



**Kenosha  
Unified**  
SCHOOL DISTRICT

**Moral imperative:** ALL students will have an equal opportunity to prepare for college and/or careers with the support of highly qualified educators in a learning environment that is resource rich, safe, and welcoming.

# REGULAR SCHOOL BOARD MEETING

**March 28, 2023  
7:00 PM**

**Educational Support Center**  
Board Meeting Room  
3600 52<sup>nd</sup> St., Kenosha, WI 53144

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Regular School Board Meeting  
 March 28, 2023  
 Educational Support Center  
 3600 52nd St.  
 Kenosha, WI 53144  
 7:00 PM

I.	Pledge of Allegiance	
II.	Roll Call of Members	
III.	Awards/Recognition	
IV.	Superintendent's Report	
V.	Legislative Report	
VI.	Views and Comments by the Public	
VII.	Introduction, Welcome and Comments by Student Ambassador	
VIII.	Remarks by the President	
IX.	Administrative and Supervisory Appointments	
X.	Consent Agenda	
	A. Consent/Approve	4
	Recommendations Concerning Appointments, Leaves of Absence, Retirements, Resignations, and Separations	
	B. Consent/Approve	5
	Minutes of 2/23/23 Special Meeting, 2/28/23 Special Meeting and Executive Session, and 2/28/23 Regular Meeting	
	C. Consent/Approve	19
	Summary of Receipts, Wire Transfers, and Check Registers	
XI.	Old Business	
	A. Discussion	
	<i>Governance Core</i> Book Discussion - Chapters 7, 8, & 9	
XII.	New Business	
	A. Discussion/Action	27
	Head Start Federal Grant Request	
	B. Discussion/Action	33
	Head Start Federal Grant Cost-of-Living Adjustment/Quality Improvement (COLA/QI) Request	
	C. Discussion/Action	37
	2023-2024 Capital Projects Plan	
	D. Discussion/Action	44
	Elementary and Secondary School Emergency Relief (ESSER) III Grant Update	
	E. Discussion/Action	50
	Course Change Proposals: High School Orchestra	

F. Discussion/Action Policy 6610 - Selection of Instructional Materials (First Reading)	67
G. Discussion/Action Adoption of Instructional Materials for Career and Technical Education Pathways - Culinary and Marketing	77
H. Discussion/Action Adoption of Instructional Materials for Ninth Through Twelfth Grade French	89
I. Discussion/Action Adoption of Instructional Materials for High School Mathematics	95
J. Discussion/Action Adoption of Instructional Materials for AP Environmental Science	104
K. Discussion/Action Request to Submit and Implement the Transition Readiness Grant to the Wisconsin Department of Public Instruction	107
L. Discussion District & School Improvement Plans	111
M. Discussion/Action School Year 2024-25 Instructional Calendars	113
N. Discussion/Action Vaping Lawsuit	120
O. Discussion/Action Social Media Lawsuit	121
P. Discussion Recruitment and Retention	122
Q. Discussion/Action Resolution 407 – Resolution in Recognition of César Chávez Day 2023	150
R. Discussion/Action Donation to the District	152
XIII. Announcements/Updates by Board members (2-minute limit per member) <ul style="list-style-type: none"> <li>• Per Policy 8710, comments in response to public comments are allowable only if the topic was included in the original notice of the meeting.</li> </ul>	
XIV. Other Business as Permitted by Law	
XV. Tentative Schedule of Reports, Events and Legal Deadlines for School Board (March-April)	153
XVI. Predetermined Time and Date of Adjourned Meeting, if Necessary	
XVII. Adjournment	

**Kenosha Unified School District**

**Kenosha, WI**

**March 28, 2023**

**The Office of Human Resources recommends the following actions:**

<b>ACTION</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SCHOOL/DEPT</b>	<b>POSITION</b>	<b>STAFF</b>	<b>DATE</b>	<b>FTE</b>
Appointment	Barker	Joshua	Bradford High School	Community and Student Support	ASP	03/07/2023	1
Appointment	DeBaere	Michelle	Food Service	Food Service Worker	Food Service	03/07/2023	1
Appointment	Froh	Matthew	Jefferson Elementary School	Night Custodian Second Shift	Facilities	03/06/2023	1
Appointment	Fry	Tracie	Food Service	Unit Manager	Food Service	03/06/2023	1
Appointment	Galligan	Ashley	Food Service	Food Service Worker	Food Service	03/07/2023	1
Appointment	Kriska	Alexandria	Indian Trail HS & Academy	Security	ESP	03/27/2023	1
Appointment	Montes De Oca	Tamara	Food Service	Food Service Worker	Food Service	02/27/2023	1
Appointment	Nowak	Dennis	Southport Elementary School	Special Education	ESP	03/03/2023	1
Appointment	White	Kerri	Lance Middle School	Special Education	ESP	02/27/2023	1
Resignation	Baldwin	Jeriman	Bradford High School	Special Education	ESP	03/08/2023	1
Resignation	Cox	Aaron	Bradford High School	ESL Other Language	Instructional	03/22/2023	1
Resignation	Des Jardins	Marcy	Department of Special Education	C.D. Program Support	Instructional	04/13/2023	1
Resignation	Griffin	Kyle	Athletics	Administrative Specialist (12 MO)	ASP	04/24/2023	1
Resignation	Johnson	Riana	Jefferson Elementary School	Grade 1	Instructional	03/15/2023	1
Resignation	Snyder	Jessica	Brass Community School	Cross Categorical	Instructional	03/09/2023	1
Resignation	Tenuta	Aldo	Frank Elementary School	Night Custodian Second Shift	Service	03/20/2023	1
Resignation	Wells	Haven	Dimensions of Learning	Music	Instructional	06/09/2023	1
Resignation	Wojtak	Angela	EBSOLA CA	Special Education	ESP	03/03/2023	1
Retirement	Begotka	Patricia	The Brompton School	Kindergarten	Instructional	06/09/2023	1
Retirement	Belanger-Ganzales	Lee	Bradford High School	Spanish	Instructional	06/09/2023	1
Retirement	DeFrancesca	Regina	Information Services	Technology Support Technician	AST	06/30/2023	1
Retirement	Michaelis	Lucinda	Mahone Middle School	Speech Therapist	Instructional	06/09/2023	1
Retirement	Peters	Leslie	Forest Park Elementary School	Cross Categorical	Instructional	06/09/2023	1
Retirement	Preston	Carolyn	Information Services	Technology Support Technician	AST	06/30/2023	1
Retirement	Rohde	Luanne	Chavez Learning Station	Administrator Pre-School Education	AST	06/30/2023	1
Retirement	Sanfilippo	Jill	Office of Student Support	Psychologist	Instructional	06/09/2023	1

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A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD FEBRUARY 23, 2023

A special meeting of the Kenosha Unified School Board was held virtually on Thursday, February 23, 2023, at 5:00 P.M. via the Google Meet platform. The purpose of this meeting was for Views and Comments by the Public, Board Interview of Candidates to Fill Vacant School Board Seat, and Discussion/Action on the Appointment of a Candidate to Fill Vacant School Board Seat.

The meeting was called to order at 5:04 P.M. with the following members present: Mrs. Schmaling, Mr. Price, Mr. Meadows, Ms. Stevens, Mrs. Modder, and Ms. Adams. Attorney Lori Lubinsky from Axley Attorneys, Dr. Weiss, Mr. Bryan, and Mr. Keckler were also present. Mr. Battle arrived later.

Ms. Adams, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Views and comments were made by the public.

Ms. Adams noted that the 45 minute time limit for views and comments had expired.

Mr. Meadows moved to extend the time for views and comments by the public. Mr. Price seconded the motion. Unanimously approved.

Views and comments by the public continued.

Ms. Adams noted the process that would be utilized for interviewing the board candidates to fill the vacant school board seat.

Mr. Bryan was placed in a virtual breakout room at 6:10 P.M.

Mr. Meadows answered round one interview questions from Board members.

Mr. Bryan returned to the meeting at 6:19 P.M. and answered round one interview questions from Board members.

Board members submitted their round one rankings of the candidates to Ms. Schroeder. Ms. Schroeder announced that both candidates would advance to round two of the interview process.

Mr. Bryan was placed in a virtual breakout room at 6:49 P.M.

Mr. Meadows answered round two interview questions from Board members.

Mr. Bryan returned to the meeting at 6:52 P.M. and answered round two interview questions from Board members.

Mr. Battle arrived in the meeting at 7:02 P.M.

Board members were asked to submit their round two rankings of the candidates to Ms. Schroeder.

Mr. Battle requested to submit his round two rankings of the candidates. Attorney Lubinsky recommended that Mr. Battle not submit his ranking as he was not present for both rounds of the interview questions of both candidates.

Mr. Meadows moved to discount the legal recommendation from Attorney Lori Lubinsky and allow Mr. Battle to submit his round two candidate rankings. Mrs. Schmaling seconded the motion. Motion passed. Ms. Adams dissenting.

Board members submitted their round two rankings of the candidates to Ms. Schroeder. Ms. Schroeder announced that out of the 18 total points available, Mr. Meadows received ten points and Mr. Bryan received eight points.

Mrs. Modder moved to appoint Mr. Meadows to the school board for a one year term to fill the vacant school board seat effective April 24, 2023. Mr. Price seconded the motion. Motion carried. Ms. Adams dissenting.

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

Meeting adjourned at 7:24 P.M.

Stacy Schroeder  
School Board Secretary



SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD FEBURARY 28, 2023

A special meeting of the Kenosha Unified School Board was held virtually on Tuesday, February 28, 2023, via the Google Meet platform. 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: Mrs. Schmaling, Mr. Price, Mr. Meadows, Ms. Stevens, Mrs. Modder, and Ms. Adams. Dr. Weiss, Mr. Neir, Mr. Casper, and Mr. Hamdan were also present. Mr. Battle arrived later.

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 purpose of Reviewing Findings/Order by Independent Hearing Officer, Personnel: Problems, and Collective Bargaining Deliberations.

Ms. Stevens moved that the executive session be held. Mrs. Modder seconded the motion.

Roll call vote. Ayes: Mrs. Schmaling, Mr. Price, Mr. Meadows, Ms. Stevens, Mrs. Modder, and Ms. Adams. Noes: None. Unanimously approved.

Mr. Hamdan and Mr. Neir were moved to a virtual breakout room at 6:18 P.M.

1. Review of Findings/Order by Independent Hearing Officer

Mr. Anthony Casper, Administrative Review Committee Chairperson, presented information pertaining to a student expulsion to board members.

Mr. Battle arrived at 6:22 P.M.

Dr. Weiss and Mr. Casper were moved to a virtual breakout room at 6:31 P.M.

Mrs. Modder moved to approve the hearing officer's recommendation with the option for consideration of review after one year in regards to the student expulsion. Mrs. Schmaling seconded the motion. Unanimously approved.

Dr. Weiss, Mr. Neir, and Mr. Hamdan were moved from the virtual breakout room into the meeting at 6:43 P.M.

2. Collective Bargaining Deliberations

Dr. Weiss and Mr. Tarik Hamdan, Chief Financial Officer, updated board members on collective bargaining deliberations and sought direction.

Mr. Hamdan departed the meeting at 6:52 P.M.

3. Personnel: Problems

Mr. Kevin Neir, Chief Human Resource Officer, updated board members on several employee relations cases.

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

Meeting adjourned at 6:55 P.M.

Stacy Schroeder  
School Board Secretary

REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD FEBRUARY 28, 2023

A regular meeting of the Kenosha Unified School Board was held virtually on Tuesday, February 28, 2023, at 7:00 P.M. via the Google Meet platform. Ms. Adams, President, presided.

The meeting was called to order at 7:04 P.M. with the following Board members present: Mrs. Schmaling, Mr. Price, Mr. Meadows, Mr. Battle, Ms. Stevens, Mrs. Modder, and Ms. Adams. Dr. Weiss 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 the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

Mrs. Tanya Ruder, Chief Communications Officer, recognized the Tremper High School Theatre Arts Program Cast and Crew Earned Awards at the Wisconsin Interscholastic Speech and Dramatic Arts Association State Theatre Festival and the Tremper High School Theatre Arts Program Cast and Crew Were Recognized at the Educational Theatre Association Thespy Competition.

Mr. William Haithcock, Chief of School Leadership, introduced the student ambassador, Eden Murray from Reuther Central High School, and she made her comments.

There were no Administrative or Supervisory Appointments.

Dr. Weiss 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 – Recommendations Concerning Appointments, Leaves of Absence, Retirements, Resignations, and Separations.

Consent-Approve item X-B – Minutes of the 1/24/23 Special Meeting and Executive Session, 1/24/23 Regular Meeting, 1/31/23 Special Meeting, and 1/31/23 Special Meeting and Executive Session.

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. Jeffrey Weiss, Superintendent of Schools; excerpts follow:

"It is recommended that the January 2023 cash receipt deposits totaling \$112,448.28, and cash receipt wire transfers-in totaling \$37,262,654.24, be approved.

Check numbers 619249 through 620144 (net of voided batches) totaling \$4,935,020.34, and general operating wire transfers-out totaling \$4,015,716.08, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the January 2023 net payroll and benefit EFT batches totaling \$14,699,463.70, and net payroll check batches totaling \$6,746.86, be approved."

Consent- Approve item X-D – Policy 1600 – Visitors and Policy 1610 – Registered Sex Offenders submitted by Mr. Haithcock and Dr. Weiss, excerpts follow:

"In an effort to better align with updated visitor protocols and new technology providing schools with the instant ability to identify registered sex offenders, administration has reviewed Policy 1600 - Visitors and Policy 1610 - Registered Sex offenders and has proposed updates to each.

In the Fall of 2022, KUSD implemented the district-wide use of the Raptor Visitor Management System. Raptor System protocols provide schools with the ability to immediately identify registered sex offenders. This new capability allows KUSD schools to more readily identify potentially dangerous individuals and significantly increase levels of safety for all stakeholders. The proposed updated policies reflect KUSD's current visitor management system and protocols.

Administration recommends the Board approves the proposed revisions to Policy 1600 - Visitors and Policy 1610 - Registered Sex Offenders as a second reading on February 28, 2023."

Mrs. Modder moved to approve the consent agenda, items A, B, C and D, as presented. Mr. Battle seconded the motion. Motion carried. Mrs. Schmaling and Mr. Meadows dissenting.

Dr. Weiss presented the Governance Core Book Discussion – Moral Imperative submitted by himself, excerpts follow:

"For the past several months, the school board has been reading and discussing the major concepts of good school governance that are illustrated in Governance Core by Davis Campbell and Michael Fullan. One of the cornerstones of effective governance is agreement on the moral imperative of the school district. The moral imperative is "...geared toward real, concrete educational goals for children. It is not so much a philosophical belief as it is a commitment to shared fundamental actions..." (19). The moral imperative provides the foundation for the development of district goals and strategic planning to reach these goals.

At the special board meeting facilitated by Dr. Dan Nerad on January 11, each board member shared words or phrases that they believe should be contained in KUSD's moral imperative. Board members' responses are below. There are also two options for the board to consider adopting as KUSD's moral imperative.

It is recommended that the school board choose either option below to serve as KUSD's moral imperative:

Option #1: ALL students will feel safe, cared for, and learn to high levels without exception.

Option #2: ALL students will have an equal opportunity to prepare for college and/or careers in a learning environment that is resource rich, safe, and welcoming."

Mr. Price moved to approve Option #2 with the additional wording "with the support of highly qualified educators" after the word "careers" to read as follows: ALL student will have an equal opportunity to prepare for college and/or careers with the support of highly qualified educators in a learning environment that is resource rich, safe, and welcoming. Mrs. Stevens seconded the motion. Unanimously approved.

Mr. Hamdan presented the LakeView Technology Academy Lease submitted by Mr. Patrick Finnemore, Director of Facilities; Mr. Hamdan; and Dr. Weiss, excerpts follow:

"At the regular meeting held on June 28, 2022, the Kenosha Unified School District (KUSD) Board of Education voted unanimously to approve the relocation of the Lakeview Technology Academy to the new Kenosha Innovation Neighborhood (KIN) located on the former Chrysler engine plant site. A full copy of that board report is included as Attachment A for reference.

The current building housing Lakeview Technology Academy is owned by the Kenosha Area Business Alliance Foundation (KABAF) and leased to KUSD. We share the building with Gateway Technical College (GTC) with whom we have a sublease covering 35% of the monthly lease payment. This arrangement will continue once the school is relocated to the new KIN site. As stated in the approved board report, the monthly lease payment is scheduled to initially double and include escalators in future years. Attachment B is a summary of the proposed payment schedule.

It was also stated in that June 2022 report (Attachment A) that the administration would bring back to the Board a lease agreement for approval, a draft of which is included as Attachment C. Legal teams representing KABAF, the City of Kenosha, and KUSD are working to finalize mutually agreed upon insurance language that is highlighted in the document. Once this step is complete, the lease agreement will be ready for execution.

The new sublease between KUSD and GTC will also come to the Board for approval after KABAF/KUSD lease agreement is fully executed.

The administration recommends that the Board of Education approve the terms of the attached lease agreement between the Kenosha Area Business Alliance Foundation and the Kenosha Unified School District pending finalization of the insurance language."

Mrs. Modder moved to approve the terms of the lease agreement between the Kenosha Area Business Alliance Foundation and the Kenosha Unified School District pending finalization of the insurance language. Ms. Stevens seconded the motion. Motion carried. Mr. Battle abstaining.

Dr. Bethany Ormseth, Principal at LakeView Technology Academy gave a LakeView Technology Academy – KUSD Pathways PowerPoint presentation which covered the following topics: Lakeview Technology Academy, current LakeView pathways, project-based learning, industry-grade equipment, LakeView points of pride, existing LakeView building, opportunity knocks, proposed expansion programming, KUSD pathways, “new” LakeView, local CNC needs, local automated manufacturing needs, KUSD student enrollment, and next steps/timelines.

Mr. Hamdan presented the Elementary and Secondary School Emergency Relief (ESSER) II Grant Update submitted by Mr. Robert Neu, Director of Title Programs; Mr. Finnemore; Mr. Hamdan; and Dr. Weiss, excerpts follow:

“The purpose of this report is to formally request approval to modify the ESSER II grant plan in order to make the final allowable expenditures necessary to close out the grant by the September 30, 2023 deadline.

The district was awarded three rounds of ESSER funding. The public portion of the first round allocation (ESSER I) was \$4.66 MM and ended this past September 30, 2022. The second round allocation (ESSER II) is \$19.98 MM which must be spent by September 30, 2023. The third and final round allocation (ESSER III) is \$44.84 MM which we will have until September 30, 2024, to spend.

On June 22, 2021, the Board approved the administrative recommendation to direct \$15 MM of the ESSER II allocation to fund eligible facilities projects that would improve indoor air quality, ventilation, and comfort in classrooms.

On September 28, 2021, the Board approved the administrative recommendation to direct the remaining portion of the ESSER II allocation to fund other pandemic-related needs such as Reading and Math Intervention Specialists, Social Emotional Learning Intervention Specialists, Virtual Instructors, Technology Support Technician and dedicated long-term building substitute teachers.

As we quickly approach the end of the grant period for ESSER II, the administration is projecting just over \$1 MM of available funds primarily due to approved positions not being filled and dedicated building subs not participating in our health insurance plan offerings.

The Facilities Department has identified three smaller air-handling equipment projects serving specific areas at Washington Middle School, Frank Elementary, and Southport Elementary. These projects would have simpler designs and shorter equipment lead times that would allow them to be completed within the grant period. These are also projects that were identified with the help of our HVAC crew as being on the list of things that would otherwise need to be addressed within the next few years using district-funded major maintenance money.

The administration recommends that the Board approve modifications to the ESSER II plan to allow for approximately \$1,011,000 of additional funds to be used towards eligible facilities projects and direct the administrative team to make the necessary adjustments to spend down the remaining portion of the grant.”

Ms. Stevens moved to approve the modifications to the ESSER II plan to allow approximately \$1,011,000 additional funds to be used towards eligible facilities projects in order to spend down the remaining portion of the grant. Mr. Meadows seconded the motion. Unanimously approved.

Mr. Haithcock presented the Head Start Semi Annual Report submitted by Ms. Luanne Rohde, Director of Early Education; Mr. Haithcock; Mr. Martin Pitts, Regional Coordinator of Leadership and Learning/Elementary; and Dr. Weiss, excerpts follow:

“The purpose of this report is to ensure community and school board awareness of the progress of the Kenosha Unified Head Start Program. This is an informational report provided every six months to the School Board. Head Start is defined as a program that works with the most identified at-risk 3 and 4 year-old children and their families.

The Head Start Program has the capacity to serve 389 enrolled children. Three hundred thirty of these children are funded through the Federal Head Start Grant. Fifty-nine of these children are funded through the state Head Start Supplemental Grant. Currently, there are 331 students in the program.

All Head Start programs are structured through a common framework with the following components: Program Design and Management, Family and Community Partnership, and Early Childhood Development and Health Services. This report will summarize activities in each of these components from July 2022 through December 2022.

Head Start enrollment as of December 31, 2022 was 331 students, which meets the federal enrollment requirement for this year. Currently, 193 of KUSD’s Head Start children are four years-old and 138 are three years-old. There are 171 students enrolled in full day sessions and 160 enrolled in half-day sessions. The program prioritized enrollment of four year olds in the full day option in order to better prepare students for kindergarten. There are 128 four year olds and 43 three year olds enrolled in full day sessions. There are 65 four year olds and 95 three year olds enrolled in half-day sessions.

During the summer months, 55 children were withdrawn from the Head Start program. Of those 55 students, 20 continued enrollment with KUSD by attending their boundary school with no Head Start program, 13 continued enrollment with KUSD at a choice or charter school, 14 moved out of the service area, 4 left KUSD to go to a private school and 4 left KUSD choosing not to enroll in any program. From September to December, 2022, 16 students were withdrawn from the Head Start program, Of these 16, 9 have moved out of the service area, 2 were placed in a different special education program, 3 were parent choice to stay home and 2 were for transportation issues. Staff continue to reach out and advertise the program in the community. Many enrollments come from word of mouth referrals from past participants.

Head Start Performance Standards require that every Head Start child have multiple health assessments to ensure that the child is healthy enough to learn. Children/families that are accepted into the Head Start program and do not have these health assessments receive support to guarantee these assessments occur within the first 90 days of the program. There have been challenges in the health area that the program continues to problem solve. One huge challenge has been getting the documentation from doctor and dentist offices to show children have received services. This is an important piece as the nurse is then able to identify

medical concerns that are not reported by families when they fill out registration information. The nurse will contact families and discuss these medical concerns and create medical plans to ensure the medical safety of the children while at school. The nurse also follows up with families about the medical concerns that they do share with the district as well. Another challenge has been keeping up with expiring physicals and working with the families to ensure children receive follow up medical care.

A partnership between Head Start and the Kenosha County Health Department provided an opportunity to offer a lead testing clinic in the uptown area in December. Twenty-two Head Start families brought their children to this clinic to have their blood tested for lead levels. They were able to identify two students with high lead levels and provide follow up care for them. This clinic also enabled Head Start to meet health requirements for our students.

Head Start also partnered with the Kenosha Community Health Center (KCHC) to provide dental care to our young students through the Seal A Smile program. This partnership has helped the program meet dental requirements with students, however it has increased the number in need of follow up dental care. Many students have been identified as needing work to fill cavities. The limited pediatric dentists available in our community are scheduling months out, thus providing a challenge in helping students get the dental follow up care they need.

Staff continue to work with the families to help the children get the health care that they need. Systems were adjusted to include the Family Service Providers as the main support for families in obtaining the medical and dental resources they need. Referrals were made to Kenosha County Health Clinic, Aurora Health Center, and Lakeside Pediatrics. KCHC designates one day a month for dental appointments just for Head Start students. Through a partnership with Gateway Technical College, student nurses have provided support in completing growth assessments, which include height, weight, and blood pressure assessments for those students who have not seen a doctor for a recent physical. All of these efforts help the program meet the Head Start medical and dental requirements.

This report is for informational purposes only.”

Mr. Haithcock and Mrs. Julie Housaman, Chief Academic Officer, presented the Summer School 2023 Program Proposal submitted by Mr. Eitan Benzaquen, Principal of Hillcrest, Phoenix Project & Summer School Leader; Mr. Haithcock; Mrs. Housaman; and Dr. Weiss, excerpts follow:

“Kenosha Unified School District Summer School and recreation programs provide summer intervention and enrichment opportunities for the Kenosha community. For summer 2022 the kindergarten through eighth grade academic programs were held in person and provided identified students the opportunity to work in small reading and math intervention groups. At the high school level, in-person credit recovery and physical education courses were offered as well as virtual physical education and health courses through Kenosha eSchool.

The Office of Recreation Summer Activities for Children and the Summer Music Program offered in-person activities.

Summer School was focused on addressing learning gaps for kindergarten through fourth grade students. Intensive reading and math intervention programs were designed, and



identified students were invited to participate in the six-week program. The student-to-teacher ratio for these programs was capped at 18 to 1 (15 to 1 in 2021 SY). We continued to utilize the Reading Instruction for Students to Excel (RISE) curriculum for all grade level reading intervention instruction. For whole group reading instruction the Summer Lit Camp program was again used. During Summer School math classes, students were able to continue their interaction with workplace activities and the Bridges Math Intervention program. Several elementary schools continued to use a regional site partner plan while others held programs at their respective buildings (Appendix A). Shuttle opportunities were used to transport students to their regional site from their neighborhood school. Summer School transportation was provided for students who qualified for transportation during the regular school year.

At the middle school level, identified students attended the six-week Summer School program for intensive reading and math instruction at their boundary middle schools. The Strategic Adolescent Reading Intervention (STARI) curriculum was purchased for use as the summer English Language Arts curriculum. Middle school students participated in a Mindset 88 Math Camp, which focused on students developing a positive attitude towards math and their individual math abilities. Both programs had an 18-to-1 student-to-teacher ratio (prior year was 15-to-1).

High school students were offered the following course options for summer 2022: credit recover, high school newcomer English language development, iowa assessments, jump start to high school, and physical education.

The Life, Learning, and Leisure program serves students with significant disabilities, in grades 1st through 12th. Students enrolled in this program take part in activities that support learning in the areas of personal care, social skills, communication and academic reinforcement.

The Employability Skills program is a collaboration among the Kenosha Unified School District, the Boys and Girls Club, and the Kenosha County Division of Children and Family Services to provide at-risk children with opportunities that link academic and occupational standards to workplace skills and experiences. The classroom instruction focused on work readiness skills, including money and banking, social, higher education, resume writing and interviewing, conflict management, job seeking, safety in the workplace, and employer 90 expectation. After successfully completing the classroom instruction portion of the course and 68 hours of employment at various work sites, students earned a half elective credit.

2022 Fine Arts offerings returned to pre-COVID format. Band ensembles were offered for 5th through 12th grade; including parade marching with Rambler (middle school) / Blackwatch (high school) and color guard (MS/HS). Performances for students in the band ensembles were held at Indian Trail and at the Bradford Stadium with high levels of parent and community attendance. Orchestra lessons for beginners and ensembles for 5th through 12th grade were offered and culminated in a well attended concert in the Indian Trail fieldhouse. KYPAC returned this summer with performances of "Schoolhouse Rock" in the Mahone auditorium.

The elementary program will focus on foundational skills in reading and math for identified students. The proposed student-to-teacher ratio is 18 to 1 with a smaller ratio for reading and for math during intervention blocks. The elementary sites will be both single and

combined sites for summer 2023 (Appendix D). A shuttle bus will be provided from students' boundary schools to the host regional summer school sites.

The middle school program will focus on foundational skills in reading and math for identified students. The student-to-teacher ratio will be 18 to 1 with an emphasis on strategic personalized intervention work (Appendix E).

Administration recommends that the Board of Education grant approval to allocate funds for the 2023 Summer School program.”

Mr. Price moved to approve to allocate funds for the 2023 Summer School program. Mr. Meadows seconded the motion. Unanimously approved.

Mr. Kristopher Keckler, Chief Information Officer, presented the School Year 2023-24 Alternative Instructional Calendar Update submitted by Mrs. Housaman, Mr. Haithcock, Mr. Keckler, and Dr. Weiss, excerpts follow:

“On March 22, 2022, the Kenosha Unified School Board approved the Instructional Calendars for the 2023-24 school year. Since that time, the alternative year calendar that applies to Frank Elementary received further feedback and review in regards to professional learning options, pacing of the quarterly curriculum, and enrichment week formats

There are no proposed changes to the months of December, January, April, May or June. Aside from the start of the school year, the majority of the proposed changes are just shifting existing days to better align with pacing of the quarterly curriculum and allocation of resources aligned to professional learning.

Administration recommends that the School Board review and accept the proposed revisions to the Alternative Year Instructional Calendar for 2023-24, at its February 28, 2023, meeting.”

Mr. Meadows moved to approve the proposed revisions to the Alternative Year Instructional Calendar for 2023-24. Mrs. Schmaling seconded the motion. Unanimously approved.

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

“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 2022. 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 2018-19 are tracked with respect to their educational progress until the end of summer school in August 2022. Therefore, the ninth graders of School Year 2018-19 become the Graduation Cohort Class of 2022 (School Year 2021-22).

Additionally, this report also examines the graduation rates in terms of progress made during the three years beyond a designated graduation year, that is, the five-year rate of the Graduation Class of 2021 and seven year rate of the Graduation Class of 2019. This process aligns to both the Wisconsin state statute for allowing for a free education until a student reaches age 20.

The number of students in the cohort group of SY 2018-19 was 1,605, including 171 students who transferred out during the period between 2018-19, and the graduating school year. When including "IOWA" graduates, 1,282 students graduated, resulting in a 4-year graduation rate of 89.2% for the Cohort Class of 2022. This is a slight increase from the 2021, 4-year rate of 88.8%. When excluding "IOWA" graduates 1,111 students graduated (77.3%), a decrease from the prior graduating class (79.2%). The Class of 2022 reported the greatest percentage of graduates using the High School Competency Diploma Option (15.6%); typically, the IOWA graduates average approximately 11%-12% of the respective graduating cohort. KUSD recognized 171 cohort 2022 Iowa graduates.

Two hundred twenty five students (15.6%) were classified as "DROPOUTS" when including the "IOWA" graduates as dropouts, and 54 students (3.8%) when excluding the "IOWA" graduates. The number of students classified as "CREDIT DEFICIENT" was 103 or 7.1%, a decrease of 1.7% from the 2021 rate of 8.8%. It should be noted that 38 of the 103 students who were "CREDIT DEFICIENT" are students with disabilities who are legally permitted to stay in school through the age of 21 if indicated on their Individualized Education Plan (IEP).

Appendix C contains the graduation rates by student subgroups for the Graduation Class of 2021 at the completion of the fifth year in KUSD (summer 2022). The number of students who began this cohort group was 1,651. At the end of the five-year period, 1,203 students (79.7%) graduated when excluding "IOWA" graduates and 1,386 students (91.8%) graduated when including "IOWA" graduates, resulting in a decrease of 2.0% and an decrease of 2.4%, respectively, when compared to the end of the fifth year of the Class of 2019. When excluding "IOWA" graduates from the "GRADUATED" category and including them in the "DROPOUT" category, there were 265 students (17.6%) classified as "DROPOUT". When including "IOWA" graduates in the "GRADUATED" category and excluding them from the "DROPOUT" category, the "DROPOUT" rate increased to 5.4% (82 students). The 5-year graduation rate of 91.8% from the Class of 2021, is a decrease from 94.6% for the class of 2020. It should be noted that the cohort class of 2020 had multiple graduation waivers applied due to the COVID-19 Pandemic. This supportive measure was very common across the state and nation.

This report is an informational item."

Mrs. Modder moved to accept the Four-Year Graduation Rate – Cohort Analysis. Mrs. Schmaling seconded the motion. Unanimously approved.

Dr. Weiss presented the Date Change for November and December 2023 Regular Board Meetings submitted by himself, excerpts follow:

"School Board Policy 8710 – Regular School Board Meetings states:

*“Annually at the organizational meeting, the School Board shall set the time and place of regular Board meetings. The schedule of regular meetings so made shall remain in effect until the fourth Monday in April of the following year, unless changed by a majority vote of the School Board during the year. The Board may also eliminate scheduled meetings as long as at least one regular School Board meeting is held each calendar month.”*

At the April 25, 2022, Organizational Meeting, the following motion was approved:

*Ms. Stevens moved that the School Board meetings continue to be held at 7:00 P.M. on the fourth Tuesday of each month at the Educational Support Center and school sites to be determined. Mr. Price seconded the motion. A roll call vote was taken and the motion was unanimously approved.*

Administration recommends the following changes to the regular school board meeting schedule for 2023:

<u>Original Meeting Date</u>	<u>Proposed Meeting Date</u>	<u>Reason for Change</u>
November 28, 2023	November 14, 2023	Week prior to Thanksgiving recess; and
December 26, 2023	December 12, 2023	Two weeks earlier due to winter recess”

Mrs. Modder moved to approve the changes to the regular school board meeting schedule for 2023 as presented. Ms. Stevens seconded the motion. Unanimously approved.

Ms. Stevens presented the Donations to the District.

Ms. Stevens moved to approve the donations to the district as presented. Mr. Meadows seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:39 P.M.

Stacy Schroeder  
School Board Secretary

Kenosha Unified School District  
Kenosha, Wisconsin  
Summary of Cash Receipts and Disbursements  
March 28, 2023

CASH RECEIPTS	reference	total
<b>February 2023 Wire Transfers-In, to Johnson Bank from:</b>		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 4,923,068.43
District Municipalities	<i>tax settlement - February payment</i>	24,648,152.75
Johnson Bank	<i>account interest</i>	2,274.86
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	95,908.00
Bankcard Services (Purplepass)	<i>fine arts ticket sales receipts (net of fees)</i>	54,560.22
Bank (Infinite Campus)	<i>district web store receipts (net of fees)</i>	51,234.99
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	43,324.21
Knight Barry Title	<i>Property Sale</i>	1,197,097.00
HHS	<i>head start grant</i>	231,597.51
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	20,468.16
Total Incoming Wire Transfers		31,267,686.13

**February 2023 Deposits to Johnson Bank - All Funds:**

General operating and food services receipts *(excluding credit cards)* 158,933.09

**TOTAL FEBRUARY CASH RECEIPTS**

**\$ 31,426,619.22**

CASH DISBURSEMENTS	reference	total
<b>February 2023 Wire Transfers-Out, from Johnson Bank to:</b>		
<i>Payroll &amp; Benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 8,299,656.10
WI Department of Revenue	<i>state payroll taxes</i>	467,266.34
WI Department of Revenue	<i>state wage attachments</i>	2,876.82
IRS	<i>federal payroll taxes</i>	2,723,610.53
Delta Dental	<i>dental insurance premiums</i>	224,032.05
Diversified Benefits Services	<i>flexible spending account claims</i>	10,608.95
Employee Trust Funds	<i>wisconsin retirement system</i>	1,641,043.85
NVA	<i>vision insurance premiums</i>	19,438.83
Aflac	<i>insurance premiums</i>	131,856.06
Optum	<i>HSA</i>	307,665.48
Various	<i>TSA payments</i>	342,324.06
<i>Subtotal</i>		14,170,379.07

*General Operating Wires*

US Bank	<i>purchasing card payment-individuals</i>	151,986.55 *
Aegis	<i>workers' compensation payment</i>	200,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	17,664.63
United Healthcare	<i>health insurance premiums</i>	3,863,649.46
Various	<i>returned checks</i>	86.00
<i>Subtotal</i>		4,233,386.64

Total Outgoing Wire Transfers

\$ 18,403,765.71

**February 2023 Check Registers - All Funds:**

Net payrolls by paper check	<i>Register# 01003DP, 01004 DP</i>	\$ 15,010.03
General operating and food services	<i>Check# 620145 thru Check# 621101 (net of void batches)</i>	4,255,139.75
Total Check Registers		\$ 4,270,149.78

**TOTAL FEBRUARY CASH DISBURSEMENTS**

**\$ 22,673,915.49**

\*See attached supplemental report for purchasing card transaction information

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending February 15, 2023

Merchant Name	Total
FIRST SUPPLY KENOSHA	\$ 11,369.62
MARK'S PLUMBING PARTS	\$ 7,737.53
DECKER EQUIPMENT	\$ 7,605.10
RESTAURANTS & CATERING	\$ 6,392.65
HYDRO-FLO PRODUCTS INC	\$ 4,590.65
HOTEL	\$ 4,576.52
ULINE *SHIP SUPPLIES	\$ 4,262.68
VEHICLE MAINT. & FUEL	\$ 3,995.40
AED SUPERSTORE	\$ 3,898.60
4TE*ACTIVE ALARM COMPANY,	\$ 3,400.56
IC* INSTACART	\$ 3,304.75
3654 INTERSTATE	\$ 3,219.85
MENARDS KENOSHA WI	\$ 3,051.40
EVENT* BRAINSTORM WI D	\$ 2,415.00
HAJOCA KENOSHA PC354	\$ 2,391.44
BUILDING CONTROLS & SOLUT	\$ 2,096.35
TOWN OF SOMERS	\$ 1,833.87
AMZN MKTP US*959ZB7LL3	\$ 1,770.00
AMZN MKTP US*9S4QC5I43	\$ 1,770.00
WILMOT MOUNTAIN	\$ 1,770.00
NOVISIGN LTD	\$ 1,680.00
JOANN STORES #2468	\$ 1,669.22
SP BLACKHAWK SUPPLY	\$ 1,656.50
VNN, INC	\$ 1,500.00
HALLMAN LINDSAY PAINTS -	\$ 1,471.43
JIFFYSHIRTS.COM US L.P.	\$ 1,461.20
JOHNSTONE SUPPLY - RACINE	\$ 1,407.66
CUSTOMINK LLC	\$ 1,275.23
GUTTORMSEN RECREATION CEN	\$ 1,260.00
WASBO FOUNDATION	\$ 1,255.00
GRAINGER	\$ 1,205.53
PINGBOARD	\$ 1,188.00
WISCONSIN SCHOOL MUSIC AS	\$ 1,184.50
CESA #11	\$ 1,180.00
SHERWIN WILLIAMS 703481	\$ 1,130.81
L AND S ELECTRIC INC	\$ 1,122.80
IN *AMERICAN LASER MARK I	\$ 1,106.00
WISCONSIN SCHOOL SAFETY	\$ 1,105.00
HIGHWAY C SERVICE INC	\$ 1,093.27
SQ *COVER ONE, INC.	\$ 1,074.60
US MATH RECOVERY	\$ 995.00
HOLLAND SUPPLY INC	\$ 843.14
DISCOUNT DANCE SUPPLY	\$ 842.00
SOCIETYFORHUMANRESOURCE	\$ 814.00
WPY*CONTINUING EDUCATION	\$ 795.00
TIMBER-LEE MINISTRIES	\$ 790.00
SQ *TASTE BUDS KITCHEN	\$ 780.00

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending February 15, 2023

Merchant Name	Total
SAMSCLUB #6331	\$ 765.89
SP JAMIN T-SHIRTS &	\$ 750.50
AMZN MKTP US*UZ4ZH7353	\$ 740.00
SAN-A-CARE	\$ 738.63
JC LICHT - 1290 - KENOSHA	\$ 710.90
MCCORMICK'S GROUP LLC	\$ 683.76
STERICYCLE	\$ 669.13
POSITIVE PROMOTIONS	\$ 642.15
WALMART.COM	\$ 603.78
AIA PRODUCTS/DUES	\$ 603.00
SOLUTION TREE INC	\$ 600.12
MILW PUBLIC MUSEUM	\$ 600.00
SP LION COUNTRY	\$ 599.50
SQ *SPIRIT FX	\$ 550.00
SQ *CITY 13	\$ 514.50
TEACHER'S DISCOVERY	\$ 500.25
EAST VALLEY JCC	\$ 500.00
LIGHTINTHEBOX	\$ 495.84
WISCONSIN ASSOCIATION OF	\$ 495.00
FESTIVAL FOODS	\$ 487.64
PRO-ED, INC.	\$ 474.77
ZORO TOOLS INC	\$ 468.85
MONSTER JANITORIAL LLC	\$ 451.92
HEAT & POWER PRODUCTS INC	\$ 449.16
LAMINATOR.COM	\$ 448.87
EB INCLUSION IN ACTIO	\$ 425.50
WM SUPERCENTER #1167	\$ 422.27
PAYPAL *MPTECHNICAL	\$ 417.34
WIS HS FORENSIC ASSOC	\$ 409.60
ESRI	\$ 400.00
HARBOR FREIGHT TOOLS3397	\$ 395.51
GFS STORE #1919	\$ 392.17
WISCONSIN SCHOOL MUSIC A	\$ 385.00
SQ *MASTERS BUILDING SOLU	\$ 378.38
OTC BRANDS INC	\$ 360.20
BATTERIES PLUS #0561	\$ 359.36
MCMASTER-CARR	\$ 337.48
MENARDS RACINE WI	\$ 333.49
PAT S SERVICES INC	\$ 325.00
SOUTHEASTERN EQUIPMENT &	\$ 322.45
DRAMATISTS PLAY SERV	\$ 322.00
IN *KAIN ENERGY CORPORATI	\$ 319.30
NIKON INC	\$ 314.60
SQ *BADGERLAND MECHANICAL	\$ 312.00
BOOKSHOP.ORG	\$ 309.22
AMERICAN RED CROSS	\$ 305.00
UW OSHKOSH	\$ 300.00

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending February 15, 2023

Merchant Name	Total
ZAPAKA	\$ 294.40
LOWES #02560*	\$ 284.40
CENTER FOR THE COLLABORAT	\$ 280.80
INSTITUTE FOR EDUCATIONAL	\$ 279.00
SP DANCEANDSWAY	\$ 278.40
USPS PO 5642800260	\$ 277.20
COSTCO WHSE #1198	\$ 276.02
MAILCHIMP	\$ 265.00
MENSUSA.COM	\$ 265.00
BABEYOND	\$ 261.74
BSN SPORTS LLC	\$ 259.54
TRANE SUPPLY-116407	\$ 258.62
JOHNSON CONTROLS SP	\$ 258.57
LENNOX INDUSTRIES	\$ 254.68
AMZN MKTP US*VX0J80E23	\$ 253.37
EXPERTS EXCHANGE LLC	\$ 239.88
THE HOME DEPOT 4926	\$ 237.94
AMZN MKTP US*FX5UD1OQ3	\$ 235.00
ATOMIK CLIMBING HOLDS	\$ 233.95
NU BIENEN SCHOOL EVENTS	\$ 231.00
HOMEDEPOT.COM	\$ 224.99
SP UNIQUE VINTAGE	\$ 221.39
WALMART.COM 8009666546	\$ 220.82
CHRISTOPHER R GREEN SR	\$ 220.00
SAMS CLUB #6331	\$ 213.47
SP CUTECH TOOL LLC	\$ 207.94
WAL-MART #1167	\$ 203.56
AMAZON.COM*AE6NZ9J03 AMZN	\$ 203.02
DRAPHIX/TEACHER DIRECT	\$ 201.76
MAXON EQUIPMENT INC.	\$ 197.33
AUER STEEL MILWAULKEE	\$ 196.47
HILTI INC	\$ 195.53
PAYPAL *BIGSHOESNET	\$ 195.00
AMZN MKTP US*L91RJ5CZ3	\$ 189.97
IN *FILTRATION CONCEPTS,	\$ 186.00
PLEASANT PRAIRIE	\$ 180.00
MOVING MINDS USD	\$ 178.08
MAXISHARE	\$ 175.00
ZOOM.US 888-799-9666	\$ 173.14
SPECTRUM	\$ 167.80
GROTH MUSIC	\$ 167.51
SAMSClub.COM	\$ 163.61
USPS.COM POSTAL STORE	\$ 163.40
ISTE	\$ 160.00
SAGER ELECTRONICS	\$ 159.90
FASTENAL COMPANY 01WIKEN	\$ 156.82
IIRP	\$ 152.81



**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending February 15, 2023

Merchant Name	Total
MID STATE EQUIP SALEM 010	\$ 151.01
UNIVERSITY OF WISCONSI	\$ 150.00
ACT - CVENT	\$ 149.00
TOWN & COUNTRY GLASS	\$ 148.96
AMAZON.COM*J56QR4063 AMZN	\$ 145.96
AMAZON.COM*HE9LG59G0	\$ 140.97
IC* COSTCO BY IN CAR	\$ 140.55
PATRIOTICBRANDS.COM	\$ 140.44
HOBBY LOBBY #283	\$ 139.41
LEARNING WITHOUT TEARS	\$ 139.00
AMAZON.COM*HE0388FG2	\$ 137.97
SQ *GORDON FOOD SERVICE S	\$ 134.93
IN *ELITE TUMBLING LLC	\$ 131.00
WSPRA	\$ 129.00
AMZN MKTP US*XY51E74Q3	\$ 117.51
PHP*USAPOSTAGESERVICE	\$ 112.00
NNA SERVICES LLC	\$ 110.15
SIGNUPGENIUS	\$ 107.89
PACETTI'S MUSIC	\$ 105.00
X1 PUPPY DOGS BOOKS	\$ 102.34
CRICUT	\$ 101.15
GREEN MEADOWS FARM	\$ 100.00
ACP DIRECT	\$ 98.75
SHIFFLEREQUIP.COM	\$ 93.78
HALOGEN SUPPLY COMPANY IN	\$ 92.82
SUPER DUPER PUBLICATIONS	\$ 87.75
PICK N SAVE #378	\$ 84.84
PDXREADING.COM	\$ 82.60
YEARBOOK	\$ 82.25
AMZN MKTP US*UX2VC0JI3	\$ 79.42
TEACHERSPAYTEACHERS.COM	\$ 79.13
FIELDPRINT INC	\$ 78.00
RANGE TIME	\$ 78.00
SP MAXWAREHOUSE.COM	\$ 76.40
NHSSCA	\$ 75.00
BEST BUY 00011916	\$ 74.98
WISCONSIN EDUCATIONAL MED	\$ 72.00
DOLLAR TREE	\$ 71.53
TARGET 00022517	\$ 70.13
THINK SOCIAL PUBLISHING,	\$ 69.97
AMZN MKTP US*YA6J66X83	\$ 69.48
AMZN MKTP US*Q36PD6RW3	\$ 67.44
TOOLUP.COM	\$ 64.55
RESTROOM DIRECT HAND DRYE	\$ 62.72
ALDI 64007	\$ 60.26
AMAZON.COM*9K6O29GD3	\$ 58.48
TARGET 00001529	\$ 55.87

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending February 15, 2023

Merchant Name	Total
AIELLO MIDTOWN FLORIST IN	\$ 55.00
AMZN MKTP US*676CS3CN3	\$ 54.85
KENOSHA AREA BUSINESS	\$ 50.00
AMZN MKTP US*WR87M9JB3	\$ 49.85
EDPUZZLE PRO TEACHER	\$ 49.00
EVACUUMSTORE.COM	\$ 48.41
BESTBUYCOM806737569933	\$ 47.99
AMZN MKTP US*VT3PE4TC3	\$ 47.82
AMZN MKTP US*TK5B99X63	\$ 46.28
VACLAND	\$ 45.14
DEMCO INC	\$ 43.92
DOLLAR TREE, INC.	\$ 42.19
SMK*WUFOO.COM CHARGE	\$ 39.00
VIKING ELECTRIC-MILWAUKEE	\$ 38.79
EUROFINS SF ANALYTICAL LA	\$ 37.88
THE WEBSTAIRANT STORE INC	\$ 37.78
QUIZLET.COM	\$ 35.99
AMAZON.COM*HB8TS77A3	\$ 35.98
AMZN MKTP US*GN07Z9B53	\$ 34.63
ETSY.COM - MULTIPLE SHOPS	\$ 32.71
IKEA 430146510	\$ 32.69
PICK N SAVE #871	\$ 32.51
AMAZON.COM*YV8WQ2F73	\$ 32.25
KENOSHA COUNTY HEALTH DEP	\$ 31.50
STATSMEDIC.COM	\$ 29.00
CHESTER ELECTRONIC SUPPLY	\$ 27.76
HOBBY LOBBY #350	\$ 26.41
WALGREENS #3153	\$ 25.54
WI DFI WS2 CFI CC EPAY	\$ 25.00
AMAZON.COM*7V7DK1X53	\$ 24.60
WENGER CORPORATION	\$ 23.74
DOLLARTREE	\$ 23.47
AMZN MKTP US*QD5J25GC3	\$ 19.98
AMZN MKTP US*SA50L10S3	\$ 19.90
AMZN MKTP US*1M8UK6G53	\$ 19.88
PAYPAL *SPANISHCUEN	\$ 19.00
FOOD AND HEALTH COM INC	\$ 18.70
AMZN MKTP US*UV7XY1OU3	\$ 18.51
DISCOVERY WORLD	\$ 18.00
AMAZON.COM*ZW0H34BF3 AMZN	\$ 17.97
CVS/PHARMACY #08777	\$ 17.37
THE MEASURED MOM PLUS	\$ 15.79
AMAZON PRIME*YV53H30Y3	\$ 14.99
AMZN MKTP US*DZ7NI6B63	\$ 11.17
AMZN MKTP US*JE2808A73	\$ 10.99
AMZN MKTP US*QL07U0UK3	\$ 10.99
AMZN MKTP US*2Y15H7PL3	\$ 10.88

**KUSD Purchasing Card Program - Individual Cardholders**

Transaction Summary by Merchant

Billing Cycle Ending February 15, 2023

<b>Merchant Name</b>	<b>Total</b>
EASYKEYSCOM INC	\$ 10.57
SPOTIFY USA	\$ 10.54
AMZN MKTP US*RM2H147K3	\$ 10.44
ICI*FEE PLEASANT PRAIR	\$ 8.00
AMZN MKTP US*485T50F93	\$ 5.00
WAL-MART #1167 SE2	\$ (39.94)
AMZN MKTP US	\$ (65.22)
AD AGE SUBSCRIP	\$ (152.75)
<b>US Bank Purchasing Card Payment - Individuals</b>	<b>\$ 151,986.55</b>

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

March 28, 2023

**Administrative Recommendation**

It is recommended that the February 2023 cash receipt deposits totaling \$158,933.09, and cash receipt wire transfers-in totaling \$31,267,686.13, be approved.

Check numbers 620145 through 621101 (net of voided batches) totaling \$4,255,139.75, and general operating wire transfers-out totaling \$4,233,386.64, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the February 2023 net payroll and benefit EFT batches totaling \$14,170,379.07, and net payroll check batches totaling \$15,010.03, be approved.

Dr. Jeffrey Weiss  
Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

Lisa M. Salo, CPA  
Accounting Manager

**Kenosha Unified School District  
Kenosha, Wisconsin**

**March 28, 2023**

**HEAD START FEDERAL GRANT REQUEST**

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2023-2024 school year. The funding for this grant is \$2,394,511 for Head Start operations. The grant is designed to fund the operating costs of the Kenosha Unified School District Head Start Program.

**Grant Title**

Federal Head Start Grant

**Funding Source**

U.S. Department of Health and Human Services  
Administration for Children and Families

**Grant Time Period**

July 1, 2023 to June 30, 2024

**Purpose**

The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low income preschool children and their families. This grant will service 330 high-risk children who will be three or four years of age on or before September 1, 2023. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

**Number of Students Served**

330 eligible Head Start Students

**Relationship to District Plan and Goals**

The Head Start approach to school readiness ensures that families have the resources and knowledge to support the development of their children, that children are healthy enough to learn, and that quality instruction is being provided to these children.

Readiness goals are defined as the expectations at children's developmental levels and progress across domains of language, literacy, cognition/general knowledge, approaches to learning, physical health, well-being, motor and social/emotional development. Success in these areas will support each child's readiness for kindergarten.

**Fiscal Impact Statement**

Attachment A

**Changes in Program Service**

There is only one change in service locations for the 2023-2024 school year with the closing of Wilson Elementary. The other ten elementary schools will remain the same.

Head Start is requiring 45% of enrollment to be full day. In order to meet those requirements five locations will provide a full day option. For the 2023-2024 school year Head Start will continue to serve children and families at:

<b>Head Start Locations 2023-2024</b>
<b>Two Sessions (AM and PM)</b>
Brass Community School
Curtis Strange Elementary School
Cesar Chavez Learning Station
Edward Bain School of Language and Art – Creative Arts
Frank Elementary School
Jefferson Elementary School
McKinley Elementary School
<b>One Session AM only</b>
Grewenow Elementary School
Jane Vernon Elementary School
<b>Full Day Sessions</b>
Cesar Chavez Learning Station – four sessions
Bose Elementary School- one session
Brass Community School- one session
Edward Bain School of Language Arts Creative Arts- one session
Frank Elementary School- one session

### **Self-Assessment Results**

The results of Head Start’s annual self-assessment from January 2023 identified the need to review and strengthen the Family Service Provider role. Through a data review with the Head Start Management Team, and collaboration with the Head Start staff and Head Start Policy Council, it was decided to create a planning calendar for the Family Service Provider to follow to ensure tasks are completed in a timely manner. The Head Start Nurse will provide training in using an organizational system that supports their work in obtaining medical and dental information from families. They will also meet regularly with the nurse to track those needs. The Family Service Provider Coordinator will provide specialized training to help them be better equipped to work with families in crisis. A resource binder will be created to support their understanding of their role and responsibilities.

### **Current Status:**

- As of February 2023, Head Start has 344 students enrolled. Enrollment efforts to market and target students are on-going.
- Head Start has increased the number of students with completed physical exams from 31% in September, 2022 to 39% in January, 2023.
- Head Start has increased the number of students with completed dental exams from 36% in September, 2022 to 48% in January, 2023.

### **Head Start Five Year Grant Goals:**

The Management Team consists of the Head Start leadership positions of Director of Early Education, Education and Disability Coordinator, Mental Health/Family Services

Coordinator, Health Coordinator, and ERSEA Coordinator. This grant period marks the beginning of a new five year grant cycle. This team will continue to lead and monitor the work on the goals for this five-year grant:

- Increase the social-emotional competence of children to ensure success in kindergarten.
- Partner with families to ensure they have the knowledge and skills to be advocates for their children's education.

Progress towards these goals:

- Face to face and online Pyramid Modules trainings are being offered to staff needing to be trained. Every head start classroom has at least one staff member that has been trained in Pyramid Model.
- Classroom observations are being completed to measure Pyramid Model Practices being implemented at Chavez Learning Station using the Teaching Pyramid Observation Tool. This data will be used to provide professional learning to staff.
- Triple P is a parenting curriculum used to work with families. In partnership with Preventive Services Network (PSN) a series of six topics were offered to families. A total of 19 families participated in this training.
- ChildPlus is being used to document and track children who scored in the monitoring or concern zone on the Ages and Stages: Social Emotional Questionnaire (ASQ:SE). Follow up with the families on areas of concern is being done by the Mental Health Coordinator, Family Service Providers and the Education Manager.
- The Instructional Coaches are working with a Creative Curriculum Coach to learn how to use a walk-through tool to ensure fidelity in curriculum implementation
- Attendance is being monitored by the Enrollment Coordinator and concerns are being followed up by the Family Service Providers contacting families to increase student attendance.
- Family Engagement is being tracked by participation in events and by activities offered through the Teaching Strategies Family Portal.

### **Evaluation Plan**

- The Head Start program meets a community need with the services that it provides. This will be evidenced through a Head Start waiting list for families that qualify.
- Student outcomes are monitored within the Head Start Child Development and Early Learning Framework in eight developmental domains. The progress of every child is reported to parents/guardians three times during the school year. The outcomes measured are aligned with Wisconsin Model Early Learning Standards and Common Core Standards.
- Semi-annual Program Reports are presented to the Policy Council and School Board to provide information to monitor the success of the program.
- A Program Plan Report is submitted to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) are shared with the Policy Council and School Board.
- Monthly informational calls are made to the Head Start Region V office in Chicago.

- The Head Start program conducts an annual self-assessment to determine strengths and areas that are in need of improvement.
- An annual report is available to the community and all stakeholders providing statistics, services and budget information.

**Staff Persons involved in preparation of the grant application:**

Luanne Rohde, Director of Early Education  
Annette Glazebrook, Education & Disabilities Coordinator  
Jodee Rizzitano, Health Coordinator  
Karina Haebig, ERSEA Coordinator  
Julie King (SW), Mental Health/ Family Services Coordinator  
Deanna Hawlish, Data Specialist  
Head Start Policy Council

**Administrative Recommendation**

Administration recommends that the school board approve the 2023-2024 Head Start Federal Grant in the amount of \$3,294,511.

Dr. Jeffrey Weiss  
Superintendent of Schools

William Haithcock,  
Chief of School Leadership

Martin Pitts  
Regional Coordinator of  
Leadership and Learning

Luanne Rohde  
Director of Early Education



## Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

**Title:** Head Start Federal Grant

**Budget Year:** 2023-2024

**Department:** Early Education

**Budget Manager:** Luanne Rohde

### REQUEST

Approval from the Board of Education is requested to submit and implement the 2023-2024 Head Start Federal Grant. The amount of \$2,394,511 will fund the operating costs of the KUSD Head Start Program. This funding amount includes \$2,363,196 for operations, and \$31,315 for Training and Technical Assistance.

### RATIONALE/ INSTRUCTIONAL FOCUS

The Head Start program provides comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low-income preschool children and their families. The grant will service 330 high-risk children who will be three and four years of age on or before September 1, 2022. Funds will be utilized to serve the children and their families in all program component areas as required by the Head Start Act and through the Head Start Performance Standards.

### IMPACT

The Head Start Federal grant will provide:

- Funding for staffing (teachers, educational support personnel) to serve 330 children within the requirements of the Head Start Performance Standards and Head Start Act
- Funding for Head Start support staff (Family Service Providers) for families of Head Start children
- Funding for breakfast, lunch, and snacks for Head Start children
- Funding for bus monitors
- Funding for administrative support personnel (head secretary, data specialist, health specialist, custodial staff)
- Funding for facilities (Chavez Learning Station)

### BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$1,258,379
200's	Fringes	\$922,868
300's	Purchased Services	\$128,002

400's	Non-Capital Objects	\$13,264
500's	Capital Objects	\$0
	Indirect Cost	\$71,998
	<b>TOTAL</b>	<b>\$2,394,511</b>

This is a  one-time or a  recurring expenditure

<b>FUNDING SOURCES</b>
Select Funding Sources:
Head Start Federal Grant

**Kenosha Unified School District  
Kenosha, Wisconsin**

**March 28, 2023**

**HEAD START FEDERAL GRANT COST-OF-LIVING ADJUSTMENT/QUALITY  
IMPROVEMENT (COLA/QI) REQUEST**

On March 8, 2023, the Kenosha Unified School District Head Start Program received notification of a Supplemental Federal Head Start Cost-of-Living Adjustment/Quality Improvement (COLA/QI) award in the amount of \$225,736. The amount designated for Cost of Living Adjustment is \$132,339 and the amount for Quality Improvement is \$93,397. Application for the separate Cost-of-Living Adjustment/Quality Improvement (COLA/QI) Supplemental grant is required to be submitted to Head Start Region V by April 21, 2023.

Approval from the Board of Education is requested to submit the application for the Supplemental Head Start Federal Cost-of-Living Adjustment/Quality Improvement (COLA/QI) Supplemental Grant for the 2023-2024 school year. The total funding of this supplemental grant is \$225,736.

As stated in the program instruction memorandum, COLA funds are to be used to fund increases in staff salaries and fringe benefits. Head Start is requiring at least a 5.6% increase in salaries to retain qualified staff or rationale and justification if these increases are less than that percentage. As district staff, compensation and benefits for Head Start staff will follow district policies, procedures, and Board actions afforded to all other district staff in each respective employee group. Head Start staff do not receive any additional increases beyond what other district staff receives. The designated amount to be used to increase staff salaries is \$132,339. However, a rationale and justification will be included in the application describing the pending district budget situation.

The Quality Improvement funds in the amount of \$93,397 can be used to offset staff compensation, further salary increase, reduce staff-to-child ratios, and other program improvements in providing effective services.

KUSD Head Start would use this grant to offset the increased cost of employee salaries and benefits for the 2023-2024 school year. The Quality Improvement funds would support the program in offering effective services to children and families. Once awarded and accepted, the amount of this grant will automatically be added to the base grant amount for the following year. This supplemental grant is awarded annually.

**Grant Title**

Supplemental Head Start Federal Cost-of-Living Adjustment and Quality Improvement (COLA/QI) Supplemental Grant

**Funding Source**

U.S. Department of Health and Human Services  
Administration for Children and Families

**Grant Time Period**

July 1, 2023 to June 30, 2024

**Fiscal Impact**

See attachment A: Fiscal Impact Statement.

**Program Services**

All Head Start staff are employed through the Kenosha Unified School District and follow the contract agreements for their job classifications. KUSD School Board actions regarding compensation will also apply to respective Head Start staff.

**Administrative Recommendation**

The administration recommends that the School Board approve applying for the 2023-2024 Head Start Federal Cost of Living Adjustment and Quality Improvement Supplemental Grant in the amount of \$225,736 with a rationale that compensation increases are pending and will follow similar district employee groups.

Dr. Jeffrey Weiss  
Superintendent of Schools

William Haithcock  
Chief of School Leadership

Martin Pitts  
Regional Coordinator of School Leadership

Luanne Rohde  
Director of Early Education

# Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

**Title:** Cost of Living Adjustment (COLA) Supplement      **Budget Year:** 2023-2024

**Department:** Head Start      **Budget Manager:** Luanne Rohde

## REQUEST

Approval from the Board of Education is requested to submit the application for the Supplemental Cost of Living Adjustment and Quality Improvement Grant for the 2023-2024 school year. Funding of \$225,736 is designed to fund cost of living adjustments for salaries and benefits and Quality Improvement for the program.

## RATIONALE/ INSTRUCTIONAL FOCUS

This grant serves the academic social/emotional and health needs of low-income three and four year old children and their families. Children who qualify must reside within KUSD boundaries. Providing these children a base of strong academic skills, self-esteem, and a love of learning will lead to stronger attendance, academic performance, and higher graduation rates. The focus of this grant is to increase salaries and benefits for Head Start employees.

## IMPACT

All Head Start staff are employed through Kenosha Unified School District and follow the contract agreements for their work classification. The monies provided in this cost of living adjustment will be dedicated to offset the increased costs in salaries and health insurance benefits for Head Start staff for the 2023-2024 school year. The amount of this funding will become a permanent part of the Head Start grant funding in the future. Head Start is requiring 5.6% for cost of living adjustment or rationale and justification as to why it is less than that percentage.

The Quality Improvement money is designed to support the program with staff compensation, improving ratios of staff to students, ensuring the physical environments are conducive to providing effective support, promoting literacy and other supportive uses to improve the program.

## BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries (tbd)	\$125,823
200's	Fringes (tbd)	\$99,913
300's	Purchased Services	0

400's	Non-Capital Objects	0
500's	Capital Objects	0
	Indirect Cost	0
	<b>TOTAL</b>	<b>\$225,736</b>

This is a  one-time or a  recurring expenditure

<b>FUNDING SOURCES</b>
Select Funding Sources:
Head Start Federal Grant – COLA/QI Supplemental Grant

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

March 28, 2023

**2023-2024 CAPITAL PROJECTS PLAN**

**Background:**

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed and approved by the School Board for action no later than April 1 of each year. This report includes the proposed major maintenance and energy savings projects plan for 2023-24.

Historically during times of rapid enrollment growth, this report also includes the capacity projects as required by Board Policy 7200; however, there are no capacity projects proposed for the coming year.

As part of the process to balance the projected budget for the 2023-24 fiscal year, the overall major maintenance budget was reduced from \$2,000,000 to \$1,000,000. That major maintenance budget is annually supplemented by an additional \$500,000 that is a part of our utilities/energy budget to fund capital projects each year. The energy project funds were generated from measured savings from previous energy projects over a 10-year period. Energy savings generated from projects the past several years have been placed back in the general fund for other district expenditures.

The 2023-24 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated 22 years ago, and the energy savings project program started 20 years ago. The major maintenance plan includes a proposed contingency of \$50,000 or 3.33% of the available budget for projects that will be performed this year. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past 22 years.

**Administration Recommendation:**

Administration recommends Board approval of the 2023-24 Capital Projects Plan as described in this report.

Dr. Jeffrey Weiss  
Superintendent of Schools

Patrick M. Finnemore, PE  
Director of Facilities

John E. Setter, AIA  
Project Architect

**PROPOSED 2023-24 CAPITAL PROJECTS PLAN**

**Bradford Fieldhouse Floor Replacement:**

The addition and renovations made to Bradford High School when the school was relocated from what is now Reuther/Harborside in 1980 had numerous shortcomings. Many of these shortcomings were addressed as part of the recent energy efficiency project at the school, but we were not able to address one major area because it did not have an energy savings component. That area is the floor in the fieldhouse and more specifically the subflooring and infrastructure beneath the floor.

The 1980 project involved multiple different additions to a building originally constructed in 1965 to be the UW-Extension school building that was the precursor to UW-Parkside. The 1980 project scope was heavily pared down over a period of time for financial reasons and the design was modified a number of times prior to the start of construction. It appears that sometime during that process, stormwater management and the overall management of groundwater was not properly addressed as the additions were designed and constructed. Without getting into great detail, the design allowed for storm and ground water to get trapped under the fieldhouse floor. Over the years water pressure from the trapped water has created or found cracks in the concrete subfloor as well as the original fieldhouse floor and then been trapped under the current rubber floor causing bubbles in the floor that have to be pierced (and then later patched) to release the trapped water.

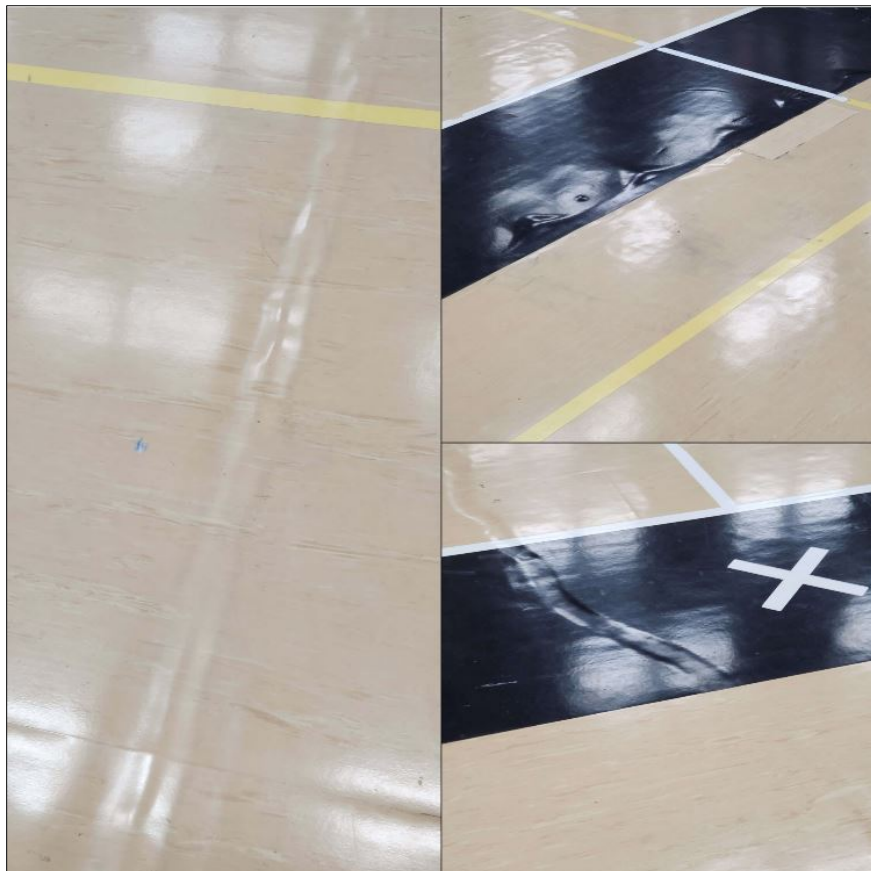
In addition to the water problems, another cost savings measure in 1980 was to install a synthetic poured urethane floor, which was more economical than a wood floor. Poured urethane floors lose elasticity over time, and so as the floor aged the urethane floor cracked in the locations that the concrete was cracking below it. Those cracks were long and deep and had to be patched with additional urethane multiple times over the years. Because the cracks were failures in the concrete, they were not limited to control joints, and therefore many of the cracks were jagged and diagonal and in some cases extended the full width of a basketball court. With the patching material being much newer than the original urethane, the crack repairs were very noticeable and were also not perfectly smooth (similar to crack filling of asphalt surfaces) creating a poor playing surface. The uneven surface and the loss of elasticity of the surface resulted in a floor that was no longer appropriate for athletic competitions or even safe for students.

Replacement of the fieldhouse floor was contemplated by the District for a number of years, and numerous options were discussed leading to a project in 2005 to install a rubber floor over the poured urethane floor. It was recognized at the time that this was not the ideal solution, but that it was a compromise to greatly improve the playing surface and safety within the funding that was made available for the project. Essentially, it was a solution that bought the district more time to address



the over-riding problems related to the original design and construction of the Bradford fieldhouse in 1980. The rubber floor is now 18 years old and besides the all too frequent problems related to water pockets having to be addressed under the floor, the floor is also becoming increasingly more slippery each year. That is due to the oils in the rubber rising towards the surface over time, which is a natural process in rubber flooring. The KUSD Facilities Department has worked with the manufacturer and the installer to identify and use a variety of cleaning and restoration products over the years to continue to keep the floor playable, but the number of complaints we receive about the slipperiness continues to increase each year.

In addition to the water problems and the floor becoming increasingly more slippery, there is evidence that the urethane floor underneath the rubber has started to breakdown. As the urethane floor breaks down it creates spots of instability at the surface which affect the playability at the surface as well as having the potential to lead to injuries from players landing on uneven spots. It is our understanding that the quantity and speed of the breakdown of the urethane floors is exponential, and so what starts out initially as a few spots here and there can rather quickly become more widespread. For schools that had urethane floors that were never covered by rubber, this type of failure necessitated an immediate replacement of the floor because the urethane floors contain some level of mercury which is a harmful chemical. In our case, the rubber surface encapsulates the urethane, but that potential hazard cannot be ignored. The pictures that follow highlight the various problems with the fieldhouse floor described above:





The project consists of several components:

- Removal of both layers of flooring which would be a remediation project because of the mercury abatement
- Demolition and removal of the concrete subfloor
- Trenching and installation of a stormwater management system that would connect to a new stormwater lateral installed as part of the parking lot project a couple of years ago
- Pouring a new concrete subfloor
- Installation of a new wood and rubber gym flooring system (similar to what we have at Indian Trail)
- Installation of new bleachers

The estimated cost for this project is \$2,800,000. This type of project does not qualify under any of the COVID relief grants; therefore, it must be funded with local dollars. The 2023-24 Major Maintenance budget could fund up to \$400,000 of the project costs. The remaining \$2,400,000 could be funded with a one-time planned

use of general fund balance reserves, which are expected to be bolstered by the 2022-23 one-time payment of \$2,835,703 due to the closing of the Pleasant Prairie Tax Incremental District #2.

This project was reviewed by the Planning/Facilities Committee at their March 8, 2023, meeting which included a walkthrough of the fieldhouse. Although the Committee does not have the authority to make decisions on behalf of the District or Board, the Committee members recommended that the Board approve the replacement of the fieldhouse floor.

### **Whittier Parking Lot & Storm Water Management:**

The main parking lot at Whittier Elementary is in very poor condition and is such that storm water ponds in various locations and when the weather is cooler that ponding results in freeze-thaw situations which have contributed to the failure of the asphalt surface. A couple of pictures showing the condition of the parking lot are included below. This project would replace the majority of the parking lot, make improvements to the traffic circulation, as well as improve how storm water drains off of the parking lot surface. The estimated cost for this project is \$390,000.



**Main entrance drive into parking lot**



### **Impact of Storm Water Drainage Issues**

### **ESC Elevator Replacement/Upgrade:**

KUSD has several older elevators, and one of the oldest is located in the Educational Support Center. The elevator was installed when the building was first constructed as a retail store in 1964. We have been experiencing problems with the ESC elevator on and off the past couple of years, and in mid-September of 2022, the elevator did not pass its annual inspection and was required to be shut down. The elevator is no longer able to hold the required weight (which is a rather significant amount because it is a freight elevator) without slipping down on the elevator shaft. An elevator design consultant was hired to develop a design package to completely upgrade the entire elevator and make the necessary changes to bring the elevator up to current codes and standards. The project is estimated to cost \$210,000.

### **Exterior Envelope Projects:**

Annually, we perform projects to maintain the exterior envelope of our buildings to protect the original investment of the school, minimize any moisture issues in the

buildings, and help ensure the security of the school. The largest individual project planned is the replacement of the gymnasium roof at Southport Elementary. Other projects include exterior door replacements at a number of schools being selected based on the evaluations by the KUSD Carpenter Crew. The estimated cost for these projects is \$200,000.

### **Eliminate Well at Somers and Connect To Municipal Water:**

Somers Elementary is the only school at KUSD that has a well for a water supply. A number of years ago, the Village of Somers extended water service along County Highway E to west of our school and provided a stub for future connection to serve the school. The US Environmental Protection Agency has recently passed legislation that will require more stringent testing and mitigation standards for operators of private wells at public buildings such as schools. Those standards are directed primarily at reducing any possible lead or copper exposures. KUSD proactively performed random testing at all of our schools a few years ago to ensure that we did not have any issues with lead or copper; however, the new legislation will become a fairly significant burden and potential liability and having a municipal water supply available makes this the perfect time to implement this project. The estimated cost for this project is \$100,000.

### **LED Lighting Projects:**

For the past several years, we have been upgrading the lighting at our school buildings with LED lighting. This started with exterior lighting at all of the schools a number of years ago and then transitioned to high use areas in all of the schools and eventually to full building conversions. We continue to make significant progress each year. The work is performed by a combination of the KUSD Electrical Crew and KUSD custodial staff that move from building to building after hours working on the lighting upgrades. The schools planned for in 2023-24 include Bose, Frank, Vernon/Brompton, and Whittier Elementary Schools. The estimated cost for the materials for these projects is \$50,000. The payback for these projects is under 3 years.

### **ESC Exterior Painting:**

The exterior of the ESC building is an EIFS (stucco) finish that was applied when the building was renovated in the mid-1980's. The EIFS panels have caulk joints in between them that are part of the moisture envelope for the building. The building was last painted and caulked in 2002 and that protection layer is at the end of its service life. The KUSD Communication Department has secured a couple of large donations towards repainting and adding new exterior signage on the building. Those donations will cover 40% of the estimated project cost. The net impact on the major maintenance budget for this project, which will include replacement of a portion of the sidewalk on the east side of the building, is \$100,000.

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

March 28, 2023

**Elementary and Secondary School Emergency Relief (ESSER) III Grant Update**

The purpose of this report is to formally request approval to modify the ESSER III grant plan in order to authorize the next phase of allowable expenditures that will be claimed under the grant through September 30, 2024.

**Background**

The district was awarded three rounds of ESSER funding. The public portion of the first round allocation (ESSER I) was \$4.66 MM and ended this past September 30, 2022. The second round allocation (ESSER II) is \$19.98 MM which has been fully allocated and must be spent by September 30, 2023. The third and final round allocation (ESSER III) is \$44.84 MM which we will have until September 30, 2024, to spend.

**ESSER III Plan**

On May 24, 2022, the Board approved the administrative recommendation to direct approximately \$26 MM of the ESSER III allocation to fund eligible staff positions, programs, and facilities projects that would meet the requirement to help sustain the safe operation of schools and address the impact of the COVID-19 pandemic on the nation's students (Attachment A).

Tonight, the administration is recommending the approval of approximately \$15.2 MM of additional expenditures that would primarily occur within fiscal 2023-24 as identified in Attachment B. The majority of the funds would be directed toward funding an additional year of the current ESSER III funded staff positions with some adjustments as shown in detail in Attachment C.

**Administrative Recommendation**

The administration recommends that the Board approve approximately \$15.2 MM of modifications to the ESSER III plan to allow for additional grant-eligible expenditures.

Dr. Jeffrey Weiss  
Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

Robert Neu  
Director of Title Programs

## KENOSHA UNIFIED SCHOOL DISTRICT

May 24, 2022

**KUSD Preliminary Plan for Federal ESSER III Stimulus Funds**

The global COVID Pandemic generated a major disruption to the educational system, and the federal government established multiple rounds of stimulus funds to support school districts with various needs. Kenosha Unified has previously developed plans and projects for the first two rounds of federal stimulus funds as well as an additional round from the state of Wisconsin. The American Rescue Plan (ARP) Act, the third federal COVID-19 relief law, passed in March 2021, provided districts one-time funds through the Elementary and Secondary School Emergency Relief (ESSER) III grant program. KUSD has been awarded \$44.8 million in ESSER III funding. Funds must be spent no later than September 30, 2024, and are intended to help sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. KUSD must use a *minimum* of 20%, or \$9 million, to implement evidence-based interventions to address learning loss. Based on the proposal, KUSD will be spending the majority of these funds on staffing and programs that directly address this learning loss.

An initial requirement of this grant program is to have districts obtain input and feedback from the respective community. Kenosha Unified launched a community-wide survey, using the platform ThoughtExchange. This utility allowed participants to submit ideas for consideration, while at the same time anyone could review, rate, and comment on other postings. Once the survey window was complete, over 1,400 participants submitted over 2,000 thoughts and over 52,000 ratings. Those thoughts were grouped into 9 themes covering various areas of the educational and operational realms. Shortly after the close of the survey, those themes were further discussed and considered during the respective February, 2022, KUSD Standing Committees. Each theme allowed for a presentation of ideas to consider, while at the same time working to promote a better overall understanding of the needs and priorities of Kenosha Unified moving forward. Those identified themes were: Smaller Class Sizes, Intervention Items, Support Staff, Food, Pay/Compensation, Social/Emotional Well Being, Learning, Parents/Community Involvement and Facilities. The Kenosha County support program, Building Our Future, also held multiple listening and feedback sessions with analysis and reporting out on those events.

Reviewing the identified themes and the needs of the district, the following positions, programs, projects and estimated costs are presented for School Board approval.



## ESSER III Positions, Programs and Projects:

Budgeted Item	FY23*
<b>District Identified Positions (Detail Below)</b>	<b>\$10,770,000</b>
40 Dedicated Building/District Substitute Teachers K-12	\$2,000,000
43 Interventionists K-12 (Reading, Math & Behavior)	\$4,130,000
14 Elementary Teachers to Reduce Multi-age Classrooms	\$1,330,000
2+ FTE to support high school schedule	\$210,000
14 Support Staff - Social Workers & Counselors	\$1,450,000
10 Classroom ESPs (Head Start)	\$660,000
3 Teachers to Support Virtual Learning	\$310,000
1 AP for Bradford (only covered for 2022-23, then discontinued)	\$130,000
3 District Behavior Intervention Teachers	\$290,000
Additional Summer School Teachers & Transportation	\$260,000
<b>District Identified Programs (Detail Below)</b>	<b>\$2,570,000</b>
Aurora Counseling Program (Round 2)	\$260,000
Reading Certification Program (Round 2)	\$500,000
ESL Certification Program (Round 2)	\$150,000
Professional Learning for Teachers - Implementation of Discipline Structure	\$70,000
Remodel Regulation/De-escalation Rooms (Special Ed)	\$80,000
Tech Refresh and 1:1 Supplies (hotspots, chargers, carts, bags)	\$1,160,000
Training for EBD Staff	\$100,000
Research Based Professional Development for Discipline	\$250,000
<b>District Projects (Detail Below)</b>	<b>\$12,700,000</b>
Air Quality Projects (2022-23 & 2023-24 Depending on Project Schedules)	\$10,000,000
Indirect Costs (2022-23 & 2023-24)**	\$2,700,000
	<b>\$26,040,000</b>

\* The second year (FY24) plan will be presented to the Board for review/approval in the Spring of 2023

\*\* The approved unrestricted indirect cost rate will apply to the actual expenses (other than capital outlay) in each fiscal year

### **Administrative Recommendation**

Administration recommends that the School Board approve the FY23 portion of the proposed initial ESSER III plan estimated at \$26,040,000.

Bethany Ormseth, Ed.D.  
Interim Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

William Haithcock  
Chief of School Leadership

Robert Neu  
Director of Title Programs

Julie Housaman  
Chief Academic Officer

Kristopher Keckler  
Chief Information Officer

**KUSD ESSER III Plan Modification Proposal as of 3/28/23**

Budget Item	Proposed Budget	Type	EBIS
Reading Interventionists	\$2,631,003.87	Staff	Yes
Math Interventionists	\$695,056.22	Staff	Yes
SPED Virtual	\$60,449.45	Staff	No
Social Workers	\$1,355,905.08	Staff	No
SEL interventionist	\$1,931,662.55	Staff	No
Regional Coordinator-Elementary SL	\$183,590.38	Staff	Yes
Assistant Principal	\$154,574.76	Staff	No
Grade 1-5 Classroom teachers-elimination of splits	\$1,763,530.07	Staff	No
Guidance	\$163,855.59	Staff	No
Paraprofessionals	\$480,380.68	Staff	No
Short Term Subs (one-time operational budget relief)	\$1,500,000.00	Subs	No
Dedicated Building Subs	\$1,683,387.81	Subs	No
Aurora Contract	\$263,025.00	Program	
SEL Professional Development	\$75,000.00	Program	Yes
3 Math Intervention Specialists CSI/ATSI Support (T&L Tier 1 Instruction)	\$308,700.00	Staff	Yes
3 Reading Intervention Specialists CSI/ATSI Support (T&L Tier 1 Instruction)	\$308,700.00	Staff	Yes
Professional Learning CSI/ATSI School	\$400,000.00	Program	Yes
MLSS Coordinator-CSI/ATSI Support	\$100,000.00	Staff	Yes
Cyber Security Monitor Service Contract Years 2-3: Arctic Wolf	\$551,776.13	Tech	
Network Infrastructure Switch-465 devices	\$400,000.00	Tech	
Access Points	\$175,000.00	Tech	
<b>Total</b>	<b>\$15,185,597.59</b>		**

<b>Proposed Budget</b>
Staff \$10,137,408.65
Subs \$3,183,387.81
Program \$738,025.00
Tech \$1,126,776.13
<b>Total \$15,185,597.59</b>

\* Evidence-Based Improvement Strategies (EBIS)

\*\* The approved unrestricted indirect cost rate will apply to the actual expenses (other than capital outlay)

KUSD ESSER III Funded FTE Analysis for Fiscal Year 2023-24

Project 165-ESSER III

Barg	PCN Description	Values			Change Flag
		2022-23 FTE	2023-24 FTE	FY Change	
AST	ASST PRINCIPAL HS (ESSER III)	1.00	1.00	0.00	→
	REG COORD EL LEADERSHIP (EIII)	1.00	1.00	0.00	→
<b>AST Total</b>		<b>2.00</b>	<b>2.00</b>	<b>0.00</b>	<b>→</b>
EDASST	CLASSROOM (ESSER III)	1.00	3.25	2.25	↑
	HEAD START (ESSER III)	10.00	10.00	0.00	→
	SEL SUPPORT SPECIALIST (EIII)	2.00	2.00	0.00	→
<b>EDASST Total</b>		<b>13.00</b>	<b>15.25</b>	<b>2.25</b>	<b>↑</b>
KEAT	CROSS CATEGORICAL (ESSER III)	1.00	0.50	-0.50	↓
	CULTURE AND SAFETY SPEC(EIII)	3.00	3.00	0.00	→
	GRADE 1 (ESSER III)	2.00	4.00	2.00	↑
	GRADE 2 (ESSER III)	5.00	2.00	-3.00	↓
	GRADE 3 (ESSER III)	3.00	2.00	-1.00	↓
	GRADE 4 (ESSER III)	1.00	2.00	1.00	↑
	GRADE 5 (ESSER III)	2.00	1.00	-1.00	↓
	GRADE 6 (ESSER III)	1.00		-1.00	↓
	GRADE 8 (ESSER III)	1.00		-1.00	↓
	GUIDANCE (ESSER III)	2.00	2.00	0.00	→
	INTERVENTION SPEC (ESSER III)	22.50	24.30	1.80	↑
	KINDERGARTEN (ESSER III)	4.00	4.00	0.00	→
	MATH INTERV SPEC (ESSER III)	8.40	8.00	-0.40	↓
	MULTI-AGE 1/2/3 (ESSER III)	1.00		-1.00	↓
	MULTI-AGE 4/5 (ESSER III)	1.00		-1.00	↓
	MUSIC (ESSER III)	0.17		-0.17	↓
	SEL INTERVENTION SPEC (EIII)	17.00	17.00	0.00	→
	SOCIAL WORKER (ESSER III)	10.00	13.00	3.00	↑
<b>KEAT Total</b>		<b>85.07</b>	<b>82.80</b>	<b>-2.27</b>	<b>↓</b>
<b>Grand Total</b>		<b>100.07</b>	<b>100.05</b>	<b>-0.02</b>	<b>↓</b>

**Kenosha Unified School District  
Kenosha, Wisconsin**

**March 28, 2023**

**COURSE CHANGE PROPOSALS: HIGH SCHOOL ORCHESTRA**

**Background**

The addition of two new courses for high school orchestra are being proposed. An introductory course will address students who enter high school without prior experience playing string instruments. A second course name and number are needed for the current Symphonic Orchestra because it runs for two periods. These updates will meet the needs of beginner orchestra students and provide accurate transcript records of the two-period Symphonic Orchestra class.

**Courses**

<b>PROPOSED COURSE NAME</b>	<b>SCHOOLS</b>	<b>APPENDIX</b>
Introduction to High School Orchestra/Introduction to High School Orchestra Honors	Bradford High School Indian Trail High School and Academy Tremper High School	A
String Orchestra/String Orchestra Honors	Bradford High School Indian Trail High School and Academy Tremper High School	B

**Recommendation**

Administration recommends that the School Board approve the addition of Introduction to High School Orchestra/Introduction to High School Orchestra Honors and String Orchestra/String Orchestra Honors.

Dr. Jeffrey Weiss  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Mr. 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: 01/19/2023 Administrator's Name: Scott Plank

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

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

Request:  New Course  New Course Name  Course Revision  Remove Course

Credits: 1 Check if honors:

Recommended Prerequisites (if any): No music experience needed

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

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

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

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

Content Standards and Benchmarks: 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.)

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

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

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

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

- A. Teaching Staff: no additional cost
- B. Textbooks/Kits: no additional cost
- C. Supplementary: no additional cost
- D. Facilities/Space: no additional cost
- E. Professional Learning: no additional cost



Department of Fine Arts 262-359-6388

## **KUSD 5-12 Orchestra Curriculum Guides**

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

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

### **Instructional Considerations:**

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

## 2020 KUSD Orchestra Curriculum Guide - 5th Grade

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills Categories	READING AND NOTATING MUSIC	PLAYING INSTRUMENTS ENSEMBLE CITIZENSHIP	MUSICAL INTERACTION	MUSIC AS AN ASPECT OF DAILY LIFE
Learning Objectives	<ul style="list-style-type: none"> <li>• Identify and demonstrate dotted half, half, quarter and eighth notes and corresponding rests in simple meter</li> <li>• Read notation on D, A and G strings (clef appropriate) in D Major and G Major, and identify notation on the 4th string (E or C) in the keys of D, G &amp; C Major               <ul style="list-style-type: none"> <li>◦ One octave scales in D, G, and C Major</li> </ul> </li> <li>• Demonstrate the concept of beat/pulse and demonstrate level appropriate subdivision with traditional counting</li> <li>• Identify symbols and terms :               <ul style="list-style-type: none"> <li>◦ Dynamics: <b>forte, piano, crescendo, decrescendo, diminuendo, mezzo forte, mezzo piano</b></li> <li>◦ Tempo: <b>allegro, moderato, andante, ritardando</b></li> <li>◦ Articulation: <b>pizzicato, arco, slur, staccato, slurred staccato, legato</b></li> <li>◦ Additional Vocabulary: <b>staff, clef, measure, bar lines, repeat sign, key signature, time signature, sharp, natural, tie, DC, parts of the instrument, fine, accent</b></li> </ul> </li> <li>• Sight read simple melodic and rhythmic passages</li> <li>• Experience and interact with the compositional process through call and response activities</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in all scheduled rehearsals and performances including Orchestra Festival and Spring Concert</li> <li>• Perform unison and 2-part music within an ensemble</li> <li>• Produce a tone on the stringed instrument that is clear in pitch, medium-loud, free of extraneous noises</li> <li>• Place each fingertip accurately on the string with awareness of intonation</li> <li>• Distinguish and demonstrate between different directions of the bow and how to use different amounts of bow for notes of different length</li> <li>• Demonstrate grade specific musical symbols as an element of performance (dynamics, tempo, articulation, etc)</li> <li>• Consistently bring instrument and lesson book to school on their assigned lesson day</li> <li>• Establish and document a regular practice routine</li> </ul>	<ul style="list-style-type: none"> <li>• Identify familiar melodies, ABA form and recognize inaccuracies in pitch and rhythm</li> <li>• Identify phrases, sections and patterns in music</li> <li>• Describe the quality of performances and offer suggestions for improvement</li> <li>• Self-assess the quality of their sound</li> </ul>	<ul style="list-style-type: none"> <li>• Explain historical relevance of selected literature</li> <li>• Distinguish music from various cultures and historical periods</li> </ul>



# KUSD Orchestra Curriculum Guide - 6th Grade

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills Categories	<b>READING AND NOTATING MUSIC</b>	<b>PLAYING INSTRUMENTS</b> <b>ENSEMBLE CITIZENSHIP</b>	<b>MUSICAL INTERACTION</b>	<b>MUSIC AS AN ASPECT OF DAILY LIFE</b>
Learning Objectives	<ul style="list-style-type: none"> <li>• Identify dotted quarter, single eighth, sixteenth notes and corresponding rests and read notation in simple meter</li> <li>• Read notation on all strings and perform 1 octave scales in the keys of D, G, C, F major</li> <li>• Demonstrate understanding of beat/pulse and subdivision</li> <li>• Identify symbols and terms :               <ul style="list-style-type: none"> <li>○ Dynamics: <b>fortissimo, pianissimo</b></li> <li>○ Tempo: <b>accelerando, a tempo, largo, adagio, allegretto, presto</b></li> <li>○ Articulation: <b>marcato, detaché, tremolo</b></li> <li>○ Additional Vocabulary: <b>divisi, tutti, simile, subito, D.S. al Coda, flat, major/minor</b></li> </ul> </li> <li>• Read music with changing meters, tempos and/or keys</li> <li>• Sight read individually and as an ensemble</li> <li>• Experience and interact with the compositional process</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in all scheduled rehearsals, school performances, and Orchestra Festival</li> <li>• Perform unison, and ensemble parts at the WSMA Class M level or beyond</li> <li>• Understand and respond to conducting patterns in simple meter</li> <li>• Produce a maturing tone by using bow weight ,speed, contact point, left hand strength/finger weight and starting vibrato</li> <li>• Place each fingertip accurately on the string with increasing awareness of intonation</li> <li>• Demonstrate alternate finger patterns in first position (low 1, high 3, extended 4). Basses shift using 1st, 2nd and 3rd positions.</li> <li>• Demonstrate a tuning strategy that includes ear training and the manipulation of fine tuners</li> <li>• Use bow technique for optimal sound while utilizing new articulations</li> <li>• Integrate grade specific musical symbols while performing (dynamic, tempo, articulation, etc)               <ul style="list-style-type: none"> <li>• Function within the parameters of the rehearsal structure as established by the director (tuning, ensemble work, dismissal)</li> </ul> </li> <li>• Demonstrate and apply the following skills during performance:               <ul style="list-style-type: none"> <li>• Decorum to include stage presence, attire, and behavior</li> <li>• Audience etiquette appropriate to venue and purpose</li> <li>• Connections to PBIS</li> <li>• Establish a regular practice routine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between melody and harmony, refine ear training skills, chord tuning, octave tuning</li> <li>• Identify phrases, sections and patterns in music</li> <li>• Self- assess the quality of their individual sound with respect to pitch, tone, steady pulse, articulation, bowing uniformity utilizing teacher provided criteria*</li> <li>• Listen to and assess other individuals and ensembles with respect to pitch, tone, steady pulse, articulation, bowing uniformity utilizing teacher provided criteria*</li> </ul>	<ul style="list-style-type: none"> <li>• Understand historical relevance of selected literature</li> <li>• Recognize and identify style characteristics in music from different cultures and historical periods</li> <li>• Connect artistic ideas and musical works with curricular, societal, cultural or historical context using disciplinary literacy tools*</li> </ul> <p>* Disciplinary literacy tool examples:</p> <ul style="list-style-type: none"> <li>• Word walls</li> <li>• Vocabulary sheets</li> <li>• Teacher prompts for discussion</li> <li>• Concept of the week</li> <li>• WSMA Adjudication sheets</li> <li>• Student created rubrics</li> </ul>

# KUSD Orchestra Curriculum Guide - 7th Grade

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills Categories	<b>READING AND NOTATING MUSIC</b>	<b>PLAYING INSTRUMENTS</b> <b>ENSEMBLE CITIZENSHIP</b>	<b>MUSICAL INTERACTION</b>	<b>MUSIC AS AN ASPECT OF DAILY LIFE</b>
Learning Objectives	<ul style="list-style-type: none"> <li>• Read notation in simple and compound meter</li> <li>• Read notation on all strings in the keys of D,G,C,F,Bb, A Major &amp; d, g Minor               <ul style="list-style-type: none"> <li>◦ 2 octave scales: D, G, C Major</li> <li>◦ 1 octave scales: F, Bb, A Major &amp; d, g Minor</li> </ul> </li> <li>• Demonstrate understanding of beat/pulse and subdivision</li> <li>• Identify symbols and terms in specified literature</li> <li>• Read music with changing meters, tempos and/or keys</li> <li>• Sight read individually and as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Perform at school concerts and Orchestra Festival</li> <li>• Perform unison, ensemble parts and solo literature at the WSMA Class C level or beyond</li> <li>• Develop vibrato to continue maturing their sound</li> <li>• Correct left hand position and continue to refine accurate intonation</li> <li>• Use alternate finger patterns in first position and begin shifting. Basses shift using 1st, 2nd and 3rd positions.</li> <li>• Improve tuning accuracy with ear training and the manipulation of both fine tuners and tuning pegs</li> <li>• Refine bow technique for optimal sound using contact point, bow placement and arm weight</li> <li>• Integrate grade specific musical symbols while performing (dynamic, tempo, articulation, etc)</li> <li>• Attend rehearsals and concerts outside of the school day</li> <li>• Enhance practice routine (warm-up, scales, excerpts from ensemble literature and/or solo work)</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between melody and harmony, continues to refine ear training skills, chord tuning, octave tuning</li> <li>• Identify phrases, sections and patterns in music</li> <li>• Self- assess the quality of their individual sound with respect to pitch, tone, steady pulse, articulation utilizing teacher provided criteria</li> <li>• Listen to and assess other individuals and ensembles with respect to pitch, tone, steady pulse, articulation, bowing uniformity utilizing teacher provided criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Understand historical relevance of selected literature</li> <li>• Recognize and identify style characteristics in music from different cultures and historical periods</li> <li>• Connect artistic ideas and musical works with curricular, societal, cultural or historical context using disciplinary literacy tools*</li> </ul> <p>* Disciplinary literacy tool examples:</p> <ul style="list-style-type: none"> <li>• Word walls</li> <li>• Vocabulary sheets</li> <li>• Teacher prompts for discussion</li> <li>• Concept of the week</li> <li>• WSMA Adjudication sheets</li> <li>• Student created rubrics</li> </ul>

# KUSD Orchestra Curriculum Guide - 8th Grade

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills Categories	<b>READING AND NOTATING MUSIC</b>	<b>PLAYING INSTRUMENTS</b> <b>ENSEMBLE CITIZENSHIP</b>	<b>MUSICAL INTERACTION</b>	<b>MUSIC AS AN ASPECT OF DAILY LIFE</b>
Learning Objectives	<ul style="list-style-type: none"> <li>• Read notation in simple and compound meter</li> <li>• Read notation on all strings in major keys up to 3 sharps or flats and their corresponding minor keys.</li> <li>• Demonstrate understanding of beat/pulse and subdivision</li> <li>• Identify symbols and terms in specified literature</li> <li>• Read music with changing meters, tempos and/or keys</li> <li>• Sight read individually and as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Perform at school concerts and Orchestra Festival</li> <li>• Perform unison, ensemble parts and solo literature at the WSMA Class C level or beyond</li> <li>• Perform:               <ul style="list-style-type: none"> <li>○ 2 octave scales: D, G, C Major</li> <li>○ 1 octave scales: F, Bb, A Major &amp; a, e, d, g Minor</li> </ul> </li> <li>• Refine vibrato for a maturing sound</li> <li>• Demonstrate correct left hand position and refine accurate intonation</li> <li>• Refine understanding of higher positions including left hand technique and corresponding change in bow contact point</li> <li>• Improve accuracy in tuning their instrument</li> <li>• Refine bow technique for optimal sound using contact point, bow placement and arm weight</li> <li>• Integrate grade specific musical symbols while performing (dynamic, tempo, articulation, etc)</li> <li>• Work within the parameters of the rehearsal structure as established by the director (tuning, ensemble work, dismissal)</li> <li>• Attend rehearsals and concerts outside of the school day</li> <li>• Enhance practice routine (warm-up, scales, excerpts from ensemble literature and/or solo work)</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between melody and harmony, continue to hone ear training skills, chord tuning, octave tuning</li> <li>• Identify phrases, sections and patterns in music</li> <li>• Self-assess the quality of their individual sound with respect to pitch, tone, steady pulse, articulation utilizing teacher provided and student-created criteria</li> <li>• Listen to and assess other individuals and ensembles with respect to pitch, tone, steady pulse, articulation, bowing uniformity utilizing teacher provided and student-created criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Understand historical relevance of selected literature</li> <li>• Recognize and identify style characteristics in music from different cultures and historical periods</li> <li>• Connect artistic ideas and musical works with curricular (tie in with US History 8th grade curriculum), societal, cultural or historical context to deepen understanding using disciplinary literacy tools*</li> </ul> <p>* Disciplinary literacy tool examples:</p> <ul style="list-style-type: none"> <li>• Word walls</li> <li>• Vocabulary sheets</li> <li>• Teacher prompts for discussion</li> <li>• Concept of the week</li> <li>• WSMA Adjudication sheets</li> <li>• Student created rubrics</li> </ul>

# KUSD Orchestra Curriculum Guide - 9th & 10th Grade (Concert Orchestra)

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills Categories	<b>READING AND NOTATING MUSIC</b>	<b>PLAYING INSTRUMENTS</b>	<b>MUSICAL INTERACTION</b>	<b>MUSIC AS AN ASPECT OF DAILY LIFE</b>
Learning Objectives	<ul style="list-style-type: none"> <li>• Read notation in simple, compound, and mixed meter</li> <li>• Read notation on all strings and in higher positions</li> <li>• Demonstrate understanding of beat/pulse and subdivision</li> <li>• Identify symbols and terms               <ul style="list-style-type: none"> <li>○ <b>Dynamics:</b> full range</li> <li>○ <b>Tempo:</b> full range</li> <li>○ <b>Articulation:</b> legato, leggiero, martele, staccato, portato, detache</li> <li>○ <b>Vocabulary:</b> define musical terms and styles within each piece</li> </ul> </li> <li>• Sight read individually and as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Perform Grade 3+/Class B repertoire at school concerts and Orchestra Festival</li> <li>• Perform all major keys in 2 octave scales</li> <li>• Perform unison, ensemble parts and solo literature at the WSMA Class B level</li> <li>• Refine vibrato for a maturing sound</li> <li>• Demonstrate correct left hand position and refine accurate intonation</li> <li>• Refine understanding of higher positions including left hand technique and corresponding change in bow contact point</li> <li>• Tuning independence</li> <li>• Refine bow technique for optimal sound using contact point, bow placement and arm weight</li> <li>• Correctly interprets musical symbols while performing (dynamic, tempo, articulation, etc.)</li> <li>• Work within the parameters of the rehearsal structure as established by the director (tuning, ensemble work, dismissal)</li> <li>• Demonstrate and apply the following skills during performance:               <ul style="list-style-type: none"> <li>• Decorum to include stage presence, attire, and behavior</li> <li>• Audience etiquette appropriate to venue and purpose</li> <li>• Making connections to PBIS</li> </ul> </li> <li>• Attend rehearsals and concerts outside of the school day</li> <li>• Enhance practice routine (warm-up, scales, excerpts from ensemble literature and/or solo work)</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between melody and harmony, continue to hone ear training skills, chord tuning, octave tuning, ringing tones</li> <li>• Identify phrases, sections and patterns in music</li> <li>• Self-assess the quality of their individual sound with respect to pitch, tone, steady pulse, articulation utilizing teacher provided and student-created criteria</li> <li>• Listen to and assess other individuals and ensembles with respect to pitch, tone, steady pulse, articulation, bowing uniformity utilizing teacher provided and student-created criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Understand historical relevance of selected literature</li> <li>• Recognize and identify style characteristics in music from different cultures and historical periods</li> <li>• Connect artistic ideas and musical works with curricular (tie in with US History 8th grade curriculum), societal, cultural or historical context to deepen understanding using disciplinary literacy tools*</li> </ul> <p>* Disciplinary literacy tool examples:</p> <ul style="list-style-type: none"> <li>• Word walls</li> <li>• Vocabulary sheets</li> <li>• Teacher prompts for discussion</li> <li>• Concept of the week</li> <li>• WSMA Adjudication sheets</li> <li>• Student created rubrics</li> </ul>

# KUSD Orchestra Curriculum Guide - 11th & 12th Grade (Symphonic Orchestra)

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills Categories	<b>READING AND NOTATING MUSIC</b>	<b>PLAYING INSTRUMENTS</b>	<b>MUSICAL INTERACTION</b>	<b>MUSIC AS AN ASPECT OF DAILY LIFE</b>
Learning Objectives	<ul style="list-style-type: none"> <li>● Read notation in simple, compound, and mixed meter</li> <li>● Read notation on all strings in multiple clefs</li> <li>● Demonstrate understanding of beat/pulse and subdivision</li> <li>● Identify symbols and terms               <ul style="list-style-type: none"> <li>○ <b>Dynamics:</b> full range</li> <li>○ <b>Tempo:</b> full range</li> <li>○ <b>Articulation:</b> legato, leggiero, spiccato, sautille, marcele, staccato, portato, detache</li> <li>○ <b>Vocabulary:</b> define musical terms and styles within each piece</li> </ul> </li> <li>● Sight read individually and as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>● Perform Grade 4+/Class A repertoire at school concerts and Orchestra Festival</li> <li>● Perform all major keys in 3 octave scales</li> <li>● Perform unison, ensemble parts and solo literature at the WSMA Class A level</li> <li>● Refine vibrato for a mature sound</li> <li>● Demonstrate correct left hand position and refine accurate intonation</li> <li>● Refine understanding of higher positions including left hand technique and corresponding change in bow contact point</li> <li>● Tuning independence</li> <li>● Refine bow technique for optimal sound using contact point, bow placement and arm weight</li> <li>● Correctly interprets musical symbols while performing (dynamic, tempo, articulation, etc.)</li> <li>● Work within the parameters of the rehearsal structure as established by the director (tuning, ensemble work, dismissal)</li> <li>● Demonstrate and apply the following skills during performance:               <ul style="list-style-type: none"> <li>● Decorum to include stage presence, attire, and behavior</li> <li>● Audience etiquette appropriate to venue and purpose</li> <li>● Making connections to PBIS</li> </ul> </li> <li>● Attend rehearsals and concerts outside of the school day</li> <li>● Enhance practice routine (warm-up, scales, excerpts from ensemble literature and/or solo work)</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguish between melody and harmony, continue to hone ear training skills, chord tuning, octave tuning, ringing tones</li> <li>● Identify phrases, sections and patterns in music</li> <li>● Self-assess the quality of their individual sound with respect to pitch, tone, steady pulse, articulation utilizing teacher provided and student-created criteria</li> <li>● Listen to and assess other individuals and ensembles with respect to pitch, tone, steady pulse, articulation, bowing uniformity utilizing teacher provided and student-created criteria</li> </ul>	<ul style="list-style-type: none"> <li>● Understand historical relevance of selected literature</li> <li>● Recognize and identify style characteristics in music from different cultures and historical periods</li> <li>● Connect artistic ideas and musical works with curricular (tie in with US History 8th grade curriculum), societal, cultural or historical context to deepen understanding using disciplinary literacy tools*</li> </ul> <p>* Disciplinary literacy tool examples:</p> <ul style="list-style-type: none"> <li>● Word walls</li> <li>● Vocabulary sheets</li> <li>● Teacher prompts for discussion</li> <li>● Concept of the week</li> <li>● WSMA Adjudication sheets</li> <li>● Student created rubrics</li> </ul>



COURSE CHANGE PROPOSAL

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

Date Initiated: 01/19/2023 Administrator's Name: Scott Plank

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

Course Name: String Orchestra/String Orchestra Honors

Request:  New Course     New Course Name     Course Revision     Remove Course

Credits: 1    Check if honors:

Recommended Prerequisites (if any): Experience on string instruments

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

High school orchestra staff propose the creation of a new title/course number for a class that is already taught at Indian Trail. This course is operating under Symphonic Orchestra, but needs a separate course number for transcript purposes. At this time, ITHSA is running 2 periods of the same Symphonic Orchestra course number. This causes complications with scheduling due to Infinite Campus capabilities for administration and online course scheduling for students and counselors.

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

This course is available for grades 10-12. The members of String Orchestra will find the opportunity in this organization to continue the development of basic individual musical skills and ensemble performance concepts. Class work will emphasize the development of technical proficiency and musical independence, as well as ensemble performance skills. Performance responsibilities include participation at all concerts, rehearsals, and sectionals and responsible preparation of the music. Time outside the normal school day may be required. This course may be taken multiple times.

Content Standards and Benchmarks: 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.)

Attachment B - Fine Arts High School Orchestra Curriculum Guides

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

Attachment B - Fine Arts High School Orchestra Curriculum Guides

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

- A. Teaching Staff: no additional cost
- B. Textbooks/Kits: no additional cost
- C. Supplementary: no additional cost
- D. Facilities/Space: no additional cost
- E. Professional Learning: no additional cost



Department of Fine Arts 262-359-6388

## **KUSD 5-12 Orchestra Curriculum Guides**

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

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

### **Instructional Considerations:**

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

# 2020 KUSD Orchestra Curriculum Guide - 5th Grade

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills Categories	READING AND NOTATING MUSIC	PLAYING INSTRUMENTS ENSEMBLE CITIZENSHIP	MUSICAL INTERACTION	MUSIC AS AN ASPECT OF DAILY LIFE
Learning Objectives	<ul style="list-style-type: none"> <li>• Identify and demonstrate dotted half, half, quarter and eighth notes and corresponding rests in simple meter</li> <li>• Read notation on D, A and G strings (clef appropriate) in D Major and G Major, and identify notation on the 4th string (E or C) in the keys of D, G &amp; C Major               <ul style="list-style-type: none"> <li>◦ One octave scales in D, G, and C Major</li> </ul> </li> <li>• Demonstrate the concept of beat/pulse and demonstrate level appropriate subdivision with traditional counting</li> <li>• Identify symbols and terms :               <ul style="list-style-type: none"> <li>◦ Dynamics: <b>forte, piano, crescendo, decrescendo, diminuendo, mezzo forte, mezzo piano</b></li> <li>◦ Tempo: <b>allegro, moderato, andante, ritardando</b></li> <li>◦ Articulation: <b>pizzicato, arco, slur, staccato, slurred staccato, legato</b></li> <li>◦ Additional Vocabulary: <b>staff, clef, measure, bar lines, repeat sign, key signature, time signature, sharp, natural, tie, DC, parts of the instrument, fine, accent</b></li> </ul> </li> <li>• Sight read simple melodic and rhythmic passages</li> <li>• Experience and interact with the compositional process through call and response activities</li> </ul>	<ul style="list-style-type: none"> <li>• Perform in all scheduled rehearsals and performances including Orchestra Festival and Spring Concert</li> <li>• Perform unison and 2-part music within an ensemble</li> <li>• Produce a tone on the stringed instrument that is clear in pitch, medium-loud, free of extraneous noises</li> <li>• Place each fingertip accurately on the string with awareness of intonation</li> <li>• Distinguish and demonstrate between different directions of the bow and how to use different amounts of bow for notes of different length</li> <li>• Demonstrate grade specific musical symbols as an element of performance (dynamics, tempo, articulation, etc)</li> <li>• Consistently bring instrument and lesson book to school on their assigned lesson day</li> <li>• Establish and document a regular practice routine</li> </ul>	<ul style="list-style-type: none"> <li>• Identify familiar melodies, ABA form and recognize inaccuracies in pitch and rhythm</li> <li>• Identify phrases, sections and patterns in music</li> <li>• Describe the quality of performances and offer suggestions for improvement</li> <li>• Self-assess the quality of their sound</li> </ul>	<ul style="list-style-type: none"> <li>• Explain historical relevance of selected literature</li> <li>• Distinguish music from various cultures and historical periods</li> </ul>



# KUSD Orchestra Curriculum Guide - 6th Grade

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills Categories	READING AND NOTATING MUSIC	PLAYING INSTRUMENTS ENSEMBLE CITIZENSHIP	MUSICAL INTERACTION	MUSIC AS AN ASPECT OF DAILY LIFE
Learning Objectives	<ul style="list-style-type: none"> <li>• Identify dotted quarter, single eighth, sixteenth notes and corresponding rests and read notation in simple meter</li> <li>• Read notation on all strings and perform 1 octave scales in the keys of D, G, C, F major</li> <li>• Demonstrate understanding of beat/pulse and subdivision</li> <li>• Identify symbols and terms :               <ul style="list-style-type: none"> <li>○ Dynamics: <b>fortissimo, pianissimo</b></li> <li>○ Tempo: <b>accelerando, a tempo, largo, adagio, allegretto, presto</b></li> <li>○ Articulation: <b>marcato, detaché, tremolo</b></li> <li>○ Additional Vocabulary: <b>divisi, tutti, simile, subito, D.S. al Coda, flat, major/minor</b></li> </ul> </li> <li>• Read music with changing meters, tempos and/or keys</li> <li>• Sight read individually and as an ensemble</li> <li>• Experience and interact with the compositional process</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in all scheduled rehearsals, school performances, and Orchestra Festival</li> <li>• Perform unison, and ensemble parts at the WSMA Class M level or beyond</li> <li>• Understand and respond to conducting patterns in simple meter</li> <li>• Produce a maturing tone by using bow weight ,speed, contact point, left hand strength/finger weight and starting vibrato</li> <li>• Place each fingertip accurately on the string with increasing awareness of intonation</li> <li>• Demonstrate alternate finger patterns in first position (low 1, high 3, extended 4). Basses shift using 1st, 2nd and 3rd positions.</li> <li>• Demonstrate a tuning strategy that includes ear training and the manipulation of fine tuners</li> <li>• Use bow technique for optimal sound while utilizing new articulations</li> <li>• Integrate grade specific musical symbols while performing (dynamic, tempo, articulation, etc)               <ul style="list-style-type: none"> <li>• Function within the parameters of the rehearsal structure as established by the director (tuning, ensemble work, dismissal)</li> </ul> </li> <li>• Demonstrate and apply the following skills during performance:               <ul style="list-style-type: none"> <li>• Decorum to include stage presence, attire, and behavior</li> <li>• Audience etiquette appropriate to venue and purpose</li> <li>• Connections to PBIS</li> <li>• Establish a regular practice routine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between melody and harmony, refine ear training skills, chord tuning, octave tuning</li> <li>• Identify phrases, sections and patterns in music</li> <li>• Self- assess the quality of their individual sound with respect to pitch, tone, steady pulse, articulation, bowing uniformity utilizing teacher provided criteria*</li> <li>• Listen to and assess other individuals and ensembles with respect to pitch, tone, steady pulse, articulation, bowing uniformity utilizing teacher provided criteria*</li> </ul>	<ul style="list-style-type: none"> <li>• Understand historical relevance of selected literature</li> <li>• Recognize and identify style characteristics in music from different cultures and historical periods</li> <li>• Connect artistic ideas and musical works with curricular, societal, cultural or historical context using disciplinary literacy tools*</li> </ul> <p>* Disciplinary literacy tool examples:</p> <ul style="list-style-type: none"> <li>• Word walls</li> <li>• Vocabulary sheets</li> <li>• Teacher prompts for discussion</li> <li>• Concept of the week</li> <li>• WSMA Adjudication sheets</li> <li>• Student created rubrics</li> </ul>

# KUSD Orchestra Curriculum Guide - 7th Grade

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills Categories	<b>READING AND NOTATING MUSIC</b>	<b>PLAYING INSTRUMENTS</b> <b>ENSEMBLE CITIZENSHIP</b>	<b>MUSICAL INTERACTION</b>	<b>MUSIC AS AN ASPECT OF DAILY LIFE</b>
Learning Objectives	<ul style="list-style-type: none"> <li>• Read notation in simple and compound meter</li> <li>• Read notation on all strings in the keys of D,G,C,F,Bb, A Major &amp; d, g Minor               <ul style="list-style-type: none"> <li>◦ 2 octave scales: D, G, C Major</li> <li>◦ 1 octave scales: F, Bb, A Major &amp; d, g Minor</li> </ul> </li> <li>• Demonstrate understanding of beat/pulse and subdivision</li> <li>• Identify symbols and terms in specified literature</li> <li>• Read music with changing meters, tempos and/or keys</li> <li>• Sight read individually and as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Perform at school concerts and Orchestra Festival</li> <li>• Perform unison, ensemble parts and solo literature at the WSMA Class C level or beyond</li> <li>• Develop vibrato to continue maturing their sound</li> <li>• Correct left hand position and continue to refine accurate intonation</li> <li>• Use alternate finger patterns in first position and begin shifting. Basses shift using 1st, 2nd and 3rd positions.</li> <li>• Improve tuning accuracy with ear training and the manipulation of both fine tuners and tuning pegs</li> <li>• Refine bow technique for optimal sound using contact point, bow placement and arm weight</li> <li>• Integrate grade specific musical symbols while performing (dynamic, tempo, articulation, etc)</li> <li>• Attend rehearsals and concerts outside of the school day</li> <li>• Enhance practice routine (warm-up, scales, excerpts from ensemble literature and/or solo work)</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between melody and harmony, continues to refine ear training skills, chord tuning, octave tuning</li> <li>• Identify phrases, sections and patterns in music</li> <li>• Self- assess the quality of their individual sound with respect to pitch, tone, steady pulse, articulation utilizing teacher provided criteria</li> <li>• Listen to and assess other individuals and ensembles with respect to pitch, tone, steady pulse, articulation, bowing uniformity utilizing teacher provided criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Understand historical relevance of selected literature</li> <li>• Recognize and identify style characteristics in music from different cultures and historical periods</li> <li>• Connect artistic ideas and musical works with curricular, societal, cultural or historical context using disciplinary literacy tools*</li> </ul> <p>* Disciplinary literacy tool examples:</p> <ul style="list-style-type: none"> <li>• Word walls</li> <li>• Vocabulary sheets</li> <li>• Teacher prompts for discussion</li> <li>• Concept of the week</li> <li>• WSMA Adjudication sheets</li> <li>• Student created rubrics</li> </ul>

# KUSD Orchestra Curriculum Guide - 8th Grade

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills Categories	<b>READING AND NOTATING MUSIC</b>	<b>PLAYING INSTRUMENTS</b> <b>ENSEMBLE CITIZENSHIP</b>	<b>MUSICAL INTERACTION</b>	<b>MUSIC AS AN ASPECT OF DAILY LIFE</b>
Learning Objectives	<ul style="list-style-type: none"> <li>• Read notation in simple and compound meter</li> <li>• Read notation on all strings in major keys up to 3 sharps or flats and their corresponding minor keys.</li> <li>• Demonstrate understanding of beat/pulse and subdivision</li> <li>• Identify symbols and terms in specified literature</li> <li>• Read music with changing meters, tempos and/or keys</li> <li>• Sight read individually and as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Perform at school concerts and Orchestra Festival</li> <li>• Perform unison, ensemble parts and solo literature at the WSMA Class C level or beyond</li> <li>• Perform:               <ul style="list-style-type: none"> <li>○ 2 octave scales: D, G, C Major</li> <li>○ 1 octave scales: F, Bb, A Major &amp; a, e, d, g Minor</li> </ul> </li> <li>• Refine vibrato for a maturing sound</li> <li>• Demonstrate correct left hand position and refine accurate intonation</li> <li>• Refine understanding of higher positions including left hand technique and corresponding change in bow contact point</li> <li>• Improve accuracy in tuning their instrument</li> <li>• Refine bow technique for optimal sound using contact point, bow placement and arm weight</li> <li>• Integrate grade specific musical symbols while performing (dynamic, tempo, articulation, etc)</li> <li>• Work within the parameters of the rehearsal structure as established by the director (tuning, ensemble work, dismissal)</li> <li>• Attend rehearsals and concerts outside of the school day</li> <li>• Enhance practice routine (warm-up, scales, excerpts from ensemble literature and/or solo work)</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between melody and harmony, continue to hone ear training skills, chord tuning, octave tuning</li> <li>• Identify phrases, sections and patterns in music</li> <li>• Self-assess the quality of their individual sound with respect to pitch, tone, steady pulse, articulation utilizing teacher provided and student-created criteria</li> <li>• Listen to and assess other individuals and ensembles with respect to pitch, tone, steady pulse, articulation, bowing uniformity utilizing teacher provided and student-created criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Understand historical relevance of selected literature</li> <li>• Recognize and identify style characteristics in music from different cultures and historical periods</li> <li>• Connect artistic ideas and musical works with curricular (tie in with US History 8th grade curriculum), societal, cultural or historical context to deepen understanding using disciplinary literacy tools*</li> </ul> <p>* Disciplinary literacy tool examples:</p> <ul style="list-style-type: none"> <li>• Word walls</li> <li>• Vocabulary sheets</li> <li>• Teacher prompts for discussion</li> <li>• Concept of the week</li> <li>• WSMA Adjudication sheets</li> <li>• Student created rubrics</li> </ul>

# KUSD Orchestra Curriculum Guide - 9th & 10th Grade (Concert Orchestra)

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills Categories	READING AND NOTATING MUSIC	PLAYING INSTRUMENTS	MUSICAL INTERACTION	MUSIC AS AN ASPECT OF DAILY LIFE
Learning Objectives	<ul style="list-style-type: none"> <li>• Read notation in simple, compound, and mixed meter</li> <li>• Read notation on all strings and in higher positions</li> <li>• Demonstrate understanding of beat/pulse and subdivision</li> <li>• Identify symbols and terms                             <ul style="list-style-type: none"> <li>◦ <b>Dynamics:</b> full range</li> <li>◦ <b>Tempo:</b> full range</li> <li>◦ <b>Articulation:</b> legato, leggiero, martele, staccato, portato, detache</li> <li>◦ <b>Vocabulary:</b> define musical terms and styles within each piece</li> </ul> </li> <li>• Sight read individually and as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Perform Grade 3+/Class B repertoire at school concerts and Orchestra Festival</li> <li>• Perform all major keys in 2 octave scales</li> <li>• Perform unison, ensemble parts and solo literature at the WSMA Class B level</li> <li>• Refine vibrato for a maturing sound</li> <li>• Demonstrate correct left hand position and refine accurate intonation</li> <li>• Refine understanding of higher positions including left hand technique and corresponding change in bow contact point</li> <li>• Tuning independence</li> <li>• Refine bow technique for optimal sound using contact point, bow placement and arm weight</li> <li>• Correctly interprets musical symbols while performing (dynamic, tempo, articulation, etc.)</li> <li>• Work within the parameters of the rehearsal structure as established by the director (tuning, ensemble work, dismissal)</li> <li>• Demonstrate and apply the following skills during performance:                             <ul style="list-style-type: none"> <li>• Decorum to include stage presence, attire, and behavior</li> <li>• Audience etiquette appropriate to venue and purpose</li> <li>• Making connections to PBIS</li> </ul> </li> <li>• Attend rehearsals and concerts outside of the school day</li> <li>• Enhance practice routine (warm-up, scales, excerpts from ensemble literature and/or solo work)</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between melody and harmony, continue to hone ear training skills, chord tuning, octave tuning, ringing tones</li> <li>• Identify phrases, sections and patterns in music</li> <li>• Self-assess the quality of their individual sound with respect to pitch, tone, steady pulse, articulation utilizing teacher provided and student-created criteria</li> <li>• Listen to and assess other individuals and ensembles with respect to pitch, tone, steady pulse, articulation, bowing uniformity utilizing teacher provided and student-created criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Understand historical relevance of selected literature</li> <li>• Recognize and identify style characteristics in music from different cultures and historical periods</li> <li>• Connect artistic ideas and musical works with curricular (tie in with US History 8th grade curriculum), societal, cultural or historical context to deepen understanding using disciplinary literacy tools*</li> </ul> <p>* Disciplinary literacy tool examples:</p> <ul style="list-style-type: none"> <li>• Word walls</li> <li>• Vocabulary sheets</li> <li>• Teacher prompts for discussion</li> <li>• Concept of the week</li> <li>• WSMA Adjudication sheets</li> <li>• Student created rubrics</li> </ul>

# KUSD Orchestra Curriculum Guide - 11th & 12th Grade (Symphonic Orchestra)

Artistic Processes	Creating	Performing	Responding	Connecting
Knowledge and Skills Categories	<b>READING AND NOTATING MUSIC</b>	<b>PLAYING INSTRUMENTS</b>	<b>MUSICAL INTERACTION</b>	<b>MUSIC AS AN ASPECT OF DAILY LIFE</b>
Learning Objectives	<ul style="list-style-type: none"> <li>• Read notation in simple, compound, and mixed meter</li> <li>• Read notation on all strings in multiple clefs</li> <li>• Demonstrate understanding of beat/pulse and subdivision</li> <li>• Identify symbols and terms               <ul style="list-style-type: none"> <li>◦ <b>Dynamics:</b> full range</li> <li>◦ <b>Tempo:</b> full range</li> <li>◦ <b>Articulation:</b> legato, leggiero, spiccato, sautille, martele, staccato, portato, detache</li> <li>◦ <b>Vocabulary:</b> define musical terms and styles within each piece</li> </ul> </li> <li>• Sight read individually and as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Perform Grade 4+/Class A repertoire at school concerts and Orchestra Festival</li> <li>• Perform all major keys in 3 octave scales</li> <li>• Perform unison, ensemble parts and solo literature at the WSMA Class A level</li> <li>• Refine vibrato for a mature sound</li> <li>• Demonstrate correct left hand position and refine accurate intonation</li> <li>• Refine understanding of higher positions including left hand technique and corresponding change in bow contact point</li> <li>• Tuning independence</li> <li>• Refine bow technique for optimal sound using contact point, bow placement and arm weight</li> <li>• Correctly interprets musical symbols while performing (dynamic, tempo, articulation, etc.)</li> <li>• Work within the parameters of the rehearsal structure as established by the director (tuning, ensemble work, dismissal)</li> <li>• Demonstrate and apply the following skills during performance:               <ul style="list-style-type: none"> <li>• Decorum to include stage presence, attire, and behavior</li> <li>• Audience etiquette appropriate to venue and purpose</li> <li>• Making connections to PBIS</li> </ul> </li> <li>• Attend rehearsals and concerts outside of the school day</li> <li>• Enhance practice routine (warm-up, scales, excerpts from ensemble literature and/or solo work)</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between melody and harmony, continue to hone ear training skills, chord tuning, octave tuning, ringing tones</li> <li>• Identify phrases, sections and patterns in music</li> <li>• Self-assess the quality of their individual sound with respect to pitch, tone, steady pulse, articulation utilizing teacher provided and student-created criteria</li> <li>• Listen to and assess other individuals and ensembles with respect to pitch, tone, steady pulse, articulation, bowing uniformity utilizing teacher provided and student-created criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Understand historical relevance of selected literature</li> <li>• Recognize and identify style characteristics in music from different cultures and historical periods</li> <li>• Connect artistic ideas and musical works with curricular (tie in with US History 8th grade curriculum), societal, cultural or historical context to deepen understanding using disciplinary literacy tools*</li> </ul> <p>* Disciplinary literacy tool examples:</p> <ul style="list-style-type: none"> <li>• Word walls</li> <li>• Vocabulary sheets</li> <li>• Teacher prompts for discussion</li> <li>• Concept of the week</li> <li>• WSMA Adjudication sheets</li> <li>• Student created rubrics</li> </ul>

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**March 28, 2023**

**POLICY 6610—SELECTION OF INSTRUCTIONAL MATERIALS**

**Background**

In December 2015 the board approved updates to Kenosha Unified School District Board Policy 6300 to include a systematic curriculum development cycle and Policy 6610 to establish a seven-year curriculum review cycle. The updates transformed the curriculum selection process from a matter of textbook purchasing into a process of continuous improvement. The revised process incorporates ongoing review and revision of curriculum and instruction. Policy 6610 is being presented for an update to expand the cycle to include the 2023-24 and 2024-25 school years.

**Selection of Instructional Materials**

School Board Policy 6610 (Appendix A) includes the proposed seven-year curriculum review cycle and indicates where each curriculum area falls within the cycle. While an established cycle is practical, it must also take into consideration responsiveness to the continuously changing global community and academic expectations and standards. As such, the Office of Teaching and Learning includes the adoption cycle for the past school year, the current school year and the upcoming school year. In addition, the immediate needs of students and teachers alike must be addressed as the curriculum is implemented. This process will assure that curriculum is revised or developed in a cycle that will facilitate effective and fiscally responsible use of district resources. Budget allocations for materials, textbooks, and professional learning can be focused on the successful implementation of the revisions to existing resources or the adoption of new program resources.

**Summary**

The curriculum review process is a dynamic endeavor that responds to the needs of specific school communities. The development of this thorough process is a credit to the commitment of district personnel. As each area is approached for review, the Office of Teaching and Learning and the curriculum design, implementation, and writing teams comprised of district staff, keep the specific needs and interests of the teachers and students in the forefront of their planning. Perhaps the most important elements of the curriculum review process are the knowledgeable and thoughtful ways in which teachers implement curricula in each classroom to meet student needs, abilities, interests, and aspirations.

## **Administrative Recommendations**

Administration recommends that the school board approve recommended updates to the 2022-25 Curriculum Review Cycle located in Policy 6610 as a first reading on March 28, 2023, and a second reading on April 25, 2023.

Dr. Jeffrey Weiss  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer



SELECTION OF INSTRUCTIONAL MATERIALS

The selection of instructional materials, including required textbooks, equipment, and supplementary books and materials, shall be recommended to the School Board by the superintendent of schools, in accordance with District rules and regulations. The Board shall make the final determination regarding selection of materials.

Textbooks and other materials which are required to be read by all students shall be evaluated and recommended to the superintendent by the chief academic officer and the curriculum design team. This team is charged with the responsibility of screening materials and preparing recommendations for selection and adoption of instructional materials. Upon adoption, curriculum and instruction materials must be implemented by the instructional staff.

Supplementary materials which are to be used for particular programs in individual schools may be selected by teachers, teacher committees, or departments with the approval of the principal, the chief academic officer, and the superintendent/designee.

The Board shall adopt the required materials and equipment for the District.

The District shall not discriminate in the selection and evaluation of instructional and library materials or media on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Wisconsin Statutes  
Sections 118.03(2) [Purchase of textbooks]  
118.13 Pupil discrimination prohibited  
120.10(15) Textbooks  
120.12(11) Indigent children  
120.13 School board powers  
120.13(5) Books, material and equipment  
Wisconsin Administrative Code  
PI 9.03(1) [Prohibiting discrimination against pupils]

CROSS REF.: 1410, Free Materials  
2110, Benchmarks  
3280, Student Fees  
5110.1, Equal Educational Opportunity  
5110.2, Discrimination Complaint  
6300, Curriculum Development and Improvement  
6430, Instructional Arrangements (The Learning Situation)  
6620, Library Resources  
6810, Teaching About Controversial Issues Board-Adopted Academic Standards

AFFIRMED: September 24, 1991

REVISED: March 9, 1999  
January 29, 2002  
December 15, 2015  
April 24, 2017  
February 26, 2019  
August 27, 2019  
July 27, 2021  
**April 25, 2023**

RULE 6610  
PROCEDURES FOR SELECTING AND USING  
SUPPLEMENTARY INSTRUCTIONAL MATERIALS

1. No student shall be required to read supplementary books or those on a required list if the parent/guardian indicates there are reasons why a particular book should not be read by their child.
2. Movies/video clips can enhance the educational experience for students. Therefore, movies/videos must be directly relevant to the curriculum and be appropriate for all students within the classroom. Following careful evaluation, movies/video clips in various formats and other audio-visual materials may be used for instructional purposes in accordance with District Policy 3531.1—Copyrighted Materials.
3. Movies/video clips are defined as being less than 25 minutes in length and are to be used with classroom discussion or activities.
4. Commercial entertainment videos having obvious educational value may be included when appropriate to the subject being studied. Commercial videos that are unrated or rated PG or PG-13 shall not be shown to students in the District without advance written notice to the parents. Such notice shall contain an accurate description of the contents of the film. No videos having an R, NC-17, or X shall be shown to students at any school.
5. Parents/guardians not wishing to have their children participate in viewing a particular video may indicate this decision in a note to the principal. The decision of the parent/guardian will be respected, and an assignment of equal value may be given as an alternative to attending the showing of such a video. The parent/guardian shall be given an opportunity to review District-owned audio-visual materials as available, at no additional expense to the District.

RULE 6610  
 PROCEDURES FOR SELECTING AND USING  
 SUPPLEMENTARY INSTRUCTIONAL MATERIALS

**CURRICULUM REVIEW CYCLE**  
**2020-23 2023-25**

SCHOOL YEAR	PHASE 1:- REVIEW	PHASE 2:- DEVELOP	PHASE 3:- PREPARE	PHASE 4:- IMPLEMENT	PHASE 5:- MONITOR		
2020-21	<ul style="list-style-type: none"> <li>● 11-12 math (fourth courses)</li> <li>● K-5 social studies</li> <li>● 9-12 English Language Development III</li> <li>● 6-12 physical education</li> <li>● 6-8 computer science</li> <li>● Career and technical education pathways:                             <ul style="list-style-type: none"> <li>○ Marketing</li> <li>○ Transportation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● K-5 English language arts</li> <li>● K-12 English Language Development I/II</li> <li>● K-5 physical education</li> <li>● Career and technical education pathways:                             <ul style="list-style-type: none"> <li>○ Child development</li> <li>○ Healthcare</li> <li>○ Advanced manufacturing</li> <li>○ Construction</li> <li>○ Accounting</li> <li>○ Textiles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 6-10 math</li> <li>● K-5 music</li> <li>● Early education</li> <li>● 9-12 social studies electives</li> <li>● 6-8 world language</li> <li>● Career and technical education pathways:                             <ul style="list-style-type: none"> <li>○ Culinary</li> <li>○ Business management</li> </ul> </li> <li>● Personal finance</li> <li>● Computer courses</li> </ul>	<ul style="list-style-type: none"> <li>● 4-12 performance music</li> <li>● 6-8 world language</li> <li>● 6-12 English language arts</li> <li>● K-5 music</li> <li>● K-5 art</li> </ul>	<ul style="list-style-type: none"> <li>● K-5 math</li> <li>● 11-12 science (fourth courses)</li> <li>● K-8 Spanish language arts (dual language)</li> <li>● 6-12 social studies (U.S. History/-Government)</li> </ul>	<ul style="list-style-type: none"> <li>● 6-12 social studies (World History)</li> <li>● K-12 health</li> <li>● 6-12 theatre</li> <li>● 6-11 science</li> </ul>	<ul style="list-style-type: none"> <li>● K-5 science</li> <li>● 9-12 world languages</li> </ul>

SCHOOL YEAR	PHASE 1 Select High-Quality Instructional Materials	PHASE 2 Prepare to Implement	PHASE 3 Teach and Learn				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2021-22	<ul style="list-style-type: none"> <li>• 11-12 math</li> <li>• K-5 social studies</li> <li>• K-5 English language arts-comprehensive reading and writing</li> <li>• K-12 English Language Development I, II, and III</li> <li>• K-5 physical education</li> <li>• 6-12 art</li> <li>• Career and technical education pathways               <ul style="list-style-type: none"> <li>○ Culinary</li> <li>○ Marketing</li> <li>○ Transportation</li> <li>○ Personal finance</li> </ul> </li> <li>• 6-8 science, technology, engineering, and mathematics (STEM)</li> </ul>	<ul style="list-style-type: none"> <li>• K-5 English language arts-guided reading</li> <li>• Career and technical education pathways               <ul style="list-style-type: none"> <li>○ Business management</li> <li>○ Accounting</li> </ul> </li> <li>• 6-8 computer science</li> </ul>	<ul style="list-style-type: none"> <li>• 6-10 math</li> <li>• K-5 music</li> <li>• Early education</li> <li>• K-5 English language arts-phonics</li> <li>• 9-12 social studies</li> <li>• 6-8 world language</li> <li>• Computer courses</li> <li>• Career and technical education pathways               <ul style="list-style-type: none"> <li>○ Child development</li> <li>○ Construction</li> <li>○ Textiles</li> <li>○ Interior design</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 5-12 performance music</li> <li>• 6-8 world language</li> <li>• 6-12 English language arts</li> <li>• K-5 fine arts</li> <li>• Career and technical education pathway               <ul style="list-style-type: none"> <li>○ Manufacturing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• K-5 math</li> <li>• 11-12 science</li> <li>• K-8 Spanish language arts (dual language)</li> <li>• 6-12 U.S. History and Government</li> </ul>	<ul style="list-style-type: none"> <li>• World History</li> <li>• 6-12 theater</li> <li>• 6-11 science</li> <li>• Career and technical education pathway               <ul style="list-style-type: none"> <li>○ Healthcare</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• K-5 science</li> <li>• 9-12 world language</li> <li>• 6-12 physical education</li> <li>• K-12 health</li> <li>• Career and technical education pathway               <ul style="list-style-type: none"> <li>○ Engineering</li> </ul> </li> </ul>

SCHOOL YEAR	PHASE 1 Select High-Quality Instructional Materials	PHASE 2 Prepare to Implement	PHASE 3 Teach and Learn				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2022-23	<ul style="list-style-type: none"> <li>• K-5 science</li> <li>• 9-12 world language</li> <li>• 6-12 physical education</li> <li>• K-12 health</li> <li>• Career and technical education pathway                             <ul style="list-style-type: none"> <li>○ Engineering</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 11-12 math</li> <li>• K-5 social studies</li> <li>• K-5 English language arts comprehensive reading and writing</li> <li>• K-12 English Language Development I, II, and III</li> <li>• K-5 physical education</li> <li>• 6-12 art</li> <li>• Career and technical education pathways                             <ul style="list-style-type: none"> <li>○ Culinary</li> <li>○ Marketing</li> <li>○ Transportation</li> <li>○ Personal finance</li> </ul> </li> <li>• 6-8 science, technology, engineering, and mathematics (STEM)</li> </ul>	<ul style="list-style-type: none"> <li>• K-5 English language arts guided reading</li> <li>• Career and technical education pathways                             <ul style="list-style-type: none"> <li>○ Business management</li> <li>○ Accounting</li> </ul> </li> <li>• 6-8 computer science</li> </ul>	<ul style="list-style-type: none"> <li>• 6-10 math</li> <li>• K-5 music</li> <li>• Early education</li> <li>• K-5 English language arts phonics</li> <li>• 9-12 social studies</li> <li>• 6-8 world language</li> <li>• Computer courses</li> <li>• Career and technical education pathways                             <ul style="list-style-type: none"> <li>○ Child development</li> <li>○ Construction</li> <li>○ Textiles</li> <li>○ Interior design</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 5-12 performance music</li> <li>• 6-8 world language</li> <li>• 6-12 English language arts</li> <li>• K-5 fine arts</li> <li>• Career and technical education pathway                             <ul style="list-style-type: none"> <li>○ Manufacturing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• K-5 math</li> <li>• 11-12 science</li> <li>• K-8 Spanish language arts (dual language)</li> <li>• 6-12 U.S. History and Government</li> </ul>	<ul style="list-style-type: none"> <li>• World History</li> <li>• 6-12 theater</li> <li>• 6-11 science</li> <li>• Career and technical education pathway                             <ul style="list-style-type: none"> <li>○ Healthcare</li> </ul> </li> </ul>

SCHOOL YEAR	PHASE 1 Select High-Quality Instructional Materials	PHASE 2 Prepare to Implement	PHASE 3 Teach and Learn				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2023-24	<ul style="list-style-type: none"> <li>• World history</li> <li>• 6-12 theater</li> <li>• 6-11 science</li> <li>• CTE                             <ul style="list-style-type: none"> <li>○ Healthcare</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• K-5 science</li> <li>• 9-12 world language</li> <li>• 6-12 physical education</li> <li>• K-12 health</li> <li>• CTE                             <ul style="list-style-type: none"> <li>○ Engineering</li> <li>○ Personal finance</li> </ul> </li> <li>• ELA comprehensive reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12 math</li> <li>• K-5 social studies</li> <li>• K-5 physical education</li> <li>• 6-12 art</li> <li>• CTE                             <ul style="list-style-type: none"> <li>○ Culinary</li> <li>○ Marketing</li> <li>○ Transportation</li> </ul> </li> <li>• 6-8 STEM</li> </ul>	<ul style="list-style-type: none"> <li>• K-5 ELA guided reading</li> <li>• CTE                             <ul style="list-style-type: none"> <li>○ Business management</li> <li>○ Accounting</li> </ul> </li> <li>• 6-8 computer science</li> </ul>	<ul style="list-style-type: none"> <li>• 6-10 math</li> <li>• K-5 music</li> <li>• Early education</li> <li>• K-5 ELA phonics</li> <li>• 9-12 social studies</li> <li>• Computer courses</li> <li>• CTE                             <ul style="list-style-type: none"> <li>○ Child development</li> <li>○ Construction</li> <li>○ Textiles</li> <li>○ Interior design</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 5-12 performance music</li> <li>• 6-8 world language</li> <li>• 6-12 ELA</li> <li>• K-5 fine arts</li> <li>• CTE                             <ul style="list-style-type: none"> <li>○ Manufacturing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• K-5 math</li> <li>• 11-12 science</li> <li>• K-8 Spanish language arts (dual language)</li> <li>• 6-12 U.S. history and government</li> </ul>
2024-25	<ul style="list-style-type: none"> <li>• K-5 math</li> <li>• 11-12 science</li> <li>• K-8 Spanish language arts (dual language)</li> <li>• 6-12 U.S. history and government</li> </ul>	<ul style="list-style-type: none"> <li>• World history</li> <li>• 6-12 theater</li> <li>• 6-11 science</li> <li>• CTE                             <ul style="list-style-type: none"> <li>○ Healthcare</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• K-5 science</li> <li>• 9-12 world language</li> <li>• 6-12 physical education</li> <li>• K-12 health</li> <li>• CTE                             <ul style="list-style-type: none"> <li>○ Engineering</li> <li>○ Personal finance</li> </ul> </li> <li>• ELA comprehensive reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12 math</li> <li>• K-5 social studies</li> <li>• K-5 physical education</li> <li>• 6-12 art</li> <li>• CTE                             <ul style="list-style-type: none"> <li>○ Culinary</li> <li>○ Marketing</li> <li>○ Transportation</li> </ul> </li> <li>• 6-8 STEM</li> </ul>	<ul style="list-style-type: none"> <li>• K-5 ELA guided reading</li> <li>• CTE                             <ul style="list-style-type: none"> <li>○ Business management</li> <li>○ Accounting</li> </ul> </li> <li>• 6-8 computer science</li> </ul>	<ul style="list-style-type: none"> <li>• 6-10 math</li> <li>• K-5 music</li> <li>• Early education</li> <li>• K-5 ELA phonics</li> <li>• 9-12 social studies</li> <li>• Computer courses</li> <li>• CTE                             <ul style="list-style-type: none"> <li>○ Child development</li> <li>○ Construction</li> <li>○ Textiles</li> <li>○ Interior design</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 5-12 performance music</li> <li>• 6-8 world language</li> <li>• 6-12 ELA</li> <li>• K-5 fine arts</li> <li>• CTE                             <ul style="list-style-type: none"> <li>○ Manufacturing</li> </ul> </li> </ul>

The Curriculum Review Cycle may need to be amended due to state and district curriculum and assessment guidelines and revisions.



**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Kenosha, Wisconsin**

**March 28, 2023**

**ADOPTION OF INSTRUCTIONAL MATERIALS FOR CAREER AND  
TECHNICAL EDUCATION PATHWAYS—CULINARY AND MARKETING**

**Background**

The Kenosha Unified School District Board of Education adopted Policy 6300, Curriculum Development and Improvement, which provides a timetable for the adoption of new curricular resources for each content area. Under the guidance of the coordinator of career and technical education, review teams comprised of career and technical education teachers evaluated existing curriculum resources for the culinary pathway courses in addition to the marketing pathway courses (Appendix A). The curriculum resources for the following courses were reviewed: culinary basics, culinary skills, global cuisine, career foods, marketing/marketing honors, advanced marketing/advanced marketing honors, and starting a business.

**Rationale for Curriculum Update**

Career and technical education courses provide students the opportunity to learn and apply academic and career knowledge through engaging real-world activities. Beginning in 2013, Wisconsin began a renewed effort promoting the need for high-quality career and technical education programs along with students having opportunities to earn industry-recognized credentials that may lead to immediate employment or are transferrable to future education and careers. The adoption of the recommended instructional resources elevates the culinary and marketing pathway courses to provide students with the skills and knowledge needed in today's workforce. This request to adopt and purchase materials for the culinary and marketing pathway courses aligns with the Curriculum Development Cycle in Kenosha Unified School District Board of Education Policy 6300: Curriculum Development and Improvement (Appendix B).

**Instructional Materials Review Process**

The instructional materials review process began in 2022 with a Request for Purchase, resulting in responses from three publishers for the culinary pathway courses and five publishers for the marketing pathway courses. Sample materials were requested from each publisher and sent to the schools for teachers to review. Review team members for each specific pathway evaluated the instructional materials with a rubric and came to consensus on the resources they felt would best support student learning and engagement (Appendix C).

Information regarding resources through the consensus for both pathways was made available to the public from February 6, 2023, through February 13, 2023. Community members were invited, via the Kenosha Unified School District media outlets, to review the materials and provide feedback. After the community review period was complete, the team reviewed the feedback collected from community members.

As a result of the review process, *Foundations of Restaurant Management and Culinary Arts, 2e*, Level 1 and Level 2 was selected as the primary resource for the secondary culinary pathway courses. These instructional resources provide students the opportunity to earn industry-recognized credentials and engage in activities with both professional and student organizations across the state and country.

As a result of the review process, it was determined that *Marketing, 5e* best fits the needs of Marketing/Marketing Honors; *MKTG, 13e* fits the needs of Advanced Marketing/Advanced Marketing Honors; and *Entrepreneurship: Ideas in Action Updated, 6e* best fits the needs of starting a business. These instructional materials provide students with engaging real-world scenarios, updated professional practices, and align well with the Wisconsin state standards in addition to supporting students in the marketing pathway career and technical student organization, DECA.

### **Instructional Materials**

As a result of the in-depth review process described in this report, the following teacher resources were selected:

<b>MATERIALS SELECTED</b>	<b>VENDOR</b>	<b>PATHWAY</b>	<b>COST</b>
<i>Foundations of Restaurant Management and Culinary Arts, 2e, Level 1 and Level 2</i> (Appendix D)	National Restaurant Association	9-12 Culinary	\$43,091
<i>Entrepreneurship: Ideas in Action Updated 6e, Marketing 5e, &amp; MKTG 13e</i> (Appendix E)	Cengage Learning	9-12 Marketing	\$42,295
<b>Total</b>			<b>\$85,386</b>

## **Recommendation**

Administration recommends that the Board of Education grant approval to purchase career and technical education instructional materials for the grades 9 through 12 culinary and marketing pathway courses as outlined in this report.

Dr. Jeffrey Weiss  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Mr. Aaron Williams  
Coordinator of Career and Technical Education

## 9-12 CURRICULUM REVIEW TEAMS

Culinary Pathway

TEAM MEMBER	POSITION	SCHOOL
Kyle Rudin	Family and Consumer Science Teacher	Indian Trail High School and Academy
Nicole Ferrille	Family and Consumer Science Teacher	Bradford High School
Lauren Farwell-Sanchez	Family and Consumer Science Teacher	Bradford High School
Ashlee Rosko	Family and Consumer Science Teacher	Reuther High School
Amanda Drews	Family and Consumer Science Teacher	Tremper High School
Dana Cash	Family and Consumer Science Teacher	Tremper High School
Laura Blise	Family and Consumer Science Teacher	Tremper High School
Christian De Jong	Family and Consumer Science Teacher	Tremper High School

Marketing Pathway

TEAM MEMBER	POSITION	SCHOOL
Heather Belke	Business and Marketing Teacher	Indian Trail High School and Academy
Tracie Nielson-Newberry	Business and Marketing Teacher	Bradford High School
Eric Elger	Business and Marketing Teacher	Tremper High School

POLICY 6300  
CURRICULUM DEVELOPMENT AND IMPROVEMENT

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

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

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

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

LEGAL REF: Wisconsin Statutes

Sections 118.01 (Educational goals and expectations)

118.30 (Pupil assessment)

120.13 (School board powers)

121.02(1)(k) & (L) (Sequential curriculum plan and instruction)

Wisconsin Administrative Code

PI 8.01(2)(k) & (l) Curriculum and Instruction

CROSS REF: 6100, Mission, Vision, Core Values and Strategic Goals

6310, Elementary School Curriculum

6610, Selection of Instructional Materials

6620, Library Resources

Board-Adopted Academic Standards

AFFIRMED: September 24, 1991

REVISED: November 8, 1994

October 13, 1998

January 29, 2002

December 20, 2011

June 25, 2013

December 15, 2015

August 27, 2019

July 27, 2021



## CURRICULUM IMPLEMENTATION FRAMEWORK





Essential questions are included in the chapter or lesson to guide students in recognizing “big ideas”			
Learning objectives are included in chapters or lessons to guide students in recognizing what they should be able to demonstrate	1	2	3
The textbook materials provide guidance to the student regarding practicing, applying and rehearsing the skill using real life scenarios			
The textbook materials provide rigorous exercises that ask students to apply concepts to similar or new situations	1	2	3
<b>Notes:</b>			
<b>Skill Development *Note that every lesson/chapter may not address each of the standards/skills. Review to assure that all</b>			
The textbook materials provide information to the students about the skills needed to meet each standard	1	2	3
The textbook materials provide one or more opportunities or activities for students to practice the skills needed to meet the standard			
The instructional strategies use interactive, experiential methods that actively engage students in learning to help them personalize the information, such as cooperative learning, group discussions, problem solving, demonstrations and role playing	1	2	3
Textbook provides opportunities to interact with complex informational text			
<b>Notes:</b>			
<b>Digital Curriculum for Students Review digital curricular textbook materials to generally determine if:</b>			
There are robust digital resources for student learning, practice and assessment			
Digital materials are intuitive and engaging			
Digital materials provide content that enhances the textbook	1	2	3
Digital materials provide differentiated access to content			
<b>Notes:</b>			
<b>Assessment System: Documentation includes a description of the overall system or approach to assessment and includes:</b>			









3600 52ND ST., KENOSHA, WI 53144  
 P 262-359-6300 • F 262-359-7672

## PURCHASE/CONTRACT RATIONALE

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

Vendor: National Restaurant Association

Purchased Good/Program: Foundations of Restaurant Management and Culinary Arts, 2e, Level 1 and Level 2

Start Date/Date Needed: April 1, 2023

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

Updated culinary resources for high school culinary pathway courses.

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

Teaching & Learning: \$43,091

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

YES  NO  If no, please request an RFP packet

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

The new resources will support student learning in the culinary courses and help prepare students for success in this pathway.

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

April 1, 2023

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

Appropriate Leadership Signature Julie Horvath Date 2-10-23



## PURCHASE/CONTRACT RATIONALE

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

Vendor: Cengage Learning

Purchased Good/Program: Entrepreneurship: Ideas in Action Updated 6e, Marketing 5e & MKTG 13e

Start Date/Date Needed: April 1, 2023

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

Updated marketing resources for high school marketing pathway courses.

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

Teaching & Learning, \$42,295.00

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

YES  NO  If no, please request an RFP packet

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

The new resources will support student learning in the marketing courses and help prepare students for success in this pathway.

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

April 1, 2023

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

Appropriate Leadership Signature  Date 2-7-23

**KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin**

**March 28, 2023**

**ADOPTION OF INSTRUCTIONAL MATERIALS FOR  
NINTH THROUGH TWELFTH GRADE FRENCH**

**Background**

The current high school French materials were published in 2002 by Holt and McDougal-Littell. These materials are severely out of date and in many instances are no longer in a usable condition.

**Rationale for Curriculum Update**

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

**Instructional Materials Review Process**

The instructional materials review process began in fall 2021. The High School French Selection Curriculum Committee (Appendix B) met 12 times from fall 2021 through January 2023. The committee accomplished the following tasks:

- Examined the current state of high school French curriculum and developed a list of priorities to consider when selecting high school French instructional resources
  - Priorities included:
    - Usability of materials
    - Ability to integrate with technology
    - Access to online readers
- Used the list of priorities to review an extensive and comprehensive list of high school French instructional materials
- Gathered information and provided feedback based on the list of priorities

As a result of this process, the High School French Selection Curriculum Committee selected two instructional programs—Vista Higher Learning and Carnegie Learning—to review in depth.

- Representatives from the instructional programs chosen for in-depth review were invited to present their programs on June 10, 2022, and June 16, 2022.

Instructional materials and resources from the finalists were on online at the Kenosha Unified School District website from January 26, 2023, through February 3, 2023. Questions and/or comments were emailed to the coordinator of language acquisition. Carnegie Learning materials, *T'es Branché?* series, were selected as the curriculum for Kenosha Unified School District French courses.

### **NEW MATERIAL BENEFITS**

- Support instruction using the four modes of communication in the target language
- Support integrated literacy practices to meet standards in French and English language arts
- Support language acquisition skills through connected real-world themes and topics
- Provide a variety of quality authentic literature with strong student appeal

### **IMPLEMENTATION**

Purchase of the Carnegie *T'es Branché?* series will allow the district to provide immediate benefits to high school French students. Professional development will be scheduled to provide teachers with the skills and strategies to implement the components of the new French resources. Both teachers will have access to a training seminar with their colleague prior to starting the new school year.

### **Instructional Materials**

Instructional materials for French are provided in the chart below.

<b>COURSE</b>	<b>MATERIAL DESCRIPTION</b>	<b>UNITS</b>	<b>TOTAL</b>
French I	<ul style="list-style-type: none"> <li>• Teacher and student editions</li> <li>• iCulture+French eReaders</li> <li>• Digital student and teacher supplements</li> </ul>	70	\$12,600

<b>COURSE</b>	<b>MATERIAL DESCRIPTION</b>	<b>UNITS</b>	<b>TOTAL</b>
French II	<ul style="list-style-type: none"> <li>● Teacher and student editions</li> <li>● iCulture+French eReaders</li> <li>● Digital student and teacher supplements</li> </ul>	60	\$10,600
French III	<ul style="list-style-type: none"> <li>● Teacher and student editions</li> <li>● iCulture+French eReaders</li> <li>● Digital student and teacher supplements</li> </ul>	30	\$5,400
AP French	<ul style="list-style-type: none"> <li>● Teacher and student editions</li> <li>● iCulture+French eReaders</li> <li>● Digital student and teacher supplements</li> </ul>	20	\$3,600
Professional learning	<ul style="list-style-type: none"> <li>● Live virtual workshop sessions</li> <li>● Virtual job-embedded coaching, support, office hours, or consulting</li> </ul>	2	\$2,150
Additional licenses available for French Level 1 through AP French	<ul style="list-style-type: none"> <li>● Teacher and student editions</li> <li>● iCulture+French eReaders</li> <li>● Digital student and teacher supplements</li> </ul>	30	\$4,860
<b>TOTAL</b>			<b>\$39,210</b>

### **Recommendation**

Based on the data collected through an intensive review process by the district French teachers, the administration recommends that the school board approve the recommendation to purchase Carnegie *T'es Branché?* series.

Dr. Jeffrey Weiss  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Ms. Sarah Shanebrook Smith  
Coordinator of Language Acquisition

POLICY 6300  
CURRICULUM DEVELOPMENT AND IMPROVEMENT

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

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

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

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

LEGAL REF: Wisconsin Statutes

Sections 118.01 (Educational goals and expectations)

118.30 (Pupil assessment)

120.13 (School board powers)

121.02(1)(k) & (L) (Sequential curriculum plan and instruction)

Wisconsin Administrative Code

PI 8.01(2)(k) & (l) Curriculum and Instruction

CROSS REF: 6100, Mission, Vision, Core Values and Strategic Goals

6310, Elementary School Curriculum

6610, Selection of Instructional Materials

6620, Library Resources

Board-Adopted Academic Standards

AFFIRMED: September 24, 1991

REVISED: November 8, 1994

October 13, 1998

January 29, 2002

December 20, 2011

June 25, 2013

December 15, 2015

August 27, 2019

July 27, 2021





## CURRICULUM IMPLEMENTATION FRAMEWORK



**APPENDIX B**

**HIGH SCHOOL FRENCH SELECTION CURRICULUM COMMITTEE**

The purpose of the committee is to review all resources submitted through the request for proposal process and select two finalists for review.

<b>STAFF NAME</b>	<b>POSITION AND SCHOOL</b>
Jeff Laurant	French Teacher Indian Trail High School
Sarah Johnson	French Teacher Tremper High School

**Kenosha Unified School District  
Kenosha, Wisconsin**

**March 28, 2023**

**ADOPTION OF INSTRUCTIONAL MATERIALS  
FOR HIGH SCHOOL MATHEMATICS**

**Background**

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

In February 2021 the board of education approved the adoption and purchase of Reveal Math resources for mathematics instruction in grades 6 through 8 and for the high school Algebra 1-Geometry-Algebra 2 sequence. Instructional resources for other high school mathematics courses offered in the district were not purchased at that time. The existing resources for Precalculus, AP Calculus, and AP Statistics were purchased in 2016.

**Rationale for Curriculum Update**

This request to adopt and purchase math instructional materials for sixth grade through Algebra 2 aligns with Phase 3 of the Curriculum Development Cycle in Kenosha Unified School District Board of Education Policy 6300: Curriculum Development and Improvement (Appendix A).

**Instructional Materials Review Process**

To initiate the review process, the coordinator of mathematics surveyed current instructors of Precalculus, AP Calculus, and AP Statistics to determine if new materials should be considered or if current contracts for existing materials should be renewed. Based on the

feedback received, a request for proposals was issued in May 2021. From the proposals that were received, review copies of texts were requested and distributed to teachers at each school for review. The table that follows lists the texts that were requested for review.

<b>PRECALCULUS/ AP PRECALCULUS</b>	<b>AP CALCULUS AB/BC</b>	<b>AP STATISTICS</b>
<i>Precalculus: Graphical, Numerical, Algebraic, 10<sup>th</sup> Edition*</i>	<i>Calculus for AP, 2<sup>nd</sup> Edition (Larson)*</i>	<i>The Practice of Statistics, Updated 6<sup>th</sup> Edition*</i>
<i>Precalculus with Limits, 5<sup>th</sup> Edition</i>	<i>Calculus: Graphical, Numerical, Algebraic, AP Edition</i>	<i>Introduction to Statistical Investigations</i>
<i>Precalculus: Enhanced with Graphing Utilities, 8<sup>th</sup> Edition</i>	<i>Calculus, 7<sup>th</sup> Edition (Hughes-Hallett, Gleason, McCallum, et al)</i>	<i>Stats: Modeling the World, AP Edition, 5<sup>th</sup> Edition</i>
<i>Blitzer Precalculus</i>	<i>Calculus for the AP Course, 3<sup>rd</sup> Edition</i>	
<i>Precalculus, 3<sup>rd</sup> Edition (Young)</i>	<i>Calculus, 11<sup>th</sup> Edition (Anton, Bivens, Davis)</i>	
<i>Functions Modeling Change</i>		

\*New edition of text currently in use.

Current teachers of each of these courses under review were invited to attend a review discussion at the Educational Support Center on Friday, December 16, 2022, during which consensus was reached regarding the selected text for each course.

Community feedback on the selected materials was solicited from February 6 through 13, 2023.

## **PRECALCULUS/AP PRECALCULUS**

The content offered in five of the six precalculus texts was very similar. While all of the resources had their strengths, teachers identified *Precalculus with Limits, 5<sup>th</sup> Edition* as the resources with the greatest assets. This text is authored by the same team as the text currently used for AP Calculus, which the teachers identified as an added benefit. Benefits of this text include:

1. Explorations that support development of conceptual understanding
2. Integration of graphing technology

3. Quick response codes in texts link to worked out solutions
4. Online resources, including instructional videos and interactive examples available at <https://www.larsonprecalculus.com/>
5. Forthcoming supplemental resources for AP Precalculus

## **ADVANCED PLACEMENT CALCULUS AB/BC**

Following the review of the other available resources, teachers determined that the resource with the greatest assets continues to be *Calculus for AP*. This text was authored specifically for the AP Calculus Curriculum Framework and provides an exceptional level of support for students preparing for the AP Calculus exam. Benefits of this text include:

1. Explorations that support development of conceptual understanding
2. Integration of graphing technology
3. Quick response codes in texts link to worked out solutions
4. Ongoing AP Exam practice in each lesson and at the end of each chapter
5. Online resources, including instructional videos and interactive examples available at [www.larsoncalculusforap.com](http://www.larsoncalculusforap.com)

## **ADVANCED PLACEMENT STATISTICS**

Through their review the teachers determined that *The Practice of Statistics* continues to offer the best supports for teachers and students preparing for the AP Statistics exam. The benefits of this text include:

1. Statistical problem solving incorporated throughout the text
2. Integration of technology, including graphing calculator and statistical programs
3. Use of simulation activities to build conceptual understanding
4. AP Statistics exam practice problems in every section
5. Extensive bank of AP Statistics practice exams
6. Online resources, including worked example and exercise videos

## Instructional Materials

Appendix B provides a list of instructional materials and a Purchase/Contract Rationale for Precalculus/AP Precalculus.

Appendix C provides a list of instructional materials and a Purchase/Contract Rationale for AP Calculus AB and BC.

Appendix D provides a list of instructional materials and a Purchase/Contract Rationale for AP Statistics.

## Recommendation

Administration recommends that the Board of Education grant approval to purchase the following texts:

<b>TEXT</b>	<b>PUBLISHER</b>	<b>COURSE</b>	<b>AMOUNT</b>
<i>Precalculus with Limits, 5<sup>th</sup> Edition</i>	Cengage Learning	Precalculus/AP Precalculus	\$115,087.50
<i>Calculus for AP</i>	Cengage Learning	AP Calculus AB and BC	\$32,362.50
<i>The Practice of Statistics</i>	BW Freeman Publishing	AP Statistics	\$65,912.40

Dr. Jeffrey Weiss  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Mrs. Jennifer Lawler  
Coordinator of Secondary Mathematics and Science

POLICY 6300  
CURRICULUM DEVELOPMENT AND IMPROVEMENT

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

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

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

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

LEGAL REF: Wisconsin Statutes

Sections 118.01 (Educational goals and expectations)

118.30 (Pupil assessment)

120.13 (School board powers)

121.02(1)(k) &(L) (Sequential curriculum plan and instruction)

Wisconsin Administrative Code

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CROSS REF: 6100, Mission, Vision, Core Values and Strategic Goals

6310, Elementary School Curriculum

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October 13, 1998

January 29, 2002

December 20, 2011

June 25, 2013

December 15, 2015

August 27, 2019

July 27, 2021



## CURRICULUM IMPLEMENTATION FRAMEWORK





## PURCHASE/CONTRACT RATIONALE

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

Vendor: Cengage Learning

Purchased Good/Program: Precalculus with Limits, 5th edition

Start Date/Date Needed: June 1, 2023

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

Updated instructional resources for Precalculus and Advanced Placement Precalculus

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

Teaching & Learning, \$115,087.50

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

YES  NO  If no, please request an RFP packet

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

The new resources will support student learning in Precalculus courses and help prepare students for success on the AP Precalculus exam.

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

September 5, 2023

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

Appropriate Leadership Signature  Date 2-10-23

## PURCHASE/CONTRACT RATIONALE

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

Vendor: Cengage Learning

Purchased Good/Program: Calculus for AP, 2nd edition

Start Date/Date Needed: June 1, 2023

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

Updated instructional resources for Advanced Placement Calculus

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

Teaching & Learning, \$32,362.50

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

YES  NO  If no, please request an RFP packet

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

The new resources will support student learning in AP Calculus courses which help prepare students for success on the AP Calculus exam.

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

September 5, 2023

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

Appropriate Leadership Signature  Date 2-10-23

## PURCHASE/CONTRACT RATIONALE

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

Vendor: BW Freeman Publishing

Purchased Good/Program: The Practice of Statistics

Start Date/Date Needed: June 1, 2023

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

Updated instructional resources for Advanced Placement Statistics to support the College Board Course and Exam Description.

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

Teaching & Learning, \$65,912.40

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

YES  NO  If no, please request an RFP packet

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

The new resources will support student learning in AP Statistics courses and help prepare students for success on the AP Statistics exam.

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

September 5, 2023

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

Appropriate Leadership Signature *Julie How* Date 2-10-23

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**March 28, 2023**

**ADOPTION OF INSTRUCTIONAL MATERIALS  
FOR AP ENVIRONMENTAL SCIENCE**

**Background**

The College Board, which administers the Advanced Placement (AP) Program, periodically reviews and revises the content of Advanced Placement courses and exams. In addition, the College Board requires that students and teachers have access to a college-level textbook that has been published within the last ten years. While the College Board does not explicitly endorse or approve specific texts, it does maintain a list of example textbooks that meet the curricular requirements of the AP course.

**Rationale for Curriculum Update**

In 2020, the College Board released a revised Course and Exam Description (CED) for the AP Environmental Science course. The textbooks currently in use for AP Environmental Science were published in 2015 and are not aligned to the revised CED.

**Instructional Materials Review Process**

Current instructors of AP Environmental Science requested the purchase of the new edition of *Environmental Science for the AP Course, 4<sup>th</sup> Edition* due to the age of their current materials as well as the lack of alignment to the 2020 AP Environmental Science CED. Review samples of the text were obtained from the vendor, and the teachers agreed that this resource will meet the instructional needs of their students to prepare for the AP Exam. This text is included on the College Board's list of aligned texts. Benefits of the new edition include:

- Precise alignment to the AP Environmental Science CED
- Integration of science practices throughout the text
- Opening Case Studies in each unit
- Extensive AP Exam practice resources

Community feedback on the selected materials was solicited from February 6 through 13, 2023.

## **Instructional Materials**

Appendix A provides a Purchase/Contract Rationale for AP Environmental Science.

## **Recommendation**

Administration recommends that the board of education grant approval to purchase *Environmental Science for the AP Course, 4<sup>th</sup> Edition*.

Dr. Jeffrey Weiss  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Mrs. Jennifer Lawler  
Coordinator of Secondary Mathematics and Science



3600 52ND ST., KENOSHA, WI 53144  
P 262-359-6300 • F 262-359-7672

## PURCHASE/CONTRACT RATIONALE

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

Vendor: BW Freeman Publishing

Purchased Good/Program: Environmental Science for the AP Course

Start Date/Date Needed: June 1, 2023

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

Updated instructional resources for Advanced Placement Statistics to support the College Board Course and Exam Description.

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

Teaching & Learning, \$23,502.00

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

YES  NO  If no, please request an RFP packet

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

The new resources will support student learning in AP Environmental Science courses and help prepare students for success on the AP Environmental Science exam.

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

September 5, 2023

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

Appropriate Leadership Signature *Julie Harrison* Date 2-10-23



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**Kenosha Unified School District  
Kenosha, Wisconsin**

**March 28, 2023**

**REQUEST TO SUBMIT AND IMPLEMENT THE TRANSITION READINESS GRANT  
TO THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**

**Grant Overview**

The Transition Readiness Grant provides statewide technical assistance and effective, targeted, no- or low-cost professional development to Wisconsin local education agencies and teachers in the area of postsecondary transition planning. The Transition Readiness Grant aims to combine the use of the Postsecondary Transition Plan with best practice strategies for improving postschool outcomes for students with disabilities. The focus of the grant is on increasing positive outcomes for students as seen through Indicator 13 Postsecondary Transition and Indicator 14 Post School Outcomes data for students with disabilities.

The Wisconsin Department of Public Instruction will award this grant to eligible applicants who help identify and create competitive work opportunities for students with disabilities who are currently not served adequately by existing programs. Priority consideration for funding will be given to applicants that focus on research-based predictors of postschool success for students with disabilities.

**Needs**

It is never too early to start planning for the future. Transition is the process of preparing to move ahead from high school to the adult world. The Kenosha Unified School District takes a person-centered planning approach to prepare students for a fulfilling life after high school that involves preparing for:

- **Living:** Where will I live? What adult agencies or services will help support me?
- **Learning:** Where will I study? How will I learn skills for my job or career?
- **Working:** What kind of job is best for me?

**TRANSPORTATION NEEDS**

- Community-based experience, either paid or unpaid, is a predictor of student success in employment after students leave school. To that end school-based transportation services may not support student travel to community sites while students are still in school. Lack of

access to inclusive transportation can challenge students and their ability to attain postschool goals related to employment, higher education, and independent living. When lack of transportation options compromise secondary transition, school and district performance on federal performance monitoring indicators (Indicators 13 and 14) can be adversely affected.

- Student attendance in high school academies offered through Gateway Technical College (which allow students to earn a credential while in high school)
  - Computer Numerical Control
  - Criminal Justice
  - General Studies
  - IT—Data Analytics
  - Nursing
  - SMART Manufacturing
  - Welding
- Community work experience
- Job exploration
- Postsecondary college visits

## **PROFESSIONAL LEARNING NEEDS**

- Working directly with students and their case managers, the transition specialist serves as the primary liaison to the student and his or her family, coaches, and college staff to ensure successful postsecondary education and employment outcomes. Ensuring that the transition specialists have the most up-to-date information and professional learning will help to ensure increased student postsecondary outcomes.
- The mission of the Division on Career Development and Transition (DCDT) is to promote national and international efforts to improve the quality of and access to career/vocational and transition services, increase the participation of education in career development and transition goals, and influence policies affecting career development and transition services for persons with disabilities. Attending the international conference organized by the DCDT and/or the Wisconsin Transition Conference organized through the Cooperative Educational Service Agency (CESA) will help to not only use evidence-based practices and research to develop transition programs but also to train district professionals, community agency personnel, and other transition stakeholders about transition for individuals with exceptionalities.

## **Rationale**

Postsecondary education is one of the most important postschool goals, and research has demonstrated that it is the primary goal for most students with disabilities. As students with disabilities transition from secondary school to postsecondary education, training, and employment, it is critical that they are prepared academically and financially. Postsecondary options include two- and four-year colleges and universities, trade and vocational schools, adult education programs, and employment outcomes in competitive, integrated employment or supported employment.

## **Grant Information**

### **2023-24 ANTICIPATED FUNDING**

Total Amount of Request: \$45,000

- \$40,000 allocated for transportation costs
- \$5,000 allocated for professional learning costs

### **TITLE**

Transition Readiness Grant Program—Increasing College and Career Readiness Outcomes

### **FUNDING SOURCE**

State of Wisconsin Department of Public Instruction

### **TIME PERIOD**

July 1, 2023, through June 30, 2024

### **APPLICATION DUE DATE**

April 30, 2023

## **Recommendation**

Administration recommends that the school board approve the application for the Transition Readiness Grant in the amount of \$45,000 and implement it if received from the Wisconsin Department of Public Instruction.

Dr. Jeffrey Weiss  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Ms. Jenny Schmidt  
Director of Special Education and Student Support

Ms. Stacy Guckenberger  
Coordinator of Special Education and Student Support

Kenosha Unified School District  
Kenosha, Wisconsin

March 28, 2023  
Board of Education Meeting

**District & School Improvement Plans**

**Background:**

The district and school improvement planning process uses the continuous improvement model as its foundation. There are several factors that must be aligned in order for the continuous improvement process to function effectively. The elements of this process include:

- *Moral Imperative*: Emotional and empirical commitment that ALL students can and will learn. Sets the direction and expectations for future strategic decisions.
- *Portrait of a Graduate*: Community-wide process to identify the career-ready characteristics of the ideal KUSD graduate.
- *Redefining Readiness*: Metrics to assess PoG characteristics including and beyond traditional standardized-test measures.
- *District Strategic Goals*: Based on Redefining Readiness metrics and aligned to Strategic Plan Pillars.
- **District/School Improvement Plans**: Individual plans aligned to district goals

In order to align district and school plans with district goals, various district and school teams are empowered to review data, conduct a root cause analysis, create plans based on data, and review the effectiveness of these plans. Adjustments to the plans are made based on the results of the actions taken.

The continuous improvement plan process occurs in every school and at the district level. The goals that the plans are aligned with are:

**Elementary and Middle**

**Math and Reading**: By Spring 2024, KUSD's overall Median Conditional Growth Percentile (MCGP) for MAP Reading and Math will be at or above the 50th percentile.

**High School**

**Math and Reading**: By Spring 2024, KUSD will experience at least a 5% increase in number of Grade 11 students meeting College Readiness Benchmark of 22 in Reading and Math as indicated by ACT test.

## **Culture- All Levels**

By Spring 2024, KUSD schools will implement a collaborative school culture that promotes positive relationships and mutual respect where all students excel in high quality learning experiences.

This is an informational report.

Dr. Jeffrey Weiss  
Superintendent of Schools

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

March 28, 2023

**School Year 2024-25 Instructional Calendars**

The proposed 2024-2025 instructional calendars continue the current organizational model, and align to state requirements with consideration to previous survey data from parents and staff. The most recent calendar survey was given to the greater KUSD community in September 2022. Nearly 3,400 responses were provided, with 51.0% coming from KUSD Parents/Guardians. Students provided 24.5% of the responses and staff provided 23.3% of the responses. Overall, the responses were consistent with a preference for past practice in regards to ending all the schools on the same date, parent teacher conferences, Friday early release schedules, optional days off for Professional Learning or recognition, and Spring Break aligned with the full week after Good Friday. The one area that gained additional weight related to winter break, and having a consistent 2 weeks off compared to variable days.

The existing Wisconsin state requirements stipulate that elementary schools must meet a minimum of 63,000 minutes (1,050 hours) of instruction. Secondary schools have a requirement of 68,220 minutes (1,137 hours), (<https://dpi.wi.gov/cal/days-hours>). The proposed calendars meet those requirements for the respective schools and include enough minutes for the equivalent of two full instructional days to cover any potential school cancellations, per Board policy.

Attached are the proposed KUSD calendars for the following areas:

- 2024-25 Instructional Calendar Description
- 2024-25 Elementary Instructional Calendar
- 2024-25 Alternative Year Frank Elementary Instructional Calendar
- 2024-25 Middle School Instructional Calendar
- 2024-25 High School Instructional Calendar

It is important to understand that teachers' compensation is not dependent upon any days "built in" to the calendar. A teacher's contract for employment with the District does not specify workdays in a school year. In the event not all "built in" days (e.g. inclement weather days) are used, teachers are not forwarded any additional wages for those unused days. Similarly, if those days are used pay is not deducted from the teacher. Under the Fair Labor Standards Act ("FLSA"), teachers are classified as salaried exempt employees and therefore are not entitled to overtime pay under the law. More importantly, teachers are salaried employees and *not* hourly employees. Therefore, since teachers are salaried employees and not hourly employees the District would not charge/ owe teachers hour-for-hour for any "built in" days.

Certain choice schools, charter schools, and alternative programs align to the majority of the proposed boundary school calendars, but those programs may have minor alterations that best suit their specific instructional format. The following schools and programs have the approval to deviate from the state mandate for instructional student contact minutes: Brompton, Dimensions of Learning, eSchool, Harborside, Hillcrest, KTEC, and the Phoenix Program.

At this time, the Department of Public Instruction has not identified the date of the spring 2025 assessments for Grades 9-11. Similar to recent years, the High School Instructional Calendar will reflect that date once the state contract is completed and communicated.

**Recommendation**

Administration recommends that the School Board review and accept the proposed Instructional Calendars for 2024-25, at its March 28, 2023, meeting.

Dr. Jeffrey Weiss  
Superintendent of Schools

Kristopher Keckler  
Chief Information Officer

William Haithcock  
Chief of School Leadership

Julie Housaman  
Chief Academic Officer



2024-2025 SCHOOL YEAR GENERAL INSTRUCTIONAL CALENDAR

August 21-26 (Wednesday-Monday).....	New Instructional Staff Orientation
August 27 (Tuesday).....	All Instructional Staff Report
September 2 (Monday).....	Labor Day, District Closed
September 3 (Tuesday).....	Students Report
October 25 (Friday).....	Staff Professional Learning Workday, No Students Report
November 5 (Tuesday).....	First Quarter Ends
November 8 (Friday).....	Staff Workday, No Students Report
November 27-29 (Wednesday-Friday).....	Thanksgiving Recess
December 13 (Friday).....	Staff Professional Learning Workday, No Students Report
December 23 (Monday).....	Winter Recess Begins, District Closed
January 6 (Monday).....	Students Report
January 20 (Monday).....	Dr. Martin Luther King, Jr. Day, District Closed
January 24 (Friday).....	Second Quarter Ends, Staff Workday, No Students Report
February 14 (Friday).....	Staff Professional Learning Workday, No Students Report
March 14 (Friday).....	Staff Professional Learning Workday, No Students Report
April 1 (Tuesday).....	Third Quarter Ends
April 4 (Friday).....	Staff Workday, No Students Report
April 18 (Friday).....	Spring Recess Begins, Schools Closed
April 28 (Monday).....	Students Report
May 23 (Friday)*.....	½ Day for Students & Instructional Staff
May 26 (Monday).....	Memorial Day, District Closed
June 12 (Thursday).....	Last Day for Students
June 13 (Friday).....	Fourth Quarter Ends, Staff Workday, No Students Report

The school schedules take into consideration two (2) potential school closing days that have been built into the schedule. In the event school is closed beyond the two days due to inclement weather or other emergencies, the remaining calendar period will be reviewed. If the closures result in a shortage of the required instructional time, the calendar will be adjusted and communicated as necessary. \*If a full day of surplus minutes exists by mid-April, then the half-day Friday prior to Memorial Day will be a full day off for instructional staff and students. Please reference the KUSD Employee Handbook for identified paid holidays. Open house schedules will be established and communicated by each building prior to the beginning of the school year.

KUSD Calendar References can be found at <http://kUSD.edu/events>

*Revised 03/28/2023*



# KUSD Boundary Elementary School Year Instructional Calendar 2024-25

July-24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August-24						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September-24						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October-24						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November-24						
S	M	T	W	T	F	S
					1	2
3	4	5*	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December-24						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January-25						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February-25						
S	M	T	W	T	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	

March-25						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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April-25						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May-25						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June-25						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

First Day for Students September 3	<b>Student Quarter 1:</b> Sept. 3 to Nov. 4	Elementary School Student Conferences
New Instructional Staff Orientation August 21-26	<b>Student Quarter 2:</b> Nov. 5 to Jan. 23	October 16 & February 26 Normal full student day, evening conferences
Instructional Staff Return Session August 27-30	<b>Student Quarter 3:</b> Jan. 27 to April 1	October 17 & February 27 Early release for students, then conferences
Staff Workday: No Students Report 11/8, 1/24, 4/4, 6/13	<b>Student Quarter 4:</b> April 2 to Jun. 12	October 18 & February 28 Morning Conferences (no students)
Half Day Release May 23 for students & Instructional Staff		Professional Learning: No Students Report 10/25, 12/13, 2/14, 3/14
4K Students Start on September 9		School Closed
Early Release Fridays and June 12 for students		

# KUSD Alternative Year Frank Elementary Instructional Calendar 2024-25

July-24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
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21	22	23	24	25	26	27
28	29	30	31			

August-24						
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September-24						
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29	30					

October-24						
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13	14	15	16	17	18	19
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27	28	29	30	31		

November-24						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December-24						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January-25						
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19	20	21	22	23	24	25
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February-25						
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23	24	25	26	27	28	

March-25						
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16	24	25	26	27	28	22
23	24	25	26	27	28	29
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April-25						
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20	21	22	23	24	25	26
27	28	29	30			

May-25						
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18	19	20	21	22	23	24
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June-25						
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15	16	17	18	19	20	21
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29	30					

First Day for Students August 5	<b>Student Quarter 1:</b> Aug. 5 to Oct. 3	Enrichment Weeks
New Instructional Staff Orientation July 24 - 29	<b>Student Quarter 2:</b> Oct. 21 to Jan. 8	Elementary School Student Conferences
Instructional Staff Return Session July 30 - August 2	<b>Student Quarter 3:</b> Jan. 9 to Mar. 13	8/29, 10/31, and 2/27 Normal full student day, evening conferences
Staff Workday: No Students Report 9/27, 12/20, 3/7, 6/13	<b>Student Quarter 4:</b> Mar. 31 to Jun. 12	8/30, 11/1, & 2/28 Morning Conferences (no students)
Half Day Release May 24 for students & Instructional Staff		Professional Learning: No Students Report 10/25, 12/13, 2/14, 3/14
Early Release Fridays and June 12 for students		School Closed
4K Students Start on August 12		

# KUSD Boundary Middle School Year Instructional Calendar 2024-25

July-24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August-24						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

September-24						
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29	30					

October-24						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November-24						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December-24						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January-25						
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19	20	21	22	23	24	25
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February-25						
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16	17	18	19	20	21	22
23	24	25	26	27	28	

March-25						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April-25						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May-25						
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18	19	20	21	22	23	24
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June-25						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

First Day for Students September 3	Student Quarter 1: Sept. 3 to Nov. 4	Middle School Student Conferences
New Instructional Staff Orientation August 21-26	Student Quarter 2: Nov. 5 to Jan. 23	October 22, 24 evenings only, February 11, 13 evenings only,
Instructional Staff Return Session August 27-30	Student Quarter 3: Jan. 27 to April 1	Professional Learning: No Students Report 10/25, 12/13, 2/14, 3/14
Staff Workday: No Students Report 11/8, 1/24, 4/4, 6/13	Student Quarter 4: April 2 to Jun. 12	School Closed
Half Day Release May 23 for students & Instructional Staff	Updated	
Half Day Release for students only June 12	03/28/23	

# KUSD Boundary High School Year Instructional Calendar 2024-25

July-24						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August-24						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

September-24						
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15	16	17	18	19	20	21
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29	30					

October-24						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November-24						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
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December-24						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January-25						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February-25						
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16	17	18	19	20	21	22
23	24	25	26	27	28	

March-25						
S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April-25						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May-25						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June-25						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

First Day for Students September 3	<b>Student Quarter 1:</b> Sept. 3 to Nov. 4	High School Student Conferences
New Instructional Staff Orientation August 21-26	<b>Student Quarter 2:</b> Nov. 5 to Jan. 23	October 29, 31 evenings only, March 11, 13 evenings only
Instructional Staff Return Session August 27-30	<b>Student Quarter 3:</b> Jan. 27 to April 1	ACT Assessment. TBD, Juniors only with early release. No school for grades 9, 10, 12.
Staff Workday: No Students Report 11/8, 1/24, 4/4, 6/13	<b>Student Quarter 4:</b> April 2 to Jun. 12	Pre-ACT Assessment. TBD, Grades 9 & 10 only with early release. No school for Grades 11 & 12.
Half Day Release May 23 for students & Instructional Staff		Professional Learning: No Students Report 10/25, 12/13, 2/14, 3/14
HS Final Exams - Early Release		School Closed
Last day for graduating seniors May 29		

Updated

03/28/23

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

March 28, 2023

**VAPING LAWSUIT**

In 2021 legal counsel (the Franz Law Group and Attorney Lori Lubinsky of Axley Brynelson, LLP) had advised the Board of Education of the opportunity to join a mass action lawsuit against Juul Labs, Inc. and other distributors and marketers of vaping products.

In this litigation, the participating school districts sought not only past monetary damages but also the appropriate compensation to deal with the vaping epidemic in the future. The focus of these future damages will be about deterrence, support and education.

This litigation is being handled by the Franz Law Group via a contingency fee agreement whereby the participating school districts are not responsible for any fees or costs if the districts do not receive any monetary compensation in this matter. Any compensation to the Franz Law Group for fees and costs would come from the recovery the districts receive.

At the June 22, 2021 regular school board meeting, the board voted to join the mass action lawsuit against Juul Labs, Inc., and other distributors and marketers of vaping products and approve a contingency fee agreement with the Franz Law Group.

Legal counsel recently informed the Superintendent that the District is eligible to receive a gross offering of \$505,615.27 to resolve its Government Entity claims against Juul Labs, Inc. From that amount, attorneys' fees, case costs, and the court-ordered Common Benefit Expense assessment will be deducted. This amount is estimated to be 35% of the settlement.

**Recommendation**

It is recommended that the School Board approve the settlement with Juul Labs, Inc. as presented.

Dr. Jeffrey Weiss  
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

March 28, 2023

**SOCIAL MEDIA LAWSUIT**

Legal counsel (the Franz Law Group and Attorney Lori Lubinsky of Axley Brynelson, LLP) has advised the Board of Education of the opportunity to join a mass action lawsuit against various social media entities (Facebook, TikTok, Snap, and YouTube). This lawsuit alleges that these companies have caused a mental health crisis among children and teenagers that is marked by higher proportions of anxiety, depression, and thoughts of self-harm, all of which severely affect their ability to succeed in school. The goal of this lawsuit is to not only hold these companies accountable but also obtain funding for districts for prevention education and mental health services.

This litigation is being handled by the Franz Law Group via a contingency fee agreement whereby the participating school districts are not responsible for any fees or costs if the districts do not receive any monetary compensation in this matter. Any compensation to the Franz Law Group for fees and costs would come from the recovery the districts receive.

If the board chooses to join the mass action lawsuit against the above noted social media entities, the following motion is in order:

“I move that Kenosha Unified School District join the mass action lawsuit against social media entities and approve a contingency fee agreement with the Franz Law Group.”

Dr. Jeffrey Weiss  
Superintendent of Schools

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**KENOSHA UNIFIED SCHOOL DISTRICT**

**Recruitment & Retention  
w/Feedback from  
Personnel Committee on March 8, 2023**

**March 28, 2023 Regular School Board Meeting**



# Agenda

- Current State of Educator Employment
- The Pipeline Challenge
- Focus on Teachers
- Hires Past and Present
- Recruitment Goals and Actions Steps
- Why Are Teachers Leaving?
- What Can We Do?
- Questions



# Current State of Educator Recruitment

- **2019-20** colleges and universities conferred **85,057** BA's in education, about 4% of the more than 2 million total degrees .
- **2000-01** colleges and universities issued more than **105,000** BA's in education or 8% of all undergraduate degrees.
- More than 36% of BA's conferred were women in education in 1970-71, by 2019-20 just 6% of undergraduate degrees awarded to women were in education.

## Age

- 2017-18 showed 15% of all public and private school K-12 teachers were under 30 yrs. of age, down slightly from 17% in 1999-2000.
- Teachers 60 yrs. of age and older made up about 7% of K-12 instructors in 2017-18, more than double their share in 1999-2000 when they were around 3%.

[2022, Schaeffer, Pew Research: A dwindling number of new U.S. college graduates have a degree in education](#)



# Ethnic Diversity

## Teachers

- **2017-18** eight-in-ten public school teachers (79%) identified as non-Hispanic White, fewer than one-in-ten were either Black (7%), Hispanic (9%) or Asian American (2%). And even fewer than 2% American Indian or Alaskan Native, Pacific Islander.

## Students

- **2018-19** showed that 47% of all public elementary and secondary school students in the U.S. were White. In that same time period, 27% were Hispanic, 15% were Black and 5% were Asian. 1% or fewer were American Indian or Alaskan Native or Pacific Islander.

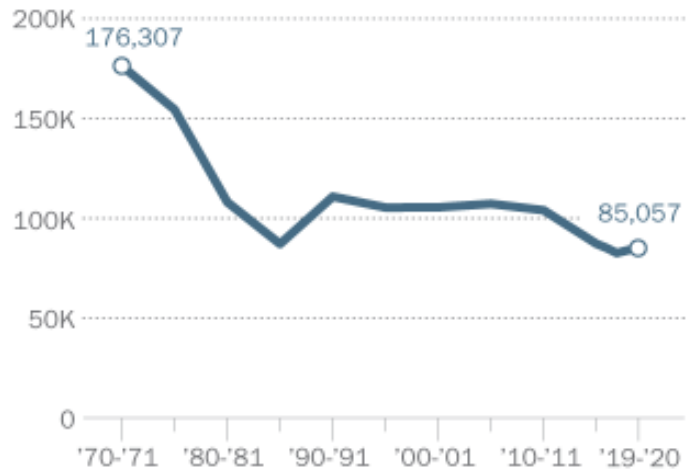
[2021, Schaeffer, Pew Research, America's public school teachers are far less racially and ethnically diverse than their students](#)

# The Pipeline Challenge

Where have all the teachers gone?

**In the U.S., the number of bachelor's degrees in education has declined over the last few decades**

*Number of bachelor's degrees in education conferred by postsecondary institutions, by school year*



Source: U.S. Department of Education, National Center for Education Statistics.

PEW RESEARCH CENTER

[2022, Schaeffer, Pew Research.](#)



# The Pipeline Challenge

College graduates by major *(2021 data)*

- 18.3% hold degrees in STEM (science, technology, engineering, mathematics).
- 16.7% of all graduates earn a business degree.
- 15.8% of all graduates earn a degree in healthcare.
- 11.1% of all graduates earn a degree in liberal arts and sciences.
- 4% of graduates earn a degree in education.





# The Pipeline Challenge

College graduates by race or ethnicity *(2021 data)*

- 59.1% of college graduates are White or Caucasian.
- 13.1% of college graduates are Hispanic or Latino.
- 1% of college graduates are Black or African American.
- 6.6% of college graduates are Asian/Pacific Islander.
- 2.9% of college graduates are two or more races.
- 0.6% of college graduates are American Indian/Alaska Native



# The Struggle for Representation

## Teachers do not reflect the students they serve.

- 3.9% of classroom teachers are African American or Latinx, compared to 21.4% of students.
- African American teachers are much less likely to stay in teaching profession, 58% remained after 2 years, compared to 77% of White teachers.

[2019, Jones, UW Milwaukee, Race, Relational Trust and Teacher Retention in Wisconsin Schools](#)



# Intentional Focus on Teachers

- **Why be intentional about building the diversity of our teaching staff?**
  - *Our students should be able to walk into a school and see staff that look like them and reflect their identity.*
  
- **What does research say?**
  - Representation allows students of color to see themselves reflected in the educators and leaders that surround them at school.
  - Representation helps strengthen communities and improve student outcomes in elementary, middle, and high schools.
  - Nonwhite educators offer valuable perspectives for children of all backgrounds.

[2020, Hobbs, Fall 2020 issue of Edge: Carolina Education Review, Edge: The power of a Black teacher](#)

[2015, Anderson, The Atlantic; Why Schools Need More Teachers of Color—for White Students](#)



# Intentional Focus on Teachers

## Why be intentional about building the diversity of our teaching staff?

- *Research supports positive outcomes for children when there is representation.*

## What does KUSD look like?

2023 Edition KUSD Community Report:

- Over 50% of KUSD **students** identify as an ethnicity other than white

Wisconsin Department of Public Instruction, WISEstaff 2022-23:

- 10% of entire KUSD **staff** identify as non-white
- 6% of our KUSD **teaching staff** identify as non-white

KUSD new hire data:

- 23% of KUSD **new hires** for this school year identify as non-white
- 15% of KUSD **new teachers** identify as non-white

[2023, Kenosha Unified School District, Community Report](#)

[Wisconsin Department of Public Instruction, Wisconsin's Information System for Education Data Dashboard](#)



# Struggle for Representation

	KUSD <i>2022-23 data</i>	Wisconsin <i>2022-23 data</i>	National <i>2017-18 data</i>
<b>students</b> identify as an ethnicity other than white	53.1%	31.2%	<i>Limited data</i>
<b>staff</b> identify as non-white	10%	9.8%	20.6%
<b>teaching staff</b> identify as non-white	6%	6.5%	<i>Limited data</i>
resource	<a href="#">2023, Kenosha Unified School District, Community Report</a> <a href="#">2023, Wisconsin Department of Public Instruction, Wisconsin's Information System for Education Data Dashboard (WISEdash)</a>	<a href="#">2019-20 WISEdash Public Portal: Enrollment Percent by Race/Ethnicity (2019-20) 2023, WISEstaff, FTE Summary Report</a>	<a href="#">2020, U.S. DEPARTMENT OF EDUCATION, DATA POINT, Race and Ethnicity of Public School</a>



# KUSD New Hires – Past and Present

	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>
<i>People of Color (POC) Hires</i>	109	68	66	73	72
<i>Total New Hires</i>	470	465	365	495	395
<i>POC% of Total Hires</i>	23%	15%	18%	15%	18%
<i>Total Number of Teacher New Hires</i>	<b>107</b>	<b>157</b>	<b>116</b>	<b>120</b>	<b>113</b>
<i>POC Number of Teacher New Hires</i>	<b>16</b>	<b>15</b>	<b>11</b>	<b>8</b>	<b>11</b>
<i>POC % Teacher New Hires</i>	15%	10%	9%	7%	10%
<i>Total Number of Administrator New Hires</i>	<b>5</b>	<b>12</b>	<b>3</b>	<b>12</b>	<b>11</b>
<i>POC Number of Administrator New Hires</i>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>
<i>POC% Administrator New Hires</i>	0%	17%	33%	17%	27%



# Recruitment Goal & Action Steps

**By June 2023, KUSD will identify strategies to increase the diversity of staff by 5% by June 2026**

## *Action Steps:*

- Develop Diversity and Inclusion statement:
  - Affirms our commitment to an inclusive district that welcomes people from different backgrounds and with different perspectives
- Develop recruiting message, branding and website to include staff videos and testimonials
- Improve recruitment website by including career paths and licensing information
- Improve application process and applicant demographics data tracking through implementation of new applicant tracking system



# Recruitment Goal & Action Steps

**By June 2023, KUSD will identify strategies to increase the diversity of staff by 5% by June 2026**

## *Action Steps:*

- Foster and strengthen relationships with targeted regional universities through connections, fliers and informational emails for students and attending career fairs:

### *Wisconsin educator programs:*

- UW Madison, UW Milwaukee, UW Whitewater, UW LaCrosse, UW Stout, UW Parkside, Carthage, Concordia, Cardinal Stritch

### *Historically Black Colleges and Universities in the Midwest with Educator programs:*

- Central State University, Lincoln University Jefferson City, Harris Stowe State University, Wilberforce University

### *Online Educator Preparation Programs:*

- American Board, Educate-WI, CESA 1 Proficiency Based Licensure, Concordia CAPTL, UW Stevens Point, UW Superior





# Recruitment Goal & Action Steps

## Action Steps:

- Attend career fairs for branding/candidate awareness
- Build relationships with Education programs of identified colleges/universities
- Add Career Fair schedule to website
- Provide multiple perspectives to candidates - use videos and testimonials in recruitment materials

<i>Career Fair</i>	<i>College/University</i>	<i>Date</i>
UIL Urbana Champaign Educators Job Fair - Spring	University of Illinois at Urbana Champaign	3/3/2022
Wisconsin Education Recruitment Fair	CESA #1	3/31/2022
Diversity in Ed Virtual Teacher Recruitment Fair	Diversity in Ed	4/6/2022
Annual UIC Diversity Virtual Career Fair 2022	University of Illinois at Chicago	9/29/2022
UW Milwaukee Fall 2022 Virtual Career Fair	UW Milwaukee	10/7/2022
Fall 2022 Internship & Career Fair with Kenosha Area Colleges	UW Parkside	10/20/2022
UW Madison Fall 2022 Career and Internship Fair	UW Madison	10/25/2022
PowerUp / Mahone Foundation	UW Parkside	11/19/2022
UW Parkside - Employer Visit	UW Parkside	12/7/2022
UW-Whitewater Spring 2023 Hawk Career Fair: Day 2	UW Whitewater	2/15/2023
WSPA Employment Fair 2023	Wisconsin School Psychologists Association	2/17/2023
WorkForce 2023: Jobs, Internships, Grad Schools	Alverno/Carthage/Concordia/Cardinal Stritch	2/21/2023
UW Milwaukee Spring 2023 36th Annual Diversity Career Fair	UW Milwaukee	2/23/2023
2023 UW Oshkosh Internship & Career Fair	UW Oshkosh	3/1/2023
2023 UWO Eastern WERF Education Fair	UW Oshkosh	3/16/2023
Spring 2023 Internship & Career Fair with Kenosha Area Colleges	Host - Carthage College	4/4/2023



# Recruitment Goal & Action Steps

**By June 2023, KUSD will identify strategies to increase the diversity of staff by 5% by June 2026**

## Action Steps:

- Develop and publicize pathways to becoming a Teacher, especially for Educational Support Professionals and Administrative Support Professionals.
- Investigate Fast Forward and other grants to develop pathways
- Out of state programs: how to become a teacher in Wisconsin for use with those targeted programs outside of the state
- Add as resources on KUSD website

The screenshot shows the Kenosha Unified School District logo at the top left. To its right is a dark blue header with the text "Teacher Career Paths" in white. Below the header is a vertical line, followed by the text "Start teaching while you earn your credentials and begin your career in education!". Underneath are three bullet points, each with a checkmark: "Do you have a bachelor's degree?", "Would you like to make a career change?", and "Have you always wanted to be a teacher?". Below these is a blue link: "Which pathway is right for you?". The next section is titled "Alternative Certification Pathways" and contains three bullet points with checkboxes: "Bachelor's degree, with a major in the license subject", "Career changer, entering teaching", and "Educator seeking an additional license in a Wisconsin shortage area: mathematics, science, career and technical education subjects, business education, world languages, special education, bilingual/bicultural and ESL; also regional shortages (Always verify with WI DPI, as shortage list periodically updated)". The final bullet point is "For subject-specific licensure, the candidate must have already completed a major in the subject area of the license they are seeking. Wisconsin Alternative Route programs prepare candidates with teaching coursework for Wisconsin licenses in shortage areas. These programs are for licensure only and do not lead to a degree." Below this is the section "Certification Pathway: Degree in Content Area", which states that individuals with a degree in high-need content areas can receive credit for content area coursework. It lists three bullet points with checkboxes: "Undergo a transcript evaluation to calculate applicable credits", "Enroll in an approved Educator Preparation Program", and "Complete coursework required for educators (credit requirements vary by institution)".



# Recruitment Goal & Action Steps

**By June 2023, KUSD will identify strategies to increase the diversity of staff by 5% by June 2026**

## Action Steps:

- Educators Rising: student pathway to becoming teacher

Last semester enrollment:

Foundations of Education (21 students)

	Male	Female
Asian		2
Black	1	2
Hispanic		3
White	4	8
Multi-racial		1

Child and Adolescent Development (7 students)

	Male	Female
Asian		1
Black		1
Hispanic		2
White	1	2
Multi-racial		

**Kenosha Unified**  
SCHOOL DISTRICT

**EDUCATORS RISING**

**Opportunities**  
for High School Students interested in Education Careers

**Student Organizations**

**Dual Enrollment Courses**

- Foundations of Education
- Education Psychology

**Scholarship Opportunities**

**CONTACT YOUR GUIDANCE COUNSELOR FOR MORE INFORMATION**



# Recruitment Goal & Action Steps

**By June 2023, KUSD will identify strategies to increase the diversity of staff by 5% by June 2026**

## Action Steps:

- Internally and externally advertise open positions
  - Advertising and job posting sites used by KUSD 2022-23
    - WECAN
    - Indeed
    - Job Center of Wisconsin
    - Illinois Education Job Bank
    - Digital Billboard (Hwy 50, Hwy 31)
    - College/university education departments
    - Visuals: Flags, fliers and signs
    - Kenosha News – online and in print
    - Racine Journal Times
    - Chicago Tribune – Lake County
    - Happenings Magazine
    - Student digital backpack and parent emails, KUSD Community Report
    - Handshake
- Use connections with the Educator Prep Programs to get KUSD in front of students



# Recruitment Poster Examples



**Hi there.** 

**We're hiring.**

Why choose Kenosha Unified?

- Work alongside passionate, highly-qualified individuals
- Educate and/or support amazing students
- Competitive salary
- Excellent benefit packages for full-time employees
- Supportive community
- Location, location, location – nestled between Milwaukee and Chicago

 **SCAN QR CODE**  
to view all possible opportunities and  
**APPLY TODAY!**

Your future begins here!  
**Kenosha Unified**  
SCHOOL DISTRICT  
www.kusd.edu • info@kusd.edu • 262.359.6300



Your search ends today. 

**Join the  
KUSD family.**

**Teachers and  
Substitutes needed.**

 **SCAN QR CODE**  
to view all possible opportunities and  
**APPLY TODAY!**

Your future begins here!  
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SCHOOL DISTRICT  
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# Retention Action Steps

## *Action Steps:*

- Foster a diverse and inclusive district
  - Develop Diversity and Inclusion statement - affirms our commitment to an inclusive district that welcomes people from different backgrounds and with different perspectives
- Develop and communicate career pathways to staff (ESP, ASP, etc.) for the purpose of growth and advancement
- In collaboration with Professional Learning,
  - Identify and plan roll out of professional learning focused on topics to include Diversity Awareness, Inclusivity, Implicit Bias and KUSD's Culture Key Elements, such as, Key Element 3, that has the focus of "Developing a School Culture that Represents and Respects All Students and Staff."
- Utilize District Equity team as program champions



# Why are teachers leaving?

Each year more than 200,000 teachers leave the profession, with nearly two out of three leaving for reasons other than retirement.

## *Why are they leaving?*

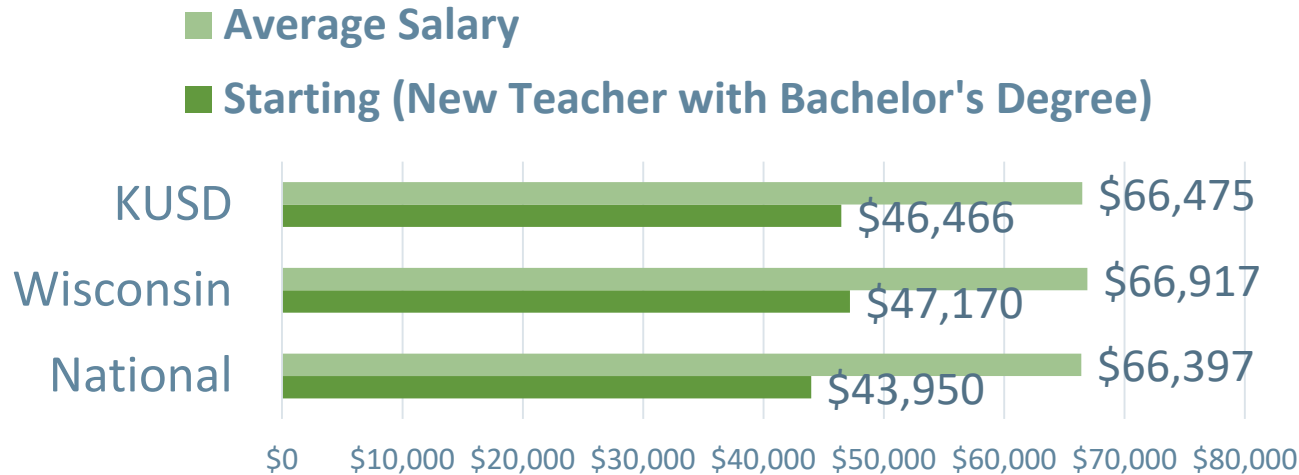
- **Poor mental health.** 21% of teachers reported experiencing poor mental health upwards of 11 days per month.
- **Stress and burnout.** Prior to the pandemic, 23% of teachers reported their work is always stressful. 38% reported work as being often stressful.
- **Better financial and career opportunities.** Average salary for a public school teacher is just over \$63,500, but the average starting salary is just over \$40,000. Note that 55% of teachers have a post-baccalaureate degree.

[2022, Kini, Learning Policy Institute: Blog, Tackling Teacher Shortages: What Can States and Districts Do?](#)



# Why are teachers leaving?

## 2023 Teacher Salary Comparison: KUSD – Wisconsin - National



[2023, WISEStaff](#),  
[2023, NCES, Estimated average annual salary of teachers in public elementary and secondary schools, by state:](#)  
[2023, Onetonline.org Wisconsin Wages 25-2021.00 - Elementary School Teachers, Except Special Education](#)





# Why are teachers leaving?

- **Inadequate Preparation Time.** Beginning teachers with little or no prep are 2 ½ times more likely to leave the classroom after one year.
- **Lack of Support for New Teachers.** New teachers who do not receive mentoring leave at more than two times the rate of those that do.
- **Challenging Working Conditions.** Teachers cite work conditions like support of their principals and opportunity to collaborate with colleagues.
- **Dissatisfaction with Compensation.** Beginning teachers earn 20% less than people with college degrees in other fields. A wage gap that can widen to as big as 30% by mid-career.
- **Better Career Opportunities.** The private sector is stealing our best talent.
- **Personal Reasons.** 1 in 3 teachers leave for personal reasons, pregnancy, child care challenges are often cited.



# Why are teachers leaving KUSD?

## Recent voluntary exit survey responses:

- Inadequate prep time
- Too many meetings
- Left for better insurance
- Need better pay
- Mental health



# Retention - What Can We Do?

- Teachers of color identified increased pay and loan forgiveness as their top approaches to recruit and retain more teachers of color.
- Teachers of color also indicated that working with other staff of color and nurturing positive collegial relationships could boost retention.
- Provide avenues for all teachers to focus on “self-help” either through the use of the district’s Employee Assistance Program, or through programs offered by KUSD health insurance.
- Look at teacher’s work day to see if there are ways to alleviate stress and allow them to feel more prepared for their students.
- Recognize that there is a teacher shortage, and that the district will need to begin thinking in a different way than it has in the past to attract and retain qualified staff of all races and genders.



# Why are teachers staying at KUSD?

- The kids!
- The parents/guardians!
- The staff!
- Feeling of belonging
- Kenosha is a great place to live
- Diversity of the community





# Sources

- [2022, Schaeffer, Pew Research: A dwindling number of new U.S. college graduates have a degree in education](#)
- [2021, Schaeffer, Pew Research, America's public school teachers are far less racially and ethnically diverse than their students](#)
- [2022, Research.com, Number of College Graduates: 2023 Race, Gender, Age & State Statistics](#)
- [2019, Jones, UW Milwaukee, Race, Relational Trust and Teacher Retention in Wisconsin Schools](#)
- [2020, Hobbs, Fall 2020 issue of Edge: Carolina Education Review, Edge: The power of a Black teacher](#)
- [2015, Anderson, The Atlantic; Why Schools Need More Teachers of Color—for White Students](#)
- [2023, Kenosha Unified School District, Community Report](#)
- [Wisconsin Department of Public Instruction, Wisconsin's Information System for Education Data Dashboard](#)
- [2022, Kini, Learning Policy Institute: Blog, Tackling Teacher Shortages: What Can States and Districts Do?](#)



**Resolution in recognition of César Chávez Day 2023**

**WHEREAS**, César Estrada Chávez was born on March 31, 1927, near Yuma, Arizona; and

**WHEREAS**, in 1962, he co-founded the United Farm Workers of America, which organized migrant farm workers to advocate for safe and fair working conditions, reasonable wages, and more; and

**WHEREAS**, for more than three decades, César Estrada Chávez influenced change through peaceful tactics such as fasts, boycotts, and strikes, which inspired millions of Americans and resulted in dignity and respect being earned for hundreds of thousands of farmworkers across the country; and

**WHEREAS**, during his lifetime, he was a recipient of the Martin Luther King Jr. Peace Prize, was posthumously awarded the Presidential Medal of Freedom, and had the César Estrada Chávez National Monument in Keene, California dedicated in his honor; and

**WHEREAS**, in 2014, President Barack Obama declared March 31 César Chávez Day to honor his life and legacy nationally each year; and

**WHEREAS**, even after his death in 1993, his message of non-violence, unity, and justice of all people continues on today; and

**WHEREAS**, César Estrada Chávez gave hope and pride to generations of Latinos, in addition to inspiring millions of Americans to strive for social justice.

**NOW, THEREFORE, BE IT RESOLVED** that the Kenosha Unified School Board recognizes the importance of César Chávez Day and supports the importance of the role he played in the history of the United States.

**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:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Resolución en Reconocimiento al Día de César Chávez 2023

**MIENTRAS QUE**, César Estrada Chávez nació el 31 de marzo de 1927, cerca de Yuma, Arizona; y

**MIENTRAS QUE**, en 1962, cofundó United Farm Workers of America, que organizó a trabajadores agrícolas migrantes para abogar por condiciones de trabajo seguras y justas, salarios razonables y más; y

**MIENTRAS QUE**, durante más de tres décadas, César Estrada Chávez influyó en el cambio a través de tácticas pacíficas como ayunos, boicots y huelgas, que inspiraron a millones de estadounidenses y dieron como resultado que cientos de miles de trabajadores agrícolas en todo el país se ganaran la dignidad y el respeto; y

**MIENTRAS QUE**, durante su vida, recibió el Premio de la Paz Martin Luther King Jr., recibió póstumamente la Medalla Presidencial de la Libertad y se le dedicó el Monumento Nacional César Estrada Chávez en Keene, California en su honor; y

**MIENTRAS QUE**, en 2014, el presidente Barack Obama declaró el 31 de marzo César Chávez Día para honrar su vida y legado a nivel nacional cada año; y

**MIENTRAS QUE**, aún después de su muerte en 1993, su mensaje de no violencia, unidad y justicia para todos continúa hoy; y

**MIENTRAS QUE**, César Estrada Chávez dio esperanza y orgullo a generaciones de latinos, además de inspirar a millones de estadounidenses a luchar por la justicia social.

**AHORA, POR LO TANTO, SEA RESUELTO** que la Junta Escolar Unificada de Kenosha reconoce la importancia del Día de César Chávez y apoya la importancia del papel que jugó en la historia de los Estados Unidos.

**SE RESUELVE, ADEMÁS**, que una copia fiel de esta resolución se distribuya en las actas oficiales de la Junta de Educación.

\_\_\_\_\_  
*Presidente, Junta de Educación*

\_\_\_\_\_  
*Superintendente de Escuelas*

\_\_\_\_\_  
*Secretario, Junta de Educación*

*Miembros del Consejo:*

\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





March 28, 2023

## DONATION TO THE DISTRICT

The district has received the following donation:

1. Paul Tabili donated a violin to the Fine Arts Department. The value of this donation is unknown.

### 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).

Dr. Jeffrey Weiss  
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

March 28, 2023

**Tentative Schedule of Reports, Events,  
and Legal Deadlines for School Board**  
**March-April**

**March**

- March 8, 2023 – Standing Committee Meetings
- March 17, 2023 – Staff Professional Learning, No Students Report
- March 24, 2023 – Third Quarter Ends
- March 28, 2023 – Regular School Board Meeting – 7 P.M.

**April**

- April 7-16, 2023 – Spring Recess, No Students Report
- April 18, 2023 – Standing Committee Meetings
- April 25, 2023 – Organizational Meeting and Regular School Board Meeting – 6:30 & 7 P.M.

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