

REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD MARCH 22, 2022

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“It is recommended that the February 2022 cash receipt deposits totaling \$219,229.13, and cash receipt wire transfers-in totaling \$26,450,179.42, be approved.

Check numbers 609713 through 610644 (net of voided batches) totaling \$5,070,786.43, and general operating wire transfers-out totaling \$3,897,304.07, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the February 2022 net payroll and benefit EFT batches totaling \$16,236,926.27, and net payroll check batches totaling \$10,729.81, be approved.”

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

Dr. Ormseth introduced the Better Together 2021-22 Plan (monthly o.048 Tw -17.10k



- Tier movements for teachers who turn in the required documentation to the Office of Human Resources on or before July 31, 2022.”

Ms. Stevens moved to approve level advancements for all regular full-time equivalent employees (i.e. administrative support professionals; administrative, supervisory and technical; community and student support; educational support professionals; facilities; food services; interpreters; and teachers) and tier movements for teachers who turn in the required documentation to the Office of Human Resources on or before July 31, 2022. Mr. Price seconded the motion. Motion passed. Mr. Battle abstaining.

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

“Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2022-2023 school year. The funding for this grant is \$2,325,040 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-s

Dr. Ormseth presented the Request to Submit and Implement the Project Lead the Way (PLTW) Gateway Ardagh-Group Grant submitted by Ms. Gina Greil, Interim Principal at The Brompton School; Mr. Pitts; Mr. Haithcock; and Dr. Ormseth, excerpts follow:

“Project Lead The Way (through the Ardagh-Group) is offering a generous amount of funding to middle schools in our area to implement a new PLTW-Gateway program. The grant money will cover all training costall trasl e2 >>BDC 0 -0im Prr



texts and variety of levels offered by Fountas and Pinnell Classroom at these levels would be beneficial additions to Literacy Footprints. Additionally, decodable readers, Dandelion Readers, were recommended for purchase for Kindergarten and Grade 1. These texts are needed for students learning letter names and sounds. Literacy Footprints (as well as Fountas and Pinnell Classroom) begin with level A and there are students across our district who need a more basic level of text to support their reading skill development. These combined resources equip teachers with the materials necessary to fully implement the Common Core State Standards for Foundational Reading Skills in a manner that is coherent, engaging, and accessible to all learners.

The Pioneer Valley and Heinemann materials provide an ideal combination of print materials and dynamic digital resources. The materials provide texts in a variety of genres and have a balance of fiction and nonfiction texts. Additionally, student responses have indicated the topics and characters in the texts are engaging.

Purchase of the resources will allow teachers to access the materials before leaving for the summer. Training will be provided to all classroom teachers, special education teachers and teachers of English as a Second Language. Teachers will attend one six-hour session on the date of their choice. As part of the Implementation Plan, each school will select a Lead Teacher for Small Group instruction. This cadre works with the Literacy Office to support teachers with implementing the adopted materials.

Elementary teachers will begin Phase 4 of the curriculum development process in September 2022. Throughout the school year, the Literacy Coordinator will work with lead teachers, instructional coaches, and principals to monitor the impact of the new instructional resources.

Administration recommends that the Board of Education grant approval to purchase secondary English curriculum materials as outlined in the chart on page 3 of this report including Appendices, showing an estimated purchase cost of \$1,112,375 for materials and \$61,480 for teacher training.”

Ms. Stevens moved to approve the purchase of the secondary English curriculum materials as outlined in the chart on page 3 of this report including Appendices, showing an estimated purchase cost of \$1,112,375 for materials and \$61,480 for teacher training. Ms. Robinson seconded the motion. Unanimously approved.

Mr. Neir presented the Employee Handbook: Revision 2022-2023 submitted by himself and Dr. Orsmseth, excerpts follow:

“The 2022-2023 Employee Handbook is the eighth edition. The handbook revisions noted are clarification on current language, grammatical and formatting corrections, and alignment with current policy.

After an initial review by the Human Resources team of the 2021-22 Employee Handbook for necessary corrections and updates, the proposed revisions were provided to all District employees for feedback via a Google Survey. The feedback was evaluated by the Human Resources and Leadership teams and applicable corrections and updates made to the document

Administration recommends the Board of Education approve the 2022-23 Employee Handbook with the suggested changes and/or additions.”

Mr. Battle moved to approve the 2022-23 Employee Handbook with the suggested changes and/or additions. Mr. Garcia seconded the motion. Unanimously approved.

Mr. Kristopher Keckler, Chief Information Officer, present the KUSD Employee Engagement Survey Summary submitted by Mrs. Laura Sawyer, Research Analyst, Mr. Keckler and Dr. Ormseth, excerpts follow:

“In the Fall of 2021, Kenosha Unified implemented an annual organizational survey related to employee engagement. This survey was delivered by the Studer Education Group. KUSD has a series of projects that the Studer Education Group supports, including the parent and student surveys for School Leadership. The Studer Education Group supports school districts and higher education institutions with improving leadership practices and employee engagement services. KUSD has realized an increase in survey participation over each prior year, with the current survey reaching nearly 60% staff participation.

The survey was comprised of nineteen select response questions. For the select response portion, the first ten questions related to the perceptions of how a principal/supervisor supports the work environment. Four questions asked about how the district overall supports the work environment. There were four questions about the communication practices from the district, and then a final question about the cleanliness of the working environment. The scores referenced below are based on a 5.0 Likert scale, with a point distribution assigned for each response. The responses were averaged to obtain the mean score and provided in the Appendix A. The “Top Box” percentage referred to in the report is determined by the number of responses that selected the highest option of “Strongly Agree”.

The areas with the lowest mean scores were related to the effective management of finances (2.97), making decisions in the best interest of the district (3.09), open and honest communication (3.10), supporting honest two-way communication (3.21), and an environment that supports idea sharing (3.29). Though these were noted as the statements with the lowest overall scores for KUSD, they still achieved an approximate “Neutral” level on the scale score. None of these five statements achieved a “Top Box” value beyond the single digits, with the survey responders nearly evenly split on their level of agreement or disagreement.

KUSD staff noted high scores for principal and supervisory support, including demonstrating general concern (3.96), providing quality resources necessary to their job (3.89), and setting clear expectations on job performance (3.71). Principals and supervisors also provided the support recognizing good performance (3.72). Staff also rated principal and supervisory support with a high score when asked their opinion on the usage of available funds (3.74).

The area KUSD made the largest increase (0.70) from Fall 2020 to Fall 2021 was with the district making informed decisions based on the best interest of the district. Staff also had gains in recommending the district for his or her child as a parent from 3.01 in 2020 to 3.41 in 2022 (0.40). All other categories reali



Approximately 25% - 40% of responders selected “Strongly Agree” for each of these areas. According to Studer, research suggests that the top box designation suggests a difference in loyalty and satisfaction, and that the top box score provides more focused data to better understand employee engagement and loyalty. This is an informational report.”

Mr. Keckler presented the Proposed Changes to the 2022-23 KUSD Instructional Calendar submitted by Mrs. Housaman, Mr. Haithcock, Mr. Keckler, and Dr. Ormseth, excerpts follow:

“In the spring of 2021, the KUSD School Board approved the KUSD Instructional Calendars for the 2022-23 school year. With subsequent review from multiple departments, the proposed changes will help assist with a more efficient use of professional learning opportunities in relation to testing windows and to align position work schedules. The Teaching and Learning Department held various planning sessions with different departments and School Leadership. Feedback and suggestions from these meetings allow for better alignment for when school staff can work with data timeline distributions and subsequent intervention and support periods within the instructional calendar. All respective school calendars governed by the Wisconsin state legislative minute requirement will still meet their expectations as well as the current board policy for establishing a surplus to meet the equivalent of two full instructional days.

Any board-approved changes will generate new calendars, posted online, and shared with all school buildings, staff, and parents.

Administration recommends that the School Board approve the proposed adjustments to the 2022-23 KUSD Instructional Calendar at the March 22, 2022, regular School Board meeting.”

Ms. Stevens moved to approve the proposed adjustments to the 2022-23 KUSD Instructional Calendar. Ms. Robinson seconded the motion. Unanimously approved.

Mr. Keckler presented the School Year 2023-24 Instructional Calendars submitted by Mrs. Housaman, Mr. Haithcock, Mr. Keckler, and Dr. Ormseth, excerpts follow:

“The proposed 2023-2024 instructional calendars continue the current organizational

days) are used, teachers are not forwarded any additional wages for those unused days. Similarly, if those days are used pay is not deducted from the teacher. Under the Fair Labor Standards Act ("FLSA"), teachers are classified as salaried exempt employees and therefore are not entitled to overtime pay under the law. More importantly, teachers are salaried employees and not hourly employees. Therefore, since teachers are salaried employees and not hourly employees the District would not charge/ owe teachers hour for-hour for any "built in" days.



