

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