



MONTHLY SCHOOL BOARD
STANDING COMMITTEE MEETINGS

Educational Support Center
Room 190B
3600-52nd Street
Kenosha, WI 53144

May 8, 2012

5:30 P.M. – Planning/Facilities/Equipment
6:00 P.M. – Audit/Budget/Finance
6:30 P.M. – Joint Audit/Budget/Finance and
Curriculum/Program
6:45 P.M. – Curriculum/Program

May 2012 Personnel/Policy Committee
Meeting Canceled

Please Note: Committee meetings may start early
if preceding meeting adjourns early.

PLANNING/FACILITIES/EQUIPMENT – 5:30 P.M

- A) Approval of Minutes – March 13, 2012Page 1-2
- B) Information Items
 - 1) McKinley Middle School Building & Site Pages 3-5
 - 2) Major Maintenance Project Status Report Pages 6-8
 - 3) Utility Budget & Energy Savings Program Update Pages 9-11
- C) Future Agenda Items
- D) Adjournment

AUDIT/BUDGET/FINANCE – 6:00 P.M. or Immediately Following Conclusion of Preceding Committee Meeting

- A) Approval of Minutes – April 3, 2012 Pages 12-13
- B) Supplemental Head Start Federal Grant –
 Cost of Living Adjustment Page 14
- C) Audit Services..... Pages 15-16
- D) Information Items
 - 1) Dashboard Report As of April 23, 2012 Page 17
 - 2) Monthly Financial Statements Pages 18-31
 - 3) Cash and Investment Quarterly Report..... Page 32
- E) Future Agenda Items
- F) Adjournment

**JOINT AUDIT/BUDGET/FINANCE AND CURRICULUM/PROGRAM – 6:30 P.M. or
Immediately Following Conclusion of Preceding Meeting**

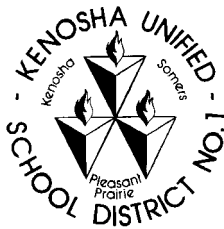
- A) Mary Frost Ashley Charitable Trust..... Pages 33-38
- B) Adjournment of Joint Committee Meeting

**CURRICULUM/PROGRAM – 6:45 P.M. or Immediately Following Conclusion of
Preceding Committee Meeting**

- A) Approval of Minutes – April 3, 2012 Curriculum/Program
and April 3, 2012 Joint Personnel/Policy and Curriculum/
Program Pages 39-42
- B) Kenosha eSchool Charter Contract Renewal Pages 43-60
- C) Harborside Academy Charter Contract Renewal Pages 61-83
- D) Information Items
- E) Future Agenda Items
- F) Adjournment

NOTE: The May 8, 2012 Personnel/Policy Standing Committee Meeting has been canceled.

<p>There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.</p>
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KENOSHA UNIFIED SCHOOL BOARD
PLANNING/FACILITIES/EQUIPMENT MEETING
Educational Support Center – Room 110
March 13, 2012
MINUTES

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Mr. Bryan was called to order at 5:47 P.M. with the following Committee members present: Mrs. Taube, Mr. Nuzzo, Mr. Valeri, Ms. Bothe, Ms. Dahl, Ms. Huynh, and Mr. Bryan. Dr. Hancock was also present. Ms. Thomas was excused. Mr. Coleman and Ms. Kirkwood were absent.

Approval of Minutes of December 6, 2011 Meeting

Mrs. Taube moved to approve the minutes as contained in the agenda. Mr. Nuzzo seconded the motion. Unanimously approved.

Proposed Middle School Boundary Change – Closing of McKinley Middle School

Mr. Patrick Finnemore, Director of Facilities, presented the Proposed Middle School Boundary Change and explained that the planned closing of the school requires a change be made in the middle school boundaries and that a number of factors were considered when determining the new boundaries such as proximity of students to the school, transportation costs, enrollment versus capacity at each school, minimizing the number of middle school splits for each of the elementary schools that feed into McKinley, and socioeconomic diversity.

Mr. Nuzzo moved to forward the Proposed Middle School Boundary Change to the full Board for consideration. Mrs. Taube seconded the motion. Unanimously approved.

Kenosha County Easement – 60th Street Project

Mr. Finnemore presented the Kenosha County Easement – 60th Street Project and explained that the County has requested approval of both a permanent limited easement and a temporary limited easement associated with the widening of 60th Street scheduled for the summer. The permanent limited easement is for land that will house the controls and transformer for the permanent traffic signal which will replace the temporary signal at the intersection of the school entrance and for the land that a permanent storm water drainage pipe will be installed to handle water runoff from 60th Street to the retention basin on the west end of our property. The temporary limited easement is for land along 60th Street that will be disturbed during the widening project and for the deepening of the retention pond.

Ms. Bothe moved to forward the Kenosha county Easement – 60th Street Project to the full Board for their consideration. Mr. Nuzzo seconded the motion. Unanimously approved.

Kenosha County Wireless Network Easement

Mr. Finnemore presented the Kenosha County Wireless Network Easement and explained that in February, 2011, the County requested the approval of five antenna relay units on the roofs of KUSD buildings to support a County initiative to provide

broadband communication ability for emergency services. That request was approved. The County has now requested the approval of seven additional antenna relay units on the roofs of Lincoln Middle, McKinley Middle, the Educational Support Center, Bose Elementary, Jeffery Elementary, Roosevelt Elementary, and Whittier Elementary.

Mr. Nuzzo moved to forward the Kenosha County Wireless Network Easement to the full Board for consideration. Mr. Valeri seconded the motion. Unanimously approved.

Information Items

There were no questions on the Major Maintenance Project Status Report.

Mr. Finnemore presented and answered a question related to the Utility Budget & Energy Savings Program Update.

Future Agenda Items

Ms. Bothe requested an update on the McKinley Middle School building.

Mr. Finnemore indicated that changes in Facility related policies will be brought forward for review.

Meeting adjourned at 6:10 P.M.

Stacy Schroeder Busby
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

May 8, 2012

INFORMATIONAL REPORT

McKINLEY MIDDLE SCHOOL BUILDING & SITE

Background:

A number of key tasks have been completed since the decision to close McKinley Middle School was made earlier this year. With still over a month left in the school year, we do not want to school to become something that resembles an open house while the students are still present in the building. However, we have been working behind the scenes on plans for all of the furniture, fixtures, and equipment in the building and for the building itself.

In regards to the furniture, fixtures, and equipment, a complete inventory room-by-room has been completed for all of the furniture, and similar efforts are underway for all of the equipment, curriculum materials and supplies. The far majority of all of these loose furnishings will follow the students to the 5 other middle schools taking into account funding sources (e.g. equipment funded by Title I funds will be relocated to another Title I school) and other factors. Not everything at McKinley could physical fit or more importantly be needed at the 5 other middle schools, so we are evaluating the best use for everything. It is expected that a portion of the items will remain at McKinley until after the start of the next school year if a need cannot be identified, but the items have value.

In regards to the building, there are several options as to what can be done with it once the school is closed. These options include selling the building, using the building for some other purpose, demolishing the building, or holding onto it for possible future use. Similar to other schools that KUSD has closed; including the most recent ones like Columbus, Durkee, and Bain; our preference would be to sell the building if possible. The fact that the middle school shares a common site with McKinley Elementary makes the final decision even more important. The two schools share a common green space as shown on the attachment to this report and it is our preference to keep as much, if not all, of that green space as possible if the middle school building were to be sold.

There is no guarantee that the building can be sold as the original portion of the building is over 90 years old, it sits in a residential neighborhood, and it is over 100,000 square feet in size. That said, we have already had one potential buyer surface which provides some promise towards the possible sale. It is expected that if we do pursue selling the building that we would use a similar process to that which we used when we sold

Columbus Elementary School this past year. The key steps in that process were: (1) determining the estimated value of the building/property, (2) working with the City of Kenosha on possible uses/zoning, (3) developing a request for proposal, (4) marketing the request for proposal to the public and potential buyers, (5) receiving closed bids on a specific day and time, (6) opening those bids, (7) gaining Board and Elector approval, and (8) closing on the sale.

If this process did not result in any bids and/or any acceptable bids, then other avenues would need to be pursued. Those may include hiring a broker to market the building/property for possible sale, or one of the other options listed earlier in this report.

Besides the normal cleaning and maintenance that takes place every summer, the focus for the Facilities department in the month of June will be the emptying of the three leased charter schools that we are moving out of this year. The leases for Brompton, Harborside, and Paideia all expire at the end of June, making those moves our first priority for the summer. Therefore, the emptying of McKinley will not begin in earnest until July, and it probably will not be until towards the end of the summer that the building will be in a condition that would easily support a real estate type marketing effort. Therefore, the timing of the RFP will probably coincide with the August/September timeframe. We will however, willingly bring any interested party through the building prior to the RFP process in order to help identify potential bidders similar to what was done at Columbus last year.

It is expected that the entire process could take well over a year as Columbus took seven months and we had a very interested buyer before we even started the process.

Dr. Michele Hancock
Superintendent of Schools

Ms. Sheronda Glass
Assistant Superintendent of Business Services

Mr. Patrick M. Finnemore, P.E.
Director of Facilities

McKinley Middle School

Lot Aprox
235' X 228'

Lot Aprox
476' X 228'

McKinley Middle School

56TH

56TH

33RD

32ND

58TH

5



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Kenosha Unified School District No. 1
Annual Schedule for Maintenance Projects, 2011 - 2012 Fiscal Year

<i>School Name / Description</i>	<i>ID</i>	<i>Budget</i>	<i>Estimate Cost</i>	<i>Actual Cost</i>	<i>Variance</i>
A-Various	1264	\$250,000.00		\$287,361.33	(\$37,361.33)
Asphalt/Concrete Replacement/Repair					
<i>Project Completed</i>	<input checked="" type="checkbox"/>	<i>Supervisor</i>	John Setter	<i>Priority</i>	2A
<i>Board Comments:</i>					
A-Various	1265	\$90,000.00		\$92,299.00	(\$2,299.00)
Flooring Projects					
<i>Project Completed</i>	<input checked="" type="checkbox"/>	<i>Supervisor</i>	John Setter	<i>Priority</i>	2A
<i>Board Comments:</i>					
A-Various	1266	\$465,000.00	\$465,000.00		\$0.00
Building Exterior Wall Major Maintenance					
<i>Project Completed</i>	<input type="checkbox"/>	<i>Supervisor</i>	John Setter	<i>Priority</i>	2A
<i>Board Comments:</i> Awaiting final invoices.					
A-Various	1267	\$450,000.00		\$448,705.18	\$1,294.82
Roofing Replacement and Major Repairs					
<i>Project Completed</i>	<input checked="" type="checkbox"/>	<i>Supervisor</i>	John Setter	<i>Priority</i>	2A
<i>Board Comments:</i>					
A-Various	1268	\$15,000.00		\$0.00	\$15,000.00
Capacity Projects					
<i>Project Completed</i>	<input checked="" type="checkbox"/>	<i>Supervisor</i>	John Setter	<i>Priority</i>	6A
<i>Board Comments:</i>					
A-Various	1270	\$60,000.00		\$51,743.30	\$8,256.70
Bradford/Tremper/Bose Portable Removal					
<i>Project Completed</i>	<input checked="" type="checkbox"/>	<i>Supervisor</i>	John Setter	<i>Priority</i>	2A
<i>Board Comments:</i>					

<i>School Name / Description</i>	<i>ID</i>	<i>Budget</i>	<i>Estimate Cost</i>	<i>Actual Cost</i>	<i>Variance</i>
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Bose Elementary	1271	\$20,000.00		\$10,838.95	\$9,161.05
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Art / Cafeteria Classroom Renovation

Project Completed ☒ *Supervisor* John Setter *Priority* 2A

Board Comments:

McKinley Elementary	1272	\$5,000.00		\$5,850.00	(\$850.00)
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Art & Music Room Ceiling

Project Completed ☒ *Supervisor* John Setter *Priority* 2A

Board Comments:

A-Various	1273	\$10,000.00		\$9,525.00	\$475.00
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Locker Painting

Project Completed ☒ *Supervisor* John Setter *Priority* 2A

Board Comments:

A-Various	1274	\$10,000.00		\$9,989.00	\$11.00
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Toilet Partition Replacement

Project Completed ☒ *Supervisor* John Setter *Priority* 2A

Board Comments:

A-Various	1275	\$10,000.00		\$0.00	\$10,000.00
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Security Projects

Project Completed ☒ *Supervisor* Kevin Christoun *Priority* 2A

Board Comments: No security projects this year.

A-Various	1276	\$40,000.00		\$8,075.01	\$31,924.99
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Exterior Door Replacement

Project Completed ☒ *Supervisor* Kevin Christoun *Priority* 2A

Board Comments:

<i>School Name / Description</i>	<i>ID</i>	<i>Budget</i>	<i>Estimate Cost</i>	<i>Actual Cost</i>	<i>Variance</i>
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A-Various	1277	\$25,000.00		\$24,445.00	\$555.00
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Athletic Field Irrigation System

Project Completed ☒ **Supervisor** Kevin Christoun **Priority** 2A

Board Comments:

A-Various	1278	\$50,000.00	\$0.00		\$50,000.00
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Contingency

Project Completed ☐ **Supervisor** John Setter **Priority** N/A

Board Comments:

Reuther HS	1279	\$500,000.00	\$0.00	\$500,000.00	\$0.00
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Exterior Masonry Repair Project

Project Completed ☒ **Supervisor** John Setter **Priority** N/A

Board Comments: Budgeted annual payment for Reuther Masonry Project. Construction completed August 2011.

Bradford	1285	\$0.00	\$0.00	\$15,213.00	(\$15,213.00)
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Emergency Repair - Water Meter Hookup

Project Completed ☒ **Supervisor** John Setter **Priority** 1A

Board Comments: Emergency Project - Repair Water Meter Bypass

Total Sum of Budget	\$2,000,000.00
Total Sum of Estimate Cost:	\$465,000.00
Total Sum of Actual Cost:	\$1,464,044.77
Total Sum of Variance:	\$70,955.23

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

May 8, 2012

UTILITY BUDGET & ENERGY SAVINGS PROGRAM UPDATE

The purpose of this report is to provide the regular update on the 2011-12 utilities budget and the operational energy savings program.

Utilities Budget Update:

The following is a brief summary of the costs incurred for natural gas, electricity, and the entire utilities budget.

- We have spent \$159,848 less on natural gas this year as compared to last year, and \$289,094 less than two years ago. Most of this is attributable to the warm temperatures and the low cost of gas this winter and spring.
- We have spent \$76,413 more on electricity this year as compared to last year which is due to the opening of the south addition at Indian Trail. It is important to note, that the increase in electricity due to the expansion of Indian Trail has been mitigated in part by a reduction in electricity consumption district-wide.
- We have spent 68% of the overall utility budget as compared to 62% last year at this time which is in part as a result of a \$579,000 reduction in the Utilities budget during the budget development process this year and the addition to Indian Trail High School.
- Natural gas consumption was significantly lower for the month of March due to the record warm temperatures. In terms of daily records we set 5 new record highs and 6 new records for warmest daily minimum. All the record warm minimums were set in a row from the 16th to 21st. On March 20th we had the earliest over 80 degree day ever (in terms of the calendar year). The next day we reached 84° which is the highest temperature for any March day on record.

Operational Energy Program Update:

The table on the following page is a brief summary of the amount of energy saved September through March 2012. The attachment to this report provides a summary of the energy savings by school.

	2011-12	2010-11
Electricity Saved (KWh)	5,811,413	4,158,395
Gas Saved (Therms)	326,722	338,452
Dollars Saved	\$795,942	\$573,990

Energy Star Recognition:

Last month we reported that Bradford High School became the 19th district facility to earn EPA Energy Star status. We have three schools that are very close to joining that list: Nash Elementary, Pleasant Prairie Elementary and Prairie Lane Elementary. We are working on minor improvements in our operations to get those three schools to that level of energy efficiency. The improvements we have made to our HVAC controls systems at 20 schools this year has had a dramatic improvement in our energy consumption and we seeing that in the energy star ratings of our schools.

Dr. Michele Hancock
Superintendent of Schools

Mr. Patrick M. Finnemore, P.E.
Director of Facilities

Mr. John Allen
Distribution and Utilities Manager

Mr. Kevin Christoun
Maintenance Supervisor

Monthly Energy Tracking Summary

UTILITY INFORMATION

Savings: September 2011 Through June 2012

End of FY - 2012 - 06		Current Month: 2012 - 03															
BUILDING		ACTUAL				BASEYEAR				SAVINGS vs. BASEYEAR				%Savings Relative to Base Year	Facility Avg Sq Ft	Weather Adjusted 5Yr Avg Energy Use	1yr Avg Energy Use
		kWh	kW	therms	\$	kWh	kW	therms	\$	kWh	kW	therms	\$				
Bradford H		1,526,525	4,732	88,819	\$231,442	2,091,134	5,693	127,788	\$309,601	564,609	961	38,969	\$78,160	25.2%	300,401	72.5	65.6
Hillcrest H		48,840	-	10,201	\$13,884	57,158	-	10,695	\$15,244	8,318	0	494	\$1,360	8.9%	22,405	62.0	64.9
Indian Trail H		1,640,000	6,768	72,003	\$256,590	2,779,988	9,188	81,975	\$385,066	1,139,988	2,420	9,972	\$128,476	33.4%	408,474	55.4	49.4
Lakeview H		217,440	896	4,239	\$31,725	477,604	1,209	7,846	\$56,032	260,164	313	3,607	\$24,307	43.4%	40,000	57.9	45.3
Reuther H		422,280	1,936	68,737	\$105,081	625,885	2,627	109,687	\$153,554	203,605	691	40,950	\$48,473	31.6%	143,366	94.0	81.5
Tremper H		1,252,308	3,554	120,194	\$208,067	1,798,063	4,463	143,645	\$266,858	545,755	909	23,451	\$58,790	22.0%	313,802	78.1	72.5
HS Subtotal:		5,107,393	17,886	364,193	\$846,789	7,829,832	23,180	481,636	\$1,186,354	2,722,439	5,293	117,443	\$339,565	28.6%			
Bullen M		419,943	1,476	33,187	\$73,376	685,690	1,708	60,230	\$111,717	265,747	232	27,043	\$38,340	34.3%	121,962	60.7	52.8
Lance M		341,840	1,317	39,302	\$69,549	428,253	1,600	44,793	\$82,833	86,413	283	5,491	\$13,284	16.0%	137,290	51.7	48.9
Lincoln M		492,022	2,144	44,431	\$95,348	677,143	2,449	64,109	\$124,614	185,121	305	19,678	\$29,265	23.5%	134,038	75.0	64.5
Mahone M		702,000	3,126	41,441	\$122,651	998,442	3,645	62,492	\$161,664	296,442	519	21,051	\$39,014	24.1%	175,053	62.3	60.2
McKinley M		326,700	1,270	41,459	\$68,961	438,949	1,597	46,740	\$84,805	112,249	327	5,281	\$15,844	18.7%	101,622	64.2	66.5
Washington M		262,580	1,194	36,520	\$61,028	377,683	1,620	36,814	\$75,049	115,103	426	294	\$14,021	18.7%	99,643	61.7	57.3
MS Subtotal:		2,545,085	10,527	236,340	\$490,914	3,606,160	12,620	315,178	\$640,682	1,061,075	2,093	78,838	\$149,768	23.4%			
Bain E		380,100	1,743	15,819	\$66,318	490,035	2,168	31,359	\$88,900	109,935	425	15,540	\$22,582	25.4%	126,900	35.8	33.4
Bose E		138,114	555	18,724	\$31,769	237,256	746	25,974	\$47,971	99,142	191	7,250	\$16,202	33.8%	45,109	68.2	65.9
Brass E		266,880	1,260	13,980	\$47,718	307,929	1,382	22,298	\$57,098	41,049	122	8,318	\$9,380	16.4%	72,887	49.7	46.8
Dimensions E		50,258	-	13,497	\$16,528	53,189	-	13,182	\$16,747	2,931	0	(315)	\$219	1.3%	30,509	51.9	58.9
Forest Park E		119,022	472	33,067	\$38,955	147,724	509	33,330	\$42,192	28,702	37	263	\$3,238	7.7%	53,830	81.6	88.3
Frank E		362,220	1,309	17,774	\$58,261	483,201	1,611	22,640	\$74,474	120,981	302	4,866	\$16,213	21.8%	82,956	51.8	51.3
Grant E		87,760	335	23,413	\$28,335	105,283	460	24,680	\$31,733	17,523	125	1,267	\$3,399	10.7%	43,040	79.3	76.2
Grewenow E		132,160	456	26,121	\$35,536	204,911	606	32,118	\$47,908	72,751	150	5,997	\$12,372	25.8%	49,230	82.0	82.0
Harvey E		105,529	426	25,709	\$32,395	153,949	573	29,768	\$41,074	48,420	147	4,059	\$8,679	21.1%	47,980	77.2	75.3
Jefferson E		98,576	365	21,726	\$29,344	166,706	481	28,618	\$42,250	68,130	116	6,892	\$12,906	30.5%	49,528	76.5	64.9
Jeffery E		145,503	550	15,862	\$30,409	223,247	767	16,186	\$40,467	77,744	218	324	\$10,058	24.9%	45,209	57.1	55.5
Ktech (Lincoln)		135,680	609	12,364	\$27,216	126,335	577	15,998	\$28,827	(9,345)	(32)	3,634	\$1,611	5.6%	43,390	56.8	52.8
McKinley E		78,560	374	16,393	\$22,746	114,790	442	19,891	\$29,361	36,230	68	3,498	\$6,615	22.5%	35,085	72.2	68.0
Nash E		253,680	1,346	18,334	\$50,449	293,605	1,324	27,493	\$58,704	39,925	(22)	9,159	\$8,255	14.1%	73,636	64.2	51.9
Pleasant Prairie E		305,920	1,288	16,534	\$52,298	430,828	1,336	19,051	\$62,902	124,908	48	2,517	\$10,604	16.9%	73,306	47.7	53.8
Prairie Lane E		174,710	677	14,828	\$33,601	228,758	722	19,174	\$42,826	54,048	45	4,346	\$9,225	21.5%	65,778	45.3	43.7
Roosevelt E		107,040	410	21,080	\$29,204	154,751	566	23,041	\$36,459	47,711	155	1,961	\$7,254	19.9%	47,994	72.6	66.8
Somers E		213,920	886	17,232	\$40,455	321,397	1,167	25,668	\$57,617	107,477	281	8,436	\$17,162	29.8%	69,100	52.6	51.0
Southport E		127,680	638	17,725	\$30,516	199,753	793	19,419	\$40,112	72,073	154	1,694	\$9,596	23.9%	53,200	59.5	54.6
Stocker E		243,360	1,035	9,685	\$40,003	384,466	1,347	14,372	\$56,893	141,106	311	4,687	\$16,891	29.7%	80,621	38.5	33.2
Strange E		145,516	635	10,933	\$27,585	252,923	794	18,435	\$44,596	107,407	159	7,502	\$17,011	38.1%	57,192	43.8	38.2
Vernon E		210,110	815	52,713	\$62,112	347,793	1,205	62,141	\$82,534	137,683	390	9,428	\$20,422	24.7%	88,280	98.3	89.7
Whittier E		208,560	1,007	12,413	\$38,895	427,508	1,611	16,531	\$64,679	218,948	605	4,118	\$25,784	39.9%	63,888	53.4	43.3
Wilson E		78,600	382	20,616	\$25,876	138,553	530	27,084	\$37,295	59,953	147	6,468	\$11,419	30.6%	38,200	74.4	72.5
ELEM Subtotal:		4,169,458	17,574	466,542	\$896,523	5,994,890	21,717	588,451	\$1,173,619	1,825,432	4,143	121,909	\$277,096	23.6%			
Cesar Chavez		123,880	389	5,428	\$20,441	152,177	452	6,692	\$24,642	28,297	64	1,264	\$4,200	17.0%	20,500	66.2	66.3
ESC		703,520	2,181	33,361	\$101,472	875,823	2,678	40,424	\$124,713	172,303	497	7,063	\$23,241	18.6%	128,000	74.4	65.6
Recreation		53,222	273	4,811	\$11,287	55,089	299	5,016	\$13,358	1,867	26	205	\$2,071	15.5%	13,090	68.6	67.7
Other Subtotal:		880,622	2,843	43,600	\$133,200	1,083,089	3,430	52,132	\$162,712	202,467	587	8,532	\$29,513	18.1%			
Totals:		12,702,558	48,830	1,110,675	\$2,367,425	18,513,971	60,946	1,437,397	\$3,163,367	5,811,413	12,116	326,722	\$795,942	25.2%			

Note: Refinement of the base year may take place over time. Should this happen, some of the above figures may change. As a general rule changes will be minimal.

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KENOSHA UNIFIED SCHOOL BOARD
AUDIT/BUDGET/FINANCE MEETING
Educational Support Center – Room 190B
April 3, 2012
MINUTES

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Ms. R. Stevens was called to order at 7:49 P.M. with the following Committee members present: Mr. Nuzzo, Mr. Gallo, Mr. Thalman, Mr. Fredriksson, Mr. Kent, and Ms. R. Stevens. Dr. Hancock was also present. Mr. Aceto was excused. Ms. Marcich and Mr. McNair were absent.

Approval of Minutes – March 13, 2012 Meetings

Mr. Nuzzo moved to approve the minutes as presented in the agenda. Mr. Fredriksson seconded the motion. Unanimously approved.

World Language Software Costs

Mrs. Tina Schmitz, Chief Financial Officer; Mrs. Vickie Brown-Gurley, Assistant Superintendent of Teaching and Learning; and Mrs. Iva Plumley, Coordinator of Language Acquisition Programs; presented the World Language Software Update. It was explained that for the 2012-13 school year, a blended, personalized world language exploratory will be offered to all elementary students through the use of Rosetta Stone and Tell Me More will be used at the middle school level to help enhance the current world language program. The software will cost approximately \$350,624 and will be funded by reallocating money from the 2011-2012 textbook monies.

Mr. Nuzzo moved to forward the World Language Software Costs to the full Board for consideration. Mr. Gallo seconded the motion. Unanimously approved.

Information Items

Mrs. Schmitz provided the Committee with a CDO Update. She indicated that a settlement was reached in the lawsuit which resulted in the removal of the moral obligation of \$27 million in debt. \$9.5 million in debt remains; however, the monies previously received (just under \$6 million) will be used to pay down that debt.

Mrs. Schmitz also indicated that she spoke with Moody's in regards to a possible upgrade in the District's credit rating and they indicated that they will release a public statement following a meeting of their Committee.

Mrs. Schmitz presented the Financial Dashboard Report as contained in the agenda and indicated that the only change is the \$300,000 of additional expense for increased cost in unemployment.

There were no questions on the Monthly Financial Statements.

There were no questions on the Vacancy Dollars Estimated as of March 16, 2012.

Mrs. Schmitz presented the Fiscal 2012-2013 Budget Process as contained in the agenda. She reminded the Committee that the process is in the preliminary stages and that more concrete numbers will be available once the staffing portion of the budget is complete. She indicated that 10% was budgeted for health insurance but hopes that the rates, which are anticipated to be released next week, will be lower. She also confirmed a \$50 per pupil revenue (\$1.1 million) which will be used to narrow the deficit.

Future Agenda Items

No future agenda items were noted.

Meeting adjourned at 8:25 P.M.

Stacy Schroeder Busby
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

May 8, 2012
Audit/Budget/Finance Committee

SUPPLEMENTAL HEAD START FEDERAL GRANT
COST OF LIVING ADJUSTMENT

Following Board Policy 3220, the KUSD Head Start program completed the Administrative Regulation request to submit a Supplemental Head Start Federal Grant. Funding for the supplemental grant was created from both the Department of Health and Human Services and the American Recovery and Reinvestment Act. The grant provided \$14,393 of supplemental funding to provide a cost of living adjustment for Head Start staff. Through further review of the grant requirements and communication with Region V (the regional federal Head Start office) it has been determined that KUSD Head Start is not able to meet all of the grant requirements.

Acceptance of this grant states "All staff in Head Start programs must receive a cost-of-living increase of at least 0.72 percent in their hourly rate of pay." For the KUSD Head Start program "all staff" would include secretaries, education support personnel, miscellaneous staff, and teachers. Due to the budget cuts that our District is currently experiencing only teachers and those employees who would move up a step would have the opportunity for a salary increase.

Because we are not able to meet the base requirement of this grant, Administration is requesting that the Supplemental Head Start Federal Grant – Cost of Living Adjustment request that was previously submitted be withdrawn.

Recommendation

Administration recommends that the Audit/Budget/Finance Committee forward this request to the full Board for approval to withdraw the previously submitted Supplemental Head Start Federal Grant – Cost of Living Adjustment.

Dr. Michele Hancock
Superintendent of Schools

Belinda Grantham
Director of Pre-school

Kim Kurklis
Interim Chavez Center Director

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Kenosha Unified School District No. 1
Kenosha, Wisconsin

May 8, 2012
Audit/Budget/Finance Standing Committee

AUDIT SERVICES

Consistent with the District's practice of seeking proposals periodically for all services, a Request For Proposal was distributed in March to seven (7) audit firms in Wisconsin.

Four (4) audit firms responded with a proposal for services. At least three of the audit firms are of the size and stability to service KUSD needs and meet the requirements set forth in the Request For Proposal. The firms were asked to bid on the following outputs in accordance with auditing standards and DPI requirements:

1. Independent Auditors Report on General Purpose Financial Statements
2. Single Audit Section
3. Current Year Findings and Questioned Costs
4. Status of Prior Year Findings and Questioned Costs
5. Management Letter
6. Student Activity Funds Audit Report
7. Review of Special Education licenses
8. Review of Comprehensive Annual Financial Report
9. **Irregularities and illegal acts.** Auditors shall be required to make an immediate, written report of all irregularities and illegal acts or indications of illegal acts of which they become aware to the following parties:
 - a. Board President
 - b. Superintendent of Schools
 - c. Chief Financial Officer

The bid required a fixed price consistent with auditing standards at the time for the 2012, 2013 and 2014 engagements, with option to extend price parameters an additional two (2) years, and option for preparation of the financial statements and membership audit if required by DPI.

The cost proposals for services by firm:

	Schenck			Hawkins, Ash, Baptie & Co			Baker Tilly Virchow Krause, LLP			Clifton Larson Allen		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Audit	\$ 33,000	\$33,900	\$ 34,800	\$ 48,000	\$ 48,000	\$48,000	\$52,500	\$53,550	\$54,600	\$61,050	\$62,900	\$64,800
CAFR	\$ 5,600	\$ 5,750	\$ 5,900	\$ 15,000	\$ 15,000	\$15,000	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,700	\$ 7,900
Member Audit	\$ 6,000	\$ 6,000	\$ 6,000	N/A	\$ 15,000	\$15,000	\$10,500	\$10,500	\$10,500	\$ 7,500	\$ 7,700	\$ 7,900
TOTAL	\$ 44,600	\$45,650	\$ 46,700	\$ 63,000	\$ 78,000	\$78,000	\$70,500	\$71,550	\$72,600	\$76,050	\$78,300	\$80,600

The selection was based on the following criteria:

1. Qualifications of the Firm
2. Relevant Experience – Similar Engagements
3. Responsiveness to the Request For Proposal – Technical Approach
4. Total Cost
5. Total Hours

The criteria scores by firm:

	<i>max.</i>	Schenck	Hawkins, Ash, Baptie & Co	Baker Tilly Virchow Krause, LLP	Clifton Larson Allen
Firm Profile	30	30	20	30	30
Qualifications	30	30	20	30	30
Technical Approach	20	20	8	19	10
Total Merits Points	80	80	48	79	70
Cost Points	20	20	12.51	12.76	10.66
Total Criteria Points	100	100	60.51	91.76	80.66

Schenck Business Solutions has provided quality services at competitive pricing during their term as our auditor. This year, we will have a new partner and lead auditor conducting the audit, both of whom have considerable governmental and school district experience. This will provide for a fresh perspective of our financial reporting, while allowing for consistency and efficiency in the audit services.

It is Administration's recommendation that the District engage Schenck Business Solutions for professional auditing services. It is recommended that the contract continue for the next three (3) years with one (1), two (2) year extension. It is requested that the Audit/Budget/Finance Committee forward this recommendation to the full Board for consideration.

Dr. Michele Hancock
Superintendent of Schools

Tina Schmitz
Chief Financial Officer

Heather Kraeuter, CPA
Accounting Supervisor

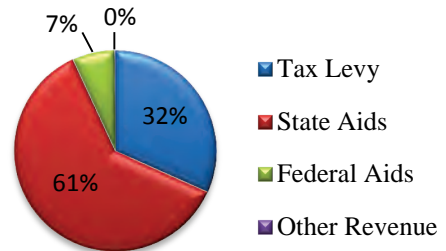
Operations Summary

(General & Special Education Funds)

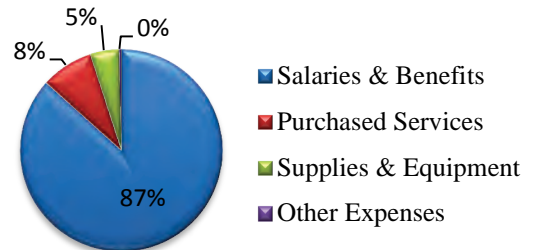
<i>Stated in Thousands</i>	FY11 Prior Year	FY12 Budget	FY12 Forecast	Percent of Total
Tax Levy	\$ 82,431	\$ 79,997	\$ 79,997	32%
State Aids	164,779	155,066	155,066	61%
Federal Aids	21,438	16,904	16,904	7%
Other Revenue	1,785	406	515	0%
Total Revenues	\$ 270,433	\$ 252,372	\$ 252,481	100%
Salaries & Benefits	237,684	222,475	223,335	87%
Purchased Services	22,101	22,792	21,572	8%
Supplies & Equipme	16,213	14,461	11,880	5%
Other Expenses	1,259	876	876	0%
Total Expenses	\$ 277,257	\$ 260,603	\$ 257,662	100%
NET CHANGE	\$ (6,824)	\$ (8,231)	\$ (5,181)	

Summary: Included in the forecast are expected reductions totaling \$3.4 million taken to date by leadership. Detail of those reductions were presented at the February 14th special Board meeting. Since that date, \$300k of additional expense for increased costs in unemployment compensation has been added.

Revenue



Expense



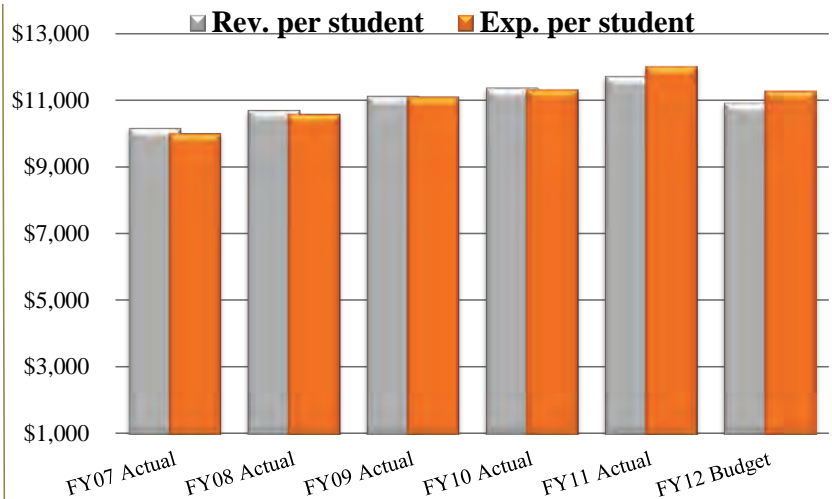
A1 Rating-Moody's Investors Service

In November 2011 Moody's downgraded the District's rating to A1 from Aa3 with a negative outlook.

General Operating Revenues and Expenses per Student

This chart and data below represent the revenues and expenses from Fund 10 (General Fund) and Fund 27 (Special Education). These two funds make up general operations where all revenues and costs tied to instruction and operations are recorded.

Student membership is the actual student count used in the state equalization aid formula.



Operations	FY07 Actual	FY08 Actual	FY09 Actual	FY10 Actual	FY11 Actual	FY12 Budget
Total Revenue	\$ 228,547,041	\$ 241,405,470	\$ 252,986,435	\$ 261,488,881	\$ 270,432,913	\$ 250,905,027
Total Expense	\$ 225,014,722	\$ 238,868,813	\$ 252,405,286	\$ 260,461,835	\$ 277,256,623	\$ 259,135,850
Net Change	\$ 3,532,319	\$ 2,536,657	\$ 581,149	\$ 1,027,046	\$ (6,823,710)	\$ (8,230,823)
Rev. per student	\$ 10,192	\$ 10,729	\$ 11,161	\$ 11,402	\$ 11,755	\$ 10,957
Exp. per student	\$ 10,035	\$ 10,616	\$ 11,135	\$ 11,357	\$ 12,051	\$ 11,316
Membership	22,424	22,500	22,668	22,934	23,006	22,900

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Budget to Actual Comparison Report by Fund Groups**2011 - 2012 Fund Summary Budget**

For the Period Ended 3/31/2012

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Fund 10 General Fund

----- 2012 -----						----- 2011 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	16,814,885	16,814,885				23,633,695	23,633,695				
100 Operating Transfers In	0	0		0		0	0		0		0
200 Local revenues	80,033,586	78,795,306		1,238,280	98.45	82,665,228	81,095,422		1,569,806	98.10	82,430,823
300 Interdistrict revenues	300,000	0		300,000	0.00	306,000	0		306,000	0.00	315,958
500 Intermediate revenues	59,500	77,123		-17,623	129.62	81,517	55,120		26,397	67.62	78,481
600 State aid	144,510,911	91,294,446		53,216,465	63.17	154,213,513	97,474,514		56,738,999	63.21	154,334,277
700 Federal aid	11,311,800	5,590,558		5,721,242	49.42	16,662,847	5,917,558		10,745,290	35.51	13,724,132
800 Debt proceeds	0	190,129		-190,129		0	0		0		0
900 Revenue adjustments	26,669	27,047		-378	101.42	157,732	323		157,408	0.20	1,361,022
Total Revenues	236,242,466	175,974,609		60,267,857	74.49	254,086,837	184,542,937		69,543,901	72.63	252,244,694
----- 2012 -----						----- 2011 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	116,595,763	82,699,248	3,060	33,893,455	70.93	119,575,975	86,009,308	4,946	33,561,721	71.93	123,812,685
200 Benefits	63,453,495	42,385,504		21,067,991	66.80	67,820,540	45,381,936	16,820	22,421,784	66.91	70,460,944
300 Purchased Services	18,246,399	11,089,147	2,191,904	4,965,348	60.77	20,141,131	12,291,751	1,939,084	5,910,295	61.03	17,557,602
400 Supplies	9,628,403	5,148,343	1,029,913	3,450,147	53.47	13,817,453	8,392,181	2,707,749	2,717,523	60.74	12,902,112
500 Capital Outlay	2,394,284	1,832,507	69,048	492,728	76.54	2,029,044	1,750,159	424,828	-145,943	86.26	2,598,800
600 Debt Services	450,000	307,020		142,980	68.23	450,000	405,674		44,326	90.15	459,197
700 Insurance	1,326,707	1,221,108	0	105,599	92.04	596,707	504,801	0	91,906	84.60	568,192
800 Operating Transfers Out	30,759,834	500,000		30,259,834	1.63	29,269,597	500,000		28,769,597	1.71	30,498,836
900 Other objects	1,618,405	48,054	15,669	1,554,682	2.97	386,391	112,956	4,455	268,980	29.23	210,037
Total Expenditures	244,473,289	145,230,930	3,309,594	95,932,764	59.41	254,086,837	155,348,766	5,097,882	93,640,188	61.14	259,068,404
Net Revenue/Expenses	-8,230,823	30,743,679				0	29,194,170				-6,823,710
Fund Balance - Ending	8,584,063	47,558,564				23,633,695	52,827,866				16,809,985

Budget to Actual Comparison Report by Fund Groups**2011 - 2012 Fund Summary Budget**

For the Period Ended 3/31/2012

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Fund 21 Special Revenue Trust

----- 2012 -----					----- 2011 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	0	0			0	0					
200 Local revenues	0	0	0		0	0	0		0		
Total Revenues	0	0	0		0	0	0		0		
----- 2012 -----					----- 2011 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	0	0		0		0	0		0		0
500 Capital Outlay	0	0		0		0	0		0		0
Total Expenditures	0	0		0		0	0		0		0
Net Revenue/Expenses	0	0				0	0				0
Fund Balance - Ending	0	0				0	0				0

Budget to Actual Comparison Report by Fund Groups**2011 - 2012 Fund Summary Budget**

For the Period Ended 3/31/2012

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Fund 25 Head Start

----- 2012 -----						----- 2011 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
700 Federal aid	1,968,420	1,149,800		818,620	58.41	2,047,632	1,260,429		787,203	61.56	2,047,632
Total Revenues	1,968,420	1,149,800		818,620	58.41	2,047,632	1,260,429		787,203	61.56	2,047,632
----- 2012 -----						----- 2011 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	907,026	610,406		296,621	67.30	955,280	697,041		258,239	72.97	986,014
200 Benefits	671,100	421,833		249,267	62.86	711,374	472,583		238,791	66.43	659,201
300 Purchased Services	122,397	71,285	28,181	22,931	58.24	54,815	45,191	0	9,624	82.44	81,866
400 Supplies	99,122	32,752	2,156	64,214	33.04	157,388	45,502	13,922	97,964	28.91	156,552
500 Capital Outlay	168,775	136,667		32,108	80.98	168,775	136,667		32,108	80.98	164,000
900 Other objects	0	0		0		0	0		0		0
Total Expenditures	1,968,420	1,272,942	30,337	665,141	64.67	2,047,632	1,396,984	13,922	636,726	68.22	2,047,632
Net Revenue/Expenses	0	-123,142				0	-136,555				0
Fund Balance - Ending	0	-123,142				0	-136,555				0

Budget to Actual Comparison Report by Fund Groups**2011 - 2012 Fund Summary Budget**

For the Period Ended 3/31/2012

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Fund 27 Special Education

----- 2012 -----					----- 2011 -----						
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
100 Operating Transfers In	29,292,741	0		29,292,741	0.00	28,283,672	0		28,283,672	0.00	29,512,911
200 Local revenues	7,000	8,062		-1,062	115.17	0	5,018		-5,018		8,138
300 Interdistrict revenues	20,000	0		20,000	0.00	0	0		0		21,740
600 State aid	10,555,000	7,744,876		2,810,124	73.38	10,163,463	7,576,216		2,587,247	74.54	10,444,563
700 Federal aid	6,928,040	2,305,577		4,622,463	33.28	8,824,280	2,870,336		5,953,943	32.53	7,713,778
900 Revenue adjustments	0	0		0		0	0		0		0
Total Revenues	46,802,781	10,058,515		36,744,266	21.49	47,271,415	10,451,570		36,819,845	22.11	47,701,130
----- 2012 -----					----- 2011 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	25,858,619	18,063,007		7,795,612	69.85	26,428,767	18,446,900		7,981,868	69.80	26,907,462
200 Benefits	16,481,360	10,819,431		5,661,930	65.65	16,502,979	10,939,525		5,563,454	66.29	16,502,479
300 Purchased Services	3,356,534	2,741,982	121,007	493,545	81.69	3,367,515	3,047,883	168,284	151,349	90.51	3,515,973
400 Supplies	1,059,176	245,677	45,497	768,003	23.20	676,459	274,145	85,701	316,612	40.53	504,417
500 Capital Outlay	47,091	47,531	0	-440	100.93	295,695	266,910	2,796	25,989	90.27	270,527
900 Other objects	0	0		0		0	-75	75	0		273
Total Expenditures	46,802,781	31,917,628	166,504	14,718,649	68.20	47,271,415	32,975,288	256,856	14,039,271	69.76	47,701,130
Net Revenue/Expenses	0	-21,859,113				0	-22,523,717				0
Fund Balance - Ending	0	-21,859,113				0	-22,523,717				0

Budget to Actual Comparison Report by Fund Groups**2011 - 2012 Fund Summary Budget**

For the Period Ended 3/31/2012

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Fund 30-39 Debt Services Fund

----- 2012 -----						----- 2011 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	760,673	760,673				1,161,315	1,161,315				
100 Operating Transfers In	985,925	500,000	485,925	50.71		985,925	500,000	485,925	50.71	985,925	
200 Local revenues	14,631,273	14,632,642	-1,369	100.01		13,528,038	13,526,701	1,337	99.99	13,528,038	
800 Debt proceeds	0	9,275,000	-9,275,000			9,500,000	0	9,500,000	0.00	9,500,000	
900 Revenue adjustments	1,517,678	1,246,723	270,955	82.15		1,104,081	1,094,831	9,250	99.16	1,104,081	
Total Revenues	17,134,876	25,654,365	-8,519,489	149.72		25,118,044	15,121,533	9,996,512	60.20	25,118,044	
----- 2012 -----						----- 2011 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	16,817,894	15,251,612		1,566,282	90.69	25,518,686	3,061,482		22,457,204	12.00	25,518,686
Total Expenditures	16,817,894	15,251,612		1,566,282	90.69	25,518,686	3,061,482		22,457,204	12.00	25,518,686
Net Revenue/Expenses	316,982	10,402,753				-400,642	12,060,051				-400,642
Fund Balance - Ending	1,077,655	11,163,427				760,673	13,221,366				760,673

Budget to Actual Comparison Report by Fund Groups**2011 - 2012 Fund Summary Budget**

For the Period Ended 3/31/2012

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Fund 40-49 Capital Project Fund

----- 2012 -----						----- 2011 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	4,244,696	4,244,696				20,571,141	20,571,141				
200 Local revenues	34,415	34,415		0	100.00	35,000	141,695		-106,695	404.84	219,553
800 Debt proceeds	0	0		0		0	0		0		0
Total Revenues	34,415	34,415		0	100.00	35,000	141,695		-106,695	404.84	219,553
----- 2012 -----						----- 2011 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	0		0		0	1,806		-1,806		1,806
200 Benefits	0	0		0		0	351		-351		351
300 Purchased Services	4,279,111	4,280,531	465,160	-466,581	100.03	17,868,691	13,187,447	7,145,054	-2,463,810	73.80	16,303,722
500 Capital Outlay	0	0		0		0	0		0		0
600 Debt Services	0	0		0		0	120,060		-120,060		240,120
800 Operating Transfers Out	0	0		0		0	0		0		0
Total Expenditures	4,279,111	4,280,531	465,160	-466,581	100.03	17,868,691	13,309,664	7,145,054	-2,586,027	74.49	16,545,999
Net Revenue/Expenses	-4,244,696	-4,246,116				-17,833,691	-13,167,969				-16,326,446
Fund Balance - Ending	0	-1,420				2,737,450	7,403,172				4,244,696

Budget to Actual Comparison Report by Fund Groups**2011 - 2012 Fund Summary Budget**

For the Period Ended 3/31/2012

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Fund 50 Food Service

----- 2012 -----						----- 2011 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	480,864	480,864				354,952	354,952				
200 Local revenues	2,857,631	2,300,501		557,130	80.50	3,315,380	2,125,382		1,189,998	64.11	2,963,644
600 State aid	142,370	135,121		7,249	94.91	144,200	139,790		4,410	96.94	139,790
700 Federal aid	5,054,136	3,218,953		1,835,183	63.69	3,841,631	2,480,974		1,360,657	64.58	5,215,700
900 Revenue adjustments	0	0		0		0	20,000		-20,000		20,000
Total Revenues	8,054,137	5,654,575		2,399,562	70.21	7,301,211	4,766,146		2,535,065	65.28	8,339,134
----- 2012 -----						----- 2011 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,146,618	1,370,161		776,457	63.83	1,791,908	1,318,163		473,745	73.56	2,170,942
200 Benefits	1,193,987	701,614		492,373	58.76	1,023,341	741,651		281,690	72.47	1,071,645
300 Purchased Services	213,097	86,334	61,249	65,514	40.51	155,100	111,249	13,359	30,492	71.73	162,734
400 Supplies	4,278,441	3,205,911	798,081	274,449	74.93	4,105,740	2,915,795	943,816	246,129	71.02	4,711,104
500 Capital Outlay	151,264	165,067	2,062	-15,866	109.13	244,500	1,002	7,998	235,500	0.41	8,038
800 Operating Transfers Out	0	0		0		0	0		0		0
900 Other objects	70,730	53,367	0	17,363	75.45	0	47,403		-47,403		88,759
Total Expenditures	8,054,137	5,582,454	861,392	1,610,291	69.31	7,320,589	5,135,263	965,173	1,220,153	70.15	8,213,222
Net Revenue/Expenses	0	72,121				-19,378	-369,117				125,912
Fund Balance - Ending	480,864	552,985				335,574	-14,165				480,864

Budget to Actual Comparison Report by Fund Groups**2011 - 2012 Fund Summary Budget**

For the Period Ended 3/31/2012

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Fund 60 Student Activity Fund

----- 2012 -----					----- 2011 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	0	0			0	0					
200 Local revenues	0	0	0		0	0	0		0		
Total Revenues	0	0	0		0	0	0		0		
----- 2012 -----					----- 2011 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	5,034		-5,034		0	2,844		-2,844		306
200 Benefits	0	937		-937		0	394		-394		8
300 Purchased Services	0	0		0		0	681		-681		0
400 Supplies	0	-338,405	51,122	287,284		0	-374,274	26,700	347,574		-314
500 Capital Outlay	0	0		0		0	0	4,400	-4,400		0
Total Expenditures	0	-332,435	51,122	281,313		0	-370,357	31,100	339,256		0
Net Revenue/Expenses	0	332,435				0	370,357				0
Fund Balance - Ending	0	332,435				0	370,357				0

Budget to Actual Comparison Report by Fund Groups**2011 - 2012 Fund Summary Budget**

For the Period Ended 3/31/2012

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Fund 70-79 Trust Funds

----- 2012 -----					----- 2011 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	-20,646,012	-20,646,012			-21,843,612	-21,843,612					
200 Local revenues	4,682,760	14,540	4,668,220	0.31	4,949,239	841	4,948,397	0.02	5,025,440		
900 Revenue adjustments	0	8,372,492	-8,372,492		0	0	0		0		
Total Revenues	4,682,760	8,387,032	-3,704,272	179.10	4,949,239	841	4,948,397	0.02	5,025,440		
----- 2012 -----											
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	3,370,000	2,706,210		663,790	80.30	3,370,000	2,782,143		587,857	82.56	3,368,164
300 Purchased Services	310,000	2,613,454		-2,303,454	843.05	310,000	281,773	53,719	-25,492	90.89	451,552
400 Supplies	0	958		-958		0	0		0		0
600 Debt Services	0	6,000		-6,000		0	6,000		-6,000		6,000
900 Other objects	0	0		0		0	5		-5		5
Total Expenditures	3,680,000	5,326,622		-1,646,622	144.75	3,680,000	3,069,921	53,719	556,359	83.42	3,825,721
Net Revenue/Expenses	1,002,760	3,060,410				1,269,239	-3,069,080				1,199,719
Fund Balance - Ending	-19,643,252	-17,585,601				-20,574,373	-24,912,691				-20,643,868

Budget to Actual Comparison Report by Fund Groups**2011 - 2012 Fund Summary Budget**

For the Period Ended 3/31/2012

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Fund 81 Recreation Services Program

----- 2012 -----						----- 2011 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	257,109	257,109				298,389	298,389				
200 Local revenues	452,419	408,973		43,446	90.40	452,419	404,683		47,737	89.45	432,730
Total Revenues	452,419	408,973		43,446	90.40	452,419	404,683		47,737	89.45	432,730
----- 2012 -----						----- 2011 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	323,925	183,206		140,719	56.56	317,610	198,230	0	119,380	62.41	276,837
200 Benefits	137,621	89,452		48,169	65.00	123,030	97,896	0	25,134	79.57	138,086
300 Purchased Services	48,700	22,380	3,941	22,378	45.96	48,700	24,132	3,363	21,205	49.55	36,032
400 Supplies	19,900	4,944	3,211	11,746	24.84	19,900	6,759	4,833	8,308	33.97	12,391
500 Capital Outlay	17,800	4,935	4,505	8,360	27.72	17,800	7,305	9,135	1,360	41.04	7,665
900 Other objects	4,000	1,407	140	2,453	35.18	4,000	1,601		2,399	40.02	2,999
Total Expenditures	551,946	306,324	11,798	233,824	55.50	531,040	335,923	17,331	177,786	63.26	474,010
Net Revenue/Expenses	-99,527	102,649				-78,621	68,760				-41,280
Fund Balance - Ending	157,582	359,758				219,768	367,149				257,109

Budget to Actual Comparison Report by Fund Groups**2011 - 2012 Fund Summary Budget**

For the Period Ended 3/31/2012

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Fund 82 Athletic Venues

----- 2012 -----						----- 2011 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	7,630	7,630				2,187	2,187				
200 Local revenues	29,125	20,863		8,262	71.63	29,125	19,760		9,365	67.85	23,544
Total Revenues	29,125	20,863		8,262	71.63	29,125	19,760		9,365	67.85	23,544
----- 2012 -----						----- 2011 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	10,000	7,949		2,051	79.49	10,000	8,841		1,159	88.41	12,431
200 Benefits	0	1,189		-1,189		0	1,776		-1,776		2,424
300 Purchased Services	10,000	3,977		6,023	39.77	10,000	4,025		5,975	40.25	5,879
400 Supplies	2,148	0		2,148	0.00	2,148	1,396		752	65.01	2,367
500 Capital Outlay	0	0		0		0	-5,000		5,000		-5,000
Total Expenditures	22,148	13,114		9,034	59.21	22,148	11,038		11,110	49.84	18,101
Net Revenue/Expenses	6,977	7,749				6,977	8,722				5,443
Fund Balance - Ending	14,607	15,379				9,164	10,909				7,630

Budget to Actual Comparison Report by Fund Groups**2011 - 2012 Fund Summary Budget**

For the Period Ended 3/31/2012

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Fund 83 Community Services Program

----- 2012 -----						----- 2011 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	68,391	68,391				53,749	53,749				
200 Local revenues	1,628,421	1,628,821		-400	100.02	1,624,421	1,624,422		-1	100.00	1,624,422
Total Revenues	1,628,421	1,628,821		-400	100.02	1,624,421	1,624,422		-1	100.00	1,624,422
----- 2012 -----						----- 2011 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	419,928	235,624		184,304	56.11	330,160	216,778		113,383	65.66	306,402
200 Benefits	174,923	93,895		81,027	53.68	150,229	104,541		45,688	69.59	147,253
300 Purchased Services	301,372	39,494	255,215	6,663	13.10	304,978	142,134	147,080	15,764	46.60	287,948
400 Supplies	39,570	10,741	12,453	16,376	27.14	26,126	6,671	1,955	17,501	25.53	15,970
500 Capital Outlay	761,019	2,273	0	758,746	0.30	866,677	0		866,677	0.00	852,207
Total Expenditures	1,696,812	382,027	267,669	1,047,116	22.51	1,678,170	470,123	149,034	1,059,012	28.01	1,609,779
Net Revenue/Expenses	-68,391	1,246,794				-53,749	1,154,299				14,643
Fund Balance - Ending	0	1,315,185				0	1,208,048				68,391

Budget to Actual Comparison Report by Fund Groups**2011 - 2012 Fund Summary Budget**

For the Period Ended 3/31/2012

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Fund 85 CLC After School Program

----- 2012 -----					----- 2011 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	324,563	324,563			396,141	396,141					
200 Local revenues	0	13,274	-13,274		0	38,277	-38,277		90,066		
500 Intermediate revenues	0	20,370	-20,370		0	39,743	-39,743		61,442		
Total Revenues	0	33,644	-33,644		0	78,020	-78,020		151,508		
----- 2012 -----					----- 2011 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	-55		55		0	0		0		89,766
200 Benefits	0	0		0		0	0		0		7,043
300 Purchased Services	0	0		0		0	0		0		86,073
400 Supplies	0	0		0		0	0		0		40,205
Total Expenditures	0	-55		55		0	0		0		223,087
Net Revenue/Expenses	0	33,699				0	78,020				-71,579
Fund Balance - Ending	324,563	358,261				396,141	474,161				324,563

Kenosha Unified School District No 1

Budget to Actual Comparison Report

2011 - 2012 District Summary Budget

For the Period Ended 3/31/2012

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All Funds

----- 2012 -----						----- 2011 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	2,312,799	2,312,799				24,627,958	24,627,958				
100 Operating Transfers In	30,278,666	500,000		29,778,666	1.65	29,269,597	500,000		28,769,597	1.71	30,498,836
200 Local revenues	104,356,630	97,857,397		6,499,233	93.77	106,598,850	98,982,201		7,616,649	92.85	106,346,398
300 Interdistrict revenues	320,000	0		320,000	0.00	306,000	0		306,000	0.00	337,698
500 Intermediate revenues	59,500	97,493		-37,993	163.85	81,517	94,863		-13,346	116.37	139,924
600 State aid	155,208,281	99,174,443		56,033,838	63.90	164,521,176	105,190,519		59,330,657	63.94	164,918,630
700 Federal aid	25,262,396	12,264,889		12,997,507	48.55	31,376,390	12,529,297		18,847,093	39.93	28,701,242
800 Debt proceeds	0	9,465,129		-9,465,129		9,500,000	0		9,500,000	0.00	9,500,000
900 Revenue adjustments	1,544,347	9,646,262		-8,101,916	624.62	1,261,813	1,115,154		146,658	88.38	2,485,103
Total Revenues	317,029,820	229,005,613		88,024,207	72.23	342,915,344	218,412,034		124,503,309	63.69	342,927,831

----- 2012 -----						----- 2011 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	146,261,880	103,174,580	3,060	43,084,240	70.54	149,409,701	106,899,909	4,946	42,504,845	71.55	154,564,651
200 Benefits	85,482,486	57,220,064		28,262,422	66.94	89,701,493	60,522,796	16,820	29,161,877	67.47	92,357,597
300 Purchased Services	26,887,610	20,948,584	3,126,657	2,812,368	77.91	42,260,930	29,136,265	9,469,944	3,654,721	68.94	38,489,379
400 Supplies	15,126,761	8,310,920	1,942,433	4,873,408	54.94	18,805,214	11,268,175	3,784,677	3,752,362	59.92	18,344,804
500 Capital Outlay	3,540,232	2,188,979	75,616	1,275,637	61.83	3,622,490	2,157,043	449,157	1,016,290	59.55	3,896,236
600 Debt Services	17,267,894	15,564,632		1,703,262	90.14	25,968,686	3,593,216		22,375,470	13.84	26,224,003
700 Insurance	1,326,707	1,221,108	0	105,599	92.04	596,707	504,801	0	91,906	84.60	568,192
800 Operating Transfers Out	30,759,834	500,000		30,259,834	1.63	29,269,597	500,000		28,769,597	1.71	30,498,836
900 Other objects	1,693,134	102,828	15,809	1,574,497	6.07	390,391	161,889	4,530	223,972	41.47	302,073
Total Expenditures	328,346,538	209,231,695	5,163,575	113,951,268	63.72	360,025,208	214,744,095	13,730,073	131,551,040	59.65	365,245,771
Net Revenue/Expenses	-11,316,718	19,773,918				-17,109,865	3,667,939				-22,317,940
Fund Balance - Ending	-9,003,919	22,086,717				7,518,093	28,295,897				2,310,043

KENOSHA UNIFIED SCHOOL DISTRICT #1
CASH AND INVESTMENT QUARTERLY REPORT
FISCAL YEAR ENDING JUNE 30, 2012

Financial Institution	Total Fiscal Year-To-Date 2011-12 (thru Mar 2012)				Total Fiscal Year 2010 - 2011				Total Fiscal Year 2009 - 2010		
	Cash Balance	Interest Earned*	Rate		Cash Balance	Interest Earned*	Rate		Cash Balance	Interest Earned	Rate
General (Funds 10, 20s, 50, 75 & 80)											
Johnson Bank Checking	\$ 10,486,186	\$ -	0.00%		\$ 958,740	\$ -	0.05%		\$ 936,146	\$ -	0.12%
Johnson Bank Repurchase Account	400,000	274	0.05%		4,377,063	6,025	0.05%		4,836,299	17,647	0.12%
U.S. Bank Savings	10,315	2	0.01%		10,351	5	0.04%		10,396	52	0.12%
Petty Cash Accounts	6,190				6,265				6,265		
Local Government Investment Pool	28,627,465	8,176	0.15%		19,288	36	0.11%		19,253	93	0.22%
Wisconsin Investment Series Coop	71,263	13,827	0.13%		38,320,707	15,586	0.20%		35,211,686	194,819	0.23%
	\$ 39,601,419	\$ 22,279			\$ 43,692,414	\$ 21,651			\$ 41,020,045	\$ 212,611	
Debt Service (Fund 30s)											
Local Government Investment Pool	4,518,263	1,708	0.15%		620,443	1,148	0.11%		619,295	1,584	0.22%
Wisconsin Investment Series Coop	10,973,997	4,948	(a)		4,253,523	6,536	0.20%		4,615,624	425,764	0.23%
	\$ 15,492,260	\$ 6,656			\$ 4,873,966	\$ 7,684			\$ 5,234,919	\$ 427,348	
Capital Projects (Fund 40s)											
Wisconsin Investment Series Coop	6,859	34,415	0.04%		2,811,771	219,553	0.20%		27,065,098	432,869	0.23%
	\$ 6,859	\$ 34,415			\$ 2,811,771	\$ 219,553			\$ 27,065,098	\$ 432,869	
OPEB (Fund 73)											
Wisconsin Investment Series Coop (CDO)	5,911,118	3,086	0.13%		account opened 11/2011				account opened 11/2011		
Wisconsin Investment Series Coop	4,443,487	11,454	0.40%		4,432,418	35,745	0.54%		4,396,673	9,561	0.51%
	\$ 10,354,604	\$ 14,540			\$ 4,432,418	\$ 35,745			\$ 4,396,673	\$ 9,561	

* This represents the interest recognized at this time. The interest earned from Certificates of Deposits will be recognized when the CD matures.

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KENOSHA UNIFIED SCHOOL DISTRICT NO.1
Kenosha, Wisconsin

May 8, 2012
Curriculum/Program & Audit/Budget/Finance Standing Committees

MARY FROST ASHLEY CHARITABLE TRUST

School Board approval is requested to submit and implement a one-year proposal to expand the District's comprehensive family education training program and student engagement opportunities to increase student attendance, achievement, and participation in citizenship. The District applied and received funding from the Mary Frost Ashley Charitable Trust in 2010 and 2011 for the Back to School – A Celebration of Family and Community Event, and parent and student programs.

During the 2012-2013 school year, the District plans to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences, and expand student learning opportunities through expenditure learning on the elementary level and leadership development and peer to peer training at a middle school. This comprehensive program is developed with the framework of Search Institute's "40 Developmental Assets," Joyce Epstein's School, Family and Community Partnerships guide, and the District's Transformation Design. The design plan includes improving student achievement, personalized learning, expanding collaborative partnerships with families, the community and industry as well as implementing Joyce Epstein's "Ten Steps to Success: School-Based Programs of Family, School, and Community Partnerships" and securing resources to support student learning. This directly relates to Transformation Design Goal #2.

Data will be kept on attendance, ethnicity, and student participation in interactive family programs and student engagement. The application includes the following two major components:

- 1) Parent education trainings for the new "Family" structure, family engagement learning opportunities, parenting skills development, particularly in the area of behavioral management, and support to families that are experiencing challenges with lack of education, employment, and resources, and
- 2) Student engagement learning opportunities that will assist them in developing life skills, engaging in community service, and experiencing new opportunities such as a visit to a university, cultural center, theatre, and/or athletic event.

Title

A Framework for Healthy Youth Development: Expanding Family and Student Learning Programs.

Funding Source

These funds originate from the Mary Frost Ashley Charitable Trust. The Trust was created by Mary Frost Ashley to provide financial support to the charitable organizations in Kenosha, Wisconsin. The Kenosha Unified School District was selected to submit a 2012 proposal.

Time Period

July 1, 2012 – June 30, 2013

Purpose

The goal is to further develop the District's Family Engagement Training and Education Programs as well as provide meaningful and engaging learning opportunities for students to increase achievement and attendance. The following goals support the expansion of family and student participation as well as a stronger home school connection:

Goal I – Provide support for the School Sites Back to School Family Celebration

Goal II – Implement Joyce's Epstein's Family, School, and Community Partnership Model at five elementary sites.

Goal III – Plan and implement the Families and Schools Together (FAST) Program at one elementary school and one middle school.

Goal IV – Offer meaningful educational and enrichment experiences for Frank and Wilson students during the Intensive Expedition two week period following each quarter during the second year of the Extended Year School Program.

Goal V – Expand the Family Learning Academy to include interactive series on the District's new elementary school "Family" structure, behavioral management, violence and gang prevention and safety issues.

Goal VI – Washington Middle School will develop a Positive Washington Men's group.

Goal VII – Further develop family interactive learning experiences at middle schools.

Goal VIII – Strengthen parent trainings with the District's School Age Parent Program.

Goal IX – Provide support for the Annual Kenosha County Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch.

Goal X – Provide support for Parent Leadership Development Training.

Number of students served: 22,978

Relationship to Transformation Design

This proposal directly relates to the District's Transformation Design mission, goals, and student results. The transformation goal, as it relates to A Framework for Healthy Youth Development: Expanding Family Learning and Student Engagement Programs, is to expand collaborative partnerships with families, community, and industry.

Budget

Classification	Object	Amount
Support Services	Salaries	\$ 8,853
	Fringes	\$ 1,264
	Purchased Services	\$ 77,710
	Non-Capitol Objects	\$ 21,493
	Total	\$109,320

District Resources Committed as a Result of the Acceptance of these Funds

The Community School Relations Manager is required to coordinate all goals in the program. Support for Parent Site Organizers and additional time for staff is covered through the Community School Relations Office Budget for approximately \$12,000.00.

Relationship to District Budget

The Mary Frost Ashley Charitable Trust covers items above those offered in the District budget.

Evaluation Plan

The five schools that participate in the Joyce Epstein's School, Family and Community Partnerships process will complete an evaluation through focus groups. Each school will have an outside facilitator lead a group discussion on the value of this process to determine if it has an effective impact on the school-community.

The Family Learning Academy interactive learning experiences will have a formal written evaluation process. Every program will collect attendance data that includes how many parents and students attend and participate in the interactive program, ethnicity, and attendance in pre-school child care during the program.

Best practice, research based and evidence based programs will follow the evaluation criteria set up for the program. Examples will include Families and School Together (FAST), Supporting School Success, Successful Fathering, and Motherread Fatherread. Parents participating in Successful Fathering and Motherread Fatherread will participate in a focus group when the series is completed. Information compiled will help set the direction of the program for future groups. District staff at Frank and Wilson Elementary schools relate how the learning experiences

during the two week quarterly enrichment program relates to curriculum being taught and the value of the experiences. Information will be compiled into a report for review and future planning.

The Positive Washington Wildcat group will engage in a focus group with students and an outside facilitator to assist in determining the effectiveness of the program. Other students in the school will voluntarily complete a survey to also determine the value of the established group.

The Annual Kenosha County Alcohol, Tobacco, and the Other Drugs Awareness Student Recognition Brunch will send out evaluations to school site representatives, parents, teachers, and the committee at large. Input from the evaluations will be used to consider revisions in the year long program for the 2012-2013 school year.

The Parent Leadership Development Training will be evaluated by participating Parent Site Organizers, the trainer/speaker, and Community School Relations Office staff.

Type of Project

This is a competitive application.

Staff Persons involved in preparation of application

Gary Vaillancourt, Chief Communications Officer
Patricia Demos, Community School Relations Manager
Juan Torres, Even Start Program Director
Scott Kennow, Brass Community School Principal
Heather Connolly, Frank Elementary School Principal
Yolanda Jackson Lewis, Wilson Elementary School Principal
Kim Fisher, Bullen Middle School Principal
Curtiss Tolefree, Washington Middle School Assistant Principal

Administrative Recommendation:

Administration recommends that the Curriculum/Program and Audit/Budget/Finance Committees vote to forward this one-year proposal to expand the District's comprehensive family education training and student learning opportunities to the full Board for their approval.

Dr. Michele Hancock
Superintendent of Schools

Gary Vaillancourt
Chief Communications Officer

Patricia Demos
Community School Relations Manager

Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

Title:	A Framework for Healthy Youth Development: Expanding Family and Student Learning Programs	Budget Year:	2012-2013
Department:	Office of Communications	Budget Manager:	Patricia Demos

REQUEST

School Board approval is requested to submit and implement a one-year grant to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences, and expand student learning opportunities through expenditure learning on the elementary level and leadership development and peer to peer training at a middle school. This comprehensive program is developed with the framework of Search Institute's "40 Developmental Assets," Joyce Epstein's School, Family and Community Partnerships guide, and the District's Transformation Design. The design plan includes improving student achievement, personalized learning, expanding collaborative partnerships with families, the community and industry as well as implementing Joyce Epstein's "Ten Steps to Success: School-Based Programs of Family, School, and Community Partnerships" and securing resources to support student learning.comprehensive interactive family and student learning program opportunities to increase student attendance, achievement, and participation in citizenship. The grant request is for \$109,320 which includes funds to support Back to School supplies and healthy snacks at elementary schools. Insert narrative summarizing the nature of your request

RATIONALE/ INSTRUCTIONAL FOCUS

The Grant will provide funding to further develop family learning opportunities, parenting skills development, family interactive learning programs, sessions on understanding the new "Family" structure at the elementary schools, implementing the Joyce Epstein's Partnership model process, student learning trips that directly relate to curriculum, and prevention activities. The goals include:

Goal I – Provide support for the School Sites Back to School Family Celebration

Goal II – Implement Joyce's Epstein's Family, School, and Community Partnership Model at five elementary sites.

Goal III – Plan and implement the Families and Schools Together (FAST) Program at one elementary school and one middle school.

Goal IV – Offer meaningful educational and enrichment experiences for Frank and Wilson students during the Intensive Expedition two week period following each quarter during the second year of the Extended Year School Program.

Goal V – Expand the Family Learning Academy to include interactive series on the District's new elementary school "Family " structure behavioral management, violence and gang prevention and safety issues.

Goal VI – Washington Middle School will develop a Positive Washington Men's group.

Goal VII – Further develop family interactive learning experiences at middle schools.
 Goal VIII – Strengthen parent trainings with the District's School Age Parent Program.
 Goal IX – Provide support for the Annual Kenosha County Alcohol, Tobacco, and Other
 Drugs Awareness Student Recognition Brunch.
 Goal X – Provide support for Parent Leadership Development Training.

The goals included in this plan directly relate to Transformation Design Goal #2.

IMPACT

This goal provides opportunities for families to strengthen their involvement in their child's education, increase their parenting strategies and current information on pertinent issues such as technology safety, strengthen parenting strategies, and increase student learning opportunities that directly relate to curriculum, life skills development and participation in citizenship.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$8,853.00
200's	Fringes	\$1,264.00
300's	Purchased Services	\$77,710.00
400's	Non-Capital Objects	\$21,493.00
500's	Capital Objects	\$0.00
		\$0.00
	TOTAL	\$109,320.00

This is a ☒ one-time or a ☐ recurring expenditure

FUNDING SOURCES

Select Funding Sources: Additional Source of Revenue Available



KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 190B
April 3, 2012
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Gallo was called to order at 6:50 P.M. with the following Committee members present: Ms. P. Stevens, Mrs. Taube, Ms. Reed, Mrs. Daghfal, Ms. Spaay, Mr. Caracciolo and Mr. Gallo. Dr. Hancock was also present. Ms. Anderson was excused. Mr. Martinelli and Mr. Simpkins were absent.

Approval of Minutes – March 13, 2012 Meetings

Ms. P. Stevens moved to approve the minutes as contained in the agenda. Mrs. Taube seconded the motion. Unanimously approved.

Brompton School Charter Contract

Mrs. Karen Davis, Assistant Superintendent of Elementary School Leadership, and Mrs. Susanne Loewen, Principal at Brompton, presented the Brompton School Charter Contract and indicated that the Brompton School Governance Board is requesting an additional five-year charter renewal to continue as a KUSD charter school and an expansion from a K-5 elementary school to a K-8 school.

Ms. P. Stevens confirmed with Administration the Board's intent to form a Committee to review all of the charter contracts for consistent language, terminology, and lengths and that Brompton was aware that the charter agreement may be revised at a later date.

Mrs. Taube moved to forward the Brompton Charter Contract to the full Board for consideration at their April 23, 2012, Regular School Board meeting. Ms. P. Stevens seconded the motion. Motion carried. Mrs. Daghfal dissenting.

Information Items

Mrs. Vickie Brown-Gurley, Assistant Superintendent of Teaching and Learning, and Mrs. Iva Plumley, Coordinator of Language Acquisition Programs, presented the World Language Program Update.

It was explained that for the 2012-13 school year, a blended, personalized world language exploratory will be offered to all elementary students through the use of Rosetta Stone and Tell Me More will be used at the middle school level to help enhance the current world language program. Students at the elementary and middle school level will choose one language to study for each level. The language selections will consist of Chinese, French, German, Italian, and Spanish. Schools will also incorporate language and cultural experiences/activities into the instruction which will enhance knowledge and appreciation of the languages. Funding from the 2011-2012 textbook monies was reallocated to support this program which aligns with the District's Transformation Goal #3.

Future Agenda Items

Mr. Caracciolo requested that an update on high school MAP testing be brought to the Committee.

Mrs. Daghfal requested additional information in regards to ACCESS testing, i.e., can a different test be used or is this a mandated test.

Meeting adjourned at 7:45 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
JOINT PERSONNEL/POLICY &
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 190B
April 3, 2012
MINUTES

A joint meeting of the Kenosha Unified Personnel/Policy and Curriculum/Program Committees chaired by Ms. P. Stevens was called to order at 5:50 P.M. with the following Committee members present: Ms. R. Stevens, Mr. Bryan, Dr. Sconzert, Mr. Jacobs, Mr. Retzlaff, Ms. Hemken, Mr. Gallo, Mrs. Taube, Mrs. Daghfal, Ms. Spaay, and Ms. P. Stevens. Dr. Hancock was also present. Ms. Reed and Mr. Caracciolo arrived later. Mrs. Lewis, Mrs. Coleman, and Ms. Anderson were excused. Mr. Martinelli and Mr. Simpkins were absent.

Approval of Minutes – March 13, 2012 Meeting

Personnel/Policy Committee motion:

Mr. Jacobs moved to approve the minutes as contained in the agenda. Ms. R. Stevens seconded the motion. Unanimously approved.

Curriculum/Program Committee motion:

Mr. Gallo moved to approve the minutes as contained in the agenda. Mrs. Taube seconded the motion. Unanimously approved.

Information Items

Mr. Daniel Tenuta, Assistant Superintendent of Secondary School Leadership, presented the High School Update and indicated that this item was initially brought last month, but to allow adequate time for Committee members to review the material, it was postponed until this meeting. Mr. Tenuta answered questions of the Committee members.

Mrs. Reed arrived at 6:00 P.M.

Mr. Caracciolo arrived at 6:02 P.M.

Mr. Retzlaff requested the following funding information in regards to the Youth Options Program (YOP): 1) where the funding for the program comes from, 2) the cost of the program, and 3) amount paid to the various colleges. Mr. Tentuta explained the program to the Committee and indicated that the program is state mandated. Mr. Tenuta indicated that the requested information will be compiled and brought back to the Committee.

Mrs. Daghfal requested a breakdown of student releases granted for the high schools broken down into grade level.

Mrs. Daghfal indicated that it was previously noted that AP Physics had an enrollment of 36 students but on page 46 of the agenda, it notes an enrollment of 29 in Biology and Ecology. She requested a clarification in the discrepancy in the numbers provided.

Meeting adjourned at 6:45 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District No. 1
Kenosha, Wisconsin

May 8, 2012
Personnel/Policy Standing Committee

Kenosha eSchool CHARTER CONTRACT RENEWAL

On July 1, 2006 the Board of Education first approved the request for charter school approval for the Kenosha eSchool, initially for a five (5) year period, and another renewal for three (3) years was granted on August 24th, 2010. The charter was also updated and approved for another three (3) year period on September 27th, 2011, mainly due to the expansion to grades 6-8. There are a number of areas outlined below that initiated this new version of the charter, primarily for the elementary expansion, grades K-5.

Per the request of the KUSD School Board, all of the existing charter schools have already completed or are in the process of aligning the charter contract language for improving the communal layout, presentation, and understanding. The Wisconsin Department of Public Instruction utilizes the Charter School Contract Reviewer Benchmarks instrument, which identifies key areas that need to be present in each contract. Some of the following changes are the result of the reviewers' suggestions and recommendations.

The KUSD transformational design goal (#1) addresses expansion of online learning opportunities for students. Due to the growing need and interest of online learning at the elementary level (K-5), the eSchool requests to expand and offer an elementary online option. The result would be a K-12 online program that offers both full and part time enrollment options.

The Kenosha eSchool's goal is to increase online learning opportunities and service the needs for any KUSD student who would like to participate in this environment.

RECOMMENDATION

The Kenosha eSchool Governance Board and Staff request that the Personnel/Policy Standing Committee recommend that the Board approve the proposed three (3) year contract for the Kenosha eSchool.

Dr. Michele Hancock
Superintendent of Schools

Mr. Dan Tenuta
Assistant Superintendent of Secondary School Leadership

Ms. Karen Davis
Assistant Superintendent of Elementary School Leadership

Mr. Kris Keckler
Principal, Kenosha eSchool

Kenosha Unified School District No. 1
Kenosha, Wisconsin

Kenosha eSchool Charter Contract

This agreement is made as of the 27th 22nd day of ~~September 2011~~ **May 2012** between the Board of Education for the Kenosha Unified School District No. 1 ("Board") and the Kenosha eSchool.

Terms of the Contract

The term of this contract will be for a period of three (3) years commencing on the 27th 22nd day of ~~September 2011~~ **May 2012**, with a revised agreement for a successive three (3)-year period.

It is understood and agreed that the Kenosha eSchool will follow all of the established District Policies and Procedures, unless stipulated differently in other provisions in this contract or provided by law.

Administrative/School Services

eSchool Curriculum Sponsors. The sponsors will be Mr. Kris Keckler, Mr. Dan Tenuta, and Ms. Karen Davis.

Person(s) in Charge: Administrative Services.

Person(s) in Charge. The person responsible for administrative leadership of the Kenosha eSchool will be Mr. Kristopher Keckler. He will serve as full-time Principal/Director of the school. Mr. Keckler will work closely with the Governance Board to ensure that the educational goals of the Kenosha eSchool are carried out. He will be responsible to the Board of Education for meeting the terms of the contract, financial accountability, serving as an instructional leader, overseeing instruction and staff development, managing the building, hiring of all personnel, and handling student discipline. Mr. Keckler will also be responsible for overseeing secretarial/clerical procedures such as attendance and health records. He will also oversee the administration of assessment and evaluation of programs and all staff. If the Principal/ Director should leave his position, central office personnel in consultation with the Kenosha eSchool Governance Board will choose a replacement. Any administrative appointments will be approved by the KUSD Board of Education based on the recommendation of a replacement from the KUSD superintendent.

Advisory/ Governance Board. The Kenosha eSchool Governance Board will be accountable to the District Board of Education in seeing that the District policies, rules, and academic standards are adhered to and maintained. The Governance Board will be independent as it relates to policies, procedures, rules, and programming not required by Board of Education policies, rules, and/or directives. The Governance Board and Board of Education will jointly meet periodically to discuss student achievement, student activities, parental involvement, reporting, and autonomy issues. **The Governance Board will have participation relative to the eSchool policy, budget development, staffing, and program evaluation.**

The Kenosha School Board will be the chartering agent, thus the eSchool will be considered an instrumentality charter. State exemptions for charter schools which Kenosha eSchool will take advantage of are as follows: flexible school day, flexible calendar, or inclement weather days,

student created personal schedule, the definition of habitual truancy, teacher workload description, maximum age of student, and disciplinary process for removal. No Charter policies or procedures will be in conflict with existing School Board policies and rules, unless stipulated in this contract, or State and Federal laws and regulations. Where any of the above are silent the eSchool's Governance Boards policies, rules, and regulations will prevail.

The Kenosha eSchool will be an instrumentality charter that assumes authorization by the Kenosha Unified School District Board of Education and all personnel involved in the Kenosha eSchool will be employees of the Kenosha Unified School District. Kenosha Unified School District as well as Kenosha eSchool are not connected or affiliated with any religious denomination or organization and thus our practices, programs, admission policies, employment practices, and all other operations and practices are not directed or influenced by any religious denomination or organization.

The following KUSD policies are waived for the Kenosha eSchool. 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 teacher's daily attendance for instructional purposes. The waiver does not apply to attendance at an IEP, ADEP, 504, District professional development, curriculum, and/or staff meetings. KUSD policy 4351- Staff Work Schedule is waived and modified to the extent that regular work hours are limited by specific time of the day. All KUSD policies must be in agreement with the collective bargaining agreement of the Kenosha Education Association.

The Governance Board may request of the KUSD Board a variance from or absolution from additional Board policies. The discretionary operational budget of the eSchool will be administered by the eSchool Principal/ Director and the Governance Board.

Nonsectarian. The Kenosha eSchool is nonsectarian in its programs, admissions policies, employment practices, and all other operations. The Kenosha eSchool faculty, staff, equipment, supplies, curriculum, and teaching content shall be free of all religious or other sectarian symbols or influences.

Academic Educational Program

The Kenosha eSchool will use new and emerging technologies that expand the boundaries of space and time to provide high quality standards-driven curriculum. The staff, in collaboration with parents and guardians, will endeavor to empower all students to develop their potential to the fullest, while taking ownership of their individual academic progress. Kenosha eSchool 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.

Grades. The eSchool will service Kenosha Unified students in grades K-12, with options for both full and part time enrollment, as identified by their individual interest and need.

Mission. The Kenosha eSchool, in partnership with Wisconsin eSchool Network, Inc., 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.

Curriculum. 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. Kenosha eSchool will be doing this in conjunction with the Wisconsin eSchool Network, Inc., 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 (American Disabilities Act) and SCORM (Shareable Content Object Reference Model) compliant. As the skill level and experience of online teachers develops, additional locally developed courses may become available. **Using an adoption process for new courses, and for major updates of existing courses, the eSchool curriculum will be reviewed outlined by KUSD Policy 6800, Course Adoption. Online curriculum reviews would also include the following: obtaining test accounts for instructional review, comparison of existing district standards, and consultation from the district content consultants.**

Students will be expected to have a home computer and Internet access. Students may also use community computer facilities (i.e. local libraries). District support would not be available for hardware and software on their personal computer. Students will be liable for any improper use of the Internet and/or email. If using district Internet access, the email and Internet will be tracked. Any improper use will result in loss of use of district equipment and services and possible dismissal from the eSchool program.

The curriculum is designed to address the educational goals as described in Wisconsin Statutes 118.01(2). The curriculum course requirements and instructional programs will be consistent with the previously mentioned goals. Administrators, teachers, parent/guardians, and mentors share responsibilities for students meeting the goals and expectations as described in 118.01(2).

Community Need. The Kenosha community, through work on the Board approved Strategic Plan, has determined that there is a need for choice schools in the district. Kenosha eSchool provides seats in numerous online courses. These courses do not have a need for physical classroom space since students can access their courses from anywhere there is Internet access. Some students could utilize computers on campus or other public locations.

The Kenosha eSchool offers students in the district additional choices to take ownership of their education and schedule. For a significant number of students the traditional curriculum, calendar, and school day do not meet their needs. For some students, various obstacles may interfere with the normal progression of educational experiences. For others, the eSchool can provide unique opportunities to enrich or expand their educational experiences.

Any students involved in the eSchool would benefit from the individualization and flexibility that can exist in an online school environment. Although it is expected that a majority of the students would complete courses within a traditional course time frame, the eSchool makes it possible to compress or expand the time to best meet their educationally defined needs.

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 need of a student.

Methods of Attaining Educational Goals.

Instructional Framework Assessment/Evaluation. Students, parents/guardians, or mentor/coaches will have access to their student's electronic grade book 24 hours a day, 7 days a week. Other individual testing and assessments will be available on an as needed basis. Some of the assessments included in the Kenosha eSchool will be: auto-graded quizzes, threaded discussions, worksheets, research papers, oral exams, presentations, letters, or brochures created as part of a project. A proctor will administer all course **respective** finals **exams** and a passing grade on the final exam must be achieved to receive credit for the course.

An Online Perceiver Instrument will be used to review the components of quality online schools and programs. Information will be gathered from the Governance Board, students, mentor/coach/parent, and online teachers to identify the strengths and effectiveness of the school and assist in future planning and goals.

~~Student Progress and Communication with Parents/ Mentors. Student progress is based on their pace chart. Their progress will be communicated to parents on an informal basis via emails and phone calls. Twice a month, progress will be reported more formally via a written report that compares the students' status with the benchmarks that would indicate whether or not the pace was appropriate to meet the goals set in the Individual Learning Plan.~~

School Day Structure. There is the potential for enrolling full time in Kenosha eSchool. Schedules for students enrolled part time and students enrolled full time will be different. Whether students are enrolled full or part time, they may take a **combined course load equivalent to a full time student as determined by their educational needs and plan.** ~~maximum of 4 courses at once, unless approval is granted through mitigating circumstances, such as credit deficiency.~~ The continuous enrollment gives students numerous options for a flexible schedule.

The flexibility of online learning allows students and their family the opportunity to determine what type of schedule is most feasible in their particular situation. Although the time and place where students work may be very different, their coursework and expectations will have significant structure. Students with extenuating circumstances might need to have an extension beyond the traditional time frame in order to complete their work. Online students have a great deal of flexibility in this fashion. Students would access their assignments on-line, communicating regularly with the teacher for clarification, explanation, or revisions in their work. Students would be able to work on their assignments at any time that is convenient for them. For example:

- Teen parents might do their coursework while their child or children are napping or in bed for the night.
- Self-supporting students might work full-time and do their coursework in the evening or on weekends.
- Voluntarily withdrawn or homebound students might work 6 hours one day and 3 hours the next.

- Students in a treatment program, or who are incarcerated, may be told when they will be working on their assignments.
- Other students might work on their course(s) at the same time every day from the LMC or another location in their local building where they might be multi-school enrolled.
- Students who are not effective at 7:30 a.m. might take one online course and begin school at 9:15 a.m.

Instructional Practice. The students will communicate with their teacher in several ways, though mostly electronically. The most typical method would be through emails. Some projects may have 3-dimensional components. Students can take pictures and send them electronically. Simple questions or clarifications on assignments would most often occur using this method. However, secondary forms of communication are used: chat rooms, white boards, telephones, and face-to-face contact. **Online instructional guidelines and standards as identified by iNACOL will be promoted.**

Teachers would 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. This option includes a white board that would be visible to all in the discussion group at that time. Teachers can call on individual students to solve a math problem or demonstrate an idea using a mapping or graphing technique. The teachers would be able to make changes or suggestions as the students are working on the white board and at the end of the session the students could print out all of the notes that would have been created on the white board during that session. Several students might work on a group project in this manner. Course discussions could also occur asynchronously. The teachers might start a discussion stream and students would be expected to participate over a week or two and be graded on the quality of their responses. Assignments might be submitted directly online, as email attachments, via the postal service, 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.

Special Education. The Kenosha eSchool will do everything within its power to recruit and maintain a student demographic that is similar to other schools within the community. All ADA requirements will be met. Successful online students have specific characteristics defining how they operate. These skills are: time management, organization, ownership for learning, self-advocacy, problem solving, computer literacy, read and follow detailed directions, and have effective writing skills. The students in conjunction with their instructor and mentor/coach must work on any weakness in these skills. Since students will have an Individual Learning Plan

based on their needs and goals, the learning team can determine whatever accommodations are needed for individual students, and the planning can occur to best provide for those needs.

Students with special needs are also eligible for Kenosha eSchool. They must have an updated IEP (Individualized Education Program) for full time enrollment. A special face-to-face meeting with the course instructor, special education teacher, student, and mentor/coach will occur to determine if the eSchool is the student's LRE (Least Restrictive Environment). The eSchool has found online learning to be successful for students with special needs. The following is a list of accommodations for students with special needs.

As defined by an IEP/ 504, some accommodations may include:

- 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
- Clear rubrics for assessments
- Regular communication with parents on course progress
- Opportunity to revise and resubmit assignments
- No lost assignments

School Calendar. The Kenosha eSchool will generally follow the Kenosha Unified School District calendar **of instructional days**. However, some flexibility in scheduling the school day may be necessary to accomplish the mission of the school. **The eSchool will provide educational services to its pupils for at least 150 school days each year per state requirements.**

Electives. **The eSchool will offer a selection of elective options based on availability of the curriculum and instructional staff. Examples could include Art, World Languages, and Business courses.**

Honors Programming/ AP Courses. "Weighted" honors **high school** credits will be offered at the Kenosha eSchool. However, these courses will be limited to courses that fall within the areas of Math, Science, English, and Social Studies. Elective area courses, outside of these academic areas, will not be offered at the honors level. AP courses will also be offered to juniors and seniors at the Kenosha eSchool in areas where certified staff and enough interested students are available. Similar to other district high school students, eSchool students will be allowed to travel to another school to take an AP course that is not offered at the eSchool.

Methods of Measuring Student Progress

Student Evaluations. The Kenosha eSchool assessment and graduation process prepares students to gain experience in the emerging realm of online instruction and individualization. Students graduate, and receive a diploma from the Kenosha eSchool by successfully meeting course standards **and benchmarks** that demonstrate essential skills and knowledge. Students will be regularly assessed, both formally and informally. The form of student assessment will vary depending on instructional goals but will include tests, quizzes, papers, projects, labs, oral exams, and presentations.

Academic Grading Scale. The existing KUSD grading scale will be used to establish the earned mark for each eSchool course.

Annual Testing. ~~Students at the Kenosha eSchool will participate in annual state Standardized testing.~~ **Full Time eSchool students will participate in the statewide assessment program. Using the same standardized norm referenced tests hat are used throughout the District will assist the Board in assessing the academic progress of eSchool students.**

Report Cards/ Student Transcripts. Report cards will be completed quarterly. Transcripts are available upon request as they are at other district high schools. Kenosha eSchool transcripts will not include a class rank statistic. This information will be made available to students applying for scholarships, but will not generally be included as a statistical category. **The existing practice aimed at reporting progress for elementary students and holding parent meetings will also be utilized.**

Graduation Requirements. Students applying for graduation and diploma from the Kenosha eSchool will meet all the requirements as set forth in KUSD Board Policy 6456-Graduation Requirements. The eSchool will not assign a valedictorian/ salutatorian, but rather ~~define and~~ practice a “laude” component for graduation recognition.

Governance/Advisory Method/Parental Involvement.

Governance Method. The Kenosha eSchool will be governed by the Governance Board in conjunction with two nonvoting advisors, the Principal/Director and administrative assistant. The Governance Board will consist of at least five (5) to seven (7) members. Members may be parents, community organization representatives, or higher education members, and one member may be a KUSD employee but not an employee at the eSchool. A Kenosha eSchool student may serve in a nonvoting advisory capacity to the Governance Board. The Governance Board may be five (5) parents. **New members to the Governance Board will adhere to the designated selection process. The eSchool Governance Board will meet on a monthly basis to review school policies and maintain awareness of program progress.**

Methods to Ensure Parental Involvement. Since all students and parents will have email connections to the school, this will be a primary source of disseminating general information. Information will also be provided via the Kenosha eSchool website and other media. Opportunities for parent interaction with staff are planned in an online discussion format similar to that which students in the same course might have with their instructor. Formal and informal face-to-face meetings such as an orientation session may be planned as deemed appropriate.

Community Relations. The Kenosha eSchool will identify one or more community organizations and/or businesses that would be interested in providing an on-going relationship with the Kenosha eSchool. These relationships may provide any of the following: mentors, assistance in securing needed resources, and opportunities for community experiences for Kenosha eSchool students.

Information regarding Kenosha eSchool will be provided on a link from the district website. This site will be updated on a regular basis. Articles will be provided to the district newsletter and other appropriate district-wide publications. The eSchool will publish newsletters, promotional videos, and hold periodic informational sessions. A student service club will perform charitable

work for the community. All promotional and advertising material will first go through the KUSD Public Relations Department. **The Kenosha eSchool website and quarterly newsletters will publish and/or provide links to the names and contact information of the Kenosha Unified School Board, eSchool Governance Board, and eSchool Staff.**

Marketing. The Kenosha eSchool will actively participate in marketing the school program and offerings to the greater Kenosha area through a variety of means. These would include:

- Website link from the KUSD home page with application forms and contact information
- Informational brochures distributed to district schools and other community agencies
- Community Meetings
- Informational presentations for prospective students/ parents
- Articles in high school and district newsletters
- Articles in the Kenosha News
- News releases to area radio stations
- Personal contacts with key individuals such as Cluster Leaders, Guidance staff, School Board Members, etc.
- School Choice Presentations

Non-Discrimination Statement. The Kenosha Unified School District No. 1 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. The Superintendent of Schools/designee (359-6320) addresses questions regarding student discrimination, and the Executive Director of Human Resources (359-6333) answers questions concerning staff discrimination.

Teacher Qualifications for Individuals to be Employed.

Teacher Qualifications. Qualified and certified staff will be employed for the Kenosha eSchool. Due to the need to evaluate, modify, and develop coursework, as well as performing teaching tasks, staff will be sought with a preferred 5 or more years of experience. Successful completion of the Wisconsin online training requirement is mandatory for instructional employment in the Kenosha eSchool. **The teacher assigned for each online course will be appropriately licensed for the grade level and subject taught.** All eSchool staff will be required to participate in the assigned eSchool and district staff development programs.

eSchool Teachers will provide direct pupil instruction for at least the applicable number of hours specified in Wisconsin s. 121.02 (1)(f) 2 each year, and no more than 10 hours in a 24-hour period may count towards those requirements. The eSchool Principal will also ensure that all instructors and support staff respond to inquiries from pupils and parents or guardians of pupils by the end of the first school day following the day on which the inquiry was received.

Selection of Personnel. The posting of positions will follow the established format for Kenosha Unified School District. The eSchool Principal will recruit teachers through site based faculty meetings describing Kenosha eSchool as well as district wide emails. The Kenosha eSchool will adhere to all Human Resource posting and hiring policies. Instructional staff for the eSchool will

be employed by the eSchool either by extended day contracts for existing teachers or full-time or part-time instructors. The selection of these instructors will be governed and decided by the existing KUSD hiring practice. The Kenosha eSchool Principal will conduct interviews in accordance with existing district guidelines. eSchool staff, students, and Governance Board members may participate on the interview team. All Hiring decisions will be finalized by the eSchool Principal.

Employee Status. All Kenosha eSchool staff members will be employees of KUSD and are entitled to all of the rights and benefits of other similar employees of KUSD following already established salary schedules and benefit programs. A consistent and agreed upon contract for extended day assignments will be used when necessary. Kenosha eSchool staff members are employed teaching staff of the Kenosha Unified School District and will be members of the Kenosha Education Association.

The eSchool Teacher Consultant will be responsible for the day-to-day operations of the eSchool dealing with coordination activities and teaching support. The Consultant will also be responsible to help promote and communicate information about Kenosha eSchool to the community, School Board, Guidance Counselors, and any other educational staff. The eSchool Teacher Consultant should have at least 5 years of teaching experience. A background in alternative education is extremely useful. Other positions will be needed based on the growth of the eSchool.

All district policies and procedures will be followed to the greatest extent possible. When the unique nature of an online school brings forth situations that do not fit the existing protocols, the Kenosha eSchool Principal will work through the issues in good faith with the district and KEA utilizing existing processes until appropriate contractual language can be developed.

Student Health and Safety.

All local and state health and safety regulations and building code standards will be followed, including but not limited to, fire drills and tornado safety practice. OSHA safety procedures will be in place.

Racial/ Ethnic Balance Goals and Methods Equity of Opportunity.

Diversity. Every effort will be made to provide information to diverse populations about the opportunities that the Kenosha eSchool may have that could meet their individual needs. Additional efforts will be made to market Kenosha eSchool to low income students and their families. It will also be marketed to homeschooled students and at-risk students. The eSchool will collaborate with the Director of Title I and the Minority Academic Affairs Specialist regarding enrollment and awareness. Personal contacts will be made with the KUSD, community, and home-site guidance counselors to be sure that they are familiar with the Kenosha eSchool options. The Minority Academic Affairs Specialist will be consulted regarding minority enrollments and awareness.

Enrollment is open to all students in grades ~~K~~9-12 throughout the District, ~~and students in grades 6-8 when the necessary resources are established (staff, curriculum, etc.).~~ No student will be denied admission to the eSchool based on race or ethnic heritage. The eSchool seeks a student community that reflects the greater KUSD area in racial/ethnic, and gender balance. That

continues to be a guideline for placement procedures. To accomplish this, information regarding the school will be disseminated throughout the community through various mediums to all public schools and through community agencies. Enrollment information meetings will be publicized through the eSchool website, newspaper articles, cable television, and local community service agencies.

Target Population. Although the Kenosha eSchool opportunities will be available to any ~~high school/ middle school~~ **Kenosha Unified** student, particular efforts will be made to recruit students who are not currently being served or are being served on a minimal basis. The population could include, but not be limited to, any of the following categories:

- Students who are attracted to an online experience.
- Students who are voluntarily withdrawn, are on a long- term suspension, expulsion, or are seen as a safety risk to the traditional school site
- Students who feel uncomfortable or unsafe in a traditional setting due to school phobia, anxiety disorders, or other mental or emotional health issues
- Homebound students with extended medical issues
- Incarcerated students who will be confined for an extended period of time
- Transient students who may be residing in a group home or other residence particularly if they are entering the district at other than the beginning of a new semester
- Students in treatment programs for an extended period of time
- School age parents, married students, and self-supporting students
- Students who left school without completing their diploma requirements, but are within 6 credits of graduation
- Students with extraordinary needs for acceleration or remediation
- Homeschooled students
- Economically disadvantaged students
- Students whose personal or family activities preclude traditional daily attendance such as temporary job relocations, involvement in professional level athletics, or other endeavors
- Students not on target to graduate with her/his cohort group

Admission Requirements for Admission to the eSchool.

Enrollment. The enrollment for the eSchool will be a mixture of both full-time and part-time students. As the staff develops additional skills in this unique environment, more courses are approved for use, and our partnership with the Wisconsin eSchool Network, Inc., grows, the course offerings and students served are expected to increase each year.

The Kenosha eSchool will operate both as a full school program for some students and as a school within a school model for others. Kenosha eSchool will target the following age groups:

- Any ~~high~~ school age students living in Kenosha Unified School District.
- Any ~~high~~ school age students that have applied for open enrollment during the allowed time
- Home school students ~~of high school age.~~
- Drop out students who have not turned 21, but are within 6 credits of graduation.
- Any middle school age student who can be best served ~~when middle school curriculum, staff, and resources are available~~ **from online learning.**

- **Any elementary school age student who can be best served when elementary school curriculum, staff, and resources are available.**

Applications Required. Kenosha eSchool will have a continuous enrollment in courses. During enrollment all students will be expected to complete the Kenosha eSchool enrollment form. KUSD students currently attending a district school will also be expected to complete a counselor form, complete with counselor/administrator signature, to ensure that their counselor is aware of the students' interest in eSchool classes. District residents who are not currently attending a KUSD school will complete an enrollment form and submit their course requests directly to the Kenosha eSchool. A transcript should accompany all student enrollment forms. Out of district students must have successfully applied for Open Enrollment during the state's window of opportunity and been accepted by the district before they submit an enrollment form. Once the enrollment form has been received, all students will participate in a mini-course (about 4 hours work) designed specifically for orientation. The Orientation Instructor will monitor progress. Finally, the students' coach/mentor and parent/guardian will participate in a mandatory Parent/ Mentor training session, taking advantage of available technologies and communication.

Student Acceptance. Enrollments for each course will be filled on a first come first served basis and a waiting list will be kept for any additional requests for that course. Students from the waiting list would be allowed to begin the course whenever an opening becomes available. In the future if more students enroll who meet the criteria than openings would allow, the Kenosha eSchool would activate additional course offerings. If the enrollments during the open enrollment period exceed the slots allocated a lottery will be held. If a lottery is required, the ESEA guidelines under Title I will be followed and a "weight" will be given to low-income and credit deficient students.

The lottery will be conducted ~~by a sitting Judge from Kenosha County and a Police Officer,~~ following the state mandated procedures for lottery selection regarding charter school enrollment.

Students must be Kenosha Unified School District students, reside in the Kenosha Unified School District, or have completed an Open Enrollment application within the state window of opportunity and received KUSD approval. Students must complete the application process and Orientation, which include a self-evaluation of the initiative, motivation, and self-discipline needed to have a reasonable expectation for success in this online environment. Students are required to identify, on their enrollment form, a learning coach/mentor who will be the liaison between the students and the teacher in the monitoring process and an essential part of the communication process. The mentor/coach should be someone that has influence with the students and their learning. The students, parent/guardian, and the learning coach/mentor (if other than the parent) would participate in a mandatory orientation session held to ensure that the students' goals fit with the opportunities available at that time in the eSchool. At this time the processes, procedures, and expectations for all parties will be explained and discussed.

Participation. When possible, KUSD ~~MS/HS~~ students may participate (part time enrollment) in eSchool. This arrangement will not interfere with any requests for full time enrollment with the eSchool program. Part time students will work with their managing counselor and the eSchool regarding appropriate course enrollments that follow district expectations and guidelines.

Discontinuance of Student Enrollment. Attendance at the Kenosha eSchool 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 charter school.

Financial and Programmatic Operations Arrangements.

Tuition. The Kenosha eSchool will not charge any tuition. The school will collect activity and other fees of the type and amount charged to other KUSD students in other District schools following the District Student Fee Schedule. The Kenosha eSchool will collect and expend student fees at the building level for the purpose of defraying the costs of some instructional materials.

Budgeted Items. The cost of all salaries, benefits, rents, utilities, supplies, equipment, and similar items shall be detailed and included in the approved budget of the school. The Kenosha eSchool budgeting practices will adhere to District and State requirements for budget preparation and administration. The building Principal will approve all budget expenses.

A student cost per enrollment—to alleviate the need to purchase and develop our own Course Management/ **Student Information** System, will be shared at a pro-rated cost with the Wisconsin eSchool Network, Inc., to provide this system to our students. This will be a shared expense with the Network based on the eSchool course enrollments.

Financial Records. All operational and personnel funds will flow through the District. The Kenosha eSchool will follow the same financial policies and practices required by the District for all other District schools. A record for all transactions will, therefore, be available as financial records of the district. Financial records, including an activity account, will be maintained at the Kenosha eSchool and will be available for review. All of the financial and programmatic operations of the Kenosha eSchool will be available for review by District staff or any outside auditor employed by the District.

Payment by KUSD. For each full-time student enrolled at the eSchool on the official third Friday in September membership count, KUSD will credit Kenosha eSchool with eighty (80%) percent of the per membership cost determined by the State for the applicable school year (“Direct Cost Budget”).

Part-time students will be calculated on a course equivalent basis as the year progresses (~~FT/4/4~~). The eSchool will work in partnership with the Finance Department on an equitable distribution for potential increases in enrollment throughout the school year. The remaining twenty (20%) percent of the per member cost will be allocated directly to KUSD as reimbursement for administrative or other services furnished to the Kenosha eSchool. KUSD will pay the offset against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expenses of the Kenosha eSchool. Expenses other than established salaries, benefits, and rent shall be paid only upon written requisition to KUSD by the Kenosha eSchool. Any other funds raised by Kenosha eSchool from outside sources shall be delivered to and maintained by KUSD in a separate account subject to sole discretion of the Kenosha eSchool (“Discretionary Account”) following established District policies. Unspent discretionary funds can be carried over from one year to the next. Any saved monies will be designated for approved costs related to any short/ long-term plans. The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for use by the Kenosha eSchool in the operation of the school as follows:

- (1) Twenty-five (25%) percent on the first day of July preceding the school year.
- (2) An additional fifty (50%) percent on the first day of October during the school year.
- (3) The remaining twenty-five (25%) percent on the first day of January during the year.

The eSchool will be included in any federal or state programs on the same basis as other eligible district schools, based on the requirements and stipulations outlined by the applicable program.

Kenosha Unified will assist in allocation of all associated federal funds.

Offsets. KUSD may offset part or all of any amount in the Discretionary Accounts against any amounts by which the Kenosha eSchool exceeds the Direct Cost Budget in any school year and for which KUSD is liable. Notwithstanding the foregoing, the Kenosha eSchool is not authorized to expend or otherwise obligate the District for any amounts in excess of the Direct Cost Budget plus any amounts in the Discretionary Accounts.

Purchasing. All supplies and equipment of the Kenosha eSchool shall be requisitioned and purchased following standard financial procedures and District policy. This would include the periodic audit of the school capital assets in conformance with District policy.

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

Transportation. Pursuant to Wisconsin Statutes, transportation shall be provided for children with exceptional education needs, regardless of distance, if such request (or such transportation) is approved by district authorities. Approval shall be based on whether or not the child can walk to school with safety and comfort. Students designated as economically disadvantaged will be able to participate in established KUSD transportation support. Any transportation costs will be the responsibility of the Kenosha eSchool.

KUSD Services. As part of the District's twenty percent (20 %) portion of the per member cost, KUSD will provide agreed upon services in addition to purchasing and other services described in this contract. These may include, at the District's discretion, services such as inclusion in district wide textbook and software adoption, professional development, federal and district breakfast/ lunch program, facilities services, maintenance and repairs, instructional consultation and inclusion in applicable federal or state programs.

When students are using district facilities or district equipment such as a computer, the appropriate staff at that facility or the district IT staff will provide these support services. The budget should include payment of the appropriate staff at the facility. When working at home, the family will be responsible for these issues. As mandated, Kenosha eSchool teachers would be legally bound to report suspected abuse or neglect for any students. Equipment will need to be in compliance with the requirements of the programs. KUSD will also furnish a nurse and nursing services based on full time student **equivalent** enrollment and available nursing services.

Student Discipline Disciplining Pupils.

Behavior Policies. All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations may be developed. All students and their families will

receive a copy of any rules and regulations.

Discipline Procedures. Due process procedures will be followed in reaching any discipline decision including removal from the Kenosha eSchool. All existing KUSD policies regarding student discipline will be followed. Discipline in an eSchool setting would be much different than in a traditional school. Discipline issues and concerns are likely to center on appropriate use of emails and other forms of communication. If students have not completed any work in a week without prior arrangements with the instructor, a communication would be sent to the parent to discuss the situation.

Resolution of Issues. Issues and concerns involving students, parent/guardians, and staff will be resolved following the same basic procedures as other staff in the district. The parties involved would first seek to resolve the issues amongst themselves. If this does not resolve the issues/concerns, they would be taken to the administrator of record and/or the Governance Board. If resolution is still not found, the issues/concerns can be referred to the KUSD administration and/or Board of Education (Appendix A).

Public School Alternatives.

No student shall be compelled to attend the Kenosha eSchool. Students who are not enrolled with the Kenosha eSchool will attend their ~~regular attendance area~~ **boundary** school, or another choice school.

Public school alternatives for resident students not attending the eSchool.

Students not admitted to the eSchool or not choosing to attend the eSchool have other options or alternatives. They may apply to enroll in ~~Harborside Academy~~, another charter school. They may choose to enroll in one of Kenosha Unified School District's high schools of choice, ~~Reuther Central High School, an Indian Trail Academy, or LakeView Technology Academy~~. They may also return to their boundary high school, ~~Indian Trail HS, Bradford, or Tremper~~, or respective middle school. ~~The Kenosha eSchool, Harborside Academy, as well as the high and other~~ schools of choice are schools of voluntary attendance. No student is required to attend these schools.

Description of School Facilities/ Liability Insurance.

Description of School Facility. Students will primarily be working from their home so numerous classrooms will not be necessary. Some of the students may also work in KUSD areas with administrative approval from the respective buildings. The facility used to house the eSchool until at least August 2013 will be 6121 Green Bay Rd. Suite #100 Kenosha, WI, 53142. This facility has an office space with 5 closed offices, a meeting room, computer lab, storage, and reception area. **The initial facility for the elementary online program will be allocated space at Whittier Elementary, 8542 Cooper Rd Kenosha, WI, 53142. A main classroom, with some side offices and adjoining restrooms will serve as instructional meeting space and various program resources. In the event of enrollments that require additional space, additional suitable locations will be identified in partnership with the appropriate KUSD facility protocols.**

Liability of Insurance. Liability insurance coverage for the Kenosha eSchool is provided by the District and is the same as that which is provided for all District schools.

Effect on the Liability of the School District.

The Kenosha eSchool will adhere to all federal, state, and local laws and regulations and to the Board's insurance and risk management requirements. The Kenosha eSchool and the Governing Board will comply with the KUSD Code of Ethics. When students, staff, and parents are using district facilities they are covered by KUSD policies. When working from their home, their personal insurance and liability will apply. The eSchool is a named entity of the District's present liability insurance. The instructional staff working from her/his home or off campus site are covered by the District's liability insurance but not for liability of the condition of her/his individual work place.

Termination of Contract.

The Kenosha eSchool charter contract may be terminated by the Board of Education at any time upon the happening of any of the following circumstances:

Mutual Agreement. Both parties agree in writing to termination.

Contract Violation. The Board determines that the Kenosha eSchool has violated this contract.

Educational Goals. The Board determines that students enrolled in the Kenosha eSchool have failed to make sufficient progress toward attaining the educational goals under Wisconsin Statute 118.01. If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the additional steps the Kenosha eSchool will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of the Kenosha eSchool's written plan for attaining its educational goals shall be final. If the Board accepts such written plan, or a modified plan, the Kenosha eSchool shall be allowed a reasonable time in which to correct such progress deficiencies.

Fiscal Management. The Board determines that the Kenosha eSchool has failed to comply with generally accepted accounting standards of fiscal management and Board policy.

Violation of WI Stat. 118.40. The Board determines that the Kenosha eSchool has otherwise violated Wisconsin Statute 118.40.

Insolvency. The Board determines that the Kenosha eSchool's revenues are insufficient to pay its expenses as they come due.

Notice. The Governance Board for the Kenosha eSchool notifies the Board that it desires to terminate this contract at the end of any school year. In the event of termination of this contract, written notice by certified or registered mail, return receipt requested, shall be provided and shall list the reason(s) for termination and the effective date of the termination. In the event of contract termination, the Board of Education shall recover all funds advanced to the Kenosha eSchool under the contract to which the Kenosha eSchool is not entitled. The decision of the Board shall be final.

Appendix Due Process

The Kenosha Unified School District and the Kenosha eSchool are committed to working closely with students, parents and guardians to resolve issues and concerns in a way that is mutually agreeable. These are the steps to follow if there is a concern, question, or problem that needs attention.

KUSD Complaint Procedure:

Step One

- Contact the teacher. If it is a serious issue, you may wish to schedule a meeting, rather than discuss it on the phone.

Step Two

- If no resolution has been reached, or if your concern is broader than a single course issue, contact the Administrator of Record for KUSD eSchool at 262.359.7715.

Step Three

- If resolution is still not reached, please contact Mr. Dan Tenuta, the Assistant Superintendent of Secondary School Leadership at 262.359.6008 **for middle and high school grade levels, and Ms. Karen Davis, the Assistant Superintendent of Elementary School Leadership at 262.359.6130 for elementary grade levels.**

Step Four

- Unresolved issues may be appealed to the Superintendent of Schools at 262.359.6320.

Step Five

- The final step in the district appeal process is the Board of Education. Appeal requests should be submitted in writing to:

President KUSD Board Of Education
Education Support Center
3600-52nd Street
Kenosha, Wisconsin 53144-2697
262.359.6300

Notice

Whenever under this contract notice must or may be given to the other party, or whenever information must or may be provided to the other party, the party who must or may give notice or provide information shall fulfill any such responsibility under this contract if notice is given or information is provided:

To the Board: Kenosha eSchool Governance Board

President

KUSD Board of Education

3600 52nd Street

Kenosha, WI 53144

Phone: 262.359.6300

In witness whereof, the parties have caused this contract to be executed by their duly authorized representatives on ~~September 27~~ **May 22, 2011-2012**:

For Kenosha Unified School District:

TBD, President
Board of Education

Dr. Michele Hancock
Superintendent of Schools

For Kenosha eSchool:

Kris Keckler
eSchool Principal

For Kenosha eSchool Governance Board:

Dr. Steven Udry, President
Governance Board

Kenosha Unified School District No. 1
Kenosha, WI

May 8, 2012
Curriculum/Program Standing Committee

HARBORSIDE ACADEMY CHARTER CONTRACT

On March 27, 1997, the initial charter of Harborside Academy was presented to the Board of Education. At that time, the Board approved a five-year charter contract with Harborside. The five-year contract matched the time frame of the Harborside lease with Saint Elizabeth Parish. This winter, the Board decided that Harborside Academy would move to the building currently housing Reuther Central High School. It was also decided that Harborside would merge, starting July 1, 2012 with Paideia Academy making Harborside a six through twelfth grade charter school. At this time, The Harborside Academy Governance Board is requesting an additional five-year charter renewal to continue as a six through twelfth grade KUSD charter school.

Per the request of the KUSD School Board, all of the existing charter schools have already completed or are in the process of aligning the charter contract language for improving the communal layout, presentation, and understanding. The Wisconsin Department of Instruction utilizes the Charter School Contract Reviewer Benchmarks instrument, which identifies key areas that need to be present in each contract. Some of the following changes are the result of the reviewers' suggestions and recommendations.

The attached charter contract reflects current instructional and management practices at Harborside. Annual evaluation of the students' success is reported in the KUSD annual report. Harborside Academy has shown fiscal responsibility throughout the duration of the previous contract.

Administration Recommendation

Administration recommends that the Curriculum/Program Committee forward the proposed 2012-2017 Harborside Academy Contract to the full Board for consideration at its May 22, 2012, Regular School Board Meeting.

Dr. Michele Hancock
Superintendent of Schools

Dan Tenuta
Assistant Superintendent of Secondary School Leadership

Tina Schmitz
Director of Finance

William Haithcock
Principal, Harborside Academy

Kenosha Unified School District No. 1
Kenosha, Wisconsin

~~March 27, 2007~~
May 22, 2012

Harborside Academy Charter Agreement

This agreement is made as of the ~~27th day of March 2007~~ **22nd day of May 2012** by and between the Board of Education for the Kenosha Unified School District No. 1 ("Board") and Harborside Academy.

Terms of the Contract

The term of the Harborside Academy Charter Contract, **as a KUSD instrumentality charter**, shall be a period of five (5) years commencing on the 1st day of July, ~~2007~~ **2012**.

It is understood and agreed that Harborside Academy will follow all of the established District Policies and Procedures unless stipulated differently in other provisions in this contract or provided by law.

Administrative Services

~~Harborside Academy Curriculum Sponsors~~ The sponsors will be William Haithcock, ~~Tim Miller, and Tom VanWinkle.~~ **Dan Tenuta, and Jennifer Seydel, Ph.D.**

~~Person(s) in Charge and Administrative Services.~~ The person responsible for administrative leadership of the Harborside Academy will be Mr. William Haithcock. He will serve as full-time Principal/Director of the school. Mr. Haithcock will work closely with the Governance Board to ensure that the educational goals of Harborside Academy are carried out. He will be responsible to the Board of Education for meeting the terms of the contract, financial accountability, serving as an instructional leader, overseeing instruction and staff development, managing the building, hiring of all personnel, and handling student discipline. Mr. Haithcock will ~~also~~ be responsible for overseeing secretarial/clerical procedures such as attendance and health records. He will ~~also~~ oversee the administration of assessment and evaluation of programs and all staff. If the Principal/Director should leave his position, **ESC** central office personnel in consultation with the Harborside Academy Governance Board will choose a replacement.

Advisory/Governance. The Governance Board will work to support the educational philosophy of Harborside Academy and will conduct activities consistent with its mission.

Nonsectarian. Harborside Academy is nonsectarian in its programs, admissions policies, employment practices, and all other operations. Harborside Academy faculty, staff, equipment, supplies, curriculum, and teaching content shall be free of all religious or other sectarian symbols or influences.

~~Educational Program. Grades covered by Harborside Academy.~~ During year 1, Harborside Academy will educate students in ninth grade. Enrollment goals will be approximately 100-108 ~~46 to 50 students per grade level in grades six through eight, and approximately 110 students per grade level grades nine through twelve.~~ An additional grade level will be added each year until the school houses all four high school grade levels.

~~All Grades. Covered by Harborside Academy~~ The Harborside Academy is a college bound high school (grades 9-12) **grade six through twelve college preparatory school** whose graduates will attend college or university

post-secondary education. ~~Enrollment goals~~ **Targeted enrollment** will be approximately ~~100-108~~ **46 to 50 students per grade level in grades six through eight, and approximately 110** students per grade level **in grades nine through twelve** The school, which will ~~ultimately~~ enroll approximately ~~400~~ **578** students in grades ~~9-12~~ **6-12**, offers a rigorous academic program within a personalized learning environment, and prepares all students for success in college and beyond. Immersed in an ethos of service and teamwork, Harborside Academy students are challenged to take the reins of community leadership and to understand and meet the demands of the modern workplace.

Mission Harborside Academy, an Expeditionary Learning (EL)/Paideia School, that utilizes the best practices of the EL and Paideia models of teaching in a small personalized setting in order to impel and prepare students for the 21st Century. Harborside students will have a sense of the larger community that they are part of, and their importance within it.

~~Harborside Academy's mission as an Expeditionary Learning High School is to provide a rigorous academic program through learning expeditions, in a small personalized setting that impels and prepares students for full participation in the intellectual, economic and civic life of our society. Our approach draws students, teachers, and parents together in the pursuit of high standards of academic achievement, character, and service to the community.~~

Curriculum Curriculum will be chosen by the staff of each school in conjunction with the mission and educational program of the school and aligned with the mission of the KUSD. Harborside's curriculum is centered upon an interdisciplinary, thematic curriculum. Flexible scheduling and team planning throughout the academic programs allow for frequent collaboration and coordination between disciplines. Advanced Placement and honors courses ~~may be~~ **are** offered based upon student interest and readiness. Teachers at Harborside will use instructional methods with all students that are often reserved for students in honors courses or programs for gifted learners. Harborside will have a rigorous academic program that is very demanding. Each semester ~~or trimester~~ of work that meets or exceeds course standards will earn credit.

During grades 6 - 12, all students will be expected to successfully complete the following:

Grades 6 - 8

- **3 years humanities (English and social studies) 6 credits**
- **3 years of mathematics 3 credits**
- **3 years of science 3 credits**
- **3 years foreign language 2 credits (.5 in 6th grade, .5 in 7th grade, 1.0 in 8th grade)**
- **3 years of health/physical education 1.5 credits**
- **3 years of Crew**
- **Additional 6-8 Elective Credits 1.5 (i.e., art, music)**

Grades 9 - 12

- **4 years of humanities (English and social studies) 8 credit**
- ~~4 years~~ **3 years of mathematics 4 credits 3 credits**
- ~~4 years~~ **3 years of science 4 credits 3 credits**
- ~~4 years of arts and technology (performing or visual)~~
- **2 years of a foreign language (Unless excused by a parent/guardian)**
- **2 years of health/physical education 2 credits**
- ~~4 years of "crew" (see pg. 6, 4g)~~

- **Additional 9-12 elective credits are added to required courses, including 4 years of Crew, to achieve 23 minimum credits for graduation.**

The staff at Harborside Academy will participate in district textbook adoptions and associated training/curriculum development. The curriculum at Harborside Academy will cover the standards and benchmarks of ~~Kenosha Unified School District~~ **KUSD** while the school reserves the right to determine the order of delivery to better suit the needs of Harborside Academy students. Materials for unique aspects of the EL program will be chosen by the staff of Harborside Academy in conjunction with the mission of the school and aligned with the mission of the ~~Kenosha Unified School District~~ **KUSD**.

~~Students at Harborside will at times be allowed to take more than the traditional 8 credits per academic year. Crew and the intensive electives (see pg. 3, 4c) will make additional credits possible. Due to EL School's academic requirements that are listed above, many students at Harborside will graduate with more than 26 credits.~~

Methods of Attaining Educational Goals

Instructional Framework

Within Wisconsin charter school law, section 118.40 (1M) (1) 4 states that this charter contract should include methods that the school will use to enable pupils to attain the educational goals under s. 118.01. Within 118.01, schools are challenged to provide pupils the following:

- Basic skills, including the ability to read, write, and arithmetic calculation.
- Analytical skills, including the ability to think rationally.
- A basic body of knowledge basic body of knowledge that includes concepts of literature, fine arts, mathematics, natural sciences..
- Knowledge in computer sciences.
- Vocational skills
 - An understanding of the range and nature of occupations.
 - Preparation to compete for entry for entry level jobs.
 - Positive work attitude and habits.
- Citizenship
 - An understanding of the basic levels of government.
 - A commitment to the basic values of government.
 - The skills to participate in political life.
 - An understanding of the function of organizations in society.
 - Knowledge of the importance of biological and physical resources.
 - Knowledge of state, national, and world history.
 - An understanding of different value systems and cultures.
 - At all grade levels, an understanding of human relations with regard to American Indians, Black Americans and Hispanics.
- Personal development
 - Skills needed to cope with social change.
 - Knowledge of the human body and the reasons to maintain lifelong health.
 - Knowledge of the practice of physical education.
 - Knowledge of the vitamin content of food and the nutritional value of dairy products.
 - Knowledge of physiology, hygiene, and sanitation.
- An appreciation of artistic and creative expression.
- The ability to construct personal ethics and goals.

- Knowledge of morality and personal responsibility.
- Knowledge of the prevention of accidents and the promotion of safety.
- Sound decision making skills including knowledge of the conditions which may cause and the signs of suicidal tendencies.
- Knowledge by which pupils can recognize and avoid physical or psychologically or abusive situations.

Methods of Attaining Educational Goals **Instructional Practice**

Innovative teaching methodologies that focus on active participation and student engagement will be used on a regular basis at Harborside Academy. Strategies from the Expeditionary Learning and Paideia models will be blended, varied and memorable to create powerful learning experiences on a regular basis. Strategies that will be used within our classrooms will include (*Socratic*) Seminar, Conceptual Models, Text Rendering, World Café, Gallery Walks, BBK Workshops, Didactic Instruction and student Coaching Techniques. While this is not an exhaustive list of strategies or protocols that will be used in our classes, it represents our style of teaching.

As a charter school, Harborside ~~Academy will use innovative teaching methods and instructional practices to achieve these educational goals~~ will maintain autonomy and academic latitude over instructional pace and order. However, district standards and benchmarks are still used. The items listed above will be accomplished through the standards and benchmarks associated with multiple history courses including American History, World History, and U.S. Government and politics, psychology, and sociology. Mandatory courses in ~~fine Arts,~~ physical education, health, ~~business,~~ math, science, and language arts courses will help students to achieve most of the remaining skills listed in Wisconsin Law section 118.01. Individual counseling, Crew classes, and an ~~mandatory~~ optional junior level internship will also play a big role in helping students to achieve these skills that they will need to succeed in adult life.

Harborside Academy will use its organizational structures and systems to help students attain these skills in the most efficient manner possible. Harborside's staff will emphasize the school's small size, ~~support a the~~ commitment to interdisciplinary teaching, and the field-based experiences that are at the core of Expeditionary Learning. The structures to accomplish these skills in a highly effective manner will include **the following:**

~~Harborside School will use organizational structures and systems to attain its educational goals that take advantage of its small size, and support its commitment to interdisciplinary, sustained learning and the field-based experiences and public products that are at the core of Expeditionary Learning. These structures will include:~~

- **Learning Expeditions:** Learning expeditions are the core experience within the academic program. Learning expeditions explore content and skills within at least two major disciplines during an in-depth examination of a compelling topic. Often that topic will start with issues or events of local interest that relate to larger areas of study, **and conclude in Expeditions include** a student completed "product" that has value to an external audience, e.g. a research project on local water quality culminating in a presentation to the City Council on the students' findings, implications, and recommendations.
- **Schedules:** Harborside Academy will organize the schedule to promote and support deep, personal, and rigorous teaching and learning. Classes are taught within a flexible schedule, **and** the school calendar is organized by ~~either semesters. or trimesters depending on school specifics and scheduling limitations.~~ **The daily schedules and the school calendar feature opportunities for extended days and longer school years.**

- **Heterogeneous grouping:** All students will be expected to complete their courses and demonstrate academic mastery at a high level. Teachers and school staff will support students who seek additional challenges beyond the shared curriculum. (*Exceptions might include a student working towards credit in an honors or AP level course.*)
- **College Bound:** Expeditionary Learning schools believe that all of their students should pursue post-secondary education and should consider a college or university education as their primary goal upon graduation.
- **Student-led family-teacher conferences:** Harborside Academy ~~will~~ insists upon students taking an active role within their education. The family conference is a cornerstone activity within that process. During these conferences, ~~held at the end of each trimester~~, students lead a discussion of their accomplishments, needs, and goals as learners based upon work they have collected.
- ~~8th, 10th and 12th~~ **Eighth, Tenth & Twelfth Grade Passage Portfolios:** The Passage Portfolio is a collection of a student's work in his or her courses accompanied by pieces of self-assessment and reflection. All students must successfully complete ~~these high-stakes~~ **this** events before moving on to the next grade **level** or graduation. During their Passage Portfolio event, students discuss with staff and family what they have learned and why their work demonstrates their readiness to move on to the next level of school.
- **Senior Project Expeditions:** A Senior **Project Expedition** will be designed by each student around a particular passion or field of interest. ~~The Student Partnership Junior Internship~~ may likely inform the specific topic and/or passion that the senior will pursue in more depth. Seniors will be coached through this process through ~~a~~ **their senior Crew Seminar class.**
- **Adventure Education:** All students will participate in a multi-day off-campus wilderness adventures ~~at the start of their first year of enrollment.~~ Supervised by trained staff and chaperoned by teachers and school staff, this experience is designed to build community and teach important lessons related to the school's philosophy and pedagogy.
- **Service:** Harborside Academy students are required to complete no less than 15 hours of community service each school year. This work is reflected as ten percent of each student's Crew grade. Student service hours are turned in each year by the end of final exams. Service hours can be accrued the summer before the school year begins. Service hours beyond required 15 cannot be rolled over to the next school year.
- **Summer School:** Harborside Academy will participate in KUSD summer school programming. Harborside's summer school program will continue to run with Reuther and will be a standards based program designed to re-teach skills that students did not learn throughout the traditional school year.
- **Special Education:** Harborside Academy will do everything within its power to recruit and maintain a student demographic that is similar to other schools within the community. Therefore, Harborside ~~will be the first charter school in Kenosha that~~ will offer special education services to students with an Individualized Education Plan. A full continuum of services will not be provided, but an inclusive model of support will be provided for ~~this school~~ **Harborside Academy** in the same manner that is provided for all other students within ~~KUSD the Kenosha Unified School System.~~ **As agreed upon by KUSD Board of Education in 2009, special education costs are included in the District's 20 percent of the budget.**

Electives

~~Junior Internship~~ **Student Partnership:** ~~Each junior will~~ **During first or second semester Juniors and Seniors may choose to** work with a teacher to design and prepare ~~for an internship~~ **a student partnership.** ~~that occurs between the 2nd and 3rd trimesters.~~ **The internship Student partnerships may** ~~must~~ include a compelling topic, a strong reading and writing component, powerful fieldwork, and/or a product that reflects

deepened understanding of the content studied and the skills learned **during this internship-type experience.** **Student partnership experiences may happen off-campus at local businesses.**

Enrichment Intensives: These intensives are ¼ credit weeklong courses. Students at Harborside Academy could engage in a range of activities, including interest-based topics such as anthropology, Exercise and Sports Science, or archeology. **Enrichment** intensive courses will be selected and designed by Harborside staff and will be reflected **by specific name** on a student's **electronic** transcript. **Enrichment** intensive courses will be optional for second semester seniors who ~~that~~ are on track to graduate on time.

Harborside Academy has the autonomy to create and add enrichment intensive courses to their electronic catalog for scheduling.

Academic Intensive: These intensives are designed for remediation and are non-credit courses that allow for credit recovery depending on students' academic progress. ~~that provide opportunities for remediation or enrichment.~~ **Students that are failing any course or character grade, at the time of intensives, will take a zero credit academic intensive. Harborside staff will track data relating to academic intensives. Total students taking this course per grade level, total failing grades per grade level, total passing grades earned during intensives, and total passing grades earned due to successful completion of contracts may be reviewed by the Harborside Governance Board.**

Crew: Harborside Crews are teams of students and an adult advisor who meet ~~daily~~ to discuss academic issues, share accomplishments, problem-solve individual or school dilemmas, and organize student work for ~~exit~~ portfolios or exhibitions. Critical to the school's goal of knowing all students well, Crew both cares for students and holds them accountable while at the same time giving them an opportunity to know themselves and each other better.

Articulated & Transcribed Credit Courses. – Harborside will participate in articulation agreements between KUSD and Gateway Technical College (GTC). Harborside has worked with the staff at GTC to offer transcribed credit courses. Description of the courses agreed to by Harborside and GTC are contained in the Governance Board's continuing resolutions as defined by Harborside Governance Board Policies. Harborside may seek articulated and transcribed credit courses may at other accredited institutions of higher education.

Honors Programming Harborside Academy students in grades 6 – 8 will have the option to complete honors level assignments in their core subject classes. "Weighted" honors credits will be offered at Harborside Academy for grades 9 - 12. With the exception of math, chemistry, physics, and Advanced Placement classes, all honors level classes will be heterogeneously grouped. Weighted honors and Advanced Placement courses will be limited to core academic courses (math, science, social sciences, and English). ~~However, these courses will be limited to courses that fall within the areas of Math, Science, English, Social Studies, and Foreign Language. Elective area courses, outside of these academic areas, will not be offered at the honors level. None of the elective or Enrichment Intensive courses will be offered at the honors level.~~

AP Courses: also be offered to Juniors and Seniors at Harborside Academy in areas where certified staff ~~and enough interested students are~~ is available **and enough students are interested.** Similar to other ~~district~~ KUSD high school students, **if their schedule permits,** Harborside students will be allowed to travel to another school to take an AP course that is not offered at Harborside.

School Calendar. Harborside Academy will generally follow the ~~Kenosha Unified School District~~ KUSD calendar. **However, the unique educational program of each school may necessitate flexibility when scheduling the school day and calendar.** ~~For A~~ possible example, parent conferences will reflect the process

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used at the local middle schools. Therefore, there will be a full day off to make up for two evenings (7 hours) of conferences. Harborside will also have possible calendar variations due to passage experiences ~~and the possibility of using a trimester schedule.~~ Harborside Academy, similar to other choice schools in Kenosha, will be dismissed at 2:25 every day so that high school students are able to take shuttle busses back to their district school ~~so that high school students can~~ to take advantage of district bussing. **District transportation is not available to students in grades 6 – 8.**

All students at Harborside, grades 6-12, will follow the same calendar. Conference dates, staff development days, etc., for the entire school will somewhat reflective of the district high school calendar to meet student transportation needs.

Harborside Academy's student/teacher contact minutes may not reflect the district or state norms.

The Design Principles and Core Practices

All Expeditionary Learning Schools adhere to a common set of beliefs and structures for teaching and learning. The design principles express the philosophy of education and core values of Expeditionary Learning. Drawn from the work of Outward Bound's founder Kurt Hahn, and other educational leaders, they shape school culture and provide a foundation for the moral purpose of schools.

- The primacy of self-discovery Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.
- The having of wonderful ideas Teaching fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
- The responsibility for learning Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
- Empathy and caring Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.
- Success and failure All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.
- Collaboration and competition Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.
- Diversity and inclusion Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
- The natural world A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

- Solitude and reflection Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.
- Service and compassion We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Core Practice Benchmarks. The Core Practice Benchmarks describe Expeditionary Learning in practice: what teachers, students, school leaders, families, and other partners do in fully implemented Expeditionary Learning schools. The five core practices--learning expeditions, active pedagogy, school culture and character, leadership and school improvement, and structures--work in concert and support one another to promote high achievement through active learning, character growth, and teamwork.

The Core Practice Benchmarks serve several purposes. They provide a comprehensive overview of the Expeditionary Learning practices, a planning guide for school leaders and teachers, a framework for designing professional development, and a tool for evaluating implementation.

Learning expeditions will be implemented throughout the curriculum. Within the expeditions, teachers will design compelling topics and create guiding questions that will drive the instruction. Teachers will link projects to the learning and ask students to design high quality products. Teachers will also connect learning to the real world by incorporating fieldwork, local expertise, and service learning into the classroom. Students at Harborside will be asked to produce and present high quality student work.

Teachers will also use an active pedagogy within their classrooms. Effective instructional practices will be used school wide. Teachers will teach reading and writing across the disciplines. They will teach inquiry based math, science, and social studies. Teachers will also use effective assessment practices like portfolio assessment and standards based assessment.

Building a positive school culture and fostering character will also be critical to the success of this school. Staff will ensure equity within the school and uphold high expectations for student behavior by establishing a building wide plan for discipline and by establishing consistent school procedures for the students to follow. The students will also be expected to follow a more stringent dress code where jeans, sweats, and t-shirts are not allowed.

This school will also emphasize ~~a value on~~ adventure and fitness. Students will participate in yearly Outward Bound Experiences where they will leave campus with the staff. ~~for a retreat away from school.~~ Students will be able to participate in active learning activities that emphasize academic excellence and team building. The school staff will also strive to develop a professional community that engages families in the learning process.

The staff at Harborside Academy will provide effective leadership in curriculum, instruction, and school culture. The staff will also create the structures necessary to accomplish these lofty goals. For example, students in good academic standing will be dismissed early on Wednesday afternoons so that staff can work together to prepare learning expeditions. (Students ~~that~~ **who** are not in good academic standing will be required to remain for the full length of the day to work in an intervention type setting with the school Principal and/or Counselor.) Staff members will also participate in mandatory summer training sessions and attend in-services/workshops in order to be trained in EL School's methodology. When the budget permits, a staff member titled an Instructional Guide will be hired to help staff to acquire the specific skills necessary to teach within this model.

Methods of Measuring Student Progress

Student Evaluations Students will be assessed on their mastery of **Learning Targets (which are based on KUSD Standards and Benchmarks)** and **character grades**.

The Harborside **Academy** school assessment and graduation process prepares students to do the kinds of work required in college and the workplace. Students graduate and receive a diploma from Harborside Academy by successfully meeting course standards that demonstrate essential skills and knowledge. Students will be regularly assessed, both formally and informally. The form of student assessment will vary depending on instructional goals but will include tests, quizzes, papers, projects and labs as well as portfolios, presentations, performances, and exhibitions (portfolios and exhibitions are described in more detail below).

Portfolios ~~Portfolios have been used in fields such as art and architecture for many years.~~ A portfolio is a collection of work showing what a student has been thinking about, working on, **and learning to do and knowledge gained**. It may contain written work, artwork, audio or videotapes of performances, photographs of three-dimensional constructions, and more. A portfolio does not include every bit of work; instead, it is a selection made by the student with teacher help. EL high schools have a portfolio system including Classroom ~~Working~~ Folders, ~~Subject Area Portfolios~~, a Crew Portfolio, and **Eighth Grade Passage**, ~~10th Tenth~~ Grade Passage and **Twelfth Grade Passage** ~~Graduation Portfolios~~. Each part of this system has a different purpose and audience.

Classroom ~~Working~~ Folders- As ~~they complete~~ pieces of work **are completed**, students will store both drafts and final products in their Classroom ~~Working~~ Folder. The purpose of Classroom ~~Working~~ Folders is to gather and organize student work. Students select work from their Classroom ~~Working~~ Folders to put in ~~each of the other~~ Crew portfolios.

~~Subject Area Portfolio-~~ A Subject Area Portfolio is a portfolio that gathers student work in one subject area (math, social studies, etc.) over two years. Students will create one set of Subject Area Portfolios in ninth and tenth grades, and another in eleventh and twelfth grades. ~~The purpose of subject area portfolios is to show student learning in each subject, to prompt academic reflection on the part of the student and to show that he or she is meeting the required standards. Periodically students are supported in choosing work from their Classroom Working Folders to put into subject are portfolios. Students select work based on the degree to which it shows evidence of the learning targets associated with the curriculum that term. When students begin to create their Tenth Grade Passage Portfolio or Graduation Portfolio, they will include work saved in their Subject Area Portfolios.~~

Crew Portfolio- A Crew Portfolio is a portfolio that shows evidence that the student is meeting our school's ~~crew, and non-~~ academic, and elective standards. The Crew Portfolio will include evidence of student learning and achievement in these areas: **academic and elective coursework**, the school's character traits and character learning targets, Adventure and Fitness (e.g.: a Wellness Plan), independent literacy, and post-secondary preparation (e.g.: resume creation, reference letter gathering). The student will choose pieces from the Crew Portfolio to include in eighth grade, and ~~sophomore tenth~~ **grade** passage and ~~graduation-senior~~ portfolios, as well as college applications.

Eighth and Tenth Grade Passage Portfolio- In order to graduate to the ~~eleventh~~ **next** grade level, all students must engage in a portfolio assessment process that simulates the tasks and process that students will be asked to engage in during the eleventh and twelfth grades. We call this the "passage" portfolio because it is a gateway to being a senior student. Students who are capable of fulfilling the requirements for the Passage Portfolio demonstrate that they are capable of success at the next level. Each student presents his or her Passage Portfolio to a panel that includes members of the school community as well as members of the community beyond the school building. The **Eighth Grade** and Tenth Grade Passage Portfolio **may** contains the following sections:

Author Introduction, including personal statement
Science and Technology

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Historical Understanding
Literature and Writing
Mathematical Thinking
Artistic Creation
Second Language Acquisition and Experience
Selections from Crew Portfolio.

~~Graduation Senior Passage Portfolio~~ **The Senior Passage includes** ~~Graduation Portfolio~~ is a portfolio prepared by each student in twelfth grade that highlights the student's work over the course of his or her career at **Harborside the EL High school including their senior project. The Senior Passage** ~~Graduation Portfolio~~ has two purposes: one, to show that the student has met the graduation standards of our school, and two, to help the student prepare for ~~college admissions~~ **post-secondary plans**. Each student will present his or her ~~graduation portfolio~~ **Senior Passage** to a panel made up of members of the school community as well as members of the community outside the school building. Graduation portfolios **may** contain the following sections:

Author Introduction, including personal statement and résumé
Science and Technology
Historical Understanding
Literature and Writing
Mathematical Thinking
Artistic Creation
Second Language Acquisition and Experiences
Selections from Crew Portfolio
~~Senior Learning Expedition~~ **Senior Project**

Exhibitions An exhibition is a public demonstration that lets students show parents, teachers, and members of the community what they are learning and doing in school. The exhibit may be artwork, research, results from an experiment, written work, tests, or other projects. The exhibition demonstrates what has been learned more clearly than just a grade on a report card can. It also gives other students ideas that will help them improve their own work and helps to set a standard for excellent work from all students. The exhibition is an important way for us to both celebrate work and to hold students and the school accountable to parents and others who care about our school.

Academic Grading Language and Scale Each Harborside Academy course will be built around *learning targets*. A learning target is a description of what students need to understand or be able to do by the end of the course. Learning targets are based on district standards, and written in student accessible language so they can be used to guide student self-assessment. Learning targets also take the sometimes abstract language of the standards and place them in a concrete context.

For example, one state standard is, "Students can write for a variety of purposes and audiences." This is the kind of standard that teachers will track student progress toward over multiple years. ~~The way they will track~~ **That progress is will be tracked** through a series of more specific learning targets such as, "I can write an editorial article about the current plans for reclamation of Rocky Flats that uses evidence to be persuasive." This target makes sense to students and if students meet this target, they have clearly made progress toward the standard.

When teachers give feedback to students about their progress toward a target they will use the following language which correlates with the following scoring system.

How their evidence of understanding relates to the target	The grade point associated with that level of progress toward the target	The letter grade associated with that level of progress toward a target
Exceeds the target	4	A
Meets the target	3	B
Partially meets the target	2	C
Does not meet the target	0	F/ INC

For each major assessment, teachers will develop *rubrics* (often with student input) that make clear the criteria that a student will have to meet in order to receive a 2, 3 or 4.

What specifically do these grades say about student achievement on a particular assessment or a learning target?

0 = Does Not Meet the Learning Target: A "0" is given when, in the absence of extenuating circumstances (e.g. an excused absence), a student does not demonstrate substantive progress towards meeting the standards or criteria of a given assessment by an established deadline. This may mean that a student has not met the majority of performance indicators or criteria for that assessment, or they have not genuinely attempted to meet the rubric criteria.

2 = Partially Meets the Learning Target: A "2" is given when a student has demonstrated a substantive attempt to meet the standards of a given assessment ~~by the established deadline~~, but needs more time to achieve competency. This may mean a student has met the majority (51%) ~~70%~~ of the performance indicators or criteria for that assessment or genuinely attempts to meet the rubric criteria.

3 = Meets the Learning Target: A "3" is given when the student's work fundamentally meets the standard being assessed and the assessment requirements. It is competent work that demonstrates the essential skills and knowledge for that grade level or course. *All* of the criteria for Meets the Standard (e.g., in the rubric) are demonstrated in the work.

4 = Exceeds the Learning Target: A "4" is given when the student's work goes substantially above and beyond the course standards in quality. The work may not be perfect, but it includes complexity, sophistication, originality, depth, synthesis and/or application that clearly exceeds what would be expected to meet the standards in this assessment. Sometimes, a student will have to opt to complete a particular task(s) or prompt(s), not required of all, in order to be eligible for an Exceeds.

~~What specifically do these grades say about student achievement when used for an overall course grade?~~

~~0 = Does Not Meet the Learning Targets: A student's work has not met the majority of the learning targets assessed.~~

~~2 = Partially Meets the Learning Targets: A student's work has met a majority of the learning targets assessed, but the student's work has partially met one or more. This demonstrates their having met some targets, being somewhat behind grade level and results in the lowest passing grade of a C at the end of the term.~~

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~~3=Meets the Learning Targets: A student's work has met (earned an average of 3) on the learning targets for the course. This demonstrates their having met targets, being on grade level and results in a B at the end of the term.~~

~~4=Exceeds the Learning Targets: A student's work has exceeded the expectations in over half of the learning targets. This demonstrates being above grade level in more than half of the learning targets for the course and results in an A at the end of the term.~~

Pre-ACT Testing. All Harborside students will participate in the ACT EXPLORE (9th grade requirement of KUSD) and the ACT PLAN (10th grade requirement of Harborside) tests.

Harborside Academy will pay for the ACT PLAN tests as part of the student fees.

Character Grades. As evident in our practices and procedures, Harborside Academy places an important value on students demonstrating high character in all they do both at school and in the community. In such, students are not only graded on academic performance, but character trait development as well. The character grade system was built on a set of targets that students at Harborside helped to develop. These targets include:

Learning Target #1: I am a RESPONSIBLE student.

Learning Target #2: I am a RESPECTFUL student.

Learning Target #3: I am a COOPERATIVE student.

Learning Target #4: I am a TRUSTWORTHY student.

Learning Target #5: I am a positive LEADER.

Learning Target #6: I use HUMOR appropriately.

Because of the importance of these character grades, students receive two grades for each course they are enrolled at Harborside Academy. They receive an academic grade, which they earn by showing evidence of progress toward the learning targets for the course. They also receive a character grade which they earn by demonstrating behavior in the 6 character learning targets. *Students must pass both grades with a C or better to earn credit for the course.* Specifics relating to character grades can be found in Governance Board's continuing resolutions.

~~Character Grades. Students receive two grades for each course they are enrolled at Harborside Academy. They receive an academic grade, which they earn by showing evidence of progress toward the learning targets for the course. They also receive a character grade which they earn in the same learning target based way. *Students must pass both grades with a C or better to earn credit for the course.*~~

~~Character grades are important to Harborside Academy because they allow us to communicate clearly with students and families about progress. Traditionally a certain portion of a grade was given based on participation, behavior or effort. This meant that the single grade students received sometimes communicated confusing information. For example, a student who knew all the content in a course, but came to class late or showed less than appropriate effort earned a C. At the same time, in the same class, a student who didn't understand the content but came on time, participated in class and made every effort also received a C.~~

~~In an effort to communicate more clearly with students and families about progress in both areas (academic and character/behavior) we give students a separate grade in each area. Just as in the past, however we want to hold students accountable for both, so students must earn a C or better in both their academic and character grade to earn credit for any course.~~

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~~This school has a set of character traits and a set of specific character learning targets that correlate with those character traits. Each term, grade level teams determine which subset of the character targets they will focus on. Teachers will provide students with instruction about those character targets, give students feedback about their progress, ask students to evaluate their progress, and collect assessment evidence. At the end of the term, teachers look at the assessment evidence they have to determine how frequently a student's behavior could be described as meeting the character learning target.~~

~~Students are scored this way on each character target, and then the set of scores is evaluated to their character grade for the course. Teachers do this just as they determine academic grades.~~

~~0 = Does Not Meet the Learning Targets: A student's work has not met the majority of the learning targets assessed.~~

~~2 = Partially Meets the Learning Targets: A student's work has met a majority of the learning targets assessed, but the student's work has partially met one or more. This demonstrates their having met some targets, being somewhat behind grade level and results in the lowest passing grade of a C at the end of the term.~~

~~3 = Meets the Learning Targets: A student's work has met (earned an average of 3) on the learning targets for the course. This demonstrates their having met targets, being on grade level and results in a B at the end of the term.~~

~~4 = Exceeds the Learning Targets: A student's work has exceeded the expectations in over half of the learning targets. This demonstrates being above grade level in more than half of the learning targets for the course and results in an A at the end of the term~~

~~Students who do not pass the character grade for a course will be required to complete an educational plan designed by the school Principal, Parent and Counselor to raise their grade to a "C". This program will be designed to help students learn more positive behavioral choices. Academic grades will be considered incomplete until such a time that the Principal agrees that the student has successfully completed the requirements of his/her individual plan. No failing grades will be issued without prior written warning to a child's parents. (All IEP plans for special education students will be followed.)~~

Annual Testing. Students at Harborside Academy will participate in annual state Standardized testing.

Report Cards/ Student Transcripts. Honor Roll. Meeting the Standards in a course is a significant accomplishment. Although a direct translation to a non-standards-based grading system is not possible or advisable, the GPA translation of 3.0 fairly reflects our rigor. All students who meet the learning targets in all of their classes by the final day of the semester will be recognized for achieving Honor Roll. **Details regarding honor roll are contained in the Governance Board's continuing resolutions.**

Report cards will be completed quarterly. Transcripts are available upon request as they are at other district high schools. Harborside Academy transcripts ~~may~~ **will** not reflect class rank. This information will always be made available to students applying for scholarships, but may not be included as a statistical category. **Parents who desire class rank to be included on the transcript may request it.**

Governance Structure

Governance/ Advisory Method. The Harborside Academy Governance Board will ensure the Harborside Academy Charter is upheld and will monitor and provide guidance for Harborside Academy, an instrumentality charter school of Kenosha Unified School District. The Harborside Academy Governance Board will oversee the attainment of the instructional outcomes of the school and will ensure that the school is in compliance with its charter and mission. The board will have authority over Harborside Academy's policies that are agreed upon within the charter agreement.

Methods to Ensure Parental Involvement. Harborside Academy parents are important partners in the educational programs at all charter schools. The governance structure of the school must address parent involvement. Parents are involved in The school's Governance Board making them a critical part of the decision making process.

Non- Discrimination Statement. Harborside Academy will not deny access to any student based on gender, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, color, or physical, mental, emotional or learning disability.

~~The Harborside Academy Governance Board will oversee the attainment of the educational outcomes of the charter school and will ensure that the school is in compliance with this contract and the mission and vision of the school. This board will be made up of at least 1 district administrator, 2 teachers, 2 parents, and 2 community members.~~

Qualification for Individuals to be Employed

Teacher Qualifications All staff members of Harborside Academy will meet the requirements for charter school personnel set by the State of Wisconsin and by District policy. Teachers will be expected to have an aptitude for this particular for Expeditionary Learning and/or Paideia model of teaching. Appendix A contains the teacher job description used for hiring staff. Harborside Academy staff will be interviewed and hired by the Principal. ~~following the established hiring guidelines of the District.~~

~~Employee Status All full-time Harborside Academy staff members will be employees of KUSD and are entitled to all of the rights and benefits of other similar employees of KUSD following already established salary schedules and benefit programs.~~ **Harborside Academy employees are considered KUSD employees and therefore are entitled to same wages and benefits as other KUSD employees.**

Teacher Transfers Any teacher transferring into Harborside Academy must agree with the philosophy and expectations spelled out in the job description that has been attached to this document as Appendix A. The teacher and school principal at Harborside Academy must agree that the teacher can and will meet the expectations in order to successfully complete the job requirements as described within the job description. **If the Principal feels that a transferring teacher is unwilling or is not prepared to perform the duties assigned within the job description, that teacher will not be placed at Harborside Academy.**

Student Health and Safety. ~~All local and state health and safety regulations and building code standards will be followed, including but not limited to, fire drills and tornado practice.~~ **All applicable health and safety policies will be adhered to including fire and safety drills.** OSHA safety procedures will be in place.

Equity of Opportunity. Racial/Ethnic Balance Goals and Methods. Enrollment at Harborside Academy is open to all students in Kenosha Unified School District in grades ~~nine~~ **six** through twelve. **The traditional geographic boundaries that exist in KUSD schools do not affect Harborside Academy.** ~~However, enrollment will be limited to ninth grade in the school's first year of existence. Tenth graders will attend in the second year and we will add 11th grade in year three. In four years, all four grade levels will be allowed to~~

~~attend this school. In accordance with Wisconsin state statutes, no person shall be denied admission based on a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. However, the availability of certain special education services will be determined by the support staff that is assigned to Harborside. Information about enrollment procedures and timelines will be widely disseminated through flyers to public schools, on our website, and in the local newspaper.~~ **Harborside Academy will not deny access to any student based on gender, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, color, or physical, mental, emotional or learning disability**

Equitable access for all students has been a priority for this planning team. Steps taken include:

- On the ~~"Letter of Intent"~~ **School Selection** form, students are not asked to identify their **gender, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, color, or physical, mental, emotional or learning disability**. Students simply list their name and contact information. From that point, the student names are entered in to a random lottery process. Selection of students is completely random.
- In order to promote equal student representation, Harborside Academy will carefully plan all recruitment efforts so that everyone in the community has a chance to learn about the school. Parent information meetings will be held at each of the middle and elementary schools in KUSD. ~~in town as well as in many different locations throughout the community. In addition, local organizations such as NAACP, LULAC and local churches will be contacted and asked to help spread the word through their organizations.~~

10. Admission Requirements

Application Process Letter of Intent Required. ~~Parents and students must complete a "Letter of Intent" in order to attend Harborside Academy.~~

Students wishing to attend Harborside Academy, in the Paideia Middle School House, will register by returning a student interest form. Interested high school students will express interest through the district high school selection form. If more students express interest in grades 6 or 9 than there are open spaces, a random lottery will be used. Paideia house students in eighth grade that are moving into 9th grade will be awarded automatic placement into the high school as long as they submit the proper selection/ interest form by the designated date.

Students accepted in the lottery will be given a designated time period to sign and return the Harborside Academy acceptance letter/contract. Students who do not return that form by the designated date will be denied admission and replaced by a student on the waiting list.

Discontinuance of Student Enrollment As with the other Kenosha choice high schools, students that are enrolled to attend Harborside Academy after ~~March~~ **April 1st** of any given year have made a commitment to attend the school for at least one year. ~~(For the 2007-2008 school year, that date has been moved back to March 16th due to a late start with student recruitment.)~~ However, once that commitment has passed, no student will be compelled to attend Harborside Academy. Attendance at Harborside Academy is based on student and parent choice.

Non-compliance with KUSD policies and Code of Conduct will serve as a basis for consideration of transfer from the Harborside Academy.

Students that fail to achieve a minimum number of academic credits will not be allowed to return to Harborside Academy due to the school's schedule and inability for students to make up missing credits. Students that fail all core credits at Harborside during any first semester will be asked to transfer back to

their attendance area school at semester. (This allows them to start a new set of classes at semester.) Students that earn fewer than the credits listed below will also be asked to return to their home school at the end of the year. (Note: completing credits through summer school is allowed.)

- 6th Grade – 5 MS credits**
- 7th Grade – 10 MS credits**
- 8th Grade – 15 MS credits**
- 9th grade – 5 credits**
- 10th grade – 10 credits**
- 11th grade – 17 credits**

If these rules conflict with a student's IEP or SIT agreement, the IEP or SIT agreement will take precedence.

Financial Arrangements and Programmatic Operations

Tuition ~~The Harborside Academy will not charge any tuition. The school will collect activity and other fees of the type and amount charged to other KUSD students in other District schools following the District Student Fee Schedule. Harborside Academy will collect and expend student fees at the building level for the purpose of defraying the costs of some instructional materials.~~ **No tuition will be charged. Charter schools choose whether to collect student fees to defray costs of instructional materials, field trips/activities or consumable materials.**

Student Acceptance Once a student has been admitted to Harborside Academy, he or she may remain in attendance through subsequent grades. A waiting list will be established for students who cannot be accommodated during the enrollment period. If more students apply than can be placed in the school by the end of the enrollment period, students will be selected through a lottery system. **The waiting list will be established for students who are not accepted through the initial lottery process.** If the lottery process is not needed and there are more spaces left open after the enrollment period, additional students will be accepted on a first come first serve basis. ~~The waiting list will be maintained through the end of the second quarter.~~ Siblings of current students will be exempt from the **lottery (if a sibling is enrolled at the time of the lottery, interested students will be automatically accepted into grades 6 – 12).** **Children of Harborside Academy staff members or governance board members are also exempt from the lottery (however, the number of students in this situation cannot exceed 2% of the total school population).** ~~Children of the Harborside Academy founding members may also be exempt from the lottery.~~ After 9th grade has concluded, 10 through 12 grade students that express interest in the school will participate in the school lottery for any open spaces. All transfer students that are interested in attending Harborside Academy must have earned a minimum of 5 credits by the end their freshman year, **10 credits by the end of their sophomore year, and 17 credits by the end of their junior year** in order to be considered for acceptance. This is necessary to maintain the continuity of the unique educational progression.

Budgeted Items The cost of all salaries, benefits, ~~rents, utilities,~~ **facility fees**, supplies, equipment, and similar items shall be ~~detailed and~~ included in the approved budget of the school. The Harborside Academy budgeting practices will adhere to District and State requirements for budget preparation and administration. The building Principal will approve all budget expenses.

Financial Records All operational and personnel funds will flow through the District **and follow all KUSD policies and procedures.** A record for all transactions will, therefore, be available as financial records of the district. ~~The Harborside Academy will follow the same financial policies and practices required by the District for all other District schools.~~ Financial records, including an activity account, will be maintained at the Harborside Academy and will be available for review. All of the financial and programmatic operations of

Updated April 17, 2012

Harborside Academy will be available for review by District staff or any outside auditor employed by the District.

Payment by KUSD ~~For each student enrolled at Harborside Academy~~ **Based** on the official third Friday ~~attendance in September membership count~~, KUSD will credit Harborside Academy with eighty percent (80 %) of the per member cost **student allocation, as determined by the State, will go to Harborside for the applicable school year ("Direct Cost Budget").** **Carryover of funds is permitted.** The remaining twenty percent (20 %) of the per-member cost will be allocated directly to KUSD as reimbursement for administrative or other services furnished to the Harborside Academy. KUSD will pay and offset against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expenses of Harborside Academy. Expenses other than established salaries, benefits, and rents shall be paid only upon written requisition to KUSD by the Harborside Academy. Any other funds raised by Harborside Academy from outside sources shall be delivered to and maintained by KUSD in a separate account subject to sole discretion of Harborside Academy ("Discretionary Account") following established District policy. Unspent discretionary funds can be carried over from one year to the next. The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for the use by the Harborside Academy in the operation of the school as follows:

~~Twenty-five (25) percent on the first day of July preceding the school year.~~
~~An additional fifty (50) percent on the first day of October during the school year.~~
~~The remaining twenty-five (25) percent on the first day of January during the school year.~~

Offsets KUSD may offset part or all of any amount ~~in the Discretionary Accounts against any amounts by which the that~~ Harborside Academy exceeds the Direct Cost Budget ~~in any school year and for which KUSD that it is liable for.~~ **(No charter is authorized to expend any amounts in excess of the Direct Cost Budget).** ~~Notwithstanding the foregoing, the Harborside Academy is not authorized to expend or otherwise obligate the District for any amounts in excess of the Direct Cost Budget plus any amounts in the Discretionary Accounts.~~

Purchasing All supplies and equipment of the Harborside Academy shall be requisitioned and purchased following standard financial procedures and District policy. This would include the periodic audit of the school capital assets in conformance with District policy.

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

Transportation. Transportation will be offered at this charter ~~high school~~ **for high school students only** in the same manner that it is provided to students that attend other local choice high schools. Transportation costs are to be paid from within the Harborside Academy budget.

KUSD Services ~~As part of the District's twenty percent (20 %) portion of the per member cost, KUSD will provide agreed upon services in addition to purchasing and other services described in this contract. These may include, at the District's discretion, services such as inclusion in district wide textbook and software adoption, professional development, federal and district breakfast/lunch program, facilities services, maintenance and repairs, instructional consultation and inclusion in applicable federal or state programs.~~ **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, facility repairs, and inclusion in all federal and state programs at the school's discretion.**

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Student Discipline. Behavior Policies All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations may be developed. All students and their families will receive a copy of any **notification of unique** rules and regulations.

Discipline Procedure Due process procedures will be followed in reaching any discipline decision including removal from Harborside Academy.

Bullying Pledge All students at Harborside Academy (grades 6-12) will be required to sign a bullying pledge within their Crew class.

Public School Alternatives. No student ~~shall be compelled~~ is required to attend the Harborside Academy. Students who ~~are not admitted to~~ **do not attend** Harborside Academy will attend their regular attendance area high school or another **choice** school.

Description of Facilities/ Liability Insurance

Description of School Facility The facility ~~to be~~ used to house the school ~~for at least the length of the first lease agreement will be the St. Elizabeth School located 714 49th St.,~~ **is presently owned and maintained by KUSD located at 913 57th Street, Kenosha, WI 53140.** This facility is a traditional school building with classrooms, a gymnasium, a cafeteria, a wired computer lab, and a library.

Liability of Insurance Liability insurance coverage for Harborside Academy is provided by ~~the District~~ **KUSD** and is the same as that which is provided for all ~~District~~ **KUSD** schools

Effect on the Liability of the School District. The charter school will adhere to all federal, state, and local laws and regulations (**pertaining to liability**) and to the Board's insurance and risk management requirements. The Harborside Academy and the Governing ~~Board~~ will comply with the KUSD Code of Ethics.

Termination of Contract. The Harborside Academy Charter Contract may be terminated by the Board of Education at any time upon the happening of any of the following circumstances:

Mutual Agreement. **If both parties (KUSD and Harborside Academy) must** agree in writing to termination.

Contract Violation. **If the KUSD Board determines that Harborside Academy ~~has violated this~~ is in violation of the contract.**

Educational Goals. **If the KUSD Board determines that students enrolled in the Harborside Academy have failed to make sufficient progress toward attaining the educational goals under Wisconsin Statute 118.01.** If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the additional steps the Harborside Academy will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of Harborside Academy's written plan for attaining its educational goals shall be final. If the Board accepts such written plan, or a modified plan, the Harborside Academy shall be allowed a reasonable time in which to correct such progress deficiencies.

Fiscal Management **If the Board determines that Harborside Academy has failed to comply with generally accepted accounting standards of fiscal management and Board policy.**

Violation of WI Stat. 118.40. **If the Board determines that Harborside Academy has otherwise violated Wisconsin Statute 118.40.**

Insolvency **If the Board determines that Harborside Academy revenues are insufficient to pay its expenses as they come due.**

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In the event of contract termination, the Board of Education shall recover all funds advanced to the Harborside Academy under the contract to which the Harborside Academy is not entitled. The decision of the Board shall be final.

Notice. Whenever under this contract notice must or may be given to the other party, or whenever information may or must be provided to the other 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. R. Scott Pierce~~
Dr. Michele Hancock
Superintendent of Schools
Kenosha Unified School District
3600 52nd St.
Kenosha, WI 53140

Telephone: **262 359-6300**

To: Harborside Academy

Mr. David Buggs
Governance Board President
Harborside Academy
913 57th St.
Kenosha, WI 53144

Telephone: **262 359-8400**

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

The Board of Education for
The Kenosha Unified School
District No. 1

Harborside Academy
Mr. David Buggs
Governance Board President

By: _____

By: _____

Appendix A

Harborside Academy Job Description

Human Resource Use Only
Position Number:
Salary Range Min:
Effective Date:

POSITION IDENTIFICATION

Position Title: (Subject) Harborside Teacher Position
Division: Kenosha Unified School District
Workweek: Mon-Fri (Hours) 7.5 hours per contracted day

SUPERVISORY RELATIONSHIPS

Reports to: Principal
Directly Supervises:

POSITION PURPOSE

You will provide educational direction for students within the Kenosha Unified School District boundaries. You will be responsible for planning, preparation, and instruction of all required course work within your assigned module of education and level. You will create a quality classroom environment in accordance with the standard of the school and the school district. You will fulfill your professional responsibilities while upholding the values of the community and the educational system.

ESSENTIAL DUTIES

1. Demonstrate knowledge of and skills in setting goals and objectives based on student development, content, assessment, and standards and benchmarks. Challenge and motivate all learners. Provide coherent instructions, curriculum development, and evaluations. Use school and district provided resources and materials and incorporate staff/community resources.
2. Demonstrate knowledge of and skills in organizing physical space. Establish a focused learning environment. Develop an environment of respect and rapport. Maintain effective classroom procedures while managing the behavior of students.
 - Follow all established hallway and outdoor supervision routines as designed by the school Principal.
 - Follow established school-wide discipline plan and procedures.
3. Demonstrate knowledge of and skills in using a variety of instructional methods, including those required within the Expeditionary Learning Schools and/or Paideia model. Communicate clearly and accurately. Implement discussion/questioning techniques. Teach all learners using interdisciplinary teaming, integrated instruction, and inclusive instruction strategies, and maximize student engagement. **There must be a clear commitment to the Expeditionary Learning and/or Paideia model of instruction.**
4. Assessing and evaluating student learning, responding to individual learner's needs and reporting student progress.

- ~~Provide written communication to parents about student progress at least three two times a quarter.~~
 - ~~Maintain accurate portfolios for all students.~~
 - ~~Implement student led conferences/drop-in conferences two at least twice times per year.~~
 - ~~Implement exhibition night at least once per year.~~
 - ~~Maintain accurate standards based grading system.~~
 - **Provide written communication to parents about student progress at least three two times a quarter.**
 - **Facilitate the development of accurate portfolios for all students.**
 - **Plan and implement student led-conferences, work exhibition nights and passage presentations.**
 - **Maintain accurate standards based grading system.**
 - **Adherence to “7 practices” of student engaged assessment as defined by Expeditionary Learning Schools.**
5. Demonstrate commitment to advocating for all students. Believe that all students can learn at a high level. Engage in professional communication with students, parents, and colleagues.
6. Reflective teaching through professional development, school/community activities, and lifelong learning.
- Must be available for, and willing to travel for summer workshops, conferences, and trainings that are required within the Expeditionary Learning and/or Paideia model.
 - Must also be available for all paid summer staff planning sessions.
 - Must be available for staff development opportunities and team meetings that are offered during the contracted day. These will include activities held during early dismissal Wednesday afternoons and during professional period meetings that will be held during daily non-student contact/planning time.
 - **The Harborside staff is required to participate in an overnight off-site staff retreat at the start of each school year.**
7. ~~Must be willing to participate in all off site activities, including all overnight “Outward Bound” experiences, without additional pay.~~ **Full time staff must participate in all off site activities, including all overnight “Outward Bound” experiences, without additional pay. (Please understand, these events are outdoor adventure based trips that include camping, canoeing, cycling, rock climbing etc...)**
8. Must be willing to collaborate with others, share information and resources, and help foster an active professional learning community to carry out the vision of the charter of the Harborside Academy.
9. Must be willing to effectively plan and lead “Intensive” elective courses offered within the daily teaching schedule.
10. **Must effectively plan and Crew class. (Crew is our version of Advisory class.)**
11. Demonstrate knowledge of and skills in use of technology in planning, instruction, and for professional purposes. Be willing to pursue technology training for professional development and classroom use.
12. Must be willing to follow ~~school~~ **KUSD** dress code.

OTHER DUTIES

Perform other duties as assigned by the Principal.

MINIMUM POSITION QUALIFICATIONS

Education: Bachelor's Degree or higher

Experience: No experience required

Certifications/Licenses: Certified/Certifiable to teach in Wisconsin

Other Requirements: Minimum overall undergraduate GPA of 2.75(4.0 scale); or 3.0 undergraduate GPA in major; or Master's GPA 3.0; maybe be waiver based on previous work experience and other needs of the district.

KNOWLEDGE, SKILLS, & ABILITIES

Official transcripts reflecting degree(s); completed "Technology Self-Assessment"; Credential file or three (3) letters of reference; any additional specific position requirements may apply in some certification areas.

BACKGROUND CHECKS

Condition of Employment

PHYSICAL DEMANDS

Manual Dexterity: Work requires definite skilled and accurate physical operations requiring some closely coordinated performance.

Physical Effort: Work requires handling average weight materials or equipment, but not for sustained periods.

Working Conditions: Some exposure to definitely disagreeable features.

The above statements are intended to describe the general nature and level of work being performed by most people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties, and requirements. Scheduling flexibility is required to accommodate changing business needs.