

REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JANUARY 22, 2019

A regular meeting of the Kenosha Unified School Board was held on Tuesday, January 22, 2019, at 7:00 P.M. in the Board Room of the Educational Support Center. Mr. Wade, President, presided.

The meeting was called to order at 7:00 P.M. with the following Board members present: Ms. Stevens, Mr. Duncan, Mr. Kunich, Mrs. Modder, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mr. Garcia and Mr. Battle were excused.

Mr. Wade, 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.

There were no awards or recognitions. Dr. Savaglio-Jarvis noted that the awards and recognitions noted on the agenda would be given at next month's meeting due to the weather.

There were no Administrative Appointments.

Mr. Kunich introduced the student ambassador, Sindhu Shankur-Femaile from Indian Trail High School and Academy, and she made her comments.

There was not a legislative report.

Views and/or comments were made by the public.

There were responses/comments by Board members.

The Board President made his remarks.

Dr. Savaglio-Jarvis gave the Superintendent's Report.

Board members considered the following Consent-Approve items:

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

Consent-Approve item XI-B – Minutes of the 12/11/18 Special Meeting, 12/11/18 Special Meeting and Executive Session, 12/11/18 Regular Meeting, and 1/8/19 Special Meeting.

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

“It is recommended that the December 2018 cash receipt deposits totaling \$141,330.60, and cash receipt wire transfers-in totaling \$39,306,301.08, be approved.

Check numbers 573045 through 574099 totaling \$8,391,822.93, and general operating wire transfers-out totaling \$234,068.62, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the December 2018 net payroll and benefit EFT batches totaling \$12,852,094.47, and net payroll check batches totaling \$22,423.78, be approved.”

Mr. Kunich moved to approve the consent agenda. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Tanya Ruder, Interim Chief Human Resource Officer, presented the Update to Wage Schedules for Hourly Employees submitted by Mr. Kevin Neir, Human Resource Coordinator; Mr. Rade Dimitrijevic, Human Resource Coordinator; Mrs. Ruder and Dr. Savaglio-Jarvis, excerpts follow:

“On July 24, 2018, the Board of Education approved the following revised hourly wage schedules: Administrative Support Professional, Community and Student Support, Educational Support Professional, Facilities, Food Service, Interpreter, Non-FTE and Seasonal Non-FTE.

The approved hourly wage schedules were drafted based on research comprised of market source data for positions substantially equal to current district hourly positions and interviews with some ESPs and Administrative Support Professionals.

On Oct. 10, 2018, the Office of Human Resources brought forward a change to the 2018-19 Non-FTE Hourly Salary Schedule regarding the part-time library clerk position that had been moved from \$9.06/hour to \$15/hour due to concerns regarding the required knowledge/skills/abilities not aligning with the new rate of pay. Due to the concerns raised, the part-time library clerk and department clerk positions were moved back to \$9.06/hour with board approval on Oct. 10. Update

After further review of the approved 2018-19 Non-FTE Hourly Salary Schedule and 2018-19 Seasonal Non-FTE Hourly Salary Schedule with various members of the HR, Teaching and Learning and Finance teams, another noted concern was found – a different rate for library clerk appeared on the Seasonal Non-FTE Hourly Salary Schedule that differed from both the \$9.06 and \$15 rates of the 2018-19 Non-FTE Hourly Salary Schedule.

Due to this concern, a search of HR files regarding this position was done and existing market data was discovered. Due to the new findings, which included wage data from school districts throughout Wisconsin, along with market data acquired from MRA, the Office of Human

Resources proposes that all library clerk roles be moved to \$13.21/hour and the title be adjusted to library aide to align with the knowledge/skills/abilities and department staffing.

In addition, we'd like to propose the part-time department clerk be retitled to curriculum aide to clear up any additional confusion that may exist between the clerical, library and curriculum/Teaching and Learning support roles.

For the ease of implementation/use/reference, the Office of Human Resources would like to combine the 2018-19 Non-FTE Hourly Salary Schedule and 2018-19 Seasonal Non-FTE Hourly Salary Schedule into one schedule. Attachment A is the proposed schedule, which is a combination of attachments B and C, our currently approved schedules. This cleanup also included the consolidation of a few titles for ease of use or cleaning up of titles to match what is currently in our systems for administrative purposes.

Also contained in the packet are attachments D through I. These attachments reflect an update to the level increases for all full-time equivalent positions in the Administrative Support Professional, Community and Student Support, Educational Support Professional, Facilities, Food Service and Interpreter groups. These groups are different than the Non-FTE groups noted above because they are not part-time, timesheet roles. Instead, the aforementioned list are regular FTE.

Upon approval of the original hourly wage structures in July 2018, many concerns were raised by employees in the aforementioned hourly employee groups regarding the inequity between them and employees in the teacher and AST groups who have a built-in level increase on their schedules.

These concerns were tied to lack of regard for employee longevity as compared to other employee groups and a lowered morale.

To address these concerns, the schedules have been slightly adjusted to reflect a \$0.20 level increase annually, rather than a \$1.00 increase every five years (see attachments D through I). The overall cost impact is ~\$185,000 per year, which would have been spent at year five, but will now be spread out incrementally over the five years instead. This change will go into effect July 1, 2019, and will be contingent upon Board approval like level movements for all other employee groups.

Administration recommends that the Board of Education approve:

- The new titles and hourly rates for Library Aide and Curriculum Aide at \$13.21/hour to go into effect with the Feb. 13, 2019, payroll;
- Approve the newly revised 2018-2019 Non-FTE Hourly Wage Schedule (attachment A), which combines the previously approved 2018-19 Non-FTE Hourly Salary Schedule and 2018-19 Seasonal Non-FTE Hourly Salary Schedule to be effective immediately; and

- Approve the breakout of the original \$1.00 increase provided every five years to be \$0.20 per level to be effective July 1, 2019.”

Mrs. Ruder answered questions from Board members.

Mr. Kunich moved to approve the new titles and hourly rates for Library Aide and Curriculum Aide at \$13.21/hour to go into effect with the Feb. 13, 2019, payroll, approve the newly revised 2018-2019 Non-FTE Hourly Wage Schedule (attachment A), which combines the previously approved 2018-19 Non-FTE Hourly Salary Schedule and 2018-19 Seasonal Non-FTE Hourly Salary Schedule to be effective immediately, and approve the breakout of the original \$1.00 increase provided every five years to be \$0.20 per level to be effective July 1, 2019. Mrs. Modder seconded the motion. Unanimously approved.

Mrs. Ruder presented Negotiations with the Kenosha Education Association for the 2018-2019 Collective Bargaining Agreement – Impose Final Offer submitted by Mr. Hamdan, Mrs. Ruder and Dr. Savaglio-Jarvis, excerpts follow:

“On Sept. 6, 2018, the District’s and Kenosha Education Association’s negotiations teams met to exchange initial bargaining proposals. The KEA’s original proposal was 2.13 percent and the Board of Education’s was 1.25 percent.

The District again met with KEA representatives on Oct. 10, 2018, where the KEA presented a 2.13 percent increase for all teachers at the top level of all tiers of the teacher salary structure and a 2 percent increase for all other teachers. The Board’s proposal remained unchanged.

The negotiations teams met for a third and final time on Dec. 17, 2018, where the KEA proposed a 1.75 percent increase for all teachers and the Board’s offer remained unchanged. Upon being asked if that was their final answer, the KEA responded it was and, therefore, all parties declared a bargaining impasse.

Act 10 provides that, once the parties reach impasse, the Board is permitted to unilaterally implement its last and final offer. Therefore, it is recommended that the Board impose and implement the Kenosha Unified School District’s offer to the members of the bargaining unit represented by the Kenosha Education Association for a 2018-2019 collective bargaining agreement pursuant to Wis. Stat. § 111.70, which results in a total base wage increase of 1.25 percent across the board effective July 1, 2018.”

Mr. Kunich moved to impose and implement the Kenosha Unified School District’s offer to the members of the bargaining unit represented by the Kenosha Education Association for a 2018-2019 collective bargaining agreement pursuant to Wis. Stat. § 111.70, which results in a total base wage increase of 1.25 percent across the board effective July 1, 2018. Mr. Duncan seconded the motion. Unanimously approved.

Mrs. Ruder answered questions from Board members.

Dr. Savaglio-Jarvis presented Policy 1310 – Tobacco Use submitted by Mrs. Ruder and Dr. Savaglio-Jarvis, excerpts follow:

“Each year the Office of Human Resources reviews the Employee Handbook for updates and clarity to ensure we have the best possible resource available for our staff. Upon our initial review of the handbook, it was found that Policy 1310 – Tobacco Use and the 2018-19 handbook should be updated to reflect that vaping is prohibited in addition to traditional tobacco products.

In March of 2017, the Tobacco Use policy was updated, but it did not include language around vaping. While a vaping machine may be considered a tobacco product, the Office of Human Resources believes it is best to clarify that tobacco products of any kind includes vaping with or without nicotine products. The addition of this language gives clear direction that the use of tobacco products and/or vaping with or without nicotine is strictly prohibited on district owned property.

Approved policy changes also will be reflected in the 2019-20 Employee Handbook slated to be reviewed by the Board in February 2019.

Administration recommends that the board approve updated Policy 1310 – Tobacco and/or Vaping Device Use as a first reading on Jan. 22, 2019, and a second reading on Feb. 26, 2019.”

Ms. Stevens moved to approve updated Policy 1310 – Tobacco and/or Vaping Device Use as a first reading. Mr. Kunich seconded the motion. Unanimously approved.

Mrs. Ruder presented Administration Regulation 4323.1 – Family and Medical Leave Notice of Rights submitted by Mrs. Ruder and Dr. Savaglio-Jarvis, excerpts follow:

“Each year the Office of Human Resources reviews the Employee Handbook for updates and clarity to ensure we have the best possible resource available for our staff. Upon our initial review of the handbook, it was found that the state and federal Family Medical Leave Act (FMLA) section had become outdated as outlined in the handbook and in Administrative Regulation 4323.1.

Because FLMA is a state and federal law, we are recommending shortened language in the handbook, which will be brought to the board in February, that provides our employees notice that we honor FMLA, the calendar year we have established as a measurement period, and the rights and obligations they have regarding FMLA (see attachment A). We also would like to eliminate the administrative regulation so that the specifics of FMLA are not frequently outdated as the law changes. The human resource team refers directly to the U.S. Department of Labor for any federal FMLA and Department of Workforce Development for any state WFMLA needs to ensure the most accurate version/information is being used.

Administration recommends that the board approve the elimination of Administrative Regulation 4323.1 – Family and Medical Leave Notice of Rights as a first reading on Jan. 22, 2019, and a second reading on Feb. 26, 2019.”

Mr. Duncan moved to approve the elimination of Administrative Regulation 4323.1 – Family and Medical Leave Notice of Rights as a first reading. Mr. Kunich seconded the motion. Unanimously approved.

Mrs. Julie Housaman, Chief Academic Officer, presented Policy 6610 – Procedure for Selecting and Using Supplementary Instructional Materials submitted by Mrs. Sarah Smith, Coordinator of Language Acquisition; Mrs. Susan Mirsky, Coordinator of English/Language Arts; Mr. Che Kearby, Coordinator of Educator Effectiveness and Social Studies; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

“School Board Policy 6610 includes a seven-year curriculum cycle that details the selection and purchase of updated curriculum materials in Phase 3 of the seven-year cycle. To be responsive to the continuously changing global community and academic expectations and standards, it is essential that the curriculum cycle is reviewed regularly. When necessary, updates to this cycle are brought to the School Board for approval to ensure the immediate needs of students and teachers alike are addressed through this process.

The revisions to the seven-year cycle in Policy 6610 are based on effective utilization of the \$1.987 million set aside for curriculum resources that will result in providing educators with essential curriculum materials earlier than previously scheduled. The following indicates the year an update is made and the rationale for this change:

#### 2018-2019

- Move 6-8 world language to Phase 2 - The middle school world language curriculum review team had participated in researching the high school curriculum materials; and as a result of that, they are prepared to complete Phase 2 of the curriculum review cycle in spring 2019;
- Add 6-12 English language arts - In the existing curriculum review cycle K-12 English language arts is scheduled to begin the review process in the 2019-20 school year. The 6-12 curriculum team was established in 2015-16, and the team is prepared to embark on the process of material selection. The copyright date of the existing materials is 2005 for grades 6-8 and 2006 for grades 9-12. Neither series are aligned to the KUSD English language arts standards; and
- Move 6-12 social studies - (U.S. History) to Phase 3 - Advancing the purchase of these materials by one year will support the realignment of courses for 9-12 social studies, specifically U.S. History;

#### 2019-2020

- Change K-12 English language arts to K-5 English language arts - The 6-12 English language arts materials purchase was moved to Phase 3 of the cycle.

Administration recommends that the Board of Education approve the revised Kenosha Unified School District Policy 6610—Procedures for Selecting and Using Supplementary Instructional Materials—as a first reading on January 22, 2019, and a second reading on February 26, 2019.”

Mrs. Modder moved to approve the revised Kenosha Unified School District Policy 6610—Procedures for Selecting and Using Supplementary Instructional Materials—as a first reading. Mr. Duncan seconded the motion. Unanimously approved.

Mrs. Housaman presented the Adoption of Instructional Materials for Kindergarten Through Fifth Grade Mathematics submitted by Mrs. Jennifer Lawler, Coordinator of Mathematics; Mrs. Housaman and Dr. Savaglio-Jarvis, excerpts follow:

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

Elementary mathematics began year 1 of the seven-year process in 2016 with the formation of a Curriculum Committee. In fall 2016 an invite was sent to all elementary schools requesting individuals to serve on the elementary curriculum design team. All individuals that expressed interest were selected to be part of the team.

The Elementary Curriculum Committee was comprised of 31 members representing 18 of 24 elementary schools (Appendix A). Their work began in fall 2016 with a review of district data, the common core math standards, and the existing curriculum. At the same time, a program evaluation was conducted by the Wisconsin Evaluation Collaborative that resulted in 8 key findings and 12 recommendations which were shared with the Board in a report in November 2017 (Appendix B). In the second year, the team developed grade level scope documents as well as identifying critical units of study for each grade level.

This request to adopt and purchase math instructional materials for kindergarten through fifth grade aligns with Phase 3 of the Curriculum Development Cycle in Kenosha Unified School District Board of Education Policy 6300: Curriculum Development and Improvement (Appendix C).

The instructional materials review process began in April 2018 with a Request for Purchase, resulting in 12 responses from publishers. Based on the content of the proposals,

nine programs were selected for an initial review, which was conducted June 26 through 28, 2018.

Four programs were found to meet all of the criteria and were moved forward in the process for in-depth review. Ultimately, only three programs were part of the in-depth review process after receiving notification from one of the publishers that the publication of their program had been postponed and review samples would not be available for review until later in 2019. Based on the data from the in-depth review, two programs were selected as finalists. As a result of the in-depth review process, which totals more than 650 hours of review, Bridges in Mathematics was selected as the core instructional program for Kenosha Unified School District kindergarten through grade 5 mathematics

Purchase of the kindergarten through fifth grade Bridges in Mathematics curriculum in spring 2019 will allow teachers on-line access to materials before leaving for the summer.

Successful implementation will also require extensive professional learning for classroom teachers, instructional coaches, and administrators that includes both initial training as well as ongoing job-embedded support. Bridges recommends all staff attend a two-day Getting Started workshop as well as monthly two-hour collaborative planning sessions that are included with purchase of the materials. One-day workshops are available for both instructional coaches and administrators as well as customized follow-up support workshops at an additional cost.

Following the first year of implementation, district staff may attend a Bridges facilitator workshop, which would allow the district to conduct future Getting Started sessions for new staff in house. The Bridges educator site also includes an extensive professional development library that includes a collection of articles, videos, and archived webinars to provide teachers with on-demand professional learning and support.

Kindergarten through fifth grade mathematics will begin Phase 4 of the curriculum development process in September 2019. Throughout the school year, the coordinator of mathematics and will work with lead teachers, instructional coaches, and principals to monitor the impact of the Bridges in Mathematics instructional resources.

Administration recommends that the Board of Education grant approval to purchase kindergarten through fifth grade Bridges in Mathematics curriculum materials as outlined in this report including Appendix I, showing an estimated purchase cost of \$942,597.78 for materials.”

Mr. Kunich moved to approve the purchase of kindergarten through fifth grade *Bridges in Mathematics* curriculum materials as outlined in this report including Appendix I, showing an estimated purchase cost of \$942,597.78 for materials. Mrs. Modder seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Infant Lab/PACE program submitted by Ms. Luanne Rohde, Director of Early Education; Ms. Susan Valeri, Chief of School Leadership; and Dr. Savaglio-Jarvis, excerpts follow:



“The Infant Lab/PACE (Parent and Child Education) Program was developed and implemented at least 30 years ago. Through extensive research it has been challenging to find the exact date for the inception of the program. It began at Reuther High School and in 2013 was moved to Indian Trail High School. The program was implemented to serve students who were pregnant during their high school years. The PACE Program provided parenting classes and the ability for pregnant students to earn credits and attend school in an alternative setting in order to meet all of the students’ individual needs. The Infant Lab provided students with child care which allowed them to attend school and earn credits toward graduation.

During the late 1900’s Reuther was the only school in Kenosha Unified that had alternative programming to earn a high school diploma. This is no longer the case, currently students have the ability to earn a high school diploma using several options at all of the comprehensive high schools as well as Reuther, eSchool, or a combination of each.

The Infant Lab currently has 5 Educational Support Personnel (ESP’s) to serve our students who need child care. The number of ESP’s required for the number of Infant and Toddlers we currently have enrolled would be a maximum of 2. During the spring of 2017, the Chief of HR and Chief of School Leadership notified all 5 of the ESP’s that 3 positions for the Infant Lab would be eliminated at the end of the 2018-19 school year. They were encouraged to seek open positions for which they are qualified within the district. A meeting was held and information was disseminated to the ESP’s. They were given personal support for applying on WECA (KUSD’s application site) and how to search for other vacant openings.

The current PACE program has one full time teacher that serves 11 students and who oversees 6 infants.

Total cost for both programs is \$329,678.47. The cost for personnel in the Infant Lab is \$235,252.97 and the Pace personnel is \$94,425.50.

Administration recommends that the Board of Education eliminate the Infant Lab and PACE program effective for the 2019-2020 school year.”

Ms. Valeri answered questions from Board members.

Mrs. Modder moved to table the Infant Lab/PACE Program until next month. Ms. Stevens seconded the motion.

Roll call: Ayes: Ms. Stevens and Mrs. Modder. Noes: Mr. Duncan, Mr. Kunich and Mr. Wade. Motion failed.

Mr. Kunich moved to eliminate the Infant Lab and PACE program effective for the 2019-2020 school year. Mr. Duncan seconded the motion.

Roll call: Ayes: Mr. Duncan, Mr. Kunich and Mr. Wade. Noes: Ms. Stevens and Mrs. Modder. Motion carried.

Mr. Keckler, Chief Information Officer, presented the Open Enrollment Allocations for the 2019-2020 School Year submitted by Mrs. Lorien Thomas, Research Coordinator; Ms. Luanne Rohde; Mrs. Bridget Kotarak, Director of Special Education and Student Support; Ms. Valeri; Mr. Keckler and Dr. Savaglio-Jarvis, excerpts follow:

“The Wisconsin Department of Public Instruction (DPI) stipulates that each resident school district allocate open enrollment spaces during their January board meetings. The 2019-20 Open Enrollment period is from February 4 to April 30, 2019. Along with the posted 3-month open enrollment window, applicants may also apply to a non-resident district using the designated Alternative Open Enrollment Application during the current school year if the applicant can demonstrate that he/she meets certain criteria. Appendix A contains a listing by grade of available open enrollment regular education spaces for School Year 2019-20. DPI has communicated that the District’s affirmation must specifically delineate both regular education seats by specific grade level and special education seats by program and/or service type.

KUSD Policy 5260 requires that a current open enrolled student re-apply just once, which is during the transition from elementary to middle school, or if they first enrolled during middle school, then they must reapply during the transition from middle school to high school. Also, tuition waiver students (those who start the year in KUSD but move out of district) have a right to complete the current year and apply for open enrollment the following year. Even though these are current KUSD students, they are counted as new applications for our state reporting.

The Offices of Educational Accountability, School Leadership, Teaching and Learning, Special Education/Student Support and Early Education met on multiple occasions to determine available spaces for School Year 2019-20 within the Kenosha Unified School District. After a review of the historical data and enrollment projections, this team, with the endorsement of the Superintendent of Schools, makes the recommendation contained in Appendix A (regular education) and Appendix B (special education) to the School Board.

Administration recommends that the Kenosha Unified School Board affirm and approve the space availability for open enrollment students for school year 2019-20. Recommendation is for a total of 191 spaces, 19 of which are designated for selected special education programs service/types as noted in Appendix A and Appendix B.”

Mr. Kunich moved to affirm and approve the space availability for open enrollment students for school year 2019-20. Recommendation is for a total of 191 spaces, 19 of which are designated for selected special education programs service/types as noted in Appendix A and Appendix B. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Keckler presented the Four-Year Graduation Rate-Cohort Analysis submitted by Ms. Laura Sawyer, Data Analyst; Mr. Keckler and Dr. Savaglio-Jarvis, excerpts follow:

“Administration presented the first cohort analysis of graduation trends to the Kenosha Unified School Board beginning with School Year 1994-95. For over twenty years and counting, this cohort analysis provides a “base cohort” illustrating the progress of students from their

initial enrollment as a ninth grader on the Official Third Friday Count Day in SY 2014-15 until the end of summer school four school years later in August 2018. Additionally, the graduation “base cohort” of the Class of 2017 was examined in terms of its progress during the year following its designated graduation year (fifth year) along with the Class of 2016 after two years (sixth year).

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 4-year cohort graduation rate which includes all students who have been assigned to a Wisconsin public school cohort and were last enrolled in the Kenosha Unified School District (KUSD) during the 4-year time period, whether or not the student began in KUSD in their ninth grade year. Additionally, DPI’s graduation rate is a factor in two priority areas of the annual Accountability School and District Report Card: Closing Gaps and On-Track and Postsecondary Readiness. For the school and district report cards, DPI provides data on the 4-year cohort and the 6-year cohort graduation rates. DPI’s WISEdash portal also includes a 5-year rate. This KUSD cohort report will align with the DPI model of presenting a 4-year, 5-year and 6-year graduation rate. Additionally, starting in early 2019, the new federal “Every Student Succeeds Acts (ESSA) report cards will display the average 4-year and 7-year cohort graduation rates as one of the required accountability indicators.

Beginning in SY 2010-11, new federal guidelines regarding student race and ethnicity were implemented. In the past, parents/guardians were required to categorize their child in one of the following ethnic groups: Asian, Black/African American, Hispanic, Native American, and White. The current guidelines apply a two-part question format: first 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, and White. The students of the Class of 2018 will utilize these race/ethnicity categories whereas cohorts prior to Class of 2014 will use the former categories.

The current graduation requirements for core content areas are 3.0 credits for Social Studies, Math and Science and 4.0 credits for English. KUSD Rule 6456 also includes a Community/Service Learning requirement with a minimum of 10 service hours, which is a locally applied requirement. Beginning with School Year 2016-17, all Kenosha Unified students earning a diploma have a 23.5 total credit requirement and must successfully pass the U.S. Civics Exam 75 (U.S. Citizenship and Immigration Services Exam) with a score of 65 or higher out of 100 questions. Currently, Wisconsin High School Graduation Standards contain a minimum requirement of 4 credits for English/Language Arts, 3 credits each for Social Studies, Math and Science, 1.5 in physical education, 0.5 in health education and encourages each district to have an additional 8.5 elective credits which totals 23.5 credits. For the current school year (cohort 2018) the graduation requirement total number of credits for KUSD is equal to the state of Wisconsin suggested total of 23.5.

At the end of the four-year cycle, the KUSD Class of 2018 achieved an overall graduation rate of 81.9% when excluding “lowa” graduates, and 91.1% when including “lowa” graduates. The final figure displays a 1.0% increase compared to the Class of 2017 for those

Including “Iowa graduates. This is the 4th year that the overall cohort graduation rate surpassed 90%.

As in previous years, Females graduated at a higher rate than Males. When excluding “Iowa” graduates, Females report 83.8% compared to Males at 80.1%. When including “Iowa” graduates, this gender gap closes slightly to five percent with the Class of 2018 reporting Females graduating at 92.2% and Males at 90.1%. In comparison to last year the Male graduates group, when including “Iowa”, increased by 2.5%.

Most of the minority ethnic groups graduated at lower levels than their white peers in 2018. The two exceptions are with Asian students and American Indian or Alaska Native students, where they continue to graduate at the highest levels compared to all ethnic groups; 92.0% when excluding “Iowa” graduates and 100.0% when including “Iowa” graduates; 90.0% when excluding “Iowa” graduates and 90.0% when including “Iowa” graduates respectively.

Black students and those with Two or More Races show the lowest graduation rates. However, students with Two or More Races showed an increase from 2017 to 2018 when excluding and including “Iowa” graduates. Students with Two or More Races increased from 72.7% in 2017 to 75.0% in 2018 when excluding “Iowa” graduates and increased from 84.8% to 95.8% when including “Iowa” graduates. Black students decreased from 71.3% in 2017 to 65.0% in 2018 when excluding “Iowa” graduates, but increased from 79.5% to 80.9% when including “Iowa” graduates.

This report is an informational item.”

Mr. Keckler gave a PowerPoint presentation entitled *Cohort 2018 Report* that covered the following topics: 2018 cohort graduation rates (after 4 years), 2018 cohort graduation rates by ethnicity (including Iowa), AAMI average credit attainment (2017-18 AAMI participation), 2018 base cohort after 4 years (including Iowa), and graduation rates for classes 2012-2016.

Mr. Keckler answered questions from Board members.

Dr. Savaglio-Jarvis presented the WASB Proposed Resolutions – 2019, excerpts follow:

“The Superintendent and Leadership Council reviewed the 2019 WASB proposed resolutions and make the following recommendations:

- 19-01-a Repeal existing Resolution 2.13 – State Aids and Strikes - Support
- 19-01-b Repeal existing Resolution 4.40 - Repeal Teacher Contract Law – Support
- 19-02 Reducing the Number of School Board Members in a District - Support
- 19-03 Student Poverty & Revenue Limits - Support
- 19-04 Community Schools - Support
- 19-05 Funding for Gifted and Talented Programming - Support
- 19-06 Competitive Grants - Support

- 19-07 Special Education Reimbursement Rate and Other Special Education Provisions - Support
- 19-08 Common School Fund/Library Aid - Support
- 19-09 Reading Interventions - Support
- 19-10 Private School Aid/Voucher Funding - Support
- 19-11 Oppose/Eliminate Special Education Vouchers - Support
- 19-12 Indigenous People's Day - Support
- 19-13 Tobacco -,Nicotine- & Vaping-free Schools - Support
- 19-14 Mental Health Revenue Limit Exemption - Support
- 19-15 Trauma-Informed Care - Support
- 19-16 School Safety - Support
- 19-17 Early Childhood Development and Education - Support
- 19-18 DPI Licensing of Clinical Counselors - Support
- 19-19 Higher Learning Commission - Support
- 19-20 State Funding for Early College Credit Program and Start College Now Program - Support
- 19-21 Early College Credit/Start College Now Programs - Support
- 19-22 State Funding for Collaborative Efforts to Address Behaviorally Challenged/Expelled Students - Support

It is recommended that the School Board provide direction to its delegate relative to the 2019 WASB proposed resolutions and give their delegate discretionary latitude to vote on amendments or other resolutions.”

Mr. Kunich moved to approve the proposed resolution recommendations as provided in the report and give their delegate discretionary latitude to vote on amendments or other resolutions. Mrs. Modder seconded the motion. Unanimously approved.

Mr. Kunich presented the Donations to the District.

Mr. Kunich moved to approve the Donations to the District. Mrs. Modder seconded the motion. Unanimously approved.

Mr. Kunich moved to adjourn the meeting. Ms. Stevens seconded the motion. Unanimously approved.

Meeting adjourned at 8:47 P.M.

Stacy Schroeder Busby  
School Board Secretary