



MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

Educational Support Center
Board Meeting Room
3600-52nd Street
Kenosha, WI 53144

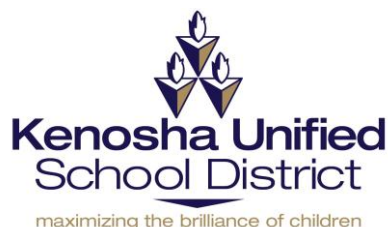
February 12, 2013

5:30 P.M. – Personnel/Policy
6:00 P.M. – Audit/Budget/Finance
6:30 P.M. – Joint Audit/Budget/Finance &
Curriculum/Program
6:50 P.M. – Curriculum/Program

February 2013 Planning/Facilities/Equipment
Standing Committee Meeting Canceled

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

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PERSONNEL/POLICY – 5:30 P.M.

- A) Approval of Minutes – January 8, 2013 Pages 1-2
- B) Policy/Rule 6421 – Programs For Students With Disabilities Pages 3-14
- C) Information Items
 - 1) Recommendations Concerning Appointments, Leaves
of Absence, Retirements and Resignations..... Page 15
 - 2) Parent/Guardian Survey Results Pages 16-19
 - 3) Middle School Class Size Report Pages 20-26
 - 4) School Year 2013-14 Preliminary Enrollment Projections Page 27-30
- D) Future Agenda Items
- E) Adjournment

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

- A) Approval of Minutes – December 4, 2012..... Page 31
- B) Information Items
 - 1) Budgeted Salaries & Benefits Page 32
 - 2) Cash and Investment Quarterly Report..... Page 33
 - 3) Monthly Financial Statements & Dashboard Report Pages 34-48
- C) Future Agenda Items
- D) Adjournment

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

- A) Mary Frost Ashley Charitable Trust Pages 49-55
- B) Request to Submit 21st Century Community Learning
Center (CLC) Program Grant Application for 2013-14
School Year Pages 56-59
- C) Adjournment

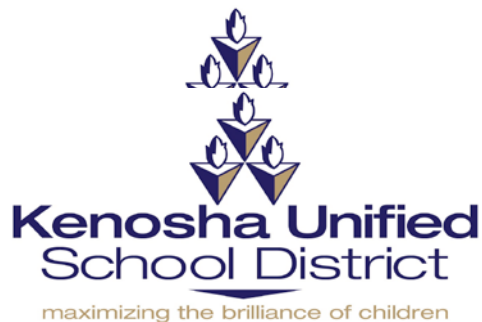
**CURRICULUM/PROGRAM – 6:50 P.M. or Immediately Following Conclusion of
Preceding Meeting**

- A) Approval of Minutes – January 8, 2013 Page 60
- B) Policy/Rule 6421 – Programs For Students With Disabilities Pages 61-72
- C) Hockey Cooperative Team Expansion Pages 73-74
- D) Information Item
 - 1) Kenosha Unified School District - Concordia
University Wisconsin Partnership for English
As a Second Language Minor Pages 75-80
 - 2) Elementary Standards-Based Grading: Progress
Monitoring and Assessing for Student Learning..... Pages 81-84
 - 3) Promethean Follow Up Responses..... Pages 85-90
 - 4) Professional Learning Update Summer 2012 to Fall 2012 Pages 91-101
 - 5) Evans-Newton, Inc. Pages 102-103
 - 6) Head Start Semi-Annual Report. Pages 104-110
- E) Future Agenda Items
- F) Adjournment

NOTE: The February 12, 2013 Planning/Facilities/Equipment Standing Committee Meeting has been canceled.

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.

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KENOSHA UNIFIED SCHOOL BOARD
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
January 8, 2013
MINUTES

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mrs. Coleman was called to order at 5:51 P.M. with the following Committee members present: Mrs. Taube, Mr. Gallo, Mr. Jacobs, Mr. Retzlaff, Ms. Hamilton, and Mrs. Coleman. Dr. Hancock was also present. Ms. Morrison and Mr. Wamboldt were excused. Ms. Ross was absent.

Approval of Minutes – December 4, 2012 Personnel/Policy and Joint Planning/Facilities/Equipment, Personnel/Policy, and Curriculum/Program Meetings

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

Policy/Rule 1240 – Access to Public Records

Mrs. Sheronda Glass, Executive Director of Business Services, and Mr. Edward Kupka, Interim Director of Human Resources, presented Policy/Rule 1240 – Access to Public Records and indicated that the item was presented last month; however, a request from the Committee was made to postponed action to allow for time to compare the policy with the Wisconsin Records Retention Schedule for School Districts and Wisconsin State Statutes. Mrs. Glass indicated that the policy mirrors state statute.

Mr. Retzlaff moved to forward the proposed revisions to Policy/Rule 1240 – Access to Public Records to the Board of Education for approval as a first reading at the January 29, 2013 regular meeting and for a second reading at the February 26, 2013 regular meeting. Mr. Jacobs seconded the motion. Unanimously approved.

Policy/Rule 5260 – Open Enrollment – Full Time

Mr. Kristopher Keckler, Executive Director of Information & Accountability, presented Policy/Rule 5260 – Open Enrollment – Full Time and indicated that the policy is being revised to align with updated guidelines from the Department of Public Instruction which state that termination of open enrollment students due to habitual truancy must now be included in any district open enrollment policy. Therefore; the definitions, notifications and interventions that currently apply to resident students will now be consistent and apply to open enrollment students.

Mr. Jacobs moved to forward the proposed revisions to Policy/Rule 5260 – Open Enrollment – Full Time to the Board of Education for approval as a first reading at the January 29, 2013 regular meeting and for a second reading at the February 26, 2013 regular meeting. Mr. Retzlaff seconded the motion. Unanimously approved.

Information Items

There were no questions on the Recommendations Concerning Appointments, Leaves of Absence, Retirements, and Resignations.

Future Agenda Items

There were no future agenda items noted.

Meeting adjourned at 6:14 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin

February 12, 2013
Personnel/Policy and Curriculum/Program Standing Committees

POLICY/RULE 6421—PROGRAMS FOR STUDENTS WITH DISABILITIES

Explanation of Policy Change

The Kenosha Unified School District is required by state and federal law to follow all of the included requirements in Policy 6421. This policy (6421) describes the district's commitment to serving students with special education needs. The district's Transformation Plan encompasses servicing all students, ensuring every child experiences high quality personalized learning success. As noted in this policy, the word "program" has been eliminated. The new wording will be reflected through the word "services."

Services and procedures the district is required to provide by state and federal law are noted below:

- Services for Students with Disabilities (Policy 6421)
- Child Find Activities (Policy 6421.1)
- Least Restrictive Environment (Policy 6421.2)
- Individualized Education Program (Policy 6421.3)
- Due Process Procedural Safeguards for Special Education Students and for Students Referred for IEP Evaluation and Their Parent/Guardian (Policy 6421.4)

These policies appear in Appendices A through E.

In addition, the five different policies (noted above) and their respective requirements will be incorporated into one policy—6421. A link to the Wisconsin Department of Public Instruction (DPI) for these required services will be provided in this policy.

Recommendation

Administration recommends that the Personnel/Policy and Curriculum/Program Standing Committees forward revised Policy 6421, Services for Students with Disabilities and the recommendation for elimination of policies 6421.1, 6421.2, 6421.3, and 6421.4 to the School Board for a first reading on February 26, 2013, and a second reading on March 26, 2013.

Dr. Michele Hancock
Superintendent

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Ms. Susan Valeri
Director of Special Education and Student Support

POLICY 6421

SERVICES PROGRAMS FOR STUDENTS WITH DISABILITIES

In recognizing its responsibility to provide a complete and appropriate education for all students of the District, the School Board shall provide programs and services for all students with disabilities. The District shall ensure that all related services needed to assist an individual student to benefit from special education programs ~~services~~ will be provided. **Students with disabilities will be educated within the least restrictive environment that will satisfactorily meet their educational needs.**

~~A Special education program and procedures manual shall be developed by the District that outlines specific policies and procedures relating to students with disabilities. This manual~~ **These procedures** shall meet state and federal law requirements, and be adopted by the Board **including child activities, least restrictive environment, Individualized Education Program and due process.**

The District shall adhere to all due process safeguards for parental rights and appeal within the parameters of state and federal laws governing the operation of programs ~~services~~ for students with disabilities. **The Director of Special Education and Student Support will be responsible for implementing procedures to ensure that students and parents are afforded the procedural safeguards established by State and Federal laws.**

The District will attempt to locate all students residing within the District who have a disability regardless of the severity of the disability and who are in need of special education and related services. The District shall utilize an Individualized Education Program Team approach when evaluating students suspected of having a disability. The Individualized Education Program Team shall determine and document that a student has a disability and a need for special education and related services.

LEGAL REF.: Wisconsin Statutes

- Sections 118.13 [Student discrimination prohibited]
- 118.30(2)(b)1 [Testing of students with disabilities]
- 121.53(3) [Transportation for students with disabilities]
- Chapter 115, Subchapter V [Educational programs and services for students with disabilities]
- Wisconsin Administrative Code
- PI 11 [Rules governing educational programs and services for students with disabilities]
- PI 16 [Testing of students with disabilities; state-required tests]
- Individuals with Disabilities Education Act [Educational programs and services for students with disabilities]
- Section 504 of the Rehabilitation Act of 1973 [Accommodating the needs of handicapped students]

CROSS REF.: ~~3545.4, Non-Public School Students~~

- ~~3511, Transportation~~
- ~~5110, Equal Educational Opportunities~~
- ~~5260, Full-Time Public School Open Enrollment – Full Time~~
- ~~5270, Part-Time Public School Open Enrollment – Full Time~~
- ~~5475, Discipline of Students with Disabilities~~
- ~~6100, District Mission, Vision, Goals, Results~~
- ~~6110, Instructional Program Mission and Beliefs~~
- ~~6330, Privacy Rights in District Programs~~

6422, Homebound Instruction
6427, Individual and Remedial Services
6432, Class Size
~~6454, Promotion and Retention~~
6456, Graduation Requirements
6460, Testing/~~Assessment~~ Programs
~~6461, Parental Consent for Testing~~
~~6462, Nondiscriminatory Testing/Assessment~~
Special Education Program and Procedure Manual
Section 504 Program Plan

ADMINISTRATIVE REGULATIONS: None

AFFIRMED:

REVISED: January 29, 2002

APPENDIX B

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 6421.1
CHILD FIND ACTIVITIES

~~The District shall attempt to locate all students residing within the District who have a disability, regardless of the severity of the disability, and who are in need of special education and related services. When such students are identified and with parent/guardian consent, they will be evaluated.~~

LEGAL REF.: Wisconsin Statutes

~~Sections 115.77 [Local education agency duties related to students with disabilities]
115.782 [Evaluation of students with disabilities]
115.78 [Individualized education program team]
115.787 [Individualized education programs]
115.79 [Educational placements]
115.792 [Procedural safeguards]
115.812 [Placement disputes]
PI 11 [Rules governing programs for students with disabilities]
Individuals with Disabilities Education Act [Educational programs and services for students with disabilities]~~

CROSS REF.: ~~6421.2, Least Restrictive Environment~~

~~6421.3, Individualized Education Program
6421.4, Due Process Procedural Safeguards for Special Education Students and Students Referred for IEP Evaluation and Their Parents/Guardians
6427, Individual and Remedial Services
6461, Parental Consent for Testing
6462, Nondiscriminatory Testing/Assessment
Special Education Program and Procedure Manual~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: ~~August 13, 1991~~

REVISED: ~~September 14, 1999~~
~~January 29, 2002~~

RULE 6421.1
~~CHILD FIND PROCEDURES~~

- ~~1. The Executive Director of K-8 Instruction/designee shall annually conduct public awareness activities which will serve to identify, locate, and evaluate potential students with disabilities, birth through age twenty (20).~~
- ~~2. The Executive Director of K-8 Instruction/designee shall provide screening opportunities upon parent(s)/guardian request to students suspected of having a disability prior to entry into school.~~
- ~~3. All students will be screened by the principal/designee or by the building level staffing committee upon enrollment in the District.~~

APPENDIX C

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

~~—————~~ POLICY 6421.2
~~LEAST RESTRICTIVE ENVIRONMENT~~

~~Students with disabilities will be educated within the least restrictive environment that will satisfactorily meet their educational needs.~~

~~The District endorses philosophy of “inclusion”.~~

~~To the maximum extent appropriate as defined in the I.E.P., a child with a disability shall be educated with children who are not children of disabilities. Special classes, separate schooling, or any other program that would remove a child with a disability from the regular educational environment may only be considered when the nature or severity of a child’s disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.~~

~~LEGAL REF.: Wisconsin Statutes~~

~~Sections 115.787 [Individualized education programs]
115.79 [Educational placements]
115.792 [Procedural safeguards]
115.812 [Placement disputes]~~

~~Wisconsin Administrative Code~~

~~PI 11 [Rules governing programs for students with disabilities]~~

~~Individuals with Disabilities Education Act [Educational programs and services for students with disabilities]~~

~~CROSS REF.: 5110, Equal Educational Opportunities~~

~~5475, Discipline of Students with Disabilities~~

~~6421.1, Child Find Activities~~

~~6421.3, Individualized Education Program~~

~~6421.4, Due Process Procedural Safeguards for Special Education Students and Students Referred for IEP Evaluation and Their Parents/Guardians~~

~~6422, Homebound Instruction~~

~~6427, Individual and Remedial Services~~

~~6430, Instructional Arrangements (The Learning Situation)~~

~~6462, Nondiscriminatory Testing/Assessment~~

~~Special Education Program and Procedure Manual~~

~~ADMINISTRATIVE REGULATIONS: None~~

~~AFFIRMED: August 13, 1991~~

~~REVISED: August 22, 1995~~

~~September 14, 1999~~

~~January 29, 2002~~

RULE 6421.2

~~LEAST RESTRICTIVE ENVIRONMENT FACTORS~~

1. ~~Within the District, a continuum of alternative special education placements shall be made available for a student with a disability. The student may receive special education through a variety of service alternatives including: general education classroom with special education consultation, general education classroom with full time special education support, general education classroom with itinerant special education support, general education classroom with the use of a resource room for part of the day, part time special class, full time special class, special day school, or homebound instruction.~~
2. ~~The District endorses the practice of "Inclusion"; wherein, each student with a disability, to the maximum extent appropriate as defined in the I.E.P., will be educated with students who do not have a disability. These services will be provided in the student's neighborhood school as a first option. Special classes, separate schooling or other removal of students from the general education environment will occur only when the nature of severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. When making decisions regarding the level of inclusion (the amount of time a student spends in the general education environment) for an individual child, the needs of the child with the disability, the impact of such decisions on the general education environment, and the impact on other students in the classroom and school will be considered. Where the student with a disability is so disruptive that the education of other students is significantly impaired, a change in the amount of support or a more restrictive program will be implemented through the process.~~
3. ~~The most appropriate special education placement and/or continuing placement will be determined by the Executive Director of K-8 Instruction, based upon recommendations made by the I.E.P. Team and the Individualized Education Program.~~
4. ~~For staffing purposes, all students who spend 30 percent or more of their day within the general education classroom will be counted as a student in the classroom.~~
5. ~~The general education teacher along with the special education teacher shall have the responsibility for the grading of students in their assigned class/classes. The special education teacher and general education teacher shall discuss the special education student's ability to determine the grading criteria to be followed in the general education classroom.~~

APPENDIX D

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

~~POLICY 6421.3~~

~~INDIVIDUALIZED EDUCATION PROGRAM (I.E.P.)~~

~~The District shall utilize an I.E.P. Team approach when evaluating students suspected of having a disability. The I.E.P. Team shall determine and document that a student has a disability and a need for special education and related services.~~

~~An annual written individualized education program shall be in effect for each student with a disability. An I.E.P. shall be revised periodically but not less than annually, to indicate needed programmatic changes.~~

~~LEGAL REF.: Wisconsin Statutes~~

~~Sections 115.77 [Local educational agency duties related to students with disabilities]~~

~~115.782 [Evaluation of students with disabilities]~~

~~115.78 [Individualized education program team]~~

~~115.787 [Individualized education programs]~~

~~115.79 [Educational placements]~~

~~115.792 [Procedural safeguards]~~

~~115.797 [Mediation]~~

~~115.80 [Due process hearings]~~

~~115.812 [Placement disputes]~~

~~Wisconsin Administrative Code~~

~~PI 11 [Rules governing programs for students with disabilities]~~

~~Individuals with Disabilities Education Act [Educational programs and services for students with disabilities]~~

~~GROSS REF.: 5260, Full-Time Public School Open Enrollment~~

~~5270, Part-Time Public School Open Enrollment~~

~~5375, Discipline of Students with Disabilities~~

~~6421.1, Child Find Activities~~

~~6421.2, Least Restrictive Environment~~

~~6421.4, Due Process Procedural Safeguards for Special Education Students and Students Referred for IEP Evaluation and Their Parents/Guardians~~

~~6427, Individual and Remedial Services~~

~~6461, Parental Consent for Testing~~

~~6462, Nondiscriminatory Testing/Assessment~~

~~Special Education Program and Procedure Manual~~

~~ADMINISTRATIVE REGULATIONS: None~~

~~AFFIRMED: August 13, 1991~~

~~REVISED: September 14, 1999~~

~~January 29, 2002~~

RULE 6421.3

INDIVIDUALIZED EDUCATION PROGRAM (I.E.P.) PROCEDURES

1. The Executive Director of K-8 Instruction shall be responsible for the I.E.P. Team process, as specified in Wisconsin Statutes.
2. The I.E.P. Team shall follow the procedures outlined in District Policy 6462 to ensure that all evaluations are nondiscriminatory.
3. Each meeting to develop the individualized education program should include:
 - a. a local education representative of the District other than the student's teachers, who is qualified to provide or supervise the provision of special education;
 - b. the student's special and regular teacher(s), who have direct responsibility for implementing the student's individualized education program;
 - c. at least two members who have expertise in assessment and programming for the disability of the student being evaluated;
 - d. one or both of the student's parents or the guardian;
 - e. where appropriate, the student;
 - f. for a student who has been evaluated for the first time, a representative of the District who is knowledgeable about the evaluation procedures and the results of the evaluation;
 - g. other individuals, at the discretion of the parent/guardian or District.
4. The I.E.P. shall include:
 - a. a statement of the student's present levels of educational performance, including areas of need, strengths, interests, learning style, the concerns of the parents for enhancing the education of the student, and the results of the initial or most recent evaluation of the student;
 - b. a statement of annual goals and benchmarks or short term objectives;
 - c. a statement describing the specific special education and related services to be provided to the student and the extent to which the student will be able to participate in regular educational programs;
 - d. the projected dates for initiation of services and the anticipated duration of the services;
 - e. procedures for measuring progress toward the annual goal and procedures for notifying parents of the student's progress.
5. Parent/guardian involvement in the development of the I.E.P. is essential. The District will take the necessary steps to insure proper encouragement, notification, and involvement in the process.
6. When an I.E.P. has been completed for a student, the District shall have the I.E.P. Team develop a placement offer for the student. The placement offer shall be based upon and carry out the student's I.E.P. and it shall consist of:
 - a. The school in which the I.E.P. will be implemented and the projected date of implementation.
 - b. The District's assurances regarding the least restrictive environment.
7. Students enrolled in a special education program will not have a change in their placement unless an I.E.P. Team committee has recommended such change. If a parent/guardian believes that the current special education program does not satisfactorily serve the needs of the student, the parent/guardian may request Mediation or a Due Process Hearing. Pending any hearing on placement, the student shall remain in present placement unless re-evaluation using District procedures occurs and a transfer is found to be warranted. Parent/guardian, adult student, or the District has the right to appeal the decision of the hearing officer to the State Superintendent and/or the courts.
8. Students receiving special education and related services will be evaluated by an I.E.P. Team every three years or earlier if requested by the student's parent/guardian or teacher.
9. Except as otherwise provided by law, the District may not stop providing special education to a student unless, as a result of a re-evaluation, an I.E.P. Team determines that the student is no longer a student with a disability.

POLICY 6421.4

~~DUE PROCESS PROCEDURAL SAFEGUARDS FOR SPECIAL EDUCATION
STUDENTS AND FOR STUDENTS REFERRED FOR I.E.P.
EVALUATION AND THEIR PARENT/GUARDIAN~~

~~The Executive Director of K-8 Instruction will be responsible for implementing procedures to ensure that students and parents are afforded the procedural safeguards established by State and Federal laws, when the District proposes to or refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of an appropriate education.~~

~~LEGAL REF.: Wisconsin Statutes~~~~Sections 115.792 [Procedural safeguards]~~~~115.797 [Mediation]~~~~115.80 [Due process hearings]~~~~115.812 [Placement disputes]~~~~Wisconsin Administrative Code~~~~PI 11 [Rules governing programs for students with disabilities]~~~~Individuals with Disabilities Education Act [Educational programs and services for students with disabilities]~~~~CROSS REF.: 5110, Equal Educational Opportunities~~~~5475, Discipline of Students with Disabilities~~~~6330, Privacy Rights in District Programs~~~~6421.1, Child Find Activities~~~~6421.2, Least Restrictive Environment~~~~6421.3, Individualized Education Program~~~~6427, Individual and Remedial Services~~~~6461, Parental Consent for Testing~~~~6462, Nondiscriminatory Testing/Assessment~~~~*Special Education Program and Procedure Manual*~~~~ADMINISTRATIVE REGULATIONS: None~~~~AFFIRMED: August 13, 1991~~~~REVISED: September 14, 1999~~~~January 29, 2002~~

RULE 6421.4

DUE PROCESS PROCEDURES

1. ~~Parents and/or adult students will be informed in writing of their procedural rights when the District proposes to or refuses to initiate or change the identification, evaluation, or educational placement of a student with a disability.~~
2. ~~Parents and/or adult students will be informed that they or the District has the right to appeal the identification, evaluation, placement or the provisions of a free appropriate public education at any time when an appeal is made.~~
3. ~~The District will be responsible for implementing procedures to conduct an impartial due process hearing in accordance with State and Federal laws.~~

Kenosha Unified School District No. 1
Kenosha, WI
February 12, 2013

The Human Resources recommendations regarding the following actions:

Action	Board Date	code	Staff	Last Name	First Name	School/Dept	Position	Effective Date	Yrs of Svc	Salary	Reason	Step / Level	FTE	Letter or Contract
Appointment	2/12/13		Instructional	LaBarre	Patricia	Jefferson Elementary School	ESL - Other	1/21/13	3	\$38,377.00	Appointment	No	1	Letter
Resignation	2/12/13		Administration	Lattimore	Anderson	School Leadership - High School	Principal	6/30/13	4	\$134,737.00	Resignation/Personal	No	1	Contract
Early, Early Retirement	2/12/13		Instructional	Hodal	Gary	Brass Community School	Multi-Age 3/4/5	6/12/13	17	\$76,934.00	Early, Early Retirement	No	1	Contract
Early, Early Retirement	2/12/13		Instructional	Mottinger	Dianne	Lincoln Middle School	Grade 6	6/12/13	15	\$70,813.00	Early, Early Retirement	No	1	Contract
Recall	2/12/13		Instructional	Chike	Brian	Bradford High School	Social Studies	1/28/13	5	\$76,934.00	Recall from Layoff	No	1	Contract
Early, Early Retirement	2/12/13		Instructional	Tolstyga-Maier	Susan	Grewenow Elementary School	Kindergarten	6/12/13	35	\$76,934.00	Early, Early Retirement	No	1	Contract
Resignation	2/12/13		Instructional	Schwoebel	Karen	Tremper High School	English	1/28/13		\$7,544.75	Resignation/Personal	No	0.28	Letter
Early Retirement	2/12/13		Administration	Nelson	Marsha	School Leadership - High School	Assistant Principal	6/30/13	39	\$107,630.00	Early Retirement	No	1	Contract
Early Retirement	2/12/13		Administration	Davis	Karen	School Leadership - Elementary School	Assistant Superintendent - School	6/30/13	33	\$144,562.00	Early Retirement	No	1	Contract
Early, Early Retirement	2/12/13		Instructional	Thorson	Kathryn	Fine Arts Department	Elementary Band	6/12/13	18	\$76,934.00	Early, Early Retirement	No	1	Contract
Separation	2/12/13		ESP	Spann	Katradron	Indian Trail Academy	Special Education	1/22/13	5	\$13.02	Separation/Job Abandonment	No	1	Contract
Appointment	2/12/13		Instructional	Muhammad	Sean	Bradford High School	Math	1/28/13	11	\$61,720.00	Appointment	No	1	Letter
Early, Early Retirement	2/12/13		Instructional	Zalokar	Michele	Department of Special Education	Assistive Technology	6/12/13	34	\$76,934.00	Early, Early Retirement	No	1	Contract
Appointment	2/12/13		Instructional	Lindo	William	Indian Trail Academy	JROTC	1/14/13	9	\$48,877.00	Appointment	No	1	Letter
Retirement	2/12/13		ESP	Rode	Elberta	Vernon Elementary School	Special Education	6/11/13	15	\$15.21	Retirement	No	1	Contract
Retirement	2/12/13		ESP	Pomerening	Diane	Vernon Elementary School	Special Education	6/11/13	23	\$16.21	Early Retirement	No	1	Contract

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 12, 2013
Personnel/Policy Standing Committee

Parent/ Guardian Survey

Background

During the 1996-97 school year, the Kenosha Unified School District Board of Education directed administration to develop and administer a district-wide Parent/Guardian Survey. While each school within the District was administering its own survey annually, each survey was different in content, method of administration and report format. It was deemed necessary to implement a standardized process to obtain a district-wide perspective on ways to improve school and academic achievement. On August 28, 2001, the School Board approved revisions to policy 2521 indicating that administration would oversee the Parent/Guardian Survey once every three years beginning with School Year 2001-02. On December 19, 2006, the policy was revised to Policy 1110 Parent/Guardian Survey. The previous survey was completed during the 2007-08 school year.

Survey Content

The 2012-13 Parent/Guardian Survey contained thirty-six (36) items assessing the following areas:

- School Climate
- Cleanliness/Safety
- Student Achievement/Grading/Assessment
- Curriculum
- Communication/Follow Up
- Expectations
- Shared Decision-making
- Other

Responses

Responses for each item were presented using a “Likert-type” scale where respondents were asked to rate their agreement using response categories that ranged from “Strongly Agree” to “Strongly Disagree”. A “Neutral” category was also available for selection. In addition, respondents were asked to write comments related to strengths of the school, areas for improvement at the school, and any other comments regarding their child’s school.

Survey Administration

The 2012-13 Parent/Guardian Survey was administered from November 16th to December 16th, 2012, via the KUSD website. Parents/guardians were informed of the survey through a notification flyer that was distributed to each school, as well as the various electronic and social media outlets that are utilized in KUSD. Flyers were provided in both English and Spanish. Paper and pencil copies of the survey were also available at each school and at the Educational Support Center (ESC). A copy of the survey and the flyer to parents can be found in Appendix 1 (link located below). This survey report is a summary of the results obtained from the 2012-13 Parent/Guardian Survey.

Survey Results

A total of 2,018 surveys were completed, which is almost three times the number of responses from the previous survey (2007-08). By grade levels, the district received 1,303 responses at the elementary school level, 350 at the middle school level and 365 at the high school level. Because of the small number of responses for several buildings, the quantitative analysis was completed for KUSD as a whole, district-wide by grade span, and district-wide by ethnicity. Fourteen (14) buildings had less than twelve (12) responses. The quantitative results can be found in Appendix 2 (link located below). A qualitative summary of parent comments is also included in this report.

Summary Points for the Quantitative Analysis:

- Most responses were favorable, with at least 70% of the responses in the strongly agree or agree categories in 21 of the 36 questions.
- Categories related to School Climate and Cleanliness/Safety received the highest average scores.
- Questions with the lowest average scores were related to class size (Question 23), positive feedback from teachers (Question 24), notification of difficulties at school (Question 25), and parent concerns reflected in school decisions (Question 35).
- Questions related to middle school and high school scheduling (Question 21), translation of school documents (Question 30), participation in planning student activities (Question 36), meeting the needs of students with special needs (Question 37), and busing services (Question 38) also received low average scores when examining district-wide results; however, caution should be made when interpreting these results because a large percent of respondents selected the *Neutral* option or chose to skip this question.
- Elementary respondents rated most questions in the School Climate, Cleanliness/Safety, Student Achievement/Grading/Assessment, Communication/Follow up, and Expectations categories favorably. The Curriculum category was also rated favorably overall, except for the

question related to class size, which reported a high level of disagreement. Questions in the Shared Decision-making and Other categories received lower average scores; however, a larger percent of respondents chose the *Neutral* option.

- Similar to elementary respondents, middle school and high school respondents gave consistently high ratings to areas of School Climate and Cleanliness. Questions with a noticeably high rating at the middle school and high school levels were associated to the parental awareness of a child's academic performance (Question 13), explanation of academic achievement and progress (Question 14), ability for a parent to have a private discussion with a teacher (Question 15), and school communication of events (Question 26).
- Middle school and high school respondents expressed disagreement in the areas of curriculum and communication, with at least 28% selecting the *Strongly Disagree* or *Disagree* option on questions related to class scheduling (Question 21), class size (23), notification of a student doing well (24), or notification of a student having difficulties at school (Question 25).
- When examining responses by race and ethnicity, it was noticed that Black or African American respondents had a higher average score on each question than the Hispanic or Latino respondents, who in turn, had a higher average score over the White or Caucasian respondents. This translates to a higher overall positive viewpoint for each question from these groups. In regards to the number of responses, the White or Caucasian respondents comprised almost 92% of the survey submissions.

Summary Points for the Qualitative Analysis:

- Elementary parents/guardians responded that they were satisfied with the services that their child(ren) received from Kenosha Unified Schools. They felt that the school was welcoming, that the school principal, support staff, and teachers were dedicated, kind and caring and they cared about each child's welfare. Additionally, parents were happy with the high level of parent opportunities and involvement.
- The greatest concern raised by elementary respondents was related to class sizes, family concepts, or multi-age classrooms. They also had repeated worries about the supervision during bus/car drop-off and loading, recess, and dismissal. Effectiveness of Rosetta Stone and need for greater and consistent discipline were additional concerns.
- At the middle school level, parents/guardians were pleased with their children's caring and helpful staff. Repeated compliments were given regarding the middle school music programs. Parents/ guardians also appreciated the use of Zangle when teachers provided accurate and timely information.
- Middle school respondents expressed concerns about the increase in class size and the change to the honors program. Parents/ guardians felt that these two areas contributed to an increase in

discipline issues. Requests to make improvements to parent conferences were prominent, such as wait times and format. Safety concerns about student drop-off and pick-up were consistent with the elementary respondents.

- Parents/guardians at the high school level had many compliments for the music and fine arts programs, as well as the extra-curricular activities. They also believed that the staff was caring and interested in their child's education.
- The biggest concerns at the high school level were the lack of communication especially when a student was failing or falling behind, maintaining accurate records in Zangle, enforcement of discipline, enforcement of dress code and large class sizes.

Next Steps

The results from the 2012-13 Parent/Guardian Survey will continue to be studied at both the District and the building level.

Dr. Michele Hancock
Superintendent of Schools

Mr. Kristopher Keckler
Executive Director
Information and Accountability

Ms. Renee Blise
Senior Research Analyst

Ms. Lorien Thomas
Research Analyst

[LINK TO APPENDICES](#)

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 12, 2013
Personnel/Policy Standing Committee

Middle School Class Size Report

The Personnel/ Policy Standing Committee had requested a class size report for elementary, middle, and high school instructors. The elementary steps report was provided at the November 12, 2012, Standing Committee. The current report displays the individual class sizes for KUSD middle school instructional classes. There are three (3) different categories listed for the type of course. Academic courses would include core courses, activity courses would refer to music and PE/ Health, and elective courses cover the remaining options. This report was based on our Official Second Friday Pupil Count Day, January 11th, 2013.

Notes to consider:

- Middle school course offerings may change slightly during the year to accommodate efficient use of student/teacher schedules.
- Middle school schedules are not always consistent for each instructor. For example, some core academic teachers for Lance have longer class periods for grade 6 than their grade 8 counterparts, though instructional minutes are equal under this comparison.
- While the vast majority of middle school instructors have an assigned advisory, some have other non-instructional duties not listed.
- There are some teachers who have assignments at multiple buildings, so teachers appear as part-time loads per building.
- Charter schools have specific program formats, but the average class sizes are accurately represented.
- Secondary teachers for eSchool may have assigned student loads covering grades 6-12, and their report will be included with the high school report.

This informational middle school report was at the request from the Standing Committee to present specific class sizes. The high school report should be available for an upcoming committee meeting.

Dr. Michele Hancock
Superintendent of Schools

Kristopher Keckler
Executive Director
of Information & Accountability

Daniel Tenuta
Assistant Superintendent
of Secondary School Leadership

Renee Blise
Senior Research Analyst

Kenosha Unified School District
Middle School Class Sizes
(Based on 2nd Friday Enrollment - 1/11/13)

School	Type*	Grade	Advisory	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Total	Average
Bullen	Academic	6	34	29	34	35	28	32	34		226	32.3
Bullen	Academic	6	33	29	32	30	35	34	32		225	32.1
Bullen	Academic	6	32	32	29	35	30	34	31		223	31.9
Bullen	Academic	6	32	28	35	34	29	32	31		221	31.6
Bullen	Academic	6	32	32	30	29	35	32	30		220	31.4
Bullen	Academic	6	27	29	35	34	28	31	33		217	31.0
Bullen	Academic	6	33	28	35	29	34	28	29		216	30.9
Bullen	Academic	6	29	30	29	35	32	30	29		214	30.6
Bullen	Academic	6	22	20	22	22	20	22	22		150	21.4
Bullen	Academic	6	20	22	20	22	20	20	20		144	20.6
Bullen	Academic	7	31	31	31	29	30	34	32		218	31.1
Bullen	Academic	7	30	29	30	31	31	32	31		214	30.6
Bullen	Academic	7	32	24	33	30	38	28	28		213	30.4
Bullen	Academic	7	30	28	29	30	31	32	32		212	30.3
Bullen	Academic	7	32	34	27	35	29	24	31		212	30.3
Bullen	Academic	7	30	27	31	31	25	28	38		210	30.0
Bullen	Academic	7	31	30	36	24	35	29	24		209	29.9
Bullen	Academic	7	29	27	29	34	24	26	30		199	28.4
Bullen	Academic	8	30	27	34	29	30	34	29		213	30.4
Bullen	Academic	8	31	34	29	31	30	27	30		212	30.3
Bullen	Academic	8	29	30	31	29	29	28	28		204	29.1
Bullen	Academic	8	26	25	27	27	22	40	19		186	26.6
Bullen	Academic	8	27	30	28	27	22	27	25		186	26.6
Bullen	Academic	8	26	24	27	25	27	19	34		182	26.0
Bullen	Academic	8	26	27	22	28	24	25	28		180	25.7
Bullen	Academic	8	27	24	27	26	25	20	27		176	25.1
Bullen	Academic	8	24	23	22	28	25	26	24		172	24.6
Bullen	Academic	78	22	22	22	22	22	20	21	25	176	22.0
Bullen	Academic	78	22	20	20	21	22	22	20	21	168	21.0
Bullen	Academic	78	22	19	22	22	20	21			126	21.0
Bullen	Academic	78	19	21	22	22	20	21			125	20.8
Bullen	Activity	678		14	42	41	32				129	32.3
Bullen	Activity	678		29	31	24	35	27	29		175	29.2
Bullen	Activity	678		22	31	27	31	24	32		167	27.8
Bullen	Activity	678		17	17	14					48	16.0
Bullen	Elective	678		33	32	28	27	23	29		172	28.7
Bullen	Elective	678		29	27	34	34	33	30		187	31.2

*NOTES:

Academic=English/Math/Science/Social Studies

Activity=Band/Choir/Orchestra/PE/Heath

Elective=Art/Family Science/Gen. Music/Guided Learning/Tech/World Language/21st Century Skills

Kenosha Unified School District
Middle School Class Sizes
(Based on 2nd Friday Enrollment - 1/11/13)

School	Type*	Grade	Advisory	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Total	Average
Bullen	Elective	678		21	24	29	32	29	14		149	24.8
Bullen	Elective	678		30	21	27	29	17	24		148	24.7
Bullen	Elective	678		25	21	27	30	32	30		165	27.5
Bullen	Elective	678		20	18	27	34	25	20		144	24.0
Lance	Academic	6	25	27	27	30	27	27	30		193	27.6
Lance	Academic	6	24	26	28	30	26	28	30		192	27.4
Lance	Academic	6	21	28	29	28	28	29	28		191	27.3
Lance	Academic	6	25	30	27	27					109	27.3
Lance	Academic	6	25	27	30	27					109	27.3
Lance	Academic	6	25	30	26	28					109	27.3
Lance	Academic	6	23	26	27	30	26	27	30		189	27.0
Lance	Academic	6	22	29	28	28					107	26.8
Lance	Academic	6	21	29	28	28					106	26.5
Lance	Academic	6	23	28	30	25					106	26.5
Lance	Academic	6	22	30	26	27					105	26.3
Lance	Academic	6	20	27	30	26					103	25.8
Lance	Academic	7	30	29	29	31	29				148	29.6
Lance	Academic	7	29	29	31	29	29				147	29.4
Lance	Academic	7	30	29	31	27	29				146	29.2
Lance	Academic	7	27	31	29	29	29				145	29.0
Lance	Academic	7	30	29	30	28	28				145	29.0
Lance	Academic	7	29	30	29	28	28				144	28.8
Lance	Academic	7	29	28	28	30	29				144	28.8
Lance	Academic	7	27	28	28	29	30				142	28.4
Lance	Academic	7	23	28	29	29	28				137	27.4
Lance	Academic	7	23	28	29	28	28				136	27.2
Lance	Academic	7	20	28	28	29	28				133	26.6
Lance	Academic	7	24	29	28	23	28				132	26.4
Lance	Academic	8	30	33	31	29	33				156	31.2
Lance	Academic	8	31	32	30	30	30				153	30.6
Lance	Academic	8	31	31	33	29	29				153	30.6
Lance	Academic	8	30	33	31	29	29				152	30.4
Lance	Academic	8	30	29	29	33	31				152	30.4
Lance	Academic	8	30	31	30	29	30				150	30.0
Lance	Academic	8	30	30	29	31	30				150	30.0
Lance	Academic	8	29	30	30	30	31				150	30.0
Lance	Academic	8	30	31	29	28	30				148	29.6

*NOTES:

Academic=English/Math/Science/Social Studies

Activity=Band/Choir/Orchestra/PE/Heath

Elective=Art/Family Science/Gen. Music/Guided Learning/Tech/World Language/21st Century Skills

Kenosha Unified School District
Middle School Class Sizes
(Based on 2nd Friday Enrollment - 1/11/13)

School	Type*	Grade	Advisory	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Total	Average
Lance	Academic	8	30	29	31	30	28				148	29.6
Lance	Academic	8	29	30	29	28	31				147	29.4
Lance	Academic	8	29	31	28	30	29				147	29.4
Lance	Activity	678		66	64	60					190	63.3
Lance	Activity	678		56	74	46	38	25	15		254	42.3
Lance	Activity	678		37	30	32					99	33.0
Lance	Activity	678		27	31	30	28	28	32		176	29.3
Lance	Activity	678	41	33	29	29	32	32			196	32.7
Lance	Activity	678		30	29	29	27	32			147	29.4
Lance	Elective	678	21	20	22	17	25	26	32		163	23.3
Lance	Elective	678		16	24	17	26	27	33		143	23.8
Lance	Elective	678	16	28	25	27					96	24.0
Lance	Elective	678	22	23	19	26	28	33			151	25.2
Lance	Elective	678		15	20	24	26	21	31		137	22.8
Lance	Elective	678		16	27	26	25	32	18		144	24.0
Lance	Elective	678		23	26	17	31	24	26		147	24.5
Lance	Elective	678		17	25						42	21.0
Lincoln	Academic	6	29	28	29	29					115	28.8
Lincoln	Academic	6	29	29	28	29					115	28.8
Lincoln	Academic	6	28	29	29	28					114	28.5
Lincoln	Academic	6	28	30	29	24					111	27.8
Lincoln	Academic	6	28	24	30	29					111	27.8
Lincoln	Academic	6	27	29	24	30					110	27.5
Lincoln	Academic	6	26	26	27	28					107	26.8
Lincoln	Academic	7	30	27	26	32					115	28.8
Lincoln	Academic	7	29	27	29	28					113	28.3
Lincoln	Academic	7	26	29	25	28					108	27.0
Lincoln	Academic	7	23	29	28	26					106	26.5
Lincoln	Academic	7	25	23	28	29					105	26.3
Lincoln	Academic	8	28	32	29	33					122	30.5
Lincoln	Academic	8	29	27	27	30					113	28.3
Lincoln	Academic	8	24	27	30	27					108	27.0
Lincoln	Academic	8	26	28	27	27					108	27.0
Lincoln	Academic	8	26	28	24	28					106	26.5
Lincoln	Academic	8	25	28	28	20					101	25.3
Lincoln	Academic	8	25	28	28	18					99	24.8
Lincoln	Activity	678		49	43	24					116	38.7

*NOTES:

Academic=English/Math/Science/Social Studies

Activity=Band/Choir/Orchestra/PE/Heath

Elective=Art/Family Science/Gen. Music/Guided Learning/Tech/World Language/21st Century Skills

Kenosha Unified School District
Middle School Class Sizes
(Based on 2nd Friday Enrollment - 1/11/13)

School	Type*	Grade	Advisory	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Total	Average
Lincoln	Activity	678	34	52	45	34	60	26	17		268	38.3
Lincoln	Activity	678		17	20	19					56	18.7
Lincoln	Activity	678		10	10	35	23	26	14		118	19.7
Lincoln	Activity	678		15	19	19	26	5	9		93	15.5
Lincoln	Elective	678		17	24	29	18	31	26		145	24.2
Lincoln	Elective	678		21	32	19					72	24.0
Lincoln	Elective	678		30	25	35					90	30.0
Lincoln	Elective	678		19	19	27	29	24			118	23.6
Lincoln	Elective	678		27	38						65	32.5
Mahone	Elective	678		25	34	37	40	40	39		215	35.8
Mahone	Academic	6	29	36	32	32	34				163	32.6
Mahone	Academic	6	34	32	32	32	30				160	32.0
Mahone	Academic	6	31	32	32	32	32				159	31.8
Mahone	Academic	6	31	32	32	32	32				159	31.8
Mahone	Academic	6	31	30	32	33	32				158	31.6
Mahone	Academic	6	32	31	31	32	30				156	31.2
Mahone	Academic	6	32	30	31	31	32				156	31.2
Mahone	Academic	6	32	31	31	30	31				155	31.0
Mahone	Academic	6	30	31	32	30	31				154	30.8
Mahone	Academic	6	30	31	31	31	30				153	30.6
Mahone	Academic	6	31	31	31	29	31				153	30.6
Mahone	Academic	6	30	31	30	31					122	30.5
Mahone	Academic	6	30	29	31	31	31				152	30.4
Mahone	Academic	7	32	33	32	32	31				160	32.0
Mahone	Academic	7	31	31	32	33	32				159	31.8
Mahone	Academic	7	31	34	33	30	30				158	31.6
Mahone	Academic	7	29	31	31	34	32				157	31.4
Mahone	Academic	7	29	33	31	32	32				157	31.4
Mahone	Academic	7	29	33	32	31	32				157	31.4
Mahone	Academic	7	30	34	29	34	30				157	31.4
Mahone	Academic	7	28	32	33	32	31				156	31.2
Mahone	Academic	7	29	30	34	30	33				156	31.2
Mahone	Academic	7	27	32	34	31	31				155	31.0
Mahone	Academic	7	25	32	32	31	33				153	30.6
Mahone	Academic	7	23	29	30	34	34				150	30.0
Mahone	Academic	8	31	33	36	34	31				165	33.0
Mahone	Academic	8	30	33	34	31	36				164	32.8

*NOTES:

Academic=English/Math/Science/Social Studies

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Elective=Art/Family Science/Gen. Music/Guided Learning/Tech/World Language/21st Century Skills

Kenosha Unified School District
Middle School Class Sizes
(Based on 2nd Friday Enrollment - 1/11/13)

School	Type*	Grade	Advisory	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Total	Average
Mahone	Academic	8	29	34	31	33	36				163	32.6
Mahone	Academic	8	29	32	36	32	34				163	32.6
Mahone	Academic	8	29	32	34	36	32				163	32.6
Mahone	Academic	8	30	34	33	33	33				163	32.6
Mahone	Academic	8	29	34	33	33	33				162	32.4
Mahone	Academic	8	29	33	33	34	33				162	32.4
Mahone	Academic	8	29	33	33	33	34				162	32.4
Mahone	Academic	8	29	34	33	31	32				159	31.8
Mahone	Academic	8	30	35	32	32	36				165	33.0
Mahone	Activity	678		44	42	88	57				231	57.8
Mahone	Activity	678		37	34	36					107	35.7
Mahone	Activity	678		37	35						72	36.0
Mahone	Activity	678		27	38	28	32	31	35		191	31.8
Mahone	Activity	678		25	36	27	34	30	35		187	31.2
Mahone	Activity	678		26	28	6	11	31	34		136	22.7
Mahone	Activity/Elective	678		49	71	59	29				208	52.0
Mahone	Elective	6		24							24	24.0
Mahone	Elective	678		16	32	31	40	40	39		198	33.0
Mahone	Elective	678		16	31	30	39	39			155	31.0
Mahone	Elective	678		26	32	31	33	18	31	29	200	28.6
Mahone	Elective	678		34	36	31	39	30	29	36	235	33.6
Mahone	Elective	678		26	19	44	41	43	27		200	33.3
Washington	Elective	678		19	13	27	23	22	17		121	20.2
Washington	Academic	6	29	29	31	29					118	29.5
Washington	Academic	6	30	29	29	30					118	29.5
Washington	Academic	6	29	29	30	29	30	28	29		204	29.1
Washington	Academic	6	30	28	31	28	28				145	29.0
Washington	Academic	6	29	28	28	28	31				144	28.8
Washington	Academic	6	28	31	28	28	28				143	28.6
Washington	Academic	6	28	28	28	22	28				134	26.8
Washington	Academic	7	34	32	33	36					135	33.8
Washington	Academic	7	33	33	34	30	33				163	32.6
Washington	Academic	7	33	34	30	33	33				163	32.6
Washington	Academic	7	34	30	33	32	34				163	32.6
Washington	Academic	7	33	33	32	32					130	32.5
Washington	Academic	7	30	33	34	30	33				160	32.0
Washington	Academic	7	34	33	33	26	33	33	26		218	31.1

*NOTES:

Academic=English/Math/Science/Social Studies

Activity=Band/Choir/Orchestra/PE/Heath

Elective=Art/Family Science/Gen. Music/Guided Learning/Tech/World Language/21st Century Skills

Kenosha Unified School District
Middle School Class Sizes
(Based on 2nd Friday Enrollment - 1/11/13)

School	Type*	Grade	Advisory	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Total	Average
Washington	Academic	8	32	30	32	28					122	30.5
Washington	Academic	8	30	28	30	32					120	30.0
Washington	Academic	8	31	28	30	31					120	30.0
Washington	Academic	8	30	28	30	31					119	29.8
Washington	Academic	8	28	31	30	28	32	30	28		207	29.6
Washington	Academic	8	28	31	17	30	30	31	17		184	26.3
Washington	Activity	678		47	40	21					108	36.0
Washington	Activity	678		13	18	18	8				57	14.3
Washington	Activity	678		30	23	34	22	26	23		158	26.3
Washington	Activity	678		30	23	34	23	27	20		157	26.2
Washington	Activity/Elective	678		28	35	36	13	27	18		157	26.2
Washington	Elective	678		26	24	35	33	25	29		172	28.7
Washington	Elective	678		20	16	34	27	24	20		141	23.5
Washington	Elective	678		32	23	24	18	19	15		131	21.8
Washington	Elective	678		14	12						26	13.0
Brompton	Academic	6		25							25	25.0
Brompton	Academic	7		25							25	25.0
Brompton	Academic	8		25							25	25.0
Dimensions	Academic	6		26							26	26.0
Dimensions	Academic	7		26							26	26.0
Dimensions	Academic	8		25							25	25.0
Harborside	Academic	6		26							26	26.0
Harborside	Academic	6		27							27	27.0
Harborside	Academic	7		27							27	27.0
Harborside	Academic	7		24							24	24.0
Harborside	Academic	8		23							23	23.0
Harborside	Academic	8		26							26	26.0
KTEC	Academic	6		26							26	26.0
KTEC	Academic	6		26							26	26.0
KTEC	Academic	7		26							26	26.0
KTEC	Academic	7		27							27	27.0
KTEC	Academic	8		26							26	26.0
KTEC	Academic	8		25							25	25.0

***NOTES:**

Academic=English/Math/Science/Social Studies

Activity=Band/Choir/Orchestra/PE/Heath

Elective=Art/Family Science/Gen. Music/Guided Learning/Tech/World Language/21st Century Skills

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 12, 2013

Personnel/Policy Standing Committee

School Year 2013-14 Preliminary Enrollment Projections

Each year, the Office of Information and Accountability develops enrollment projections for Kenosha Unified School District (KUSD) as required by School Board Policy 7210, which states the following:

“Enrollment forecasts shall be prepared under the direction of the Superintendent of Schools, utilizing local, regional, state and national information. This information shall be used in planning school facilities and in making decisions regarding such matters as school admissions and assignment of students to schools that reflect the diversity of the District.”

Preliminary enrollment projections for School Years 2013-14, 2014-15 and 2015-16 are being submitted to the School Board utilizing enrollment trends, birth rates, and cohort survival rates. In the past, new housing development plans that were generated through collaborative efforts with the local municipalities of Kenosha, Pleasant Prairie, and Somers were incorporated into the projections. However, new housing development plans were not considered in the projections for this cycle because of the *instability* of the current local housing market and the decline of new families moving into this community.

Please note that the enrollment projections reflect the actual number of students projected to enroll in KUSD and do not represent funding or state aid related FTE (full time equivalency) used for budgetary purposes.

Summary

- The preliminary projections include all students in grades PK-12. This includes students in the following categories: Regular Education, Special Education, ESL/Bilingual, Enrichment Program, HeadStart, Charter Schools, Special Schools, and 4 Year Old Kindergarten.
- Appendix A illustrates actual student enrollment by building for the past two (2) years and projected enrollment for the next three (3) years. For staffing purposes, enrollment is disaggregated by pre-kindergarten and K-12.
- Appendix B is a grade level enrollment comparison of the previous seventeen (17) years of actual student enrollment, together with preliminary projections for the next three years. The projected enrollment for SY 2013-14 is 22,673 students, an increase of 34 from the SY 2012-13 Official Third Friday Pupil Count (22,639).
- The projections indicate that student enrollment at the elementary level will be 10,081 students, an increase of 352 when compared to this year. Over half of the elementary level increase is expected at the pre-kindergarten level due to the District providing universal access to all 4 year old children beginning next school year. The Wisconsin Department of Public Instruction (DPI) and Wisconsin statute 118.14 established the following: (3) (b), if a school board establishes a 4-year-old kindergarten program, the program shall be available to all pupils eligible for the program under sub. (1) (a) or s.

120.12 (25).(b) A school board that was operating a 4-year-old kindergarten program in the 2007–08 school year that did not comply with par. (a) shall make a 4-year-old kindergarten program available to all pupils eligible for the program under sub. (1) (a) or s. 120.12 (25) by the beginning of the 2013–14 school year. KUSD has a 4-year average of 51.8% of eligible students participate in this program, and an increase up to 57% participation was used for the noted projection.

- The projected middle school enrollment is 4,367 students, a decrease of 154 when compared to this school year.
- At the high school level, the projected enrollment of 6,186 students is 60 students lower than this school year.
- The total enrollment counts for Special Schools are expected to decrease by 104 students in SY 2013-14.
- The following methods are used to calculate the enrollment projections:
 - Pre-kindergarten projected enrollments are calculated using a “*Birth-to-4K Survival Rate Method*”, comparing the number of infant births to preschool enrollment of the same cohort group. Current year 4K waiting list figures are also incorporated in the projections.
 - Kindergarten projected enrollments are calculated using a “*Birth-to-Kindergarten Survival Rate Method*”, with enrollment distributed to schools based on ratios from the past two years.
 - Projections for grades 1 thru 5, 7 and 8 are calculated by using the “*Grade Progression Ratio Method*”, which moves students diagonally from one grade level to the next. Adjustments are made to the projections by applying the “*Cohort Survival Rate Method*”, which uses trended grade progression ratios from one grade to the next that are attributed to migration trends, transfers to and from private schools, transfers between schools in the district, new residential developments, and dropout, graduation, and retention rates.
 - Projections for grades 6, 9, 10, 11, and 12 are calculated by applying the “*Cohort Survival Rate Method*”. At grade 6, enrollment is distributed based on current year ratios due to the closing of McKinley Middle. High school enrollment is distributed based on trends from the past three school years.

District Administration will use these enrollment projections for the Preliminary Staff Allocations Report submitted by the Department of Human Resources at a later date, and the enrollment projections will be periodically reviewed and possibly updated as the school year progresses.

Dr. Michele Hancock
Superintendent of Schools

Mr. Kristopher Keckler
Executive Director
Information and Accountability

Ms. Renee Blise
Senior Research Analyst

APPENDIX A

KENOSHA UNIFIED SCHOOL DISTRICT
Actual Building Enrollment and Projected Enrollment

	Actual Enrollment						Projected Enrollment								
	2011-12			2012-13			2013-14			2014-15			2015-16		
School	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total
Bose	55	355	410	47	372	419	65	376	441	65	378	443	65	385	450
Brass	28	433	461	30	413	443	33	409	442	33	404	437	33	390	423
Edward Bain	64	813	877												
Ed Bain - Creative Arts				62	466	528	64	487	551	64	484	548	64	491	555
Ed Bain - Dual Language					348	348		347	347		347	347		342	342
Forest Park	50	416	466	44	429	473	45	431	476	45	433	478	45	428	473
Frank	33	424	457	35	437	472	41	445	486	41	454	495	41	458	499
Grant	23	222	245	23	247	270	24	267	291	24	273	297	24	277	301
Grewenow	29	363	392	34	350	384	46	369	415	46	367	413	46	369	415
Harvey	26	332	358	26	285	311	28	268	296	28	254	282	28	238	266
Jefferson	17	282	299	28	261	289	47	282	329	47	285	332	47	281	328
Jeffery	25	319	344	29	307	336	30	310	340	30	312	342	30	311	341
McKinley	28	316	344	30	301	331	31	307	338	31	316	347	31	323	354
Nash		645	645	26	615	641	40	587	627	40	582	622	40	557	597
Pleasant Prairie	19	603	622	14	581	595	44	593	637	44	572	616	44	559	603
Prairie Lane	35	442	477	38	456	494	41	467	508	41	487	528	41	508	549
Roosevelt	26	438	464	27	415	442	34	451	485	34	452	486	34	459	493
Somers	40	457	497	26	422	448	42	405	447	42	393	435	42	372	414
Southport	33	442	475	31	422	453	41	431	472	41	428	469	41	434	475
Stocker	33	540	573	33	479	512	63	500	563	63	493	556	63	488	551
Strange	29	483	512	31	472	503	44	469	513	44	445	489	44	410	454
Vernon	34	354	388	32	349	381	38	356	394	38	356	394	38	353	391
Whittier	48	434	482	54	391	445	62	409	471	62	403	465	62	392	454
Wilson	28	182	210	29	182	211	30	182	212	30	182	212	30	177	207
TOTAL (Elem)	703	9,295	9,998	729	9,000	9,729	933	9,148	10,081	933	9,100	10,033	933	9,002	9,935
Bullen		830	830		874	874		857	857		860	860		836	836
Lance		912	912		1060	1,060		1015	1,015		1003	1,003		975	975
Lincoln		661	661		779	779		743	743		733	733		713	713
Mahone		1070	1,070		1188	1,188		1127	1,127		1109	1,109		1079	1,079
McKinley		656	656												
Washington		605	605		620	620		625	625		599	599		583	583
TOTAL (Middle)	0	4,734	4,734	0	4,521	4,521	0	4,367	4,367	0	4,304	4,304	0	4,186	4,186
Bradford		1,720	1,720		1,645	1,645		1,506	1,506		1,510	1,510		1,531	1,531
Indian Trail		1,581	1,581		1,911	1,911		2,135	2,135		2,216	2,216		2,272	2,272
LakeView		391	391		421	421		439	439		450	450		463	463
Reuther		534	534		450	450		457	457		464	464		457	457
Tremper		2,083	2,083		1,819	1,819		1,649	1,649		1,602	1,602		1,575	1,575
TOTAL (High)	0	6,309	6,309	0	6,246	6,246	0	6,186	6,186	0	6,242	6,242	0	6,298	6,298
4 Yr Kindergarten *	255	0	255	246	0	246	130	0	130	130	0	130	130	0	130
Chavez	164	0	164	166	0	166	160	0	160	160	0	160	160	0	160
Brompton		109	109		199	199		207	207		207	207		207	207
Dimensions of Learning		217	217		226	226		227	227		227	227		227	227
KTEC	29	433	462	31	436	467	30	437	467	30	437	467	30	437	467
Paideia		74	74												
Harborside		447	447		606	606		606	606		605	605		602	602
Hillcrest		69	69		57	57		64	64		64	64		64	64
Kenosha eSchool		90	90		141	141		155	155		155	155		155	155
Kenosha STEP		27	27		0										
Phoenix Project		23	23		35	35		23	23		23	23		23	23
TOTAL (Special)	448	1,489	1,937	443	1,700	2,143	320	1,719	2,039	320	1,718	2,038	320	1,715	2,035
TOTALS	1,151	21,827	22,978	1,172	21,467	22,639	1,253	21,420	22,673	1,253	21,364	22,617	1,253	21,201	22,454
DISTRICT	22,978			22,639			22,673			22,617			22,454		
<i>Change</i>	<i>-144</i>			<i>-339</i>			<i>+34</i>			<i>-56</i>			<i>-163</i>		

* 4 Yr Kindergarten counts in the Special School category include only students at "community-based" sites.

APPENDIX B

KENOSHA UNIFIED SCHOOL DISTRICT
Grade Level Enrollment Comparison From Year to Year

	Year					Grade Levels															Year to Year Difference	
		Head Start	EC Peers	4 Yr Kinder	PK SpEd (EC/SP)	Total PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	% Students	# Students
Actual	1996-97					683	1,445	1,577	1,587	1,423	1,409	1,467	1,368	1,340	1,396	1,284	1,459	1,650	958	19,046		
	1997-98					633	1,475	1,534	1,638	1,570	1,420	1,376	1,471	1,426	1,347	1,474	1,579	1,485	917	19,345	1.57%	299
	1998-99					613	1,432	1,572	1,558	1,628	1,548	1,435	1,405	1,487	1,412	1,441	1,642	1,293	1,099	19,565	1.14%	220
	1999-00					612	1,474	1,476	1,535	1,525	1,626	1,566	1,452	1,411	1,461	1,760	1,480	1,293	986	19,657	0.47%	92
	2000-01					649	1,484	1,514	1,502	1,567	1,562	1,630	1,581	1,479	1,436	1,836	1,562	1,300	1,056	20,158	2.55%	501
	2001-02	383	94	24	174	675	1,475	1,494	1,535	1,537	1,600	1,592	1,667	1,620	1,495	1,931	1,446	1,472	1,061	20,600	2.19%	442
	2002-03	370	87	85	193	735	1,494	1,534	1,511	1,581	1,569	1,638	1,629	1,709	1,598	1,990	1,538	1,490	1,130	21,146	2.65%	546
	2003-04	369	90	107	206	772	1,578	1,501	1,535	1,512	1,587	1,577	1,659	1,637	1,719	2,051	1,596	1,638	1,142	21,504	1.69%	358
	2004-05	381	82	118	223	804	1,651	1,585	1,480	1,541	1,564	1,632	1,585	1,662	1,662	2,098	1,472	1,889	1,234	21,859	1.65%	355
	2005-06	381	93	141	230	845	1,654	1,693	1,583	1,488	1,578	1,585	1,641	1,583	1,681	2,096	1,751	1,734	1,304	22,216	1.63%	357
	2006-07	376	84	128	216	804	1,706	1,683	1,715	1,630	1,527	1,596	1,592	1,670	1,627	2,123	1,694	1,882	1,336	22,585	1.66%	369
	2007-08	396	105	128	209	838	1,600	1,719	1,704	1,717	1,641	1,556	1,616	1,618	1,699	2,043	1,745	1,864	1,409	22,769	0.81%	184
	2008-09	398	326		228	952	1,676	1,594	1,693	1,682	1,734	1,646	1,537	1,645	1,623	2,028	1,722	1,899	1,407	22,838	0.30%	69
	2009-10	390	753			1,143	1,580	1,689	1,571	1,703	1,675	1,726	1,647	1,528	1,634	1,919	1,764	1,882	1,558	23,019	0.79%	181
	2010-11					1,238	1,603	1,592	1,667	1,615	1,723	1,691	1,693	1,661	1,538	1,904	1,722	2,059	1,416	23,122	0.45%	103
	2011-12					1,151	1,612	1,619	1,606	1,690	1,608	1,691	1,688	1,711	1,645	1,785	1,735	1,918	1,519	22,978	-0.62%	-144
	2012-13					1,172	1,600	1,567	1,584	1,567	1,685	1,566	1,630	1,687	1,694	1,868	1,571	1,937	1,511	22,639	-1.48%	-339
Projected	2013-14					1,253	1,685	1,615	1,568	1,601	1,573	1,688	1,538	1,637	1,700	1,924	1,644	1,754	1,493	22,673	0.15%	34
Projected	2014-15					1,253	1,625	1,699	1,603	1,581	1,604	1,570	1,627	1,541	1,644	1,926	1,708	1,854	1,382	22,617	-0.25%	-56
Projected	2015-16					1,253	1,451	1,639	1,683	1,614	1,590	1,607	1,513	1,630	1,548	1,865	1,704	1,906	1,451	22,454	-0.72%	-163

Beginning in 2008-09, Peers were included in 4 Year Old Kindergarten counts.

Beginning in 2009-10, Peers, 4 Year old Kindergarten, and PK SpEd were combined into one (1) total because of blended classrooms.

Beginning in 2010-11, all pre-kindergarten programs were combined into one (1) total because of blended classrooms.

Diagonal Increases (+) or Decreases (-)

	Year	Head Start	EC Peers	4 Yr Kinder	PK SpEd (EC/SP)	Total PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Diagonal Increases (+) or Decreases (-) are calculated by determining the differences in enrollment by moving grade levels of students from one year to the next. For example, the difference between the Kindergarten class of 1996-97 (1,445 students) and the grade 1 class of 1997-98 (1,534 students) is 6.16%, located in the grade 1 cell for 1997-98.
Actual	1996-97																				
	1997-98							6.16%	3.87%	-1.07%	-0.21%	-2.34%	0.27%	4.24%	0.52%	5.59%	22.98%	1.78%	-44.42%	1.57%	
	1998-99							6.58%	1.56%	-0.61%	-1.40%	1.06%	2.11%	1.09%	-0.98%	6.98%	11.40%	-18.11%	-25.99%	1.14%	
	1999-00							3.07%	-2.35%	-2.12%	-0.12%	1.16%	1.18%	0.43%	-1.75%	24.65%	2.71%	-21.25%	-23.74%	0.47%	
	2000-01							2.71%	1.76%	2.08%	2.43%	0.25%	0.96%	1.86%	1.77%	25.67%	-11.25%	-12.16%	-18.33%	2.55%	
	2001-02							0.67%	1.39%	2.33%	2.11%	1.92%	2.27%	2.47%	1.08%	34.47%	-21.24%	-5.76%	-18.38%	2.19%	
	2002-03							4.00%	1.14%	3.00%	2.08%	2.38%	2.32%	2.52%	-1.36%	33.11%	-20.35%	3.04%	-23.23%	2.65%	
	2003-04							0.47%	0.07%	0.07%	0.38%	0.51%	1.28%	0.49%	0.59%	28.35%	-19.80%	6.50%	-23.36%	1.69%	
	2004-05							0.44%	-1.40%	0.39%	3.44%	2.84%	0.51%	0.18%	1.53%	22.05%	-28.23%	18.36%	-24.66%	1.65%	
	2005-06							2.54%	-0.13%	0.54%	2.40%	1.34%	0.55%	-0.13%	1.14%	26.11%	-16.54%	17.80%	-30.97%	1.63%	
	2006-07							1.75%	1.30%	2.97%	2.62%	1.14%	0.44%	1.77%	2.78%	26.29%	-19.18%	7.48%	-22.95%	1.66%	
	2007-08							0.76%	1.25%	0.12%	0.67%	1.90%	1.25%	1.63%	1.74%	25.57%	-17.80%	10.04%	-25.13%	0.81%	
	2008-09							-0.38%	-1.51%	-1.29%	0.99%	0.30%	-1.22%	1.79%	0.31%	19.36%	-15.71%	8.83%	-24.52%	0.30%	
	2009-10							0.78%	-1.44%	0.59%	-0.42%	-0.46%	0.06%	-0.59%	-0.67%	18.24%	-13.02%	9.29%	-17.96%	0.79%	
	2010-11							0.76%	-1.30%	2.80%	1.17%	0.96%	-1.91%	0.85%	0.65%	16.52%	-10.27%	16.72%	-24.76%	0.45%	
	2011-12							1.00%	0.88%	1.38%	-0.43%	-1.86%	-0.18%	1.06%	-0.96%	16.06%	-8.88%	11.38%	-26.23%	-0.62%	
	2012-13							-2.79%	-2.16%	-2.43%	-0.30%	-2.61%	-3.61%	-0.06%	-0.99%	13.56%	-11.99%	11.64%	-21.22%	-1.48%	
Projected	2013-14							0.94%	0.06%	1.07%	0.38%	0.18%	-1.79%	0.43%	0.77%	13.58%	-11.99%	11.65%	-22.92%	0.15%	
Projected	2014-15							0.83%	-0.74%	0.83%	0.19%	-0.19%	-3.61%	0.20%	0.43%	13.29%	-11.23%	12.77%	-21.21%	-0.25%	
Projected	2015-16							0.86%	-0.94%	0.69%	0.57%	0.19%	-3.63%	0.18%	0.45%	13.44%	-11.53%	11.59%	-21.74%	-0.72%	



KENOSHA UNIFIED SCHOOL BOARD
AUDIT/BUDGET/FINANCE MEETING
Educational Support Center – Room 110
December 4, 2012
MINUTES

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Gallo was called to order at 5:31 P.M. with the following Committee members present: Mr. Nuzzo, Mr. Bryan, Mr. Kent, Mr. Aceto, Mr. Coleman, Ms. Adams, and Mr. Gallo. Dr. Hancock was also present. Ms. Marcich was excused.

Approval of Minutes – November 13, 2012

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

2011-2012 Financial Audit Report

Mrs. Tina Schmitz, Chief Financial Officer, distributed the Comprehensive Annual Financial Report (CAFR), the Single Audit Act Supplement Financial Report, and the Management Communications. Mr. David Maccoux, CPA, of Schenck, S.C., presented the three documents and answered questions of the Committee.

Mr. Maccoux was excused at 6:21 P.M.

Information Items

Mrs. Schmitz presented the Monthly Financial Statements. She noted that the quarterly Fund 10 transfers, which were mentioned at previous meetings, have begun and are reflected in the statements.

Mrs. Schmitz presented the Quarterly Grants Summary. She reminded the Committee that the report's new format is a condensed format but the more detail formatted report is available upon request.

Future Agenda Items

There were no future agenda items noted.

Meeting adjourned at 6:25 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 12, 2013
Audit/Budget/Finance Committee

Budgeted Salaries & Benefits

This information item is in response to a question raised at October's Audit, Budget and Finance Committee. The question was "how much of salaries and benefits are spent per employee group"?

Summary of 2012-13 Budgeted Salaries & Benefits:

Employee Group *	FTE	Salaries	% of Total	Benefits	% of Total
Teachers	1,470.61	\$ 98,032,288	75.10%	\$ 56,265,304	73.97%
Administrative, Supervisory & Technical	114.00	11,185,203	8.57%	4,312,176	5.67%
Service/Custodial	190.00	8,164,520	6.25%	5,009,329	6.59%
Secretaries	123.75	4,728,953	3.62%	3,194,814	4.20%
Educational Assistants	230.17	4,566,165	3.50%	5,246,275	6.90%
Miscellaneous	83.90	2,907,785	2.23%	1,475,690	1.94%
Carpenters	9.00	517,525	0.40%	289,917	0.38%
Interpreters	11.00	394,507	0.30%	272,649	0.36%
Board of Education	7.00	31,500	0.02%	2,725	0.00%
FY13 Regular Salaries & Benefits	2,239.43	\$ 130,528,447		\$ 76,068,878	
<i>* Excludes substitutes or casual employees</i>					

Summary of 2012-13 Budgeted Salaries & Benefits Combined:

Employee Group *	FTE	% of Total	Total Expense	% of Total
Teachers	1,470.61	65.67%	\$ 154,297,592	74.69%
Administrative, Supervisory & Technical	114.00	5.09%	15,497,379	7.50%
Service/Custodial	190.00	8.48%	13,173,849	6.38%
Secretaries	123.75	5.53%	7,923,767	3.84%
Educational Assistants	230.17	10.28%	9,812,440	4.75%
Miscellaneous	83.90	3.75%	4,383,475	2.12%
Carpenters	9.00	0.40%	807,442	0.39%
Interpreters	11.00	0.49%	667,156	0.32%
Board of Education	7.00	0.31%	34,225	0.02%
FY13 Regular Salaries & Benefits	2,239.43		\$ 206,597,325	
<i>* Excludes substitutes or casual employees</i>				

The above information is being provided as informational only in response to a question raised at a prior committee meeting. No action is required.

Dr. Michele Hancock
Superintendent of Schools

Tina M. Schmitz
Chief Financial Officer

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**KENOSHA UNIFIED SCHOOL DISTRICT
CASH AND INVESTMENT QUARTERLY REPORT
AS OF DECEMBER 31, 2012**

Financial Institution	Total Fiscal Year-to-Date 2012-2013				Total Fiscal Year 2011 - 2012				Total Fiscal Year 2010 - 2011		
	Cash Balance	Interest Earned*	Rate		Cash Balance	Interest Earned*	Rate		Cash Balance	Interest Earned*	Rate
General (Funds 10, 20s, 50, & 80)											
Johnson Bank Checking	\$ 1,500,000	\$ -	0.00%		\$ 1,538,915	\$ -	0.00%		\$ 958,740	\$ -	0.05%
Johnson Bank Repurchase Account	2,484,158	602	0.02%		2,174,767	1,091	0.03%		4,377,063	6,025	0.05%
U.S. Bank Savings	10,294	2	0.01%		10,317	4	0.01%		10,351	5	0.04%
Petty Cash Accounts	6,090				6,090				6,265		
Local Government Investment Pool	18,640,848	7,689	0.18%		23,133,163	13,871	0.16%		19,288	36	0.11%
Wisconsin Investment Series Coop	2,094,773	11,296	(a)		15,071,279	13,843	(a)		38,320,707	15,586	0.20%
	\$ 24,736,163	\$ 19,589			\$ 41,934,530	\$ 28,808			\$ 43,692,414	\$ 21,651	
Debt Service (Fund 30s)											
Local Government Investment Pool	2,037,533	2,665	0.18%		4,519,971	3,417	0.16%		620,443	1,148	0.11%
Wisconsin Investment Series Coop	5,853	-	(a)		4,686	4,971	(a)		4,253,523	6,536	0.20%
	\$ 2,043,387	\$ 2,665			\$ 4,524,657	\$ 8,388			\$ 4,873,966	\$ 7,684	
Capital Projects (Fund 40s)											
Wisconsin Investment Series Coop	5,692	-	0.01%		6,859	34,415	0.05%		2,811,771	219,553	0.20%
	\$ 5,692	\$ -			\$ 6,859	\$ 34,415			\$ 2,811,771	\$ 219,553	
OPEB (Fund 73)											
Wisconsin Investment Series Coop (CDO)	570	-	0.13%		570	4,896	0.13%		<i>account opened 11/2011</i>		
Wisconsin Investment Series Coop	4,455,749	10,997	(b)		4,444,752	12,719	(b)		4,432,418	35,745	0.54%
	\$ 4,456,319	\$ 10,997			\$ 4,445,321	\$ 17,615			\$ 4,432,418	\$ 35,745	

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

(a) Rate varies by fund and investment term. Lowest return is .05% and highest return is .20%.

(b) Rate varies by fund and investment term. Lowest return is .05% and highest return is .45%.

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Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 12/31/2012

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Fund 10 General Fund

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	15,683,728	15,683,728				16,809,985	16,809,985				
100 Operating Transfers In	0	0		0		0	0		0		0
200 Local revenues	77,594,260	76,512,571		1,081,689	98.61	80,036,086	78,440,974		1,595,112	98.01	80,127,839
300 Interdistrict revenues	300,000	0		300,000	0.00	300,000	0		300,000	0.00	337,666
500 Intermediate revenues	32,500	299		32,201	0.92	59,500	51,632		7,868	86.78	60,065
600 State aid	150,504,787	57,963,249		92,541,538	38.51	144,524,036	55,943,153		88,580,883	38.71	144,534,847
700 Federal aid	9,843,133	66,257		9,776,876	0.67	11,302,173	2,725,462		8,576,711	24.11	11,174,078
800 Debt proceeds	0	0		0		0	68,500		-68,500		191,989
900 Revenue adjustments	570,800	395,699		175,101	69.32	101,669	26,892		74,777	26.45	368,510
Total Revenues	238,845,480	134,938,075		103,907,404	56.50	236,323,464	137,256,613		99,066,851	58.08	236,794,994
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	111,879,932	46,363,251	26,671	65,490,010	41.44	116,466,586	51,888,027	690	64,577,870	44.55	116,612,881
200 Benefits	59,706,282	22,018,159	0	37,688,123	36.88	63,310,488	25,189,133		38,121,355	39.79	63,039,281
300 Purchased Services	18,966,340	6,176,758	2,248,610	10,540,971	32.57	18,366,656	6,739,365	3,086,588	8,540,702	36.69	16,479,618
400 Supplies	9,559,724	3,573,374	853,651	5,132,700	37.38	9,688,282	3,388,334	1,432,843	4,867,105	34.97	8,561,733
500 Capital Outlay	1,676,351	816,420	369,347	490,583	48.70	2,346,937	967,151	643,636	736,151	41.21	2,208,243
600 Debt Services	450,000	289,676	0	160,324	64.37	450,000	224,571		225,429	49.90	374,169
700 Insurance	2,326,707	1,151,101	0	1,175,606	49.47	1,326,707	1,028,225	0	298,482	77.50	1,334,928
800 Operating Transfers Out	30,515,305	15,491,617		15,023,687	50.77	30,759,834	500,000		30,259,834	1.63	27,136,588
900 Other objects	764,839	69,151	1,296	694,392	9.04	1,838,797	25,033	390	1,813,374	1.36	2,173,809
Total Expenditures	235,845,480	95,949,508	3,499,575	136,396,397	40.68	244,554,287	89,949,838	5,164,147	149,440,302	36.78	237,921,251
Net Revenue/Expenses	3,000,000	38,988,567				-8,230,823	47,306,775				-1,126,257
Fund Balance - Ending	18,683,728	54,672,295				8,579,163	64,116,760				15,683,728

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 12/31/2012

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Fund 21 Special Revenue Trust

-----2013-----					-----2012-----				
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
Net Revenue/Expenses	0	0			0	0			0
Fund Balance - Ending	0	0			0	0			0

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 12/31/2012

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Fund 25 Head Start

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
700 Federal aid	1,956,394	410,645		1,545,749	20.99	1,968,420	392,070		1,576,350	19.92	1,800,201
Total Revenues	1,956,394	410,645		1,545,749	20.99	1,968,420	392,070		1,576,350	19.92	1,800,201
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	887,074	385,178		501,896	43.42	893,487	390,375		503,112	43.69	822,771
200 Benefits	584,861	237,409		347,451	40.59	671,131	250,872		420,260	37.38	602,153
300 Purchased Services	155,449	31,063	44,854	79,532	19.98	155,449	20,628	56,226	78,596	13.27	140,644
400 Supplies	151,343	19,705	1,772	129,866	13.02	70,686	22,132	6,927	41,627	31.31	70,633
500 Capital Outlay	177,667	41,000		136,667	23.08	177,667	95,667		82,000	53.85	164,000
900 Other objects	0	1,482	0	-1,482		0	0		0		0
Total Expenditures	1,956,394	715,837	46,627	1,193,930	36.59	1,968,420	779,673	63,153	1,125,595	39.61	1,800,201
Net Revenue/Expenses	0	-305,192				0	-387,602				0
Fund Balance - Ending	0	-305,192				0	-387,602				0

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 12/31/2012

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Fund 27 Special Education

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
100 Operating Transfers In	29,983,235	14,991,617		14,991,617	50.00	29,292,741	0		29,292,741	0.00	26,362,325
200 Local revenues	10,064	3,146		6,918	31.26	7,000	4,958		2,042	70.83	10,064
300 Interdistrict revenues	20,000	0		20,000	0.00	20,000	0		20,000	0.00	20,601
600 State aid	10,405,000	3,079,080		7,325,920	29.59	10,555,000	3,085,970		7,469,030	29.24	10,535,821
700 Federal aid	6,888,115	54,019		6,834,096	0.78	6,928,040	582,533		6,345,507	8.41	8,492,167
900 Revenue adjustments	0	0		0		0	0		0		0
Total Revenues	47,306,414	18,127,862		29,178,552	38.32	46,802,781	3,673,461		43,129,320	7.85	45,420,978
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	26,875,618	11,066,928		15,808,690	41.18	25,858,619	10,955,902		14,902,717	42.37	25,448,012
200 Benefits	17,004,629	6,346,576		10,658,053	37.32	16,481,360	6,297,746		10,183,614	38.21	16,311,467
300 Purchased Services	2,925,001	1,755,299	304,503	865,199	60.01	3,356,575	1,412,034	142,378	1,802,163	42.07	3,239,388
400 Supplies	494,165	50,497	21,589	422,080	10.22	1,059,136	191,131	31,298	836,707	18.05	374,580
500 Capital Outlay	7,000	3,031	0	3,969	43.30	47,091	35,058	0	12,033	74.45	47,531
900 Other objects	0	0		0		0	0		0		0
Total Expenditures	47,306,414	19,222,330	326,092	27,757,992	40.63	46,802,781	18,891,870	173,676	27,737,234	40.36	45,420,978
Net Revenue/Expenses	0	-1,094,468				0	-15,218,409				0
Fund Balance - Ending	0	-1,094,468				0	-15,218,409				0

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 12/31/2012

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Fund 30-39 Debt Services Fund

----- 2013 -----					----- 2012 -----				
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	24,177	24,177			760,673	760,673			
100 Operating Transfers In	500,000	500,000	0	100.00	985,925	500,000	485,925	50.71	774,264
200 Local revenues	15,626,548	15,629,213	-2,665	100.02	14,631,273	14,628,034	3,238	99.98	14,634,375
800 Debt proceeds	0	0	0		0	0	0		9,275,000
900 Revenue adjustments	966,723	282,027	684,697	29.17	1,517,678	280,000	1,237,678	18.45	7,249,136
Total Revenues	17,093,271	16,411,240	682,031	96.01	17,134,876	15,408,034	1,726,841	89.92	31,932,775

----- 2013 -----					----- 2012 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	16,908,485	2,485,103		14,423,382	14.70	16,817,894	2,837,333		13,980,561	16.87	32,223,360
900 Other objects	184,786	184,786		0	100.00	0	0		0		445,912
Total Expenditures	17,093,271	2,669,889		14,423,382	15.62	16,817,894	2,837,333		13,980,561	16.87	32,669,272
Net Revenue/Expenses	0	13,741,350				316,982	12,570,701				-736,497
Fund Balance - Ending	24,177	13,765,527				1,077,655	13,331,375				24,177

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 12/31/2012

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Fund 40-49 Capital Project Fund

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	341,397	341,397				4,244,696	4,244,696				
100 Operating Transfers In	32,070	0		32,070	0.00	0	0		0		0
200 Local revenues	300	0		300	0.00	34,415	34,415		0	100.00	34,415
800 Debt proceeds	0	0		0		0	0		0		0
900 Revenue adjustments	184,786	184,786		0	100.00	0	0		0		445,912
Total Revenues	217,156	184,786		32,370	85.09	34,415	34,415		0	100.00	480,327
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	558,553	120,399	119,596	318,557	21.56	4,279,111	4,205,057	550,544	-476,490	98.27	4,383,626
Total Expenditures	558,553	120,399	119,596	318,557	21.56	4,279,111	4,205,057	550,544	-476,490	98.27	4,383,626
Net Revenue/Expenses	-341,397	64,387				-4,244,696	-4,170,641				-3,903,299
Fund Balance - Ending	0	405,784				0	74,054				341,397

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 12/31/2012

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Fund 50 Food Service

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	560,079	560,079				480,864	480,864				
200 Local revenues	2,834,551	1,123,642		1,710,909	39.64	2,857,631	1,267,495		1,590,136	44.35	3,099,592
600 State aid	142,370	0		142,370	0.00	142,370	0		142,370	0.00	134,928
700 Federal aid	4,935,985	1,824,353		3,111,632	36.96	5,054,136	1,126,973		3,927,163	22.30	5,575,097
Total Revenues	7,912,906	2,947,995		4,964,911	37.26	8,054,137	2,394,468		5,659,669	29.73	8,809,617
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,121,141	863,067		1,258,075	40.69	2,146,618	861,584		1,285,034	40.14	2,317,410
200 Benefits	1,193,987	295,568		898,419	24.75	1,193,987	450,201		743,786	37.71	1,043,863
300 Purchased Services	213,097	56,663	168,025	-11,590	26.59	213,097	69,271	80,564	63,263	32.51	117,245
400 Supplies	4,162,687	1,743,070	2,014,679	404,938	41.87	4,278,441	1,880,716	2,694,004	-296,279	43.96	4,989,429
500 Capital Outlay	151,264	1,851	2,150	147,264	1.22	151,264	164,435	2,274	-15,446	108.71	165,512
900 Other objects	70,730	28,523		42,207	40.33	70,730	28,872	0	41,858	40.82	96,944
Total Expenditures	7,912,906	2,988,742	2,184,853	2,739,311	37.77	8,054,137	3,455,079	2,776,842	1,822,215	42.90	8,730,402
Net Revenue/Expenses	0	-40,747				0	-1,060,611				79,215
Fund Balance - Ending	560,079	519,332				480,864	-579,747				560,079

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 12/31/2012

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Fund 60 Student Activity Fund

----- 2013 -----					----- 2012 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	0	0			0	0					
200 Local revenues	0	172	-172		0	0	0		0		
Total Revenues	0	172	-172		0	0	0		0		
----- 2013 -----					----- 2012 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	5,614		-5,614		0	5,394		-5,394		0
200 Benefits	0	1,002		-1,002		0	987		-987		0
300 Purchased Services	0	0		0		0	0		0		0
400 Supplies	0	-333,113	54,084	279,028		0	-310,817	24,372	286,445		0
500 Capital Outlay	0	0		0		0	0		0		0
Total Expenditures	0	-326,496	54,084	272,412		0	-304,436	24,372	280,064		0
Net Revenue/Expenses	0	326,668				0	304,436				0
Fund Balance - Ending	0	326,668				0	304,436				0

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 12/31/2012

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Fund 70-79 Trust Funds

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	8,351,297	8,351,297				-20,643,343	-20,643,343				
200 Local revenues	4,398,798	1,662,662		2,736,136	37.80	4,682,760	8,182		4,674,578	0.17	32,406,180
900 Revenue adjustments	0	0		0		0	6,331,061		-6,331,061		2,370,122
Total Revenues	4,398,798	1,662,662		2,736,136	37.80	4,682,760	6,339,243		-1,656,483	135.37	34,776,302
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	3,370,000	2,382,775	2,851,992	-1,864,768	70.71	3,370,000	1,621,257		1,748,743	48.11	3,130,609
300 Purchased Services	310,000	13,860		296,140	4.47	310,000	743,062		-433,062	239.70	2,644,705
400 Supplies	0	473		-473		0	0		0		1,377
600 Debt Services	0	0		0		0	6,000		-6,000		6,000
900 Other objects	0	0		0		0	0		0		15
Total Expenditures	3,680,000	2,397,109	2,851,992	-1,569,101	65.14	3,680,000	2,370,319		1,309,681	64.41	5,782,706
Net Revenue/Expenses	718,798	-734,447				1,002,760	3,968,924				28,993,596
Fund Balance - Ending	9,070,095	7,616,850				-19,640,583	-16,674,418				8,350,297

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 12/31/2012

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Fund 81 Recreation Services Program

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	241,277	241,277				257,109	257,109				
200 Local revenues	428,000	388,133		39,867	90.69	452,419	376,749		75,670	83.27	418,098
Total Revenues	428,000	388,133		39,867	90.69	452,419	376,749		75,670	83.27	418,098
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	291,773	123,110		168,663	42.19	323,925	130,492		193,433	40.28	257,717
200 Benefits	141,719	57,233		84,485	40.39	137,621	54,422		83,199	39.54	126,534
300 Purchased Services	45,400	16,076	6,391	22,933	35.41	48,700	14,500	5,381	28,819	29.77	32,212
400 Supplies	15,300	2,634	223	12,443	17.22	19,900	3,338	834	15,727	16.77	9,341
500 Capital Outlay	7,000	3,870	2,130	1,000	55.29	17,800	4,575	4,865	8,360	25.70	5,295
900 Other objects	4,000	895	0	3,105	22.38	4,000	927		3,073	23.17	2,831
Total Expenditures	505,192	203,819	8,744	292,629	40.34	551,946	208,254	11,081	332,612	37.73	433,930
Net Revenue/Expenses	-77,192	184,314				-99,527	168,496				-15,832
Fund Balance - Ending	164,085	425,591				157,582	425,604				241,277

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 12/31/2012

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Fund 82 Athletic Venues

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	7,999	7,999				7,630	7,630				
200 Local revenues	29,125	27,610		1,515	94.80	29,125	20,863		8,262	71.63	25,014
Total Revenues	29,125	27,610		1,515	94.80	29,125	20,863		8,262	71.63	25,014
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	10,000	5,067		4,933	50.67	10,000	6,648		3,352	66.48	14,383
200 Benefits	0	740		-740		0	999		-999		2,131
300 Purchased Services	10,000	15,326	0	-5,326	153.26	10,000	3,112		6,888	31.12	5,747
400 Supplies	2,148	0		2,148	0.00	2,148	0		2,148	0.00	2,384
500 Capital Outlay	0	0		0		0	0		0		0
Total Expenditures	22,148	21,133	0	1,015	95.42	22,148	10,759		11,389	48.58	24,645
Net Revenue/Expenses	6,977	6,477				6,977	10,104				369
Fund Balance - Ending	14,976	14,476				14,607	17,734				7,999

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 12/31/2012

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Fund 83 Community Services Program

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	-6,293	-6,293				68,391	68,391				
200 Local revenues	1,680,267	1,680,267		0	100.00	1,628,421	1,624,421		4,000	99.75	1,629,861
Total Revenues	1,680,267	1,680,267		0	100.00	1,628,421	1,624,421		4,000	99.75	1,629,861
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	389,766	155,793		233,972	39.97	508,805	159,686		349,120	31.38	426,556
200 Benefits	161,389	67,908		93,481	42.08	212,603	58,357		154,246	27.45	165,679
300 Purchased Services	331,607	119,206	181,766	30,635	35.95	325,890	14,509	224,003	87,378	4.45	307,380
400 Supplies	41,686	11,572	6,533	23,580	27.76	57,870	6,755	5,154	45,961	11.67	45,485
500 Capital Outlay	755,819	361,363		394,456	47.81	761,019	2,273	0	758,746	0.30	759,446
900 Other objects	0	0		0		0	0		0		0
Total Expenditures	1,680,267	715,843	188,299	776,125	42.60	1,866,187	241,580	229,156	1,395,451	12.95	1,704,546
Net Revenue/Expenses	0	964,424				-237,766	1,382,841				-74,684
Fund Balance - Ending	-6,293	958,131				-169,375	1,451,232				-6,293

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 12/31/2012

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Fund 85 CLC After School Program

----- 2013 -----					----- 2012 -----					
Source		Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
	Fund Balance - Beginning	34,756	34,756			324,563	324,563			
200	Local revenues	0	18,240	-18,240		0	-10,401	10,401		34,418
500	Intermediate revenues	0	11,752	-11,752		0	20,370	-20,370		55,157
Total Revenues		0	29,992	-29,992		0	9,969	-9,969		89,576

----- 2013 -----					----- 2012 -----							
Object		Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100	Salaries	0	0		0		0	-55		55		146,449
200	Benefits	0	72		-72		0	0		0		18,769
300	Purchased Services	0	0		0		0	0		0		182,756
400	Supplies	0	0		0		0	0		0		31,409
Total Expenditures		0	72		-72		0	-55		55		379,383
Net Revenue/Expenses		0	29,920				0	10,024				-289,807
Fund Balance - Ending		34,756	64,675				324,563	334,586				34,756

Kenosha Unified School District No 1

Budget to Actual Comparison Report

2012 - 2013 District Summary Budget

For the Period Ended 12/31/2012

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All Funds

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	25,238,416	25,238,416				2,310,568	2,310,568				
100 Operating Transfers In	30,515,305	15,491,617		15,023,687	50.77	30,278,666	500,000		29,778,666	1.65	27,136,588
200 Local revenues	102,601,913	97,045,654		5,556,258	94.58	104,359,130	96,395,692		7,963,439	92.37	132,419,858
300 Interdistrict revenues	320,000	0		320,000	0.00	320,000	0		320,000	0.00	358,267
500 Intermediate revenues	32,500	12,051		20,449	37.08	59,500	72,002		-12,502	121.01	115,223
600 State aid	161,052,157	61,042,329		100,009,828	37.90	155,221,406	59,029,123		96,192,283	38.03	155,205,596
700 Federal aid	23,623,627	2,355,274		21,268,353	9.97	25,252,769	4,827,039		20,425,731	19.11	27,041,543
800 Debt proceeds	0	0		0		0	68,500		-68,500		9,466,989
900 Revenue adjustments	1,722,310	862,512		859,797	50.08	1,619,347	6,637,953		-5,018,606	409.92	10,433,680
Total Revenues	319,867,811	176,809,439		143,058,372	55.28	317,110,818	167,530,308		149,580,511	52.83	362,177,744

----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	142,455,304	58,968,007	26,671	83,460,626	41.39	146,208,040	64,398,053	690	81,809,297	44.05	146,046,180
200 Benefits	82,162,867	31,407,443	2,851,992	47,903,431	38.23	85,377,191	33,923,973		51,453,218	39.73	84,440,487
300 Purchased Services	23,515,448	8,304,650	3,073,746	12,137,052	35.32	27,065,478	13,221,538	4,145,684	9,698,256	48.85	27,533,321
400 Supplies	14,427,053	5,068,214	2,952,531	6,406,309	35.13	15,176,463	5,181,588	4,195,433	5,799,442	34.14	14,086,369
500 Capital Outlay	2,775,101	1,227,535	373,627	1,173,939	44.23	3,501,778	1,269,158	650,775	1,581,845	36.24	3,350,026
600 Debt Services	17,358,485	2,774,779	0	14,583,706	15.99	17,267,894	3,067,904		14,199,990	17.77	32,603,529
700 Insurance	2,326,707	1,151,101	0	1,175,606	49.47	1,326,707	1,028,225	0	298,482	77.50	1,334,928
800 Operating Transfers Out	30,515,305	15,491,617		15,023,687	50.77	30,759,834	500,000		30,259,834	1.63	27,136,588
900 Other objects	1,024,356	284,838	1,296	738,222	27.81	1,913,527	54,831	390	1,858,305	2.87	2,719,511
Total Expenditures	316,560,624	124,678,185	9,279,862	182,602,577	39.39	328,596,911	122,645,271	8,992,971	196,958,669	37.32	339,250,940
Net Revenue/Expenses	3,307,186	52,131,254				-11,486,093	44,885,037				22,926,804
Fund Balance - Ending	28,545,602	77,369,670				-9,175,525	47,195,605				25,237,416

Operations Summary

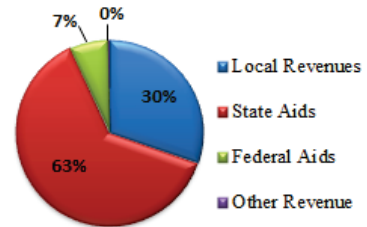
(General & Special Education Funds)

<i>Stated in Thousands</i>	FY11 Actuals	FY12 Actuals	FY13 Budget	FY13 Forecast	Percent of Total
Local Revenues	\$ 82,439	\$ 80,138	\$ 77,599	\$ 77,599	30%
State Aids	164,779	155,071	160,908	160,908	63%
Federal Aids	21,438	19,666	16,731	16,731	7%
Other Revenue	1,777	979	863	863	0%
Operating Transfer In	29,513	26,362	29,983	29,983	--
Total Revenues	\$ 299,946	\$ 282,216	\$ 286,083	\$ 286,083	100%
Salaries & Benefits	237,684	221,412	215,459	215,459	85%
Purchased Services	22,101	21,428	24,625	24,625	10%
Supplies & Equipment	16,213	11,192	11,602	11,602	5%
Other Expenses	273	2,174	882	882	0%
Operating Transfer Out	30,499	27,137	30,515	30,515	--
Total Expenses	\$ 306,770	\$ 283,342	\$ 283,083	\$ 283,083	100%
NET CHANGE	\$ (6,824)	\$ (1,126)	\$ 3,000	\$ 3,000	

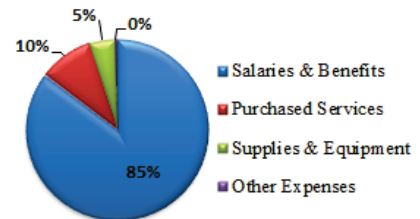
Summary: To date the FY13 forecast assumes no material variances from budget.

Watchlist: Transportation aid tracking lower than expected by approximately \$36.5k, offset by lower YTD unemployment expenses. The District is monitoring these accounts, however has no control over the amounts.

Revenue



Expense



Moody's Investors Service

August 2012 A1 rating confirmed for L/T debt; MIG1 rating for S/T debt; stable outlook

May 2012 Moody's removed the "negative outlook" and change to "stable"; A1 rating remains.

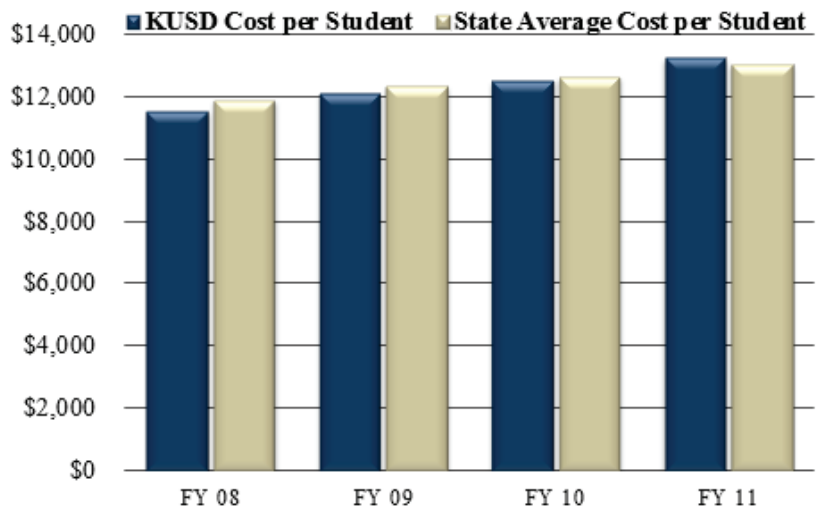
November 2011 Moody's downgraded the District's rating to A1 from Aa3 with a negative outlook.

Costs per Student

This chart and data below represent the actual allowable DPI costs including:

- * Instructional costs
- * Pupil/staff/support costs
- * Operational and administrative costs
- * Transportation costs
- * Facility costs
- * Food and community service costs

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



	FY 08	FY 09	FY 10	FY 11
Total Costs Allowable per DPI	\$259,738,187	\$274,177,968	\$286,949,785	\$304,487,272
KUSD Student Membership	22,500	22,668	22,934	23,006
KUSD Cost per Student	\$11,544	\$12,095	\$12,512	\$13,235
State Average Cost per Student	\$11,484	\$12,346	\$12,624	\$13,020

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 12, 2013

Audit/Budget/Finance and Curriculum/Program Standing Committees

MARY FROST ASHLEY CHARITABLE TRUST

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. In 2012 the District was invited to apply and received funding from the Trust for Back to School supplies that were distributed at Elementary School Open Houses, parent and student education and learning experiences, parent leadership training, and support for the District’s Recognition Program, Academic Showcase, and annual Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch.

During the 2013-2014, the District plans to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences, and expand student learning opportunities through support with a high school group, expand the District’s Recognition Program, support the Academic Showcase, and strengthen the annual Alcohol Tobacco, and Other Drugs Awareness Student Recognition Brunch. 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.

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

- 1) Provide school supplies for elementary age children
- 2) Interactive family learning experiences that relate to curriculum, strengthening family and school connections, and safety issues.
- 3) Parent education trainings that focus on 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.
- 4) Establish and train Action Teams for Partnerships in ten elementary schools. The teams will access past practices, and identify current issues and strengths with family engagement and community collaboration and then develop an action plan to expand and strengthen family involvement and community partnerships.
- 5) Implement Action Team for Partnership Plan through outreach and family engagement strategies

- 6) Student engagement learning opportunities that will assist them in developing healthy life skills, engaging in community service, and experience learning opportunities.
- 7) Strengthen Parent Trainings for the School Age Parent Program that includes internet safety, cyber-bullying, and prescription drug misuse prevention education.
- 8) Support the annual Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch.
- 9) Expand the District Recognition Program to include areas of collaboration and team building.
- 10) Provide interactive family learning art activities at the Academic Showcase.

The all-encompassing program will continue to build on the framework of Joyce Epstein's research from John Hopkins University. The framework includes the Six Types of Family-School-Community Partnerships; Parenting, Communication, Learning at Home, Volunteering, Decision Making, and Community Collaboration. Within that research (Epstein & Sheldon 2006), Epstein indicates, "School, Family and Community Partnerships is a better term than parental involvement. The concept of "partnership" recognizes that parents, educators, and others in the community share responsibility for students' learning and development." This model provides significant support to moving the Transformational Design Goal #2 forward.

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 invited to submit a 2013 proposal to the Trust.

Time Period

July 1, 2013 – June 30, 2014

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 back to school supplies for elementary children. |
| Goal II | Implement Joyce's Epstein's Family, School, and Community Partnership Model at ten elementary sites. |
| Goal III | Plan and implement the Families and Schools Together (FAST) Program at |

Goal IV	Curtis Strange Elementary School as well as FASTWORKS at two schools. Support the implementation of Families Being Involved (FBI) Program at Brass Community School.
Goal V	Establish outreach efforts at Wilson Elementary School through the Action Team for Partnership plan.
Goal VI	Expand the Family Learning Academy to include interactive series on the Parent as Teachers, Second Step Violence Prevention, gang prevention and safety issues.
Goal VI	Assist in developing the Bradford High School "Leading Ladies" group which promotes character building, life skills, and provides an avenue for healthy learning experiences.
Goal VIII	Further develop family interactive learning experiences at middle schools.
Goal IX	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 XI	Assist with the expansion of the District's Recognition Program.
Goal XII	Provide support for the Academic Showcase.

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

Number of students served: 22,639

Relationship to Transformation Design

This proposal directly relates to the District's Transformation Plan mission, goals, and student results. The transformation goal, as it relates to the 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	\$ 21,093.80
	Fringes	\$ 2,247.42
	Purchased Services	\$ 73,529.67
	Non-Capitol Objects	\$ 22,380.00
	Total	\$119,250.89

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

The Community School Relations Coordinator is required to coordinate all goals in the program. Support for Parent Site Organizers, child care, and additional time for staff is covered through the Community School Relations Office Budget for approximately \$15,000.00.

Relationship to District Budget

The trust covers items above those offered in the District budget.

Evaluation Plan

The ten schools that participate in the Joyce Epstein's School, Family and Community Partnerships process to strengthen family engagement and community participation 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 two schools that implement outreach and family engagement programs specific to their school during their second year of implementation will have a school wide family survey as well as evaluating the programs as a team. The data will help provide further direction in strengthening family engagement and community collaboration.

The Family Learning Academy interactive learning experiences will have a formal written evaluation which includes a written narrative on how parents will use the strategies gained through a program to enhance learning at home and improve home-school communication connections. The programs will also have informal group reviews to determine the effectiveness of the program. This data will be reviewed by the principals and presenters.

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. Data from a written form regarding the climate of the location and value of the program will be compiled annually.

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, Parents as Teachers, 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.

The Bradford Leading Ladies 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 students within the School Parent Group will participate in an end of the year evaluation of all programs/series that they participated in throughout the school year. Data will be compiled and reviewed by the staff to determine the educational program direction for 2014-2015.

The Annual Kenosha County Alcohol, Tobacco, and the Other Drugs Awareness Student Recognition Committee 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 2014-2015 school-year.

The District's Recognition Program will collect data and review the results to determine the effectiveness of the new collaborative group awards.

The Academic Showcase Planning Committee will receive feedback from staff and attendees, both written and oral, which will determine the direction of the 2014 District's showcase.

Type of Project

This is a competitive application.

Staff Persons involved in preparation of application

Tanya Ruder, Executive Director of Community Partnerships and Media Relations
Patricia Demos, Community School Relations Coordinator
Juan Torres, Even Start Program and Community Liaison
Scott Kennow, Brass Community School Principal
Yolanda Jackson Lewis, Wilson Elementary School Principal
Curtiss Tolefree, Bradford High School Assistant Principal
Kim Fisher, Bullen Middle School Principal
Dr. Robert Wells, Fine Arts Coordinator
Jonathan Bar-Din, Curtis Strange Elementary School Principal
Maria Kotz, Tremper High School Assistant Principal

Administrative Recommendation:

Administration recommends that the Audit/Budget/Finance and Curriculum/Program Standing Committees forward to the Board of Education this one-year grant proposal titled Framework for Healthy Youth Development: Expanding Family Learning and Student Engagement Program in the amount of \$119,250.89 for submission to the Mary Frost Ashley Charitable Trust.

Dr. Michele Hancock
Superintendent of Schools

Patricia Demos
Community School Relations Coordinator

Tanya Ruder
Executive Director of Community Partnerships and Media Relations

Fiscal, Facilities and Personnel Impact Statement

Title:	A Framework for Healthy Youth Development: Expanding Family and Student Learning Programs	Budget Year:	2013-2014
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 developing a high school group that provides a framework for character building and healthy learning experiences. 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 Plan. The 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 \$119,250.89 which includes funds to support Back to School supplies for the 2013-2014 Elementary School Open Houses. 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 back to school supplies for elementary children.
- Goal II Implement Joyce's Epstein's Family, School, and Community Partnership Model at ten elementary sites.
- Goal III Plan and implement the Families and Schools Together (FAST) Program at one additional elementary school and continue FASTWORKS at two schools.
- Goal IV Support the implementation of Families Being Involved (FBI) Program at Brass Community.
- Goal V Establish Outreach efforts at Wilson Elementary School through the Action Team for Partnership plan.
- Goal VI Expand the Family Learning Academy to include interactive series on the Parent as Teachers, Second Step Violence Prevention, gang prevention and safety issues.
- Goal VII Assist in developing the Bradford High School "Leading Ladies" group which

promotes character building, life skills, and provides an avenue for healthy learning experiences.

Goal VIII Further develop family interactive learning experiences at middle schools.

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

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

Goal XI Assist with the expansion of the District's Recognition Program.

Goal XII Provide support for the Academic Showcase.

The goals included in this plan directly relate to Transformation Plan 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 life skills development and participation in citizenship.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$21,093.80
200's	Fringes	\$2,247.42
300's	Purchased Services	\$73,529.67
400's	Non-Capital Objects	\$22,380.00
500's	Capital Objects	\$0.00
		\$0.00
	TOTAL	\$119,250.89

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

FUNDING SOURCES

Select Funding Sources: Additional Source of Revenue Available

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Kenosha Unified School District
Kenosha, Wisconsin

February 12, 2013
Audit/Budget/Finance and Curriculum/Program Standing Committees

**Request to Submit 21st Century Community Learning Center (CLC) Program
Grant Application for 2013-2014 School Year**

School Board approval is requested to submit the following grants:

- Continuation grants: **Brass** (50K), **Grant** (100K), **Jefferson** (100K), **Vernon** (100K), **Wilson** (50K) and **Frank** (50k)
- Cycle Two Grants: **Lincoln Middle** (75K)
- Cycle Three Grants: **EBSOLA** (50K)
- Total amount of request: \$575,000

Grant Title: Elementary and Secondary Act – Title IV, 21st Century Schools

Grant Funding Source: State of Wisconsin, Department of Public Instruction (DPI)

Grant Time Period: July 01, 2013 – June 30, 2014 with an opportunity to maintain each funded proposal for five years pending state funding and successful completion of grant requirements

Type of Project

The 21st Century Community Learning Center (CLC) Program is a federally funded grant program. Federal guidelines state that funds for the CLC program are distributed to the state level and then allocated to communities based on an extremely competitive process to offer out-of-school time programming. Grants awarded under this competition will range from \$50,000 up to \$100,000 per CLC site. Activities are intended to serve students at schools with high poverty rates and schools in need of improvement based on the results of the Wisconsin Knowledge and Concepts Examination. Funds are allocated to the school district for fiscal and program management.

Program Description

All CLC programs within the Kenosha Unified School District will continue to provide a safe-haven for children during out-of-school time. Out-of-school time includes before school, after school, early release days, and half days. The combination of academic support, a nutritious snack, and a host of enrichment activities allows for a great partnership with community based organizations like the Boys and Girls Club of Kenosha, the University of Wisconsin-Extension, and the Kenosha County Department of Human Services. Each of these primary partners participates in a CLC Advisory Council.

Schools offer enrollment for the CLC program at the beginning of the academic year during Open House. The number of seats available fluctuates from school to school and year to year. Priority is given to students who exhibit a need for academic support as defined by the Principal and the Academic Coordinator of CLC sites. Students report to the CLC program at dismissal for attendance and a nutritious snack, which is provided by KUSD Food Services. Immediately following their snack, “targeted” students attend the first hour of programming, Power Hour, where they work in small groups with certified teachers and/or highly qualified staff on planned academic activities that are linked to the school’s curriculum. Other students attend homework help/tutoring sessions. After Power Hour, students participate in a variety of enrichment activities hosted by the Boys and Girls Club of Kenosha. These enrichment activities focus on the arts, fitness, health & life skills, and character & leadership. Students also benefit from many incentive based projects surrounding attendance, behavior, and active participation.

Rationale

Embedded within The Kenosha Unified School District’s Transformation Plan are three goals surrounding improving student achievement, expanding collaborative partnerships, and securing resources to support learning. A close examination of the CLC program’s Annual Performance Review (APR) from the 2011-2012 school year displays the role CLCs plays in helping Kenosha Unified School District reach the goals outlined in the Transformation Plan. The outcomes from the CLC 2011-2012 APR are the following:

- Students who participate in CLC on a regular and consistent basis are exposed to a total of 54 more days of a learning environment. **(Transformational Goal #1)**
- At all eleven sites, regular CLC students had a higher rate of attendance than non-CLC students. **(Transformational Goal #1)**
- CLC can serve as a Tier II intervention as certified day time teachers assist students in gaining skills through small group instruction in one-hour sessions three times per week. **(Transformational Goal #1)**
- Student Intervention Teams (SIT) with the direction from Elementary Principals regularly refer students to CLC, which demonstrates their belief that CLC helps to increase students' academic progress & behavior. **(Transformational Goal #1)**
- 94% of parents surveyed believed that CLC helped their students academically and 88% stated that their child completed homework and this was extremely helpful for them. **(Transformational Goal #2)**
- 67% of teachers reported that students who attended CLC completed their homework more often. **(Transformational Goal #1)**
- Nearly 3,000 students attended CLC last year at the elementary and middle school levels. **(Transformational Goal #1)**

2013-2014 Anticipated Funding

21 st CCLC Grants	\$575,000 (See Above)
District Support – Fund 10	\$80,000
Wisconsin Childcare Subsidy (Young Star)	\$30,000
Small Parent Fees	\$50,000
Title I	\$50,000
In Kind Support/Community Organizations	\$28,000
Total for CLC Project	\$813,000

Recommendation

It is recommended that the Audit/Budget/Finance and Curriculum/Program Standing Committees forward this request to submit the 21st Century Community Learning Center (CLC) Program Grant Application for 2013-2014 School Year to the Board of Education for approval.

Dr. Michele Hancock
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Mr. Paris Echoles
Coordinator of Student Engagement and Equity

Fiscal, Facilities and Personnel Impact Statement

Title:	21st Century Community Learning Center (CLC) Grant	Budget Year:	2013-2014
Department:	Student Engagement & Equity/CLC	Budget Manager:	Paris D. Echoles

REQUEST

We are seeking funding from the State of Wisconsin-Department of Public Instruction to provide high-quality afterschool programs to students in the Kenosha Unified School District.

RATIONALE/ INSTRUCTIONAL FOCUS

The 21st Century Community Learning Center (CLC) program provides an opportunity for schools to provide high-quality afterschool programs. Students who attend the program receive academic assistance and have the opportunity to build academic skills through activities hosted by community partner agencies like the Boys and Girls Club of Kenosha. Historically, students who attend CLC have a higher rate of attendance, receive additional time in positive learning environments beyond the school day, and receive ample support during tutoring/homework time.

IMPACT

This grant will provide:

**Funding for staff (Administrators, Teachers) to administer, coordinate, and implement academic programming.

**Funding for support staff (Educational Support Professionals) to administer, coordinate, and implement the instructional portion of the program.

**Funding to support student enrichment programs provided by community based partners.

**Funding for supplies necessary to operate a successful CLC program.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$300,000.00
200's	Fringes	\$70,000.00
300's	Purchased Services	\$410,000.00
400's	Non-Capital Objects	\$33,000.00
500's	Capital Objects	\$0.00
	TOTAL	\$813,000.00

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

FUNDING SOURCES

21 st Century Community Learning Center Grant:	\$575,000.00
District Support-Fund 10:	\$ 80,000.00
Wisconsin Childcare Subsidy (Young Star):	\$ 30,000.00
Parent Fees:	\$ 50,000.00
Title I:	\$ 50,000.00
In Kind Support/Community Organizations:	\$ 28,000.00
Total:	\$813,000.00



KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
January 8, 2013
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Taube was called to order at 6:23 P.M. with the following Committee members present: Ms. Stevens, Mrs. Coleman, Mrs. Anderson, Mrs. Daghfal, Ms. Santoro, Ms. Galli, and Mrs. Taube. Dr. Hancock was also present. Mrs. Reed and Mr. Simpkins were absent.

Approval of Minutes – December 4, 2012 Curriculum/Program and Joint Planning/Facilities/Equipment, Personnel/Policy, and Curriculum/Program Meetings

Mrs. Coleman moved to approve the minutes as presented in the agenda. Mrs. Anderson seconded the motion. Unanimously approved.

Information Items

Mr. Kristopher Keckler, Executive Director of Information & Accountability, distributed a *New College and Career Readiness Benchmarks for the WKCE* flyer to the Committee and then presented the Revised Performance Standards (WKCE Cut Score) as contained in the agenda. He indicated that performance levels were changed to reflect higher expectations required under the new performance standards to be college and career ready which are comparable to the National Assessment of Educational Progress (NAEP) cut scores. He also explained how the revised performance standards would result in a decrease in the percentage of students scoring proficient and advanced on the Wisconsin state assessments. The decrease does not reflect a change in the abilities of students, but rather reflects the higher standard requirements. Building administrators and district support staff have started to, and will continue to, communicate the revision to parents as the Individual Profile Reports are scheduled to be released in late February.

Future Agenda Items

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, indicated that she had the following items for the next meeting: 1) Hockey Co-Op Arrangement, 2) Revision to Policy 6421, 3) ESL Certification Flyer, 4) Promethean Board Update, 5) Professional Development Update, 6) Standard Base Reporting & Grade Assessing Update; 7) Professional Consultant ENI Work Update, and 8) an Early Childhood Report.

Ms. Stevens requested a Common Core Implementation Update.

Meeting adjourned at 6:39 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin

February 12, 2013
Personnel/Policy and Curriculum/Program Standing Committees

POLICY/RULE 6421—PROGRAMS FOR STUDENTS WITH DISABILITIES

Explanation of Policy Change

The Kenosha Unified School District is required by state and federal law to follow all of the included requirements in Policy 6421. This policy (6421) describes the district's commitment to serving students with special education needs. The district's Transformation Plan encompasses servicing all students, ensuring every child experiences high quality personalized learning success. As noted in this policy, the word "program" has been eliminated. The new wording will be reflected through the word "services."

Services and procedures the district is required to provide by state and federal law are noted below:

- Services for Students with Disabilities (Policy 6421)
- Child Find Activities (Policy 6421.1)
- Least Restrictive Environment (Policy 6421.2)
- Individualized Education Program (Policy 6421.3)
- Due Process Procedural Safeguards for Special Education Students and for Students Referred for IEP Evaluation and Their Parent/Guardian (Policy 6421.4)

These policies appear in Appendices A through E.

In addition, the five different policies (noted above) and their respective requirements will be incorporated into one policy—6421. A link to the Wisconsin Department of Public Instruction (DPI) for these required services will be provided in this policy.

Recommendation

Administration recommends that the Personnel/Policy and Curriculum/Program Standing Committees forward revised Policy 6421, Services for Students with Disabilities and the recommendation for elimination of policies 6421.1, 6421.2, 6421.3, and 6421.4 to the School Board for a first reading on February 26, 2013, and a second reading on March 26, 2013.

Dr. Michele Hancock
Superintendent

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Ms. Susan Valeri
Director of Special Education and Student Support

POLICY 6421

SERVICES PROGRAMS FOR STUDENTS WITH DISABILITIES

In recognizing its responsibility to provide a complete and appropriate education for all students of the District, the School Board shall provide programs and services for all students with disabilities. The District shall ensure that all related services needed to assist an individual student to benefit from special education programs ~~services~~ will be provided. **Students with disabilities will be educated within the least restrictive environment that will satisfactorily meet their educational needs.**

~~A Special education program and procedures manual shall be developed by the District that outlines specific policies and procedures relating to students with disabilities. This manual~~ **These procedures** shall meet state and federal law requirements, and be adopted by the Board **including child activities, least restrictive environment, Individualized Education Program and due process.**

The District shall adhere to all due process safeguards for parental rights and appeal within the parameters of state and federal laws governing the operation of programs ~~services~~ for students with disabilities. **The Director of Special Education and Student Support will be responsible for implementing procedures to ensure that students and parents are afforded the procedural safeguards established by State and Federal laws.**

The District will attempt to locate all students residing within the District who have a disability regardless of the severity of the disability and who are in need of special education and related services. The District shall utilize an Individualized Education Program Team approach when evaluating students suspected of having a disability. The Individualized Education Program Team shall determine and document that a student has a disability and a need for special education and related services.

LEGAL REF.: Wisconsin Statutes

- Sections 118.13 [Student discrimination prohibited]
- 118.30(2)(b)1 [Testing of students with disabilities]
- 121.53(3) [Transportation for students with disabilities]
- Chapter 115, Subchapter V [Educational programs and services for students with disabilities]
- Wisconsin Administrative Code
- PI 11 [Rules governing educational programs and services for students with disabilities]
- PI 16 [Testing of students with disabilities; state-required tests]
- Individuals with Disabilities Education Act [Educational programs and services for students with disabilities]
- Section 504 of the Rehabilitation Act of 1973 [Accommodating the needs of handicapped students]

CROSS REF.: ~~3545.4, Non-Public School Students~~

- ~~3511, Transportation~~
- ~~5110, Equal Educational Opportunities~~
- ~~5260, Full-Time Public School Open Enrollment – Full Time~~
- ~~5270, Part-Time Public School Open Enrollment – Full Time~~
- ~~5475, Discipline of Students with Disabilities~~
- ~~6100, District Mission, Vision, Goals, Results~~
- ~~6110, Instructional Program Mission and Beliefs~~
- ~~6330, Privacy Rights in District Programs~~

6422, Homebound Instruction
6427, Individual and Remedial Services
6432, Class Size
~~6454, Promotion and Retention~~
6456, Graduation Requirements
6460, Testing/~~Assessment~~ Programs
~~6461, Parental Consent for Testing~~
~~6462, Nondiscriminatory Testing/Assessment~~
Special Education Program and Procedure Manual
Section 504 Program Plan

ADMINISTRATIVE REGULATIONS: None

AFFIRMED:

REVISED: January 29, 2002

APPENDIX B

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 6421.1
CHILD FIND ACTIVITIES

~~The District shall attempt to locate all students residing within the District who have a disability, regardless of the severity of the disability, and who are in need of special education and related services. When such students are identified and with parent/guardian consent, they will be evaluated.~~

LEGAL REF.: Wisconsin Statutes

~~Sections 115.77 [Local education agency duties related to students with disabilities]
115.782 [Evaluation of students with disabilities]
115.78 [Individualized education program team]
115.787 [Individualized education programs]
115.79 [Educational placements]
115.792 [Procedural safeguards]
115.812 [Placement disputes]
PI 11 [Rules governing programs for students with disabilities]
Individuals with Disabilities Education Act [Educational programs and services for students with disabilities]~~

CROSS REF.: ~~6421.2, Least Restrictive Environment~~

~~6421.3, Individualized Education Program
6421.4, Due Process Procedural Safeguards for Special Education Students and Students Referred for IEP Evaluation and Their Parents/Guardians
6427, Individual and Remedial Services
6461, Parental Consent for Testing
6462, Nondiscriminatory Testing/Assessment
Special Education Program and Procedure Manual~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: ~~August 13, 1991~~

REVISED: ~~September 14, 1999~~
~~January 29, 2002~~

RULE 6421.1
~~CHILD FIND PROCEDURES~~

- ~~1. The Executive Director of K-8 Instruction/designee shall annually conduct public awareness activities which will serve to identify, locate, and evaluate potential students with disabilities, birth through age twenty (20).~~
- ~~2. The Executive Director of K-8 Instruction/designee shall provide screening opportunities upon parent(s)/guardian request to students suspected of having a disability prior to entry into school.~~
- ~~3. All students will be screened by the principal/designee or by the building level staffing committee upon enrollment in the District.~~

POLICY 6421.2
LEAST RESTRICTIVE ENVIRONMENT

~~Students with disabilities will be educated within the least restrictive environment that will satisfactorily meet their educational needs.~~

~~The District endorses philosophy of “inclusion”.~~

~~To the maximum extent appropriate as defined in the I.E.P., a child with a disability shall be educated with children who are not children of disabilities. Special classes, separate schooling, or any other program that would remove a child with a disability from the regular educational environment may only be considered when the nature or severity of a child’s disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.~~

~~LEGAL REF.: Wisconsin Statutes~~

~~Sections 115.787 [Individualized education programs]
115.79 [Educational placements]
115.792 [Procedural safeguards]
115.812 [Placement disputes]~~

~~Wisconsin Administrative Code~~

~~PI 11 [Rules governing programs for students with disabilities]~~

~~Individuals with Disabilities Education Act [Educational programs and services for students with disabilities]~~

~~CROSS REF.: 5110, Equal Educational Opportunities~~

~~5475, Discipline of Students with Disabilities~~

~~6421.1, Child Find Activities~~

~~6421.3, Individualized Education Program~~

~~6421.4, Due Process Procedural Safeguards for Special Education Students and Students Referred for IEP Evaluation and Their Parents/Guardians~~

~~6422, Homebound Instruction~~

~~6427, Individual and Remedial Services~~

~~6430, Instructional Arrangements (The Learning Situation)~~

~~6462, Nondiscriminatory Testing/Assessment~~

~~Special Education Program and Procedure Manual~~

~~ADMINISTRATIVE REGULATIONS: None~~

~~AFFIRMED: August 13, 1991~~

~~REVISED: August 22, 1995~~

~~September 14, 1999~~

~~January 29, 2002~~

RULE 6421.2

~~LEAST RESTRICTIVE ENVIRONMENT FACTORS~~

1. ~~Within the District, a continuum of alternative special education placements shall be made available for a student with a disability. The student may receive special education through a variety of service alternatives including: general education classroom with special education consultation, general education classroom with full time special education support, general education classroom with itinerant special education support, general education classroom with the use of a resource room for part of the day, part time special class, full time special class, special day school, or homebound instruction.~~
2. ~~The District endorses the practice of “Inclusion”; wherein, each student with a disability, to the maximum extent appropriate as defined in the I.E.P., will be educated with students who do not have a disability. These services will be provided in the student’s neighborhood school as a first option. Special classes, separate schooling or other removal of students from the general education environment will occur only when the nature of severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. When making decisions regarding the level of inclusion (the amount of time a student spends in the general education environment) for an individual child, the needs of the child with the disability, the impact of such decisions on the general education environment, and the impact on other students in the classroom and school will be considered. Where the student with a disability is so disruptive that the education of other students is significantly impaired, a change in the amount of support or a more restrictive program will be implemented through the process.~~
3. ~~The most appropriate special education placement and/or continuing placement will be determined by the Executive Director of K-8 Instruction, based upon recommendations made by the I.E.P. Team and the Individualized Education Program.~~
4. ~~For staffing purposes, all students who spend 30 percent or more of their day within the general education classroom will be counted as a student in the classroom.~~
5. ~~The general education teacher along with the special education teacher shall have the responsibility for the grading of students in their assigned class/classes. The special education teacher and general education teacher shall discuss the special education student’s ability to determine the grading criteria to be followed in the general education classroom.~~

APPENDIX D

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

~~POLICY 6421.3~~

~~INDIVIDUALIZED EDUCATION PROGRAM (I.E.P.)~~

~~The District shall utilize an I.E.P. Team approach when evaluating students suspected of having a disability. The I.E.P. Team shall determine and document that a student has a disability and a need for special education and related services.~~

~~An annual written individualized education program shall be in effect for each student with a disability. An I.E.P. shall be revised periodically but not less than annually, to indicate needed programmatic changes.~~

~~LEGAL REF.: Wisconsin Statutes~~

~~Sections 115.77 [Local educational agency duties related to students with disabilities]~~

~~115.782 [Evaluation of students with disabilities]~~

~~115.78 [Individualized education program team]~~

~~115.787 [Individualized education programs]~~

~~115.79 [Educational placements]~~

~~115.792 [Procedural safeguards]~~

~~115.797 [Mediation]~~

~~115.80 [Due process hearings]~~

~~115.812 [Placement disputes]~~

~~Wisconsin Administrative Code~~

~~PI 11 [Rules governing programs for students with disabilities]~~

~~Individuals with Disabilities Education Act [Educational programs and services for students with disabilities]~~

~~GROSS REF.: 5260, Full-Time Public School Open Enrollment~~

~~5270, Part-Time Public School Open Enrollment~~

~~5375, Discipline of Students with Disabilities~~

~~6421.1, Child Find Activities~~

~~6421.2, Least Restrictive Environment~~

~~6421.4, Due Process Procedural Safeguards for Special Education Students and Students Referred for IEP Evaluation and Their Parents/Guardians~~

~~6427, Individual and Remedial Services~~

~~6461, Parental Consent for Testing~~

~~6462, Nondiscriminatory Testing/Assessment~~

~~Special Education Program and Procedure Manual~~

~~ADMINISTRATIVE REGULATIONS: None~~

~~AFFIRMED: August 13, 1991~~

~~REVISED: September 14, 1999~~

~~January 29, 2002~~

RULE 6421.3

INDIVIDUALIZED EDUCATION PROGRAM (I.E.P.) PROCEDURES

1. ~~The Executive Director of K-8 Instruction shall be responsible for the I.E.P. Team process, as specified in Wisconsin Statutes.~~
2. ~~The I.E.P. Team shall follow the procedures outlined in District Policy 6462 to ensure that all evaluations are nondiscriminatory.~~
3. ~~Each meeting to develop the individualized education program should include:~~
 - a. ~~a local education representative of the District other than the student's teachers, who is qualified to provide or supervise the provision of special education;~~
 - b. ~~the student's special and regular teacher(s), who have direct responsibility for implementing the student's individualized education program;~~
 - c. ~~at least two members who have expertise in assessment and programming for the disability of the student being evaluated;~~
 - d. ~~one or both of the student's parents or the guardian;~~
 - e. ~~where appropriate, the student;~~
 - f. ~~for a student who has been evaluated for the first time, a representative of the District who is knowledgeable about the evaluation procedures and the results of the evaluation;~~
 - g. ~~other individuals, at the discretion of the parent/guardian or District.~~
4. ~~The I.E.P. shall include:~~
 - a. ~~a statement of the student's present levels of educational performance, including areas of need, strengths, interests, learning style, the concerns of the parents for enhancing the education of the student, and the results of the initial or most recent evaluation of the student;~~
 - b. ~~a statement of annual goals and benchmarks or short term objectives;~~
 - c. ~~a statement describing the specific special education and related services to be provided to the student and the extent to which the student will be able to participate in regular educational programs;~~
 - d. ~~the projected dates for initiation of services and the anticipated duration of the services;~~
 - e. ~~procedures for measuring progress toward the annual goal and procedures for notifying parents of the student's progress.~~
5. ~~Parent/guardian involvement in the development of the I.E.P. is essential. The District will take the necessary steps to insure proper encouragement, notification, and involvement in the process.~~
6. ~~When an I.E.P. has been completed for a student, the District shall have the I.E.P. Team develop a placement offer for the student. The placement offer shall be based upon and carry out the student's I.E.P. and it shall consist of:~~
 - a. ~~The school in which the I.E.P. will be implemented and the projected date of implementation.~~
 - b. ~~The District's assurances regarding the least restrictive environment.~~
7. ~~Students enrolled in a special education program will not have a change in their placement unless an I.E.P. Team committee has recommended such change. If a parent/guardian believes that the current special education program does not satisfactorily serve the needs of the student, the parent/guardian may request Mediation or a Due Process Hearing. Pending any hearing on placement, the student shall remain in present placement unless re-evaluation using District procedures occurs and a transfer is found to be warranted. Parent/guardian, adult student, or the District has the right to appeal the decision of the hearing officer to the State Superintendent and/or the courts.~~
8. ~~Students receiving special education and related services will be evaluated by an I.E.P. Team every three years or earlier if requested by the student's parent/guardian or teacher.~~
9. ~~Except as otherwise provided by law, the District may not stop providing special education to a student unless, as a result of a re-evaluation, an I.E.P. Team determines that the student is no longer a student with a disability.~~

POLICY 6421.4

~~DUE PROCESS PROCEDURAL SAFEGUARDS FOR SPECIAL EDUCATION
STUDENTS AND FOR STUDENTS REFERRED FOR I.E.P
EVALUATION AND THEIR PARENT/GUARDIAN~~

~~The Executive Director of K-8 Instruction will be responsible for implementing procedures to ensure that students and parents are afforded the procedural safeguards established by State and Federal laws, when the District proposes to or refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of an appropriate education.~~

~~LEGAL REF.: Wisconsin Statutes~~

~~Sections 115.792 [Procedural safeguards]~~

~~115.797 [Mediation]~~

~~115.80 [Due process hearings]~~

~~115.812 [Placement disputes]~~

~~Wisconsin Administrative Code~~

~~PI 11 [Rules governing programs for students with disabilities]~~

~~Individuals with Disabilities Education Act [Educational programs and services for students with disabilities]~~

~~CROSS REF.: 5110, Equal Educational Opportunities~~

~~5475, Discipline of Students with Disabilities~~

~~6330, Privacy Rights in District Programs~~

~~6421.1, Child Find Activities~~

~~6421.2, Least Restrictive Environment~~

~~6421.3, Individualized Education Program~~

~~6427, Individual and Remedial Services~~

~~6461, Parental Consent for Testing~~

~~6462, Nondiscriminatory Testing/Assessment~~

~~*Special Education Program and Procedure Manual*~~

~~ADMINISTRATIVE REGULATIONS: None~~

~~AFFIRMED: August 13, 1991~~

~~REVISED: September 14, 1999~~

~~January 29, 2002~~

RULE 6421.4

~~DUE PROCESS PROCEDURES~~

- ~~1. Parents and/or adult students will be informed in writing of their procedural rights when the District proposes to or refuses to initiate or change the identification, evaluation, or educational placement of a student with a disability.~~
- ~~2. Parents and/or adult students will be informed that they or the District has the right to appeal the identification, evaluation, placement or the provisions of a free appropriate public education at any time when an appeal is made.~~
- ~~3. The District will be responsible for implementing procedures to conduct an impartial due process hearing in accordance with State and Federal laws.~~

Kenosha Unified School District
Kenosha, Wisconsin

February 12, 2013
Curriculum/Program Standing Committee

HOCKEY COOPERATIVE TEAM EXPANSION

Background

In 1982 the Wisconsin Interscholastic Athletic Association (WIAA) made an amendment to their constitution, bylaws, and rules of eligibility which permitted member schools to have cooperative teams (co-op teams). Co-op teams permitted member schools to join together and support an athletic program in order to have a team exist.

In the 2001-02 school year, Kenosha Unified School District began sponsoring hockey as a co-op team. The original members of the co-op team were Tremper and Bradford High Schools. Since then Indian Trail High School was added to the co-op. Since the existence of the program, the team has been recognized as the Kenosha Thunder.

During the 2011-12 school year, interest in expanding the co-op was explored as the number of participants had dipped; and citizens from the neighboring communities of Wilmot and Westosha expressed interest in joining the Kenosha Thunder. However, there are date requirements for applications into the co-op team agreements; and timing proved to be an obstacle. Additionally, specific information surrounding the agreement in a co-op needed to be ascertained. As a result, students from Wilmot and Westosha did not join the co-op in 2011-12.

Since then appropriate information has been shared (financials, code of conducts, etc.), and Wilmot Union School District has approved Wilmot Union High School to co-op in hockey with Kenosha Unified School District and the Kenosha Thunder hockey team. Now that this process has been approved by Wilmot School District, the WIAA application process requires Kenosha Unified School District approval before it can act upon the request.

Rationale

The Kenosha Unified School District Transformation Plan, Goal 2 calls for expanding partnerships; and Goal 3 calls for securing resources. An expansion of the hockey co-op would satisfy criteria in both of these goals. By partnering with Wilmot Union School District, Kenosha Unified would reach out to another community to strengthen and support the Kenosha Thunder program.

Wilmot Union School District will financially support their students in the program. For example, on the 2011-12 Kenosha Thunder Hockey Team, there were 26 members; and the total

cost to the district was \$25,234.69. This covered officials, salaries, transportation, equipment, and game workers and resulted in a \$970.57 expenditure per student. Hypothetically, during that same 2011-12 school year, if six of the team members were from the Wilmot High School, Wilmot Union School District would have paid Kenosha Unified \$5,823.42. This would have resulted in a total cost to the Kenosha Unified School District of \$19,411.27, rather than the \$25,234.69 that was actually paid.

Recommendation

It is recommended that the Curriculum/Program Committee forward this report to the board for approval to expand the district's hockey program into a co-op agreement with Wilmot Union School District.

Dr. Michele Hancock
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Mr. Steven Knecht
Coordinator of Athletics/Physical Education

**Kenosha Unified School District
Kenosha, Wisconsin**

**February 12, 2013
Curriculum/Program Committee**

**KENOSHA UNIFIED SCHOOL DISTRICT-CONCORDIA UNIVERSITY WISCONSIN
PARTNERSHIP FOR ENGLISH AS A SECOND LANGUAGE MINOR**

Background

In the past three years, the percentage of English Language learners in the Kenosha Unified School District has increased .5 percent annually. This has resulted in an increasing need for teachers to know how to tailor their instruction to increase student achievement in both content and language goals. The Kenosha Unified School District Transformation Plan Goal No. 1: Strategy C calls for ongoing professional development for application of best instructional strategies, and Goal No. 3: Strategy B calls to build partnerships and collaborate with institutions of higher education. In support of Goal Nos. 1 and 3, a partnership between Kenosha Unified School District and Concordia University Wisconsin has been established to provide staff a pathway to pursue an English as a second language (ESL) certification. This program will allow teachers to be able to work as ESL teachers and/or meet the needs of English Language learners within their classrooms. This program will also strengthen the partnership with Kenosha Unified School District and Concordia University Wisconsin.

Overview

A partnership agreement was signed on December 20, 2012, between Kenosha Unified School District and Concordia University Wisconsin to provide an English as a Second Language minor program for Kenosha Unified School District teachers at a reduced rate.

Cohorts of 10 to 20 Kenosha Unified School District teachers will be recruited to pursue an English as a Second Language minor through Concordia University Wisconsin. Courses will be conducted face to face at Kenosha Unified sites in eight-week sessions running back to back for the length of the program. Each course will meet four hours per week. The program will last approximately 1½ years. Upon successful completion of the program—fulfilling all prerequisites and receiving a score of 143 or better on the Praxis II content knowledge examination—0361: English to Speakers of Other Languages—participants will obtain a 395 English as a Second Language Wisconsin certification.

The English as a Second Language minor program consists of four to six graduate courses plus any deficient courses. Participants will have transcripts reviewed prior to entry to determine previous coursework completed and additional course needs.

The total price for the English as a Second Language minor ranges from \$4,476 to \$6,714 for the required four to six courses. Participants pay \$373 per graduate credit. Each course is three graduate credits, or \$1,119. The prices include a 24 percent discount for participants due to the agreement. Financial aid is available through Concordia University Wisconsin.

Participants will also be provided with a course through Kenosha Unified School District that will assist them in passing the Praxis II content knowledge examination. This course will be taught by school district staff.

March 2013 Cohort

On December 20, 2012, and January 11, 2013, an e-mail went to all staff notifying them of the first cohort that will begin in March 2013. Courses will be conducted on Tuesday evenings from 4:30 p.m. to 8:30 p.m. An instructor has been secured for the first course. The flyer and accompanying information sheet is attached in the appendix.

The anticipated completion date of the English as a Second Language minor is spring/summer 2014 for participants in the first cohort.

Dr. Michele Hancock
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Mrs. Iva Plumley
Coordinator of Language Acquisition Programs

ESL Certification Courses

Who: KUSD teachers

What: This program will allow teachers to work as an ESL teacher and/or meet the needs of English Language learners within their classroom because they will earn a 395 English as a Second Language license.

Where: Face-to-face courses at the ESC

When: Tuesdays from 4:30 p.m. to 8:30 p.m.
(Begins March 2013 with an anticipated completion date of summer 2014.)

Cost: \$373 per credit, which includes a 24 percent discount

Questions and/or to register

Please contact Amy Hyland at
Concordia University at amy.hyland@cuw.edu.





Teaching and Learning
3600 52 Street
Kenosha, Wisconsin 53144
(262) 359-6199

Staff pathway to pursue ESL certification at KUSD

Two goals of the Kenosha Unified School District transformation plan are to increase student achievement and increase community partnerships. With the percentage of English Language Learners increasing in the district, there is a great need for teachers to know how to tailor their instruction to increase student achievement in both content and language goals. This program will allow teachers to be able to work as an ESL teacher and/or meet the needs of English Language Learners within their classroom. This program will also strengthen the partnership with KUSD and Concordia University Wisconsin.

School	Concordia University Wisconsin
Program	ESL minor
Certification upon completion	395 English as a Second Language upon successful course work completion, fulfilling all prerequisites and receiving a passing score of 143 or better on the Praxis II content knowledge examination – 0361: English to Speakers of Other Languages
Target Participants	Teachers who possess a general education license
Required amount of participants	10-15 KUSD Teachers
Delivery method	Face to face course at the KUSD ESC 8 week courses running back to back for length of program 4 hour courses Course meeting times on Tuesday from 4:30-8:30pm <i>*online option also available for those unable to complete coursework face to face*</i>
Instructors	Provided by Concordia University Wisconsin
Timeline for completion	Approximately 1 ½ years; Spring/Summer 2014
Additional support provided	KUSD will provide a course to assist teachers with passing the Praxis II
Credits	4-6 graduate courses <i>plus</i> any deficient courses. Will vary depending

required	on previous coursework.
Cost to participants for minor	\$373 per credit. Each course is 3 credits or \$1119. Total price ranges from \$4476-\$6714 for required four to six courses. <i>This price does not include any deficient coursework that needs to be completed.</i>
Financial Aid	Financial aid is available. Contact Amy Hyland, Amy.Hyland@cuw.edu for more information
Course descriptions for minor requirements (*Indicates courses that may have been previous taken. All other courses indicated must be taken through Concordia University for the ESL minor.)	<p><u>*COMM 460/860 CROSS CULTURAL COMMUNICATION (3 Credit Hours)</u> - Students will examine the cultural diversity that exists locally, nationally and globally in order to develop a positive appreciation for the contributions of other cultures. Students will gain personal contact with members of other cultures and learn effective intercultural communication skills for our diverse world. Prerequisites: COMM 105 or 201, ENG 104 (or equivalent)</p> <p><u>*ENG 240/840 BASIC ENGLISH LINGUISTICS (3 Credit Hours)</u> - This course is an introduction to the elements of linguistics, including a study of the phonetic alphabet and morphology.</p> <p><u>ED 323/EDG 871 METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE (3 Credit Hours)</u> - This course introduces the student to the methods, curriculum, and current practices in the teaching of foreign language and/or English as a second language. Prerequisite: Upper Division Status (undergraduate prerequisite).</p> <p><u>ED 316/EDG 816 ACCOMODATING DIFFERENCES IN LITERACY LEARNERS (3 Credit Hours)</u> - Teachers learn to prepare students in five broad areas that are instrumental in working with learners who have varying levels of language and literacy delays. The areas of focus are the following: relevant criteria used for determining language and literacy delays in children, relationships between cognition, speech, and language, cultural and linguistic differences, instructional arrangements for diverse learning styles, and core components of effective literacy instruction. Upper Division Status (undergraduate prerequisite).</p> <p><u>ED 317/EDG 817 ELL LITERACY: READING, WRITING, AND GRAMMAR STRATEGIES (3 Credit Hours)</u> - Provides students with opportunities to review, evaluate and adapt materials for use in teaching reading, writing and grammar to ESL learners. Students will gain facility in matching and adapting texts and materials to the needs to different kinds of ESL learners. Upper Division Status (undergraduate prerequisite).</p> <p><u>ED 315/EDG 819 OBSERVATION, ANALYSIS, AND PRACTICUM IN ESL CLASSROOMS (3 Credit Hours)</u> - This</p>

	capstone course provides students with observation and analysis skills to apply to their own ESL teaching for this practicum experience, as well as with techniques for working with paraprofessionals in ESL/bilingual classrooms in schools. ESL components/artifacts will be added to the existing portfolio for teaching licensure. Upper Division Status (undergraduate prerequisite). Will be modified for current teachers.
Previous coursework required	<p>Required courses from DPI that all teachers must have. These would have most likely been completed during teacher certification coursework. Any courses one is deficient in may be taken at any accredited college or university with prior approval from Amy Hyland at CUW.</p> <ul style="list-style-type: none"> - 12 CORE classes <ul style="list-style-type: none"> - <u>ED 103 HUMAN RELATIONS FOR TEACHERS</u> (3 CR) <i>Diversity Course</i> - is an interaction laboratory course designed to help students improve their interpersonal relationship skills and acquire competence in facilitating human relations activities in the classroom. Students will examine their attitudes and values toward and improve their techniques in working with students, parents, colleagues, and community and minority groups. Introduces human relations component to education majors. - <u>COMM 105 PUBLIC SPEAKING</u> (3 CR) (new title replaces The Spoken Word) considers the fundamentals of giving speeches that are informative, persuasive, inspirational, or entertaining. Students learn to manage speech tension, use vocal variety, improve delivery, and organize and support effective presentations with research and visual aids - <u>ENG 104 INTRODUCTION TO WRITING</u> (3 CR) designed for the student with a good high school background in writing, focuses on the process of written expression and gives practice in dealing with the various modes of discourse from free writing through research. - <u>NONWESTERN HISTORY/CULTURE/CULTURAL GEOGRAPHY</u> (3 CR) - Modern world language requirement <ul style="list-style-type: none"> - 6-12 credits in a single world language
Contact for Transcript evaluation	Send transcript to Amy Hyland for review of previous course work equivalencies: Amy.Hyland@cuw.edu
Anticipated start date	March 2013 (must have successful recruitment of 10-15 KUSD teachers to run face to face cohort in KUSD at discounted rate)

**Kenosha Unified School District No. 1
Kenosha, Wisconsin**

**February 12, 2013
Curriculum/Program Standing Committee**

**ELEMENTARY STANDARDS-BASED GRADING: PROGRESS MONITORING
AND ASSESSING FOR STUDENT LEARNING**

Background

As the Kenosha Unified School District focuses on the Transformational Plan in the area of student achievement, it has become more evident that if students are to be successful then educators must appropriately and professionally provide the vehicle. *The concept behind personalized learning has driven professional educators to recognize the need to assess student learning based on the current newly defined Common Core State Standards.* The current kindergarten through grade 2 report does measure student learning by clearly defined standards; however, once a child moves from second to third grade and on up in Kenosha Unified School District, this is not evident. The students work becomes a measure of a letter grade, which truly has no meaning when one understands the language behind standards-based grading.

Overview

Standards-based grading is a key to communicating student learning—period. Standards-based grading is one part of a comprehensive student-engaged assessment system aimed at each student’s learning targets or goals. The primary purpose of standards-based grading is to communicate about student achievement toward well-defined learning targets. Habits of scholarship are graded separately from the academic content, and student engagement is key to the grading process and key to the success of student learning.

A TALE OF TWO GRADING PARADIGMS¹	
Traditional Grading	Standards-Based Grading
Final grades are an average of performance, effort, homework completion, and other idiosyncratic criteria developed by the teacher. As a result, final grades can be unclear or might vary from teacher to teacher.	Final grades describe a student’s progress toward specific course standards (or learning targets). The specificity allows students and families to clearly identify strengths and areas for improvement.
A certain average (e.g., 70 percent) is required to pass a class and receive credit. Students may not have mastered a large portion of the material but will still receive credit.	To receive credit, students must meet criteria for each and every course standard within a class.

¹*Standards-Based Grading: Booklet Eight of the Student Engaged Assessment Toolkit—Common Core Success in the Classroom*, Expeditionary Learning, New York, p.4.

Traditional Grading	Standards-Based Grading
Grades are viewed as “rewards” or “punishments” for overall school performance.	Grades are viewed as a tool for communicating student progress toward specific course standards (or learning targets).
Work habits, such as homework completion, or on-task behavior, are averaged in with course grades. This practice can artificially raise or lower grades.	Habits of work are reported and graded separately and are evidence- and skill-based. They are viewed as equally important as academic grades.
Grading is something done by teachers to students and is generally not well understood by students.	Students play an active role in understanding learning targets, tracking their progress, identifying next steps, and communicating their progress.

Although the topic of grading may seem dry and technical on the surface, grades and the grading process pack an emotional wallop on students. Everyone has been shaped to some extent by his/her own experiences of being graded throughout his/her school career. Were they A, B, C, or D students? Were they traumatized by an F on a math test in seventh grade?

Literature and movies are full of examples of good and bad grades, report cards, and the attending rewards and punishments. Changing the grading paradigm requires substantial cultural change. For this reason it is paramount to adopt clear principles to guide a school’s effort in developing a new grading system.

Guiding Principles

- Grades must accurately describe the student’s progress and current level of achievement.
 - Final grades that show up on a report card or progress report should describe a student’s progress toward a set of learning targets.
 - Report cards should reflect a student’s current level of achievement—meaning focus on trends in student work, versus averaging all of the scores in a term.
 - Students should have multiple opportunities to make and show progress toward learning targets through multiple quality assessments.
 - Inherent in this principle is the belief that all students can meet high standards given appropriate support.
- Habits of scholarship should be assessed and reported separately.
 - Habits of scholarship are sometimes referred to as “character learning targets” and should be determined and reported separately.

- Reporting on habits such as effort, timeliness, and class participation is as important as reporting on academic achievement.
- These habits are distinct and deserve their own learning targets for growth.
- Teachers provide instruction on habits of scholarship, give students feedback, ask students to self-assess and collect evidence of progress toward these targets.
- Learning targets are for communication, not motivation for punishment.
 - Grades should truly serve the purpose of communicating progress toward a standard; they should not be used as punishment.
 - Many believe that students will learn to “work harder next time” if they receive bad grades. The reality is that students who receive bad grades tend to continue to receive them or give up.
 - Students will need to understand from the beginning what they are aiming for and how they will be assessed. When this occurs they are more inclined to keep trying.
- Student engagement is the key to the grading process.
 - If students understand their learning targets up front, they can be involved in communicating about their progress.
 - Teaching students how to effectively self-assess their learning and progress is a critical part of the learning process.
 - Self-assessment contributes to students’ sense of self-efficacy. (They believe they will be successful at learning because it gives them a means by which they can accomplish goals.)

Why Standards-Based Grading Matters

What is important—student achievement and student learning—must be the collective learning target. If everyone is to meet the same high standards then students and teachers must learn to assess progress by comparing individual performance to set standards, not by comparing students with each other. Standards-based grading is a critical component of a school’s student-engaged assessment system because grades and report cards send powerful messages to students and families about what is valued at school. What is important is the learning of each student. When grades are averaged; when effort is focused in; when learning targets are not framed; or when students get bonus points for bringing in their pencils, boxes of tissues, and other such items; students and parents cannot really tell what counts or, more importantly, what has been

learned. Standards-based grading provides teachers with a means to track and hold students accountable to academic and character learning targets. The principles are appropriate for all grade levels and subject areas.

This is an informational agenda item update.

Dr. Michele Hancock
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 12, 2013
Curriculum/Program Standing Committee

Promethean Follow Up Responses

The use of Promethean interactive whiteboards began in Kenosha Unified School District in Fall 2007 at the middle school level in conjunction with a math grant. Interest in the use of this interactive whiteboard has increased significantly and the District buildings now have over 700 boards.

Developed by educators, for educators, the foundation of the Promethean ActivClassroom is the ActivBoard, a durable interactive whiteboard. The newest board, ActivBoard 500 Pro, is a state-of-the-art interactive whiteboard with pen and intuitive multi-touch functionality. Designed to foster a true collaborative learning experience, this board enables up to four students to work together simultaneously on a task. Images can be easily moved, scaled and rotated with finger touch in conjunction with real life pen tasks such as solving a math equation.

This report is in response to four Promethean questions that surfaced at the December 4, 2012 Standing Committee Meetings. The four questions asked Teaching and Learning to address a Promethean purchase in January, a summary of Promethean training participation, a summary of acquired boards in schools in relation to number of classrooms, and a clarification of document camera vs. interactive whiteboard capabilities.

Topic #1: January 2012 Promethean Purchase Cost Information

Topic #2: Promethean Training Teacher Participant Summary

Topic #3: Building/Classroom Promethean Count Summary

Topic #4: Document Cameras/Interactive Boards Capabilities Summary

Dr. Michele Hancock
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching & Learning

Anne Fredriksson
Coordinator of Instructional Technology & Library Media

Topic #1: January 2012 Promethean Purchase Cost Information

January 2012 Promethean Board Purchase

Items:

587 Adjustable – Regularly priced for KUSD at **\$4400**

587 Fixed – Regularly priced for KUSD at **\$3700**

ActivSlates – Regularly priced for KUSD at **\$282.50**

Purchases:

P050290 – 1/17/2012 – Total Cost of Promethean Product \$360,234

- Purchased with District Title 1 dollars
- 68 Adjustable @ **\$3780** instead of **\$4400** (Total-\$257,040)
- 39 Fixed @ **\$2646** instead of **\$3700** (Total-\$103,194)
- 107 ActivSlates @ **no cost** due to promotion– normally **\$282.50**

P050458 – 1/27/2012 – Total Cost of Promethean Product \$113,778

- 15 boards purchased by charter schools with charter dollars (KTEC 4, Harborside 1, and Dimensions of Learning 10)
- Remaining boards purchased with school Title 1 dollars
- 7 Adjustable @ **\$3780** instead of **\$4400** (Total-\$26,460)
- 33 Fixed @ **\$2646** instead of **\$3700** (Total-\$87,318)

Total Boards 147

Total Slates 107

Total of Promethean Product on these 2 Orders: \$474,012

Total of Promethean Product at regular KUSD Pricing: \$626,627.50

Total Savings: \$152,615.50

Topic #2: Promethean Training Teacher Participant Summary

Promethean Training

Promethean I (816 Participants):

Designed to teach educators the basic tools and features of the Promethean interactive whiteboard (IWB) and begin to integrate these tools with existing curriculum. Learn about board maintenance. All participants will receive a free subscription to Promethean Planet as a resource for this class.

Promethean II (229 Participants):

Participants will learn follow-up activities designed to reinforce skills learned in Promethean I. Participants will gain an understanding of enhanced features and capabilities of ActivInspire software, providing them with an understanding for how to continue integrating its application in the classroom. Building on Promethean I, more software techniques and tools will be covered along with methods for adapting content and curriculum for use with the interactive whiteboard. (IWB) Teachers will work collaboratively and share lesson ideas.

Promethean III (58 participants):

Participants will gain an understanding of the advanced features and capabilities of ActivInspire software, providing them with an understanding for how to continue integrating its application in the classroom. In addition opportunities for student involvement using Active Expressions and the self-paced feature within the ActivInspire software will enable participants to design assessments for differentiated instruction. Instruction is designed to build on material covered in Promethean I and II. Integrated lesson examples, including, but not limited to: using the property and action browsers, using outside resources, creating and working with video, sound & image files and apply knowledge to create engaging and interactive instructional flipcharts for use with students.

Total participants = 1,103

Note: Three substitutes participated in the inservice classes. In addition, 9 high school students participated in training at the 2011 TechInspired workshop.

Topic #3: Building/Classroom Promethean Count Summary

School	Enrollment	Classrooms			Current # Boards	Classes with Boards
		Classrooms	Lib/CompArt/ Music	Total Classrooms		
Bradford	2003	79	10	89	49	55%
Hillcrest	48	8	0	8	6	75%
Indian Trail	1312	114	13	127	28	22%
LakeView	357	22	0	22	5	23%
Reuther	546	36	8	44	33	75%
Tremper	2300	79	9	88	26	30%
Total	6566				147	
Bullen	802	37	8	45	47	104%
Lance	925	45	6	51	27	53%
Lincoln	653	42	10	52	48	92%
Mahone	990	49	9	58	41	71%
Washington	600	36	7	43	36	84%
Total	3970				199	
EBSOLA	807	43	7	50	26	52%
Bose	385	19	4	23	17	74%
Brass	469	26	4	30	26	87%
Forest Park	476	20	4	24	19	79%
Frank	429	25	5	30	18	60%
Grant	252	13	4	17	11	65%
Grewenow	345	16	4	20	20	100%
Harvey	357	17	4	21	7	33%
Jefferson	325	17	5	22	15	68%
Jeffery	357	19	4	23	17	74%
McKinley El.	261	15	4	19	15	79%
Nash	647	26	4	30	10	33%
Pl. Prairie	573	27	4	31	6	19%
Prairie Lane	488	24	4	28	12	43%
Roosevelt	395	19	4	23	24	104%
Somers	469	26	4	30	12	40%
Southport	501	24	5	29	14	48%
Stocker	571	29	4	33	20	61%
Strange	502	25	4	29	19	66%
Vernon	422	19	4	23	22	96%
Whittier	516	26	4	30	10	33%
Wilson	238	15	4	19	10	53%
Total	9785	490	94	584	350	
DOL		11	2	13	10	77%
KTEC		19	4	23	19	83%
ESC					5	
Detention Cntr				1	1	100%
Total					35	

Total boards for the District is 731. In schools where the percentage exceeds 100%, it is either the result of new boards replacing exiting first generation boards or the school might have boards in a conference room or a room not classified as a classroom per the facilities count.

Topic #4: Document Cameras/Interactive Boards Capabilities Summary

Document Cameras vs. Interactive Whiteboards

Document cameras and interactive whiteboards are two tools that teachers may utilize to integrate and enhance content delivery in the classrooms.

Interactive whiteboards are instructional tools used to enhance engagement of student learning with interactive lessons. Teachers create/build lessons using software paired to the model of the board; either ActivInspire, or Smartnotebook. Boards can be used alone or paired with other tools. There may be document cameras, learner response systems, slates, or ipads used for student interactivity with the ActivInspire lesson. Students may also interact with the interactive whiteboard using pens, their fingers (depending on the model of the board), wands, slates, or iPads.

Document cameras are tools used to display images using a projector to a screen. Teachers are able to use software from Aver+ or ActiView to create lessons to engage their students. Resources available to the teacher vary with the product. Students can interact with the document camera by placing their own work beneath the camera to be displayed. Digital images can be taken to document/archive student work. Using the document camera software, teachers are able to record video of a lesson. Students may also interact with the document camera software if allowed to go to the computer where the lesson is being displayed.

**Document camera software will allow annotating (writing, highlighting, marking) on the images only if the student is using the computer or an AverPen (see below). Document camera software does not allow for student interactivity directly at the screen.*

I. KUSD Document Camera capabilities:

a. Promethean ActiView Document Camera:

- i. This camera has the following features: zoom, fine focus, image capture, and freeze image.
- ii. ActiView software allows users to annotate, take time-lapse capture, and record videos of presentations.
- iii. Slides are created using the ActivInspire software that includes a robust list of features including a large library of resource images in all content areas.

b. AverMedia Document Cameras (300AF, 355AF, and M50):

- i. Projects live images from the camera through the projector to the screen.
- ii. This camera has the following features: zoom, fine focus, image capture, freeze image, and image features (b&w, sepia tone, or color).
- iii. This camera can be set to take instant images or time-lapse images.
- iv. Models 355AF and M50 are able to record directly to a flashdrive w/o the use of software. This feature is not available on the 300AF+ model.

c. A+ Software

- i. Using the A+ software, which is a free download from the AverVision company, a teacher can use computer to annotate on the image projecting from the camera.
- ii. A+ Software allows user to create multiple slides for lessons (similar to a PowerPoint).

- iii. Tools of the A+ software allow users to manipulate the slides by writing, typing, highlighting in various colors, adding shapes, adjusting transparency, and rotating items. Captured images are shown through the camera. This software includes some tools/resources such as geometric shapes, six graph layouts, dice faces, rulers, protractor, timer, and calculator.
- iv. Software allows the user to record presentations.
- v. It also includes an empty library (w/o resources) to allow the user to create his or her own library of images.

d. AverPens:

- i. Additional purchase of AverPens, model AP20t, has enabled interactivity of users with the slides in A+ software presentation.
- ii. AverPens interact similar to using a slate; one user=one input.
- iii. Pens are used similar to the the mouse, but on almost any surface within a 50 foot range.
- iv. The current model of the pen has changed from original version (of which there are a few sets used in the district).
- v. Model AP20t is a teacher pen. Cost is \$129.99 per pen.
- vi. Model AP20s pens were sets of student pens, but they have been discontinued
- vii. AverPens can be used with either a Mac or PC
- viii. Multiple input (multiple pens used in one room) need to have the free Microsoft Mouse Mischief software downloaded (which is not compatible with Mac) and requires Microsoft PowerPoint 2010 or Microsoft PowerPoint 2007 on the computer.

II. Interactive Whiteboards

- a. Interactive whiteboards allow teachers to present content utilizing a large interactive display. Any program or digital resource /website can be used to create and save interactive lessons with students.
- b. The Interactive Whiteboard is capable of all of the document camera functions with the companion software, ActivInspire or SmartNotebook, with the exception of projecting a live image.
- c. Multiple models and sizes of boards are available and have been purchased by district.
- d. All boards have interactive capability and multimedia features as a standard.
- e. Boards are a hard surfaced multi point technology (durable).

**Kenosha Unified School District
Kenosha, Wisconsin**

**February 12, 2013
Curriculum/Program Committee**

**PROFESSIONAL LEARNING UPDATE
SUMMER 2012 TO FALL 2012**

Background

For the past three years, the Office of Organizational Training and Development has been focusing on building the capacity of teachers and administrators to provide job-embedded professional learning that is personalized for the specific needs of a building. All professional learning opportunities are aligned with the Transformation Plan and designed to enhance a teachers' instructional practice or an administrators' leadership ability in order to improve student achievement.

In order to meet the needs of the district, there are a variety of professional learning opportunities for staff members either at the building or district level. All principals created professional development plans that outline the professional learning that is needed in their buildings to achieve specific SMART Goals. Administrators with their leadership teams have determined their SMART Goals and the specific professional development for their school.

Professional learning is delivered at the site level by internal staff, district staff, or external consultants depending on the needs of the building and expertise of the staff. Additionally, there are college credit courses, Webinars, and workshops offered through the district to ensure research-based instructional practices. Kenosha Unified has partnered with Carthage College to provide staff members the opportunity to receive college credit at a discounted rate through the district course catalog.

Overview

Professional learning that was planned for the 2012-13 school year provided staff members a variety of professional learning opportunities to improve their instructional practices and enhance leadership skills.

- During summer and fall 2012 there were 3,185 staff (teachers, administrators, and educational support personnel) enrollments in district workshops, courses, and academies. (See Attachments A and B.)
- Additionally, many staff members provided site-based professional learning which was personalized towards building SMART Goals. (See Attachments C, D, and E.)

Organizational Training and Development is also pursuing additional professional learning opportunities including offering additional online course and study groups through the district catalog, potentially hosting an EdCamp and researching Professional Learning Board that could provide staff members additional venues to improve their practices.

Dr. Michele Hancock
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Mrs. Jennifer Navarro
Coordinator of Organizational Training and Development



APPENDIX A

DISTRICT PROFESSIONAL LEARNING OPPORTUNITIES SUMMER 2012

PROFESSIONAL LEARNING OPPORTUNITIES	NUMBER OF PARTICIPANTS
<u>Administrator Academy (June 13-June 15)</u> <ul style="list-style-type: none"> • Building on Student Culture to Increase Student Achievement • Data Coaching (school-wide data teams) • Team Leadership Development for Managerial Success • School Culture and Climate • Stress and Time Management 	111
<u>Administrative Technology Power Hours (June 25-July 19)</u> <ul style="list-style-type: none"> • Document Camera • EBooks • iPads • My Big Campus • Promethean ActivBoards • EBooks • iPads • Managing Your Library 	27
<u>Technology Courses</u> <ul style="list-style-type: none"> • TOSA—Part 1 and Part 2 • Promethean I—5 sections • Promethean II • iPads in the Classroom • Engaging Our Students: Technology that Personalizes Learning 	181
<u>Professional Learning Courses</u> <ul style="list-style-type: none"> • What's Everyone Else Doing While I Teach Guided Reading? • Introduction to Problem-Based Learning • Early Education Unit Writing • Developing Units of Study: Elementary 	71
<u>Online Courses</u> <ul style="list-style-type: none"> • Taming the World of Online Learning • Literacy for the Digital Age 	26
<u>Workshops</u> <ul style="list-style-type: none"> • MAP Administrator Overview • Management Training: Being a Leader • Leadership with Professional Learning Communities • General Music in the Middle School 	81

<ul style="list-style-type: none"> • Bi-Tech Database Structure and Navigation • Cyber Bullying/Internet Safety 	
<u>Trainings</u> <ul style="list-style-type: none"> • Tell Me More • Rosetta Stone Implementation Workshop • Nonviolent Crisis Intervention Training • Compass Learning • Capturing Kids Hearts 	158
<u>Site Based Study Groups/Courses</u> <ul style="list-style-type: none"> • Classroom Management Right Using the PBIS Framework • Teaching Guided Reading in High School • Building Skills for Success in the Fast-Paced Classroom: Optimizing Achievement for Students with Hearing Loss • Guided Math—4 sections • Flipped Classroom 	64
<u>Chiwaukee Academy (August 13-17)</u> <ul style="list-style-type: none"> • Flip Your Classroom • Four Principles of iPad Learning • Gifted Students in Your Regular Classroom • ICreate, iGuide, iTeach • Making Centers Work for You • Meaningful Literacy Instruction and ThinkCentral • Leadership for Social Justice 	81
Cancelled Workshops/Courses	
<ul style="list-style-type: none"> • Multiage Series—Overview • Multiage Series—Building a Community • Multiage Series—Content • Multiage Series—Workshop Model • Integrating Assessment and Instruction: Elementary • Integrating Assessment and Instruction: Secondary • Guided Math in the Elementary Classroom—Blended Learning 	Cancelled due to not meeting minimum requirement of 10 participants

Summer 2012 total enrollment: 800 participants



APPENDIX B

DISTRICT PROFESSIONAL LEARNING SUMMARY FALL 2012

PROFESSIONAL LEARNING OPPORTUNITIES	NUMBER OF PARTICIPANTS
<u>Professional Learning Courses</u> <ul style="list-style-type: none"> Autism: Beyond the Basics DELTA Academy for Principals Instructional Practices for Initial Educators Behavior Skills and Strategies KUSD Mentoring 	124
<u>Technology Courses</u> <ul style="list-style-type: none"> Engaging Our Students: Technology that Personalizes Learning Promethean Foundation Skills A—5 sections Promethean Foundation Skills B—1 section Promethean Foundation Skills C—1 section IPads in the Classroom—4 sections 	145
<u>Workshops</u> <ul style="list-style-type: none"> How to Respond to and Provide Interventions for Students Who Struggle with Behavior LEGO Robotics Workshop Documenting Your PDP Training on the Language of Unity PBIS—U300 Wisconsin RtI Foundational Overview Navigating the Discipline Process for Students with Disabilities WKCE Pretest Workshop 	295
<u>Training</u> <ul style="list-style-type: none"> Capturing Kids Hearts Certified Pool-Spa Operator Data Coaching International Baccalaureate (IB) Training Session No. 2 Excel Functions Session No. 3 Excel Pivot Tables SMART Coach Academy Expeditionary Learning Site Visit 	173
<u>Early Childhood Professional Learning</u> <ul style="list-style-type: none"> Advancing Children's Physical and Intellectual Development CDA Resource File 	197

<ul style="list-style-type: none"> • Observing and Recording Children’s Behavior • Teaching Strategies GOLD Parent Component 	
<u>ESP Training</u> <ul style="list-style-type: none"> • Glimpse Into Students Impacted by Trauma • Medicaid Training • Microsoft 2010—Overview • Outlook Web Access Overview • Zangle Basics • iPads 	113
<u>MAP Trainings</u> <ul style="list-style-type: none"> • MAP Administrator • Stepping Stones 	562
<u>Study Groups</u> <ul style="list-style-type: none"> • Classroom Management for Student Achievement • The Ziggurat Model 	14
AP Training	47
Nonviolent Intervention Training (full training and refresher)	246
OASYS Training	54
CPR/First Aid Training	39
School Improvement Teams	112
ENI—Coaching Training	57
EL—Common Core Training	25
ACCESS Training	107
PBIS Training (External Coach, U300, Technical Assistance Day)	75

Cancelled Workshops/Courses	
<ul style="list-style-type: none"> • Assessment in the ActivClassroom with Promethean • Introduction to Problem-Based Learning in the Elementary • iPads in the Classroom • Literacy for the Digital Age • Preparing your Professional Development Plan: Writing • Promethean Foundation Skills A • Promethean Foundation Skills B • Promethean Foundation Skills C • Spanish for Educators II • Spanish for Educators III 	Cancelled due to not meeting minimum requirement of 10 participants

Fall 2012 total enrollment: 2,385 participants

**SCHOOL-BASED PROFESSIONAL LEARNING OPPORTUNITIES
SUMMER 2012 TO FALL 2012**

ELEMENTARY

Guided Math—Math Workshop Rosetta Stone Professional Learning Communities Online Resources Writer's Workshop MAP—Data and Reports Collaborative Planning Common Core (CCSS) CCSS Math—Alignment With Current Practices CCSS Math—Planning Vertical Alignment STEM WKCE Prep PALS Training Data Review Positive Behavior Intervention Support (PBIS) GOLD Parent Component Training Family Engagement Family Service Credential Advancing Children's Physical and Intellectual Development Engineering is Elementary (STEM) Special Education: New Law Health Issues Special Needs Issues for the Whole School SIT Procedures Response to Intervention (RtI) Guided Instruction Twenty-First Century Skills Student Intervention Planning eCove Cultural Differences and How Differences Affect Communication International Baccalaureate Training Teaching with Poverty in Mind Making Workstations for Reading Learning Walks IXL Mastery Connect	SMART Goals ACCESS—Student Data Literacy: Six Elements of Reading Instruction—Literacy Units and Planning Guided Reading Handling Challenging Behaviors Behavior Management Plans Assessment Strategies Differentiation Learning Targets Data and Literacy Strategies Data and Behavior Management Expeditionary Learning Protocols Using Art/Doodling in Academics Relationship Building with Students Fountas and Pinnell Running Records Standards Classroom Beliefs About Student Achievement Social Justice Presentation El Product Workshop and Target Writing Morning Meetings Zangle Grade book Daily 5 and Café Personalized Spelling Flexible Grouping Multiage Family Planning Data Notebooks Conferencing Multi-School Collaborative Pacing Guides/Scope and Sequence Special Education—Common Practices, Visual Schedule and Five-Point Scale IXL Math Program School Improvement Data Team Presentations Team Teaching/Team Collaboration Data Walls Assessments—Formative and Summative
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MIDDLE SCHOOLS

PBIS Professional Learning Communities MAPS Data and Reports Clustering and Differentiation Tell Me More	Encore Teacher Asynchronous Collaboration Electronic Referrals Student E-Mail SMART Goals Honors
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Brain Breaks Medication Administration Student Led Conferences Team Planning for Interventions: Student Achievement Data My Big Campus Collaborative Inquiry Co-Teaching Data Analysis Data Driven Dialogue	Collaboration Norms Collegiality or Collaboration School Report Cards IPads Promethean Planet Learning Targets Technology Strength Finder Google Docs Common Assessment Alignment Classroom Management Book Study
HIGH SCHOOL	
Genius Student Information System Wisconsin eSchool Network Training and Updates Student Data Profiles SMART Goals Crisis Management, Mandatory Reporting, and Suicide Prevention Common Core Integration and Wisconsin Standards AP Informational Training	Implementing the EL Model Tech: iPad and My Big Campus Implementing Coaching Cycles My Big Campus Coaching Cycle Promethean Boards Teacher Professional Goal Setting Capturing Kids Hearts

**SITE PROFESSIONAL LEARNING OPPORTUNITIES PROVIDED BY DISTRICT PERSONNEL
SUMMER 2012 TO FALL 2012**

Technology Changing Mindsets Autism 101 Child Development Associate (CDA) Certification OASYS Training My Big Campus Nonviolent Crisis Intervention Zangle and Report Cards	Reading Everyday Math Online IPads and Apps Classroom Websites Promethean Boards Multiage Unit Planning FASTT Math Think Central PBIS
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DISTRICT PROFESSIONAL DEVELOPMENT BY EXTERNAL CONSULTANTS	
Data Coaching	Research for Better Teaching
School Improvement Data Teams	Sonia James-Wilson
Professional Learning Communities—Coaching	Evans Newton, Incorporated
DELTA—Principal Sessions	Sonia James-Wilson
Professional Learning Communities—EL Schools	Expeditionary Learning
MAPS Training	NWEA
Navigating the Discipline Process	RtI Network
Common Core Standards—EL Schools	Expeditionary Learning
Differentiation: Tiering	Expeditionary Learning

**PROFESSIONAL LEARNING FACILITATORS
SUMMER AND FALL 2012**

ELEMENTARY

Bert Felland (Bose)	Kristen Sowinski (Grewenow)	David Newman (Prairie Lane)
Deanna Jansen (Bose)	Sandy Baird (Grewenow)	Nola Ratliff (Roosevelt)
Gail Murphy (Bose)	Gay Voelz (Grewenow)	Camille Schroeder (Roosevelt)
Lori Capelli (Bose)	K. Czarnecke (Harvey)	Diane Wood (Roosevelt)
Margaret Zei (Bose)	Beth Haebig (Harvey)	Deb Bornhuetter (Roosevelt)
Peggy Walasek (Bose)	Karen Czarnecki (Harvey)	Dorinda Aldridge (Roosevelt)
Pam Dresen (Bose)	Amy Olson (Harvey)	Lisa Cline (Roosevelt)
Elizabeth Cummings (Bose)	Deb Schuebel (Harvey)	Nancy Schmitt (Roosevelt)
Tamara Vendetta (Brass)	Deb Scott (Harvey)	Joe Gerou (Roosevelt)
Debbie Short (Brass)	Jess Bereza (Harvey)	Natalie Chulew (Roosevelt)
Scott Kennow (Brass)	Ursula Hamilton-Perry (Harvey)	Jane Snediker (Roosevelt)
LMT (Brass)	Jacalyn Layden (Jefferson)	Mandy Taylor (Roosevelt)
Kystin Neuens (Brompton)	Melissa Olson (Jefferson)	Debra Schafer (Somers)
Kim Kurklis (Chavez)	Mary Mader (Jefferson)	Denise Gifford (Somers)
Samantha McGovern (Chavez)	Joel Dutton (Jefferson)	Paul Darbutas (Southport)
Diana Pearson (Dimensions)	Judy Vanderford (Jefferson)	Sarah Pederson (Southport)
Jack Samuelson (Dimensions)	Nicci Stineman (Jefferson)	Jaki Grajera (Southport)
Lindsay Deinhammer (Dimensions)	Kathy Walsh (Jefferson)	Angela Haut (Southport)
Nancy Weirick (EBSOLA—CA)	Patricia Fitzgerald (Jefferson)	April Nelson (Stocker)
Pat Beal (EBSOLA—CA)	Heather Marko (Jeffery)	Ruth Walls (Stocker)
Mary Ann Brodjeski	Sue Covelli (Jeffery)	Steve Hartfield (Stocker)
(EBSOLA—CA and DL)	Kerry Sporer (Jeffery)	Monica Sioco (Stocker)
Betzaida Gomez (EBSOLA—DL)	Maggie Torrez (Jeffery)	Brian Bieri (Stocker)
Luanne Rhode (Forest Park)	Kurt Johnson (Jeffery)	Meg Fisher (Stocker)
Heidi Prior (Forest Park)	Angela Andersson (KTEC)	Jenny Schlie-Reed (Stocker)
Allyson Brand (Forest Park)	Team leader (KTEC)	Betty Petersen (Stocker)
Lisa KC (Grant)	Psychologist (KTEC)	Jill Francis (Stocker)
Julie Sulamoyo (Grant)	Sarah Aguilar (McKinley)	Sharon Peltier (Stocker)
Jackie Layden	Teri Giampietro (McKinley)	Jon Bar-Din (Strange)
Regina Baker (Grewenow)	Natalie McGee (McKinley)	Gina Schwartz (Strange)
Coutney Landwehr (Grewenow)	Maggie Sneed (Nash)	Becky Cain (Strange)
Laura Rabenhorst (Grewenow)	Margo Zoerner (Nash)	Laura Goyke (Strange)
	Beth Casey (Nash)	Diane Sockness (Strange)
	Martin Pitts (Nash)	Carrie Borst (Strange)
	Shane Gayle (Pleasant Prairie)	Diana Trammel-Long (Strange)
	Kay Schultz (Pleasant Prairie)	Jane Larsen (Whittier)
		Jo Schneider (Whittier)

MIDDLE SCHOOL

Heather Kamikawa (Bullen)	Joel Kaufmann (Lance)	Terri Huck (Mahone)
Julia Hare (Bullen)	Wendy Carpenter (Lance)	Steve Germain (Mahone)
Michelle Santelli (Bullen)	Kevin Erb (Lance)	Regena Mueller (Mahone)
Kim Fischer (Bullen)	Christina Oldani (Lance)	Tamara Wilhelmson (Mahone)
Dave Domine (Bullen)	Stacy Keckler (Lincoln)	Julie Molinaro (Mahone)
Linda Godin (Bullen)	Lori Rasmussen (Lincoln)	Jim Cetera (Mahone)

Mark Dzioba (Bullen) Julie Becke (Bullen) Jan Zurcher (Bullen) Dan Wampole (Bullen) Norris Jones (Bullen) Chad Dahlk (Lance)	Natalie Marciniak (Lincoln) Lisa Niederer (Lincoln) Ernie Llanas (Lincoln) Ann Mottinger (Lincoln) Tim Nieman (Lincoln) Jen Sievert (Mahone)	Dan Wampole (Mahone) Sarah Ratelis (Mahone) Sharon Miller (Washington) Keri Heusdens (Washington) Brett Basley (Washington) Nicole Froelich (Washington) Shari Perrine (Washington)
HIGH SCHOOL		
Sue Akina (Bradford) Jennifer Lawler (Bradford) Jean Lee (Bradford) Jenny Schmidt (Bradford) Kurt Sinclair (Bradford) Jill Zupetz (eSchool) Andy Lattimore (eSchool) Laura VanKammen (eSchool) Kim Gorman (eSchool) Sandy Schwenk (eSchool)	Darlene Christenson (eSchool) Sarah Eisenberg (eSchool) Kip Keckler (Harborside) Dave Underwood (Harborside) Allison Johnson (Harborside) Bill Haithcock (Harborside) Department chairs (Indian Trail) Page Kessler (Indian Trail) Andrea Baumgart (Indian Trail)	Jack Musha (Reuther) Andy Baumgart (Reuther) Kip Keckler (Reuther) Karen Walters (Reuther) Kristyn Demuysere (Reuther) Denise Lamb (Tremper) A Meyer (Tremper) Paul Mommaerts (Tremper) Dan Shimon (Tremper)
SUPPORT STAFF		
Rebecca Arnold Jessi Lowney Katie O'Neil (Early Childhood) Bruce Freeman Jacob Biehn Stacy Guckenberger Paul Irvine Rebecca Swenson	Katie DeBartolo Sue Mirsky Erin Sturino Michelle Valeri Iva Plumley Patti Obrecht Mary Salani Chris Pratt	Stacy Gukenberger Lilly (Nurse) Katie Crowe Pam Black John Ramey Peggy Schofield Debra Giorno Amy Garrigan

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 12, 2013
Curriculum/Program Standing Committee

Evans-Newton, Inc.

Building Highly Functioning Professional Learning Communities

For the past several years, administrators, principals and teachers have been seeking professional development related to the implementation of professional learning communities (PLCs) as a means to structure teacher collaboration. Annual three-day conferences have routinely been held in August in Lincolnshire, Illinois. Participation has been limited due to both staff and funding availability.

In spite of this situation, many elementary school staffs structured common planning time for teachers to facilitate this relationship, and Fridays have now been redesigned to allow for common planning time and professional development each week. During the 2012-2013 school year, the Kenosha Unified School District entered into a contract with Evans-Newton, Inc. (ENI) to provide professional development and job-embedded coaching for 20 elementary principals and instructional coaches to ensure that PLCs were structured to perform at a high level. The remaining elementary principals were already working with Expeditionary Learning, and incorporated training related to teacher collaboration around student achievement into additional learning experiences. In these two ways, all elementary principals and instructional coaches have been learning to lead their schools through the process of developing effective teacher collaboration teams that are focused on student achievement.

In addition to their work with our elementary teams, ENI is working with the four district content coordinators from Teaching and Learning. Their main work is driven around the question, “What does the teaching of the common core look like in the classroom?” Three pilot schools (Brass, Bullen, and Indian Trail High School) were identified to work very closely with the content coordinators and the common core standards.

Evans-Newton, Inc. is a national team of education professionals who are experts in school transformation. Since 1973, ENI has worked one-on-one with thousands of schools, districts, and state departments of education to help them achieve dramatic improvements in teacher and student performance. We partnered with them to tailor professional development for our principals and our coaches that was designed to meet our needs related to effective teacher collaboration.

Relationship to District Plan and Goals

The professional development provided by ENI supports the Transformation Plan Goal 1: Improve Student Achievement through action steps listed under Strategy A and Strategy C:

- Formally evaluate and plan professional development programs to develop teachers’ skill base of having a dual role of being a learning coach/advisor.
- Develop a process to diagnose relevant student learning characteristics.
- Develop a culture of collegiality in each school.
- Implement instructional coaching to support application of best instructional practices.

Format

Training was provided in seven group training sessions of one-half day each, followed by seven one-half day practicum sessions per school. Training occurred between September 2012 and February 2013.

Outcomes

Principals and Instructional Coaches increased their skills to facilitate and support highly effective professional learning communities by:

- Utilizing a set of protocols for PLC meetings
- Implementing a leadership walk-around protocol utilizing software to document observations and develop a site and District database to support process improvement and professional development
- Utilizing group training and job-embedded coaching practicum sessions to support each school's PLC development
- Utilizing MAP, WKCE and learning walk data within PLCs to make decisions about instruction

Evaluation Plan

Principals developed SMART goals for one or more of the PLCs in their school and will be sharing the results. Student achievement on the MAP assessment will be monitored for growth. Principals will assess the level of functioning of their PLCs, and teachers will self-evaluate their teams as well.

This report is provided for informational purposes.

Dr. Michele Hancock
Superintendent of Schools

Karen Davis
Assistant Superintendent of Elementary School Leadership

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 12, 2013
Curriculum/Program Standing Committee

HEAD START SEMI-ANNUAL REPORT

The purpose of this report is to ensure community and school board awareness of the-Head Start Child Development Program. Head Start is defined as a program that works with the most identified at-risk 3- and 4-year-old children and their families. This directly correlates to the district's mission to assure every child experiences high quality personalized learning success.

The Kenosha Unified School District Head Start Child Development Program serves 389 enrolled children. Three hundred thirty of these children are funded through the federal Head Start Grant. Fifty-nine of these children are funded through the state Head Start Supplemental Grant.

Head Start is housed in 15 locations.

HEAD START LOCATIONS	
Morning Sessions	Afternoon Sessions
Cesar Chavez Learning Center	Cesar Chavez Learning Center
Kenosha School of Technology Enhanced Curriculum	Kenosha School of Technology Enhanced Curriculum
Edward Bain School of Language and Art	Edward Bain School of Language and Art
Bose Elementary School	Bose Elementary School
Brass Elementary School	Brass Elementary School
Frank Elementary School	Frank Elementary School
	Grant Elementary School
Grewenow Elementary School	Grewenow Elementary School
Jefferson Elementary School	Jefferson Elementary School
McKinley Elementary School	
Stocker Elementary School	Stocker Elementary School
Strange Elementary School	Strange Elementary School
Vernon Elementary School	
Wilson Elementary School	Wilson Elementary School
Full-Day Session	
Just Kid Inn Childcare	

Head Start Activities

Head Start activities are based on the components that are the framework for every Head Start Program for July 2012 through December 2012. The three Head Start components include: program design and management, family and community partnership, and the early childhood development and health services.

PROGRAM DESIGN AND MANAGEMENT

The program design and management component of Head Start ensures strong, effective, organizational management for the program. This contributes to supporting the goal of the Kenosha Unified School District Transformation Plan to secure resources (time, people, finances, and operating processes) to support learning. Activities within the past six months include:

Program Information Report

At the end of each school year the federal government mandates that every Head Start program complete the Program Information Report (PIR). The PIR is a summary of the program's entire year statistics, which are consistent with monthly monitoring and long- and short-term goals of the Head Start component areas. This information was gathered and developed into an annual report, which is available upon request and can be found at <http://headstart.kusd.edu/about/documents/head-start-report.pdf>.

Federal Review

The Head Start Federal Review occurred in May 2012. The purpose of this review is to ensure that the Head Start Performance Standards are being followed and consistently implemented. The intent is to ensure quality in every Head Start program. On August 28, 2012, a written report from the Administration for Children and Families, Office of Head Start was received. The letter indicated the following:

Identified Areas of Strengths

1. Collaborations with community agencies and resources including the Kenosha Unified School District Early Education program
2. Head Start classrooms staffed with full-time special education teachers
3. The level of technology available to Head Start children

Areas of Noncompliance

1. The grantee did not ensure each employee had an initial health examination and screening for tuberculosis.
2. The grantee entered into an agreement under which costs of a capital lease were charged to Head Start without prior approval of the purchase of the Chavez Learning Station.
3. The grantee did not make available to the public a report disclosing all required information.

Areas of noncompliance were required to be corrected within 120 days. On December 7, 2012, Kenosha Unified School District requested an extension of the corrective action period to allow for collaboration with the federal government supervisory office in bringing the identified areas into full compliance. The Head Start Regional Office Manager approved the request. The follow-up review is scheduled for March 14 and 15, 2013.

Quarterly Federal Telephone Calls

Federal quarterly telephone calls are held by the Head Start Regional Office with each grantee. These calls are intended to provide the opportunity for the federal program specialists and grantees to discuss what is happening at the program level to support the Head Start child outcomes. The first quarterly call consisted of an update on current student achievement data and support in developing the correction plan of the federal review.

FAMILY AND COMMUNITY PARTNERSHIP

The family and community partnership component of Head Start focuses on strengthening families; the connection between school and home; and strengthening community awareness, collaboration, and outreach. This contributes to support the goal of the Kenosha Unified School District Transformation Plan to expand collaborative partnerships with families, community, and industry. Key activities for this report include:

Kenosha Community Health Center

Head Start's community partner for health and dental services is the Kenosha Community Health Center (KCHC). To address the continual need to improve oral health services to the children, a meeting with KCHC and Head Start staff was held to discuss barriers in meeting Head Start goals regarding services. An agreement was made to double the number of appointments available per month to Head Start families and to provide an appointment for any necessary treatment

for these children without delay. In addition, a KCHC liaison has been identified, and appointments will be scheduled six months before children's one-year expiration date. This agreement allows Head Start to ensure that it will meet the 90 percent threshold of children that have initial and follow-up dental treatment.

School-Based Health Clinic Initiative

The Chavez Learning Station has been included in the school-based health clinic initiative. The clinic is available for Head Start children to receive health checks, immunizations, address medical needs and offer referrals if needed. Having the clinic on the school premises has been extremely valuable to meeting Head Start performance standards. Performance standards require that every Head Start child receive an initial physical examination, any follow-up care that might be determined as a result of the physical, and be current with their immunizations. Having these services located at Chavez and the additional collaboration with the Kenosha Community Health Center has significantly impacted the program as evidenced by the increased percentages in health and dental examinations from November 2012 in comparison to fall 2011.

These services have significantly impacted the program as evidenced by the increased percentages in health and dental exams from November 2012 in comparison to the fall of 2011.

	November 2011	November 2012
Completed Health Checks	67 percent	87 percent
Completed Dental Checks	63 percent	93 percent

Long-term goal—Secure resources to support learning.

Short-term goal—Head Start children and families will be healthy. (Head Start domain: physical wellbeing and motor development)

By June 2013, 95 percent of enrolled families will complete a family partnership. (In November 2012, 85 percent of enrolled families had done this.)

EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES

The early childhood development and health services component of Head Start is designed to ensure that every Head Start child and family are healthy and receive a quality educational experience that is reflective of best practice. This contributes to support the goal of the Kenosha Unified School District Transformational Plan to improve student achievement.

Health Services Goals.

- Long-term goal—Secure resources to support learning
- Short-term goal—Head Start children and families will be healthy. (Head Start domain: physical wellbeing and motor development)
 - By June 2013, 100 percent of enrolled children will have a completed health check. (A November 2012 review of progress showed that this had been done for 87 percent of the children.)
 - By June 2013, 100 percent of enrolled children will have completed necessary medical treatment. (A November 2012 review of progress showed that 100 percent achievement already.)
 - By June 2013, 98 percent of enrolled children will have completed a dental exam. (A November 2012 review of progress showed that 93 percent of children had completed a dental exam.)

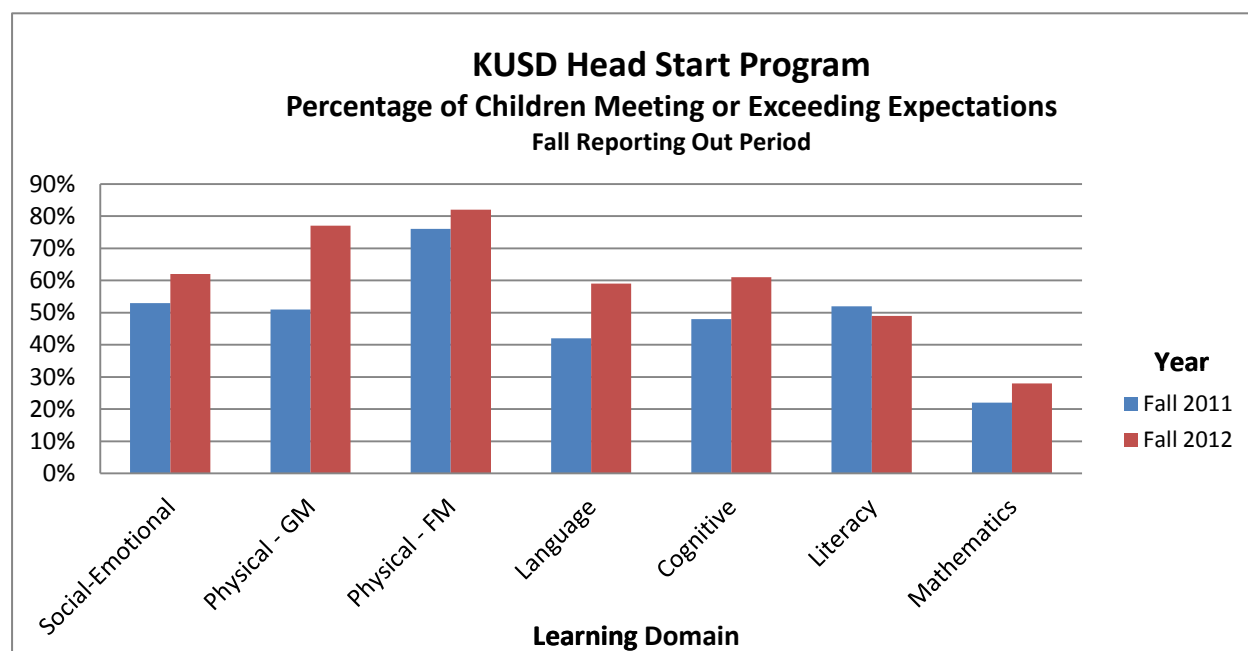
Early Childhood Goals.

- Long-term goal—Improve student achievement.
- Short-term goal—Children will increase abilities to comprehend and use language. (Head Start domain: language and literacy)
 - By June 2013, 98 percent of enrolled children will meet language/literacy expectations. (A November 2012 review of progress indicates 54 percent of children meet language/literacy expectations.)
 - By June 2013, 95 percent of enrolled English Language learners will meet language/literacy expectations. (A November 2012 review of progress indicates 33 percent of English Language learners have met language/literacy expectations.)
 - By June 2013, 97 percent of enrolled children will meet cognitive expectations. (A November 2012 review of progress indicates that 61 percent of children meet cognitive expectations.)
 - By June 2013, 90 percent of enrolled children will meet mathematic expectations. (A November 2012 review of progress indicates that 28 percent of children meet mathematic expectations.)
- Long-term goal—Expand collaborative partnerships with families, community, and industry.

- Short-term goal—Children will engage in healthy relationships and interactions with adults and peers. (Head Start domain: social emotional)
 - By June 2013, 90 percent of enrolled children will meet social-emotional expectations. (A November 2012 review of progress indicates that 62 percent of children meet social-emotional expectations.)

Student Outcomes

Kenosha Unified School District Early Education program (including Head Start) reports student progress three times per year using Teaching Strategies GOLD™, a Web-based tool used to collect and organize documentation of student achievement and to generate reports. The chart below shows student progress in the Head Start program for fall 2012 in comparison to fall 2011.



HEAD START PROGRAM		
	Fall 2011	Fall 2012
Social-emotional	53%	62%
Physical—gross motor	51%	77%
Physical—fine motor	75%	82%
Language	42%	59%
Cognitive	48%	61%
Literacy	52%	49%
Mathematics	22%	28%

Student outcome data for fall 2012 exceeded student outcome data from fall 2011 in all areas, with the exception of the language/literacy. The decrease in literacy was not reflective of

previous year's achievement and is being addressed through data analysis to determine the specific skill(s) in need of improvement, which will be aligned with professional development to provide teachers additional teaching strategies in the area of literacy. It is anticipated that by June 2013 all goals will be met.

Parent Activities

Head Start-sponsored informational meetings, activities, and trainings for parents provided throughout fall 2012 included:

- Eating Smart and Being Active—A seven-session training presented by the Racine-Kenosha Nutrition Education Program
- What is Head Start?—An informational meeting for parents to learn what is available to their family and their child through their participation in the Head Start program
- English Language Learning Civics—Sponsored by the Kenosha Literacy Council and available to families interested in learning English and/or community resources
- Car Seat Giveaway—Offered to parents through a collaborative effort with the Kenosha Health Department.

Recommendation

Administration recommends that the Curriculum/Program Standing Committee receive this six-month update of the progress of the Kenosha Unified School District Head Start Child Development Program.

Dr. Michele Hancock
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching/Learning

Ms. Belinda Grantham
Director of Early Education

Ms. Kim Kurklis
Interim Principal, Chavez Learning Station