



**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

**April 25, 2023
7:00 PM**

Educational Support Center
Board Meeting Room
3600 52nd St., Kenosha, WI 53144

This page intentionally left blank



Regular School Board Meeting
 April 25, 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 3/28/23 Special Meeting and Executive Session and 3/28/23 Regular Meeting	
	C. Consent/Approve	21
	Summary of Receipts, Wire Transfers, and Check Registers	
	D. Consent/Approve	29
	Policy 6610 - Selection of Instructional Materials (Second Reading)	
XI.	Old Business	
XII.	New Business	
	A. Discussion/Action	39
	Kenosha School of Technology Enhanced Curriculum Charter Contract Renewal	
	B. Discussion/Action	87
	Kenosha eSchool Charter Transition to the Kenosha eSchool Program	
	C. Discussion/Action	99
	Community Eligibility Provision - National School Breakfast and Lunch Programs	
	D. Discussion/Action	101
	Head Start State Supplemental Grant - 2023-2024 School Year	

E. Discussion/Action	106
Request to Submit and Implement the Education for Homeless Children and Youth Innovation Grant to the Wisconsin Department of Public Instruction	
F. Discussion/Action	112
Adoption of Instructional Materials for Kindergarten Through Fifth Grade Social Studies	
G. Discussion/Action	127
Resolution 408 - Resolution in Recognition of Mental Health Awareness Month 2023	
H. Discussion/Action	128
Donation to the District	
XIII. Announcements/Updates by Board members (2-minute limit per member)	
• Per Policy 8710, comments in response to public comments are allowable only if the topic was included in the original notice of the meeting.	
XIV. Other Business as Permitted by Law	
XV. Tentative Schedule of Reports, Events and Legal Deadlines for School Board (April-May)	129
XVI. Predetermined Time and Date of Adjourned Meeting, if Necessary	
XVII. Adjournment	

**Kenosha Unified School District
Kenosha, WI
April 25, 2023**

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE
Appointment	Martin	Anthony	Mahone Middle School	Security	ESP	04/17/2023	1
Resignation	Clendenning	Bryanna	McKinley Elementary School	Kindergarten	Instructional	06/09/2023	1
Resignation	Donovan	Benjamin	Indian Trail HS & Academy	Security	ESP	04/14/2023	1
Resignation	Graves	Kirsten	McKinley Elementary School	Grade 1	Instructional	06/09/2023	1
Resignation	Johnson	Melanie	Nash Elementary School	Grade 5	Instructional	06/09/2023	1
Resignation	Jones	Jared	Lincoln Middle School	Math	Instructional	06/09/2023	1
Resignation	Keckler	Crystal	Dimensions of Learning	Grade 5	Instructional	06/09/2023	1
Resignation	Lay	Jason	Wilson Elementary School	Grade 3	Instructional	06/09/2023	1
Resignation	McIntosh	Makayla	Brass Community School	Kindergarten	Instructional	06/09/2023	1
Resignation	Perez	Gina	Brass Community School	Classroom	ESP	04/20/2023	1
Resignation	Pitts, Jr.	Martin	Indian Trail HS & Academy	Cross Categorical	Instructional	06/09/2023	1
Resignation	Rangel	Barbara	School Leadership	Administrative Specialist (12 MO)	ASP	04/14/2023	1
Resignation	Schaltz	Taylor	Prairie Lane Elementary School	Grade 5	Instructional	06/09/2023	1
Resignation	Solomon	Clinesha	Washington Middle School	Special Education	ESP	06/08/2023	1
Resignation	Tackett	Abigail	McKinley Elementary School	Speech Therapist	Instructional	06/09/2023	1
Resignation	Tobias	Justine	KTEC West	Head Custodian	Facilities	05/05/2023	1
Retirement	Albright	Anamarie	Indian Trail HS & Academy	Math	Instructional	06/09/2023	1
Retirement	Boettcher	Janice	Department of Special Education	L.D. Program Support	Instructional	06/09/2023	1
Retirement	Carbajal	Martha	Bullen Middle School	Spanish	Instructional	06/09/2023	1
Retirement	Hilbrink	Diane	Mahone Middle School	Library Media Specialist	Instructional	06/09/2023	1
Retirement	Kilmer	Julie	Department of Special Education	Speech Diagnostic	Instructional	06/09/2023	1
Retirement	Patrick	Linda	Department of Special Education/Information Systems	Technology Support Technician	AST	06/30/2023	1
Retirement	Pitts	Martin	School Leadership	Regional Coordinator Elementary Leadership	AST	01/14/2024	1
Retirement	Santelli	Mary Jo	Chavez Learning Station	Special Education	ESP	06/08/2023	1
Retirement	Tarkowski	Janet	Bullen Middle School	Science	Instructional	06/09/2023	1
Retirement	Thatcher	Sandra	Indian Trail HS & Academy	Visually Impaired	Instructional	06/09/2023	1
Retirement	Wolke	Marcellene	Bullen Middle School	Intervention Specialist	Instructional	06/09/2023	1

This page intentionally left blank

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

A special meeting of the Kenosha Unified School Board was held on Tuesday, March 28, 2023, in Room 125 at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:30 P.M. with the following members present: Mrs. Schmaling, Mr. Price, Mr. Meadows, Mr. Battle, Ms. Stevens, Mrs. Modder, and Ms. Adams. Dr. Weiss and Mr. Neir were also present.

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

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

Ms. Stevens moved that the executive session be held. Mr. Price seconded the motion.

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

1. Personnel: Problems

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

Mr. Neir departed the meeting at 6:37 P.M.

2. Litigation

Attorney Lori Lubinsky from Axley Brynelson, LLP arrived (virtual) at 6:38 P.M. and presented board members with two litigation matters.

Mrs. Modder moved to adjourn the meeting. Ms. Stevens seconded the motion. Unanimously approved.

Meeting adjourned at 6:58 P.M.

Stacy Schroeder
School Board Secretary

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

A regular meeting of the Kenosha Unified School Board was held on Tuesday, March 28, 2023, at 7:00 P.M. in the Board Room of the Educational Support Center. 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.

There were no awards or recognitions.

Ms. Adams introduced the student ambassador, Dominic Fevrier from Indian Trail High School & Academy, and he made his 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 2/23/23 Special Meeting, 2/28/23 Special Meeting and Executive Session, and 2/28/23 Regular Meeting.

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 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.”

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

Dr. Weiss introduced the Governance Core Book Discussion. Dr. Weiss and board members shared passages from Chapters 7, 8, and 9 that resonated with them.

Mr. William Haithcock, Chief of School Leadership, and Ms. Luanne Rohde, Director of Early Education, presented the Head Start Federal Grant Request submitted by Ms. Rohde; Mr. Martin Pitts, Regional Coordinator of Leadership and Learning; Mr. William Haithcock; and Dr. Weiss, excerpts follow:

“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.

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.

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.

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.

Administration recommends that the school board approve the 2023-2024 Head Start Federal Grant in the amount of \$2,394,511.”

Ms. Adams informed board members that a revised Head Start Federal Grant report was at their seat due to a transposed number in the dollar amount recommended for approval.

Mr. Battle moved to approve the 2023-2024 Head Start Federal Grant in the amount of \$2,394,511. Ms. Stevens seconded the motion. Unanimously approved.

Ms. Rohde presented the Head Start Federal Grant Cost-of-Living Adjustment/Quality Improvement (COLA/QI) Request submitted by Ms. Rohde, Mr. Pitts, Mr. Haithcock; and Dr. Weiss, excerpts follow:

“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.

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.”

Mr. Battle moved to 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. Ms. Stevens seconded the motion. Unanimously approved.

Mr. John Setter, Project Architect, and Mr. Brian Geiger, Principal at Bradford High School, presented the 2023-24 Capital Projects Plan submitted by Mr. Patrick Finnemore; Director of Facilities; Mr. Setter, and Dr. Weiss, excerpts follow:

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

Mr. Setter and Mr. Geiger gave a 2023-24 Capital Projects Plan PowerPoint presentation that covered the following topics: the 2023-24 capital plan, Whittier parking lot, and the Bradford field house floor.

Mr. Price moved to approve the 2023-24 Capital Projects Plan as described in the report. Mrs. Modder seconded the motion. Unanimously approved.

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

“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.

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.

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.

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.”

Mr. Battle moved to approve the modifications as presented on Attachment B of the report to allow for additional grant-eligible expenditures to the ESSER III plan. Mrs. Modder seconded the motion. Unanimously approved.

Mrs. Adams stepped out of the meeting at 9:09 P.M.

Mrs. Modder took over as chairperson.

Mrs. Julie Housaman, Chief Academic Officer, presented the Course Change Proposals: High School Orchestra submitted by Mr. Scott Plank, Coordinator of Fine Arts; Mrs. Housaman; and Dr. Weiss, excepts follow:

“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.

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.”

Mr. Battle moved to approve the addition of Introduction to High School Orchestra/Introduction to High School Orchestra Honors and String Orchestra/String Orchestra Honors. Mrs. Stevens seconded the motion. Unanimously approved.

Ms. Adams returned to the meeting and resumed as chairperson.

Mrs. Housaman presented Policy 6610 – Selection of Instructional Materials submitted by herself and Dr. Weiss, excerpts follow:

“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.

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.

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.

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.”

Mr. Price moved to approve the recommended updates to the 2022-25 Curriculum Review Cycle located in Policy 6610 as a first reading. Mrs. Schmaling seconded the motion. Unanimously approved.

Mrs. Housaman and Mr. Aaron Williams, Coordinator of Career and Technical Education, presented the Adoption of Instructional Materials for Career and Technical Education Pathways – Culinary and Marketing submitted by Mrs. Housaman, Mr. Williams, and Dr. Weiss, excerpts follow:

“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.

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).

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.

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.”

Ms. Stevens moved to approve the purchase of the career and technical education instructional materials for the grades 9 through 12 culinary and marketing pathway courses as outlined in this report. Mr. Meadows seconded the motion. Unanimously approved.

Mrs. Housaman and Mrs. Sarah Shanebrook Smith, Coordinator of Language Acquisition Programs, presented the Adoption of Instructional Materials for Ninth Through Twelfth Grade French submitted by Mrs. Shanebrook Smith, Mrs. Housaman, and Dr. Weiss, excerpts follow:

“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. 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).

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.

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.

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.

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.”

Mrs. Modder moved to approve the recommendation to purchase Carnegie *T'es Branché?* series. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Housaman and Mrs. Jennifer Lawler, Coordinator of Secondary Mathematics and Science, presented the Adoption of Instructional Materials for High School Mathematics submitted by Mrs. Housaman, Mrs. Lawler, and Dr. Weiss, excerpts follow:

“The Kenosha Unified School District curriculum development cycle supports effective teaching and learning in every classroom. The cycle requires teams of teachers and administrators to collaboratively examine student performance data, to design and implement instruction and to monitor results. It includes the examination of current curricula and student achievement data to determine necessary improvements. The plan also determines when concepts and standards should be taught and when and how they will be assessed. The

assessments of the curricula provide the necessary data to drive ongoing curriculum review, revision, and renewal. The process helps ensure that the curricular expectations of the district and its schools are rigorous, relevant, and public. In addition, it guarantees that the curriculum is aligned with appropriate state and national standards and is preparing and inspiring students to realize their potential.

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.

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.

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.

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

- *Precalculus with Limits, 5th Edition* from Cengage Learning for Precalculus/AP Precalculus in the amount of \$115,087.50;
- *Calculus for AP* from Cengage Learning for AP Calculus AB and BC in the amount of \$32,362.50; and
- *The Practice of Statistics* from BW Freeman Publishing for AP Statistics in the amount of \$65,912.40.”

Mr. Price moved to approve the purchase of the recommended mathematics texts presented in the report. Mrs. Schmaling seconded the motion. Unanimously approved.

Mrs. Housaman presented the Adoption of Instructional Materials for AP Environmental Science submitted by Mrs. Lawler, Mrs. Housaman, and Dr. Weiss, excerpts follow:

“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.

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.

Current instructors of AP Environmental Science requested the purchase of the new edition of *Environmental Science for the AP Course, 4th 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.

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

Mr. Battle moved to approve the purchase of *Environmental Science for the AP Course, 4th Edition*. Ms. Stevens seconded the motion. Unanimously approved.

Ms. Jenny Schmidt, Director of Special Education and Student Support, and Ms. Stacy Guckenberger, Coordinator of Special Education and Student Support, presented the Request to Submit and Implement the Transition Readiness Grant to the Wisconsin Department of Public Instruction submitted by Ms. Schmidt, Ms. Guckenberger, Mrs. Housaman; and Dr. Weiss, excerpts follow:

"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.

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.

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."

Mrs. Schmaling moved to 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. Mr. Meadows seconded the motion. Unanimously approved.

Dr. Weiss presented the District and School Improvement Plans submitted by himself, excerpts follow:

“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.

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 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. Weiss and Mr. Haithcock gave a Strategic Planning: A Roadmap to Continuous Improvement PowerPoint presentation which covered the following topics: SIP introduction year 2021-22, strategic goals, proposed timeline, alignment, moral imperative, portrait of a graduate, redefining ready, redefining readiness, district needs assessment and root cause analysis, DIP and SIP continuous planning, KUSD MLSS team structures, school improvement plans, academic goals, and culture goal - data tracking.

Mr. Kristopher Keckler, Chief Information Officer, presented the School Year 2024-25 Instructional Calendars submitted by Mrs. Housaman; Mr. Haithcock, and Dr. Weiss, excerpts follow:

“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 giving 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). 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.

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.

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

Ms. Stevens moved to approve the proposed Instructional Calendars for 2024-25. Mrs. Modder seconded the motion. Unanimously approved.

Dr. Weiss presented the Vaping Lawsuit submitted by himself, excerpts follow:

“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.

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

Ms. Stevens moved to approve the settlement with Juul Labs, Inc. as presented. Mr. Price seconded the motion. Motion carried. Mrs. Schmaling dissenting.

Dr. Weiss presented the Social Media Lawsuit submitted by himself, excerpts follow:

“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.”

Ms. Stevens moved 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. Mrs. Modder seconded the motion. Motion carried. Mrs. Schmaling dissenting.

Mrs. Christine Steiner, Recruitment/Retention Coordinator, and Mrs. Yolanda Jackson-Lewis, Diversity/Student and Family Engagement Coordinator, gave a Recruitment and Retention PowerPoint presentation which covered the following topics: current state of educator recruitment, ethnic diversity, the pipeline challenge, the struggle for representation, intentional focus on teachers, KUSD new hire past and present, recruitment goal and action steps, retention action steps, why are teachers leaving?, retention - what can we do?, why are teachers staying at KUSD?, and questions.

Mrs. Modder presented Resolution 407 – Resolution in Recognition of Cesar Chavez Day 2023 which read as follows in English:

“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.”

Ms. Adams presented Resolution 407 – Resolution in Recognition of Cesar Chavez Day 2023 which read as follows in Spanish:

“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.”

Mrs. Modder moved to approve Resolution 407 – Resolution in Recognition of Cesar Chavez Day 2023 as presented. Ms. Stevens seconded the motion. Motion carried. Mr. Meadows dissenting.

Ms. Stevens presented the Donation to the District.

Ms. Stevens moved to approve the donation to the district as presented. Mr. Price seconded the motion. Unanimously approved.

Mrs. Modder moved to adjourn the meeting. Ms. Stevens seconded the motion. Unanimously approved.

Meeting adjourned at 10:38 P.M.

Stacy Schroeder
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
April 25, 2023

CASH RECEIPTS	reference	total
March 2023 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 55,641,626.94
Johnson Bank	<i>account interest</i>	1,221.75
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	115,757.06
Bankcard Services (Purplepass)	<i>fine arts ticket sales receipts (net of fees)</i>	27,489.94
Bank (Infinite Campus)	<i>district web store receipts (net of fees)</i>	112,076.48
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	41,945.49
HHS	<i>head start grant</i>	297,719.49
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	221,861.27
Total Incoming Wire Transfers		<u>56,459,698.42</u>
March 2023 Deposits to Johnson Bank - All Funds:		
General operating and food services receipts	<i>(excluding credit cards)</i>	<u>315,435.43</u>
TOTAL MARCH CASH RECEIPTS		\$ 56,775,133.85

CASH DISBURSEMENTS	reference	total
March 2023 Wire Transfers-Out, from Johnson Bank to:		
<i>Payroll & Benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 8,137,272.49
WI Department of Revenue	<i>state payroll taxes</i>	461,132.03
WI Department of Revenue	<i>state wage attachments</i>	1,752.71
IRS	<i>federal payroll taxes</i>	2,683,647.39
Delta Dental	<i>dental insurance premiums</i>	224,097.76
Diversified Benefits Services	<i>flexible spending account claims</i>	15,717.98
Employee Trust Funds	<i>wisconsin retirement system</i>	1,655,855.30
NVA	<i>vision insurance premiums</i>	19,398.45
Aflac	<i>insurance premiums</i>	44,172.81
Optum	<i>HSA</i>	306,523.16
Various	<i>TSA payments</i>	<u>337,166.99</u>
<i>Subtotal</i>		<u>13,886,737.07</u>
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	159,823.88 *
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>	3,882,155.87
Various	<i>returned checks</i>	26.00
<i>Subtotal</i>		<u>4,259,670.38</u>
Total Outgoing Wire Transfers		<u>\$ 18,146,407.45</u>
March 2023 Check Registers - All Funds:		
Net payrolls by paper check	<i>Register# 01005DP, 01905 DP 01006DP</i>	\$ 7,238.72
General operating and food services	<i>Check# 621102 thru Check# 622185 (net of void batches)</i>	<u>3,386,808.09</u>
Total Check Registers		<u>\$ 3,394,046.81</u>
TOTAL MARCH CASH DISBURSEMENTS		\$ 21,540,454.26

*See attached supplemental report for purchasing card transaction information

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending March 15, 2023

Merchant Name	Total
RESTAURANTS & CATERING	\$ 13,304.99
ASG GLOBAL, INC. - ART	\$ 8,213.53
HOTEL	\$ 6,984.23
3654 INTERSTATE	\$ 6,382.64
MENARDS KENOSHA WI	\$ 6,378.95
VEHICLE MAIN. & FUEL	\$ 6,260.37
RAYNER AND RINN SCOTT	\$ 5,868.80
MARK'S PLUMBING PARTS	\$ 5,595.70
GRUNAU COMPANY INC	\$ 4,717.74
AIRLINE	\$ 4,390.02
MID STATE EQUIP SALEM 010	\$ 3,637.54
HUDL	\$ 3,598.00
4IMPRINT, INC	\$ 3,514.69
IC* INSTACART	\$ 3,338.68
ULINE *SHIP SUPPLIES	\$ 2,898.53
HAJOCA KENOSHA PC354	\$ 2,686.05
CONCORD THEATRICALS CORP.	\$ 2,424.44
RHOMAR INDUSTRIES	\$ 2,186.85
FIRST SUPPLY KENOSHA	\$ 2,102.89
VAX AGENCY AIR	\$ 1,900.50
PLAYAWAY PRODUCTS LLC	\$ 1,876.69
ON DECK SPORTS	\$ 1,500.00
STERICYCLE	\$ 1,338.26
SJCAWI.ORG	\$ 1,312.50
ZORO TOOLS INC	\$ 1,284.01
LAMERS BUS LINE	\$ 1,213.80
HALLMAN LINDSAY PAINTS -	\$ 1,201.73
GRAINGER	\$ 1,201.54
ENTERPRISE RENT-A-CAR	\$ 1,193.68
WAVE - *UNFORGETTABLE EVE	\$ 1,190.00
HOMEDEPOT.COM	\$ 1,148.08
HUMAN RELATIONS MEDIA	\$ 1,146.40
E GROUP INC	\$ 1,116.00
DASH MEDICAL GLOVES	\$ 1,100.00
DECKER EQUIPMENT	\$ 1,078.75
SAN-A-CARE	\$ 1,070.90
IN *TRIED & TRUE TREE CAR	\$ 1,002.25
NBA*MILWAUKEE BUCK	\$ 980.00
KENOSHA PUB MUSEUM	\$ 897.00
IN *KAIN ENERGY CORPORATI	\$ 854.90
SAMSClub.COM	\$ 812.45
WALMART.COM	\$ 800.58
PAYPAL *SAFETY PATRO	\$ 780.00
STAX *WESTWORDS CON	\$ 752.84
JOHNSON CONTROLS SP	\$ 749.97
COMMUNICATIONS ENGINEERIN	\$ 737.00
IN *VISUAL IMAGE PHOTOGRA	\$ 690.00

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending March 15, 2023

Merchant Name	Total
CROWN AWARDS INC	\$ 670.86
USPS.COM POSTAL STORE	\$ 618.96
MILWAUKEE ADMIRALS	\$ 600.00
EB 2023 UDL-IRN INTER	\$ 598.00
BAUDVILLE INC.	\$ 587.85
GUTTORMSEN RECREATION CEN	\$ 585.45
FARM & FLEET STURTEVANT	\$ 571.98
SHERWIN WILLIAMS 703481	\$ 548.36
HARDWARE DISTRIBUTORS I	\$ 542.00
NET WORLD SPORTS	\$ 536.14
VACLAND	\$ 532.19
DEMCO INC	\$ 511.67
DOLLAR TREE, INC.	\$ 506.40
DSPTS EPAY ISE	\$ 500.00
SUNFOUNDER	\$ 499.75
SAMS CLUB #6331	\$ 489.61
B&H PHOTO 800-606-6969	\$ 463.96
TRADE CENTER MANAGEMENT	\$ 446.25
IN *BACKYARD DREAM STUDIO	\$ 440.00
HIGHWAY C SERVICE INC	\$ 434.53
VARSITY CHENILLE AND A	\$ 426.00
SHEIN	\$ 422.03
WAL-MART #1167	\$ 407.09
JC LICHT - 1290 - KENOSHA	\$ 398.64
BENCHCRAFT GOLF COURSE AD	\$ 395.00
ADOBE CREATIVE CLOUD	\$ 379.67
MILW PUBLIC MUSEUM	\$ 376.00
METALS DEPOT	\$ 359.60
KIMBALL MIDWEST PAYEEZY	\$ 356.38
AMZN MKTP US*H58C29UK2	\$ 353.14
MEARS CONNECT	\$ 352.00
SP NEW ERA FACTORY O	\$ 349.91
WASDA	\$ 345.00
AMZN MKTP US*H510E5GB2	\$ 336.36
RECREONICS INC	\$ 332.32
AMZN MKTP US*H59MR58T0	\$ 320.63
AMZN MKTP US*HG7104N41	\$ 319.69
IN *ECONO HOLDING COMPANY	\$ 319.30
MUSIC CENTER INC	\$ 306.40
LAB AIDS INC	\$ 305.65
MCMaster-CARR	\$ 304.96
FIRST BOOK	\$ 300.81
FESTIVALS OF MUSIC	\$ 300.00
SQ *CORRECTIONAL ED	\$ 300.00
SAMSClub #6331	\$ 290.30
CNK*CINEMARK HQ 001	\$ 288.75
MONSTER JANITORIAL LLC	\$ 281.05

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending March 15, 2023

Merchant Name	Total
PAYPAL *PROP PAPERS	\$ 267.95
MAILCHIMP	\$ 265.00
AMAZON.COM*H53ZZ64O2 AMZN	\$ 257.48
BKGHOTEL AT BOOKING.C	\$ 252.94
UOL *ATHLETIC TICKETS	\$ 250.00
HY-VEE MADISON 1391	\$ 247.89
MEARS SELECT	\$ 241.00
GLOWFORGE.COM	\$ 239.40
BATTERIES PLUS #0561	\$ 234.14
WALMART.COM 8009666546	\$ 232.92
HARBOR FREIGHT TOOLS3397	\$ 231.92
EASYKEYSCOM INC	\$ 224.85
IN *AMERICAN LASER MARK I	\$ 223.00
DISCOVERY WORLD	\$ 223.00
LOWES #02560*	\$ 222.21
RUG DOCTOR	\$ 221.96
USPS PO 5642800260	\$ 213.00
ABLE ENGRAVERS	\$ 212.80
IN *ELITE TUMBLING LLC	\$ 210.00
WM SUPERCENTER #1167	\$ 208.33
BOJ-E-BIKES	\$ 208.00
SP DANCEANDSWAY	\$ 207.89
KAHOOT! ASA	\$ 203.88
AMAZON.COM*HP3PS5YM2	\$ 203.02
SQ *BLUE SKY INFLAT	\$ 200.00
WWW.DONORSCHOOSE.ORG	\$ 200.00
SOUTHEASTERN EQUIPMENT &	\$ 197.76
TOOLS 4 FLOORING	\$ 193.82
AMAZON.COM*HP9OC3DF1 AMZN	\$ 189.97
ACTIVEPARENTING.COM	\$ 189.00
TRAVEL GUARD GROUP INC	\$ 188.44
GLOBAL LEADERSHIP NETW	\$ 179.00
WI DHFS LEAD AND ASBESTOS	\$ 175.00
AUER STEEL MILWAULKEE	\$ 174.24
ZOOM.US 888-799-9666	\$ 173.14
CHIEFRIVERNURSERY COM	\$ 172.31
SPECTRUM	\$ 171.08
AMAZON.COM*HP5GH1E70	\$ 170.24
SHEIN.COM	\$ 170.19
AIRGAS LLC - NORTH N126	\$ 168.17
JERRY'S ARTARAMA	\$ 167.70
GUIDED READERS	\$ 167.00
WOODWORKERS HARDWARE I	\$ 164.82
AMZN MKTP US*H59RK4Y31	\$ 163.18
PICK N SAVE #871	\$ 161.82
SMARTSIGN	\$ 158.00
THE HOME DEPOT #4926	\$ 153.78

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending March 15, 2023

Merchant Name	Total
SP THEATRE HOUSE	\$ 152.80
FACEBK 4CFVUKB882	\$ 151.33
BABEYOND	\$ 150.56
ARIN	\$ 150.00
HARBOR FREIGHT TOOLS 358	\$ 149.99
DICKOW CYZAK TILE CARPET	\$ 148.75
AMAZON.COM*HG5A13VP1 AMZN	\$ 147.80
FASTENAL COMPANY 01WIKEN	\$ 147.26
JIFFYSHIRTS.COM US L.P.	\$ 147.05
GREEN LAKE CONFERENCE	\$ 145.50
ETSY.COM - MULTIPLE SHOPS	\$ 142.21
AMZN MKTP US*HD4XL0KE1	\$ 139.98
WSST	\$ 135.00
SP BLACKHAWK SUPPLY	\$ 126.71
MINDUP	\$ 120.00
DROPBOX KTMBWDNTPZS2	\$ 119.88
FLOWER SHOP NETWORK	\$ 116.77
GFS STORE #1919	\$ 115.30
AMZN MKTP US*HD87497Z2	\$ 109.99
MONROE EQUIPMENT	\$ 109.98
IC* INSTACART*SUBSCRIP	\$ 104.45
PAYPAL *IDEFINEWIG	\$ 101.99
AMERICAN RED CROSS	\$ 100.00
CAVE OF THE MOUNDS INC	\$ 100.00
GREEN MEADOWS FARM	\$ 100.00
FERGUSON ENT #1020	\$ 98.88
WWW.DOODLE.COM	\$ 98.35
CALENDLY	\$ 96.00
SCHOOL NURSE SUPPLY INC	\$ 95.50
KENOSHA COUNTY PARKS	\$ 94.79
AMZN MKTP US*HP0D48TL0	\$ 93.49
DK HARDWARE SUPPLY LLC	\$ 84.60
COSTCO WHSE #1209	\$ 83.93
HOLLAND SUPPLY INC	\$ 83.84
FACEBK 4ZKW8LPT62	\$ 75.00
FACEBK AGU6DPTS62	\$ 75.00
FACEBK KLYY8LFT62	\$ 75.00
AMZN MKTP US*H53UZ5001	\$ 73.84
MEIJER # 284	\$ 73.84
COSTCO WHSE #1198	\$ 71.71
AMAZON.COM*HG2K04Y00 AMZN	\$ 70.15
AMAZON.COM*HP22432Z1 AMZN	\$ 70.14
SHEIN.COM	\$ 69.18
OTC BRANDS INC	\$ 67.99
VIKING ELECTRIC-MILWAUKEE	\$ 67.82
USA CLEAN BY JON-DON	\$ 67.36
AMAZON.COM*H54BH6B22	\$ 65.73

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending March 15, 2023

Merchant Name	Total
FLORAL ACRES	\$ 65.05
AMAZON.COM*HD9BV1F80	\$ 64.66
SP PROP MOVIE MONEY	\$ 63.72
AIELLO MIDTOWN FLORIST IN	\$ 60.00
LAWTON BROTHERS INC	\$ 60.00
GIMKIT PRO - 1 YEAR	\$ 59.88
ROCKLER	\$ 56.19
SOCIETY OF CERTIFIED INSU	\$ 55.00
AMZN MKTP US*H53PX4QY2	\$ 53.64
AMZN MKTP US*H50V00ZK1	\$ 50.62
VISPRONET	\$ 49.27
EDPUZZLE PRO TEACHER	\$ 49.00
SUPER SPORTS FOOTWEAR ETC	\$ 47.50
JOHNSTONE SUPPLY - RACINE	\$ 47.02
IC* COSTCO BY IN CAR	\$ 44.05
AMZN MKTP US*HD0610M10	\$ 42.18
FEDEX 771362130872	\$ 42.05
V BELT GLOBAL SUPPLY	\$ 40.29
HOBBY LOBBY #350	\$ 39.16
BUILDING CONTROLS & SOLUT	\$ 39.15
SMK*WUFOO.COM CHARGE	\$ 39.00
AMZN MKTP US*HG2EC9VJ1	\$ 38.88
AMAZON.COM*HD1R26VZ2 AMZN	\$ 37.30
RECREATION.GOV	\$ 36.00
TOP CHOICE TENTS INC	\$ 34.65
AMAZON.COM*H52GC6680	\$ 34.14
AMAZON.COM*HG81E4AP2 AMZN	\$ 31.96
ADOBE STOCK	\$ 31.64
OCULUS *Q37CTMXUY2	\$ 31.64
AMZN MKTP US*HG9ZH7531	\$ 30.48
FESTIVAL FOODS	\$ 29.97
STATSMEDIC.COM	\$ 29.00
SEED WORLD USA	\$ 28.95
BARNES&NOBLE PAPERSOURCE	\$ 28.46
SP RAVENOX	\$ 28.19
DON STEVENS	\$ 27.55
OCULUS *C9VA2P7VY2	\$ 26.36
AMZN MKTP US*H59NM7JE0	\$ 25.70
USPS.COM STAMP FLMNT SVCS	\$ 25.20
TARGET 00022517	\$ 24.45
AMAZON.COM*HD6833XD1 AMZN	\$ 24.00
2CO.COM*REVOUNINSTALLE 20	\$ 23.38
AMZN MKTP US*HP6XO0K70	\$ 21.98
OCULUS *WJ7N2NTUY2	\$ 21.09
AMZN MKTP US*HC0VT9NQ0	\$ 20.99
AMZN MKTP US*HD6VT1VW1	\$ 20.59
PAYPAL *MSTRACKSTAR	\$ 20.00

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending March 15, 2023

Merchant Name	Total
NETS OF AMERICA	\$ 20.00
DOLLAR TREE	\$ 17.14
PLANK ROAD PUBLISHING IN	\$ 14.95
CUBICLE KEYS	\$ 11.65
SPOTIFY USA	\$ 10.54
OCULUS *67QZWLKUY2	\$ 10.54
OCULUS *83J7TNPUY2	\$ 10.54
OCULUS *NH3RNNFVY2	\$ 10.54
OCULUS *X45RNNFVY2	\$ 10.54
DSPS E SERVICE FEE COM	\$ 10.00
ALDI 64096	\$ 8.42
AMZN MKTP US*HP9IH0K30	\$ 7.19
AMZN MKTP US*HG3400QR0	\$ 6.98
WEBCONNEX LLC	\$ 2.97
WALGREENS #3617	\$ 1.45
WIAA	\$ (7.00)
LENNOX INDUSTRIES	\$ (13.28)
LIGHTINTHEBOX	\$ (34.08)
MEIJER # 292	\$ (73.84)
SP UNIQUE VINTAGE	\$ (82.29)
MCCORMICK'S GROUP LLC	\$ (83.88)
THE HOME DEPOT 4926	\$ (97.86)
X1 PUPPY DOGS BOOKS	\$ (102.34)
PRO-ED, INC.	\$ (106.77)
TIMBER-LEE MINISTRIES	\$ (1,390.00)
US Bank Purchasing Card Payment - Individuals	\$ 159,823.88

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

April 25, 2023

Administrative Recommendation

It is recommended that the March 2023 cash receipt deposits totaling \$315,435.43, and cash receipt wire transfers-in totaling \$56,459,698.42, be approved.

Check numbers 621102 through 622185 (net of voided batches) totaling \$3,386,808.09, and general operating wire transfers-out totaling \$4,259,670.38, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the March 2023 net payroll and benefit EFT batches totaling \$13,886,737.07, and net payroll check batches totaling \$7,238.72, 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**

April 25, 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 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"> ● 11-12 math (fourth courses) ● K-5 social studies ● 9-12 English Language Development III ● 6-12 physical education ● 6-8 computer science ● Career and technical education pathways: <ul style="list-style-type: none"> ○ Marketing ○ Transportation 	<ul style="list-style-type: none"> ● K-5 English language arts ● K-12 English Language Development I/II ● K-5 physical education ● Career and technical education pathways: <ul style="list-style-type: none"> ○ Child development ○ Healthcare ○ Advanced manufacturing ○ Construction ○ Accounting ○ Textiles 	<ul style="list-style-type: none"> ● 6-10 math ● K-5 music ● Early education ● 9-12 social studies electives ● 6-8 world language ● Career and technical education pathways: <ul style="list-style-type: none"> ○ Culinary ○ Business management ● Personal finance ● Computer courses 	<ul style="list-style-type: none"> ● 4-12 performance music ● 6-8 world language ● 6-12 English language arts ● K-5 music ● K-5 art 	<ul style="list-style-type: none"> ● K-5 math ● 11-12 science (fourth courses) ● K-8 Spanish language arts (dual language) ● 6-12 social studies (U.S. History/-Government) 	<ul style="list-style-type: none"> ● 6-12 social studies (World History) ● K-12 health ● 6-12 theatre ● 6-11 science 	<ul style="list-style-type: none"> ● K-5 science ● 9-12 world languages

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"> • 11-12 math • K-5 social studies • K-5 English language arts-comprehensive reading and writing • K-12 English Language Development I, II, and III • K-5 physical education • 6-12 art • Career and technical education pathways <ul style="list-style-type: none"> ○ Culinary ○ Marketing ○ Transportation ○ Personal finance • 6-8 science, technology, engineering, and mathematics (STEM) 	<ul style="list-style-type: none"> • K-5 English language arts-guided reading • Career and technical education pathways <ul style="list-style-type: none"> ○ Business management ○ Accounting • 6-8 computer science 	<ul style="list-style-type: none"> • 6-10 math • K-5 music • Early education • K-5 English language arts-phonics • 9-12 social studies • 6-8 world language • Computer courses • Career and technical education pathways <ul style="list-style-type: none"> ○ Child development ○ Construction ○ Textiles ○ Interior design 	<ul style="list-style-type: none"> • 5-12 performance music • 6-8 world language • 6-12 English language arts • K-5 fine arts • Career and technical education pathway <ul style="list-style-type: none"> ○ Manufacturing 	<ul style="list-style-type: none"> • K-5 math • 11-12 science • K-8 Spanish language arts (dual language) • 6-12 U.S. History and Government 	<ul style="list-style-type: none"> • World History • 6-12 theater • 6-11 science • Career and technical education pathway <ul style="list-style-type: none"> ○ Healthcare 	<ul style="list-style-type: none"> • K-5 science • 9-12 world language • 6-12 physical education • K-12 health • Career and technical education pathway <ul style="list-style-type: none"> ○ Engineering

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"> • K-5 science • 9-12 world language • 6-12 physical education • K-12 health • Career and technical education pathway <ul style="list-style-type: none"> ○ Engineering 	<ul style="list-style-type: none"> • 11-12 math • K-5 social studies • K-5 English language arts comprehensive reading and writing • K-12 English Language Development I, II, and III • K-5 physical education • 6-12 art • Career and technical education pathways <ul style="list-style-type: none"> ○ Culinary ○ Marketing ○ Transportation ○ Personal finance • 6-8 science, technology, engineering, and mathematics (STEM) 	<ul style="list-style-type: none"> • K-5 English language arts guided reading • Career and technical education pathways <ul style="list-style-type: none"> ○ Business management ○ Accounting • 6-8 computer science 	<ul style="list-style-type: none"> • 6-10 math • K-5 music • Early education • K-5 English language arts phonics • 9-12 social studies • 6-8 world language • Computer courses • Career and technical education pathways <ul style="list-style-type: none"> ○ Child development ○ Construction ○ Textiles ○ Interior design 	<ul style="list-style-type: none"> • 5-12 performance music • 6-8 world language • 6-12 English language arts • K-5 fine arts • Career and technical education pathway <ul style="list-style-type: none"> ○ Manufacturing 	<ul style="list-style-type: none"> • K-5 math • 11-12 science • K-8 Spanish language arts (dual language) • 6-12 U.S. History and Government 	<ul style="list-style-type: none"> • World History • 6-12 theater • 6-11 science • Career and technical education pathway <ul style="list-style-type: none"> ○ Healthcare

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"> World history 6-12 theater 6-11 science CTE <ul style="list-style-type: none"> Healthcare 	<ul style="list-style-type: none"> K-5 science 9-12 world language 6-12 physical education K-12 health CTE <ul style="list-style-type: none"> Engineering Personal finance ELA comprehensive reading and writing 	<ul style="list-style-type: none"> 11-12 math K-5 social studies K-5 physical education 6-12 art CTE <ul style="list-style-type: none"> Culinary Marketing Transportation 6-8 STEM 	<ul style="list-style-type: none"> K-5 ELA guided reading CTE <ul style="list-style-type: none"> Business management Accounting 6-8 computer science 	<ul style="list-style-type: none"> 6-10 math K-5 music Early education K-5 ELA phonics 9-12 social studies Computer courses CTE <ul style="list-style-type: none"> Child development Construction Textiles Interior design 	<ul style="list-style-type: none"> 5-12 performance music 6-8 world language 6-12 ELA K-5 fine arts CTE <ul style="list-style-type: none"> Manufacturing 	<ul style="list-style-type: none"> K-5 math 11-12 science K-8 Spanish language arts (dual language) 6-12 U.S. history and government
2024-25	<ul style="list-style-type: none"> K-5 math 11-12 science K-8 Spanish language arts (dual language) 6-12 U.S. history and government 	<ul style="list-style-type: none"> World history 6-12 theater 6-11 science CTE <ul style="list-style-type: none"> Healthcare 	<ul style="list-style-type: none"> K-5 science 9-12 world language 6-12 physical education K-12 health CTE <ul style="list-style-type: none"> Engineering Personal finance ELA comprehensive reading and writing 	<ul style="list-style-type: none"> 11-12 math K-5 social studies K-5 physical education 6-12 art CTE <ul style="list-style-type: none"> Culinary Marketing Transportation 6-8 STEM 	<ul style="list-style-type: none"> K-5 ELA guided reading CTE <ul style="list-style-type: none"> Business management Accounting 6-8 computer science 	<ul style="list-style-type: none"> 6-10 math K-5 music Early education K-5 ELA phonics 9-12 social studies Computer courses CTE <ul style="list-style-type: none"> Child development Construction Textiles Interior design 	<ul style="list-style-type: none"> 5-12 performance music 6-8 world language 6-12 ELA K-5 fine arts CTE <ul style="list-style-type: none"> Manufacturing

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

April 25, 2023

Kenosha School of Technology Enhanced Curriculum Charter Contract Renewal

On April 3, 2007, the initial charter contract for the Kenosha School of Technology Enhanced Curriculum (KTEC) was presented to the Kenosha Unified School District Board of Education. At that time, the Board approved a five-year charter contract. In 2008, a five year renewal of the charter contract was approved to coincide with the lease of the current East campus (former Lincoln Elementary School). In 2013, the Board approved a five-year renewal charter contract and the addition of 4 year old Kindergarten. The KTEC charter was changed to reflect the expansion to two campuses in 2014 which eventually allowed the school to grow to over 1200 students. In 2018, the charter was again approved for five additional years.

This current charter renewal uses a new district authorized model contract that was developed by the Wisconsin Resource Center for Charter Schools (WRCCS) to ensure inclusion of all Department of Public Instruction requirements and best practices from the National Association of Charter School Authorizers (NASCA).

While the format is significantly different, the school model described within and relationship between the KTEC Governance Board and Kenosha Unified School District remains very similar with the 2018 charter contract.

On March 20, 2023, The KTEC Governance Board Incorporated voted on and approved these recommended changes to the contract.

Key

Red is (WRCCS) recommended model contract language

Black is language from the 2018 KTEC contract

Black italics is new proposed KTEC language

Green are changes requested from the KUSD Charter Review committee

Recommendation

The KTEC Governance Board Incorporated requests that the Kenosha Unified School District Board of Education approve the renewal of the charter agreement for the Kenosha School of Technology Enhanced Curriculum (KTEC) for a five-year period from the 1st day of July 2023, through the 30th day of June 2028.

Dr. Jeffrey Weiss
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

William Haithcock
Chief of School Leadership

Dr. Angela Andersson
Principal, KTEC

**Kenosha Unified School District
Kenosha, WI**

**Kenosha School of Technology Enhanced Curriculum
Charter School Contract**

July 1, 2023

This agreement is made by and between the Board of Education for the Kenosha Unified School District No. 1 ("Board") and the Kenosha School of Technology Enhanced Curriculum ("KTEC").

RECITALS

WHEREAS, the State of Wisconsin allows for the establishment of charter schools pursuant to the provisions of Wis. Stat. §118.40;

WHEREAS, the District is authorized by Wis. Stat. §118.40(2m) (a) to contract on its own initiative, with an individual or group to operate a school as a charter school; and

WHEREAS, the Parties have successfully negotiated this Contract, which, in accordance with Wis. Stat. §118.40(2m), contains all of the provisions specified under Wis. Stat. §118.40(1m) (b) 1-15, as well as separate and additional provisions; and

WHEREAS, in negotiating this Contract, the Parties have considered the principles and standards for quality charter schools established by the National Association of Charter School Authorizers.

WHEREAS, the District is authorized by Wis. Stat. § 118.40(8) to enter into an agreement with an entity to authorize a virtual charter school;

NOW THEREFORE, in consideration of the terms, covenants, conditions, and obligations set forth in this Contract, the Parties hereby agree to the following:

ARTICLE ONE: DEFINITIONS

Section 1.1 For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

1. "Administrators" means the administrative team of the Charter School.
2. "Applicable Law" means all federal, state, and local law now or in the future applicable to Wisconsin charter schools, including virtual charter schools.

3. "Charter School" and "School" mean a school to be known as Kenosha School of Technology Enhanced Curriculum (KTEC) located at 5710 32nd Ave. Kenosha, WI 54144 and 6811 18th Ave. Kenosha, WI 53143.
4. "Charter School Administrator" means the Administrator of the Charter School.
5. "Day" shall mean calendar day
 - a. The first day shall be the day after the event, such as receipt of a notice.
 - b. Each day after the first day shall be counted, except that a Saturday, Sunday, or legal holiday shall not be counted if it would be the final day of the period.
6. "Department" means the Department of Public Instruction of the State of Wisconsin.
7. "District" means the Kenosha Unified School District, as well as any successor to it that may have jurisdiction over or statutory duties with respect to the Charter School.
8. "Governance Board" means the Board of Directors of the Charter School.
9. "Operational Budget" means the report created by the Charter School Administrator and Governance Board detailing the funding needs for the Charter School including any expected additions to or subtractions from the Charter School fund balance.
10. "Parties" means KUSD and KTEC, through their designated representatives.
11. "Superintendent" means the Superintendent of the Kenosha Unified School District or any designee of the Superintendent.
12. "Teacher(s)" means an appropriately licensed teacher(s) for the Charter School.

ARTICLE TWO: PARTIES, AUTHORITY, AND RESPONSIBILITIES

Section 2.1 On behalf of the Charter School, the Governance Board or the Board's designee, shall exercise all oversight responsibilities as set forth in this Contract.

Section 2.2 The Governance Board shall be responsible and accountable for implementing the duties and responsibilities associated with the Charter School established under this Contract.

Section 2.3 The Parties agree that the establishment of the Charter School shall have no additional or unique effect on the general liability or obligations of the District other than those obligations specifically undertaken by the District herein.

Section 2.4 The Governance Board shall have authority to establish additional charter schools upon written approval of the District and pursuant to all Applicable Law.

Section 2.5 The District shall comply with all Applicable Law in authorizing the Charter School.

ARTICLE THREE: TERMS REQUIRED UNDER WIS. STAT. §118.40 (2m) (a)

Section 3.1 The name of the legal entity seeking to ~~establish~~ **renew the contract** of the Charter School.

The KTEC Governance Board, INC. is the entity seeking to establish the Charter School.

The sponsors of this contract are the KTEC Governance Board ~~and founding members~~. The Governance Board is composed of parent and community members. ~~The founding members are Dr. Angela Andersson, Lynette Powers and Sarah McMillian.~~

Section 3.2 Person in Charge and Administrative Services

- a. The person responsible for administrative leadership of the Kenosha School of Technology Enhanced Curriculum is ~~Dr. Angela Andersson~~ *the KTEC Principal*. ~~She serves as~~ The full-time principal/director of the school. ~~She~~ is responsible to the Board of Education for meeting the terms of the contract, maintaining financial accountability, serving as an instructional leader, overseeing student achievement, managing the building, hiring all personnel, and handling student discipline. ~~Dr. Andersson~~ *The principal* will also be responsible for overseeing secretarial-clerical procedures such as attendance and health records. ~~She~~ *They* oversees the administration of assessment and evaluation programs. If the Principal should leave ~~her~~ *the* position, central office personnel, in consultation with the KTEC Governance Board, will choose a replacement *that aligns with the values of KTEC (caring, connecting, and innovating) along with expectation of KUSD*. The KUSD Superintendent will make the recommendation of a replacement to the KUSD Board of Education for approval.
- b. **Administrative services will be provided by the District in the same manner as they are provided to other District schools, including but not limited to human resource, finance and accounting, facility management, educational accountability, information services, and communication support as described in Appendix A.**

Section 3.3 Educational Program

- a. A description of the educational program of the Charter School:
 - i. Grades Served: KTEC will serve the educational needs of students from 4-year-old kindergarten through eighth grade.
 - ii. Mission: Engages learners of all types in an innovative and continually evolving learning environment, to prepare students for success through academic excellence by the use of ~~21st Century Skills~~ *Future Readiness Skills*, strategic partnerships, and technology integration to prepare for a global society.
 - iii. Curriculum: The staff of Kenosha School of Technology Enhanced Curriculum will design a program that aligns with Common Core State Standards. Curriculum materials will be chosen by the staff in conjunction with the mission/educational program of the school and aligned with the mission of Kenosha Unified School District.
- b. **The Governance Board shall adhere to the educational program set forth herein and shall promptly notify the District in the event the Governance Board proposes to make a significant change in the educational program. Upon receiving notice, the District shall determine whether to renegotiate this Contract or declare this Contract revoked under Section 8.1. The District reserves the right to consider a significant change in the educational program, without District approval, to be a violation of this Contract subject to termination under Section 8.1.**

- c. The District shall agree to allow the Charter School to implement the educational program set forth in this Contract. If the Parties wish to mutually change the educational program of the Charter School, such change may be made by amendment as agreed to by the Parties.

Section 3.4 Methods of Attaining Educational Goals

The methods the Charter School will use to enable pupils to attain the educational goals under Wis. Stat. §118.01:

Instructional Framework: As the mission states, the instructional framework at KTEC focuses on academic excellence, technology integration, ~~21st Century Skills~~ *Future Readiness Skills*, and innovation.

All students at KTEC are expected to achieve academic excellence and are held to rigorous standards. Through the use of a workshop approach, students are expected to be readers and writers of literature and informational texts. Information literacy strategies are also integrated into each grade level in many ways including research projects each year.

At KTEC, STEM is more than an acronym for science, technology, engineering, and math. STEM education removes the traditional barriers erected between the four disciplines by integrating the subjects into one cohesive means of teaching and learning. An effective STEM program is important because increasing student opportunities for STEM learning can improve the chances of post-secondary success for all students. Equipping students with STEM skills will also prepare them for the high-demand jobs of the future and improve student learning in other subjects.

~~STEM education~~ *The STEM program at KTEC results in the development of character, collaborative culture, and career awareness skills. As a school KTEC will use students' natural disposition toward technology to engage in learning that requires higher-order thinking skills.*

Focus on Community/ Industry Partnerships: Students and staff at KTEC will participate in opportunities and benefit from the resources of strategic community and career-based partnerships.

Focus on Design Thinking and Workplace Readiness: Students will have opportunities to create, design, and develop workplace readiness problem-solving skills.

Instructional Practice: Technology integration is achieved when technology tools support the curriculum and help students reach their goals. These tools provide students and teachers with the following:

- Access to up-to-date, primary source material
- Methods of collecting and recording data
- Ways to collaborate with students, teachers, and experts around the world
- Opportunities for expressing understanding via images, sound, and text

- Learning that is relevant and assessment that is authentic
- Training for publishing and presenting their new knowledge
- Access to performance data about student learning

As a part of a systematic approach in response to intervention, students use computerized programs and assessments in literacy and numeracy. The data from these assessments are used to determine the level of intervention (universal, select, and intensive) a student receives. Each student gets instruction and practice on identified skills daily to promote the greatest level of academic growth.

The school will use instructional materials consistent with Common Core State and Next Generation Science Standards. The curriculum will include literacy, science, social studies, engineering, and math.

Students often engage in cooperative learning experiences to enhance higher-order thinking skills within the curriculum. Through working in collaborative teams, students develop communication, leadership, and teamwork. The school has high expectations for student academic progress and behavior.

All teachers at KTEC attend professional development sessions to build an understanding of the curricular program and culture of KTEC. *This includes an extensive on-boarding program for all teaching staff members.* This training includes information on teaching ~~21st Century Skills~~ Future Readiness Skills, trauma informed care, response to intervention as well as KTEC's literacy, numeracy, and STEM programs curriculum.

Co-curricular Courses: Technology will be used in each co-curricular area to enhance student learning and engagement.

Art: Each KTEC student will receive a comprehensive art education that includes art making, aesthetics, art history and culture, as well as art criticism. To promote learning in the six Wisconsin Standards categories of knowledge, skills, communication, thinking, understanding, and innovation, students will participate in a variety of artistic activities and projects. Technology will be integrated in art through projects related to graphic design. Cross-curricular connections will be made when appropriate.

Health: KTEC requires each middle-school student to participate in health lessons each year. The lessons focus on the standards set by the Wisconsin Department of Public Instruction and strive to present material with a personalized and individualized approach. Topics include personal wellness, fitness, hygiene, nutrition, stress management and life stages.

Physical Education: A quality physical education program is offered to students as part of the KTEC curriculum. Embracing the Standards and Benchmarks set forth by the Wisconsin Department of Public Instruction and the National Association of Sports and Physical Education, lessons are designed to provide activities that are inclusive, highly active, and challenging.

KTEC employs current best practices and technology to integrate physical, academic and wellness concepts. Students participate in instructional units designed to develop motor, cognitive, and social skills through sports, recreation, dance and fitness, in order to build a strong foundation for lifelong health and wellness. Recess is an extension of the KTEC physical education program.

Music: Each student at KTEC receives musical instruction through a variety of programs. Students in Kindergarten through fifth grade receive general music instruction twice per week while students in grades 6-8 participate in instrumental music, choir, or art appreciation. Students in grades 5-8 have the option of participating in band and orchestra. Collaboration across subject areas promotes innovative learning and academic excellence. These music classes are taught in alignment with the Wisconsin State Music Standards for Performance, Creativity, Literacy, Response, and Connections.

Spanish: Students in sixth through eighth grade have instruction in Spanish language and culture. Intercultural understanding is a critical skill both for life and the workplace. Globalization, ~~with its accompanying free trade agreement~~, is shrinking the business world and those who know more than one language will definitely have the edge over a monolingual counterpart. The world language teacher will focus on grammar skills and cultural components in order to enrich the understanding of the language.

~~KTEC will infuse technology into the instructional process to enhance students' speaking, listening, and writing skills in the target language, as well as their knowledge and appreciation for cultural diversity. This technology will also be utilized in the regular education classroom and available for home use as well.~~

In addition to the fusion of technology, all curriculum is grounded in and/or enriched with workplace skills, industry knowledge, and opportunities for design.

School Calendar: KTEC will generally follow the KUSD calendar. However, the unique educational program of the charter school may necessitate flexibility when scheduling the school day and calendar. *The school calendar will be shared with families before the start of school. Based on the hour and minute calculation and educational needs of students, the KTEC Governance Board will decide about the necessity of making up snow days or other missed days.*

Section 3.5 Methods of Measuring Student Progress

The method by which pupil progress in attaining the educational goals under Wis. Stat. §118.01 will be measured:

- a. The Charter School shall administer such standardized tests as may be required under Wis. Stat. §118.30(1m), 118.016, 121.02(1) (r), 20 U.S.C. §1177 et. seq. (also known as the “Every Student Succeeds Act”), and any other Applicable Laws to pupils enrolled in the Charter School and shall cause the testing data for the Charter School to be transmitted to the District in such form as the District shall customarily transmit such data.
- b. Student Evaluation: Students will be assessed on their mastery of Common Core *and Next Generation Science* Standards. Each grade level will use common measures of student success of the standards in each subject.
- c. Annual Testing: Students at KTEC will participate in annual state standardized assessments as well as district assessments such as Measures of Academic Progress (MAPs).
- d. Report Cards: Report cards will be completed quarterly in grades Kindergarten through eight. Progress reports will be completed three times per year for students in four- year-old kindergarten. ~~Students in four-year-old kindergarten through second grade will not receive letter grades, but will receive rubric scores. Students in grades 3 through 8 will receive some letter grades while developing practices of standards-based grading.~~ *All KTEC students will not receive letter grades, but will receive rubric scores for each essential standard.* The staff of KTEC will continue to use reporting systems that reflect assessment of the mastery of Common Core State Standards as well as ~~21st Century Skills-Future Readiness Skills.~~ *Any unique reporting systems used by KTEC will be agreed upon by the district.*

Section 3.6 Governance Structure/Methods to Insure Parental involvement

The governance structure of the Charter School, including the method to be followed by the school to ensure parental involvement:

- a. The Charter School will be directed by an independent Governance Board that has been organized as a Wisconsin nonstock corporation. The Board has obtained status as a federal tax-exempt organization pursuant to § 501(c) 3 of the Internal Revenue Code. The number of Directors and Director’s terms shall be set forth in the Governance Board bylaws. The Board may include, but is not limited to, parent(s) or guardian(s) of students, and community member(s).

~~Dr. Andersson~~ *The KTEC principal will work closely with the KTEC Governance Board to ensure that this charter contract and the mission of the school are fulfilled.*

Governance Method: ~~The Kenosha School of Technology Enhanced Curriculum~~ KTEC Governance Board, *INC.* oversees the attainment of the educational outcomes of the charter school and ensures that the school is in compliance with this Contract and the mission of KTEC. The Governance Board will also assist in securing grant monies and other sources of revenue to deepen the capabilities of the school, approve the annual budget for KTEC, build community relations, and make policies that govern the operations of the school.

- b. The Governance Board will meet on a regularly scheduled basis with a minimum of 10 meetings per school year and will comply with the Wisconsin Open Meetings Law. The Governance Board will also make reports to the District Board of Education as may reasonably be requested.

The KTEC Governance Board will consist of 7 voting members. The Governance Board will include an ex-officio member which will be the principal of the school. Members shall serve 3 year terms which will begin on July 1st and conclude June 30th. There will be no term limit. The Board will reorganize at their July meeting of each year which will include swearing in of new Governance Board members and electing new positions. Governance Board members must let the President know by January 31st if they will be serving an additional term.

- c. The Governance Board shall have autonomy and decision-making authority over:
1. Budget expenditures, grant funds, and funds donated specifically to the Charter School or generated through sales of Charter School equipment;
 2. Calendar and daily schedule;
 3. Curriculum and instruction;
 4. Policies and procedures specifically unique to the daily operations of the Charter School that are not addressed in existing District policies;
 5. ~~Facilities utilized by the Charter School;~~ Internal configuration of the school, with agreement from KUSD facilities, can be determined by the Charter School.
 6. Marketing, registration, and enrollment processing; and
 7. Charter school operations and procedures.

d. In addition to subsection 3.6 (c), the Governance Board shall have the powers necessary to carry out the terms of this Contract including:

1. To receive and disburse funds for school purposes;
2. To secure appropriate insurance;
3. To enter into contracts, including contracts with a University of Wisconsin institution or college campus, technical college district board, or private college or university, for technical or financial assistance, academic support, curriculum review, or other services;
4. ~~To incur debt in reasonable anticipation of the receipt of funds;~~
5. To pledge, assign, or encumber its assets to be used as collateral for loans or extensions of credit;
6. To solicit and accept gifts or grants for school purposes;
7. To acquire real property for its use; and
8. To sue and be sued in its own name.

These powers apply to funds raised by or granted to KTEC Governance Board, INC. not school funds.

e. In exercising the authority under Section 3.6(c) and (d), the Governance Board shall adhere to all Applicable Law.

f. The Articles of Incorporation and Bylaws for the Governance Board are attached hereto and incorporated herein as Appendix B and C.

g. Methods to Ensure Parental Involvement: Parents are important partners in the educational program at KTEC. The governance structure of the school addresses parent involvement. Parents may be selected to serve on the school's Governance

Board making them a critical part of the decision making process. Parents are also involved through an active Parent, Teacher, and Student Organization. Parents volunteer in many ways at KTEC.

Section 3.7 Instrumentality and Staff Qualifications, Non-Discrimination

Subject to Wis. Stat. § 118.40(7) (a), 118.19(1) and 121.02(1) (a) 2, the qualifications that must be met by the individuals to be employed in the Charter School.

- a. It is understood and agreed that the Kenosha School of Technology Enhanced Curriculum will be an instrumentality of the school district and will follow all of the established district policies and procedures unless stipulated differently in other provisions in this contract or provided by law. All staff shall be employees of the District.
- b. All Administrators, Teachers, and staff at the Charter School will be appropriately licensed by the Department pursuant to Wis. Stat. §118.19.

Every teacher, administrator, or professional staff member at KTEC must meet all KUSD qualifications for employment as well as the requirements established by the Wisconsin Department of Public Instruction including holding a certificate, permit, or license before entering duties of their position. In addition, teachers must demonstrate technical competency and an understanding of ~~21st Century Skills~~ *Future Readiness Skills* and science, technology, engineering, and math integration. Some positions require additional, specialized training such as Project Lead the Way, *We Build it Better*, and *NC3 certifications*.

c. The number of Administrators, Teachers and other staff assigned to the Charter School will be determined by the Governance Board through the budget process. Recommendations for renewal of administrative and teaching contracts will follow the required district and statutory timelines.

d. Employee Status: Employees are considered KUSD employees and therefore are entitled to the same salary and benefits as other KUSD teachers.

e. Discrimination: Kenosha Unified School District and by extension Kenosha School of Technology Enhanced Curriculum is an Equal Opportunity Educator/Employer with established policies prohibiting discrimination on the basis of age, race, creed, religion, color, sex, national origin, disability or handicap, sexual orientation, or political affiliation in any educational program, activity, or employment in the District.

f. The KTEC Governance Board will provide input to KUSD leadership that will evaluate the Charter School Administrator. The Charter School Administrator will evaluate the performance of other administrators, teachers, and other staff as required by District policy, and will report a summary of the evaluations to the Governance Board. The District Board of Education will have final approval over all renewal and nonrenewal decisions as well as the continued employment of non-contracted staff.

Section 3.8 Student Health and Safety

The procedures that the Charter School will follow to ensure the health and safety of the pupils.

The Charter School shall comply with all Applicable Laws concerning health and safety. In addition, the Charter School shall at all times establish and maintain policies and processes for ensuring the physical, social, and emotional health of the pupils enrolled in programs operated by the Charter School including safety policies, policies regarding mandatory reporting under Wis. Stat. §48.981 and policies regarding drilling on evacuation in the event of a fire, tornado, armed intruder, or other hazard.

All health and safety policies will be adhered to including fire and ~~ALICE~~ *school safety* drills. OSHA safety procedures will be in place.

Section 3.9 Racial/Ethnic Balance Goals and Methods

The means by which the Charter School will achieve a racial and ethnic balance among its pupils that is reflective of the District's school-age population.

KTEC will not deny access to any student based on race, religion, gender, creed, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or disability status.

Recruitment efforts will include general community wide outreaches such as newspaper ads and community meetings at the school. Recruitment will also include participation in recruitment events focused on raising awareness with underrepresented students. Admission decisions are based on a random lottery.

The Charter School is a public school and shall not discriminate in admission or participation in any program or activity on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability. Information on the Charter School will be distributed through newspaper articles, District mailings, brochures, parent-teacher conferences, and the District's web site with a goal of achieving a racial and ethnic balance among pupils that is reflective of the District's school-age population. If necessary, the Charter School will target its marketing efforts to areas that may be underrepresented or at risk in the Charter School's pupil population.

Section 3.10 Admission Requirements

The requirements for admission to the Charter School and admissions lottery:

Application Required: In order to join the KTEC lottery, a preliminary, short application must be submitted online during the month of January each year. Applicants may indicate a preferred campus on the enrollment form. If that campus is full when the student is selected, the student will be offered placement at the other campus. Whenever possible every effort will be made to keep siblings at one campus. Upon accepting placement for a student, families must complete an official KUSD enrollment form.

Students enrolled in KTEC in the previous year do not reenter the lottery. Siblings of current students are given preference in the lottery.

Children of the school's founders, governing board members, and full-time employees may be given preference as long as this group is no larger than ten (10) percent of KTEC's total enrollment.

Discontinuance of Student Enrollment: Non-compliance with KUSD policies and Code of Conduct may result in the discontinuance of student enrollment.

- a. The Charter School is open to all students in grades 4 year-old Kindergarten to eighth who (i) reside in the District or (ii) are enrolled in the District pursuant to Wis. Stat. §§ 118.51, 118.52, or 118.53.
- b. The Governance Board will set enrollment limits not to exceed 65 4K students and 1155 K - 8 students for the following school year by ~~December~~ October 1 and submit them to the District by ~~January~~ November 1. If the number of enrollment applications exceeds the enrollment limit, the school will select students on a random lottery basis. The Charter School will give preference to pupils and siblings of pupils who are already attending the Charter School. Open enrolled applicants who meet the eligibility requirements and select the Charter School as a preference will be placed in the Charter School if space is available. If a student who has selected the Charter School as a preference is a student with a disability under the Individuals with Disabilities Educational Act, placement will be determined by the IEP team in accordance with federal law.
- c. A waiting list will be maintained for students who are not selected in the random lottery. The waiting list will be utilized until the end of the 1st semester to fill open seats.
- d. The school may include in its lottery all nonresident applicants who seek enrollment in the Charter School. An open-enrolled applicant's admission to the Charter School will be contingent on the student's enrollment in the District.

Section 3.11 Financial and Programmatic Operations

Tuition: No tuition will be charged. KTEC will collect activity and other fees (ex. Field trip) of the type charged to other KUSD students following the District Student Fee Schedule. KTEC will collect and expend student fees at the building level for the purpose of defraying the cost of consumable materials.

Budgeted Items: Salaries, benefits, facility rent, capital improvements, equipment, supplies, and similar items will be included in the school budget. Budgeting practices will adhere to district and state requirements. The building principal will approve all purchases. The building principal will approve all budget expenses.

Financial Records: All operational and personnel funds will flow through the district. KTEC will follow all KUSD policies and procedures required of other district schools. A record of all transactions will therefore be available as financial records of the district. Financial records, including an activity account, will be maintained at KTEC and will be available for review. All of the financial operations of KTEC will be available for review by District staff or any outside auditor commissioned by the district.

~~Payment by KUSD~~ Funding by KUSD: Based on the official third Friday attendance count, KUSD will credit KTEC eighty (80) percent of the current year maximum revenue per member as determined by the state revenue limit formula. Starting in the Fall of 2017 and for subsequent years, KTEC will be credited with eighty (80) percent of the increases in per pupil categorical aide. Similarly, a decrease in future funding would negatively impact the funding credited to KTEC.

Carryover funds are permitted.

The remaining twenty percent of the maximum revenue per member and the per pupil categorical aide will be retained by KUSD as reimbursement for administrative or other services furnished to KTEC.

Offsets: KUSD may offset part or all of any amount the charter exceeds the Direct Cost that it is liable for. (No charter is authorized to expend any amounts in excess of the Direct Cost Budget *without prior coordination with the KUSD Chief Financial Officer.*)

KUSD will pay and offset, against the Direct Cost Budget, all teacher and staff salaries and benefits, rent, equipment and supplies and other miscellaneous direct expenses of KTEC. Expenses other than established salaries, benefits, and rents shall be paid only upon requisition to KUSD by KTEC.

Any other funds raised by KTEC from outside sources shall be delivered to and maintained by KUSD in a discretionary account following established District policies.

Unspent discretionary funds can be retained from one year to the next. The district will account for these funds as assigned portions of the general fund balance. These funds may be spent on items in a mutually agreed upon capital plan. In the absence of a capital plan, prior coordination and consent of the KUSD Chief Financial Officer will be required before accessing these funds.

In the event of District wide budget reductions, a planning session will be held between KUSD and KTEC in order to determine how the charter school can share the burden of the overall financial loss.

Purchasing: All supplies and equipment shall be requisitioned and purchased following standard financial procedures and ~~KUSD purchasing procedures~~ *all applicable District policies. (Including notification of the KUSD board for purchases of materials or contracts exceeding the established threshold.) This would include the periodic audit of the school capital assets in conformance with District policy.*

KUSD Services: As part of the 20 percent of per member cost, KUSD will provide agreed upon services. These include district-wide services such as textbook and software adoption, professional development, instructional consultation, federal and district breakfast/lunch program, minor facility repairs, and inclusion in all federal and state grant programs at the school's discretion.

Student Records: Copies of standardized testing results and all records required by KUSD policy or law will be maintained in the school office. Administrative and student records will be maintained and available for review as permitted by Board policy and law.

Transportation: Transportation is not provided by Kenosha School of Technology Enhanced Curriculum; it is the responsibility of the parents/guardians of students.

Section 3.12 Student Discipline

The procedures for disciplining pupils: The Charter School will adhere to the discipline policies of the District.

All KUSD student behavior policies and the Code of Conduct will be followed. In addition, other rules and regulations may be developed. All students and families will receive notification of unique rules and regulations.

~~Students who have excessive expectation violations of the behavior plan may go before the KTEC Governance Board for behavior monitoring, action plan, and case file review.~~

Section 3.13 Public School Alternatives

The public school alternatives for pupils who reside in the District and do not wish to attend or are not admitted to the Charter School:

No student is required to attend KTEC. Students who do not attend will attend their attendance area school or other choice schools.

Attendance in the Charter School is voluntary. Any pupil who is a resident of the District and does not choose to enroll in and attend the Charter School may attend another school operated by the District or available by agreement with another public school district.

Section 3.14 Description of Facilities/Liability Insurance

A description of the school facilities and the types and limits of the liability insurance that the school will carry:

Description of School Facility: The Kenosha School of Technology Enhanced Curriculum is made up of two campuses. One campus is the former Lincoln Elementary School, 6811 18th Avenue, and is leased from the City of Kenosha. The other campus is the former McKinley Middle School, 5710 32nd Avenue. The facility is owned by Kenosha Unified School District.

Liability Insurance: Liability coverage is provided by KUSD and is the same that is provided for all district schools which is a \$10,000,000 limit.

Section 3.15 Effect on the Liability of the School District

The effect of the establishment of the Charter School on the liability of the District:

Nothing contained in this Contract shall make, or be deemed to make, the District and the Charter School partners, ventures, principals, agents, or representatives of one another, except only as may expressly be provided in this Contract. Neither the District nor the Charter School shall have any authority to bind or obligate any other Party except only as may expressly be provided in this Contract.

Kenosha School of Technology Enhanced Curriculum will adhere to all federal, state, and local regulations (pertaining to liability) and to the Board's insurance and risk management requirements. The charter school will adhere to the KUSD Code of Ethics.

ARTICLE FOUR: EXEMPTIONS FROM REQUIREMENTS

Section 4.1 Exemptions

The Charter School will take all allowable exemptions provided by Applicable State Law in order to maximize flexibility in the Charter School Program. This includes, but is not limited to, length of school day, number of days and hours, library and media services, number of clock hours for instruction, and attendance.

Section 4.2 Policy Exemptions

The Charter School will be exempt as described in this charter from the District policies listed below.

- 6210 Calendar*
- 6300 Curriculum Development and Improvement*
- 6310 Instructional Time*
- 6320 Instructional Program Adoption*
- 6418 Character Education*
- 6432 Class Size*

ARTICLE FIVE: OTHER TERMS COVENANTS AND CONDITIONS

Section 5.1.

Students will be held accountable for their actions and behavior while participating in the Charter School's learning activities, on field trips, and when visiting the school buildings and neutral sites, and are expected to comply with the code of conduct and applicable Charter School policies. Teachers, other staff, and students will be subject to policies established by the Charter School for maintaining decorum in the classroom and on site in order to provide an appropriate educational and safe environment for all staff and students.

Section 5.2 Nonsectarian

The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, curricular materials, and operations.

Kenosha School of Technology Enhanced Curriculum is nonsectarian in its programs, admission policies, employment practices, and all other operations. The KTEC faculty, staff, equipment, supplies, curriculum, and teaching content shall be free of all religious or other sectarian symbols or influences.

Section 5.3 Free of Tuition

The Charter School shall not charge tuition.

Section 5.4 Special education

- a. Special education and related services will be provided by the District pursuant to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504). The District shall serve children with disabilities in the Charter School in the same manner as it serves children with disabilities attending other District schools, and shall provide funds under this subchapter to the Charter School on the same basis as it provides funds under this subchapter to other District schools, including proportional distribution based on enrollment of children with disabilities, and at the same time as it distributes other federal funds to the District's other schools.
- b. The District shall remain the Local Educational Agency for all students who qualify for an individualized educational program under IDEA.
- c. Charter School administrators, teachers, and staff shall participate in staff development opportunities provided by the District pertaining to IDEA, Section 504, and the Americans with Disabilities Act.

Section 5.5 Applicable Law

The Charter School shall comply with Applicable Law, which may change and include, but is not limited to:

- a. Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d 2000d 7;
- b. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq.;
- c. Age Discrimination Act of 1985, 42 U.S.C. §6101 et seq.;
- d. Sec. 504 of the Rehabilitation Act of 1974, 29 U.S.C. §794 and the Americans with Disabilities Act, 42 U.S.C. ss. 12101 12213.
- e. Individuals with Disabilities Education Act, 20 U.S.C. §1400 1485 et seq.
- f. 20 U.S.C. s. 1232(g) of the General Education Provisions Act, 20 U.S.C. §1221 1234i;
- g. Drug-Free Workplace Act, 41 U.S.C. 701 et seq.;
- h. Asbestos Hazard Emergency Response Act, 15 U.S.C. §2641 2655; and
- i. Every Student Succeeds Act of 2015, and its implementing regulations, 20 U.S.C. §1177 et. seq.

If Applicable Law requires the District to take certain actions or establish requirements with respect to the Charter School, the Charter School shall cooperate with those actions and comply with those requirements.

Section 5.6 Disposal of Property

In the event the Charter School seeks to sell or otherwise dispose of property purchased with monies from the District's annual per student allocation as set forth in Section 5.8, the Charter School shall first provide notice to the District of its intent to dispose of property and follow existing KUSD policies. In no event shall the Charter School donate property to any organization or governmental body other than the District. In the event the Charter School seeks to sell or otherwise dispose of property purchased with monies raised by the Governance Board, the Charter School shall not be required to provide notice to the District and may sell or otherwise dispose of such equipment in accordance with all Applicable Law. Property purchased through grants awarded directly to the KTEC Governance Board or other funds raised by the KTEC Governance Board will be clearly labeled and inventoried.

Section 5.7 Background Checks

All Charter School employees (including Teachers and other staff) and volunteers, shall be subject to background screening as deemed appropriate by the District consistent with Applicable Law. The Charter School shall not assign any employee or volunteer, to teach or otherwise have access to students until the District or its designee investigates and determines there is nothing in the disclosed background of the employee or volunteer that would render the employee or volunteer unfit to teach or otherwise have access to pupils of the Charter School including, but not limited to, conviction of a criminal offense or pending charges which substantially relate to the duties and responsibilities assigned to the employee, including volunteers.

Section 5.8 Budget Allocation

Based on the official third Friday attendance count, KUSD will credit KTEC eighty (80) percent of the current year maximum revenue per member as determined by the state revenue limit formula. Starting in the Fall of 2017 and for subsequent years, KTEC will be credited with eighty (80) percent of the increases in per pupil categorical aide. Similarly, a decrease in future funding would negatively impact the funding credited to KTEC.

Section 5.9 Services

The Charter School shall be eligible to receive remedial services, information technology services, student support services, and testing/assessment services available to other schools in the District, in a manner consistent with the distribution of such resources to other programs in the District and as outlined in Appendix A.

Section 5.10 Lunch

Students in the Charter School will participate in the District's School Lunch program. Further, Charter School students will be eligible for free and reduced lunch according to the same federal guidelines and in the same manner as all other District students.

Section 5.11 Annual Report

The Charter School shall provide to the District the data needed by the District for purposes of making the report to the state superintendent and the legislature required under Wis. Stat., §118.40 (3m) (f).

ARTICLE SIX: JOINT RESPONSIBILITIES OF THE PARTIES

Section 6.1 Performance Evaluations

- a. The District shall review the academic and financial performance of the Charter School annually. The measures used to evaluate the Charter School shall be consistent with all applicable measures used to evaluate the performance of all District schools. The Charter School Administrator and Superintendent will collaborate to develop the Charter School reporting procedure and timeline for reporting to the District.
- b. In considering renewal of this Contract, the District shall give priority consideration to the Charter School's performance in the state's accountability system and student achievement.
- c. Performance measures to be reported to the authorizing district annually:
 - i. KTEC students will meet or exceed their district **grade level** peers' state assessment **achievement or growth percentages levels** in math each year of the contract.
 - ii. KTEC students will meet or exceed their district **grade level** peers' state assessment **achievement or growth percentages levels** in ELA/reading each year of the contract.
 - iii. KTEC will annually operate within its allocated budget.

ARTICLE SEVEN: NOTICES, REPORTS, AND INSPECTIONS

Section 7.1 Notices

- a. **Agendas and Meetings.** The Charter School shall provide to the District agendas and advance notice of all meetings of the Governance Board and its committees upon request. Meetings of the Governance Board and its committees shall be governed by

Robert's Rules of Order, Newly Revised and shall comply with Wisconsin Open Meetings Law for public entities, Wis. Stat. § 19.81, et seq.

- b. Governmental Agencies. The Charter School shall promptly notify the District when the Charter School receives any correspondence from the Department or the United States Department of Education, or other governmental agency that requires a formal response, except that no notice shall be required of any routine, regular, or periodic mailings.
- c. Legal Actions. The Charter School shall promptly report to the District any material litigation, threatened or filed, or formal court proceedings alleging violation of any Applicable Law with respect to the Charter School, its employees, or its students.

Section 7.2 Certain Reports

The Governance Board shall provide such information and non-periodic reports as the District shall reasonably deem necessary to confirm compliance by the Charter School with the terms and conditions of this Contract.

ARTICLE EIGHT: REVOCATION OF CONTRACT BY THE DISTRICT

Section 8.1 Events of Default by Charter School

The District under procedures in Section 8.2 may terminate this Contract if the District finds that any of the following Events of Default have occurred:

- a. Educational Goals: If the pupils enrolled in the Charter School have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. § 118.01, have failed to achieve standards as determined by the Department for 3 consecutive years, or have failed to make progress as set forth in Section 6.2(c) of this Contract for 3 consecutive years. If the KUSD Board determines that the charter students have failed to make sufficient progress towards educational goals. If an extension of time to attain such goals is requested in writing, such requests shall include a written plan (which is acceptable to the district) that sets out the additional steps that the school will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of the school's written plan for attaining educational goals shall be final.
- b. The School has failed to comply with generally accepted accounting standards of fiscal management with respect to the Charter School;
- c. The School employees, or agents provided the District false or intentionally misleading information or documentation in the performance of this Contract;
- d. The Charter School has failed to comply with Applicable Law;
- e. Violation of WI Stat 118.40: If the KUSD Board determines that the charter is in violation of Wisconsin Statute 118.40.

- f. The Governance Board violates any of the terms, conditions, promises or representations contained in or incorporated into this Contract; or
- g. Insolvency: If the KUSD Board determines that the charter's revenues are insufficient to pay its expenses. ~~The Charter School is financially unsustainable as determined by an audit conducted in compliance with generally accepted accounting standards of fiscal management.~~

Section 8.2 Procedures for the District's Revocation

- a. **Emergency Termination or Suspension Pending Investigation. When Risk of Student Health or Safety.** If the District Board of Education and/or the Superintendent or designee determines that any of the Events of Default set forth in Section 8.1 has occurred and that thereby the health or safety of the Charter School's students is immediately put at risk, the District shall provide the Charter School written notice of such Event(s) of Default and, upon delivering such notice, may either terminate this Contract immediately or may exercise superintending control of the Charter School pending investigation of the pertinent charge.
 - 1. If the District elects to exercise superintending control pending investigation of the pertinent charge, the District shall give the Charter School written notice of the investigation, shall commence such investigation immediately, shall permit the Charter School to address the pertinent charge, and shall thereafter complete its investigation as quickly and as reasonably practicable.
 - 2. Upon completing its investigation, the District shall promptly deliver to the School in writing either a notice of immediate termination on the basis set forth in Section 8.2(a), or a notice of an Event of Default and an opportunity to cure pursuant to Section 8.2(c), or a notice rejecting the pertinent charge and reinstating control of the Charter School to the Governance Board.
- b. **Emergency Termination or Suspension Pending Investigation When Risk of Financial Peril.**

If the District Board of Education and/or the Superintendent or designee determines that any of the Events of Default set forth in Section 8.1 has occurred and that thereby the District is immediately at risk for financial peril, the District shall provide the Charter School written notice of such Event(s) of Default and, upon delivering such notice, may either terminate this Contract immediately or may exercise superintending control of the Charter School pending investigation of the pertinent charge.

- 1. If the District elects to exercise superintending control pending investigation of the pertinent charge, the District shall give the Charter School written notice of the investigation, shall commence such investigation immediately, shall

permit the Charter School to address the pertinent charge, and shall thereafter complete its investigation as quickly and as reasonably practicable.

2. Upon completing its investigation, the District shall promptly deliver to the School in writing either a notice of immediate termination on the basis set forth in Section 8.2(a), or a notice of an Event of Default and an opportunity to cure pursuant to Section 8.2(c), or a notice rejecting the pertinent charge and reinstating control of the Charter School to the Governance Board.
- c. **Non-Emergency Revocation and Opportunity to Cure.**
If the District Board of Education and/or Superintendent or designee determines that any of the Events of Default has occurred, but that such occurrence does not thereby immediately put at risk the health or safety of the Charter School's students, the District shall advise the School in writing of the pertinent occurrence and shall specify a reasonable period of time (though in no instance less than 30 days) within which the School shall cure or otherwise remedy the specified Event(s) of Default to the reasonable satisfaction of the Superintendent.
1. If the Charter School does not so cure or otherwise remedy the specified Event(s) of Default to the reasonable satisfaction of the District Board of Education or Superintendent, the District may terminate this Contract by written notice delivered within 10 days after expiration of the specified period.
 2. If the District terminates this Contract, termination shall become effective at the end of the current academic semester.
- d. Upon notification of termination and nonrenewal of this Contract and dissolution of the Charter School, the Governance Board shall designate an independent trustee who will be responsible for satisfying all outstanding financial liabilities of the Charter School and properly distributing the School's assets in compliance with the law and this Contract. The trustee shall return any unspent federal or state grant money or funds to the Department. The trustee shall dispose of all property purchased with state or federal funds as required by state or federal law.

ARTICLE NINE: TERMINATION BY THE GOVERNANCE BOARD

Section 9.1 Events of Default by District

The Governance Board under procedures in Section 9.2 may terminate this Contract if it finds that any of the following Events of Default have occurred:

- a. The Governance Board has lost its right to exercise authority granted under this Contract and/or under Wisconsin law.
- b. The number of students in the Charter School drops below 500.
- c. The District defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract.
- d. The District has violated Wis. Stat. § 118.40 or other Applicable Law.

- e. Mutual Agreement: Both parties (KUSD and KTEC) agree in writing to termination.

Section 9.2 Procedures for Governance Board Termination of Contract

- a. If the Governance Board determines that any of the Events of Default set forth in Section 9.1 has occurred, the Governance Board shall notify the District Board of Education and/or Superintendent or designee of the pertinent Event(s) of Default. The notice shall be in writing and shall set forth in sufficient detail the grounds for termination.
- b. Discretionary Termination.
 - 1. Upon receipt of notice of the Events of Default, the District Board of Education and/or Superintendent or designee may conduct a preliminary review of the alleged basis for termination to ensure that such bases are bona fide and to determine whether the Events of Default may be cured. Such review shall be completed promptly. Within thirty (30) days after the District Board of Education or Superintendent receives the Governance Board's notice, the District Board of Education or Superintendent shall deliver to the Governance Board a notice either approving the Governance Board's requested termination or denying the same on the grounds that the asserted bases for termination are not in fact bona fide or on the grounds that the District intends to cure the Events of Default.
 - 2. If a notice approving or denying the requested termination is not delivered to the Governance Board in writing within thirty (30) days after the District Board of Education or Superintendent receives the notice, the Governance Board's notice shall be deemed an approved basis for termination.
 - 3. If the District gives notice of its intent to cure the Events of Default, the Governance Board shall advise the District in writing of the pertinent occurrence and shall specify a reasonable period of time (though in no instance less than 30 days) within which the District shall cure or otherwise remedy the specified Event(s) of Default to the reasonable satisfaction of the Governance Board.
 - 4. If the District does not so cure or otherwise remedy the specified Event(s) of Default to the reasonable satisfaction of the Governance Board, the Governance Board may terminate this Contract by written notice delivered within 10 days after expiration of the specified period.
 - 5. If the Governance Board terminates this Contract, termination shall become effective at the end of the current academic semester.
- c. Termination, Nonrenewal and Closure Procedures

1. Upon termination of the Contract, the Governance Board shall assist the District in conducting a final accounting of the Charter School by making available to the District all books and records that have been reviewed in preparing the Charter School's annual audits and statements under this Contract.
2. Upon termination and nonrenewal of this Contract, the Governance Board shall designate a records custodian who will be responsible for maintaining its records in accordance with the law and this Contract. Following the expiration of any statutory retention period the records custodian will arrange for the destruction of records in a manner that ensures their confidentiality.
3. Upon notification of termination and nonrenewal of this Contract and dissolution of the Charter School, the Governance Board shall designate an independent trustee who will be responsible for satisfying all outstanding financial liabilities of the Charter School and properly distributing the School's assets in compliance with the law and this Contract. The trustee shall return any unspent federal or state grant money or funds to the Department. The trustee shall dispose of all property purchased with state or federal funds as required by state or federal law.

ARTICLE TEN: TECHNICAL PROVISIONS

Section 10.1 Term of Contract

The term of the Kenosha School of Technology Enhanced Curriculum Charter Contract shall be a period of five (5) years commencing on July 1, 2023 and continuing through June 30, 2028. The Contract may be renewed for additional terms as agreed to by the Parties. The decision to renew will be driven by the Charter School's performance in the Wisconsin accountability system and proven student achievement.

Section 10.2 Applications of Statutes

If, after the commencement of this Contract, there is a change in Applicable Law that alters or amends the responsibilities or obligations of any of the Parties with respect to this Contract, this Contract shall be altered or amended to conform to the change in existing law as of the effective date of such change.

Section 10.3 Amendments

This Contract may be amended only upon the written agreement of the Parties.

Section 10.4 Severability

If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this

Contract shall be or become in violation of any federal, state, or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 10.5 Successors and Assigns

The terms and provisions of this Contract are binding and shall insure to the benefit of the Parties and their respective successors and permitted assigns.

Section 10.6 Entire Agreement

This Contract sets forth the entire agreement between the Parties with respect to the subject matter of this Contract. All prior application materials, agreements or contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 10.7 Assignment

This Contract is not assignable by either Party without the prior written consent of the other Party.

Section 10.8 Non-waiver

Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the Party claimed to have waived or consented. No consent by any Party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 10.9 Force Majeure

If any circumstances occur which are beyond the control of a Party, which delay or render impossible the obligations of such Party, the Party's obligation to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 10.10 No Third Party Rights

This Contract is made for the sole benefit of the Parties. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship among the Parties or any of them, and any third party, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 10.11 Governing Law

This Contract shall be governed and controlled by the laws of the State of Wisconsin.

Section 10.12 Counterparts

This Contract may be executed in counterparts and shall be as effective as if executed in one document. Electronic signatures shall be as effective and valid as original signatures. This Contract shall only be valid and binding upon the signatures of all parties.

Section 10.13 Notices

Whenever this Contract provides that notice must or may be given to another Party, or whenever information must or may be provided to another Party, the Party who may or must give notice or provide information shall fulfill any such responsibility under this Contract if notice is given or information is provided to:

To: the Board
Dr. Jeffrey Weiss
Superintendent of Schools
Kenosha Unified School District
3600 52nd Street
Kenosha, WI 53144
Telephone: 262-359-6320 Facsimile: 262-359-7672

To: Kenosha School of Technology Enhanced Curriculum
Dr. Angela Andersson
Principal
Kenosha School of Technology Enhanced Curriculum
6811 18th Ave
Kenosha, WI 53143
Telephone: 262-359-3800 Facsimile: 262-359-2194

Notice hereunder shall be effective if made by hand delivery to the pertinent Party or by United States mail, postage prepaid, certified with return receipt requested. Notices shall be effective when actually received by the addressee, if made by hand delivery, or 2 days after delivering the pertinent notice to the control of the United States Postal Service, if made by certified mail with return receipt requested.

The undersigned have read, understand, and agree to comply with and be bound by the terms and conditions as set forth in this Contract. In addition, each signatory below represents that he/she has authority to act on behalf of the respective represented Party, and understands that the other Party is relying on said representation.

In witness whereof, the parties have caused this contract to be executed by their duly authorized representatives as of the date first above written.

FOR THE GOVERNANCE BOARD:

FOR THE DISTRICT BOARD OF EDUCATION:

Name

Name

Signature

Signature

Title

Date

Title

Date

Appendices

Appendix A

Each Charter school collects fees which are used to help defray costs for instructional materials. Charters also apply for grants and participate in fundraising activities to generate additional revenue. A primary source of revenue comes from the State's maximum revenue per member calculation. Eighty percent of the maximum per-member revenue is allocated to Charter schools to pay for their staff (salaries, stipends, and benefits), supplies, and other expenses unique to their Charter. This amount is calculated each year and allocated based on September (third Friday) student counts. The remaining twenty percent is retained by the District to pay for overhead-type expenses. These services include, but are not limited to, the following:

● Teaching Staff-Substitutes

- The District will allocate the total substitute budget to all schools (including Charters) based on a percentage of FTE. The substitute budget will be utilized for substitute costs only and will be managed directly by the schools. Long-term absences for administrative leave, maternity leave, or illnesses will also be charged to the substitute budget and not the Charter allocation.
 - As of July 1, 2023, KUSD Charter schools will be responsible for regular education substitute teacher costs up to an agreed-upon threshold based on their proportionate amount of budgeted teacher FTE for the year. In the event that an individual school exceeds the threshold amount for that year, the district will absorb the difference.
- A long-term FTE position that has the ability to be filled by a certified person, but is being filled by a long-term sub, will be the responsibility of the Charter

● Human Resources

- Assistance with the hiring of personnel, personnel issues, etc.
- Management of the Employee Handbook
- Develop and manage all employee benefits including employee TSA's, Wisconsin Retirement contributions, federal and state taxes
- Management of payroll software systems
- Maintain salary, vacation, and sick time data
- Manage employee benefits choices and ensure deductions are included in the payroll
- Ensure compliance with payroll laws and regulations
- Process and distribute payroll with W2s

- Provide Frontline services and substitute teacher management
- Maintain benefits, insurance and FMLA management
- KUSD will conduct criminal background checks
- KUSD conducting Physical/TB, drug testing and Hepatitis B vaccination (the District may need to pay for these for all employees per statute)

- Finance and Accounting

- Ensure that all accounting procedures comply with the requirements of state and government governing bodies
- Maintain an effective system of internal controls
- Maintain chart of accounts and provide guidance in recording of transactions
- Management of accounting software systems, processes and procedures
- Preparation and submission of financial reports to DPI
- Facilitate the external audit process; review and respond to audit findings
- Prepare all formal financial statements for District included in the Comprehensive Annual Report, Budget Book, and for other management discussion and analysis
- Facilitate actuarial study for post-retirement benefits
- Assist with budget matters and ensure that budgets and allocations are accurately reflected in the system
- Implement cash handling procedures and controls
- Management and recording of student fees
- Monitor cash flow and District banking services
- Identify need for short-term and long-term financing; prepare all financial reports and legal documents to secure financing; facilitate bond financing with financial consultants; assist with the bond rating process
- Facilitate the bid and request for proposal (RFP) process for major expenses
- Assist with purchasing; maintaining purchase order systems and payment of purchased items
- Set tax levy and reconcile available resources and expense revenues with the fiscal needs of the school District
- Manage all accounting and reporting for District grants
- Serve as resource for financial planning and general accounting matters

- Facility Management

- **Provided for eSchool, KTEC East and West, Dimensions of Learning**
 - Provide in-house maintenance services for minor (under \$2,500) maintenance repairs
 - Support (provide recommendations and/or coordination as needed) other maintenance needs of the schools including minor maintenance not generally performed by in-house staff and major maintenance
 - Develop and maintain Asbestos Management plans
 - Oversee indoor air quality program
 - Provide support in the development and implementation of emergency response plans
 - Assist with moving furniture, fixtures and equipment
 - Provide training support as requested for Charter school funded cleaning staff and provide support as needed for custodial related questions the schools have
 - Provide boiler support for minor repairs under \$2,500
 - KUSD will provide Charters with the opportunity to participate in security management programs such as alarm and keyless entry systems (Charters to pay for hardware, District to provide installation at no additional cost)
 - Assist with long range planning and support through facilities including KUSD when needed

- **Provided to Brompton and Harborside**
 - Provide all in-house maintenance services
 - Provide all in-house custodial services
 - Develop and maintain Asbestos Management plans
 - Oversee indoor air quality program
 - Provide support in the development and implementation of emergency response plans
 - Assist with moving furniture, fixtures, and equipment

- **Risk Management**
 - Determine risk management needs of the District
 - Adhere to legal requirements for insurance coverage
 - File insurance claims when appropriate
 - Assess current insurance coverage and ensure the District has sufficient insurance coverage

- Maintain and implement District safety program and emergency management plan

- Teaching and Learning

- Support will be provided for:
 - English Learners
 - Professional learning
 - Substitute teachers will be paid for by the Charter school.
 - Instructional technology
 - Talent development
- Inclusion in all curriculum resource adoptions and the associated professional learning at the Charter school's discretion
 - If Charter schools elect to participate in the curriculum resource purchases, the district curriculum must be implemented with fidelity.
 - Charter school staff must attend all professional learning associated with the adoption throughout the seven year cycle.
 - If substitute teachers are needed for this professional learning the expense is the responsibility of the charter school.
- Multi-level system of support
 - Purchase of intervention resources, that are unique to the charter school, are the responsibility of the charter schools

- Special Education/Student Support

- The district provides special education services to charter school students as specified in each student's Individualized Education Program (IEP). These services may include: specially designed instruction, educational support services, occupational therapy, physical therapy, speech therapy, assistive technology, nursing, specialized transportation and evaluation.
- Charter schools also benefit from school nursing services provided through a contract with Kenosha County.

● Educational Accountability

- Collect and submit School Performance Report (SPR) requirements and will submit to DPI
- Submit WISEdata entries to DPI (Count Day, Year End, Discipline, etc.)
- Provide enrollment projections
- Provide school/district level assessment data (Forward, ACT, ACCESS, etc.)
- Provide data reports for school level inquiries consistent with existing boundary schools
- Provide quarterly discipline data reports
- Share resources and trainings related to the WI Annual School Report Card

● Information Services

- Provide access to and curation of data for the Student Information System
- Serve as resource guide for technology needs
- Provide technology support for district wide assessments
- Provide grading reports for potential failures for parental sharing
- Provide end of year transcript/grading files for distribution
- Provide regional technology support
- Provide management of networks (wired/wireless)

● Communications


- Serve as resource for website assistance
- Cable television and internet services will be provided to Charter schools
- Crisis communications development and support
- Media relations
- Garnering media coverage for events/programs
- Social media development and support
- Photography of events and feature stories/projects submitted for consideration via the Events/Features form

- Videography of events and feature stories/projects submitted for consideration via the Events/Features form
- Event/program promotions that are open to the community and/or are part of a districtwide performance (e.g., Jazz Fest, Choral Fest, etc.)
- School Messenger support
- Website development and support
- Family education program development and support
- GED classes for parents
- ESL classes for parents
- Branding development and support (e.g., logo updates, letterhead, vinyl graphic design, etc.)
- Graphics support (e.g. fliers, brochures, programs for district-wide programs, etc.)
- Video coverage for districtwide events (e.g., Jazz Fest, Band-O-Rama, etc.)
- AODA program development and support
- Red Ribbon program development and support

● Other Services

- Maintain management information systems, technology, and telephone.
- Administer and monitor food service operations; provide food services
- Administer and monitor student transportation and provide services as needed for special education students
- Charter schools wishing to provide summer school at their site will support it with funds from their individual Charter school budgets, otherwise their students can attend summer school at another KUSD site.
- Students at Charter schools will be allowed to participate in sports and extra-curricular activities at their attendance area school.

Appendix B

 State of Wisconsin
DEPARTMENT OF FINANCIAL INSTITUTIONS
Division of Corporate & Consumer Services

FILING FEE \$35.00
OPTIONAL EXPEDITED SERVICE + \$25.00

FORM 102 Nonstock Corporation
Articles of Incorporation
Chapter 181.0202 Wis. Stats.

The corporation is incorporated under Ch. 181 of the Wisconsin Statutes.

Article 1. Name of the corporation: KTEC Governance Board

Article 2. Mailing address of the initial principal office: 6811 18th Avenue
(Ref. s. 181.0102(1)(b)) (Mailing Address)
Kenoasha, WI 53143
(City, State and Zip Code)

Article 3. Street address of the initial registered office: 6811 18th Avenue
(Ref. s. 181.0201) (Street Address)
Kenoasha, WI 53143
(City, State and Zip Code)

Article 4. Name of the initial registered agent located at above registered office: Angela Andersson

Article 5. Please select one of the statements: The corporation will have members The corporation will NOT have members

Article 6. Is the corporation authorized to make distributions under s. 181.1302 (4)(f) Yes No


Article 7. This document was drafted by: KTEC Governance Board

Article 8. Name and address of each incorporator:
(attach additional pages if needed)


Paul Fegley (Name of Incorporator)
8040 47th Ct. (Street Address)
Kenoasha, WI 53142 (City, State, Zip)

REPORTING REQUIREMENTS NOTIFICATION
provided pursuant to s. 181.0102(2), Wis. Stats.

Regulation of Charitable Organizations - A nonstock corporation operating as a "charitable organization" and soliciting contributions, may be subject to additional regulation under s. 181.22 of the Wisconsin Statutes and may be obliged to register and file financial reports with our Department. Additional information is available at www.dfs.wisconsin.gov or by calling 608-267-3723.


Incorporator's Signature

OFFICE USE ONLY


DFI/COM/FORM 102 (02/17)

OPTIONAL

Article 9. State the delayed effective date of the Articles of Incorporation under s. 181.01(2)(2) (MM/DD/YYYY)
Article 10. Other Provisions and Purpose Statement: (attach additional pages as needed)

Article 11. Name and address of the initial directors: (minimum of three, attach additional pages as needed)

Paul Fogley Steve Davis
(Name) (Name)
8040 47th Ct. 12029 28th Ave.
(Street Address) (Street Address)
Kenosha, WI 53142 Pleasant Prairie, WI 53156
(City, State, Zip) (City, State, Zip)
Laura Svalak
(Name)
9825 14th Place
(Street Address)
Kenosha, WI 53144
(City, State, Zip)

Contact Information:

Angela Anderson
(Name)
5811 18th Avenue (262) 369-3800
(Street Address) (Phone Number)
Kenosha, WI 53143 aanders@kUSD.edu
(City, State and Zip Code) (Email Address)

Submit this form along with the non-refundable filing fee of \$65.00 to the address listed below. Make remittance payable to the Department of Financial Institutions. **Outgoing assisted service:** The non-refundable expedited service fee of \$25.00 is in addition to the filing fee required for this document to be processed, and provides the document will be processed in an expeditive manner. For answers to frequently asked questions, please visit: www.dfs.wisconsin.gov
This form may be used to accomplish a filing with the department. Information requested may be used for secondary purposes. This document can be made available to attorney general upon request by qualifying individuals with disabilities.

Mailbox Address
State of WI - Dept. of Financial Institutions
Box 83348
Madison WI 53703-0348

Physical Address for Business Mail/Correspondence
Department of Financial Institutions
Division of Corporate & Consumer Services
201 W. Washington Ave - Suite 300
Madison WI 53703

Contact Information
Phone: 608-261-7977
Toll Free: 1-800-442-2342
TDD: 608-261-7977



DF/CORP/FORM 102 (06/17)

Kenosha School of Technology Enhanced Curriculum (KTEC) Governance Board Bylaws

I. KTEC GOVERNANCE BOARD (referred to as Board)

A. Powers:

The Board shall conduct or direct the affairs of KTEC and exercise its powers, subject to the limitation of WI non-profit law and these bylaws. The Board may delegate the management of the activities of KTEC to others, so long as the affairs of KTEC are managed and its powers are exercised under the Board's ultimate jurisdiction. Without limiting the generality of the powers granted to the Board, but subject to the same limitations, the Board shall have the powers enumerated in these Bylaws, and the following specific powers:

1. To appoint and remove Board Members
2. To approve and remove full and part-time positions at KTEC
3. To conduct, manage and control the affairs and activities of KTEC, including but not limited to academic and student behavioral affairs, and to make rules and regulation within the jurisdiction
4. To enter into contracts, leases and other agreements which are in the Board's judgment necessary or desirable in obtaining the purposes of promoting the interests of KTEC.
5. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
6. To indemnify and maintain insurance on behalf of any Board Members, for liability asserted against or incurred by such person in such capacity.
7. Overseeing and approving the site budget

B. Number of Board Members

1. The KTEC Board shall include 7 voting members of which no employees or officers of the authorizing entity may hold membership. The goal would be to create a diverse board representative of the community sector, such as business or

higher education. The Board will also include an ex-officio member, which will be the principal of the school.

C. Appointment of Board Members

1. Appointment - The Board shall appoint members by the agreement of the majority Board members then in office, whether or not the number of board members in office is sufficient to constitute a quorum, or by the sole remaining board member.
2. Eligibility - The Board may appoint any person who in its discretion it believes will serve the interests of the school faithfully and effectively.
3. Interested Persons - Not more than 49% of persons serving on the Board may be interested persons. An "interested person" is: any brother, sister, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law, or father-in-law of any such person.
4. Term of Office a) The term of office of all members in the initial board shall be for 1, 2 and 3 year terms. Three positions will hold a 3- year term with 2 positions holding a 2-year term, and the remaining 2 positions holding a 1-year term.

b) The term of each Board Member hereafter shall be a 3- year term, which will begin the first meeting in July

and conclude on the day prior to the first meeting in July.

c) Board members must inform the Board President by January 31st if they will be serving an additional term. There will be no term limit for Board Members.

d) The term of office of a Board Member appointed to fill a vacancy in these bylaws begins on the date of the Board Member's appointment and continues (1) for the balance of the unexpired term in the case of a vacancy created because of a resignation, removal, of death of a Board Member or

(2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Board Members authorized.

e) A Board Member's term of office shall not be shortened by any reduction in the number of Board Members resulting from amendment of these Bylaws or other Board action.

f) A Board Member's term of office shall not be extended beyond that for which the Board Member was elected except with approval of the Board.

g) New Board Members will be sworn in at the first meeting in July at which time the Board will also reorganize for the new year.

5. Time of Appointment -The Board shall appoint Board members at the May meeting, whose terms begin on first meeting of the new fiscal year. July's meeting will be designated as the "annual meeting."

D. Removal of Board Member. The Board may remove a Board Member without cause as provided by WI Non-Profit provisions. The Board may remove any Board Member who:

1. Has failed to attend two or more meetings of the Board's Regular Meetings in any calendar year without notice. These will be unexcused absences.

2. Has been declared of unsound mind by a final order of court

3. Has been convicted of a felony

4. Has been found by a final order or judgment of any court to have breached any duty imposed by the Wisconsin Non-profit provisions or

5. For such other good causes as the Board may determine

E. Resignation by Board Member. A Board Member may resign by giving written notice to the Board President or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Board Member, upon the removal of a Board

Member, upon declaration of vacancy pursuant to these bylaws, or upon a Board Member's death. A vacancy is also deemed to exist upon the increase by the Board of authorized number of Board Members.

G. Compensation of Board Members. Board Members shall serve without compensation. However, the Board may approve reimbursement of a board member's actual and necessary expenses while conducting official school business.

II. PRINCIPAL OFFICE

A. The School's principal office shall be at 6811-18th Avenue Kenosha, Wisconsin 53143 or 5710 32nd Avenue, Kenosha, Wisconsin 53144, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in the principal office on the copy of the Bylaws maintained by the Secretary.

III. MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the school's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings. The Annual Meeting shall be held each year before the start of school for the purpose of selecting Board Executive positions and transacting other business as comes before the meeting.

C. Regular Meetings. Regular Meetings shall be held at various times within the year as the Board determines.

D. Special Meetings. Special Meetings shall be held at any time called by Board President

E. Adjournment. A majority of the Board present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

IV. ACTION BY THE BOARD

A. Quorum. A quorum consists of two-thirds of the number of Board

Members.

B. Action by the Board

1. Actions Taken at Board Meetings - The action done and decisions made by a majority of the Board Members present at a meeting duly held at which a quorum is present are the actions and decisions of the Board.
2. Actions without a Meeting - The Board may take any required or permitted action without a meeting if all the Board Members individually or collectively consent in writing to the taking of that action. Such consent shall have the same effect as a unanimous vote of the Board, and shall be filed with the minutes of the Board proceedings.
3. Board Members by virtual platform - Board Members may participate in a Board Meeting so long as all Board Members participating in such a board meeting, either in person or through a virtual platform, can hear one another. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

C. Standard of Care

1. Performance of Duties. Each Board Member shall perform all duties of a Board Member in good faith, in a manner the Board Member believes to be in KTEC's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others. In performing the duties of a Board Member, a Board Member shall be entitled to rely on information, opinions, reports or statements including financial statements, and other financial data presented by:

a) one or more employees of KTEC whom the Board believes to be reliable and competent in the manners presented;

b) legal counsel, independent accountants and other persons as to matters that the Board believes are within the person's professions or expend competency.

3. Investments. In investing and dealing with all assets held by KTEC for investment, the Board shall exercise the standards of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the KTEC's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to KTEC.

D. Rights of Inspection. Every Board Member has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of KTEC, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligation imposed by any applicable federal, state or local law.

E. Participation in Discussions and Voting. Every Board Member has the right to participate in the discussion and vote on all issues before the Board and any Board Committee, except as noted below: 1. Principal shall not be present for the discussion or vote on any matter involving:

a) the performance evaluation or discipline of the principal

b) any other matter at the discretion of a majority of the Board Members then present.

2. Any Board Member shall be excused from the discussion and vote on any matters involving:

a) a self-dealing transaction

- b) a conflict of interest
- c) indemnification of that Board Member
- d) any other matter at the discretion of a majority of the Board Members then present

F. Duty to Maintain Board Confidences Every Board Member has a duty to maintain the confidentiality of all Board actions, including discussions and votes. Any Board Member violating this confidence may be removed from the Board.

V. OFFICERS AND APPOINTMENTS

A. Officers. The officers of the Board shall consist of a President, Vice-President and Secretary. The Board also may have such other officers, as the Board deems necessary. 1. President. Subject to Board control, the President has general supervision, direction and control of the affairs of KTEC and other such powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings. 2. Vice-President. If the President is absent or disabled, the

Vice-President shall perform all the President's duties and, when so acting shall have all of the President's powers and be subject to the same restrictions. The Vice-President shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall a) keep a record of all meeting minutes of the Board noting the time and place of the meeting, whether it was a regular or special (and if special, how authorized), the names of those present, and the proceedings; b) keep or cause to be kept a copy of the Board's Articles of Incorporation and Bylaws, with amendments; c) give or cause to be given notice of the Board meetings as required by the Bylaws; and d) have such other powers and perform such other duties as the Board may prescribe.

- B. Appointment, Eligibility and Term of Office**
1. **Appointment.** The Board shall appoint the officers annually at the July meeting or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
 2. **Eligibility.** A Board Member may hold any number of offices, except that the Secretary may not serve consonantly as the President
 3. **Term of Office.** Each Board Member serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.
- C. Removal and Resignation.** The Board may remove any officer, either with or without cause, at any time. An officer may resign at any time by giving written notice to the Board, the resignation taking effect on receipt of the notice or at a later date as specified on the notice.

VI. NON-LIABILITY OF BOARD MEMBER. The Board Members shall not be personally liable for KTEC's debts, liabilities or other obligations.

VII. INSURANCE FOR BOARD MEMBERS The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Board Member or other agent of KTEC, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such a capacity or arising out of the agents status as such, whether or not the Board would have the power to indemnify the agent against such liability under the provisions of WI non-profit law.

VIII. SELF-DEALING TRANSACTIONS A. KTEC shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which KTEC is a party in which one or more of the Board Members have a material financial interest. Notwithstanding this definition, the following transactions are not self-dealing transactions and are subject to the Board's general standard of care:

1. A transaction which is part of a public or charitable program of KTEC, if the transaction a) is approved or authorized by the Board in good faith and without unjustified favoritism and b) results in a benefit to one or more Board Members or their families because they are in a class of persons intended to be benefited by the program.

IX. OTHER PROVISIONS

A. Fiscal Year. The fiscal year of KTEC begins July 1st each year and ends June 30th of the following year.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of KTEC to enter into any contract or execute and deliver any instrument in the name or on behalf of KTEC. Such authority may be general or confined to specific instances. Unless so authorized, no Board Member, agent or employee shall have any power to bind KTEC by any contract or engagement, to pledge KTEC credit, or to render it liable monetarily for any purpose or any amount.

C. Check and Notes. Except as otherwise specifically provided by Board resolution, check, drafts promissory notes, order for the payment of money, and other evidence of indebtedness of KTEC may be signed by President of the Board, KTEC principal or Board designee.

D. Conflict of Interest. Any Board Member or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such persons about the contract or transaction which might reasonably be construed to be adverse to KTEC's interest. The body to which such

disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exist or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made the vote there on and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest or policies requiring:

1. regular annual statements from Board, key employees to disclose existing and potential conflicts of interest, and
2. corrective and disciplinary action with respect to transgressions of such policies.
3. For the purposes of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is party (or one of the parties) contracting with or dealing with KTEC, or has a significant financial interest in the entity contracting or dealing with KTEC.

E. Interpretation of Charter. Whenever any provision of these Bylaws are in conflict with the provisions of KTEC's charter, the provision of these Bylaws control.

X. AMENDMENT. A majority of the Board may adopt, amend or repeal these Bylaws.

Certification of Board Certification of Board Certification of Board Certification of Board

The undersigned does hereby certify that the undersigned is the KTEC Governance Board, organized and existing under the Laws of Wisconsin, that the foregoing Bylaws of KTEC were duly and regularly adopted as such by the Board which Board Members are the only members of KTEC and that the above and foregoing Bylaws are now in full force and effect.

President Date

Vice - President Date

Board Member Date

Board Member Date

Board Member Date

Board Member Date

Board Member Date

Signature:

Email:

Signature:

Email:

Signature:

Email:

Signature:

Email:

Signature:

Email:

Paul Fegley (Nov 17, 2020 15:03 CST)

Paul Fegley

Steve Davis (Nov 17, 2020 15:16 CST)

Laura Svatek (Nov 17, 2020 16:45 CST)

Laura Svatek

Joseph Bresloff (Nov 18, 2020 11:16 CST)

Kenosha Unified School District
Kenosha, WI

April 25, 2023

Kenosha eSchool Charter Transition to the Kenosha eSchool Program

In 2006, the Kenosha School Board approved a charter school request for Kenosha eSchool for a 5-year period to serve students in grades 9-12. On August 24, 2010, the charter was renewed for another 3 years. In September 2011, the charter was updated to include grades 6-8. On May 22, 2012, the Board approved a 3-year extension again and included grades K-5. At the same time, the Wisconsin Department of Public Instruction (DPI) utilized the Charter School Contract Reviewer Benchmarks instrument, and identified changes to be made in our Charter contract. On May 26, 2015, Kenosha eSchool received another three-year charter extension. These changes occurred due to changes in State law and the need to update names of organizations and groups that had been changed or eliminated. Updates were also needed to reflect current practices and procedures utilized by the school. In May 2018, a new 5-year charter was approved by the KUSD School Board.

Since the last approval in 2018, there have been changes to the requirements for approval of charters from DPI. Kenosha eSchool has not changed their charter significantly since its inception; however, DPI has changed some requirements. Primarily, DPI will no longer allow eSchool preferential enrollment of MEDVI students (students who are unable to participate in regular programming due to medical concerns), students enrolled in the middle school enrichment program or abeyance/expelled students (students placed at eSchool due to behavioral concerns). These requirements would greatly diminish eSchool's ability to service these special populations, as students would be placed on a waitlist behind alternate applicants.

Recommendation

It is therefore proposed that Kenosha eSchool transition from a charter school to a KUSD program. This pathway was recommended by DPI. After consultation with District Leadership, DPI, alternate online programs (who have done similarly) and the eSchool Governance Board, it is recommended that Kenosha eSchool dissolve their charter. KUSD anticipates this transition will have minimal impact on operations and will not dramatically affect the student population or programming that eSchool provides. Anticipated changes will include: student test scores will be aligned to their boundary school, school diplomas will be issued by the boundary school, etc. Kenosha eSchool will no longer be able to offer full-time enrollment to open enrolled students. Historically, Open Enrollment has been a very small population of eSchool students (currently eSchool services two open enrolled students). In addition, the Charter Agreement will no longer govern operations. Therefore, eSchool will transition from a Charter Agreement to a Program Guide. The Program Guide gathers much of its language from the charter and serves as an outline for the program description. Additionally, the

eSchool teacher handbook will serve as a reference for teacher obligations (as they may differ from many other in-person teaching positions). Fiscally, there should be no impact to the budget.

Dr. Jeffrey Weiss
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

William Haithcock
Chief of School Leadership

Anthony Casper
Principal, Kenosha eSchool

Kenosha Unified School District

Kenosha eSchool K-12 Program Guide

Mission and Vision

The Kenosha eSchool program, in partnership with the Wisconsin Digital Learning Collaborative, exists to utilize new and emerging technologies providing students access to high-quality, standards-driven curriculum in an environment that is self-paced and accommodating to students' varying physical locations and individualized plans.

Program Description

The Kenosha eSchool program will use new and emerging technologies that expand the boundaries of location and designated class time to provide high quality, standards-driven curriculum. The staff, in collaboration with parents/guardians, will endeavor to empower all students to develop their potential to the fullest, while taking ownership of their individual academic progress. The Kenosha eSchool program will create a learning environment that is able to accommodate students' varying physical locations. The eSchool allows parents/guardians one more option to consider when determining their child's individual educational needs.

The flexibility of online learning allows students and their families the opportunity to determine what type of schedule is most feasible for their particular situation. Although the time and place where students work may be very different, their coursework and expectations will have significant structure. Online students have a great deal of flexibility in this fashion.

School Day Structure

There is the potential for enrolling full-time and part-time in the Kenosha eSchool program. Schedules for students enrolled part-time and students enrolled full-time will be different. The eSchool program does not follow the same start and end dates for courses as most other schools in KUSD. The program allows for continuous/rolling enrollment throughout the year. However, the eSchool staff will do their best to have students' calendars mirror that of a traditional school. High School students' schedules will run on quarters, not semesters like most other traditional schools. Middle School will run on semesters the same as comprehensive schools. Elementary schools will also mirror the schedules of most comprehensive calendars (excluding year round schools). Students will primarily work asynchronously at the hours they choose. Teachers will be available via cell phone, office hours, email, etc. to provide support and instruction. Synchronous instruction may be required for some courses and will be communicated to families.

Academic Grading Scale and Grading Platforms

The existing KUSD grading scale will be used to establish the earned mark for each course. Elementary students enrolled in the eSchool program will adhere to an A-F marking scale that deviates from most other comprehensive elementary schools. Additionally, the eSchool program does not use Infinite Campus as its primary grading tool. Parents/guardians will receive their own login information for our Buzz/Genius platform. Parents can track student progress through this system. Only final grades will be placed in Infinite Campus.

Students Serviced through the Kenosha eSchool Program and Application Information

Full-Time: This is an option for students who prefer to work remotely. This may be due to a variety of factors including but not limited to work responsibilities, medical issues, sports, travel, etc. Primarily students will work asynchronously on work. However, there may be times or programs where synchronous instruction is required. Students would take all of their courses through the Kenosha eSchool program. Full-time enrollment will be limited each year to allot space for alternate programs. All full-time students will be considered a student of record for their boundary school. Students who are full-time will take statewide assessments at their home school. Additionally, class rank and Laude will be determined by the boundary school for the student. Students who are enrolled full-time in the program will graduate from their boundary school, however an eSchool commencement ceremony may be held at the conclusion of each year. Scholarships will be granted by boundary schools for students enrolled full-time in eSchool. Full-time students will be entitled to participate in any after school activity or program offered at their boundary school (in-person activities during the school day may be limited at the discretion of building administrators). Elementary (grade K-5) students are expected to be enrolled as full-time eSchool students. Full-time students will automatically be re-enrolled to eSchool the following year unless a parent/guardian notifies eSchool administration that they want to leave the program (note this does not apply to special programming such as MEDVI, abeyance, part-time, etc.).

Application for Full-time Students will apply for enrollment prior to the start of the next school year. If the number of applications exceeds the maximum capacity for online instruction based on student teacher ratios, a lottery system will be implemented. Additional families seeking enrollment after lottery selection will be placed on a waitlist after those students not selected in the initial lottery. From that point, the student names are placed on a waiting list after completing the student Orientation course. Selection of students is based upon the order they were placed upon the list. The Kenosha Unified School District may prioritize multiple school enrolled placement of expelled, abeyance, or students with special circumstances. Preference will be given to students who were enrolled full-time in the previous year. Students may enroll throughout the school year provided space is available. Preference in enrollment will be given to children of school founders and full-time Kenosha eSchool program employees. This

population of students shall not exceed 10 percent of the schools total population. Students electing full-time enrollment must take a majority of their courses with the program.

Freshman Orientation Freshmen electing full-time instruction will be required to take an elective course (.5 credits) entitled Freshman Seminar. This course has a synchronous component that meets periodically via online meeting software.

Middle School Advisory Middle school students may be placed in a synchronous advisory course. This course will focus on setting academic goals and improving soft skills.

Part-Time Students This option is ideal for students looking for flexibility in their schedules to have employment, take alternate courses, releases for sports etc. High school students may take a maximum of two courses per quarter unless otherwise approved by eSchool administration due to mitigating circumstances. High school students who elect part-time courses may be offered a release during this time or may take an additional course at their school (release policies will be dictated by individual schools). Middle school students may take no more than three courses at one time (per semester). Middle school students electing part-time enrollment will primarily be placed in elective courses that are taken in a lab setting. *Special circumstances may apply to the number of courses students may be enrolled in. Part-time enrollments for elementary students will not be a standard practice. Exceptions to the part-time elementary enrollment restrictions will be on a case-by-case basis, with special consideration for students with IEPs, GaTEs or 504s.

Application for Part-Time: Part-time students can apply to courses using the course request form found on the school website. All boundary school counselors must sign off on course requests prior to admittance. It is the responsibility of the boundary school counselor to determine the appropriate courses needed for student graduation/ advancement. Courses will be assigned on a first come basis. If the number of applicants exceeds the number of enrollments allotted for the course, a waitlist will be implemented.

Blended Learning: In addition to the fully-virtual courses, Kenosha eSchool will also offer blended learning options for specific programs. Blended learning is the fusion of online learning and in-person school. The Kenosha eSchool program offers an Enriched Virtual model for 6th grade gifted and talented students in Math and English. In this Enriched Virtual model, online learning is used as the backbone for student learning. Students primarily complete their coursework online with required, weekly face-to-face synchronous learning sessions with their teacher. These face-to-face meetings may happen via web conferencing. The online teacher is both the teacher of record and the face-to-face synchronous teacher for these weekly sessions with students. Current Blended learning programming requires prerequisite course completion or cut scores on standardized tests. These guidelines will be determined by KUSD Leadership. KUSD will communicate to the families of students determined to be eligible for this program.

The Medically Necessary Virtual Instruction Program (MEDVI). MEDVI provides instruction for KUSD students who are unable to attend school for at least one marking period (or more than 14 consecutive school days) in a face-to-face school environment due to a medically documented physical injury, medical condition, or severe emotional problem. The program is designed to provide support for core academic courses on a **short-term basis**. MEDVI is only offered in middle and high school grades, and enrollment is always subject to the availability of courses.

The following steps are required prior to enrollment in MEDVI instruction:

- A meeting between the student's parent/guardian and the eSchool counselor.
- A review of the student's academic records.
- A completed medical verification form, which may include Psychologist/Psychiatrist, MD, DO, NP or PA. This form must include the reason that participation expectations need to be waived, a plan for therapeutic services (must be ongoing care), and an estimate of the length of time services will be required.
- A signed consent form giving permission to appropriate eSchool staff to discuss progress with the student's health care provider, including a Psychologist/Psychiatrist and/or other healthcare providers listed above, for issues related to emotional or mental health.

Once these steps are completed, placement determination is made by the principal of Kenosha eSchool. All placement decisions by the Kenosha eSchool program principal are final. If placement is granted, the following will occur:

- Attendance will include a medical leave designation (MED) at Kenosha eSchool during the enrollment.
- After one semester in the program, a review of student progress will be made, and a new medical verification form must be filled out (if necessary). Students who are not in compliance with the therapeutic service outlined in the plan will be dropped from the program and will return to their boundary area school. Students who are not actively engaged (as demonstrated by poor attendance, failing grades or lack of work in coursework) may be removed from the program. Alternatives within the district will be discussed with the parent to determine a more appropriate setting for the student. The decision for removal will be made by the eSchool principal and will be final.

Special Education Students with special needs are also eligible for Kenosha eSchool. They must have an updated IEP (Individualized Education Program) for full-time enrollment. A student who is currently being evaluated for a suspected disability should not be enrolled into the program until an IEP evaluation is

completed unless under special circumstances. A meeting with the special education teachers (both the boundary and Program), student, parent and LEA will occur to determine if eSchool is the student's appropriate setting. The eSchool has found online learning to be successful for many students with special needs. The following is a list of common accommodations for students with special needs attending eSchool:

- Extended time on lessons and tests
- Flexibility in start and end dates
- Prepared notes and reviews of lessons
- Non-threatening means of communication with the instructor
- Regular communication with parents on course progress
- Opportunity to revise and resubmit assignments
- Social Emotional Learning courses created to target specific behavior needs.

Returning Senior and ITED Students

- The eSchool Principal shall establish the criteria by which students are assigned to their Academic Course of Study. Placement in an Academic Course of Study will be based on several factors including: age, academic performance, previous standardized testing scores, and credits earned.
- Returning seniors (students whose cohort year has graduated) will have the option of being placed into remaining graduation requirements as long as there are four or fewer credits remaining, or being assigned to the ITED Course of Study.
- Returning seniors with a deficiency of more than four credits will be assigned to the ITED Course of Study.
- Seniors (current cohort year) with a deficiency of eight or more credits must earn at least four credits during the first semester of their senior year to remain in the traditional Academic Course of Study. Seniors who do not earn four credits by the end of semester 1 will be assigned to the ITED Course of Study. Parent requesting to remain on a traditional pathway will be referred to the student's boundary school.
- Requests to be assigned to or removed from an Academic Course of Study must be approved by the eSchool Principal.

Abeyance/Expelled Students: Expelled or students on abeyance may be given preference in enrollment. Decisions for enrollment will be made by any of the following: the Administrative Review Team, an Independent Hearing Officer or District Leadership. The Kenosha eSchool program will determine the appropriate courses to enroll students in with consultation with parents/guardians.

100% Virtual Option: Kenosha eSchool offers a 100% virtual option for a student when circumstances dictate that the student is not allowed to be in contact with other students and/or on school property. Face-to-face-support and final exam proctoring will be provided by a web conference application (exceptions may be made for the administration of required state and District standardized testing). This option will be

unilaterally determined by the Kenosha eSchool Principal and is not available to regular part-time or full-time students. This option is available primarily for students who are placed in the program due to expulsion or an abeyance.

45-day placements through an IEP: When a student with an IEP requires a 45-day placement, the Kenosha eSchool program may be considered. The IEP team will determine if the placement and services are available in the virtual setting. The IEP team will consult with Kenosha eSchool program Principal prior to making any decisions regarding placement.

Summer School

eSchool will provide a summer gym/health program for high school students (incoming grades 9-12). Summer gym/health will mirror the instruction given in a PE or Health eSchool course during the normal school year. The course will run the entire summer school term, covering both sessions. KUSD will distribute application procedures in late Winter or early Spring. If the number of applicants exceeds teacher availability, then a lottery system will be implemented. Students not selected for the lottery will be placed on the waitlist.

Orientation

All students must complete orientation prior to enrollment in the Kenosha eSchool program. Failure to complete orientation will result in a student forfeiting their application to the program. Exceptions will be made for students who are placed into the program.

Courses

Current [courses](#) can be found on our website. Courses include both AP and Honor options but may not include all courses offered in person. In order to provide high-quality, standards-driven, proven curriculum, courses will be provided through shared resources with other online school providers or organizations that have developed and aligned these courses. The Kenosha eSchool program will be doing this in conjunction with the Wisconsin Digital Learning Collaborative, by using its research and present course list to provide the best online product for our students. Courses will only be considered that have the ability to be modified to comply with the existing KUSD curriculum, KUSD standards and benchmarks, and allow for local teacher flexibility in the course delivery. Courses must also be ADA (Americans with Disabilities Act) and SCORM (Shareable Content Object Reference Model) compliant.

Additional locally developed courses may be implemented. As the skill level and experience of online teachers develops, additional locally developed courses may become available. Using the adoption process for new courses, and for major updates of existing courses, the eSchool curriculum will be reviewed as outlined by the KUSD Course Adoption Policy 6300. Online curriculum reviews would also include the following: obtaining test accounts for instructional review, comparison of existing district

standards, and consultation with the district content coordinators.

Tech Information

KUSD will provide technical support for district-issued devices and district-approved software. **Students will be expected to have a home computer and internet access.** Students may also use community/school computer facilities (i.e. local libraries, school computer labs). District support would not be available for hardware and software on personal computers/devices or the internet. Students will be liable for any improper use of the Internet and/or email. If using district devices, internet access, and email will be monitored (email and Internet activities will be tracked). Any improper use may result in loss of use of district equipment services and possible dismissal from the eSchool program.

Parent/Guardian Involvement

Parental/guardian involvement is vital to the success of an online student. Parents/guardians will have their own eSchool account where they can monitor their child's progress and teacher feedback. Parents/guardians are encouraged to minimize distractions in the home, set up work spaces for students, set work schedules for students and monitor their work completion. Parents/guardians must have basic knowledge of online software such as email and website navigation.

Minimum Time Frame

The eSchool has established a minimum time frame for any accredited course. No credit will be awarded for any student enrolled in a course for less than 15 school days. This has been established to validate the understanding and progression of the student in the course, as well as to address NCAA endorsement of online courses. Online schedules may be modified to best fit the particular needs of a student.

Discontinuance of Student Enrollment

Attendance at the Kenosha eSchool program is based on student and parent choice. Non-compliance with KUSD policies, participation, and Code of Conduct will serve as a basis for consideration of transfer from the program. Full-time students may be exited from Kenosha eSchool due to non-performance and/or failing grades. Students reapplying for full-time eSchool enrollment must meet the following requirements:

- The student must successfully complete and pass an eSchool course as a part-time student, while attending full time at their boundary school.
- Upon successful completion of a course, the student may reapply for full-time status and would be considered for full-time enrollment when a spot became available.

- If a waitlist for full-time enrollment is active, the student would be enrolled full time when available spots open according to the waitlist.

Student Discipline/Behavior Policy

All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations have been developed for the program. These [policies](#) can be found on our website. A student may be removed from the program by the principal or district administration due to violation of KUSD policies or eSchool program policies.

Grade Replacement

Due to NCAA restrictions, a student who fails an online course may not take an Edgenuity course for a grade replacement. A student enrolled in Edgenuity for a failed grade must have the new Edgenuity grade and the failure grade appear on their transcript.

Summative Assessments/Final Exams

Students must have a passing grade of 60% or better on their coursework to attempt their final exam. The 60% must be attained during the time allotted to complete the course (unless mitigating circumstances dictate extension or a teacher/administrator extension has been granted). Students must pass their final exam/summative assessment in order to pass the course. Students will be offered the opportunity to retake a final assessment provided they meet the requirements set forth by the instructor. Students must adhere to the Kenosha eSchool Final Exam policy.

Annual State/Standardized Testing

Full-time eSchool students will participate in the statewide assessment program and Advanced Placement testing through their boundary school. Accommodations may be made for students with exceptional circumstances to take their testing at an alternate site. These decisions will be made by the program Principal and/or district leadership.

Transportation

Transportation will not be provided to students who elect to take courses full time through the program.

Attendance

Attendance for the eSchool program will be determined by the following policy. <https://www.kusd.edu/eschool/wp-content/uploads/2022/05/Attendance-Policy-May-2022.pdf>

Lunches

Lunches will not be provided for students who elect full-time enrollment through this program.

Additional Policies

The Kenosha eSchool program policies can be found on our website. As this is a unique program to KUSD, there are additional [policies](#) that guide instruction, management, discipline etc.

Instructional Practices

The program will maintain autonomy and academic latitude over instructional method, assessment, pace and order. Online research based/innovative instructional and grading practices will be used by all instructional staff. The students will communicate with their teacher in several ways, though mostly electronically. The most typical method will be through emails. Teachers will post office hours each week, at which time they would be available to students via a discussion group where several students could participate in a discussion or tutoring session synchronously. Assignments might be submitted directly online, as email attachments, via the postal service, submitted virtually via Google sharing or some projects might actually be hand delivered to the eSchool office. Students would be expected to demonstrate regular progress with their work.

Student/teacher contacts would be expected at a minimum of 2-3 times per week. Contacts include feedback on assignments, responding to questions, clarifying assignments, or other grade reports. These contacts would typically be in the form of emails or phone calls. Minimally, twice each month, the students, as well as the designated adult (parent/mentor/coach) for the students would receive a written report of the students' progress as compared to the benchmarks showing whether or not their progress was on track to meet their course completion goals. If the teacher has not been able to contact students or see any signs of progress in their work, the designated adult would be contacted. This adult would also have online access to an individual student's current grade and progress. Students may forfeit their online opportunities if regular progress does not occur and they are not communicating any special needs to the teacher.

Person(s) in Charge

The person responsible for administrative leadership of the Kenosha eSchool will be the Kenosha eSchool Principal. They will serve as full-time Principal of the school. The Kenosha eSchool Principal will work closely with the District to ensure that the educational goals of the Kenosha eSchool program are carried out. They will be responsible to the Board of Education for meeting the terms of the contract, serving as

an instructional leader, evaluating full-time staff, overseeing instruction and staff development, managing the building, hiring of all personnel, and handling student discipline. The Kenosha eSchool Principal will also be responsible for overseeing the staff carrying out the duties of secretarial/clerical procedures such as attendance, student records management and health records. They will also oversee the administration of assessment and evaluation of programs and all staff. If the Principal should leave their position, central office personnel will choose a replacement.

Exemptions for students and staff

The following KUSD policies are waived for Kenosha eSchool program.

- Kenosha Unified School District Policy 5310-Student Attendance is waived as it relates to a student's physical presence in a KUSD building at prescribed times of the day.
- KUSD policy 4280-Employee Attendance and Punctuality is waived as it relates to a virtual teacher's daily attendance for instructional purposes. The waiver does not apply to attendance at an IEP, Intervention/Accommodation Plans, 504, District professional development, curriculum, and/or staff meetings. Additionally, this policy is not waived for in-person staff including the school counselor, eSchool consultant, administrative support specialist, Special Education teacher, education support personnel and eSchool Administration. eSchool Administration may make modifications to teachers' work days by requiring them to come into the building at any time.
- KUSD policy 4351- Staff Work Schedules are waived and modified to the extent that regular work hours are limited by specific time of the day. Staff must abide by KUSD Policy 4224- Employee Code of Ethics in that employees shall avoid any activity that interferes with the execution of the responsibilities of their district position. In addition,
- Kenosha eSchool will have waivers regarding: student and staff calendars (Policy 6210, the program operates on quarters), and grading policy (Policy 6452, gradebook is different than IC. A-F grades for Elementary).
- Kenosha eSchool will also have waivers for the following school district procedures and administrative rules. This includes the definition of habitual truancy, teacher workload description, maximum age of students, the order that district standards are taught, staff job description, curriculum options (if purchased by the school) and elective courses. Kenosha eSchool will have a flexible school day, with student created schedules and required number of courses assigned each quarter.

Program Evaluation

Evaluation of the program will be determined by the district administration. Alternate evaluations from traditional schools may be considered for the school including but not limited to course completions, student graduation rates, etc.

Effective 7/1/23

**Kenosha Unified School District
Kenosha, WI**

April 25, 2023

**COMMUNITY ELIGIBILITY PROVISION
NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAMS**

Background

The Community Eligibility Provision (CEP) is a four-year reimbursement option for high poverty schools to offer free School Breakfast Program (SBP) and National School Lunch Program (NSLP) to all students enrolled within an eligible school. The intent is to improve access to school meals in eligible high poverty schools/districts. The CEP was phased in over three years and made available nationwide beginning July 1, 2014.

The CEP uses information from other programs, including Food Share, Wisconsin Works (W-2), Head Start and homeless to verify eligibility instead of using the traditional Free and Reduced Price Meal paper application. A school or group of schools is eligible to participate in CEP if the Identified Student Percentage is at least 40%. The Identified Student Percentage is multiplied by a factor (1.6) to determine the percentage of total meals served that will be reimbursed at the Federal free rate. The remaining percentage of total meals is reimbursed at the Federal paid rate. Any cost of providing meals above the Federal reimbursement rate must be covered with non-Federal funds, which may include Fund 50 State match for school breakfast and revenue from a la carte sales. The claiming percentages are guaranteed for 4 years with provisions in place to adjust percentages, add or remove sites each year.

In 2014, we began participation in the CEP with 18 schools participating- Bose, Brass, Chavez, EBSOLA CA, EBSOLA DL, Frank, Grant, Grewenow, McKinley, Strange, Vernon, Wilson, Jefferson, Bullen, Lincoln, Washington, Hillcrest, and Reuther. In 2018, we added Bradford, Forest Park, Harvey, Roosevelt, and Southport. In 2022, we added Somers and Stocker.

For the 2023-2024 school year, we are proposing adding the remaining 14 schools to CEP- Dimensions of Learning Academy, Jeffery, KTEC East, KTEC West, Nash, Prairie Lane, Pleasant Prairie, The Brompton School, Whittier, Lance, Mahone, Indian Trail, LakeView Technology Academy and Tremper.

Currently students in non-CEP schools are required to pay for their meals if they do not qualify for free or reduced meals. Elementary school students are served a full meal until their meal account is \$-22.85 and are then provided a snack consisting of graham crackers, applesauce and milk. Middle and high school students are not allowed to accrue a negative balance. Students without money for lunch are provided a snack consisting of graham crackers, applesauce and milk. With all schools participating in the program, every student will be provided a nutritious meal free of charge regardless of financial needs, alleviating financial burdens or stigmas.

The final Identified Student Percentage cannot be determined until late spring, and with random groupings allowed under CEP, the number of possibilities are endless. Schools will be grouped in a way to maximize the reimbursement percentage.

School/Grouping	Total Estimated amount of Non-Fed Funds needed/ month	Total Estimated amount of Non-Fed Funds needed/ year	F&R%	Identified Student %
All Schools	-\$18,943.01	-\$189,430.10	71.52	44.72
	-\$18,943.01	-\$189,430.10		

To obtain funding, programs such as Title 1 and E-rate would still need socio-economic data that previously came from the Free and Reduced Meal applications. Under the CEP, the Food Service Department cannot collect applications from CEP participating schools. Programs seeking to obtain socio-economic data from students at these buildings would be required to obtain this information separately from the NSLP and SBP. DPI has a prototype Alternate Household Income Application available. Guidance for these programs is available.

Summary

The intent of CEP is to increase participation and access to school meals to ensure more children get the nutrition they need in order to learn and remove the stigma for students unable to pay for their meals. By KUSD participating in CEP district-wide, we anticipate providing 100,000 additional free meals to students.

Administration Recommendation

Administration recommends School Board approval to participate in the CEP for all schools effective with the 2023-2024 school year.

Dr. Jeffrey Weiss
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Patrick Finnemore, P.E.
Director of Facilities

Emily V. Riedler, MS, RD, CD
Food Service Director

**Kenosha Unified School District
Kenosha, Wisconsin**

April 25, 2023

Head Start State Supplemental Grant – 2023-2024 School Year

The Head Start program provides comprehensive services in the areas of health, education, social services, and parent involvement for low-income preschool children and their families. This state grant provides funding for 59 high-risk children that will be three or four years of age on or before September 1, 2023. Funding for the Head Start State Supplemental Grant for the 2023-2024 school year is \$323,866. Funds are utilized to serve the children and their families in all program component areas as required in the Head Start Act and the Head Start Performance Standards.

Grant Title

Head Start State Supplemental Grant

Funding Source

State of Wisconsin
Department of Public Instruction

Grant Time Period

July 1, 2023 to June 30, 2024

Purpose

This grant serves the social/emotional, academic, and health needs of low-income three and four year old children and their families. Children who qualify must reside within the boundaries of Kenosha Unified School District. Head Start provides the foundation for implementing systemic and integrated comprehensive child development services and family engagement efforts that lead to school readiness for young children and families. This supports stronger attendance rates, academic performance, and higher graduation rates in later years.

Number of Students Served

59 Eligible Head Start Students

Relationship to District Goals

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Regulation 45 CFR Chapter XIII Part 1307 requires programs to establish school readiness goals that are appropriate for the ages and development of enrolled children. School readiness goals are defined as "the expectations of children's status and progress across the domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals" (Part 1307.2).

The school readiness goals for the Kenosha Unified School District Head Start are:

- Approaches to Learning: Children will demonstrate initiative, independence, interest, and curiosity in interactions with others and exploration of objects and people in their environment.
- Social and Emotional Development: Children will engage in and maintain positive peer relationships and interactions including cooperation and resolving conflicts.
- Language and Literacy: Children will demonstrate understanding of narrative structure and information from the content.
- Cognition: Children will identify, describe, compare, and compose shapes.
- Perceptual, Motor and Physical Development: Children will demonstrate use of small muscles for purposes such as using utensils, self-care, building, writing and manipulation.

Success in these areas will support each child's readiness for kindergarten. School readiness goals are measured using the research-based assessment system My Teaching Strategies: GOLD.

Fiscal Impact

See Attachment A: Fiscal Impact Statement.

Program Services

Funding received through the 2023-2024 Head Start State Supplement Grant will remain the same as the previous year. At this time no revisions to program services are anticipated. The number of Head Start children served will remain at 59 children. This state grant will cover the cost for:

- 1.7 teachers (percentages based upon Head Start vs. 4K enrollment in each class)
- 1 educational support professional
- 1 family service provider
- Supplies

Evaluation Plan

- Semi-annual Program Report to the Policy Council and School Board.
- Progress toward KUSD Head Start school readiness goals will be monitored and included in the Semi-annual Program Report to the Policy Council and School Board.
- Semi-annual Program Plan Report to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) to the Policy Council and School Board.

Staff Persons Involved in Preparation of the Grant Application:

Luanne Rohde, Director of Early Education

Karina Haebig, ERSEA Coordinator

Annette Glazebrook, Education and Disabilities Coordinator

Jodee Rizzitano, Health Coordinator

Julie King, Family Services/Mental Health Coordinator

Deanna Hawlish, Data Specialist

Administrative Recommendation

Administration recommends that the school board approve the 2023-2024 Head Start State Supplemental Grant in the amount of \$323,866.

Dr. Jeffrey Weiss
Superintendent of Schools

William Haithcock
Chief of School Leadership

Martin Pitts
Regional Coordinator of Leadership
and Learning Elementary

Luanne Rohde
Director of Early Education

Fiscal, Facilities and Personnel Impact Statement

Title: Head Start State Supplemental 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 Head Start State Supplemental Grant for the 2023-2024 school year. The funding for this grant is \$323,866. It is designed to supplement operating costs for the Kenosha Unified School District Head Start Program.

RATIONALE/ INSTRUCTIONAL FOCUS

This grant serves the social/emotional, academic, and health needs of low-income three and four year old children and their families. Children who qualify must reside within the boundaries of Kenosha Unified School District. The Head Start approach provides a foundation for implementing systemic and comprehensive child development services and family engagement efforts that lead to school readiness for young children. This supports stronger attendance rates, academic performance, and higher graduation rates in later years.

IMPACT

This supplemental grant will provide:

- Funding for classroom staff (1.7 teachers, 1 educational support professional) to serve 59 children within the requirements of the Head Start Performance Standards and Head Start Act
- Funding for Head Start support staff (1 Family Service Provider) for Head Start families
- Funding for supplies for Head Start children (ie diapers, classroom materials, paper, copy costs, field trip costs)

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$174,372
200's	Fringes	\$148,806
300's	Purchased Services	\$0.00

400's	Non-Capital Objects	\$688
500's	Capital Objects	\$0.00
	TOTAL	\$323,866

This is a one-time or a recurring expenditure

FUNDING SOURCES
Select Funding Sources:
Head Start State Supplemental Grant

This page intentionally left blank

**Kenosha Unified School District
Kenosha, Wisconsin**

April 25, 2023

**REQUEST TO SUBMIT AND IMPLEMENT THE EDUCATION FOR HOMELESS
CHILDREN AND YOUTH INNOVATION GRANT TO THE
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**

Type of Project

The Wisconsin Department of Public Instruction's Education for Homeless Children and Youth (EHCY) program is offering the opportunity to apply for the three-year EHCY Innovation Grant. All local education agencies (LEAs) are required to comply with the McKinney-Vento Homeless Assistance Act (MKV), of which the intent is to ensure all children and youth who lack a fixed, regular, and adequate nighttime residence receive access to the same free, appropriate public education, including a preschool education, as provided to other children and youth. The Wisconsin Department of Public Instruction and LEAs are required to develop, review, and revise policies to remove barriers to the enrollment, the attendance, and the academic success of children and youth experiencing homelessness and provide homeless children and youth with the opportunity to meet the same challenging state academic standards to which all students are held.

The Wisconsin Department of Public Instruction will award this grant to eligible applicants that focus on innovative practices, at least one of which has an academic component. Applicants write their own goals after conducting a needs assessment and/or data analysis. Grant goals are not intended to focus on compliance-related topics such as: basic training for all staff, transportation, creating district posters or materials, etc.

Description of Need

Data analysis of the 510 identified students experiencing homelessness in the district during the 2021-22 school year revealed significant disparities in the performance data in comparison to housed students (not identified as homeless). Specific areas of discrepancy were identified in the areas of school attendance, academic proficiency rates, and high school graduation rates (four- and six-year cohorts).

Over the past year, Kenosha Unified School District has experienced significant growth in the number of applicants experiencing homelessness throughout the district. In February 2023 homeless student enrollment surpassed the total from the previous school year. This current enrollment is the highest number of homeless students to ever be identified in the past five years.

In addition, the percentage of students identified as English learners (ELs) experiencing homelessness has increased. The vast majority of the EL students are newcomers to the United States, primarily from Colombia. In 2018-19, the EL group was 6 percent of the total MKV enrollment as compared to 10 percent in 2021-22 and 23 percent as of April 2023. Students experiencing homelessness have lower rates of attendance in comparison to the attendance rates of housed students.

ATTENDANCE RATES		
SCHOOL YEAR	STUDENTS EXPERIENCING HOMELESSNESS	HOUSED STUDENTS
2021-22	73.7%	88.5%
2020-21	78.9%	93.1%
2019-20	84.5%	92.9%

Attendance is directly correlated to academic performance and graduation rates.

Students experiencing homelessness lag in proficiency in both English language arts and mathematics in comparison to their nonhomeless peers. In 2021-22 the performance of students experiencing homelessness on statewide academic assessments was concerning. Of the 37 students in this subgroup, 2.7 percent achieved proficiency in English language arts on the American College Testing (ACT). No students in this subgroup of ACT test takers demonstrated proficiency in math. Assessment data of this student group demonstrates the need for additional targeted academic support.

Rationale

The need to engage students and families experiencing homelessness is imperative to student achievement and successful student outcomes. In an effort to increase the academic performance and four-year credit completion toward graduation for high school students identified as homeless, the grant funding would be used to expand the Guided Study Hall model currently implemented at the three comprehensive high schools. A Guided Study Hall is an assigned class that awards credit to specific students in need of additional math and reading interventions based on standardized test scores. The innovation grant funds will provide an additional section of a Guided Study Hall at each comprehensive high school for students experiencing homelessness. The course will be taught by a certified teacher to:

- Provide targeted, individualized academic assistance in reading and mathematics.
- Build rapport with students to establish trusting relationships.
- Monitor attendance and work with students to explore solutions that increase daily attendance.

- Collaborate with the school guidance counselor to monitor grades and credit status.
- Work collaboratively with the district MKV liaisons to coordinate services between community partners, families, and students.

There is also a desire to focus on boosting/strengthening college-and-career readiness for homeless high school students. Studies show that youth with less than a high school diploma or a General Education Development Test (GED) have a 346 percent higher risk of experiencing homelessness (<https://www.usich.gov/news/strengthening-partnerships-between-education-and-homelessness-services/#:~:text=Youth%20with%20less%20than%20a,someone%20with%20a%20bachelor's%20degree>). Education and steady employment are the way to break the cycle of homelessness for these students. Many homeless students do not think they will be able to afford to attend college, and many try to hide their living situation from their friends and school peers. The Guided Study Hall teacher will be able to discreetly assist students with the Free Application for Federal Student Aid (FAFSA) and other scholarship opportunities that may be available to them while collaborating with the MKV liaison to provide independent student status determinations for FAFSA, if applicable. Students will be encouraged to seek higher education by having presentations from colleges to discuss degreed programs of study and technical diploma program areas. Students may be more willing to talk to a college official by having these presentations in a small group setting and not having to worry about others hearing of their homeless status.

Grant Information

TITLE

Education for Homeless Children and Youth Innovation Grant

TIME PERIOD

The three-year EHCY grant application period will cover the academic years of 2023-24, 2024-25, and 2025-26.

ANTICIPATED FUNDING

The grant award period for each grant year begins on July 1 and ends on June 30.

Total amount of request: \$75,000 per year for three years (Appendix A)

FUNDING SOURCE

State of Wisconsin, Department of Public Instruction

APPLICATION DUE DATE

April 11, 2023

Recommendation

Administration recommends that the school board approve the application for the Education for Homeless Children and Youth Innovation Grant in the amount of \$225,000 over a period of three years 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

Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

Title: Education for Homeless Children and Youth Innovation Grant **Budget Year:** 2023-24

Department: Special Education and Student Support **Budget Manager:** Jenny Schmidt

REQUEST

The Wisconsin Department of Public Instruction’s Education for Homeless Children and Youth (EHCY) program is offering the opportunity to apply for the three-year EHCY Innovation Grant. The grant will be awarded to applicants that focus on innovative practices, at least one of which has an academic component.

RATIONALE/ INSTRUCTIONAL FOCUS

The need to engage students and families experiencing homelessness is imperative to student achievement and successful student outcomes. In an effort to increase the academic performance and four-year credit completion toward graduation for high school students identified as homeless, the grant funding would be used to expand the Guided Study Hall model currently implemented at the three comprehensive high schools. A Guided Study Hall is an assigned class that awards credit to specific students in need of additional math and reading interventions based on standardized test scores. The innovation grant funds will provide an additional section of a Guided Study Hall at each comprehensive high school for students experiencing homelessness.

IMPACT

The Guided Study Hall certified teacher will provide an adult who is building relationships with identified students while: providing targeted individualized academic assistance, exploring solutions to increase daily attendance, collaborating with school counselors to monitor grades and credit status, and working collaboratively with the McKinney-Vento liaisons to coordinate services with community partners, families, and students.

BUDGET IMPACT

Object Level	Descriptive	Amount
100’s	Salaries	\$60,000.00
200’s	Fringes	\$15,000.00
300’s	Purchased Services	\$0.00
400’s	Non-Capital Objects	\$0.00

500's	Capital Objects	\$0.00
		\$0.00
	TOTAL	\$75,000.00

This is a one-time or a recurring expenditure

FUNDING SOURCES

Select Funding Sources:

Education for Homeless Children and Youth Innovation Grant
 \$75,000 per year for three years

**KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin**

April 25, 2023

**ADOPTION OF INSTRUCTIONAL MATERIALS FOR
KINDERGARTEN THROUGH FIFTH GRADE SOCIAL STUDIES**

Background

The current kindergarten through fifth grade social studies resources were published in 2013 by Pearson Education. These materials will no longer be available in print or online after the 2022-23 school year. Therefore, new materials will be needed to properly teach the social studies standards.

Rationale for Curriculum Update

This request to adopt and purchase instructional materials for elementary social studies aligns with Phase 2 of the Curriculum Development Cycle in Kenosha Unified School District Board of Education Policy 6300: Curriculum Development and Improvement (Appendix A). Existing social studies resources were published ten years ago. The format with which these social studies materials are sold is in the form of consumable workbooks and/or online student licenses that require annual renewals. At this time the current version of the print and online materials for the social studies curriculum are no longer available. As a result, teachers would not have a viable resource with which to teach the social studies curriculum.

Instructional Materials Review Process

Teachers, instructional coaches, and administrators were surveyed regarding the criteria they felt essential in a social studies curriculum to ensure high quality, engaging instruction. This process was beneficial in identifying the criteria to provide the best opportunity for student success in the request for purchase (RFP).

Kenosha Unified School District's Office of Finance released an RFP in late November 2022. Five publishers responded to the RFP. The proposals from Savvas Learning Company, which included two different curriculum products, closely matched the district-identified criteria to maximize student achievement. On December 20, 2023, and January 19, 2023, the social studies lead teachers were invited to presentations provided by Savvas Learning Company regarding the two different curriculum options (Appendix B). Social studies leads were provided with sets of grade level materials to review and to provide feedback. The feedback provided from participants was focused on the:

- Usability of materials
- Level of inquiry and engagement
- Ability to integrate social studies curriculum with the informational and nonfiction English language arts curriculum
- Alignment of resources with the social studies standards and curriculum

Instructional staff and community were invited via the Kenosha Unified School District Facebook page (Appendix C) and the Kenosha Unified School District web page to review the materials through a curated website with online access to all student and teacher materials. Visitors to the website were afforded an opportunity to then provide feedback (Appendix D) from February 6, 2023, through February 17, 2023.

As a result of the feedback, investigation, and publisher presentations, the kindergarten through fifth grade *myWorld Interactive Social Studies* series published by Savvas Education was selected as the curriculum resource for Kenosha Unified School District. Appendix E provides a sample of responses gathered from teachers and community members.

NEW MATERIAL BENEFITS

- Support the content teaching standards, big ideas, and essential questions outlined in the district social studies curriculum
- Supplement the nonfiction English language arts standards to ensure students are balancing nonfiction materials in their learning
- Align to English language arts curriculum and instructional resources to maximize instructional time for both content areas
- Provide resources that increase engagement, collaboration, and inquiry
- Provide resources that support teacher implementation at all levels (i.e., brand new and experienced teachers)
- Provide resources to support all learner needs (e.g., students learning a second language, students needing scaffolded support above or below grade level, etc.)
- Provide a variety of high-quality literature with strong student interest

The literature also supports interdisciplinary units of instruction.

IMPLEMENTATION

Purchase of the kindergarten through fifth grade *myWorld Interactive Social Studies* series in April 2023 will allow the district to provide immediate impact to the learning of elementary students. The timing of the purchase allows materials to be delivered in time for teams of teachers to work with the materials prior to the end of the school year and the curriculum team to create the necessary guiding documents in time for the initial professional learning session for all kindergarten through fifth grade teachers on August 29, 2023. Savvas Learning Company representatives will provide training focused on the program components of the *myWorld Interactive Social Studies* series. Additional training will be provided to support teachers in the integration of social studies and English language arts curriculum.

The materials support the Kenosha Unified School District social studies curriculum, and there is a seamless integration with the English language arts curriculum that will maximize student exposure to and mastery of disciplinary literacy standards. The following professional learning sessions will be provided:

DATE	TOPIC	AUDIENCE	PROVIDER
Summer 2023	Curriculum integration (English language arts and social studies)	Curriculum Design Team (kindergarten through fifth grade instructional staff)	Coordinator of elementary reading and social studies
August 2023	Introduction to <i>myWorld Interactive Social Studies</i>	Elementary instructional staff	Savvas Learning Company
October 2023	Implementation follow-up and support	Elementary instructional staff	Savvas Learning Company
February 2023	Implementation follow-up and support	Elementary instructional staff	Savvas Learning Company Coordinator of elementary reading and social studies

Kindergarten through fifth grade social studies will begin Phase 3 of the curriculum development process in September 2023. Throughout the school year, the coordinator of elementary reading and social studies will work with the curriculum design team, the social studies lead team, the instructional coaches, and the principals to monitor the impact of the social studies curriculum and instructional resources. The Phase 3 work will include:

- Assessing student progress using inquiry-based projects and tasks
- Planning and implementation with a focus on the active learning strategies
- Collecting teacher feedback via end of quarter reflection too

Instructional Materials

Savvas Learning Company's *myWorld Interactive* is the requested program for kindergarten through fifth grade social studies. The total cost of the materials is \$527, 524.48; and the funding source is the Teaching and Learning budget (Appendix F).

Recommendation

Administration recommends that the board of education approve this request to purchase the kindergarten through fifth grade *myWorld Interactive Social Studies* series published by Savvas Learning Company for \$527,524.48.

Dr. Jeffrey Weiss
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

Mrs. Mary Hoover
Coordinator of Elementary Reading and Social Studies

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



Adapted from Instruction Partners *Curriculum Support Guide*


Teaching and Learning
April 2021

APPENDIX B

SOCIAL STUDIES REVIEW COMMITTEE


The purpose of the committee is to review all resources submitted through the request for proposal process


Carly Anderson	Southport
Delena Reiter	Forest Park
Tammy Webber	Whittier
Megan Panasewicz	K-TEC
Brian Zielsdorf	McKinley
Lisa Webb	Strange
Krista Marrese	Grant
Jackie Steinborn	Roosevelt
Deanna Jansen	Bose
Christina Caceres	Harvey
Sydney Hertogs	Roosevelt
Sara Conti	Roosevelt
Lora McNeely	Brompton
Amanda Rossell	Nash
Rachel Conran	ESC – Literacy Department

 **Kenosha Unified School District**
February 7 at 8:57 AM · 🌐

Parents/guardians and community members are invited to review and provide feedback on potential instructional materials for elementary social studies. To participate, visit <https://bit.ly/3l4Wlru> to review materials and submit feedback at <https://bit.ly/3xmAGdT> by Feb. 17.

Individuals with questions may contact Mary Hoover, coordinator of elementary reading and social studies, at mhoover@kusd.edu or 262-359-6302.


**ELEMENTARY SOCIAL
STUDIES MATERIAL REVIEW**



Feb. 6-17

KUSD Instructional Materials Feedback Form: Social Studies

Kenosha Unified School District would like feedback from the community regarding instructional materials for Elementary Social Studies Curriculum that is currently being considered.

mhoover@teachers.kusd.edu [Switch account](#)



* Required

Email *

Your email _____

I am a: *

- Parent/Guardian of a KUSD student
- Community member
- KUSD student
- Teacher

Please rate the resources on the following criteria. *

	Excellent	Acceptable	Poor
The texts are engaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials allow for inquiry based learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lessons provide teachers with strategies for actively engaging students in their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A variety of texts are used to teach the Social Studies topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tasks are embedded that develop important areas of Social Studies: Geography, Economics, History and Political Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials offer support for special student populations: English Learners, Students with Disabilities, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments: *

Your answer

SAMPLE RESPONSES FROM MATERIAL REVIEW TEAM MEMBERS

SOCIAL STUDIES PRIMARY LEAD TEACHER RESPONSES TO CRITERIA RUBRIC

	Primary: Activity Packs			Primary: myWorld Interactive		
	Partially/Not Met	Adequately Met	Completely Met	Partially Met	Adequately Met	Completely Met
Criteria #1 Inquiry-based lessons	60%	20%	20%		100%	
Criteria #2 Real world projects or connections relevant to diverse school communities	40%	60%			80%	20%
Criteria #3 Adequate support for teaching Social Studies standards and content (materials, resources, etc.)	80%	20%			60%	40%
Criteria #4 Lessons/Quests are age and grade appropriate	80%		20%	40%	20%	40%
Criteria #5 Lessons seem manageable for the time allotted for Social Studies	20%	20%	60%	20%	40%	40%
Criteria #6 Lessons are simple, clear and easy to follow	80%	20%			60%	40%
Criteria #7 Adopting this curriculum will not be a heavy lift for the classroom teachers	80%	20%			40%	60%
Criteria #8 Incorporates group work or collaboration	20%	40%	40%	40%	40%	20%
Criteria #9 Opportunities for authentic student engagement	20%	40%	40%	40%	20%	40%
Criteria #10 Opportunities available to integrate in or with ELA	20%	60%	20%		100%	
Criteria #11 Opportunities for students to engage in authentic reading and writing	60%	20%	20%	40%	60%	
Criteria #12 Variety of opportunities for assessment (i.e., project-based, writing, speaking, etc.)	60%	40%			100%	

SOCIAL STUDIES INTERMEDIATE LEAD TEACHER RESPONSES TO CRITERIA RUBRIC

	Intermediate: Activity Packs			Intermediate: myWorld Interactive		
	Partially/Not Met	Adequately Met	Completely Met	Partially Met	Adequately Met	Completely Met
Criteria #1 Inquiry-based lessons		86%	14%	14%	71%	14%
Criteria #2 Real world projects or connections relevant to diverse school communities	14%	71%	14%	14%	71%	14%
Criteria #3 Adequate support for teaching Social Studies standards and content (materials, resources, etc.)	86%	14%		43%	29%	29%
Criteria #4 Lessons/Quests are age and grade appropriate		57%	43%		71%	29%
Criteria #5 Lessons seem manageable for the time allotted for Social Studies	57%	14%	29%	43%	43%	14%
Criteria #6 Lessons are simple, clear and easy to follow	43%	14%	43%	29%	57%	14%
Criteria #7 Adopting this curriculum will not be a heavy lift for the classroom teachers	86%		14%	29%	43%	29%
Criteria #8 Incorporates group work or collaboration		57%	43%	14%	71%	14%
Criteria #9 Opportunities for authentic student engagement		57%	43%	29%	57%	14%
Criteria #10 Opportunities available to integrate in or with ELA	14%	43%	43%	14%	71%	14%
Criteria #11 Opportunities for students to engage in authentic reading and writing	14%	43%	43%	14%	43%	43%
Criteria #12 Variety of opportunities for assessment (i.e., project-based, writing, speaking, etc.)	14%	43%	43%	29%	43%	29%

SOCIAL STUDIES LEAD TEACHER COMMENTS

Grade	myWorld Interactive	Activity Packs	Comments
Primary	<p>The myWorld Interactive is very engaging and teaches the standards that we have already been teaching in more of an interactive and inquiry based way!</p> <p>The "activity packs" are at too high of a level for 2nd grade, and they do not include any actual teaching of relevant material. It's ONLY the quest...but when would we teach things like absolute and relative location, and with what resources to teach that? The myWorld Interactive gives the actual material to teach and the quests are much more accessible to this age level.</p> <p>I feel that there will still be a lot of teacher prep/work in order to create lesson or adapt to the online version (of the Activity Packs). I think that this one (myWorld) allows for extensions and could do more project based inquiries.</p> <p>I do think that there is work to be done by creating slides to make it easier to flow with the myWorld Interactive teacher text within the lessons. The online version is extremely nice and helpful which provides teachers the opportunity to do more project based extensions.</p> <p>The leveled content readers are nice and focus on the chapter content. The large readers are nice too! Much discussion is generated on the big books. I like the projects that the students collaboratively work on.</p>		
Inter-mediate	<p>When using the MyWorld Interactive I felt like I was jumping all over the place...from the Teacher's guide.... to online...to the leveled text...to blackline masters. If we used this method it would have to be completely streamlined for teachers. They would need it all in a google slide like they get through Amplify with links to the teacher masters that they might need.</p> <p>The activity packs referenced the leveled text and additional text that would not be included in the adoption. Often the activity pack would suggest a book that could be read to emphasize the content being taught. I found myself looking for these books to add more "meat" and "context" to the lesson.</p> <p>I enjoyed the activity packs, however it is a lot of work on the teacher's end to figure out how and what to include to create background knowledge on the topics taught. These activities are great, but there's not a whole lot of teaching involved. That has to be created by the teacher.</p> <p>I love the Activity Packs because there isn't a lot of extra 'stuff', yet they were engaging and authentic. There's not enough time in ELA/SS to do the basics, so I think this option is more streamlined. I wasn't overly impressed with the leveled readers, and don't think we would realistically have time to incorporate them during ELA or social studies time. The downside is that a new teacher might not be able to find resources to fill any gaps in students' background knowledge or content that they need for the Quests. I think that if we go with the Activity Pack option and have people work this summer to create Google Slides for all of the Quests, include links to specific resources that would enhance the Quest, provide lists of sources for student investigation, as well as begin the ELA integration process, teachers would be extremely grateful.</p> <p>Does myWorld Interactive w/Student access not include Leveled Readers? I thought interactive also included LR regardless. I see value in the LR as we try to integrate SS + ELA. However, the online access for students has a lot of value for students due to it's interactive nature. Minus the SA, I could see myself taking screenshots and trying to turn them into PearDecks or interactive slides. Is it doable recognizing budget cuts, sure, but I think there is a lot of potential with the new format of the text even as it pertains to scaffolding quests. It could be used to a far greater degree than the current platform.</p> <p>Both choices will be easier to implement if supplemented with resources. The idea of doing curriculum writing over the summer would be critical to easy implementation. Possibly, slides similar to ELA to guide the day-to-day. Online access for the older students is great, but will be dependent on availability of working technology since refresh dollars are cut/gone(?) in that area. I do really like the Leveled Text. Any chance of getting both online and the text set?</p>		

COMMUNITY FEEDBACK

COMMUNITY FEEDBACK RESULTS

For this section, two community members completed the rubric.

	Intermediate: Activity Packs		
	POOR	ACCEPTABLE	EXCELLENT
The texts are engaging			2
Materials allow for inquiry based learning.		2	
Lessons provide teachers with strategies for actively engaging students in their learning.		1	1
A variety of texts are used to teach Social Studies topics.	1	1	
Tasks are embedded that develop important areas of Social Studies: Geography, Economics, History and Political Science		1	1
Materials offer support for special student populations: English Learners, Students with Disabilities, etc.		1	1

COMMENTS:

This looks like an excellent resource, but I am concerned about the shift to digital learning. How much additional time will the students be looking at a screen? I'm not sure I want the school headed in that direction. Too much screen time can be problematic.

I didn't see any varying texts for subject matter. I hope "non-shiny" books/materials can be used to show history no matter how unpleasant. Empower kids with the truth and hope them become capable to interpret fact from fiction.



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: Savvas Learning Company

Purchased Good/Program: myWorld Interactive Social Studies Program

Start Date/Date Needed: May 2023

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

The purpose is to purchase instructional materials for elementary social studies kindergarten through fifth grade.

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

Cost: \$527,524.48
 Funding Source: Teaching & Learning

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?

Teachers will have a viable resource with which to teach the social studies curriculum kindergarten through fifth grade.

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

May 2023

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

Appropriate Leadership Signature: *Julie Hasegawa* Date March 28, 2023



This page intentionally left blank



In recognition of Mental Health Awareness Month 2023

WHEREAS, organizations like Mental Health America, the National Alliance on Mental Illness, and many others observe May as Mental Health Month each year; and

WHEREAS, the COVID-19 public health emergency has taken an overwhelming toll on the mental and physical well-being of our students, staff and families; and

WHEREAS, according to the Centers for Disease Control, more than 20% of youth have a diagnosed mental health disorder in the U.S.; and

WHEREAS, according to a recent United States Census Bureau survey, 37% of adults reported symptoms of anxiety or depression; and

WHEREAS, according to the U.S. Department of Education, an estimated 60% of students with emotional, behavioral and mental health disorders do not graduate from high school; and

WHEREAS, suicide is the second leading cause of death among people ages 10–34 and the 10th leading cause of death overall in the U.S.; and

WHEREAS, it is critical to reduce the stigma of mental health illness now more than ever because it often prevents individuals from seeking much-needed supports and help; and

NOW, THEREFORE, BE IT RESOLVED that the Kenosha Unified School Board views mental health well-being as equally as important as physical well-being for students, staff and families and encourages everyone to use Mental Health Awareness Month to seek necessary supports, as well as calls upon our community to break down stigmas associated with mental illness.

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

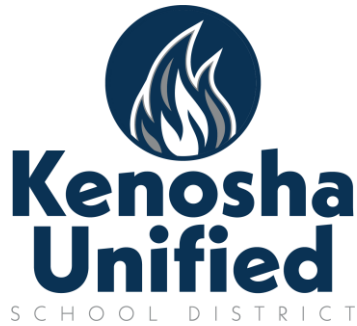
President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

This page intentionally left blank



April 25, 2023

DONATION TO THE DISTRICT

The district has received the following donation:

1. St. Catherine's Commons (Capri Communities) donated \$945.00 to Grant Elementary School. The donation is to be used for classroom/activity.

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

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

April 25, 2023

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

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.

May

- May 23, 2023 – Regular School Board Meeting – 7 P.M.
- May 26, 2023 – Half day for students and instructional staff
- May 29, 2023 – Memorial Day – District closed

Bd/ragtsr.doc

This page intentionally left blank