentage reimbursement level of support (in
16 this case 60 percent).

17
18
19 **Resolution 22-04: *Advanced Learning***

20
21 **Amend** existing Resolution 2.37 to add the following language:

22
23 The WASB encourages that schools focus less on identifying “gifted” students and more
24 on identifying and addressing unmet learning needs of students capable of high levels of
25 achievement.

26
27 The WASB further encourages districts to provide a variety of advanced programming
28 opportunities for K-12 students, including acceleration options, and to offer opportunities
29 to individuals such that students from every background are able to achieve at their
30 highest possible levels.

31
32 **Rationale:** State statutes mandate that each school board must “ensure that all gifted and talented
33 pupils enrolled in the school district have access to a program for gifted and talented pupils” and
34 that each school board must “provide access to an appropriate program for pupils identified as
35 gifted or talented.” However, the state currently provides only \$474,400 per year in direct aid to
36 school districts for gifted and talented programming. Prior to the enactment of 2021-23 state
37 budget that amount was only \$237,200 per year.

38
39 Advocates for gifted and talented students, such as the Wisconsin Association for the Talented
40 and Gifted (WATG), have long decried that having a state mandate for identification and
41 services for gifted and talented students does not necessarily guarantee their availability. The
42 WATG argues that there is lack of clarity in the definition of “gifted and talented” and that due
43 to that lack of clarity, schools should identify “needs” not “children.” This resolution
44 encourages schools to provide relatively low-cost pathways to meet unmet learning needs of
45 high achieving students such as by offering acceleration options. Acceleration options may
46 include, but are not limited to, providing such things as: early admission to Kindergarten, first

1 grade or high school; curricular modifications; access to dual enrollment courses in high school;
2 AP courses in high school; or international baccalaureate (IB) curricula, etc.

3
4 **Resolution 22-05: *Broadening Staff Expenditures Eligible for State Categorical Aid for***
5 ***School Mental Health Services***

6
7 **Create:** The WASB supports legislation to broaden the scope of DPI-issued pupil services
8 licenses eligible to qualify for state categorical aid for school mental health programs to include
9 school social workers, school counselors, and school psychologists.

10
11 **Rationale:** Broadening the scope of DPI-issued pupil services license categories eligible to
12 qualify for state categorical aid for school mental health programs would enable schools to
13 better meet student mental health needs and could enable a broader range of school district
14 expenditures to qualify for state categorical aid for school mental health programs.

15
16 Under current law, state categorical aid for school mental health programs is funded at \$12
17 million per year and reimburses eligible districts and schools for school social worker service
18 expenditures as follows: (a) 50% reimbursement of the increase in expenditures for school social
19 worker services from one year to the next; and (b) a proportion of unreimbursed expenditures for
20 school social workers, based on the amount remaining in the appropriation after payments are
21 made under (a).

22
23
24 **Resolution 22-06: *Broadening the Scope of Mental Health Services Eligible for***
25 ***Reimbursement***

26
27 **Create:** The WASB supports legislation to broaden the scope of mental health service
28 professionals eligible for reimbursement from the state to include licensed mental health social
29 workers, licensed mental health counselors, licensed mental health psychologists, and
30 community mental health coordinators.

31
32 **Rationale:** Broadening the scope of mental health providers eligible to have their services
33 reimbursed by the state to include licensed mental health social workers, licensed mental health
34 counselors, licensed mental health psychologists, and community mental health coordinators
35 would enable schools to better meet student mental health needs and would help to address
36 unfunded mental health needs in Wisconsin schools.

37
38
39 **Resolution 22-07: *Curriculum and Professional Training on Asian Americans & Pacific***
40 ***Islanders***

41
42 **Create:** The WASB encourages Wisconsin public schools to develop an educational curriculum
43 and professional training to teach the history, culture, and contributions of Asian Americans &
44 Pacific Islanders to the economic, cultural, and social development of Wisconsin and the USA.
45 The WASB also requests the state Legislature provide sufficient funding to develop an
46 appropriate model curriculum and training package.

Rationale: “Asian Americans & Pacific Islanders (AAPI)” refers to those persons who trace their origins and ancestries back to the countries of East Asia, Southeast Asia, South Asia or the Pacific Islands. Asian Americans & Pacific Islanders have lived and worked in Wisconsin for over 100 years, and have contributed greatly to our state’s rich history, culture, economy, and public service.

Between the 2010 to the 2020 Census periods, the population of Asian Americans & Pacific Islanders in Wisconsin grew 36% from 131,061 to 177,901 (consistent with the nationwide trend of 35.5% growth) – increasing significantly faster than the state’s overall growth rate of 3.6%.

At the same time, the COVID-19 Pandemic and the Delta variant have engendered the targeting of Asian Americans & Pacific Islanders in WI and the USA with Anti-Asian hate and harassment. (According to the group *Stop AAPI Hate*, the number of anti-Asian hate incidents from March 2020 to June 2021 totaled 9,081 across the USA, with 4,533 in January-June 2021 alone).

This resolution aims to build greater understanding of Asian American & Pacific Islanders’ economic, cultural, and other contributions to our state and nation. This in turn may reduce violence or threats of violence against Asian Americans & Pacific Islanders.

Proponents of this resolution note that in 2021, Wisconsin lawmakers officially recognized the contributions of AAPI people in Wisconsin, including by recognizing May 2021 as Asian Pacific Islander Desi American (APIDA) Heritage Month and by designating May 14 annually as Hmong-Lao Veterans Day. Both these legislative resolutions received bipartisan support.

Resolution 22-08: WASB National Presence and/or National Association Membership

Repeal and recreate existing resolution 5.16 as follows:

The WASB will maintain a national presence and/or membership in a national association(s) and will participate in and support that national presence and/or membership(s), when compatible with WASB programs and policies. The WASB urges members to actively participate in and support national presence activities and/or national association(s).

Rationale: The WASB Board of Directors, under its authority as spelled out in the WASB Bylaws, may place resolutions before the Delegate Assembly.

Under existing Resolution 5.16, the WASB is required to maintain membership in the National School Board Association (NSBA). The changes proposed by this resolution would require the WASB to maintain “a national presence and/or membership in a national association(s)” but that national association would not necessarily have to be the NSBA. These proposed changes would also not require the WASB to leave the NSBA. That decision would be up to the Board of Directors. The nature of the national presence and/or membership in a national association or associations would fall under the purview of the WASB Board of Directors.

1 **Resolution 22-09: *Impact Aid***

2
3 **Amend** existing Resolution 2.63 **Impact Aid** as follows:

4
5 The WASB petitions the Wisconsin Legislature to adopt a joint resolution asking
6 Congress to fully fund Impact Aid as it did from the creation of the program in 1950 until
7 1969, and will also work with our national presence and/or a national association(s) ~~the~~
8 ~~NSBA~~ to try to secure greater funding of Impact Aid, including by offering a proposed
9 resolution to ~~the NSBA~~ a national association or associations urging ~~NSBA~~ it or them to
10 lobby Congress for a similar increase in federal Impact Aid.

11
12 **Rationale:** The WASB Board of Directors, under its authority as spelled out in the WASB
13 Bylaws, may place resolutions before the Delegate Assembly.

14
15 Under existing resolution 5.16, the WASB is required to maintain membership in the National
16 School Board Association (NSBA). The proposed changes to resolution 5.16 in Resolution 22-08
17 would require the WASB to maintain “a national presence and/or membership in a national
18 association(s)” but the association(s) would not have to be the NSBA. The proposed changes to
19 resolution 5.16 would also not require the WASB to leave the NSBA. The national presence
20 and/or membership in a national association(s) decisions would be in the hands of the WASB
21 Board of Directors.

22
23 In light of the proposed changes to existing Resolution 5.16, existing Resolution 2.63 is likewise
24 proposed to be amended because it directly refers to the NSBA. References to the NSBA in the
25 existing resolution are replaced by references to a national association or associations and/or to a
26 national presence.

27
28
29 **Resolution 22-10: *Elementary and Secondary Education Act (ESEA)***

30
31 **Amend** the first paragraph of existing Resolution 3.17 as follows:

32
33 The WASB opposes a mandated national test. The WASB will work with our legislators,
34 ~~the National School Boards Association,~~ our national presence and/or a national
35 association(s), the Department of Public Instruction and other education groups to adapt
36 the Elementary and Secondary Education Act to:

37
38 **Rationale:** The WASB Board of Directors, under its authority as spelled out in the WASB
39 Bylaws, may place resolutions before the Delegate Assembly.

40
41 Under existing resolution 5.16, the WASB is required to maintain membership in the National
42 School Board Association (NSBA). The proposed changes to resolution 5.16 in Resolution 22-08
43 would require the WASB to maintain “a national presence and/or membership in a national
44 association(s)” but the association would not have to be the NSBA. The proposed changes to
45 resolution 5.16 would also not require the WASB to leave the NSBA. The national presence
46 and/or membership decision would fall under the purview of the WASB Board of Directors.

1 In light of the proposed changes to existing Resolution 5.16, existing Resolution 3.17 is likewise
2 proposed to be amended because it directly refers to the NSBA. References to the NSBA in the
3 existing resolution are replaced by references to a national association or associations and/or to a
4 national presence.

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Four-Year Graduation Rate

(Cohort Analysis)
School Year 2020-21

KENOSHA UNIFIED SCHOOL DISTRICT

December 14, 2021

FOUR-YEAR GRADUATION RATE – COHORT ANALYSIS *(School Year 2020-21 – Graduation Class of 2021)*

INTRODUCTION

The “Four Year Graduation Rate – Cohort Analysis” report is a comprehensive examination of the graduation rates of the Kenosha Unified School District (KUSD) for the Graduation Class of 2021. This is the annual graduation report to the Kenosha Unified School Board as it examines each graduation class in terms of a “static” graduation rate, referred to as “Base Cohort”. All KUSD students who enter grade nine are tracked until the end of their class’s designated graduation cycle (four years later). No allowance is made for any students who enter that class as it progresses from the ninth grade until the twelfth grade and its eventual graduation. For example, first-time ninth graders who are in attendance on the Official Third Friday Count Day during School Year 2017-18 are tracked with respect to their educational progress until the end of summer school in August 2021. Therefore, the ninth graders of School Year 2017-18 become the Graduation Class of 2021 (School Year 2020-21). Additionally, this report also examines the graduation rates in terms of progress made beyond a designated graduation year, that is, the five-year rate of the Graduation Class of 2020. This process aligns to both the Wisconsin state statute for allowing for a free education until a student reaches age 20 as well as the current state developed school report cards which incorporate both four-year and seven-year graduation data.

The cohort graduation rate presented in this report is slightly different than the rate published by the Wisconsin Department of Public Instruction (DPI). Beginning in 2009-10, DPI reported a four-year cohort graduation rate which includes all students who have been assigned to a *Wisconsin* public school cohort and were last enrolled in KUSD during the four-year period whether or not the student *began* in KUSD in their ninth grade year. In addition, DPI does not count the completion credentials such as a HSED or a certificate of completion unless their Board of Education deems it as a regular high school diploma. DPI’s graduation rate has been a reported factor in the On-Track and Postsecondary Readiness calculation. However, DPI’s WISEdash (online data reporting) portal reports four-year, five-year, six-year and seven-year graduation rates. This KUSD cohort report will present data respective to the four-year and five-year graduation rates.

Further analysis of the graduation rate is provided by demographic groups. Please note that the terms “Students with Disabilities”, “Economically Disadvantaged”, and “English Learner” are used as defined by the “Every Student Succeeds Act” (ESSA, formerly NCLB) and IDEA, and are consistent with DPI reporting. Additionally, starting in early 2019, the federal “Every Student Succeeds Acts (ESSA) report cards display the average four-year and seven-year cohort graduation rates as one of the required accountability indicators. Beginning in SY 2010-11, DPI began collecting student race and ethnicity data based on revised federal guidelines. In the past,

parents/guardians were required to choose one ethnic group from the following options: Asian, Black/African American, Hispanic, Native American, and White. The current guidelines allow for a two-part question format, first asking whether or not the student is Hispanic/Latino and then selecting one or more of the following races: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White and Two or more Races if a student (parent/guardian) identifies with more than one race.

Definitions for the following categories are provided to assist the reader in understanding the context of this report:

Definitions

Graduate	A student that has received a High School Diploma from KUSD.
Credit Deficient	A student that is currently attending KUSD but does not have enough credits to graduate.
Transferred	A student that has transferred out of KUSD for one of the following reasons: <ul style="list-style-type: none"> ▪ Transferred to a public school outside of the district ▪ Transferred to a parochial/private or vocational/technical school ▪ Incarcerated ▪ Transferred to home schooling ▪ Temporary withdrawal, due to medical problem, etc. ▪ Death
Dropout	A student that has stopped attending KUSD and is not enrolled in any other K-12 educational institution.
Expelled	A student that is not permitted to attend schools within KUSD (as a result of a Due Process Hearing) and has not returned.

BASE COHORT REVIEW

Graduation Class of 2021 (Four-Year Period)

Over the past ten years, the number of students in each graduating class has ranged from approximately 1,550 to 1,775.

<u>Graduation Class</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Number of Students	1,771	1,677	1,698	1,610	1,697	1,720	1,730	1,737	1,567	1,651

Appendix A contains the graduation rate for the Graduation Class of 2021 at the completion of their fourth year in KUSD.

Graduation rates are reported using two methods:

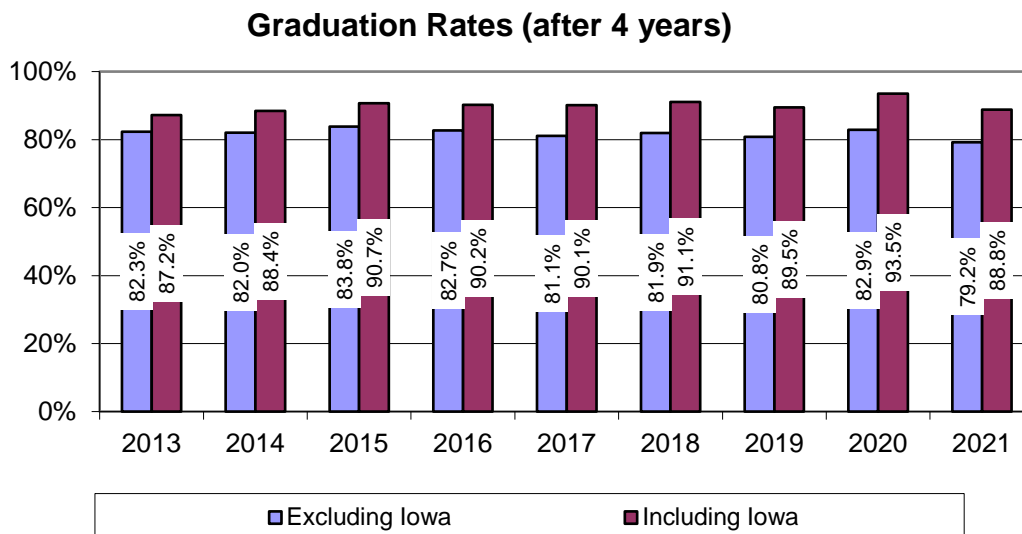
- Excluding the KUSD High School Competency Diploma Option (IOWA) graduates from the “GRADUATED” category and including them in the “DROPOUT” category.
- Including the KUSD High School Competency Diploma Option (IOWA) graduates in the “GRADUATED” category and excluding them from the “DROPOUT” category.

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

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

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

The number of students in the cohort group of SY 2017-18 was 1,651, including 145 students who transferred out between the 2017-18 and 2020-21 school year. When including “IOWA” graduates, 1,337 students graduated, resulting in a graduation rate of 88.8% for the Class of 2021. When excluding “IOWA” graduates 1,193 students graduated (79.2%), a decrease from the prior graduating classes. Typically, the IOWA graduates comprise 8%-10% of a cohort graduating class.



There were 180 students (12.0 %) who were classified as “DROPOUTS” when including the “IOWA” graduates as dropouts, and 36 students (2.4%) when excluding the “IOWA” graduates. The number of students who were classified as “CREDIT DEFICIENT” was 132 or 8.8%. It

should be noted that 29 of the 132 students who were “*CREDIT DEFICIENT*” are students with disabilities who are legally permitted to stay in school through the age of 21 if it is indicated on their Individualized Education Plan (IEP). The following charts summarize the “Base Cohort” graduation rates by gender, ethnicity, disability status, economic status and English proficiency status after 4 years.

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

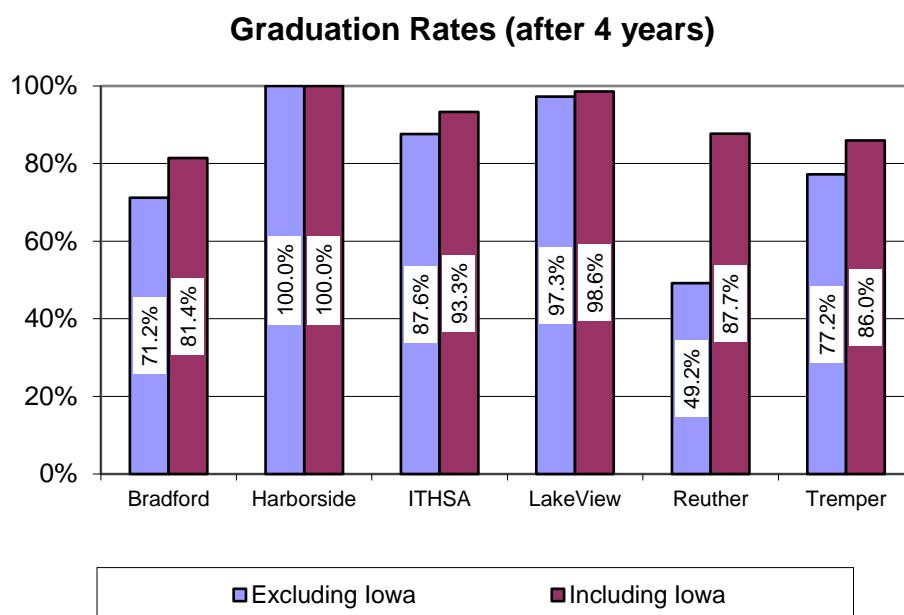
	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Female	82.6%	87.1%	84.7%	86.9%	84.7%	85.3%	83.8%	85.8%	86.0%	82.2%
Male	76.0%	77.6%	79.5%	80.8%	81.0%	77.3%	80.1%	75.8%	80.0%	76.2%
Am. Indian/Alaska Native	80.0%	60.0%	80.0%	*	100.0%	60.0%	90.0%	*	*	66.7%
Asian	87.5%	96.7%	97.0%	85.2%	96.3%	95.2%	92.0%	100.0%	96.3%	100.0%
Black	66.5%	72.2%	73.6%	73.8%	69.6%	71.3%	65.0%	63.2%	69.4%	57.4%
Hispanic of Any Race	66.3%	66.5%	74.7%	77.7%	75.2%	73.8%	75.6%	76.7%	80.4%	74.9%
Hawaiian/Pacific Islander	NA	NA	NA	*	*	NA	NA	*	*	100.0%
White	85.1%	88.5%	85.6%	88.2%	88.5%	86.2%	88.9%	86.2%	87.5%	86.9%
Two or More Races	NA	NA	76.9%	84.6%	65.1%	72.7%	75.0%	79.7%	72.9%	71.9%
Students with Disabilities	59.7%	65.9%	64.5%	69.6%	64.0%	61.6%	62.3%	66.5%	58.5%	62.4%
Students w/o Disabilities	82.2%	84.5%	84.5%	85.8%	85.5%	83.9%	84.4%	82.6%	86.0%	81.4%
Econ Disadvantaged	66.8%	69.7%	71.2%	73.4%	72.5%	71.4%	70.7%	71.3%	73.6%	65.9%
Not Econ Disadvantaged	91.0%	94.3%	92.1%	95.2%	94.8%	92.9%	94.9%	93.2%	93.5%	89.0%
English Learner	66.9%	69.3%	63.0%	66.4%	74.8%	69.9%	71.2%	72.4%	69.1%	60.3%
English Proficient	80.3%	83.8%	83.4%	85.3%	83.5%	82.2%	82.9%	81.1%	82.9%	80.2%
DISTRICT	79.2%	82.3%	82.0%	83.8%	82.7%	81.1%	81.9%	80.8%	82.9%	79.2%

**Sample size too small to report*

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

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Female	86.2%	91.0%	90.1%	92.9%	90.5%	92.8%	92.2%	91.7%	94.4%	90.1%
Male	81.9%	83.6%	86.9%	88.6%	89.8%	87.6%	90.1%	87.3%	92.6%	87.5%
Am. Indian/Alaska Native	80.0%	60.0%	80.0%	*	100.0%	80.0%	90.0%	*	*	66.7%
Asian	90.6%	96.7%	100.0%	88.9%	96.3%	100.0%	100.0%	*	96.3%	100.0%
Black	70.0%	80.6%	82.1%	83.3%	77.1%	79.5%	80.9%	79.3%	85.2%	78.9%
Hispanic of Any Race	72.2%	75.0%	83.6%	88.3%	86.7%	85.8%	87.1%	86.5%	92.0%	84.4%
Hawaiian/Pacific Islander	NA	NA	NA	*	*	NA	NA	100.0%	*	*
White	89.9%	92.0%	91.0%	93.4%	94.6%	94.1%	94.9%	92.8%	95.9%	93.6%
Two or More Races	NA	NA	84.6%	88.5%	79.1%	84.8%	95.8%	91.5%	95.8%	84.4%
Students with Disabilities	68.2%	74.6%	78.0%	79.6%	79.2%	77.9%	84.0%	82.4%	85.0%	80.9%
Students w/o Disabilities	86.4%	89.0%	89.9%	92.3%	91.8%	91.8%	92.0%	90.4%	94.6%	89.8%
Econ Disadvantaged	73.6%	78.7%	80.8%	84.8%	83.5%	84.5%	85.5%	84.1%	90.4%	81.1%
Not Econ Disadvantaged	93.9%	95.5%	95.6%	97.2%	98.0%	96.9%	97.7%	96.6%	97.0%	94.4%
English Learner	74.0%	75.3%	70.0%	81.9%	87.0%	81.2%	82.6%	84.3%	86.2%	79.5%
English Proficient	84.8%	88.7%	89.8%	91.5%	90.4%	91.0%	91.9%	89.5%	94.0%	89.3%
DISTRICT	84.0%	87.2%	88.4%	90.7%	90.2%	90.1%	91.1%	89.5%	93.5%	88.8%

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

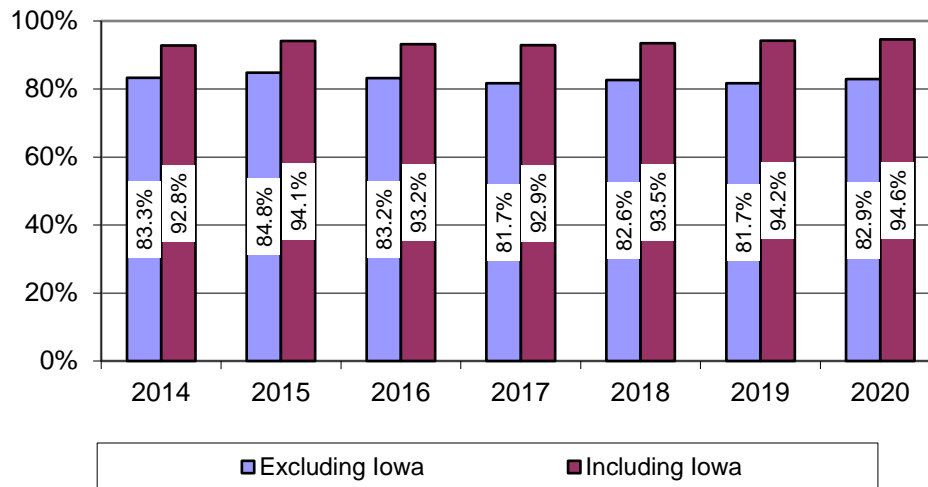


When analyzing students by their *initial enrollment* school in grade 9, Harborside reported the highest graduation rates among the high schools with 100.0% when *excluding* and *including* “IOWA” graduates. It can be seen that students at all high schools utilize the option of the High School Competency Diploma (IOWA) except Harborside for this cohort group.

Graduation Class of 2019 (Five Year Period)

Appendix C contains the graduation rates by student subgroups for the Graduation Class of 2019 at the completion of the fifth year in KUSD. This cohort group had multiple waivers approved at the local and state level due to the COVID Pandemic. The number of students who began this cohort group was 1,567. At the end of the five-year period, 1,170 students (82.9%) graduated when *excluding* “IOWA” graduates and 1,335 students (94.6%) graduated when *including* “IOWA” graduates, resulting in an increase of 1.2% and an increase of 0.4%, respectively, when compared to the end of the fifth year of the Class of 2018. When *excluding* “IOWA” graduates from the “GRADUATED” category and *including* them in the “DROPOUT” category, there were 203 students (14.4%) classified as “DROPOUT”. When *including* “IOWA” graduates in the “GRADUATED” category and *excluding* them from the “DROPOUT” category, the “DROPOUT” rate decreased to 38% (38 students).

Graduation Rates (after 5 years)



Of the 62 students who were credit deficient at the end of their senior year, 17 graduated in their 5th year (15 through the High School Competency Diploma Option and 2 with a traditional diploma). In addition, 26 students are still enrolled, 1 transferred out of KUSD, but 21 since then dropped out.

The following charts summarize the “Base Cohort” graduation rates by gender, ethnicity, disability status, economic status, and English proficiency status after 5 years.

BASE COHORT AFTER 5 YEARS – Excluding “IOWA”

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Female	83.4%	87.5%	86.0%	87.2%	85.3%	86.0%	84.5%	95.3%	86.0%
Male	77.1%	80.5%	80.9%	82.4%	81.3%	77.6%	80.7%	94.0%	80.0%
Am Indian/Alaska Native	80.0%	60.0%	80.0%	*	100.0%	60.0%	90.0%	*	*
Asian	90.3%	96.7%	97.0%	85.2%	96.3%	95.2%	92.0%	96.3%	96.3%
Black	69.2%	73.3%	74.4%	75.1%	71.6%	72.9%	66.2%	88.0%	69.6%
Hispanic of Any Race	66.9%	69.2%	74.8%	77.6%	74.8%	74.4%	76.9%	94.0%	80.2%
Hawaiian/Pacific Islander	NA	NA	*	*	*	0.0%	NA	*	*
White	85.6%	90.1%	87.4%	89.5%	88.8%	86.3%	89.2%	96.4%	87.6%
Two or More Races	NA	NA	76.9%	84.6%	69.8%	75.8%	75.0%	95.8%	72.9%
Students with Disabilities	62.9%	69.3%	67.4%	72.2%	65.3%	63.0%	64.4%	67.6%	58.4%
Students w/o Disabilities	82.8%	85.9%	85.6%	86.6%	85.9%	84.3%	84.9%	83.5%	86.1%
Econ Disadvantaged	68.6%	72.1%	73.0%	74.7%	73.3%	72.1%	71.9%	72.4%	73.5%
Not Econ Disadvantaged	91.0%	95.3%	93.0%	95.9%	94.9%	93.0%	95.0%	94.0%	93.6%
English Learner	66.9%	72.4%	63.4%	66.4%	74.8%	70.7%	72.0%	74.2%	69.1%
English Proficient	78.0%	85.4%	84.7%	86.4%	84.0%	82.7%	83.6%	82.4%	83.9%
DISTRICT	80.1%	84.0%	83.3%	84.8%	83.2%	81.7%	82.6%	81.7%	82.9%

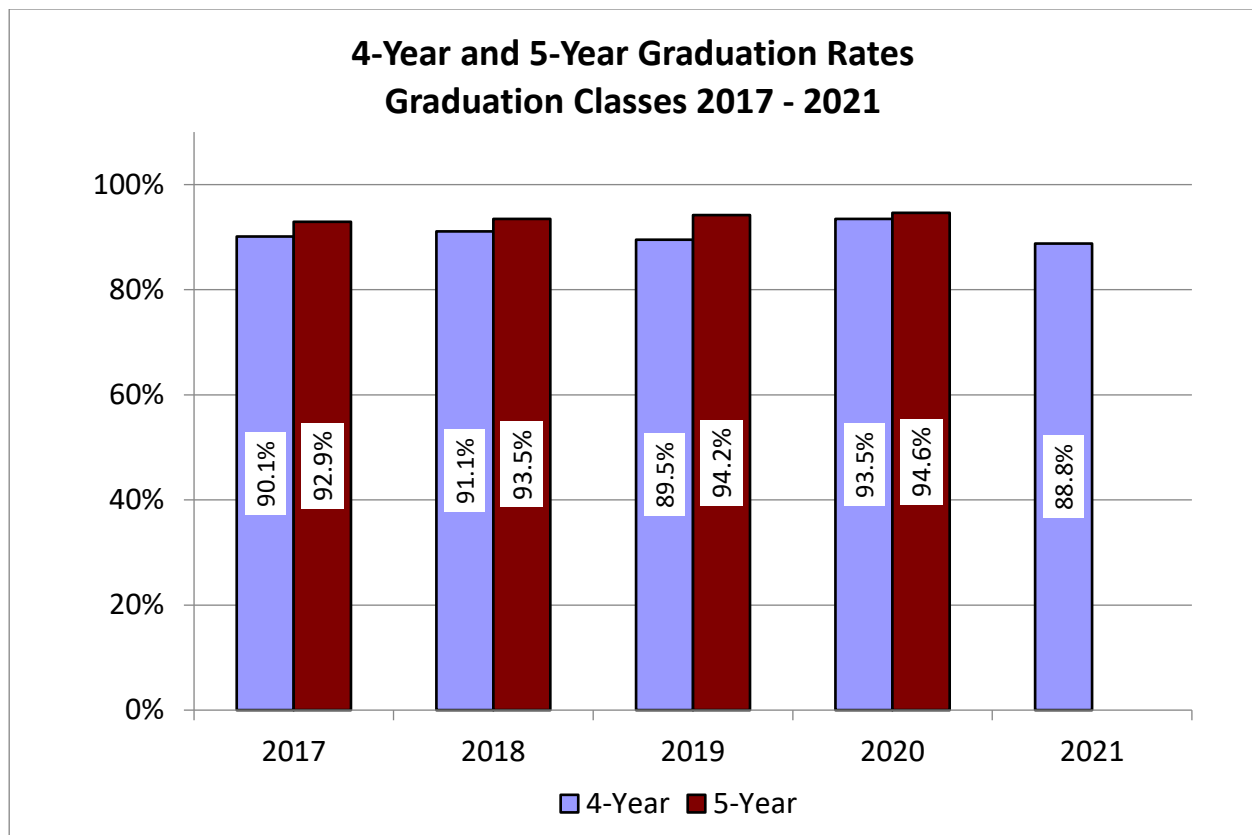
**Sample size too small to report*

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

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Female	90.9%	94.9%	93.5%	95.2%	93.4%	95.3%	94.3%	95.5%	95.3%
Male	87.3%	90.9%	92.2%	93.1%	93.0%	90.6%	92.8%	92.9%	94.0%
Am Indian/Alaska Native	80.0%	80.0%	80.0%	*	100.0%	80.0%	90.0%	*	*
Asian	93.5%	96.7%	100.0%	92.6%	96.3%	100.0%	100.0%	100.0%	96.3%
Black	78.6%	87.1%	86.7%	89.5%	82.9%	84.9%	84.5%	87.5%	88.0%
Hispanic of any Race	78.8%	86.8%	90.4%	93.0%	90.9%	89.1%	90.8%	93.6%	94.0%
Hawaiian/Pacific Islander	NA	NA	*	*	*	0.0%	NA	100.0%	*
White	93.9%	95.8%	94.8%	95.9%	96.6%	96.0%	96.7%	95.6%	96.4%
Two or more Races	NA	NA	84.6%	88.5%	83.7%	90.9%	95.8%	96.6%	95.8%
Students with Disabilities	78.6%	85.5%	84.5%	86.1%	85.2%	83.6%	87.9%	87.9%	88.2%
Students w/o Disabilities	90.6%	93.9%	94.0%	95.3%	94.4%	94.2%	94.2%	95.0%	95.4%
Econ Disadvantaged	81.5%	87.9%	87.8%	90.7%	88.5%	88.6%	89.3%	90.9%	92.1%
Not Econ Disadvantaged	96.1%	97.7%	97.5%	97.9%	98.7%	98.0%	94.2%	98.5%	97.4%
English Learner	78.0%	87.7%	83.2%	88.2%	91.6%	86.5%	86.4%	93.0%	91.5%
English Proficient	90.0%	93.5%	93.5%	94.7%	93.4%	93.5%	94.2%	94.3%	94.8%
DISTRICT	89.0%	92.9%	92.8%	94.1%	93.2%	92.9%	93.5%	94.2%	94.6%

Cohort Graduation Rates - Graduation Classes of 2015 through 2021

Appendix D also summarizes the 4-year and 5-year graduation rates for the Cohort Graduation Classes of 2019 through 2021. Wisconsin Department of Public Instruction now computes graduation rates in this fashion to report the efforts of students that require additional time to complete their high school education. Special education law and Wisconsin statute guarantee students with an approved Individualized Educational Plan (IEP) the right to public education through age 21. This would include the seven-year period from entrance into 9th grade.



The 5-year rates generally show a 2 to 4 percentage point increase from the 4-year rate.

This report is an informational item.

Bethany Ormseth, Ed. D
Interim Superintendent of Schools

Kristopher Keckler
Chief Information Officer

William Haithcock
Interim Chief of School Leadership

Laura Sawyer
Data Analyst

Link to Complete Report with Appendices:

<https://www.kusd.edu/sites/default/files/document-library/english/cohort-report.pdf>

APPENDIX A

2021 Base Cohort

After 4 Years

*** BASE COHORT AFTER 4 YEARS

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

BY STUDENT SUBGROUP

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "Iowa" graduates)		Dropout (excluding "Iowa" graduates)		Graduated (excluding "Iowa" graduates)		Graduated (including "Iowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	815	66	8.1%	749	59	7.9%	74	9.9%	15	2.0%	616	82.2%	675	90.1%
Male	836	79	9.4%	757	73	9.6%	106	14.0%	21	2.8%	577	76.2%	662	87.5%
American Indian or Alaska Native	6	0	0.0%	6	1	16.7%	2	33.3%	1	16.7%	3	50.0%	4	66.7%
Asian	21	2	9.5%	19	0	0.0%	0	0.0%	0	0.0%	19	100.0%	19	100.0%
Black or African American	227	37	16.3%	190	34	17.9%	47	24.7%	6	3.2%	109	57.4%	150	78.9%
Hispanic of any Race	449	31	6.9%	418	49	11.7%	56	13.4%	16	3.8%	313	74.9%	353	84.4%
Native Hawaiian or Pacific Islander	2	0	0.0%	2	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%
White	874	67	7.7%	807	39	4.8%	67	8.3%	13	1.6%	701	86.9%	755	93.6%
Two or More Races	72	8	11.1%	64	9	14.1%	8	12.5%	0	0.0%	46	71.9%	54	84.4%
Students with Disabilities	196	23	11.7%	173	29	16.8%	35	20.2%	3	1.7%	108	62.4%	140	80.9%
Students without Disabilities	1,455	122	8.4%	1333	103	7.7%	145	10.9%	33	2.5%	1,085	81.4%	1,197	89.8%
Economically Disadvantaged	724	88	12.2%	636	92	14.5%	124	19.5%	27	4.2%	419	65.9%	516	81.1%
Not Economically Disadvantaged	927	57	6.1%	870	40	4.6%	56	6.4%	9	1.0%	774	89.0%	821	94.4%
English Learners	81	8	9.9%	73	13	17.8%	16	21.9%	2	2.7%	44	60.3%	58	79.5%
English Proficient	1,570	137	8.7%	1,433	119	8.3%	164	11.4%	34	2.4%	1,149	80.2%	1,279	89.3%
ALL STUDENTS	1,651	145	8.8%	1,506	132	8.8%	180	12.0%	36	2.4%	1,193	79.2%	1,337	88.8%

*** STATUS OF STUDENTS AS OF THE END OF THE SUMER SCHOOL 2020-21

APPENDIX B

2021 Base Cohort After 4 Years

(by School)

*** BASE COHORT AFTER 4 YEARS

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

Bradford High School

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "Iowa" graduates)		Dropout (excluding "Iowa" graduates)		Graduated (excluding "Iowa" graduates)		Graduated (including "Iowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	180	16	8.9%	164	26	15.9%	15	9.1%	5	3.0%	123	75.0%	133	81.1%
Male	192	23	12.0%	169	27	16.0%	27	16.0%	3	1.8%	114	67.5%	138	81.7%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	64	12	18.8%	52	15	28.8%	14	26.9%	2	3.8%	23	44.2%	35	67.3%
Hispanic of any Race	135	8	5.9%	127	22	17.3%	14	11.0%	3	2.4%	91	71.7%	102	80.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	157	17	10.8%	140	12	8.6%	12	8.6%	2	1.4%	116	82.9%	126	90.0%
Two or More Races	12	2	16.7%	10	3	30.0%	1	10.0%	0	0.0%	5	50.0%	6	60.0%
Students with Disabilities	54	8	14.8%	46	7	15.2%	16	34.8%	3	6.5%	22	47.8%	35	76.1%
Students without Disabilities	318	31	9.7%	287	46	16.0%	26	9.1%	5	1.7%	215	74.9%	236	82.2%
Economically Disadvantaged	210	32	15.2%	178	42	23.6%	25	14.0%	6	3.4%	110	61.8%	129	72.5%
Not Economically Disadvantaged	162	7	4.3%	155	11	7.1%	17	11.0%	2	1.3%	127	81.9%	142	91.6%
English Learners	25	2	8.0%	23	3	13.0%	0	0.0%	0	0.0%	20	87.0%	20	87.0%
English Proficient	347	37	10.7%	310	50	16.1%	42	13.5%	8	2.6%	217	70.0%	251	81.0%
ALL STUDENTS	372	39	10.5%	333	53	15.9%	42	12.6%	8	2.4%	237	71.2%	271	81.4%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2020-21

*** BASE COHORT AFTER 4 YEARS

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

Harborside Academy

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "lowa" graduates)		Dropout (excluding "lowa" graduates)		Graduated (excluding "lowa" graduates)		Graduated (including "lowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	57	6	10.5%	51	0	0.0%	0	0.0%	0	0.0%	51	100.0%	51	100.0%
Male	54	8	14.8%	46	0	0.0%	0	0.0%	0	0.0%	46	100.0%	46	100.0%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	12	1	8.3%	11	0	0.0%	0	0.0%	0	0.0%	11	100.0%	11	100.0%
Hispanic of any Race	27	7	25.9%	20	0	0.0%	0	0.0%	0	0.0%	20	100.0%	20	100.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	66	6	9.1%	60	0	0.0%	0	0.0%	0	0.0%	60	100.0%	60	100.0%
Two or More Races	4	0	0.0%	4	0	0.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%
Students with Disabilities	9	3	33.3%	6	0	0.0%	0	0.0%	0	0.0%	6	100.0%	6	100.0%
Students without Disabilities	102	11	10.8%	91	0	0.0%	0	0.0%	0	0.0%	91	100.0%	91	100.0%
Economically Disadvantaged	34	5	14.7%	29	0	0.0%	0	0.0%	0	0.0%	29	100.0%	29	100.0%
Not Economically Disadvantaged	77	9	11.7%	68	0	0.0%	0	0.0%	0	0.0%	68	100.0%	68	100.0%
English Learners	6	2	33.3%	4	0	0.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%
English Proficient	105	12	11.4%	93	0	0.0%	0	0.0%	0	0.0%	93	100.0%	93	100.0%
ALL STUDENTS	111	14	12.6%	97	0	0.0%	0	0.0%	0	0.0%	97	100.0%	97	100.0%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2020-21

*** BASE COHORT AFTER 4 YEARS

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

Indian Trail H.S. & Academy

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "lowa" graduates)		Dropout (excluding "lowa" graduates)		Graduated (excluding "lowa" graduates)		Graduated (including "lowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	277	20	7.2%	257	10	3.9%	12	4.7%	1	0.4%	235	91.4%	246	95.7%
Male	243	23	9.5%	220	17	7.7%	20	9.1%	4	1.8%	183	83.2%	199	90.5%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	11	2	18.2%	9	0	0.0%	0	0.0%	0	0.0%	9	100.0%	9	100.0%
Black or African American	57	11	19.3%	46	4	8.7%	8	17.4%	0	0.0%	34	73.9%	42	91.3%
Hispanic of any Race	143	10	7.0%	133	13	9.8%	8	6.0%	2	1.5%	112	84.2%	118	88.7%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	282	16	5.7%	266	9	3.4%	12	4.5%	3	1.1%	245	92.1%	254	95.5%
Two or More Races	24	4	16.7%	20	1	5.0%	4	20.0%	0	0.0%	15	75.0%	19	95.0%
Students with Disabilities	46	2	4.3%	44	2	4.5%	10	22.7%	0	0.0%	32	72.7%	42	95.5%
Students without Disabilities	474	41	8.6%	433	25	5.8%	22	5.1%	5	1.2%	386	89.1%	403	93.1%
Economically Disadvantaged	193	26	13.5%	167	14	8.4%	20	12.0%	3	1.8%	133	79.6%	150	89.8%
Not Economically Disadvantaged	327	17	5.2%	310	13	4.2%	12	3.9%	2	0.6%	285	91.9%	295	95.2%
English Learners	17	3	17.6%	14	5	35.7%	2	14.3%	0	0.0%	7	50.0%	9	64.3%
English Proficient	503	40	8.0%	463	22	4.8%	30	6.5%	5	1.1%	411	88.8%	436	94.2%
ALL STUDENTS	520	43	8.3%	477	27	5.7%	32	6.7%	5	1.0%	418	87.6%	445	93.3%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2020-21

*** BASE COHORT AFTER 4 YEARS

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

Kenosha eSchool

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "lowa" graduates)		Dropout (excluding "lowa" graduates)		Graduated (excluding "lowa" graduates)		Graduated (including "lowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	11	2	18.2%	9	1	11.1%	1	11.1%	0	0.0%	7	77.8%	8	88.9%
Male	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of any Race	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	10	2	20.0%	8	0	0.0%	0	0.0%	0	0.0%	8	100.0%	8	100.0%
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Students without Disabilities	14	3	21.4%	11	1	9.1%	0	0.0%	0	0.0%	10	90.9%	10	90.9%
Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Not Economically Disadvantaged	14	3	21.4%	11	1	9.1%	1	9.1%	0	0.0%	9	81.8%	10	90.9%
English Learners	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Proficient	15	3	20.0%	12	1	8.3%	1	8.3%	0	0.0%	10	83.3%	11	91.7%
ALL STUDENTS	15	3	20.0%	12	1	8.3%	1	8.3%	0	0.0%	10	83.3%	11	91.7%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2020-21

*** BASE COHORT AFTER 4 YEARS

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

Lakeview Technology Academy

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "lowa" graduates)		Dropout (excluding "lowa" graduates)		Graduated (excluding "lowa" graduates)		Graduated (including "lowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	22	0	0.0%	22	0	0.0%	1	4.5%	0	0.0%	21	95.5%	22	100.0%
Male	54	2	3.7%	52	1	1.9%	0	0.0%	0	0.0%	51	98.1%	51	98.1%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	6	0	0.0%	6	0	0.0%	0	0.0%	0	0.0%	6	100.0%	6	100.0%
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic of any Race	8	0	0.0%	8	0	0.0%	0	0.0%	0	0.0%	8	100.0%	8	100.0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	60	2	3.3%	58	1	1.7%	1	1.7%	0	0.0%	56	96.6%	57	98.3%
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Students with Disabilities	6	0	0.0%	6	0	0.0%	0	0.0%	0	0.0%	6	100.0%	6	100.0%
Students without Disabilities	70	2	2.9%	68	1	1.5%	1	1.5%	0	0.0%	66	97.1%	67	98.5%
Economically Disadvantaged	13	0	0.0%	13	0	0.0%	0	0.0%	0	0.0%	13	100.0%	13	100.0%
Not Economically Disadvantaged	63	2	3.2%	61	1	1.6%	1	1.6%	0	0.0%	59	96.7%	60	98.4%
English Learners	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Proficient	76	2	2.6%	74	1	1.4%	1	1.4%	0	0.0%	72	97.3%	73	98.6%
ALL STUDENTS	76	2	2.6%	74	1	1.4%	1	1.4%	0	0.0%	72	97.3%	73	98.6%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2020-21

*** BASE COHORT AFTER 4 YEARS

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

Reuther Central High School

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "lowa" graduates)		Dropout (excluding "lowa" graduates)		Graduated (excluding "lowa" graduates)		Graduated (including "lowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	59	1	1.7%	58	7	12.1%	26	44.8%	1	1.7%	25	43.1%	50	86.2%
Male	71	5	7.0%	66	6	9.1%	24	36.4%	2	3.0%	36	54.5%	58	87.9%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	38	1	2.6%	37	6	16.2%	11	29.7%	0	0.0%	20	54.1%	31	83.8%
Hispanic of any Race	32	0	0.0%	32	2	6.3%	14	43.8%	2	6.3%	16	50.0%	28	87.5%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	54	5	9.3%	49	5	10.2%	24	49.0%	1	2.0%	20	40.8%	43	87.8%
Two or More Races	6	0	0.0%	6	0	0.0%	1	16.7%	0	0.0%	5	83.3%	6	100.0%
Students with Disabilities	15	2	13.3%	13	0	0.0%	0	0.0%	0	0.0%	13	100.0%	13	100.0%
Students without Disabilities	115	4	3.5%	111	13	11.7%	50	45.0%	3	2.7%	48	43.2%	95	85.6%
Economically Disadvantaged	97	4	4.1%	93	10	10.8%	40	43.0%	3	3.2%	43	46.2%	80	86.0%
Not Economically Disadvantaged	33	2	6.1%	31	3	9.7%	10	32.3%	0	0.0%	18	58.1%	28	90.3%
English Learners	12	0	0.0%	12	1	8.3%	5	41.7%	1	8.3%	6	50.0%	10	83.3%
English Proficient	118	6	5.1%	112	12	10.7%	45	40.2%	2	1.8%	55	49.1%	98	87.5%
ALL STUDENTS	130	6	4.6%	124	13	10.5%	50	40.3%	3	2.4%	61	49.2%	108	87.1%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2020-21

*** BASE COHORT AFTER 4 YEARS

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

Tremper High School

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "lowa" graduates)		Dropout (excluding "lowa" graduates)		Graduated (excluding "lowa" graduates)		Graduated (including "lowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	208	20	9.6%	188	15	8.0%	19	10.1%	8	4.3%	154	81.9%	165	87.8%
Male	213	15	7.0%	198	19	9.6%	35	17.7%	12	6.1%	144	72.7%	167	84.3%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	52	9	17.3%	43	8	18.6%	14	32.6%	4	9.3%	21	48.8%	31	72.1%
Hispanic of any Race	100	5	5.0%	95	11	11.6%	19	20.0%	9	9.5%	65	68.4%	75	78.9%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	243	19	7.8%	224	10	4.5%	18	8.0%	7	3.1%	196	87.5%	207	92.4%
Two or More Races	24	2	8.3%	22	5	22.7%	2	9.1%	0	0.0%	15	68.2%	17	77.3%
Students with Disabilities	61	5	8.2%	56	19	33.9%	8	14.3%	0	0.0%	29	51.8%	37	66.1%
Students without Disabilities	360	30	8.3%	330	15	4.5%	46	13.9%	20	6.1%	269	81.5%	295	89.4%
Economically Disadvantaged	171	18	10.5%	153	24	15.7%	39	25.5%	15	9.8%	90	58.8%	114	74.5%
Not Economically Disadvantaged	250	17	6.8%	233	10	4.3%	15	6.4%	5	2.1%	208	89.3%	218	93.6%
English Learners	21	1	4.8%	20	4	20.0%	9	45.0%	1	5.0%	7	35.0%	15	75.0%
English Proficient	400	34	8.5%	366	30	8.2%	45	12.3%	19	5.2%	291	79.5%	317	86.6%
ALL STUDENTS	421	35	8.3%	386	34	8.8%	54	14.0%	20	5.2%	298	77.2%	332	86.0%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2020-21

APPENDIX C

2020 Base Cohort

After 5 Years

*** BASE COHORT AFTER 5 YEARS

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

STUDENT SUBGROUP	9th Grade Base Cohort Enrollment	Transferred Out of District		Revised Enrollment (Excluding Transfers)	Credit Deficient		Dropout (including "Iowa" graduates)		Dropout (excluding "Iowa" graduates)		Graduated (excluding "Iowa" graduates)		Graduated (including "Iowa" graduates)	
	Number	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	750	68	9.1%	680	13	1.9%	77	11.3%	14	2.1%	585	86.0%	648	95.3%
Male	817	84	10.3%	731	13	1.8%	126	17.2%	24	3.3%	585	80.0%	687	94.0%
American Indian or Alaska Native	3	0	0.0%	3	0	0.0%	2	66.7%	1	33.3%	1	33.3%	2	66.7%
Asian	28	1	3.6%	27	0	0.0%	1	3.7%	1	3.7%	26	96.3%	26	96.3%
Black or African American	232	47	20.3%	184	9	4.9%	46	25.0%	12	6.5%	128	69.6%	162	88.0%
Hispanic of any Race	393	29	7.4%	364	8	2.2%	62	17.0%	12	3.3%	292	80.2%	342	94.0%
Native Hawaiian or Pacific Islander	2	0	0.0%	2	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%
White	853	67	7.9%	783	8	1.0%	80	10.2%	11	1.4%	686	87.6%	755	96.4%
Two or More Races	56	8	14.3%	48	1	2.1%	12	25.0%	1	2.1%	35	72.9%	46	95.8%
Students with Disabilities	192	31	16.1%	161	13	8.1%	54	33.5%	6	3.7%	94	58.4%	142	88.2%
Students without Disabilities	1,375	121	8.8%	1,250	13	1.0%	149	11.9%	32	2.6%	1,076	86.1%	1,193	95.4%
Economically Disadvantaged	857	103	12.0%	751	20	2.7%	175	23.3%	35	4.7%	552	73.5%	692	92.1%
Not Economically Disadvantaged	710	49	6.9%	660	6	0.9%	28	4.2%	3	0.5%	618	93.6%	643	97.4%
English Learners	101	7	6.9%	94	3	3.2%	25	26.6%	4	4.3%	65	69.1%	86	91.5%
English Proficient	1466	145	9.9%	1317	23	1.7%	178	13.5%	34	2.6%	1105	83.9%	1249	94.8%
ALL STUDENTS	1,567	152	9.7%	1,411	26	1.8%	203	14.4%	38	2.7%	1,170	82.9%	1,335	94.6%

*** STATUS OF STUDENTS AS OF THE END OF THE SUMER SCHOOL 2020-21

APPENDIX D

4-Year and 5-Year High School Graduation Rates Graduation Classes of 2017 to 2021

KENOSHA UNIFIED SCHOOL DISTRICT
4- Year and 5-Year High School Graduation Rates
Graduation Classes of 2017 to 2021

<u>Student Group</u>	<u>4-Year</u>					<u>5-Year</u>				
	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Female	92.8%	92.2%	91.7%	94.4%	90.1%	93.4%	95.3%	94.3%	95.5%	95.3%
Male	87.6%	90.1%	87.3%	92.6%	87.5%	93.0%	90.6%	92.8%	92.9%	94.0%
American Indian or Alaska Native	80.0%	90.0%	*	66.7%	*	100.0%	80.0%	90.0%	100.0%	*
Asian	100.0%	100.0%	100.0%	96.3%	100.0%	96.3%	100.0%	100.0%	100.0%	96.3%
Black or African American	79.5%	80.9%	79.3%	85.2%	78.9%	82.9%	84.9%	84.5%	87.5%	88.0%
Hispanic of any Race	85.8%	87.1%	86.5%	92.0%	84.4%	90.9%	89.1%	90.8%	93.6%	94.0%
Native Hawaiian or Pacific Islander	NA	NA	*	100.0%	*	*	NA	N/A	100.0%	*
White	94.1%	94.9%	92.8%	95.9%	93.6%	96.6%	96.0%	96.7%	95.6%	96.4%
Two or More Races	84.8%	95.8%	91.5%	95.8%	84.4%	83.7%	90.9%	95.8%	96.6%	95.8%
With Disabilities	77.9%	84.0%	82.4%	85.0%	80.9%	85.2%	83.6%	87.9%	87.9%	88.2%
Without Disabilities	91.8%	92.0%	90.4%	94.6%	89.8%	94.4%	94.2%	94.2%	95.0%	95.4%
Economically Disadvantaged	84.5%	85.5%	84.1%	90.4%	81.1%	88.5%	88.6%	89.3%	90.9%	92.1%
Not Economically Disadvantaged	96.9%	97.7%	96.6%	97.0%	94.4%	98.7%	98.0%	94.2%	98.5%	97.4%
English Learners	81.2%	82.6%	84.3%	86.2%	79.5%	91.6%	86.5%	86.4%	93.0%	91.5%
English Proficient	91.0%	91.9%	89.5%	94.0%	89.3%	93.4%	93.5%	94.2%	94.3%	94.8%
All Students	90.1%	91.1%	89.5%	93.5%	88.8%	93.2%	92.9%	93.5%	94.2%	94.6%

*NOTE: Sample size too small to report

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National Mentoring Month January 2022

WHEREAS, a number of organizations in the Kenosha community have partnered with the Kenosha Unified School District to offer a variety of mentoring programs that are designed to support student learning and success; and

WHEREAS, relationships that students build with caring mentors offer valuable support; and

WHEREAS, quality mentoring encourages positive choices, promotes self-esteem, supports academic achievement and introduces young people to new ideas; and

WHEREAS, mentoring provides the skills needed to build strong, positive relationships with family, friends and community members; and

WHEREAS, mentoring programs have shown to be effective in combating school violence and discipline problems, substance abuse, incarceration and truancy.

NOW, THEREFORE, be it resolved that Kenosha Unified School District does hereby proclaim January 2021 as the annual observance of National Mentoring Month and recognizes those who volunteer their time to help in our mission of providing excellent, challenging learning opportunities and experiences that prepare each student for success.

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education.

President, Board of Education

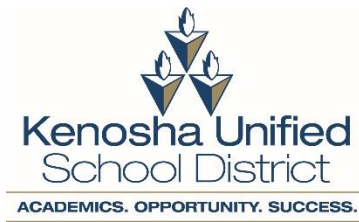
Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution 387
December 14, 2021*

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December 14, 2021

DONATION TO THE DISTRICT

The District has received the following donation:

1. David and Marilyn Lauer donated plants to be planted around the Bose Elementary School sign. The value of this donation is \$750.

Administrative Recommendation

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

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

December 14, 2021

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

December

- December 14, 2021 – Regular School Board Meeting – 7:00 P.M. at Mahone Middle School Auditorium
- December 22, 2021 – January 2, 2022 – Winter Recess – District Closed

January

- January 17, 2022 – Dr. Martin Luther King, Jr. Day – District Closed
- January 21, 2022 – Second quarter ends, staff workday – no school for students
- January 25, 2022 - Regular School Board Meeting – 7 P.M.

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