MONTHLY SCHOOL BOARD
STANDING COMMITTEE MEETINGS

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

May 14, 2013

5:00 P.M. – Curriculum/Program
6:30 P.M. – Joint Personnel/Policy &
Curriculum/Program
6:50 P.M. – Personnel/Policy
7:15 P.M. – Planning/Facilities/Equipment

May 2013 Audit/Budget/Finance Standing Committee
Meeting Canceled

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

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Kenosha Unified School District
maximizing the brilliance of children

Standing Committee Meetings
Tuesday, May 14, 2013
Educational Support Center
School Board Meeting Room

CURRICULUM/PROGRAM – 5:00 P.M.

A) Approval of Minutes – April 9, 2013 ..... Pages 1-2

B) Information Items

1) Curriculum Audit ..... Pages 3-7

2) Roosevelt Elementary International Baccalaureate Program..... Pages 8-9

3) Extended School Year Update ..... Pages 10-17

4) Evans-Newton, Inc. Building Highly Functioning Professional Learning Communities - Update ..... Pages 18-21

5) Middle School Honors Report ..... Pages 22-30

6) Elementary Standards-Based Grading Community Presentation ..... Pages 31-49

C) Future Agenda Items

D) Adjournment

JOINT PERSONNEL/POLICY & CURRICULUM/PROGRAM – 6:30 P.M. or Immediately Following Conclusion of Preceding Meeting

A) Policy/Rule 6633 – Student Technology Acceptable Use ..... Pages 50-53

B) Information Items

C) Future Agenda Items

D) Adjournment

PERSONNEL/POLICY – 6:50 P.M. or Immediately Following Conclusion of Preceding Meeting

A) Approval of Minutes – March 12, 2013 ..... Page 54

B) Policy/Rule 1220 – Cable Television ..... Pages 55-57

C) Policy/Rule 1212 – Non-English Language Version Printed Materials ..... Pages 58-60

D) Policy/Rule 1520 – Notification of Materials and Literature to Students ..... Pages 61-64

E) Information Item

1) Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations..... Page 65

F) Future Agenda Items

G) Adjournment

PLANNING/FACILITIES/EQUIPMENT – 7:15 P.M. or Immediately Following Conclusion of Preceding Committee Meeting

A) Approval of Minutes – April 9, 2013 ..... Page 66

B) Information Items

1) Utility Budget & Energy Savings Program Update..... Pages 67-68

2) Elementary Utilization Report ..... Pages 69-115

C) Future Agenda Items

D) Adjournment

NOTE: The May 14, 2013, Audit/Budget/Finance 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.

KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
April 9, 2013
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Taube was called to order at 6:33 P.M. with the following Committee members present: Mrs. Coleman, Mrs. Daghfal, Ms. Santoro, Ms. Stevens and Mrs. Taube. Dr. Hancock was also present. Ms. Galli was excused. Mrs. Reed, Mrs. Anderson and Mr. Simpkins were absent.

Approval of Minutes – March 12, 2013 Meeting

Mrs. Coleman moved to approve the minutes as presented in the agenda. Mrs. Daghfal seconded the motion.

Ms. Stevens said she had made a request at the March 12, 2013, meeting for a full middle school honors report at the April meeting and her request should have been included in the March minutes. It was noted that Savaglio-Jarvis had responded at the March meeting that the honors report would be at the May 14, 2013, Curriculum/Program Committee meeting.

Vote on motion to approve March 12, 2013, minutes as amended. Unanimously approved.

Kenosha School of Technology Enhanced Curriculum Charter Contract

Ms. Karen Davis, Assistant Superintendent of Elementary School Leadership, presented the recommendation to forward the 2013-2018 KETC School Charter Contract to the full Board. Dr. Angela Anderson, KTEC Principal, noted that the PreK-8th grade charter school had 471 students with 26 students per class and two classes at each grade level. The current waiting list of 330 students has increased each year. Dr. Anderson discussed dissemination activities. In response to an inquiry, Ms. Davis noted the difference between family groupings vs. multi-age classes and Dr. Anderson discussed teacher collaboration and intervention. It was noted KTEC students are not in multi-age classes as it would be difficult with a lottery system.

Mrs. Coleman moved that the Curriculum/Program Standing Committee forward the KTEC School Charter Contract for 2013-2018 to the School Board for consideration. Unanimously approved.

Information Items

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, and Ms. Susan Mirsky, Coordinator of Literacy, presented the Common Core: Moving From Adoption to Implementation and Sustainability as contained in the agenda.

Mrs. Taube requested that Dr. Savaglio-Jarvis bring the standards based report card back to the

Committee in May. She also inquired what constitutes attainment of honor roll as it relates to the Common Core. Mrs. Taube requested a report on professional development and Dr. Savaglio-

Jarvis indicated that report would be presented at the July meeting.

Ms. Stevens asked that the full Board receive the Common Core report.

Middle School Science, Technology, Engineering, and Math Project Lead The Way Program

Dr. Savaglio-Jarvis and Mr. Mark Hinterberg, Coordinator of Social Studies and Career and Technical Education, presented the report and provided additional hand-outs which included documents titled, "The Blog – Project Lead The Way – Fuelling the Next Economy", "Middle School Sample Schedule Mark-Up", and an engineering brochure. They also showed a video regarding STEM education. Mr. Hinterberg noted that 60% of the Perkins grant funding will support this initiative. Dr. Hancock noted that our Human Resources Department is now putting our staff vacancies on WECAN and we have had great success in recruiting applicants.

Future Agenda Items

Mrs. Coleman requested a May update on closing the achievement gap and said she will e-mail 3 specific questions to be addressed in the report. Dr. Savaglio-Jarvis said she will confer with administration to determine appropriate timeline. Mr. Keckler noted that the new school report cards are released in the fall.

Dr. Savaglio-Jarvis indicated at the May meeting updates will be presented regarding the middle school honors program, International Baccalaureate and the extended school year at Wilson and Frank.

Ms. Stevens requested an overview of the Curriculum Audit at the next meeting.

Mrs. Daghfal requested that in May the Curriculum/Program Committee be the first meeting of the evening due to a District sports event that her child and Miss Galli would be participating in that night. Dr. Hancock noted the reason for consistently scheduling the Curriculum/Program Committee as the last meeting of the night is due to the length of those meetings and the desire not to make the members of the other three committees wait since those meetings are shorter in length.

Meeting adjourned at 8:09 P.M.

Kathleen DeLabio
Executive Assistant to the Superintendent

Kenosha Unified School District
Kenosha, Wisconsin

May 14, 2013
Curriculum/Program Standing Committee

CURRICULUM AUDIT

Background

The Kenosha Unified School District has embarked on a curriculum audit to reveal the extent to which the district has implemented a sound, valid, and operational system of curriculum management. Instructional programs are internally reviewed and assessed to ensure that the district contuse to improve upon and implement what is needed to provide high quality, personalized learning success to students. In order to ensure that the district is moving into the twenty-first century of education, the Office of Teaching and Learning is having an external audit completed. In fact, this audit is essential in determining whether or not programs and services are properly suited for Kenosha Unified School District and whether or not they are keeping up with appropriate practice.

Purpose

WHAT IS THE PURPOSE OF THIS AUDIT?

The Kenosha Unified School District constitutes an advancing educational institution in terms of its willingness to embark on a challenging road to improvement. Even in good school systems, the complexities of the system and the interrelationships of local schools and operational departments affect the quality of educational program delivery and the overall direction of the system. The salient characteristics of a sound curriculum have been recognized by citizens, taxpayers, teachers, and others in aiding the system in accomplishing its goals. The Kenosha Unified School District has invited this proposal to determine whether or not its programs and services are properly suited for the system, if delivery of programs and services is in keeping with sound and appropriate practice, and whether or not the system has sufficient data for improvement of its educational programs and services over time. The Office of Teaching and Learning is looking forward to the outcomes of the audit to see how the district can ensure that its students are receiving quality educational programming as it embarks on the Common Core College and Career readiness level for every child as adopted by the state in 2010.

KEY POINTS

- The audit process will seek to:
    - Reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management.
    - Enable the district to make maximum use of its human and financial resources in the education of its students.
    - Ensure the governing board and Kenosha Unified School District taxpayers that their fiscal support is optimized under the conditions in which the school district functions.
    - Determine whether or not its programs and services are properly suited for the system and if delivery of programs and services is in keeping with sound and appropriate practice.
    - Determine whether or not the system has sufficient data for improvement of its educational programs and services over time.
- The Curriculum Management Audit is a process which was first implemented in 1979 in the Columbus Public Schools in Columbus, Ohio.
- The audit is based upon concepts pertaining to effective instruction and curricular design and delivery, some of which have been popularly referred to as the "effective schools research" and quality improvement processes related to school excellence.
- The audit is centered on curriculum and instruction and any aspect of operations of a school system that enhances or hinders its design and/or delivery.
- The audit is an intensive and focused look at how well a school system, such as the Kenosha Unified School District, has been able to set valid directions for pupil accomplishment and well-being.
- The Curriculum Management Audit centers its focus on the main business of schools: teaching, curriculum, and learning.
- The methodology and assumptions of the Curriculum Management Audit have been reported in national professional literature in the past decade and at a broad spectrum of national education association conventions and seminars, including the:
    - American Association of School Administrators (AASA),
    - Association of Supervision and Curriculum Development (ASCD),
    - National Association of Secondary School Principals (NASSP),

- Association for the Advancement of International Education (AAIE),
- American Educational Research Association (AERA),
- National School Boards Association (NSBA),
- National Governors Association (NGA),
- Phi Delta Kappa (PDK),
- School Administrators of Ohio (SAO),
- Iowa Association of School Boards (IASB), and
- Texas Association of School Administrators (TASA).

Auditors

WHO WILL BE CONDUCTING THE AUDIT?

The Phi Delta Kappa International Curriculum Management Audit Center is well suited to provide the proposed slate of services. **It** has several fully certified and highly experienced lead and regular curriculum management auditors available to serve on staff for this project, and all associates have achieved certified auditor status. In addition, the staff proposed for this audit includes nationally recognized auditors and educational leaders from across the United States, Canada, and other countries.

Randall B. Clegg, Ed.D., Lead Auditor

Dr. Randall B. Clegg's professional background includes 35 years working in public schools as a teacher and administrator. Dr. Clegg's administrative experience includes serving as an athletic director, junior/senior high school principal, and 28 years as a school superintendent. He has broad experience in long-range planning, fiscal planning and management, personnel management, curriculum design and development, and school facilities planning. Periodically, Dr. Clegg works as a consultant, providing school districts technical support in the areas of curriculum management, financial planning, and curriculum monitoring—including classroom walkthrough training. Over the years Dr. Clegg has been a presenter at various state and national conferences, speaking on topics addressing budget development, technology planning, and curriculum integration. Dr. Clegg received his B.M. degree from the University of Wisconsin—Stevens Point, his M.S. and Ed.S. degrees from Winona State University, and his Ed.D. degree from the University of Northern Iowa. Dr. Clegg completed his CMAC audit training in 1993 and has served as an auditor and lead auditor. In addition to serving as an auditor, Dr. Clegg has also served as a trainer of auditors.

The Audit Team

- Auditors serving on the Kenosha Unified School District Curriculum Management Audit are all certified auditors from comparable educational systems.

- Kenosha had a team of six auditors coming from states around the country.

- The names of the five auditors serving under Dr. Clegg on the audit team are:

- Dr. Eve Proffitt
- Dr. Kim Nisbett
- Dr. Jeff Tuneberg
- Dr. Olive McArdle Kulas
- Ms. Sue Van Hoozer

- Each auditor has been trained through an intensive national program designed and developed by the National Curriculum Audit Center expressly for the purpose of conducting curriculum management audits nationally and internationally.

Process

- The major sources of data for the Kenosha Unified School District Curriculum Management Audit are:

  - **Documents**—These sources consist of written board policies, administrative regulations, curriculum guides, memoranda, budgets, state reports, accreditation documents, and any other source of information which would reveal elements of the written, taught, and tested curricula and the linkages among these elements.

  - **Interviews**—Interviews were conducted by the auditors to shed light on the same elements often included in written documents or reports and to reveal inter-relationships and contextual understanding. Interviews were held with board members, the superintendent, top-level administration, building principals, some classroom teachers, and some parents. The auditors also interviewed district and community members who requested an audience.

  - **Site Visits**—The audit team scheduled visits at every district school. Site visits revealed the actual context in which programs and services are designed and delivered in an educational system. Contextual references are important as they indicate discrepancies in documents or unusual working conditions.

The above three sources are gathered and triangulated, or corroborated, to reveal the extent to which the school district is meeting its goals and objectives, whether they are internally or externally developed or imposed.

On-Site Timeline Only

- April 28, 2013, through May 3, 2013

- During the full week, interviews, site visits, and some document review will occur.

End Result

- Report to the Superintendent and Leadership Council at the end of September 2013

- The Curriculum Management Audit Report will be provided to the Superintendent and Leadership Council for dissemination and transmittal to stakeholders of the system.

- The audit report will provide:

    - Detailed, rigorous, and forthright diagnosis and analysis of the quality control activities of the system in terms of its capabilities to provide quality teaching and learning for its clientele.

    - Strengths and weaknesses of the system to formulate improvement action plans and proceed to improve and enhance the quality of the Kenosha Unified School District.

Summary

This is an informational agenda item update.

Dr. Michele Hancock
Superintendent of Schools

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

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Kenosha Unified School District
Kenosha, Wisconsin

May 14, 2013
Curriculum/Program Standing Committee

ROOSEVELT ELEMENTARY INTERNATIONAL BACCALAUREATE PROGRAM

Background

The International Baccalaureate Organization is a non-profit educational and non-governmental organization established in Geneva, Switzerland in 1968. The Organization has developed three programs of international education for students: the Diploma Program, Middle Years Program, and Primary Years Program. Currently, there exist 35, 776 IB schools serving over one million students in 145 countries.

An International Baccalaureate school seeks to:

- Develop inquiring, knowledgeable, and caring young people;
- Create a better and more peaceful world through intercultural understanding and respect;
- Develop a challenging program of international education and rigorous assessment; and
- Encourage students to become active, compassionate lifelong learners.

Curriculum

The International Baccalaureate curriculum complements the Common Core Standards, and is supported by current curricular materials such as Everyday Math and Foss Science. It emphasizes collaboration, critical thinking, problem-solving and other 21st Century Skills while providing a unique learning experience for students.

The primary curriculum sets high standards and has high expectation for the students. The teachers and administrators, working within the guidelines of the PYP and the Common Core Standards, collaboratively plan the units that will make up the Roosevelt Elementary Programme of Inquiry (POI), which will feature:

- Transdisciplinary units based on large themes;
- Student-driven investigations with research as a focus;
- Flexible grouping within grade levels;
- Foreign language component; and
- Global connection.

Roosevelt's Path

Roosevelt Elementary School has submitted an application to become a Primary Years Programme International Baccalaureate (PYP IB) Candidate School. If accepted, the school will begin a three-year process toward full implementation. Notification regarding acceptance is not expected until mid-summer.

To prepare for submission of the application, all staff members at the school participated in inservices, five teachers visited nearby IB schools, thirteen teachers received PYP Level I

training, and the principal received PYP Administrative training. As a final step, over 80% of the staff voted in favor of program implementation.

An informational meeting for parents was held prior to spring break to update families as to our progress toward becoming an IB school. A group of interested parents (including a PTO officer) met a team of teachers at Jefferson Lighthouse Elementary School on April 23 to tour the IB school. Three staff members recently participated in an elementary IB roundtable (sharing session) and brought back many ideas for the staff.

Parents have also been involved this year through monthly flyers explaining the Learner Profile characteristics (i.e. inquirer, thinker, caring). They have been able to nominate their children to be recognized for demonstrating the "Learner Profile of the Month." Pictures of these children have been displayed throughout the halls.

Small groups of teachers are currently scheduled to visit three area IB elementary schools to meet with staff, tour the school, and spend time in classrooms.

All staff are learning more about IB during Friday professional development afternoons and will have the opportunity to begin developing curriculum later this spring and in the summer.

Contract cost

The costs for this program are as follows:

- $4,000 application fee
- $8,400 annually during development period
- $7,000 annually once fully implemented

Additional costs for training, including travel may be incurred, although West Ridge Elementary and Jefferson Lighthouse, both in Racine, have invited Roosevelt teachers to participate in some local training. It will be much less since there will be no cost for travel or hotels, and a team of IB trainers will be travelling here instead. All costs are covered through Title I funding.

Conclusion

Administration supports the staff and parents at Roosevelt Elementary School as they apply to become an International Baccalaureate candidate school. This report is provided for information only.

Dr. Michele Hancock
Superintendent of Schools

Karen Davis
Assistant Superintendent of Schools

Nola Starling-Ratliff
Principal, Roosevelt Elementary School

Diane Wood
Teacher, Roosevelt Elementary School

Kenosha Unified School District
Kenosha, WI

May 14, 2013
Curriculum/Program Standing Committee

EXTENDED SCHOOL YEAR UPDATE

Background

Beginning in August of 2011, Frank Elementary and Wilson Elementary schools implemented an extended year schedule to limit the amount of time off between breaks, (especially summer), keep the school quarters as uninterrupted as possible while aligning with the typical KUSD calendar when most important, and extend student learning by offering enrichment and academic intensives for all students after each quarter.

Diagrams of the school years are attached.

Enrollment

Enrollment at each school has remained consistent since the extended year calendar was implemented. Frank showed an increase in students the first year, due to the closing of Columbus School. Wilson showed a decrease the first year of 28 students, due to the change in Language Acquisition Programming, and the elimination of busing for students not from the Wilson attendance area. The first year a few parents opted out of each school due to the calendar, however there was no requests made to transfer due to the calendar during the present school year.

Enrollment Comparison
Official 3rd Friday statistics

School	Year	Student enrollment
Frank	2010-2011*	429
	2011-2012	466
	2012-2013	457
Wilson	2010-2011*	238
	2011-2012	210
	2012-2013	210

*Prior to implementation

School Hours

Initially, Frank School waived participation in district ½ day professional development days and early release days. While this allowed for larger blocks of instructional time, it was less successful in terms of providing sufficient time for staff collaboration and professional development. Both Frank and Wilson participate in the current elementary week schedule that includes half-day Friday student dismissal.

School times for students at both schools are 8:15 – 3:15 Monday – Thursday, and 8:15 – 12:00 on Fridays.

Uniforms
Students at both schools wear uniforms, though they are different at each school.

Expeditionary Learning
Both Frank and Wilson have elected to implement Expeditionary Learning. This model is based on using data to drive instruction, project based learning, community building, and teacher professional development for engaging students in the learning process. Funding for the contract with EL school designers is supported through school Title I funds. The contract covers on-site training and coaching from EL staff, as well as registration at national EL conferences and visits to model schools throughout the region. The amount of the contract is determined by the number of teaching staff at the school, and declines over time.

	2011-2012	2012-2013	2013-2014*
Frank	$66,000.00	$77,450.00	$68,000.00
Wilson	$59,000.00	$69,000.00	$60,000.00

*projected

In addition to the contract with Expeditionary Learning, both schools incur additional related expenditures such as travel and substitute teacher costs.

Assessment of Student Achievement
Student achievement as measured by the Wisconsin Knowledge and Concepts Examination and the Measure of Academic Progress is summarized below for the two years of implementation and the year previous to implementation.

WKCE Data (old cut scores) Percent of Students Scoring at Proficient and Advanced			
School/Grade	**Reading**		
	10-11*	11-12	12-13
Frank			
Grade 3	6.7 (48.9)	7.1 (47.6)	9.1 (52.3)
Grade 4	16.4 (61.8)	4.7 (48.8)	10.4 (52.1)
Grade 5	7.1 (59.5)	10.0 (52.0)	8.9 (60.0)
Wilson			
Grade 3	10.7 (71.4)	8.3 (66.7)	0.0 (69.2)
Grade 4	3.4 (41.4)	0.0 (73.9)	0.0 (56.5)
Grade 5	14.7 (58.8)	4.5 (45.5)	16.7 (70.8)

*prior to implementation

WKCE Data (old cut scores) Percent of Students Scoring at Proficient and Advanced			
School/Grade	**Math**		
	10-11*	11-12	12-13
Frank			
Grade 3	24.4 (48.9)	26.2 (61.9)	11.4 (47.7)
Grade 4	50.9 (72.7)	25.6 (53.5)	27.1 (56.3)
Grade 5	28.6 (61.9)	24.0 (60.0)	22.2 (53.3)

Wilson			
Grade 3	25.0 (57.1)	25.0 (58.3)	23.1 (42.3)
Grade 4	20.7 (55.2)	26.1 (60.9)	26.1 (47.8)
Grade 5	23.5 (70.6)	13.6 (40.9)	25.0 (62.5)

*prior to implementation

Achievement is not yet at the level expected for students. The implementation of Expeditionary Learning teaching practices, with a strong emphasis on Common Core Standards, is designed to increase student engagement and achievement over time.

The 2012-2013 school year is the first during which it is possible to measure student growth during the academic year using the Measure of Academic Progress (MAP) test. The goal by the time of the winter assessment is that at least 50% of the students have either met or exceeded their individual growth projection. The table below indicates the level to which this goal has been met at Frank and Wilson this year.

MAP Data
Percent of Students Meeting or Exceeding Growth Projection
Fall 2012 – Winter 2013

	Reading	Math
Frank	47.8	41.7
Wilson	32.5	40.7

Student Transfers

Student mobility is an issue for Frank and Wilson. However, any eligible student who moves into either of these school attendance areas during the current school year is admitted. Depending on the time of year the student transfers, they will have priority registration during the enrichment weeks. Students moving out of the Frank School attendance area during the school year will be addressed following current KUSD policies.

Ms. Connolly notes that the rate of mobility in and out of Frank is consistent with that experienced before the calendar change. She does note that there are returning students who attend Frank for the August week, whose family then reports a move to another District school when the remainder of the schools open in September.

Ms. Jackson-Lewis notes that the rate of mobility in and out of Wilson seems to be limited to students from families new to the area. Students who have been at Wilson tend to remain there over time. She notes that she has been approached by 6-8 families who would like to enroll their students at Wilson but have been unable to due to class size constraints this year.

Staff members at both Frank and Wilson monitor August attendance closely, and work with Information Services and other principals to clean up student records once the remaining District schools open in September. Students who previously attended Frank or Wilson who did not attend school during August sometimes move during the summer and enroll at another District school in September. In these cases, their attendance is

adjusted to eliminate inaccurate unexcused absences or truancies recorded during the month of August.

Teachers

All teachers have participated in professional development through Expeditionary Learning. During the 2011-2012 and 2012-2013 school years, only two teachers from Frank and none from Wilson have chosen to transfer to other schools within the District.

There have been issues sharing itinerant or part-time staff between Frank or Wilson and other District schools, but they have been resolved when they occur. Whenever possible, staff members work at both Frank and Wilson so that there is no confusion between two different school schedules.

CLC/After School Programming

Both schools offer a 21st Century Community Learning Center program through a strong partnership with the Boys and Girls Club of Kenosha, and will do so for as long as funds are 21st CCLC funds are available. This partnership allows each school to serve 50-60 students who will participate in programming both in the school and at the Boys and Girls Club of Kenosha facility. Students who have been identified as needing additional academic assistance in reading and math will be invited to attend the CLC program first. The remainder of seats in CLC be open for enrollment on a first come first serve basis.

Students will remain at school immediately after dismissal to receive academic assistance from certified daytime teachers. Power Hour currently runs from 3:30 p.m. – 4:30 p.m. on Monday, Tuesday, Thursday, and Friday each week. Class sizes will vary based on teacher commitment, enrollment, and student ability. Parents have the option to pick up their students from school at 4:30 pm immediately after Power Hour or from the Boys and Girls Club of Kenosha who will serve dinner at 5:00 pm and close at 7pm.

After Power Hour on Monday, Tuesday, Thursday and Friday, all students are offered enrichment activities until 5:30 pm. On Fridays a bus transports students to the Boys and Girls Club. While there, students will participate in enrichment programs in the five core areas: Character Skills, Academics, Arts, Health & Nutrition, and Fitness as well as previously offered sports programs.

Students will be required to pay a $20 fee which will cover the entire year enrollment at the Boys and Girls Club of Kenosha, all competitive and league sports, as well as the CLC registration fee.

Enrichment Intensives

During the optional days following (immediately after) first, third, and fourth quarters, enrichment intensives based on the Expeditionary Learning philosophy will be offered. This will be optional for students and will not count against their attendance for the school year. Classes may be slightly larger and/or multiage depending on the intensive. The historical attendance data to data is summarized below. Ms. Connolly and Ms. Jackson Lewis note the following trends:

- Attendance during the spring enrichment weeks is highest, and lowest during the June enrichment weeks

- Frank student enrollment dropped in 2012-2013, and Ms. Connolly attributes this change to the inability to offer CLC services as well as summer school; Wilson enrollment did not significantly change
- According to s. 121.4 Wisconsin Statutes, districts may receive state aid for academic summer school provided classes begin and end during the summer months. To be eligible for aid, classes must start after the end of the previous school term and must end before the start of the new school year
- Both schools currently offer a full day, four day a week enrichment week program, funded through school Title I accounts
- Costs for the October and March intensive weeks at Frank totaled $34,000 for the 2012-2013 school year
- Costs for the October and March intensive weeks at Wilson totaled $22,000.00 for the 2012-2013 school year
- Field work experiences during the intensive weeks have been covered the past two years by a grant from the Mary Frost Ashley Foundation

Frank Enrichment Week Attendance					
2011-2012	Student attendance	% of school enrollment	2012-2013	Student attendance	% of school enrollment
October			October		
Week 1	275	61.1%	Week 1	204	45.3%
Week 2	266	59.1%	Week 2	187	41.6%
March/April			March/April		
Week 1	332	73.8%	Week 1	197	43.8%
Week 2	306	68.0%	Week 2	194	43.1%
June			June		
Week 1	172	38.2%	Week 1	NA	NA
Week 2	162	36.0%	Week 2	NA	NA

Wilson Enrichment Week Attendance					
2011-2012	Student attendance	% of school enrollment	2012-2013	Student attendance	% of school enrollment
October			October		
Week 1	108	54.0%	Week 1	127	63.5%
Week 2	100	50.0%	Week 2	126	63.0%
March/April			March/April		
Week 1	113	56.5%	Week 1	109	54.5%
Week 2	97	48.5%	Week 2	95	47.5%
June			June		
Week 1	70	35.0%	Week 1	NA	NA
Week 2	70	35.0%	Week 2	NA	NA

Student Response

Frank - Mrs. Jones' enrichment class on the solar system at Frank School shared their learning and will have some of their projects displayed at the Academic Showcase. While sharing their work, they were asked how they felt about the enrichment weeks. One student said: "I love the pink weeks, we have so much fun!" Another girl said she gets a chance to learn things that they did not do in her regular class. A boy said, "I did not come the first time but got bored, this is much better." A final student said, "it was fun but I want to stay home and play games. My mom wants me here to learn."

Wilson – During August this year, students provided several comments about being ready to come back to school early because they were "bored" at home, or would get to see friends. One student said he was glad school started in early August because he was "ready to learn." Students report that they like the enrichment weeks because they are "fun" and they would like to "learn like that all the time!"

Parent Response

Mrs. Connolly spoke to a few parents and here is a sample of the responses: "I like it for my son because he is not so bored in the summer." And "I can work more days while they are in school and that is better for my family." Another parent said, "I like that he has more days in school and he learns more things." Another response: "My daughter loves to come to school so she is happy to be here, I like that she is not home all summer."

Ms. Jackson-Lewis reports that parents appreciate the different school schedule because they feel it provides a safe place for their children for more of the year. Others have noted economic benefits to requiring less child care. Some parents take advantage of the intensive weeks within the school year for extended trips to visit family members rather than taking them during regular instructional time, as had happened in the past.

Conclusion

Administration supports the continuation of the extended school year calendar at Frank and Wilson. This is provided for information.

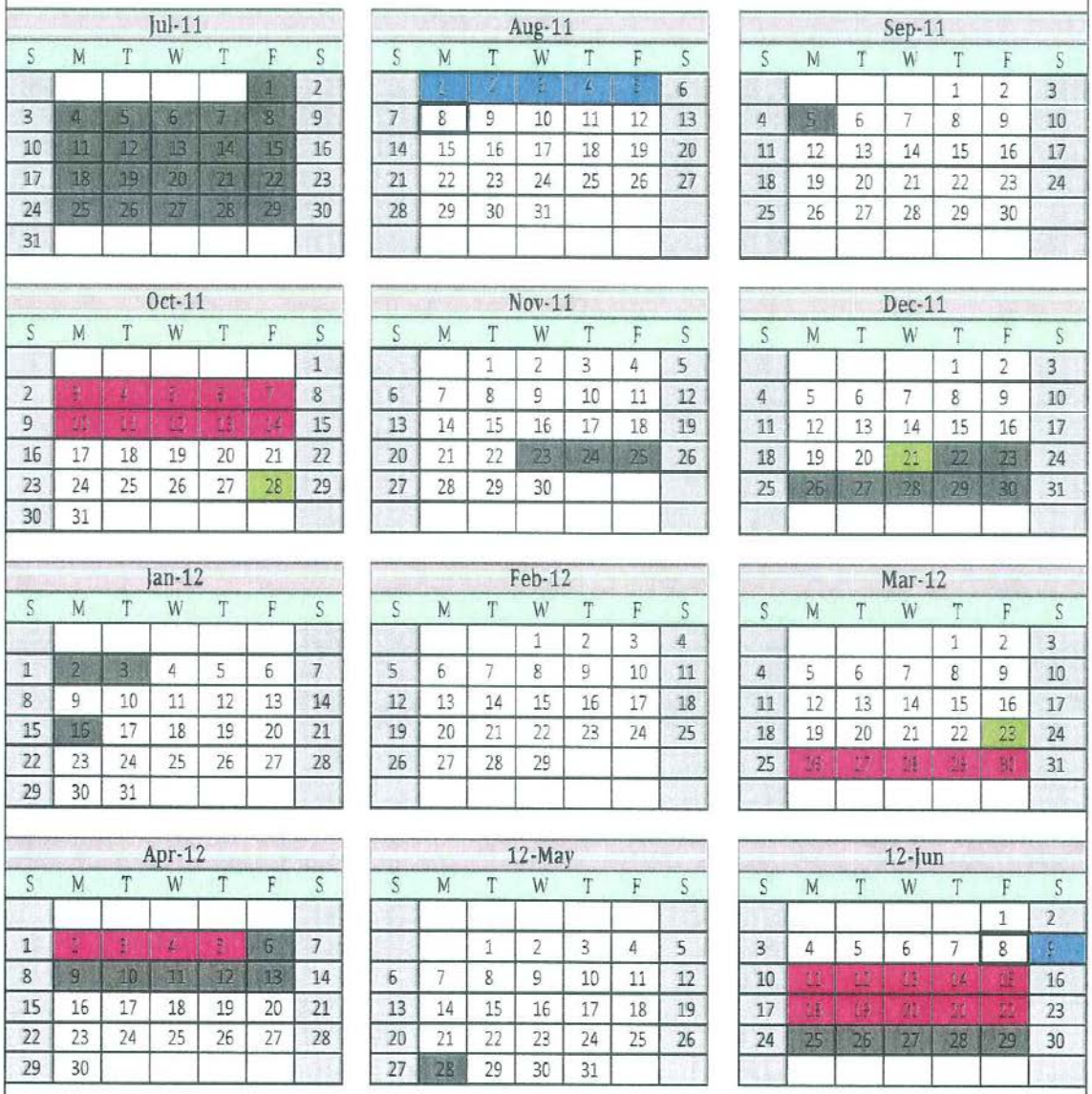
Dr. Michele Hancock
Superintendent of Schools

Karen Davis
Assistant Superintendent of Schools

Heather Connolly
Principal, Frank Elementary School

Yolanda Jackson-Lewis
Principal, Wilson Elementary School

2011-2012 Extended Year Calendar, Frank & Wilson Elementary School

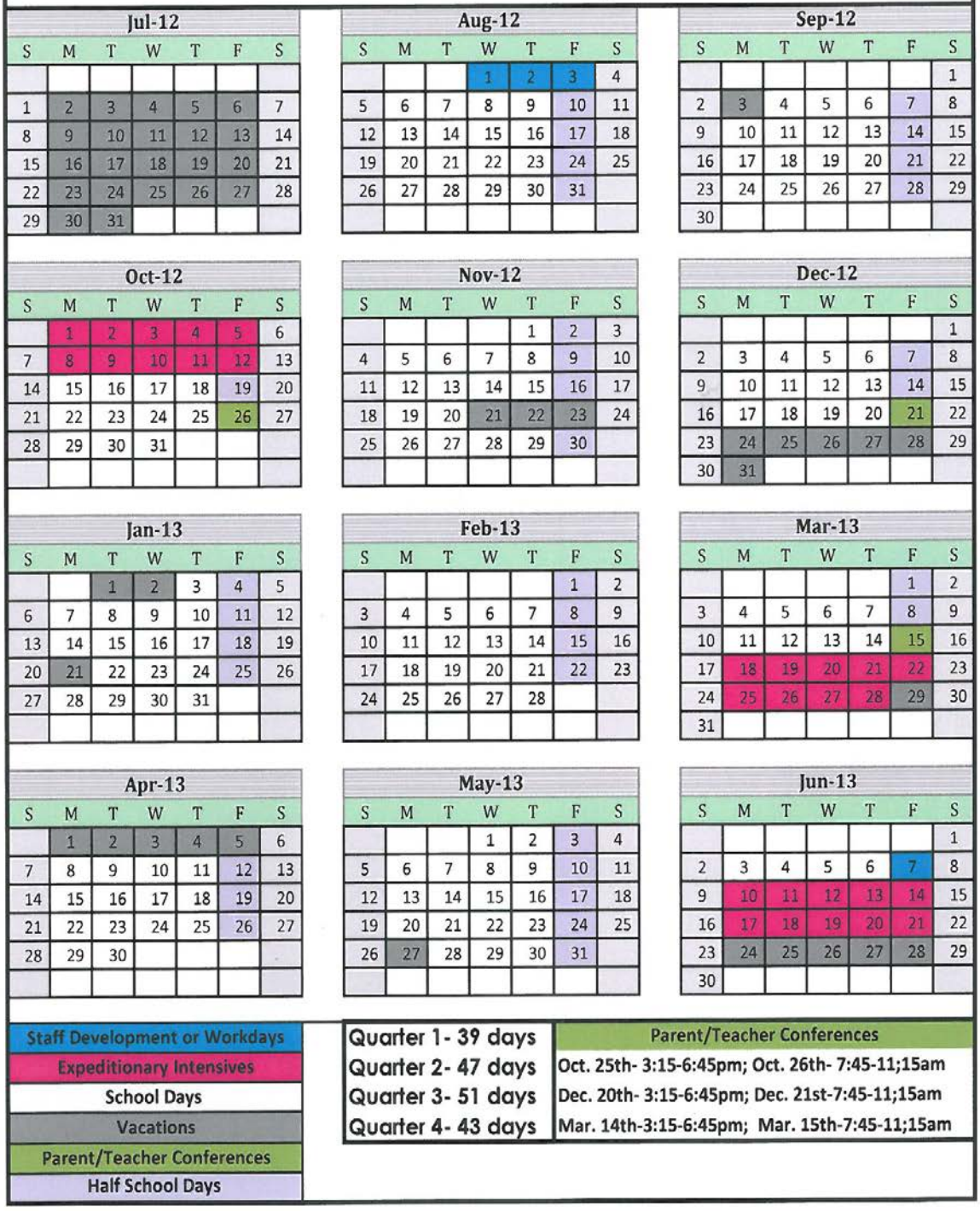


Staff Development or Workdays	
Expeditionary Intensives	
School Days	
Vacations	
Parent/Teacher Conferences	

Quarter 1- 39 days
Quarter 2- 43 days
Quarter 3- 56 days
Quarter 4- 39 days

Parent/Teacher Conferences
Oct. 27th- 3:00-6:30pm; Oct. 28th- 7:30-11am
Dec. 20th- 3:00-6:30pm;Dec. 21st- 7:30-11am
Mar. 23rd-7:30-3pm

2012-2013 Extended Year Calendar
Frank & Wilson Elementary Schools



Jul-12

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Aug-12

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Sep-12

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Oct-12

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Nov-12

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Dec-12

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Jan-13

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Feb-13

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Mar-13

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Apr-13

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May-13

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jun-13

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Staff Development or Workdays
Expeditionary Intensives
School Days
Vacations
Parent/Teacher Conferences
Half School Days

Quarter 1- 39 days
Quarter 2- 47 days
Quarter 3- 51 days
Quarter 4- 43 days

Parent/Teacher Conferences
Oct. 25th- 3:15-6:45pm; Oct. 26th- 7:45-11;15am
Dec. 20th- 3:15-6:45pm; Dec. 21st-7:45-11;15am
Mar. 14th-3:15-6:45pm; Mar. 15th-7:45-11;15am

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

May 14, 2013
Curriculum Program Standing Committee

Evans-Newton, Inc.
Building Highly Functioning Professional Learning Communities – UPDATE

This report is an update to a report provided on February 12, 2013 regarding a contract with Evans-Newton, Inc. to provide professional development to 20 elementary school Principals and Instructional Coaches related to the development and support of teacher collaboration teams structured as Professional Learning Communities, or PLC's. The schools participating in this project are:

**EBSOLA – Creative Arts
*EBSOLA – Dual Language
*Brass Community School
Brompton School
Dimensions of Learning Academy
*Forest Park
*Grewenow
Jeffery
KTEC
**McKinley
Nash
Pleasant Prairie
Prairie Lane
*Roosevelt
Somers
*Southport
*Stocker
**Curtis Strange
Whittier
PK Program

*Title I schools
** Title I Identified Focus School

Evans-Newton, Inc. is 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

1. As part of the ENI training, participating principals developed SMART goals to support the implementation of PLCs for one or more of the teams in their school, representing a total of 45 teams. Each principal developed a presentation with their Instructional Coach that was shared with the other principal and coach teams on February 5, 2013 reporting the challenges faced and the successes realized with the PLC teams in their schools. As a result of professionally sharing experiences and strategies, elementary principals have connected with each other for assistance and advice, creating the basis for establishing a Professional Learning Community within this administrative group.

2. Student achievement on the MAP assessment was monitored for growth as part of this evaluation. For this calculation, the 16 participating schools' fall (September - October) to winter (December – January) growth was averaged for reading and math. The Pre-Kindergarten team and charter schools are not included in this measurement. In reading, an average of **54.8%** of the students attending ENI-trained schools taking the MAP assessment met or exceeded their year-end growth projection, while the District overall average is 50.9%. In math, an average of **56.5%** of the students in these schools who took the MAP assessment met or exceeded their year-end growth projection, while the District overall average is 52.7%. A higher percentage of students met or exceeded their growth projections for reading and math at schools where the principal and Instructional Coach participated in ENI training and coaching.

3. All Principals conducted an observation-based assessment of their targeted PLCs in March. The Pre-Kindergarten team and charter schools are not included in this measurement for this report. The overall average score on a 4-point scale was 2.6, with 2 representing "needs more support" and 3 representing "making adequate progress". The following information indicates the percentage of teams out of a total of 38 that were directly observed by the principal to demonstrate skills expected of highly functioning PLC teams in the following major areas. The number in parenthesis represents the overall percentage of all 62 teams District-wide.
    - **74%** Analyze data and setting targets (46%)
        - Review strengths and gaps in student performance data
        - Set grade-level or course targets
        - Set classroom targets
        - Set individual student targets
    - **68%** Develop focus and a process for monitoring progress (42%)
        - Determine and prioritize areas of greatest academic need

Develop processes for monitoring student progress

- **67%** Build and share standards-based lessons (41%)
  Identify student work that demonstrates a range of proficiency
  Align curriculum to areas of greatest academic need
  Collaboratively work with colleagues to build lessons
  Incorporate frequent formative assessments in lessons
  Develop and administer common, interim and/or benchmark assessments
- **53%** Implement collaboratively designed lessons and monitor progress (33%)
  Use collaboratively built lessons and formative assessments
  Use protocols to collaboratively analyze and score student work
  Discuss how to engage students in monitoring their own progress
  Assess and document lesson effectiveness
  Ensure that interventions are effectively utilized
- **63%** Celebrate success and review progress of instructional teams' work (39%)
  Chart or record progress of teams' progress toward analyzing data and setting targets
  Archive effective lessons and assessments
  Update parents on student progress
  Reflect on the impact of instructional team work

A higher percentage of school teams demonstrated characteristics of effective PLCs at schools where the principal and Instructional Coach participated in ENI training and coaching.

4. Teachers participated in a self-evaluation of their PLC teams in February via an anonymous Survey Monkey instrument. A total of 437 teachers completed the survey. The following information shows the percentage of teachers from schools that participated in ENI training (308 respondents) who responded that the item was either "true" of their team, or "somewhat true and working on" and the number in parenthesis represents the overall percentage of responses from the 62 teams District-wide.
   - **98%** We have identified team norms and protocols to guide us in working together (92%)
   - **96%** Each member of our team is clear on the knowledge, skills and dispositions (essential learning) that students will acquire as a result of our course or grade level and each unit within the course or grade level (90%)
   - **92%** We have analyzed student achievement data and established SMART goals to improve upon this level of achievement we are working interdependently to attain (87%)
   - 80% We use the results of our common assessments to identify students who need additional time and support to master essential learning, and we work within the systems and processes of the school to ensure they receive that support **(81%)**
   - **86%** We have compared the essential learning with the common core standards and the high-stakes assessments required of our students (79%)
   - **85%** We have identified the prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction (78%)
   - **82%** We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills (77%)
   - **79%** We use the results of our common assessments to assist each other in building on strengths and weaknesses as part of an ongoing process of continuous improvement designed to help students achieve at higher levels (77%)

- **82%** We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in that area (76%)
- **82%** We have developed frequent common formative assessments that help us to determine each student's mastery of essential learning (76%)
- **80%** We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments (75%)
- **77%**We have agreed on the criteria we will use in judging the quality of student work related to the essential learning of our course, and we continually practice applying those criteria to ensure we are consistent (73%)
- **75%** We have developed or utilized common summative assessments that help us address the strengths and weaknesses of our programs (72%)
- **73%** We have taught students the criteria we will use in judging the quality of their work and provided them with examples (71%)
- **75%** We have developed or utilized common summative assessments that help us assess the strengths and weaknesses of our program (71%)
- **78%** We have identified course content and topics that can be eliminated so we can devote more time to essential learning for the grade level(s) in my family (69%)
- **70%** We formally evaluate our adherence to team norms and the effectiveness of our team at least twice per year (62%)

A higher percentage of teachers on teams from schools where the principal and Instructional Coach participated in ENI training and coaching reported that essential characteristics of an effective PLC were "true" or "somewhat true and working on" when compared to responses by all teams District-wide.

Comments were provided by 360 teachers to the item "During the second semester, our team will be focusing on…" and 353 teachers submitted comments to complete the item "As a member of the team, I will be working on…" Submitted comments reflected appropriate tasks for PLC teams and a commitment to working as a team member.

Conclusion

The elementary principals have identified growth in the development of highly functioning PLCs as demonstrated by an increase in principal collaboration, teacher development of specific PLC skills, and student academic growth, even though one entire school year has not yet been completed. These items were measured using survey data, observational data and student MAP growth data, and support that professional development for principals and teachers from Evans Newton, Inc. has been successful in building effective Professional Learning Communities. 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
Kenosha, Wisconsin

May 14, 2013
Curriculum/Program Standing Committee

MIDDLE SCHOOL HONORS REPORT

On March 12, 2013, the Curriculum/Program Committee requested an update regarding the clustering of students in middle school courses. As the historical perspective points out, honors offerings have been prevalent at the middle school level, namely in math and English.

A specific request was made at the March 12, 2013, standing committee meeting for Teaching and Learning—in conjunction with the middle school principals—to revisit the possibility of tighter clusters and to consider offering a more advanced level of math and English to ensure that students are accelerated and challenged.

Background

HISTORY OF GRADE 7 AND 8 HONORS COURSES

School Year 2010-11 Core Courses Offered.

- Grade 7 Mathematics
- Grade 7 Pre-Algebra—Honors offering
- Grade 8 Mathematics—Pre-Algebra
- Grade 8 Algebra 1—Honors offering
- Grades 7 and 8 English—Coded honors courses offered at Lance, Mahone, McKinley, and Washington Middle Schools

  (Lincoln Middle School did not have a coded honors class but did separate students by performance levels. Bullen Middle School did not offer honors English.)

- No middle school offered honors in science or social studies

School Year 2011-12 Core Courses Offered.

- Grade 7 Pre-Algebra for all students
    - A few students took an advanced math course outside their grade level in their home building (Algebra 1) or at another location (i.e., Kenosha eSchool).
- Grade 8 Mathematics—Pre-Algebra
- Grade 8 Algebra 1—Honors offering
- Grades 7 and 8 English—Continuance of 2010-11
- No middle school offered honors in science or social studies.

School Year 2012-13 Core Courses Offered.

- Grade 7 Pre-Algebra—Offered for all students
- Grade 8 Algebra 1—Offered for all students
- Grades 7 and 8 English—No separate honors sections
- Honors distinction options are now offered in math, English, science, and social studies in grades 7 and 8.

Outcomes

A meeting occurred with all middle school principals, the assistant superintendent of Secondary School Leadership, and members of Teaching and Learning to address the request noted by the March 12, 2013, Curriculum/Program Standing Committee. The outcomes are provided below:

- Seventh grade math
    - Advanced Pre-Algebra for seventh grade students
    - Pre-Algebra for seventh grade students
- Eighth grade math
    - Advanced Algebra for eighth grade students
    - Algebra for eighth grade students

- English/Language arts will remain; no advanced classes will be added for the 2013-14 school year. Students will be heterogeneously grouped.

- Science and social studies will remain; no advanced classes will be added for the 2013-14 school year. Students will be heterogeneously grouped.

- The honors distinction opportunity will continue, and the opportunity for honors distinction will be offered in all core classes: science, social studies, English/language arts, and math.

- Grouping of students for advanced math courses will be as follows:

    - Based on the top 1/3 of each class (7, 8) for each middle school

    - If a child is below the designated 1/3, every parent has the right to set an appointment with the building administration team to review all necessary data to ensure appropriate placement is considered for the child and may result in placement for the Advanced Pre-Algebra or Advanced Algebra course.

    - Appendix A for Top One-Third of Each Middle School

    - Appendix B for information RIT score

    - Appendix C for information on standard deviation

    - Appendix D for DesCartes: A Continuum of Learning

Dr. Michele Hancock
Superintendent of Schools

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

APPENDIX A

KENOSHA UNIFIED SCHOOL DISTRICT
2012-13 Winter MAP Scores
Top One-Third of each Middle School
Grades 6 and 7

	Total Enrollment	Number of Students	Low RIT	High RIT	Average RIT	Standard Deviation
Grade 6						
Bullen	274	91	222	244	229.8	5.8
Lance	332	111	228	257	235.1	5.6
Lincoln	248	89	221	247	227.9	6.3
Mahone	369	125	227	253	233.5	5.6
Washington	203	73	221	250	228.7	6.1
	1,426	489				
Grade 7						
Bullen	254	95	229	259	236.1	6.5
Lance	338	122	235	260	242.4	6.0
Lincoln	254	89	228	256	236.9	6.8
Mahone	380	132	234	257	242.1	6.2
Washington	225	75	228	260	236.6	7.9
	1,451	513				

APPENDIX B

What is a RIT score?

- RIT stands for **R**asch un**IT**, which is a unit of measure that uses individual item difficulty values to estimate student achievement. RIT scores create an equal-interval scale.

- Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale; it has the same meaning regardless of grade level.

- The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement.

- An advantage of the RIT scale is that it can relate the numbers on the scale directly to the difficulty of items on the tests. In addition, the RIT scale is an equal interval scale.

- Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale, and it has the same meaning regardless of grade level.

- RIT scales, like scales underlying most educational tests, are built from data about the performance of individual examinees on individual items. The theory governing scale construction is called Item Response Theory (IRT). NWEA uses a specific IRT model conceived by Danish mathematician, Georg Rasch, (1901-1980). Rasch is best known for his contributions to psychometrics, and his model is used extensively in assessment in education, particularly for skill attainment and cognitive assessments.

Characteristics of the RIT Scale include:

- It is an accurate scale.

- It is an equal interval scale.

- It helps to measure growth over time.

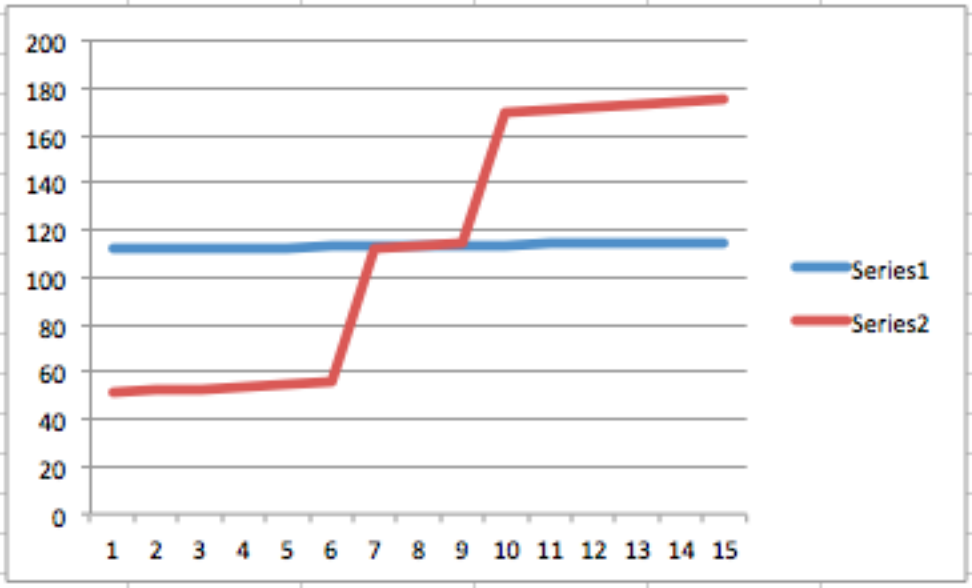
- It has the same meaning regardless of grade or age of the student.

The **standard deviation** is a statistic that tells you how tightly all the various examples are clustered around the mean in a set of data.

When the examples are pretty *tightly bunched together*, the *standard deviation is small.*

When the examples are *spread apa*rt, it means that you have a relatively *large standard deviation*.

112	51
112	52
112	53
112	54
112	55
113	56
113	112
113	113
113	114
113	170
114	171
114	172
114	173
114	174
114	175
113	113
0.845	55.110



Series 1 shows a close knit group - all students close to the same ability.

Series 2 shows a very diverse group - students abilities are spread out much more.

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

DesCartes: A Continuum of Learning®

Mathematics

Goal: Algebra, Functions, Expressions, & Equations

RIT Score Range: 241 - 250
Statements Last Updated: Mar 21, 2013

Skills and concepts to Enhance (73% Probability*) 231 - 240	Skills and Concepts to Develop (50% Probability*) 241 - 250	Skills and Concepts to Introduce (27% Probability*) 251 - 260
Expressions & Properties of Operations	**Expressions & Properties of Operations**	**Expressions & Properties of Operations**
• Calculates the power of a number (e.g., 8 = 2^3) • Evaluates expressions containing powers (e.g., 3^2 x 2^3) • Solves problems with scientific notation • Describes and uses a variable with whole numbers, multiplication, and division in a contextual situation • Uses expressions to represent situations that involve variable quantities with exponents • Uses basic operations on algebraic expressions (substituting for unknowns) • Recognizes commutative, associative, distributive, symmetric, transitive, and reflexive properties • Uses basic operations on algebraic expressions (combining like terms) • Uses basic operations on algebraic expressions (expanding - monomial by a binomial) • Writes equivalent forms of algebraic expressions (e.g., (x + 3)/2 = x/2 + 3/2) • Represents relationships of quantities in the form of an expression • Uses basic operations on algebraic expressions (uses correct order of operations) • Writes a whole number in scientific notation • Determines the prime factorization of a number • Models algorithms using place value concepts (multiplication and division with whole numbers) • Evaluates numerical expressions using the order of operations (whole numbers only) • Evaluates expressions using the order of operations, including exponents (whole numbers only) • Evaluates numerical expressions using the order of operations (using integers) • Divides rational expressions in a/b form • Uses the distributive property	• Determines the prime factorization of a number using powers • Writes a whole number in scientific notation • Writes a decimal in scientific notation • Evaluates expressions using the order of operations, including exponents (whole numbers only) • Evaluates numerical expressions using the order of operations (using integers) • Simplifies expressions containing square roots • Simplifies rational expressions with scientific notation • Solves problems with scientific notation • Describes and uses a variable with whole numbers, multiplication, and division in a contextual situation • Uses expressions to represent situations that involve variable quantities with exponents • Evaluates expressions by substituting with rational numbers • Simplifies polynomial expressions • Multiplies binomials • Factors trinomials in the form x^2 + bx + c • Factors polynomials using difference of squares • Uses basic operations on algebraic expressions (uses correct order of operations)	• Simplifies monomials • Simplifies polynomial expressions • Simplifies algebraic expressions with integer exponents • Multiplies binomials • Multiplies a polynomial by a polynomial • Uses expressions to represent situations that involve variable quantities with exponents • Factors polynomials by identifying common factors • Factors trinomials in the form x^2 + bx + c • Factors polynomials using difference of squares • Simplifies expressions containing square roots • Solves problems with scientific notation • Describes and uses a variable with whole numbers, multiplication, and division in a contextual situation • Divides a polynomial by a monomial • Evaluates expressions by substituting with rational numbers
Solve Problems and Use Equations & Inequalities	**Solve Problems and Use Equations & Inequalities**	**Solve Problems and Use Equations & Inequalities**
• Solves difficult real-world problems involving decimals (e.g., multiple multiplications, conversions) • Uses estimation to solve problems involving proportional reasoning (decimals only) • Solves real-world problems involving addition and subtraction of fractions where converting both denominators is necessary • Uses models to multiply and divide fractions and mixed fractions and connect the actions to algorithms	• Uses reasoning strategies to solve problems • Solves real-world problems involving rate of pay with time and a half • Uses the multiplicative inverse property with rational numbers • Solves linear equations with fractions • Solves problems involving simple interest rates without the formula • Solves 2-step open sentences with missing factors (variables on both sides of the sentence)	• Uses graphs to solve systems of linear inequalities • Determines the length of the side of a square, given the area • Uses reasoning strategies to solve problems • Writes equivalent forms of algebraic equations using multiplication and division • Solves linear equations using rational numbers

Explanatory Notes
* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.

DesCartes: A Continuum of Learning®

Mathematics

Goal: Algebra, Functions, Expressions, & Equations

RIT Score Range: 241 - 250
Statements Last Updated: Mar 21, 2013

Skills and concepts to Enhance (73% Probability*) 231 - 240	Skills and Concepts to Develop (50% Probability*) 241 - 250	Skills and Concepts to Introduce (27% Probability*) 251 - 260
Solve Problems and Use Equations & Inequalities	**Solve Problems and Use Equations & Inequalities**	**Solve Problems and Use Equations & Inequalities**
• Divides a fraction by a fraction • Divides a fraction by a whole number • Divides a mixed fraction by a whole number • Divides a whole number by a mixed fraction • Divides a mixed fraction by a fraction • Solves 2- or more step real-world problems involving fractions with multiplication and division • Solves problems involving fractions (e.g., multiple operations, conversions) • Solves real-world problems involving rate of pay with time and a half • Solves problems involving addition and subtraction of integers • Expresses a simple linear equation from a contextual situation • Solves 2-step open sentences with missing factors (variables on both sides of the sentence) • Solves 2-step linear equations • Solves linear equations with integers • Solves linear equations with fractions • Solves linear equations using rational numbers • Applies algebraic methods to solve real-world problems • Determines slope from a linear equation • Uses polynomial equations to solve complex real-world problems (e.g., using distributive property, variables on both sides) • Uses graphs to solve simple systems of linear equations • Solves simple one-step inequality open sentences • Expresses a simple linear inequality from a contextual situation • Solves simple linear inequalities using graphs • Converts from Celsius to Fahrenheit, given conversion ratios	• Solves linear equations using rational numbers • Solves open sentences with fractions • Applies algebraic methods to solve real-world problems • Applies algebraic methods to solve a variety of real-world and theoretical problems • Solves problems involving consecutive numbers • Uses polynomial equations to solve complex real-world problems (e.g., using distributive property, variables on both sides) • Uses algebraic methods to solve systems of linear equations • Solves simple one-step inequality open sentences • Solves single variable linear inequalities with the variable in only one member using number lines • Solves linear inequalities using graphs • Solves complex real-world problems involving capacity • Converts from Celsius to Fahrenheit, given conversion ratios	• Applies algebraic methods to solve complex real-world and theoretical problems • Rewrites a complex formula to solve for a specific variable • Solves quadratic equations by factoring • Solves quadratic equations by completing the square • Solves polynomial equations (e.g., $ax = b + cx$, $a(x + b) = c$, $ax + b = cx + d$, $a(bx + c) = d(ex + f)$, $a/x = b$) • Uses polynomial equations to solve area and perimeter problems • Uses the Multiplication Property of Equality as a first step in solving systems of linear equations • Uses substitution as a first step in solving systems of linear equations • Uses algebraic methods to solve systems of linear equations • Uses graphs to solve systems of linear equations • Solves real-world systems of linear equations • Solves single variable linear inequalities with the variable in only one member using number lines • Solves single variable linear inequalities with variable in both members using number lines
Use Functions to Model Relationships	**Use Functions to Model Relationships**	**Use Functions to Model Relationships**
• Recognizes and extends arithmetic sequences (predicts nth term) • Recognizes and extends the Fibonacci sequence • Writes linear equations when given ordered pairs • Writes the equation of a horizontal or vertical line when given the graph of the line • Represents real-world functions using an equation • Uses mapping diagrams to represent functions • Uses tables to determine function equations • Identifies the graph type, given equations of linear and nonlinear functions	• Represents growing arithmetic patterns using algebraic expressions or equations • Uses linear equations to represent situations involving variable quantities • Writes linear equations when given ordered pairs • Writes the equation of a horizontal or vertical line when given the graph of the line • Determines x- or y-intercept of a given linear equation • Identifies and describes situations with varying rates of change • Solves quadratic equations using concrete models and tables	• Analyzes the properties and characteristics of exponential functions • Uses an algebraic expression to represent a triangular number pattern • Rewrites an equation for a line in standard form • Determines x- or y-intercept of a given linear equation • Writes the equation of the line when given the graph of the line • Determines the graph of a line when given the equation • Writes linear equations, given two points on a line • Determines slope from graphs • Determines slope from ordered pairs and tables

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.

DesCartes: A Continuum of Learning®

Mathematics

Goal: Algebra, Functions, Expressions, & Equations

RIT Score Range: 241 - 250
Statements Last Updated: Mar 21, 2013

Skills and concepts to Enhance (73% Probability*) 231 - 240	Skills and Concepts to Develop (50% Probability*) 241 - 250	Skills and Concepts to Introduce (27% Probability*) 251 - 260
Use Functions to Model Relationships	Use Functions to Model Relationships	Use Functions to Model Relationships
• Solves problems involving simple functions • Solves problems involving complex functions • Interprets data given in line graphs to solve problems • Represents geometric sequences using written descriptions in recursive terms (present term, next term)	• Uses tables to determine function equations • Represents a real-world function using a complex equation (e.g., variables on both sides, distributive, rational) • Models real life functions using function notation • Determines the minimum and maximum of a quadratic function • Analyzes the properties and characteristics of exponential functions • Determines the x- and/or y-intercept of an equation of a function • Performs operations on functions • Solves problems involving complex functions • Determines the domain and range of a function	• Interprets the meaning of slope and intercepts in problem solving situations • Identifies and describes situations with varying rates of change • Identifies discriminants and roots • Solves polynomial equations with integers as exponents • Represents a real-world function using a complex equation (e.g., variables on both sides, distributive, rational) • Models real life functions using function notation • Distinguishes between linear and nonlinear functions (analysis) • Uses graphs to represent functions and interpret slope • Identifies the equation of a parabola • Determines the vertex of a parabola • Determines the minimum and maximum of a quadratic function • Investigates, describes, and predicts the effects of parameter changes on the graphs of exponential functions • Determines the effects of parameter changes on functions • Determines the domain and range of a function
New Vocabulary: algebraic sentence, arithmetic progression, depreciate, discount, equation of a line, is less than, regression equation, time-and-a-half	*New Vocabulary:* exponential, identity, inverse, polynomial, reciprocal, solution set, y-intercept	*New Vocabulary:* coordinate plane, quadratic equation, undefined, wider, x-coordinate, y-coordinate
New Signs and Symbols: ≤, ≥, ( ) ordered pair, f(x) the value of the function f at x, > greater than, > greater than, ≥ greater than or equal to, kg kilogram, km kilometer/kilometre, ≤ less than or equal to, • multiplication symbol (dot), % percent, - subtraction	*New Signs and Symbols:* None	*New Signs and Symbols:* [ ] square brackets, { } set notation, P perimeter

Explanatory Notes
* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.

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Kenosha Unified School District
Kenosha, Wisconsin

May 14, 2013
Curriculum/Program Standing Committee

ELEMENTARY STANDARDS-BASED GRADING COMMUNITY PRESENTATION

Background

On February 14, 2013, Teaching and Learning presented a report titled, "Elementary Standards-Based Grading: Progress Monitoring and Assessing for Student Learning." The intent of this report was to communicate the need to move toward a standard-based grading student-parent report that is aligned with the 2010 adopted Common Core State Standards. As the Kenosha Unified School District focuses on the Transformation 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 reporting tool measures student learning using clearly defined standards; however, students' progress in grades 3 through5 is dependent on a scale using letter grades. Feedback from teachers, parents, and research indicates effective reporting tools focus on the process of learning and the progress of the individual student; i.e. standards-based grading.

A committee was formed in September 2012 to design a reporting tool to be used by all students in kindergarten through grade 5. (See Attachment A.) As a part of the committee's work, members of the community were invited to three public sessions held during March 2013 for the purpose of explaining standards-based grading and examining the reporting tool. This report was requested during the April 9, 2013, Curriculum/Program Standing Committee Meeting and provides specific information regarding the community meetings.

Summary of Community Meetings

DATE	LOATION	ATTENDANCE*
March 11, 2013	Bradford High School	10
March 13, 2013	Tremper High School	12
March 20, 2013	Indian Trail High School and Academy	15
May 14, 2013	Educational Support Center	Unknown at the time of this report

*Note: Not all participants signed the guest sign-in sheets. The number represents only those who selected to sign in. For example, parents who arrived late did not sign in.

Presentation to Community Members

The presentation to community members consisted of distinct segments:

1) Premeeting notification,
2) Background research on grading and reporting,
3) Interactive dialogue, and
4) Personalized conferences.

A description of each segment is provided.

PREMEETING NOTIFICATION

- Written communication to all administrators
- Flyer provided to all administrators
- Automatic call to parents

Meeting with Parents. 6 p.m. to 7 p.m.

BACKGROUND RESEARCH ON GRADING AND REPORTING

- Student performance should match the learning expectations set forth by the Common Core State Standards.

- Grades must accurately describe the student's progress and current level of achievement.

- Habits of scholarship should be assessed and reported separately.

- Learning targets are for communication, not motivation for punishment.

- Student engagement is key to the grading process.

INTERACTIVE DIALOGUE

- Participants viewed the standards-based reporting tool and provided feedback to three questions.

- Groups of parents discussed their responses, and groups were given the opportunity to share their questions with the whole group.

PERSONALIZED CONFERENCES

7 p.m.—as needed

- Parents with additional questions conferenced with committee members. The process allowed individuals to expand their comments, clarify remaining questions, and obtain additional information regarding the Common Core Standards and standards-based grading.

Outcome

As a result of the three meetings, it was noted that two recommendations emerged. Teaching and Learning has begun to move forward on these recommendations.

1) All elementary principals will host an elementary report card meeting at his/her site so that more parents have an opportunity to hear and learn about the new assessment report card tool.

2) A brochure from Teaching and Learning will be developed so that each school will have an opportunity to distribute information explaining this new standards-based report card, providing the necessary background information to parents about reporting progress based on the Common Core State Standards.

Summary

This is an informational agenda item update.

Dr. Michele Hancock
Superintendent of Schools

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

ATTACHMENT A

COMMITTEE TIMELINE

Elementary Reporting Committee

MONTH	ACTION
September 2012	• Identified elementary teachers • Committee members selected subcommittee.
October 2012	• Reviewed current best practices related to elementary standards-based reporting • Built background knowledge of committee members using authors such as Rick Wormeli, Thomas Gusky, and Rick Stiggins
November 2012	• Reviewed and rated reporting tools used in districts within and beyond Wisconsin • Analyzed technology capabilities • Began the creation of four levels of performance indicators
December 2012	• Developed and reviewed sample reporting tools based on research completed during the prior month
January 2013	• Presented each subcommittee to the entire group • Created revisions of drafts created in December
February 2013	• Final revision • Planned district presentations for professional learning regarding standards-based grading practices
March 2013	• Presented to building principals and instructional coaches • Presented to community stakeholders • Began building-level presentations to teachers
April 2013	• Conducted meetings as needed at building sites • Concluded building-level presentations to teachers • Began planning with Frank Elementary School and Wilson Elementary School • Assessed computer-based tools

May 2013	• Final meeting with community stakeholders • Work with Information Services, Frank Elementary School, and Wilson Elementary School will continue through the summer months. • Presentation to Curriculum and Programming Standing Committee

ATTACHMENT B

COMMUNITY FEEDBACK

Written Feedback Collected During Community Sessions

- Why is KUSD ignoring the fact that not all students are going to college, not all students will even graduate from high school? We need to offer math classes for all of our students, not just the college bound.
- Make sense of problems and persevere in solving the problems.
- Are Common Core Standards based on grade level?
- "Clear learning goals": Clear to whom? Parent or teacher?
- If Rick Wormeli is correct, why is this grading system not translatable to middle school and high school?
- Formative assessments?
- The teachers will be informed about these standards in August. Will the students have them explained? How? When? Beginning of school year? Start of a unit?
- How easily will these students transition to grades in middle school?
- Will students continue to be evaluated on these standards in middle school (in addition to letter grades), or are they changing here too?
- Will teachers have some sort of rubric per assignment that the student can readily see it and the grading?
- Is this broken down per assignment or just per test?
- What if a child does well on work but doesn't test well?
- Are these standards broken down like MAP scores, which are broken into specific skills?

- I have concerns that the “1” score doesn’t accurately reflect the child who is not able to achieve any of the standards.

- What is the expectation for teachers entering evidence info? Nightly? Weekly?

ATTACHMENT C

SUMMARY OF STANDARDS-BASED GRADING RESEARCH

Overview

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 PARADIGMS	
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.
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.

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STANDARDS-BASED GRADING

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The Process

- September 2012: Principal Meeting—18 Participants
- October 2012: Teacher Committee Established—2 per school
- October 2012-March 2013: Teacher Committee Work
- February 2013: Board Presentation
- March 2013: Parent Meetings
- March 2013: Principal and Instructional Coach Meetings
- March/April 2013: Staff Presentations
- August 2013: Trainings

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The Teachers

Brass—Randy Hoover
Brompton—Patty Begotka
Forest Park—Allyson Brand
Forest Park—Susanne Ventura-Knox
Frank—Dawn Randell
Grewenow –Laura Rabenhorst
Grewenow—Jason Shike
Harvey—Julie Reynolds
Jefferson—Toni Beams
Jefferson –Lisa Labatore
Jeffery—Melissa Andrews
Jeffery—Mindy Duford
Pleasant Prairie—Gayle Collins
Pleasant Prairie—Wendy LaLonde
Prairie Lane—Lisa O'Reilly
Prairie Lane—Vittoria Sharkey
Roosevelt—Lisa DeKeuster
Roosevelt—Kimberly Solomon
Somers—Helena Boles
Somers—Justine Jerry
Somers—Ramona Young
Stocker—Dawn Biernat
Stocker—Val Navarro
Vernon—Sandra Chase
Whittier—Maggie Jagel
Whittier—Rada Preston
Wilson—Tamara Gerdes
eSchool—Darlene Christianson

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Informational Parent Meetings

"Learn about student assessing and changes to report cards."

- March 11, 2013—Bradford High School
- March 13, 2013—Tremper High School
- March 20, 2013—Indian Trail High School and Academy

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What are Standards, and Why Change?

- **A standard defines what a student should know and be able to do at each grade level.**
- **Standards-based reporting gives students, parents and teachers meaningful information describing how well a student is performing based on what the student is expected to know and be able to do.**

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What are Standards, and Why Change?

- Parents and students will get more information about:
  - What students are expected to learn
  - Strengths and weaknesses specific to each subject area standard
  - Work habits and behaviors important to learning

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What are Standards, and Why Change?

- Standards-based grading motivates students.
  - Provides clear learning goals—authentic, respectful learning tasks
  - High quality tasks—doable
  - Relevant assignments—choices
  - Engaging tasks—interesting

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Report Card Indicators

Common Core State Standards for:
- English Language Arts
- Mathematics

Next Generation Science Standards (March/April 2013 release)

C3 (College, Career, and Civic Life) Social Studies State Standards

State Standards for:
- Physical Education
- Fine Arts

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If you want to show student **growth**, you cannot rely on the 100-point scale.

KUSD Policy 6452
Student Progress Reporting
Grades 3-12

A+	98-100%
A	93-97%
A-	90-92%
B+	86-89%
B	83-85%
B-	80-82%
C+	76-79%
C	73-75%
C-	70-72%
D+	66-69%
D	63-65%
D-	60-62%
F	0-59%

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Standards-Based Grading Requires Changes in Grading Practices

- Changing Mindsets
- Impact of Zeros and Averaging

100
100
100
100

0 Oh Oh!

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What are You *Really* Measuring?

The test covers two concepts: patterns and data analysis.

- 65 points for patterns
- 35 points for data analysis

Student 1	**Student 2**
65/65 for patterns	35/65 for patterns
5/35 for data analysis	35/35 for data analysis
Equals: 70/100	**Equals: 70/100**

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Q:

How do you handle the issue of zeros on the 100-point scale?

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Elementary Proficiency Scale

Assessment Key	Standard Mark
Meeting Standard: The student can perform this standard consistently and independently.	4
Approaching Standard: The student is usually independent in performing this standard. The student may need some support and/or need to increase consistency in performance.	3
Progressing Toward Standard: The student usually needs support in performing this standard. The student is sometimes able to perform this standard independently but often requires support.	2
Beginning Work on Standard: The student needs frequent support to perform this standard.	1
Not yet assessed	N/A

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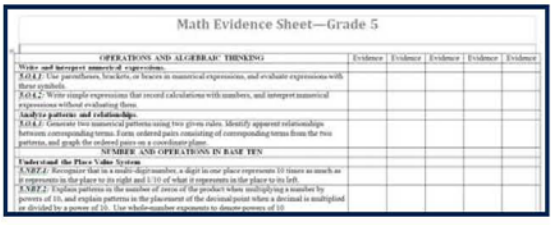
Evidence Sheet:
Comprehensive List of Standards for Teachers



Math Evidence Sheet—Grade 5

OPERATIONS AND ALGEBRAIC THINKING	Evidence	Evidence	Evidence	Evidence	Evidence
Write and interpret numerical expressions.					
5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.					
5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.					
Analyze patterns and relationships.					
5.OA.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.					
NUMBER AND OPERATIONS IN BASE TEN					
Understand the Place Value System					
5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.					
5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.					

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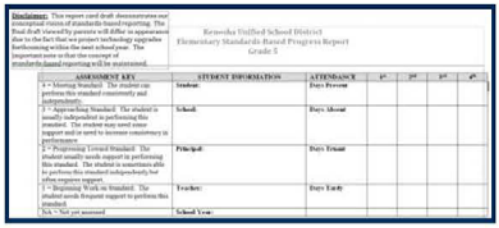
Report Card:
Summary of Performance for Parents



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Technical Training for:
Gradebook—"Evidence Recording" and Progress Reports

Q/Zangle Work: Spring and Early Summer

- Instructional Technology and Information Services will work through gradebook options.
- Three teachers from the committee will be given "playground" access to assist with the work that needs to be done with the gradebook options.

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Technical Training for:
Gradebook—"Evidence Recording" and Progress Reports

Train the Trainers: Two Dates (Early August 2013)

- Identify two classroom teachers as trainers.
- Primary and intermediate representation is needed.
- Selected trainers need to have a passion for technology.

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Technical Training for:
Gradebook—"Evidence Recording" and Progress Reports

Training Staff: First week of School

- Training needs to be separated for K-2 and 3-5.
- Trainings will be up to three hours.
- Secretaries need to have classes set in Zangle prior to the training.

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Technical Training for:
Gradebook—"Evidence Recording" and Progress Reports

Marks Reporting Training: Before First Marking Period

- Training videos will be provided prior to Marks Reporting for refreshers.

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What is the Most Important Change?

- **The most important difference is the focus on what students learn and can demonstrate, not just what is taught.**
- **If we teach it and they do not learn it, it does not count. Both teacher and student need to keep working at it!**

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Resources

To learn more about standards and grading practices:

http://www.commoncore.org/

http://www.nextgenscience.org/

http://www.ccsso.org/Resources/Publications/Vision_for_the_College_Career_and_Civic_Life_Framework_for_Inquiry_in_Social_Studies_State_Standards.html

Wormeli Videos:

Impact of Zeros -
http://www.schooltube.com/video/b10a7cac2f8ce1c06465/
Evidence - http://www.youtube.com/watch?v=NC7ZI8zr_Mk
Defining Mastery - http://www.youtube.com/watch?v=nPUqKp-n_hs

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KENOSHA UNIFIED SCHOOL DISTRICT

May 14, 2013
Curriculum/ Program & Personnel/Policy Joint Standing Committee

Policy and Rule 6633 – Student Technology Acceptable Use

Policy and Rule 6633 – Student Technology Acceptable Use provides guidelines for students utilizing technology in their educational activities. Federal expectations related to student privacy and online protection help establish a framework for students to grow as a responsible 21st Century learner. Traditionally this policy has only referenced student use of district owned technology. With the increase of student owned devices, and planned progression of appropriate use regardless of the device, the policy must now reflect these additional scenarios.

This policy will be a mandatory item within our annual online student re-enrollment procedures, and also distributed electronically to each student at the start of each school year. Curriculum related to proper technology expectations is increasing each year, aligned with the district goal of "ensuring all students and staff are proficient in information, technology, and media literacy".

Administrative Recommendation:

Administration recommends that the Curriculum/Program and Personnel/Policy joint Standing Committee forward the proposed revisions to Policy and Rule 6633 – Student Technology Acceptable Use to the Board of Education for approval as a first and second reading at the May 21, 2013 and June 25, 2013 regular school board meetings.

Dr. Michele Hancock
Superintendent of Schools

Kristopher Keckler
Executive Director of Information & Accountability

POLICY 6633
STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

The Kenosha Unified School District expects students to use technology in ways that promote a productive educational environment. Technology includes, but is not limited to, electronic devices, private and public networks. With this educational opportunity comes personal responsibility. Primary responsibility for appropriate use of technology resources resides with the student. School and network administrators and staff will review files and communications to maintain system integrity and to ensure that the network is being used responsibly. All communication including text and images may be disclosed to third parties and/or law enforcement without prior consent of the sender or receiver.

In accordance with requirements of the Children's Internet Protection Act (CIPA), technology protection measures shall be used, to the extent practical, to promote the safety and security of users. Access to inappropriate electronic material and communications will be filtered. ~~As part of its Internet safety practices, Kenosha Unified School District is educating students about appropriate online behavior, including interacting with other individuals on social networking websites, and chat rooms as well as cyberbullying awareness and response.~~ **Digital Media and mobile devices are dynamic and continue to increase in functionality, while at the same time becoming more affordable and ubiquitous. Allowing students the opportunity to utilize their own devices within district technology networks and staff monitored environments will only expand the skillset needed to operate in a comfortable and responsible manner. Student-owned devices should only be used as a resource for learning, and strengthen the integration with curriculum and collaboration. Aligned with the Protecting Children in the 21st Century Act, KUSD will continue to reinforce the instructional practices related to Internet safety, appropriate online behavior, social networking, chat rooms, and cyberbullying issues. Review and agreement of this policy will be an annual expectation for students and parents/guardians.**

LEGAL REF.: Wisconsin Statutes
Sections 120.12(1) [Board duty; care and control of school district property]
120.13 [Board power to do all things reasonable for the cause of education]
121.01(1)(h) [Instructional materials standard]
943.70 [Computer crimes]
947.0125 [Unlawful use of computerized communication systems]
U.S.C. 17, Federal Copyright Law [Use of copyrighted materials]
Children's Internet Protection Act [Online safety]
Neighborhood Children's Internet Protection Act [Online safety]
Children's Online Privacy Act [Online privacy protection]
Broadband Data Improvement Act, Title II, Section 215 [Internet safe use]
Protecting Children in the 21st Century Act

CROSS REF.: 3535, Technology Acceptable Use Policy
3531.1, Copyrighted Materials
5111, Bullying/Harassment/Hate
5430, Student Conduct and Discipline
5437, Threats and/or Assaults by Students
6110, Instructional Program Mission and Beliefs
6210, Core Values
6470, Student Records
6600, Instructional Resources
6610, Selection of Instructional Materials

6620, Library Resources
6634, Assistive Technology

AFFIRMED: November 28, 1995

REVISED: January 29, 2002
May 22, 2007
July 28, 2009
June 28, 2011

RULE 6633
STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

General school rules for behavior and communications apply, including the District's anti-harassment policies. Students shall abide by District guidelines governing Internet safety and acceptable use. Misuse of electronic resources including the Internet may result in loss of access privileges and school disciplinary action may be taken. Appropriate legal action may also be taken against students performing illegal activities using electronic resources.

- Students shall not engage in an electronic activity that disrupts, distracts, or compromises the learning process or the environment.
- Electronic activities must not contain profanity, obscene comments, sexually explicit material, or expressions of bigotry, racism, or hate.
- Students shall not use District technology resources for personal commercial activities not related to instruction. Personal purchase or sale of products or services is prohibited.
- **Students shall have the ability to use their own devices within communicated instructional guidelines and practices while on school grounds.**
- Students must abide by all applicable copyright and licensing laws when using technology resources within the District.
- Students shall maintain confidentiality of their usernames and passwords and shall not utilize usernames and passwords of others.
- All Student produced web pages are subject to approval and ongoing review by staff. All web communication should reflect the mission and character of the school and District.
- Students shall not breach or disable network security mechanisms or compromise network stability or security in any way. Student shall refrain from utilizing proxy gateways to bypass monitoring or filtering.
- Students are responsible for reporting any inappropriate media or resources they encounter~~.~~**, regardless of who owns the device.**

The District's technology resources are District assets. While the District respects the privacy and security needs of all individuals, authorized District representatives may review, audit, intercept, access and/or disclose all communications created, received or sent using District technology.

Use of Personally Owned Technology Equipment Connected to District Network Infrastructure
1. Personal technology may be used to connect to the District infrastructure, when authorized.
2. The use of personal technology must not interfere with legitimate educational purposes and must be used in accordance with the overall Technology Acceptable Use Policy.
3. Personal technology devices and applications must not interfere with the operation and integrity of the District's internal wired and wireless network.
4. The District is not responsible for the support, safety, or security of personal technology devices that students choose to bring into the District.

Electronic information, including the Internet, is dynamic. This makes it challenging to predict or reliably control what information students may encounter. District staff makes every reasonable effort to filter inappropriate content.

KENOSHA UNIFIED SCHOOL BOARD
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
March 12, 2013
MINUTES

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Gallo was called to order at 5:35 P.M. with the following Committee members present: Mrs. Taube, Mr. Jacobs, Mr. Retzlaff, Mr. Wamboldt, and Mr. Gallo. Dr. Hancock was also present. Ms. Hamilton arrived later. Mrs. Coleman was excused. Ms. Morrison and Ms. Morgan were absent.

Approval of Minutes – February 12, 2013 Meeting

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

Ms. Hamilton arrived at 5:36 P.M.

Information Items

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

Mr. Kristopher Keckler, Executive Director of Information & Accountability, presented the High School Class Size Report and indicated that it was being provided for informational purposes in response to a request by a Committee member. He noted that the classes were categorized in to academic, activity, or elective courses for the different high schools and the numbers were based on the Official Second Friday Pupil Count Day (January 11, 2013) with the exception of eSchool and Reuther in which cases a more recent date was used.

Future Agenda Items

Mr. Gallo requested an update on employee retirements.

Meeting adjourned at 5:51 P.M.

Stacy Schroeder Busby
School Board Secretary

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

May 14, 2013
Personnel/Policy Standing Committee

POLICY/RULE 1220 – CABLE TELEVISION

Policy and Rule 1220, Cable Television was reviewed and found to be aligned with current practice within the District. Changes were made to reflect the administrative organizational structure of personnel assigned as deputies responsible for the operating and programming of the District's subscriber cable channel and the addition of a cross reference to Policy 1213, Web Publication.

Administrative Recommendation:

Administration recommends the Personnel/Policy Committee forward the revisions for Policy and Rule 1220, Cable Television, to the School Board for a first reading on May 21, 2013, and a second reading on June 25, 2013.

Dr. Michele Hancock
Superintendent of Schools

Tanya Ruder
Executive Director of Community Partnerships & Media Relations

POLICY 1220
CABLE TELEVISION

The cable television channels provided by the local cable television company shall be utilized by the District to provide educational and informational programming to the community and schools. ~~.~~ All programs cablecast shall be consistent with the mission of the District and supportive of the goals approved by the School Board.

The ~~Specialist for Library Media and Instructional Technology~~ **Interactive Communications Specialist** is responsible for the operating and programming of the District's subscriber cable channel.

~~The Specialist for Library Media and Instructional Technology is also responsible for coordinating all programming on the District access channel distributed to the community on the subscriber network~~.

LEGAL REF.: Wisconsin Statutes
Sections 120.13 [Board power to do all things reasonable for the cause of education]
120.13(22) [Board power; cable television]

CROSS REF.: 1200, Public Relations Program
1210, Communication - School Sponsored (Including Crisis)
1213, Web Publication
1510, Advertising/Promotions
3220, Funding Proposals and Grants
3643, Emergency **School** Closings (Inclement Weather)
6100, Mission, Principles, Goals, Results
~~6110, Instructional Program Mission and Beliefs~~
8860, Citizen Advisory Committees

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: February 9, 1999
February 25, 2003
December 19, 2006

RULE 1220
CABLE TELEVISION

1. Students may elect to be involved in production of cable television programs under the supervision of qualified staff members.
2. Diverse programming will be provided to avoid overemphasis upon any one portion of the District's curriculum-activities or personnel.
3. No student, staff member or anyone else appearing on a program will be exploited for private commercial purposes. Each individual's right to privacy will be protected at all times. The acquisition of signed release forms, where required, will be the responsibility of the program producer.
4. Obtaining the necessary royalty and/or copyright clearances, prior to scheduling of a broadcast, will be the responsibility of the program producer.
5. Program sponsorships will be permitted, except that no sponsorship promoting the use of alcohol, drugs, tobacco or other harmful substances will be permitted. Any sponsorship inferring or endorsing any other product, process or activity that is inconsistent with the District mission or educational objectives of the District is prohibited. Acknowledgment of acceptable sponsorship will be limited to the "Kenosha Community Television Commission" guidelines, "This program was made possible through funding provided by appropriate sponsors." No slogans or other descriptions of a commercial nature will be used.
6. Funding for District programs may be sought from outside sources, including grants, trusts and funding from governmental and other sources. Acceptance of such funding shall require approval of the Superintendent of Schools.
7. Live cable casting of District activities that may have an impact upon participation, spectatorship or revenues will require the approval of the Superintendent.
8. Federal, state and local cable regulations will be honored at all times; where District policies are more restrictive, the latter will take precedence.
9. The District will be responsible for the maintenance of all District-owned equipment. All persons using District production equipment will be required to attend training sessions and/or demonstrate competency in its use. All persons using equipment will exercise sound, careful judgment when operating equipment.
10. When working on a cable production, students will be expected to abide by all school rules and are to exercise good judgment in regard to dress and behavior.
11. All program media becomes the property of the Kenosha Unified School District. The District maintains the right to apply for copyright through the U.S. Office of Copyright. Copies of media will not be made for private individual use. Exceptions to these guidelines will require the approval of the **Interactive Communications Specialist** ~~Specialist for Library Media and Instructional Technology~~.

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

May 14, 2013
Personnel/Policy Standing Committee

POLICY/RULE 1212 – NON-ENGLISH LANGUAGE VERSION PRINTED MATERIALS

Policy and Rule 1212 - Non-English Language Version Printed Materials was reviewed and updated to align with current District practice to ensure that translation of documents is provided when such documents require parent/guardian signature related to the health, welfare and safety of students. The Rule portion of 1212 is being eliminated as it is no longer relevant.

Administrative Recommendation:
Administration recommends that the Personal/Policy Committee forward the revisions to Policy 1212 and elimination of Rule 1212 to the School Board for a first reading on May 21, 2013, and second reading on June 25, 2013.

Dr. Michele Hancock
Superintendent of Schools

Tanya Ruder
Executive Director of Community Partnerships & Media Relations

POLICY 1212
NON-ENGLISH LANGUAGE VERSION PRINTED MATERIALS

Based on the belief that core to the successful education of any student is open dialogue, inclusion and communication with the family~~.~~**, t**~~T~~he District will translate ~~any~~ document**s** ~~that meets the District's prescribed diversity ratio requirements, and requires parental/guardian signature, and relates to the health, welfare and safety of a student~~ for ~~every~~ non-English speaking parent**s**/guardian**s when the documents require parental/guardian signature and/or relate to the health, welfare and safety** of students in the District. **To meet this need, Kenosha Unified School District will translate documents for all minority populations exceeding 5% of the student population.**

LEGAL REF.: Wisconsin Statutes
Section 120.13 [Board power to do all things reasonable for the cause of education]

CROSS REF.: 1120, Parent/~~Guardian~~/Caregiver Involvement
1200, Public ~~Relations~~ **Information** Program
1210, Communication – School Sponsored (Including Crisis)
1211, ~~Parent/Guardian/Caregiver~~ **Use of Students in Public** Information Program
6330, Privacy Rights in District Programs~~/Activities~~
6610, Selection of Instructional Materials

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: February 25, 2003
December 19, 2006

~~RULE 1212~~
~~NON-ENGLISH LANGUAGE VERSION PRINTED MATERIALS~~

~~1. Student policies and rules (Series 6000) as well as relevant academic and instructional policies and rules (Series 5000) generated at the District level shall be available in non-English language versions for all minority populations exceeding 5% of the total student District population.~~
~~2. Informational handouts, student handbooks and notices of community and school activities generated at the site level shall be available in non-English language versions for English Language Learners (ELL) specific populations exceeding 3% of the total student enrollment of the site.~~
~~3. Schools that meet the 3% ELL criterion shall establish guidelines for library material purchases of non-English language materials.~~
~~4. Schools that meet the 3% ELL criterion and participate in book fair fundraisers shall offer non-English language materials as available.~~
~~5. If the school ratio is less than 3%, reasonable effort will be made to connect non-English speaking parents with appropriate resources.~~

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

May 14, 2013
Personnel/Policy Standing Committee

POLICY AND RULE 1520 - NOTIFICATIONS OF MATERIAL AND LITERATURE TO STUDENTS

Policy 1520 - Notification of Material and Literature to Students is being updated to include Kenosha Unified Community Partners as an organization which educationally benefits students and reduce the length of the disclaimer due to space limitations on fliers. KUSD will be used in place of Kenosha Unified School District on fliers throughout the District.

This information will continue to be monitored by the Executive Director of Community Partnerships and Media Relations and the District Web Specialist.

Administrative Recommendation:

Administration recommends the Personnel/Policy Committee forward revised Policy and Rule 1520 to the full Board for a first reading at its May 21, 2013, meeting and a second reading at its June 25, 2013, meeting.

Dr. Michele Hancock
Superintendent of Schools

Tanya Ruder
Executive Director of Community Partnerships & Media Relations

POLICY 1520
NOTIFICATION OF MATERIALS AND LITERATURE TO STUDENTS

Students or others may wish to notify students of upcoming events at District schools. Any individual, group of individuals, or organization that wishes to notify students of upcoming events is subject to this policy.

This policy does not apply to material that is intended to be a private communication between two individuals. (e.g., a written note or greeting card passed from one student to another, graded comments from a teacher to a student, an electronic or digital message, or a note from the school office to a student)

Notification of materials to students shall be determined by classification of the materials as either school sponsored or non-school sponsored. Notification of materials will be posted on any or all of the following; District **w**~~W~~eb ~~S~~**s**ite, School **w**~~W~~eb ~~S~~ **s**ite, Channel 20**, social media sites** or as approved by the Superintendent. Principals shall determine if copies of materials shall be made available to families who do not have access to the internet.

In all cases, notification of the following is <u>not</u> permitted:

1. Material that is insulting to or violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, infringes on a copyright or is in any way prohibited by state or federal law
2. Material that is socially inappropriate or inappropriate due to the maturity level of the students, including but not limited to material that is obscene, pornographic or lewd, vulgar or indecent, or is insulting to any group or individual
3. Material that may incite (lead) persons to commit illegal acts or violate School Board policy
4. Material that is primarily of a commercial nature, including but not limited to, material that primarily seeks to advertise for sale, the products or services of outside businesses
5. Material that is likely to cause substantial disruption to or materially interfere with the proper and orderly operation and discipline of the school or school activities

LEGAL REF.: Wisconsin Statutes
Section 118.12(1) [Promotions in the schools]
120.12(2) [Board duty; supervision over the schools]

CROSS REF.: 1330, Facilities Use
1410, **Use of** Free Materials
1510, Advertising/Promotions
Current Employee Agreements

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: February 25, 2003

REVISED: March 25, 2003
December 19, 2006
September 28, 2010

RULE 1520
NOTIFICATION OF MATERIALS AND LITERATURE TO STUDENTS

I. Notification of School Sponsored Materials
School sponsored materials may be placed for notification by school personnel with the approval of the Superintendent/designee. Notification of such materials shall be in accordance with adopted policies, rules and procedures. Materials are considered "school sponsored" when intended to be an extension of the school's curriculum and notification is given under the direction of school personnel. School sponsored materials must be consistent with the District's curriculum or programs. Such notification is intended to be informational in nature and may include information about the school's operations, programs and events. School sponsored materials may include information about a school sponsored or co-sponsored community event that is related to the school's mission, is an extension of the District's curriculum, and will educationally benefit students.

II. Non-School Sponsored Materials
Non-school sponsored materials may be placed for notification in accordance with adopted policies, rules and procedures. Notification shall not be construed as an endorsement or approval of the materials by the District. Recognizing that the primary mission of the District is to meet the educational needs of its students, the District reserves the right to disallow notification that is inconsistent or interferes with this mission.

A. Requests to Provide Notification of Materials by Students
Students requesting materials to be placed for notification shall submit a copy of the materials and a request to the Superintendent/designee prior to publication. The material must contain the following:
1. The name of the sponsoring student or organization, and detailed information regarding the event to include; date, time, cost and location of event.
2. A clear and bold statement using front size 12 or larger on the front of the notice stating. "This material and/or activity is not sponsored by ~~the School District~~ **KUSD** or its personnel."

The Superintendent/designee shall provide a timely response to the student's request. All materials placed for notification are not sponsored by the school district or its personnel.

B. Requests to Provide Notification of Materials by Non-Students
It is the policy of this Board to provide notification to students by outside individuals or organizations under limited circumstances. Non-school sponsored materials may be placed for notification for students only if the following are true:
1. The group or organization requesting to have their material placed for notification is a School Related Activity Group (e.g., PTA), a Recreation Department Sponsored Group, **a Kenosha Unified Community Partner,** or a Kenosha Unified Community Youth Group, as those terms are defined in Policy 1330.1.
2. The group or organization follows the procedure for notification of the materials.
3. The notification does not interfere with classroom instruction.
4. The materials meet the following criteria:
   a. The materials must provide information regarding a non-profit Kenosha Unified Community Youth Group sponsored activity that promotes the health, education and/or welfare of District school age children.
   b. The materials must provide information regarding a specific activity/event for students, but the material to be placed for notification must not seek to indoctrinate or convert.
   c. The activity/event does not violate the law.

d. The program/activity must be considered age-appropriate by the Superintendent/ designee.
e. The materials must contain the name of the sponsoring group, detailed information regarding the event to include; date, time, cost and location of event and a clear and bold statement using font size 12 or larger on the front of the notice stating: "This material and/or activity is not sponsored by ~~the School District~~ **KUSD** or its personnel."

An electronic copy of the materials and a request must be submitted to the Superintendent/designee prior to the proposed notification. The Superintendent/designee shall provide a timely response to the request. No student may be required, coerced or harassed to accept the materials. All materials placed for notification are not sponsored by the school district or its personnel.

III. Special Consideration for Notification in District Elementary Schools

The District recognizes that elementary school children are highly impressionable due to their relative age and less developed cognitive, emotional and psychological development. For this reason, elementary school children are vulnerable and more susceptible to outside influences than are middle and high school age children. Due to their underdeveloped ability to distinguish the source of written materials and weight to be given to any messages contained therein, notifications of materials in elementary schools will be given closer scrutiny for age-appropriateness. Materials that seek to market, solicit money, recruit, indoctrinate or convert shall not be placed for notification in the elementary schools to elementary school students.

IV. Notification Guidelines

Permission must be received from the Superintendent/designee for notification of materials on the District **w**~~W~~eb ~~S~~**s**ite at least one month prior to the scheduled event. A general rule to be followed for notification of materials to students is that information disseminated should be an extension of the curriculum of the School District. Requests for notification of advertising materials for businesses will not be approved. All requests for notification must be in accordance with the District School Board Policies. An electronic copy of the item to be posted on the District/School website must be submitted to youthevents@kusd.edu for review along with a description of intent for approval. Approval will be sent along with dates posted. All information posted will be removed 30 days after posting.

Kenosha Unified School District
Kenosha, WI
May 14, 2013

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	SERVICE	FTE	Salary
Appointment	Sorenson	Scott	EBSOLA	Night Custodian - Grade 3	Service	4/15/2013	0	1	19.5
Early Retirement	Beth	Patricia	Forest Park Elementary	Special Education	ESP	6/11/2013	23	1	16.21
Early Retirement	Dowse	Susan	Whittier Elementary School	Special Education	ESP	6/11/2013	20	1	17.21
Early Retirement	Fremarek	Patricia	Tremper High School	Guidance	Instructional	6/12/2013	25	1	76934
Early Retirement	Giggy	Susan	Bullen Middle School	Library Assistant	Secretarial	6/26/2013	23	1	19.11
Early Retirement	Martin	Theresa	Bullen Middle School	Secretary 1 - 10 Month	Secretarial	6/26/2013	17	1	18.92
Early Retirement	Nickerson	Claudia	Tremper High School	Special Education	ESP	6/11/2013	17	1	16.21
Early Retirement	Peratt	Carol	Bullen Middle School	Head Secretary - 12 Month	Secretarial	6/26/2013	19	1	20.73
Early Retirement	Rutchik	Mary	Roosevelt Elementary School	Health/Info Clerk	ESP	8/24/2013	25	1	17.21
Early Retirement	Stehlik	Judith	Indian Trail Academy	Infant Lab	ESP	6/11/2013	25	1	17.21
Resignation	Andreoli	Linda	Tremper High School	Secretary I (10 Month)	Secretarial	6/30/2013	11	1	18.54
Resignation	Franklin	James	Nash Elementary School	Cross Categorical	Instructional	6/12/2013	6	1	48550
Resignation	Galan	Maria	Cesar Chavez Learning Station	Family Literacy Service Provider	Miscellaneous	6/12/2013	2	1	14.17
Retirement	Azarian	Ned	Human Resources	Teacher on Leave	Instructional	5/21/2013	22	1	76934

KENOSHA UNIFIED SCHOOL BOARD
PLANNING/FACILITIES/EQUIPMENT MEETING
Educational Support Center – Room 110
April 9, 2013
MINUTES

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Mr. Bryan was called to order at 5:32 P.M. with the following Committee members present: Mr. Nuzzo, Ms. Stevens, Mr. Valeri, Ms. Bothe, Ms. Dahl, Mr. Zielinksi, and Mr. Bryan. Dr. Hancock was also present. Ms. Iqbal was absent.

Approval of Minutes – January 8, 2013

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

Kenosha eSchool Lease Extension

Mr. Patrick Finnemore, Director of Facilities, presented the Kenosha eSchool Lease Extension for the period 8/1/13 through 7/31/14 at a total cost of $37,728. He indicated the reasons for the recommendation to remain in the current location for one more year included time to evaluate a variety of options for a permanent site in time for the 2014/15 school year.

Ms. Stevens moved to forward the Kenosha eSchool Lease Extension to the School Board for consideration. Mr. Nuzzo seconded the motion. Unanimously approved.

Information Items

Mr. Finnemore presented the Utility Budget & Energy Savings Program Update as contained in the agenda.

Future Agenda Items

Mr. Finnemore indicated that he would be presenting the Utilization Study in May or June, the Capital Projects Plan in June and KTEC lease extension in June or July,

Meeting adjourned at 5:41 P.M.

Kathleen DeLabio
Executive Assistant to the Superintendent

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

May 14, 2013
Planning/Facilities/Equipment Standing Committee

UTILITY BUDGET & ENERGY SAVINGS PROGRAM UPDATE

The purpose of this report is to provide the regular update on the 2012-13 utilities budget and the operational energy savings program from the start of the school year through the end of March.

Utilities Budget Update:

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

- We have spent $53,725 less on natural gas this year as compared to last year.
- We have spent $48,286 less on electricity this year as compared to last year.
- We have spent 66% of the overall utility budget as compared to 68% last year at this time.

Operational Energy Program Update:

The following is a brief summary of the amount of energy saved from the start of the school year through the end of March. Please see the attachment for energy savings by school:

	2012-13	**2011-12**
Electricity Saved (KWh)	5,953,488	5,811,413
Gas Saved (Therms)	444,495	326,722
Dollars Saved	**$861,333**	**$795,942**

Dr. Michele Hancock
Superintendent of Schools

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

Mr. John Allen
Distribution and Utilities Manager

Mr. Kevin Christoun
Maintenance Supervisor

Monthly Energy Tracking Summary

UTILITY INFORMATION

Energy Tracking: September 2012 Through June 2013

End of FY - 2013 - 06 **Current Month: 2013 - 03**

BUILDING		ACTUAL				BASEYEAR				SAVINGS vs. BASEYEAR				%Savings Relative to Base Year	Facility Avg Sq Ft	Weather Adjusted 5Yr Avg Energy Use	1yr Avg Energy Use
		kWh	kW	therms	$	kWh	kW	therms	$	kWh	kW	therms	$	%	sq ft	kBtu/sqft	kBtu/sqft
Bradford H		1,534,459	4,090	130,611	$224,066	2,100,874	5,596	154,699	$297,418	566,415	1,506	24,088	$73,352	24.7%	300,401	77.6	77.2
Hillcrest H		49,760	-	13,129	$14,921	58,407	-	13,188	$16,020	8,647	0	59	$1,099	6.9%	22,405	72.3	78.1
Indian Trail H		1,721,600	6,232	86,559	$251,247	2,700,294	9,188	102,650	$373,423	978,694	2,956	16,091	$122,176	32.7%	408,519	56.4	50.2
Lakeview H		199,680	882	7,701	$32,291	475,818	1,184	9,958	$55,919	276,138	303	2,257	$23,628	42.3%	40,000	57.5	48.4
Reuther H		517,860	2,095	103,538	$116,285	643,013	2,516	128,799	$142,258	125,153	421	25,261	$25,973	18.3%	143,366	100.5	105.9
Tremper H		1,226,522	3,620	140,604	$192,372	1,804,872	4,450	176,951	$253,864	578,350	830	36,347	$61,492	24.2%	313,802	83.6	74.8
HS Subtotal:		**5,249,881**	**16,919**	**482,142**	**$831,182**	**7,783,278**	**22,934**	**586,245**	**$1,138,901**	**2,533,397**	**6,016**	**104,103**	**$307,719**	**27.0%**			
Bullen M		414,730	1,428	35,101	$70,754	683,292	1,711	77,379	$115,833	268,562	283	42,278	$45,079	38.9%	121,962	64.3	49.8
Lance M		353,129	1,338	43,965	$70,087	444,121	1,587	54,313	$85,262	90,992	249	10,348	$15,175	17.8%	137,290	54.6	49.7
Lincoln M		518,422	2,164	54,590	$95,488	685,845	2,413	78,422	$120,388	167,423	249	23,832	$24,900	20.7%	134,038	76.3	68.9
Mahone M		683,400	3,004	49,850	$117,174	1,002,477	3,479	75,327	$155,270	319,077	475	25,477	$38,097	24.5%	175,053	65.7	61.3
McKinley M		52,801	145	306	$9,363	440,925	1,595	65,443	$90,605	388,124	1,451	65,137	$81,242	89.7%	101,622	62.4	12.3
Washington M		275,796	1,109	44,932	$63,418	381,514	1,615	46,774	$79,044	105,718	506	1,842	$15,626	19.8%	99,643	68.4	63.5
MS Subtotal:		**2,298,278**	**9,188**	**228,744**	**$426,284**	**3,638,174**	**12,399**	**397,658**	**$646,403**	**1,339,896**	**3,211**	**168,914**	**$220,119**	**34.1%**			
Bain E		369,600	1,812	21,390	$66,679	497,649	2,038	35,450	$87,587	128,049	226	14,060	$20,909	23.9%	126,900	36.3	36.6
Bose E		132,800	565	22,287	$31,763	246,478	757	31,863	$50,267	113,678	192	9,576	$18,504	36.8%	45,109	73.6	71.0
Brass E		245,040	1,157	15,075	$43,985	309,249	1,333	24,516	$56,075	64,209	176	9,441	$12,090	21.6%	72,887	46.5	45.7
Dimensions E		48,857	-	17,098	$17,412	54,282	-	17,751	$18,549	5,425	0	653	$1,138	6.1%	30,509	64.5	68.0
Forest Park E		106,763	462	39,614	$39,357	151,265	507	42,662	$51,399	44,502	45	3,048	$12,041	23.4%	53,830	98.9	95.7
Frank E		361,900	1,317	22,000	$60,092	497,607	1,632	29,249	$77,626	135,707	315	7,249	$17,534	22.6%	82,956	56.8	55.0
Grant E		89,440	348	22,177	$25,700	106,762	459	30,078	$32,922	17,322	111	7,901	$7,222	21.9%	43,040	84.6	69.6
Grewenow E		130,960	436	25,385	$31,486	216,314	628	38,136	$48,848	85,354	192	12,751	$17,362	35.5%	49,230	83.8	73.6
Harvey E		103,830	409	28,097	$31,226	157,600	571	36,787	$42,912	53,770	162	8,690	$11,686	27.2%	47,980	85.4	81.8
Jefferson E		94,145	344	18,585	$24,747	171,907	492	25,280	$38,230	77,762	148	6,695	$13,484	35.3%	49,528	66.0	52.7
Jeffery E		127,252	559	18,683	$28,897	227,725	766	18,018	$40,362	100,473	207	(665)	$11,465	28.4%	45,209	58.5	59.8
Ktech (Lincoln)		139,360	580	14,662	$27,788	127,869	574	19,334	$29,577	(11,491)	(6)	4,672	$1,788	6.0%	43,390	18.2	18.4
McKinley E		85,760	390	19,729	$24,093	114,691	441	24,781	$30,505	28,931	52	5,052	$6,412	21.0%	35,085	79.0	73.3
Nash E		247,200	1,085	20,061	$47,572	294,573	1,219	31,088	$58,624	47,373	135	11,027	$11,052	18.9%	73,636	66.2	53.4
Pleasant Prairie E		327,200	1,224	21,657	$54,582	448,072	1,328	23,784	$65,133	120,872	104	2,127	$10,551	16.2%	73,306	51.3	60.4
Prairie Lane E		183,670	698	18,422	$35,426	235,371	721	23,776	$44,320	51,701	23	5,354	$8,894	20.1%	65,778	47.2	46.2
Roosevelt E		105,960	416	26,291	$30,480	158,389	563	29,520	$38,636	52,429	146	3,229	$8,156	21.1%	47,994	80.2	73.9
Somers E		229,440	875	22,390	$42,186	323,410	1,166	33,262	$59,713	93,970	291	10,872	$17,527	29.4%	69,100	58.2	57.1
Southport E		134,560	643	21,414	$31,982	201,066	790	23,567	$40,953	66,506	147	2,153	$8,971	21.9%	53,200	63.2	57.2
Stocker E		279,040	925	16,350	$43,852	377,200	1,302	18,442	$57,437	98,160	378	2,092	$13,585	23.7%	80,621	42.4	43.1
Strange E		180,635	632	22,687	$37,108	260,234	792	23,943	$46,846	79,599	160	1,256	$9,738	20.8%	57,192	49.6	58.9
Vernon E		240,819	917	53,287	$61,378	355,035	1,198	70,527	$81,991	114,216	281	17,240	$20,613	25.1%	88,280	98.7	84.4
Whittier E		211,680	962	13,641	$38,139	433,504	1,552	17,702	$63,244	221,824	590	4,061	$25,105	39.7%	63,888	50.2	41.6
Wilson E		79,080	367	21,355	$24,424	138,364	530	35,062	$39,675	59,284	163	13,707	$15,251	38.4%	38,200	77.5	73.8
ELEM Subtotal:		**4,254,991**	**17,122**	**542,337**	**$900,354**	**6,104,616**	**21,357**	**704,578**	**$1,201,433**	**1,849,625**	**4,235**	**162,241**	**$301,078**	**25.1%**			
Cesar Chavez		123,720	370	4,974	$19,614	172,748	462	8,414	$27,125	49,028	93	3,440	$7,510	27.7%	20,500	70.7	59.2
ESC		664,960	1,970	42,344	$98,354	848,387	2,544	47,673	$121,461	183,427	574	5,329	$23,108	19.0%	128,000	75.9	69.2
Recreation		61,991	267	6,004	$12,451	60,106	297	6,472	$14,249	(1,885)	30	468	$1,798	12.6%	13,090	79.7	76.8
Other Subtotal:		**850,671**	**2,606**	**53,322**	**$130,419**	**1,081,241**	**3,303**	**62,559**	**$162,835**	**230,570**	**697**	**9,237**	**$32,416**	**19.9%**			
Totals:		**12,653,821**	**45,834**	**1,306,545**	**$2,288,239**	**18,607,309**	**59,993**	**1,751,040**	**$3,149,572**	**5,953,488**	**14,159**	**444,495**	**$861,333**	**27.3%**			

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

May 14, 2013
Planning/Facilities/Equipment Standing Committee

ELEMENTARY UTILIZATION REPORT

Background:

From 2000 through 2005 the Facilities Services Department prepared an annual school utilization report to help guide the district in addressing enrollment growth and determining locations for special programs as well as describing any related physical modifications to the schools. The relevance of this annual evaluation became almost non-existent as a result of the construction of several new schools or additions as well as the passage of referenda, and therefore it was discontinued in 2006. In the spring of 2013, the unprecedented budget reductions included the closing of McKinley Middle School and the redistribution of students to the other five middle schools through a boundary adjustment. The closure was made possible by a number of factors including fairly flat enrollment numbers, larger class sizes versus previous years, and the expansion of choice programs for middle school students. In light of the same changes that allowed for the closure of McKinley Middle School and to support future space-related planning, we felt it was an appropriate time to perform an updated utilization study of our schools.

This first report focuses on the 22 boundary elementary schools. Future report(s) will include the middle and high schools as well as the charter and specialty schools. In light of expected changes in class sizes for the 2013-14 school year, we plan on updating this study again sometime in the next 12 months. In conjunction with that update, an evaluation of related School Board Policies should be performed as they do not in all cases reflect our current operations.

Attachment 1 to this report provides a table that summarizes the space utilization of the 22 elementary schools. Attachment 2 contains floor plans of each of the schools that show how each space in the school is being utilized. The floor plans in Attachment 2 are color-coded to the key provided on the first page of the attachment with rooms highlighted in yellow reflecting rooms that are essentially empty. Not all of these rooms are closed and locked, in some cases they are being used for individual or small group student related activities since they are available, but they are categorized as empty since they would be used as a regular classroom if the enrollment warranted additional classroom(s).

As part of this process, we re-evaluated the program capacities of each of the elementary schools. Program capacities are rather subjective and Attachment 3 provides background on program capacity versus the code required building capacity as well as how they relate to class sizes. The overall program capacity of the 22 boundary

elementary schools is 12,100 based on a capacity assumption of 25 students per classroom. We had a 3rd Friday total enrollment of 9,729 students which indicates that there will not be any elementary space needs district-wide for quite some time. Currently we have 114 classrooms at the 22 schools designated as empty. This number will no doubt decrease this coming school year, but will still be a fairly sizable number for the foreseeable future.

No action is required in regards to this report; instead this information will be used as a planning tool in future discussions related to space issues in our schools.

Dr. Michele Hancock
Superintendent of Schools

Ms. Karen Davis
Assistant Superintendent of
Elementary School Leadership

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

Updated Elementary Capacities - 2013

Facilities Services Department

Elementary School	Classrooms Greater Than 700 SF	Classrooms Minus Four *(Notes 1,2)*	Capacity *(Note 3)*	2012-13 Third Friday Enrollment	Adjusted Enrollment *(Note 4)*	Available Space *(Note 5)*	Estimated Open *Classrooms*	Dedicated Special Ed. *Classrooms*	Net Est. Open Classrooms *(Note 9)*	Actual Open Classrooms *(Note 11)*	Spaces Less Than 700 SF *(Note 10)*
Bose	23	19	475	419	396	80	3	1	2	3	1 - 597
Brass	30	26	650	443	428	222	9	1	8	9	
EBSOLA *(Note 6)*	50	43	1075	876	845	230	9	1	8	10	1 - 559, 4 - 547
Forest Park	24	20	500	473	451	49	2	1	1	3	1 - 619
Frank	31	27	675	472	455	221	9		9	9	
Grant	17	13	325	270	259	67	3		3	2	2 - 330
Grewenow	20	16	400	384	367	33	1	1	0	4	1 - 639, 1 - 574
Harvey	21	17	425	311	298	127	5	1	4	4	1 - 686
Jefferson *(Note 7)*	13	9	225	289	275	-50	-2		-2	0	1 - 474, 1 - 454, 1 - 307, 2 - 330
Jeffery	23	19	475	336	322	154	6	2	4	4	
McKinley	20	16	400	331	316	84	3	1	2	4	1 - 589
Nash	31	27	675	641	628	47	2	1	1	4	
Pleasant Prairie	31	27	675	595	588	87	3	1	2	6	1 - 648
Prairie Lane	28	24	600	494	475	125	5	2	3	3	
Roosevelt	23	19	475	442	429	47	2		2	4	1 - 556
Somers	29	25	625	448	435	190	8	1	7	5	
Southport	28	24	600	453	438	163	7	1	6	7	
Stocker	31	27	675	512	496	180	7	1	6	6	2 - 565
Strange	27	23	575	503	488	88	4	1	3	3	1 - 613, 1 - 529, 1 - 496, 2 - 456, 1 - 427
Vernon *(Note 8)*	24	20	500	381	365	135	5	1	4	6	
Whittier	32	28	700	445	418	282	11	1	10	12	
Wilson	19	15	375	211	197	179	7	1	6	6	
Total	**575**	**484**	**12,100**	**9,729**	**9,365**	**2,736**	**109**	**20**	**89**	**114**	

Notes:

(1) Assumes 1 classroom sized space used for each of the following: art, music, computer lab and library

(2) EBSOLA - Assumes 1 library and 2 art rooms, 2 music rooms and 2 computer labs

(3) Program Capacity is based on 25 students per classroom

(4) Adjusted enrollment counts pre Kindergarten students as 0.5 FTE since it is a half-day program

(5) Available space is program capacity minus adjusted enrollment

(6) EBSOLA enrollment data includes both the Creative Arts and Dual Language schools

(7) Jefferson uses rooms under 700 square feet for special ed. and computer lab

(8) Vernon classroom totals have been adjusted to remove spaces dedicated to Brompton School (total of 12 rooms)

(9) Estimated open classrooms is the available space divided by 25 and rounded down, the dedicated special education classrooms are for self-contained classrooms, or rooms dedicated to special programs such as the hearing impaired program. It does not include special education resource rooms. The open classroom number is the estimated open classroom minus the dedicated special education classroom total. This is still just an estimate based on enrollment data.

(10) These are rooms that are, have been, or could be used for a classroom or special education classroom based on enrollment needs

(11) Based on utilization study (this column incudes rooms used as resource, book rooms, etc.)

EMPTY ROOM

GYMNASIUM

COMPUTER LAB

CAFETERIA

ART ROOM

LIBRARY

TECH ED/FCE

MUSIC ROOM

AUDITORIUM

STUDY HALL

MAIN OFFICE

ROOM USAGE KEY

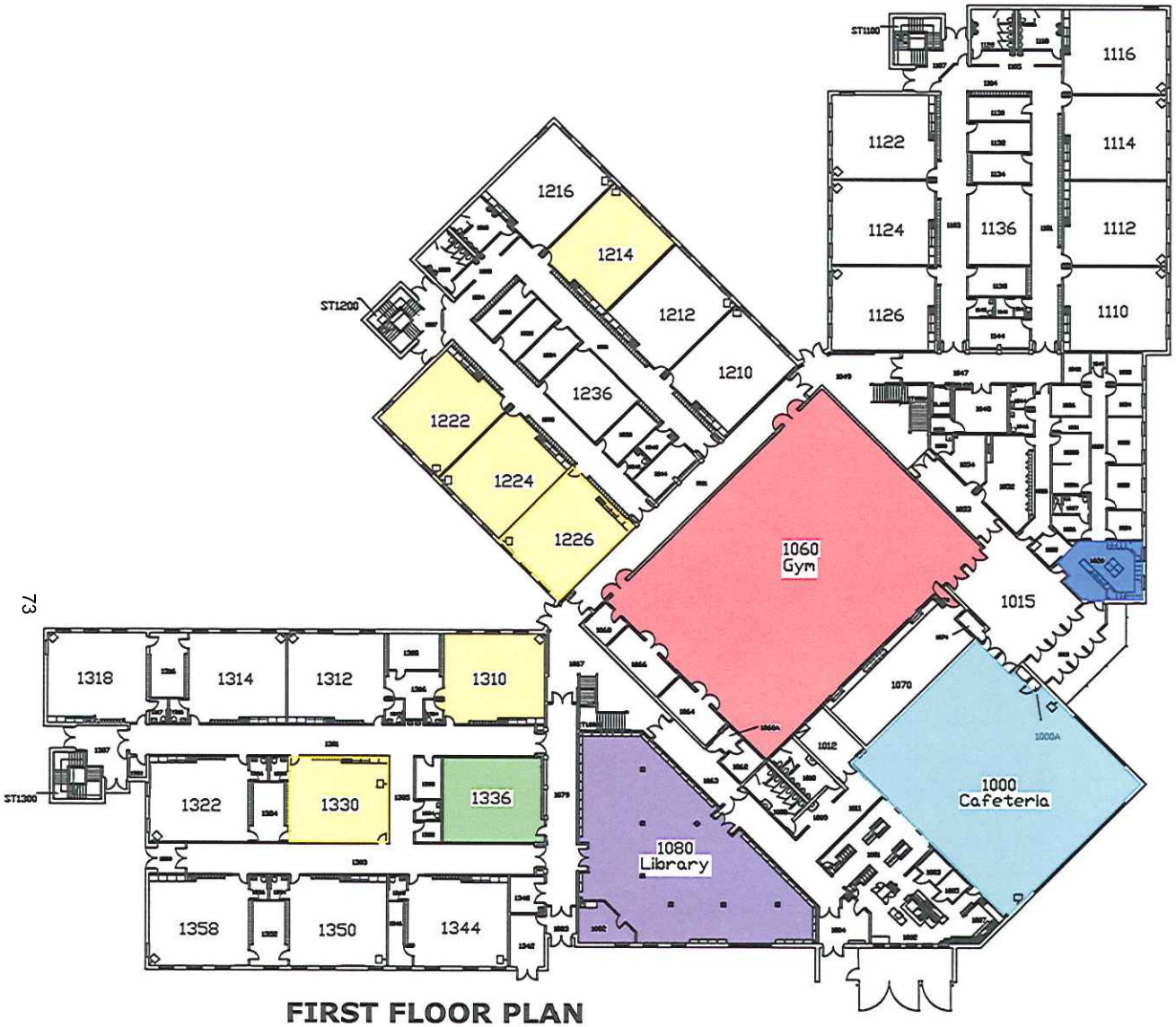
BUILDING NUMBER

DRAWING SCALE N.T.S.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
EDUCATIONAL SUPPORT CENTER

DATE 4-18-13

SHEET NUMBER 1 OF 1



1110 3rd Grade
1112 3rd Grade
1114 2nd Grade
1116 2nd Grade
1122 1st Grade
1124 1st Grade
1126 1st Grade
1210 1st Grade
1212 1st Grade
1214 _____
1216 1st Grade
1222 _____
1224 _____
1226 _____
1310 _____
1312 Kindergarten
1314 EC
1318 EC
1322 Kindergarten
1330 _____
1336 Computer Lab
1344 Kindergarten
1350 Kindergarten
1358 Kindergarten

FIRST FLOOR PLAN

N

73

EBSOLA
2600 50th Street, Kenosha, WI

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
173	N.T.S.	4-18-13	1 OF 2

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

2102 Art
2110 Art
2112
2114 5th Grade
2116 5th Grade
2122 4th Grade
2124 4th Grade
2126
2210 2nd Grade
2212 ESP
2214
2216 2/3 Split
2222 2/3 Split
2224 2/3 Split
2226 4/5 Split
2302 Music
2310 Sp.Ed.
2312 4/5 Split
2314 4/5 Split
2316
2340 Computer Lab
2344 Music
2346 4/5 Split
2348 4/5 Split
2350 3rd Grade

SECOND FLOOR PLAN

N

74

EBSOLA
2600 50th Street, Kenosha, WI

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
173	N.T.S.	4-18-13	2 OF 2

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

101	
102	1st Grade
103	4/5 Split
104	4th Grade
105	3rd Grade
106	
107	4th Grade
108	5th Grade
109	
110	2nd Grade
111	5th Grade
112	2nd Grade
113	Speech
114	1st Grade
115	2/3 Split
116	Special Ed/4K
117	Kindergarten
118	Computer Lab
119	Kindergarten
120	Kindergarten
123C	Music
123D	Art

FIRST FLOOR PLAN

N

BOSE ELEMENTARY SCHOOL
1900 15th Street, Kenosha, WI

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
168	N.T.S.	4-18-13	1 OF 1

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

102 Computer Lab
108 Kindergarten
110 Kindergarten
112 _____
114 Evenstart
116 Pre K
118 1st Grade
120 2nd Grade
122 3/4/5 Split
124 3/4/5 Split
128 1st Grade
130 2nd Grade
132 3/4/5 Split
134 Sp. Ed.
136 3/4/5 Split

1st Floor

BRASS COMMUNITY SCHOOL
6400 15TH Ave, Kenosha, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
165	N.T.S.	4-18-13	1 OF 2

208 Art
210 Music
212
214
216
218
220
222
224
228 4th Grade
230 3rd Grade
232 5th Grade
234 1/2 Split
236

2nd Floor

N

BRASS COMMUNITY SCHOOL
6400 15TH Ave, Kenosha, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

DATE: 4-18-13

BUILDING NUMBER: 165

DRAWING SCALE: N.T.S.

SHEET NUMBER: 2 OF 2

101	EC	115	5th Grade
102		116	4/5 Split
103	1st Grade	117	5th Grade
104	Art	118	4th Grade
105	1st Grade	119	
106	2nd Grade	120	3rd Grade
107	2/3 Split	121	Kindergarten
108	2nd Grade	132	Music
109	Computer Lab	147	EC
110	Computer Lab	148	Kindergarten
111	Kindergarten	153	Spec. Ed.
112	3rd Grade		
113			
114	4th Grade		

FIRST FLOOR PLAN

78

FOREST PARK ELEMENTARY SCHOOL
6810 45th Avenue, Kenosha, WI

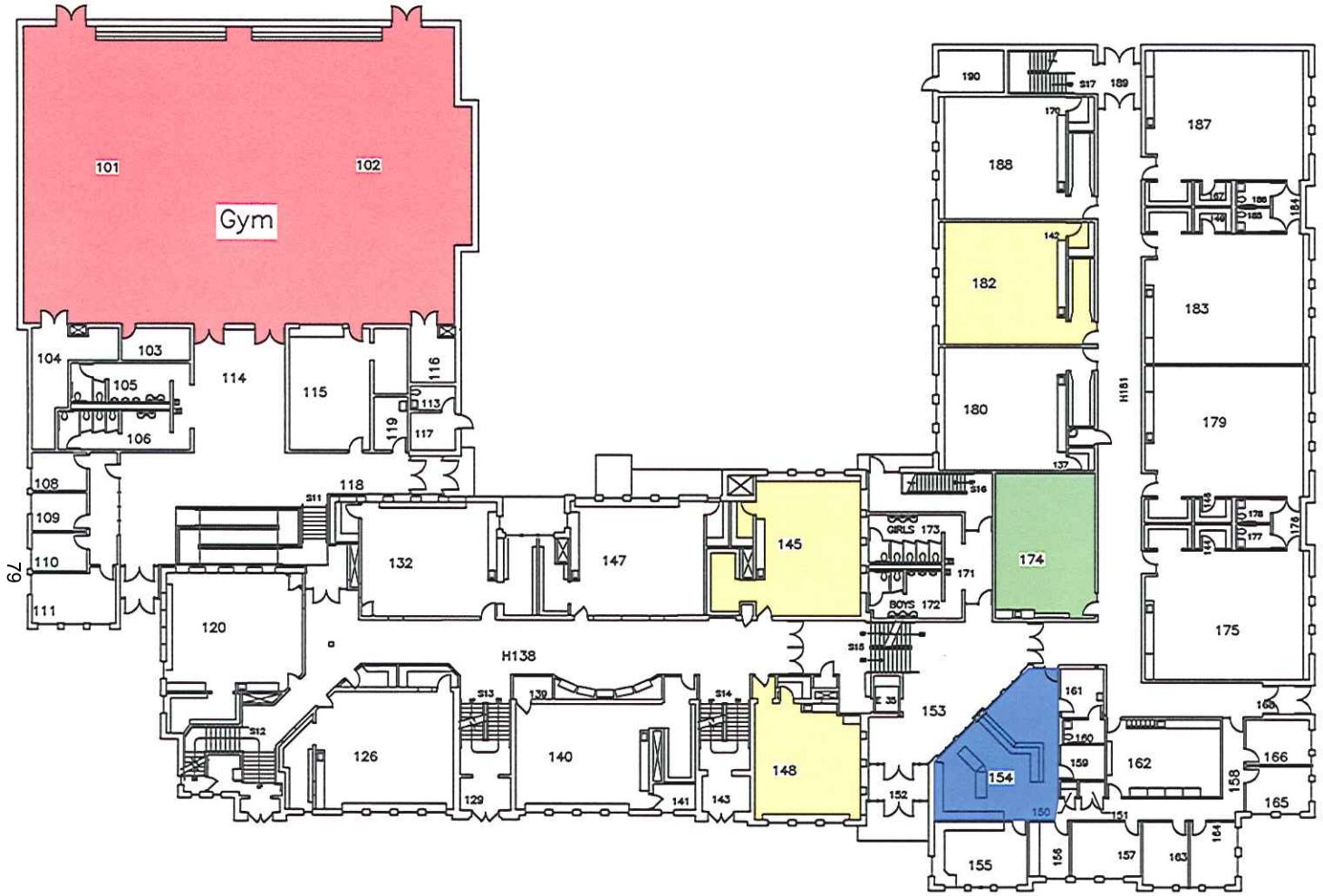
KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

DATE: 4-18-13

BUILDING NUMBER: 145

DRAWING SCALE: N.T.S.

SHEET NUMBER: 1 OF 1



120	2/3 Split
126	2/3 Split
132	2/3 Split
140	2/3 Split
145	2/3 Split
147	
148	
174	Computer Lab
175	EC
179	K/1st
180	K/1st
182	
183	K/1st
187	K/1st
188	K/1st

FIRST FLOOR PLAN

N

FRANK ELEMENTARY SCHOOL
1816 57th Street, Kenosha, WI

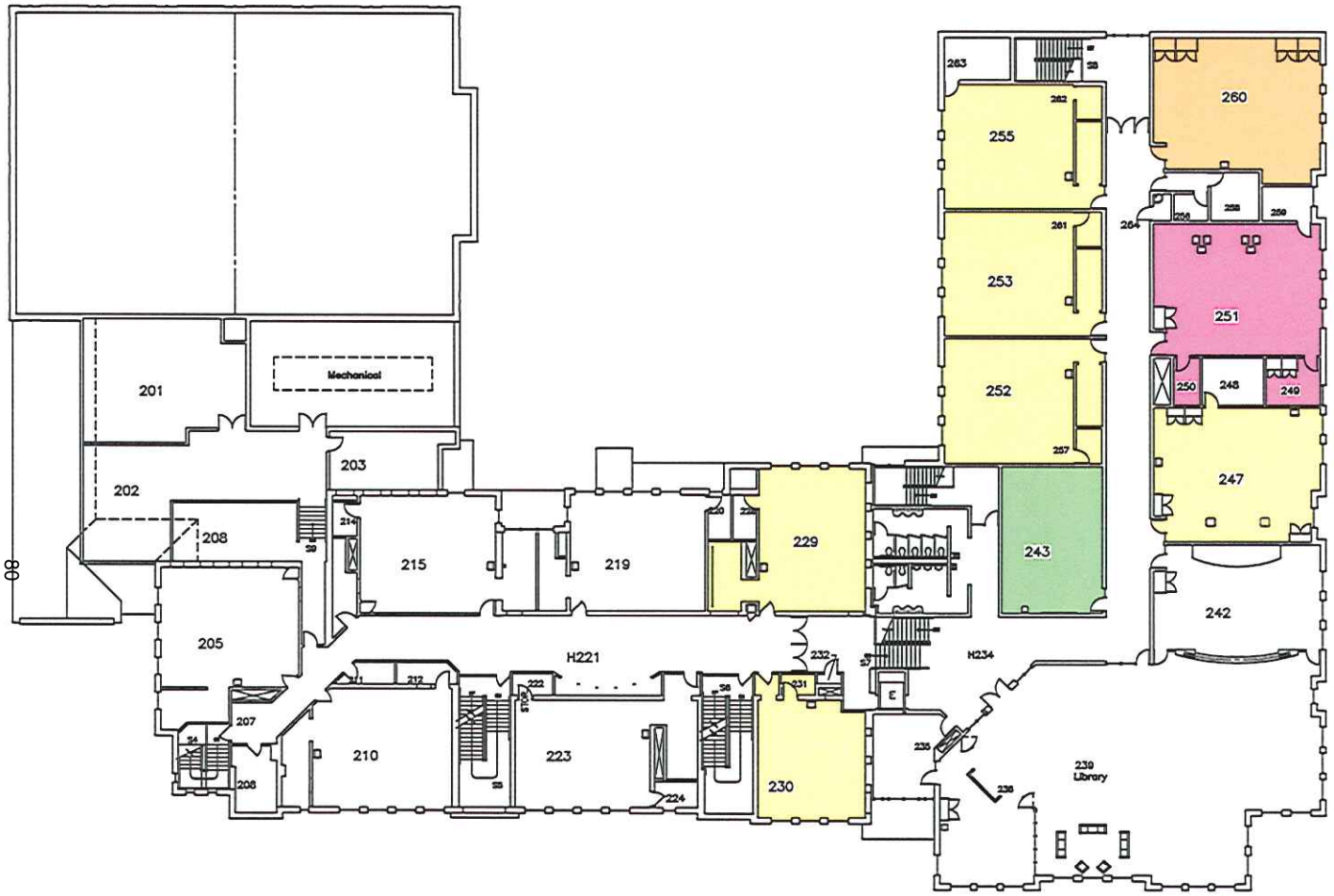
KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

DATE: 4-18-13

BUILDING NUMBER: 146

DRAWING SCALE: N.T.S.

SHEET NUMBER: 1 OF 3

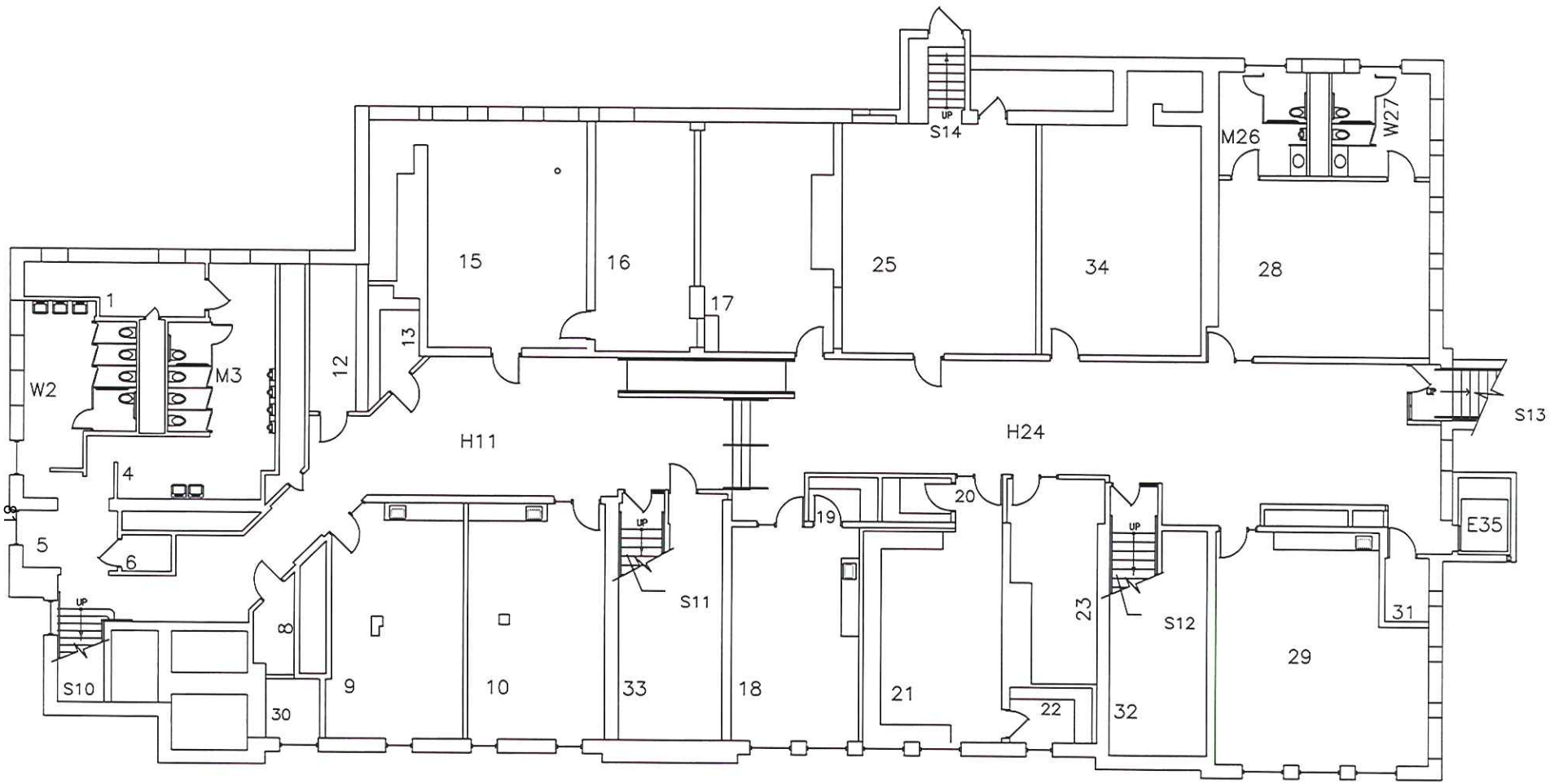


205 4/5 Split
210 4/5 Split
215 4/5 Split
219 4/5 Split
223 4/5 Split
229 _____
230 _____
243 Computer Lab
247 _____
251 Art
252 _____
253 _____
255 _____
260 Music

SECOND FLOOR PLAN

FRANK ELEMENTARY SCHOOL
1816 57th Street, Kenosha, WI

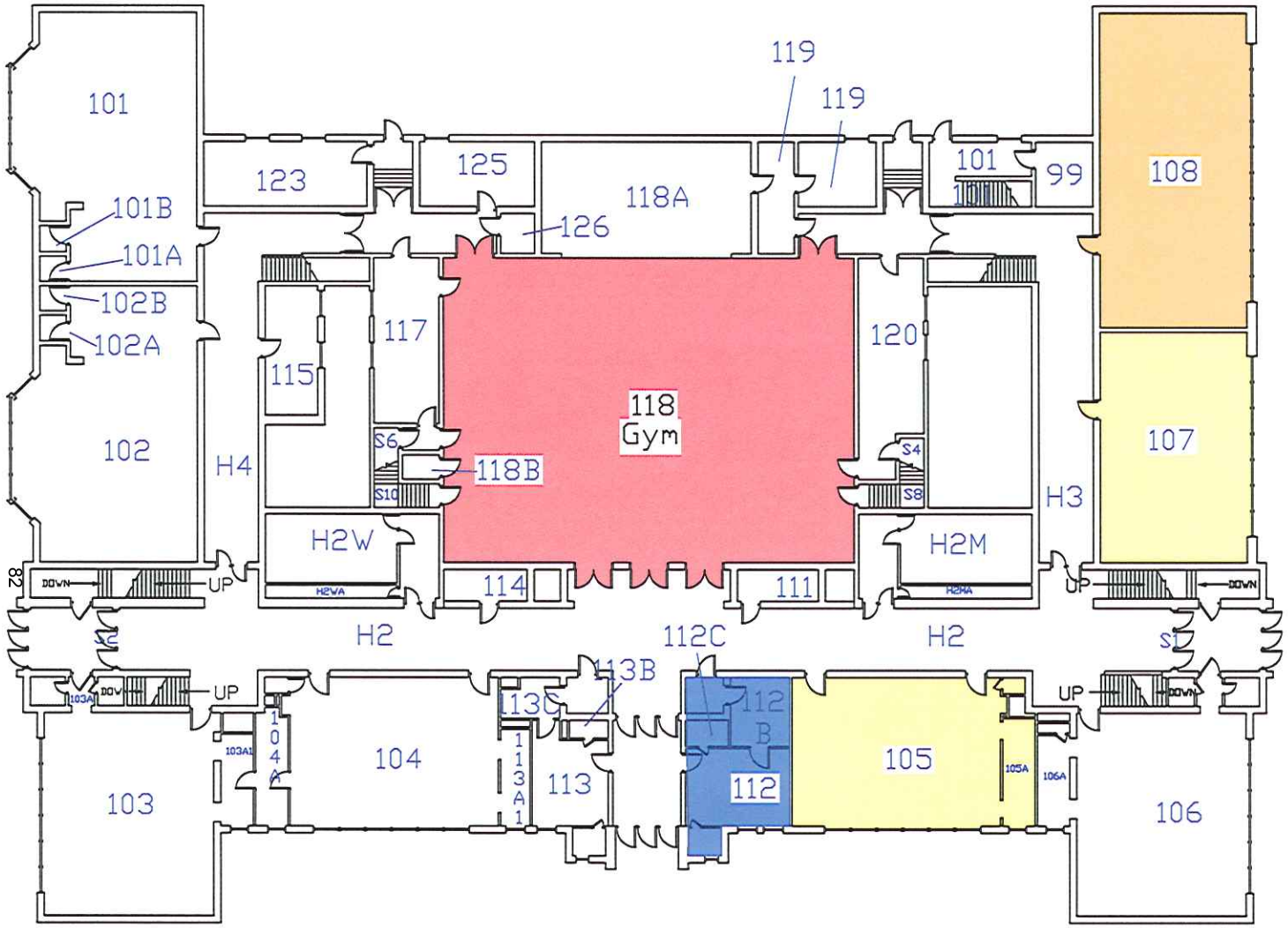
BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
146	N.T.S.	4-18-13	2 OF 3



BASEMENT FLOOR PLAN

FRANK ELEMENTARY SCHOOL
1816 57th Street, Kenosha, WI

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
146	N.T.S.	4-18-13	3 OF 3



101	K/1st
102	K/1st
103	K/1st
104	K/1st
105	
106	4k/EC
107	
108	Music

GRANT FIRST FLOOR PLAN

N

GRANT ELEMENTARY SCHOOL
1716 35th Street, Kenosha, WI

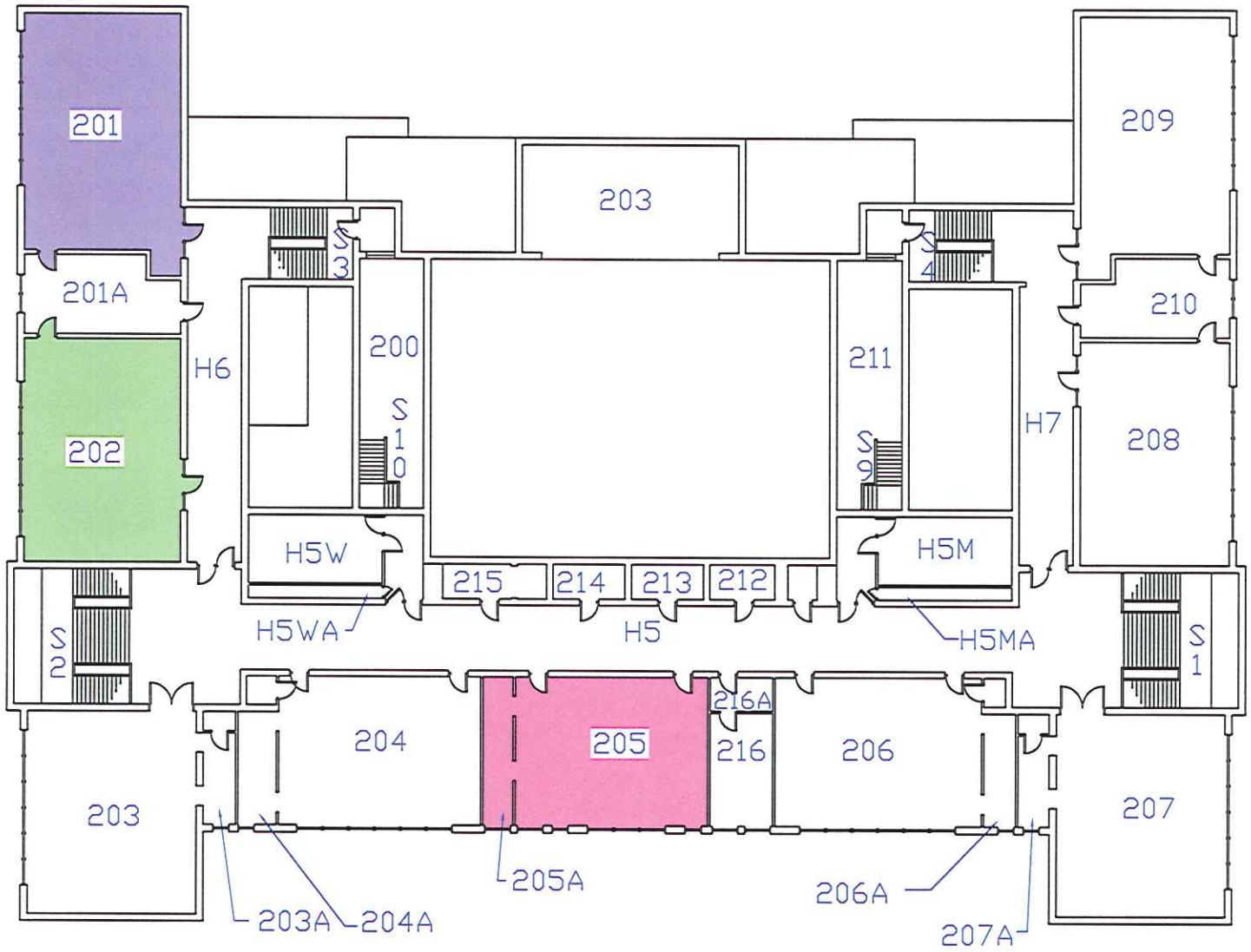
KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

DATE: 4-18-13

BUILDING NUMBER: 147

DRAWING SCALE: N.T.S.

SHEET NUMBER: 1 OF 3



202 Computer Lab
203 2/3 Split
204 2/3 Split
205 Art
206 2/3 Split
207 4/5 Split
208 4/5 Split
209 4/5 Split

SECOND FLOOR PLAN GRANT

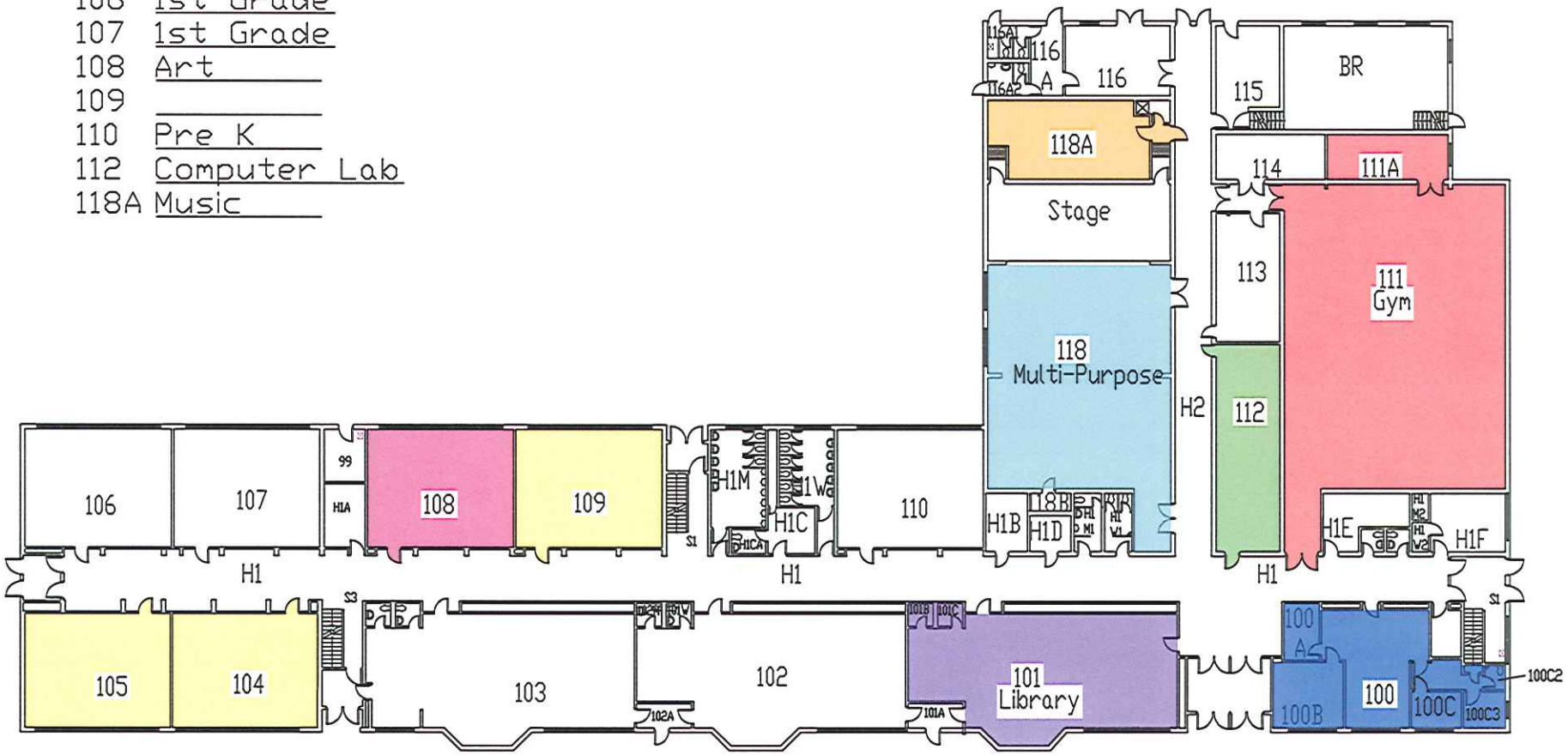
N

GRANT ELEMENTARY SCHOOL
1716 35th Street, Kenosha, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
147	N.T.S.	4-18-13	2 OF 3

102 Kindergarten
103 Kindergarten
104 _____
105 _____
106 1st Grade
107 1st Grade
108 Art
109 _____
110 Pre K
112 Computer Lab
118A Music



FIRST FLOOR PLAN

GREWENOW ELEMENTARY SCHOOL
7714 20th Avenue, Kenosha, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
EDUCATIONAL SUPPORT CENTER

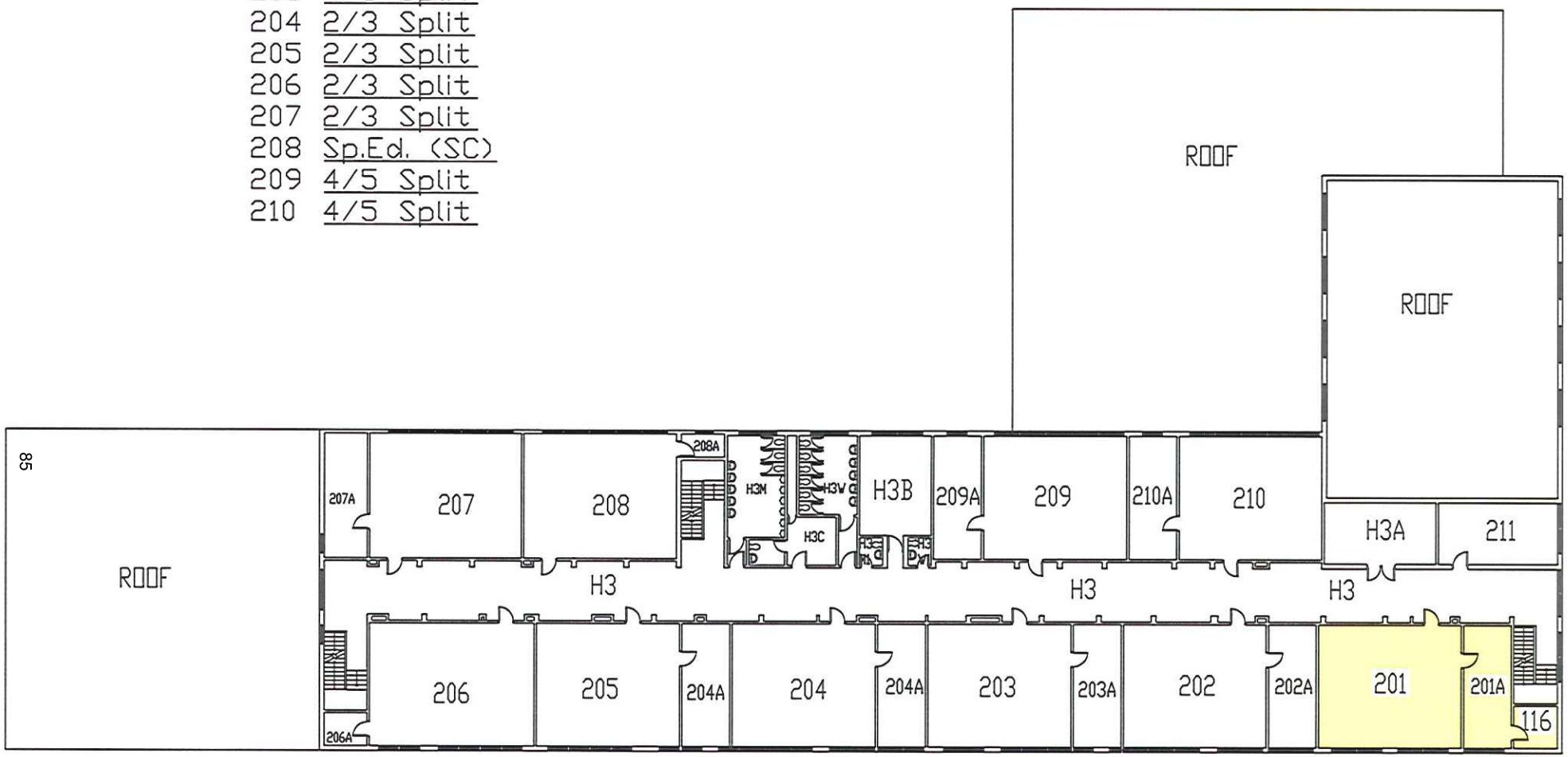
DATE 4-18-13

BUILDING NUMBER 163

DRAWING SCALE NTS

SHEET NUMBER 1 OF 2

201 _____
202 4/5 Split
203 4/5 Split
204 2/3 Split
205 2/3 Split
206 2/3 Split
207 2/3 Split
208 Sp.Ed. (SC)
209 4/5 Split
210 4/5 Split



SECOND FLOOR PLAN

GREWENOW ELEMENTARY SCHOOL
7714 20th Avenue, Kenosha, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
EDUCATIONAL SUPPORT CENTER

DATE: 4-18-13

BUILDING NUMBER: 163

DRAWING SCALE: NTS

SHEET NUMBER: 2 OF 2

101	
102	
103	
105	Computer Lab
106	1st Grade
107	2nd Grade
108	Kindergarten
109	CDS
110	1st Grade
111	
113	Kindergarten
114	4K
115	Art
116	5th Grade
117	4th Grade
118	Computer Lab
119	5th Grade
120	4th Grade
123	3rd Grade
124	2/3 Split
127	Music

FIRST FLOOR PLAN

N

HARVEY ELEMENTARY SCHOOL
2012 19th Avenue, Kenosha, WI

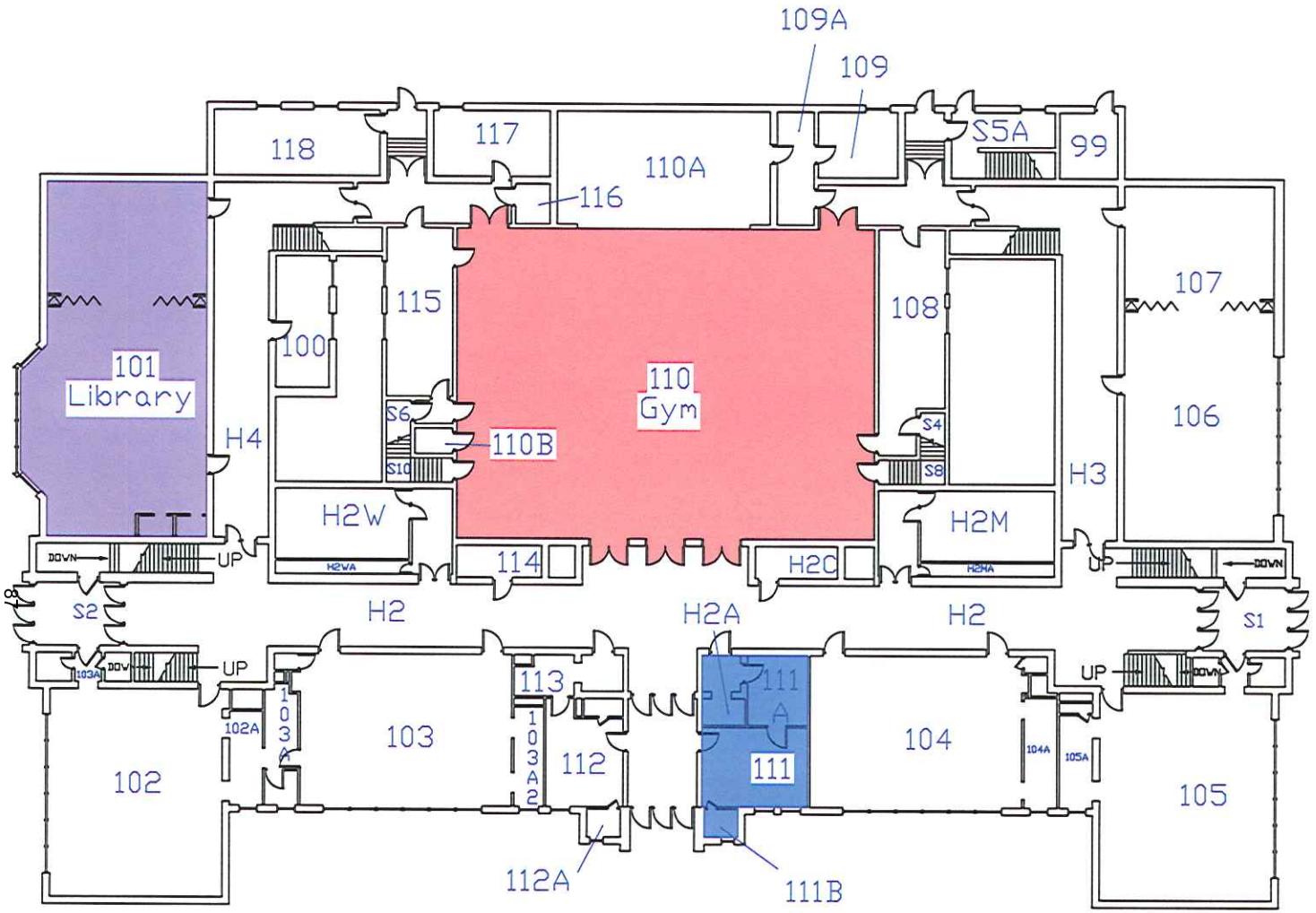
KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

DATE: 4-18-13

BUILDING NUMBER: 150

DRAWING SCALE: N.T.S.

SHEET NUMBER: 1 OF 1



102 EC
103 Kindergarten
104 Kindergarten
105 4/5 Split
106 5th Grade

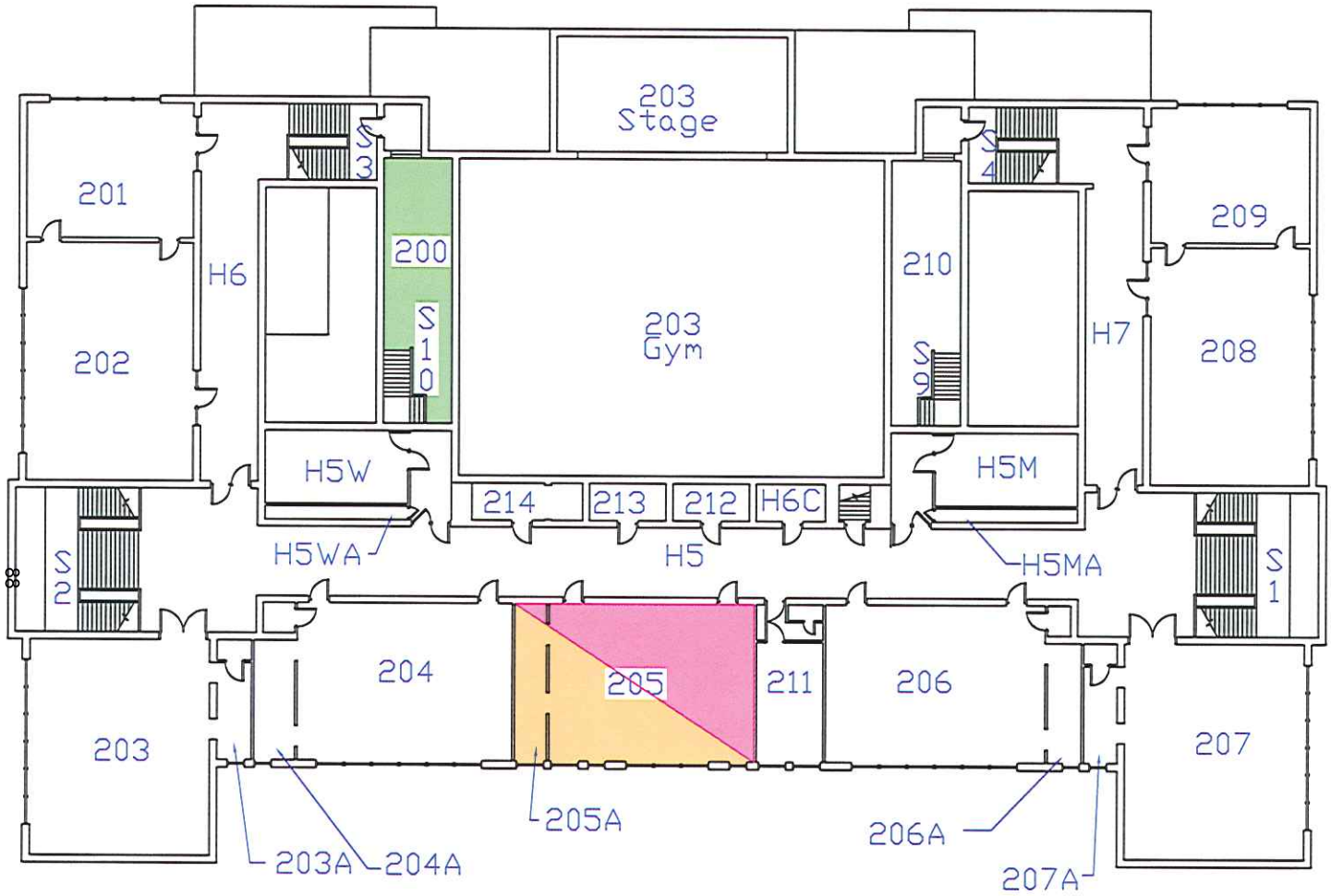
FIRST FLOOR PLAN JEFFERSON

N

JEFFERSON ELEMENTARY SCHOOL
1832 43rd Street, Kenosha, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
153	N.T.S.	4-18-13	1 OF 3



202 1/2 Split
203 1st Grade
204 2nd Grade
205 Art/Music
206 3rd Grade
207 3rd Grade
208 4th Grade

SECOND FLOOR PLAN JEFFERSON

N

JEFFERSON ELEMENTARY SCHOOL
1832 43rd Street, Kenosha, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

DATE 4-18-13

BUILDING NUMBER 153

DRAWING SCALE N.T.S.

SHEET NUMBER 2 OF 3

101	5th Grade
102	5th Grade
103	
104	3/4 Split
105	3/4 Split
106	3/4 Split
107	3/4/5 Split
108	
109	Art
110	
111	Spec. Ed.
112	Sensory Room
113	
114	1/2 Split
115	K/1/2 Split
116	1/2 Split
117	1/2 Split
118	4K/EC
119	Kindergarten
120	Kindergarten
122B	Computer Lab
123	Music

FIRST FLOOR PLAN

N

JEFFERY ELEMENTARY SCHOOL
4011 87th Street, Kenosha, WI

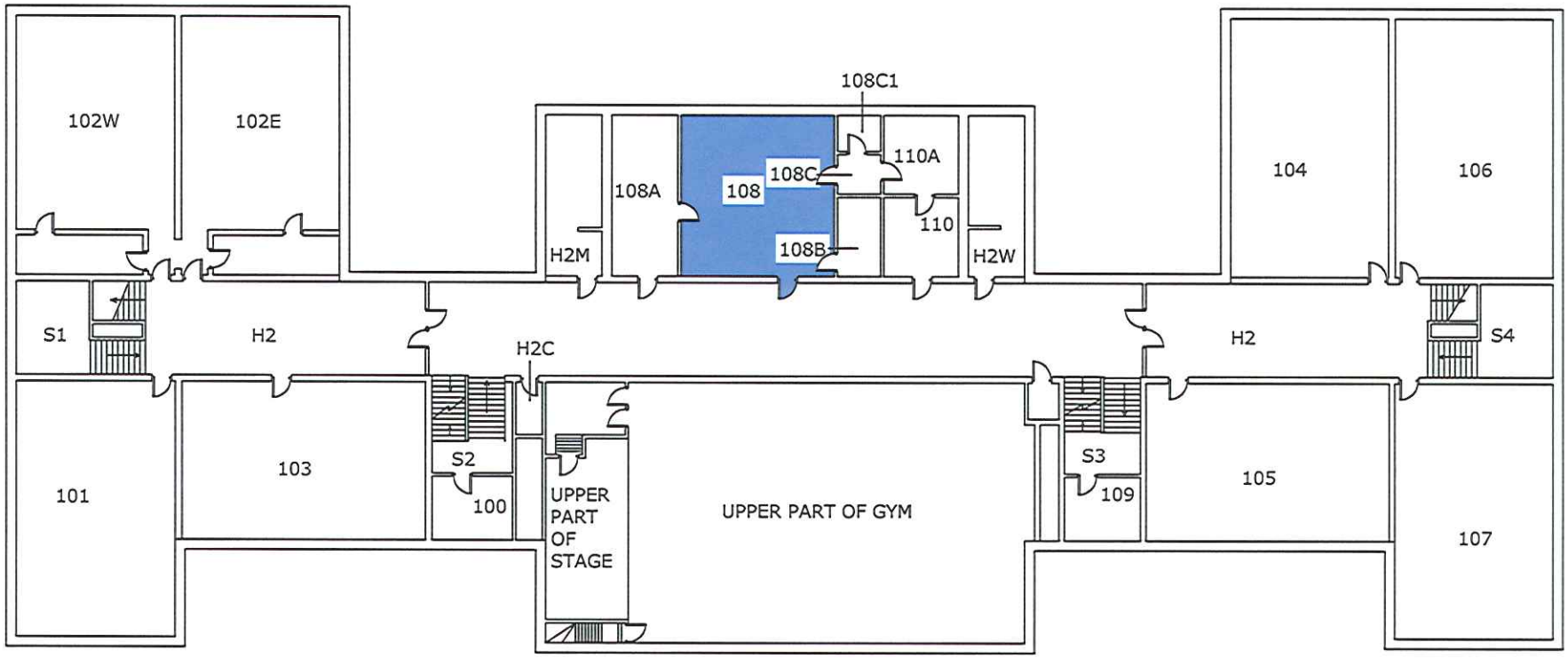
KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

DATE: 4-18-13

BUILDING NUMBER: 170

DRAWING SCALE: 1"=50'

SHEET NUMBER: 1 OF 1



101 1st Grade
102E Kindergarten
102W Kindergarten
103 1st Grade
104 2nd Grade
105 5th Grade
106 2nd Grade
107 5th Grade

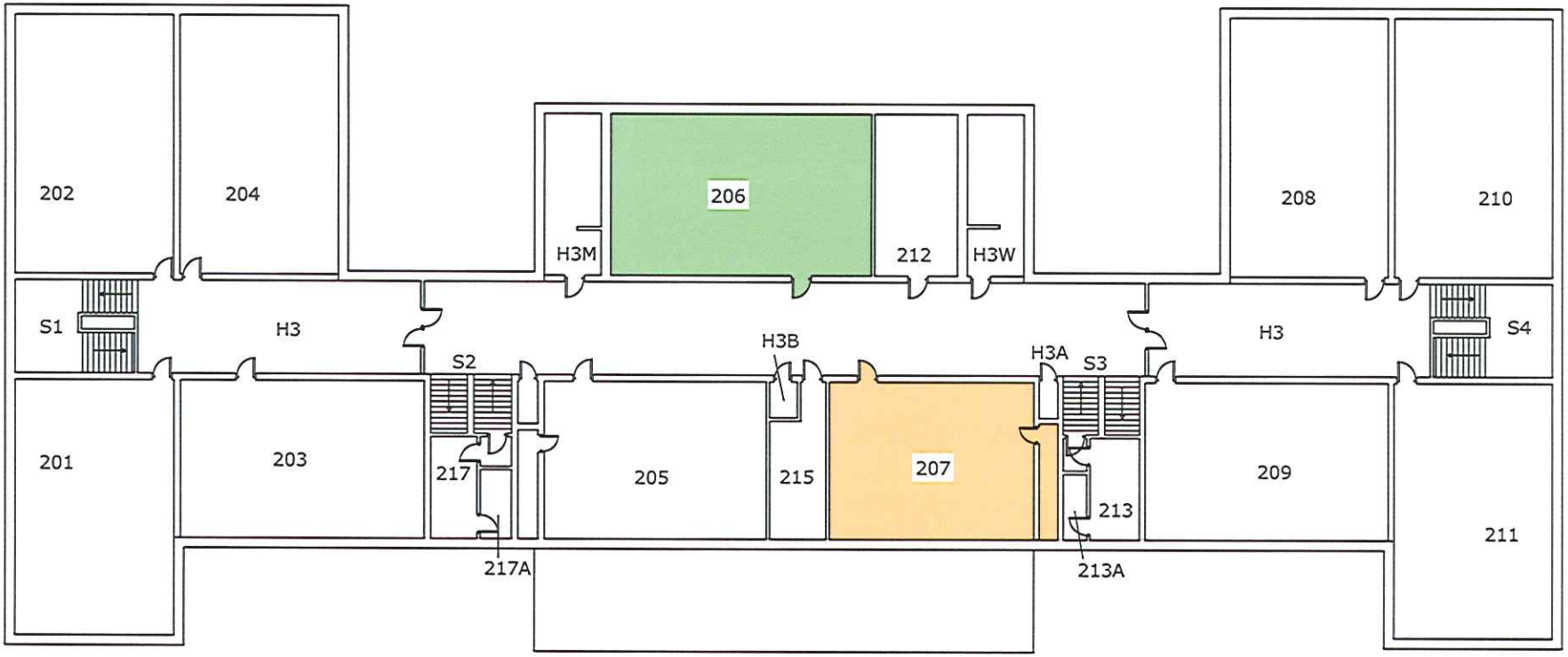
FIRST FLOOR PLAN

KTEC
6811 18th Avenue, Kenosha, WI

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
154	N.T.S.	4-18-13	1 OF 3

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

90

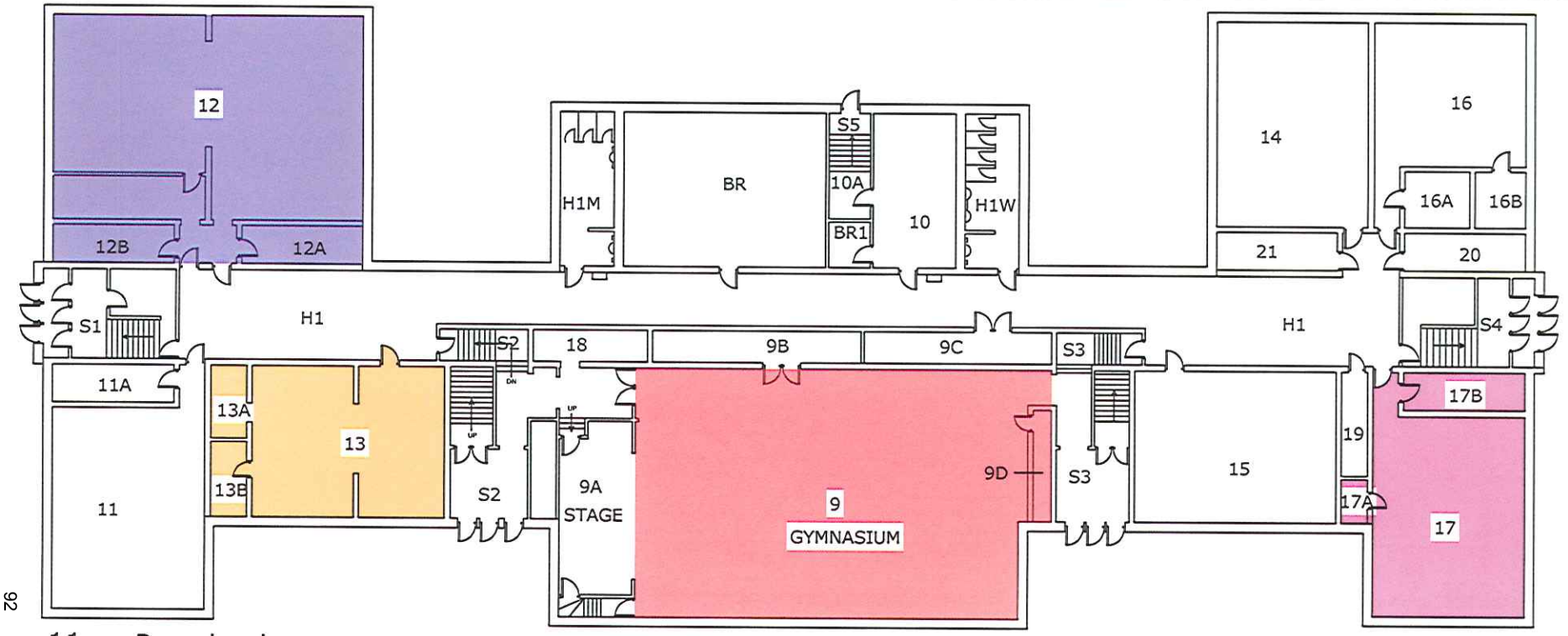


201	4th Grade
202	3rd Grade
203	4th Grade
204	3rd Grade
205	Spanish
206	Computer Lab
207	Music
208	7/8 Split
209	7/8 Split
210	7/8 Split
211	7/8 Split

SECOND FLOOR PLAN

KTEC
6811 18th Avenue, Kenosha, WI

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
154	N.T.S.	4-18-13	2 OF 3



11	Preschool
13	Music
14	6th Grade
15	6th Grade
17	Art

BASEMENT FLOOR PLAN

KTEC
6811 18th Avenue, Kenosha, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

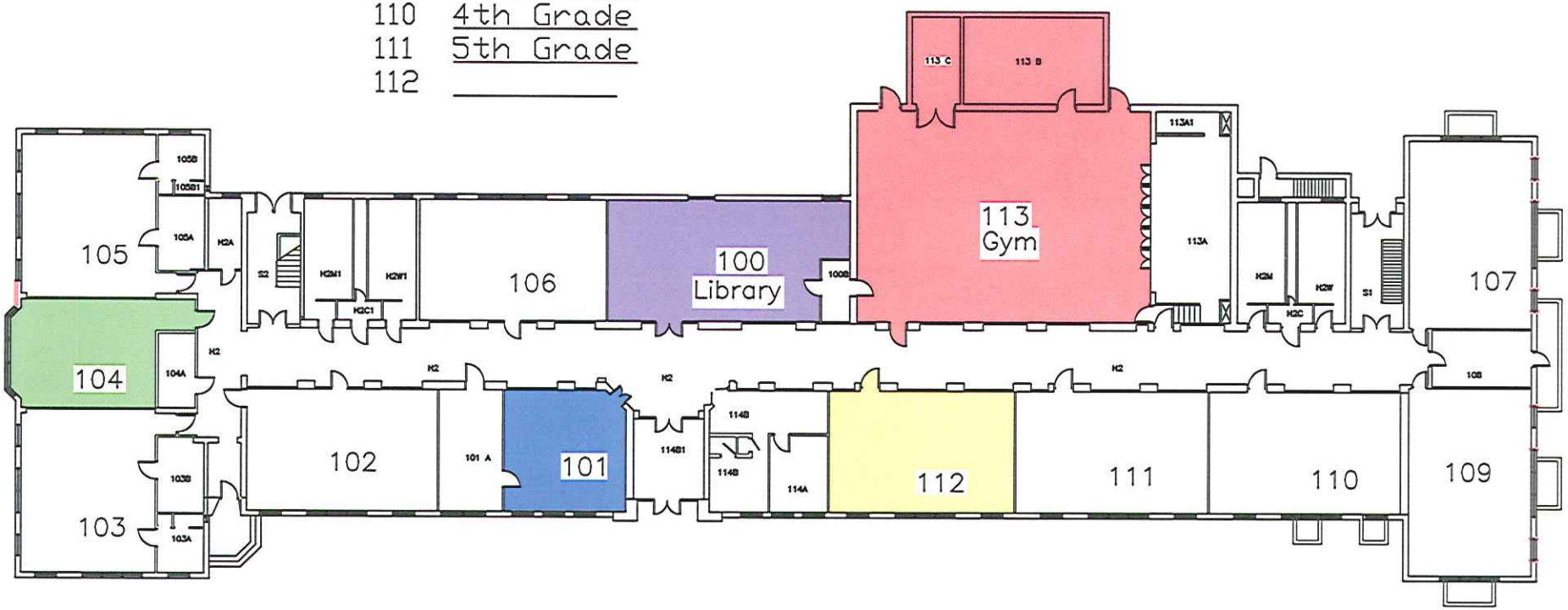
DATE: 4-18-13

BUILDING NUMBER: 154

DRAWING SCALE: N.T.S.

SHEET NUMBER: 3 OF 3

102 Kindergarten
103 Kindergarten
104 Computer Lab
105 4K
106 Sp.Ed.
107 4th Grade
109 5th Grade
110 4th Grade
111 5th Grade
112 _____



93

FIRST FLOOR PLAN

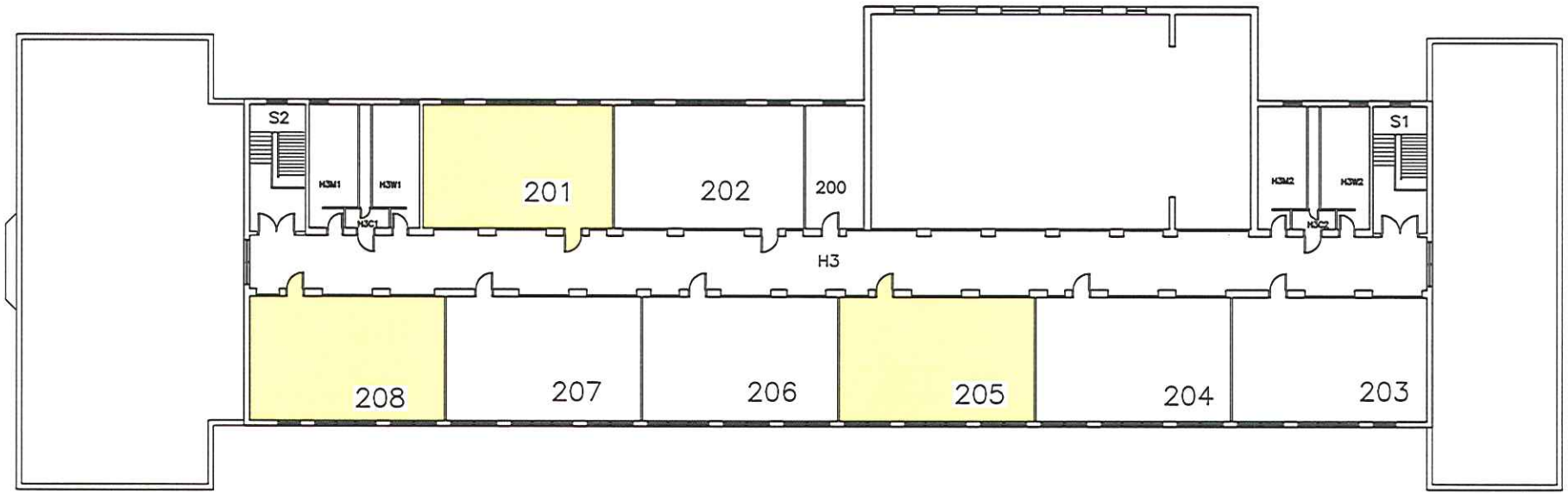
N

McKINLEY ELEMENTARY SCHOOL
5520 32nd Avenue, Kenosha, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
155	N.T.S.	4-18-13	1 OF 3

201 _____
202 2/3 Split
203 1st Grade
204 1st Grade
205 _____
206 2/3 Split
207 2/3 Split
208 _____



94

SECOND FLOOR PLAN

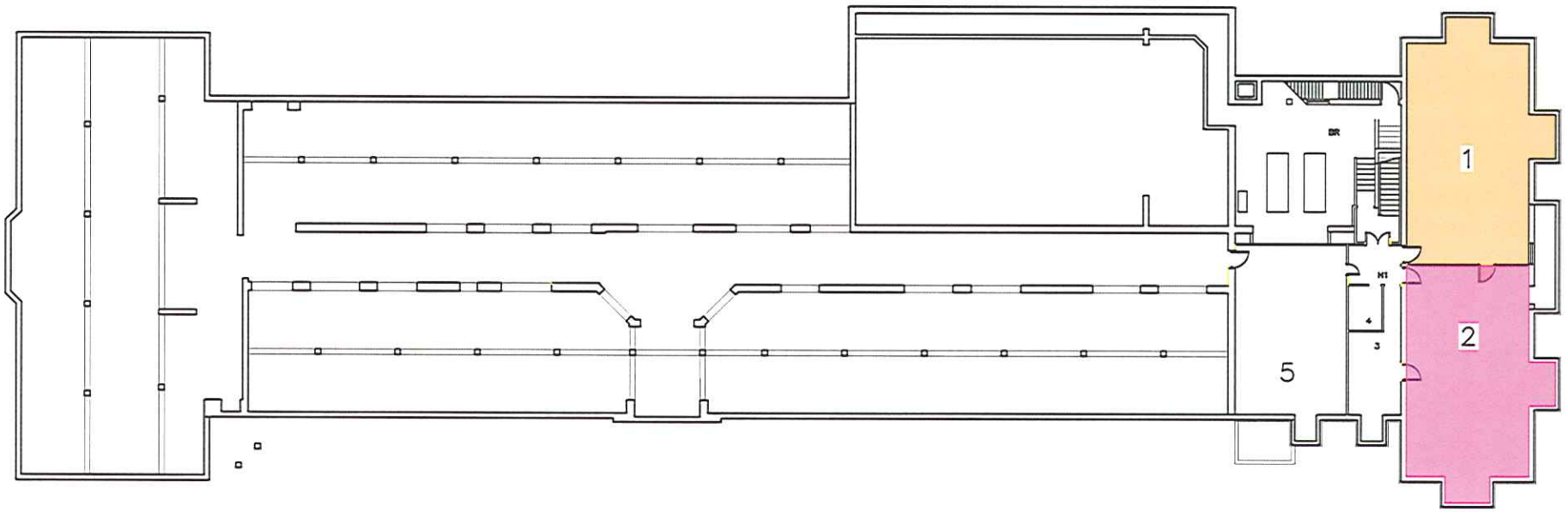
N

McKINLEY ELEMENTARY SCHOOL
5520 32nd Avenue, Kenosha, WI

KENOSHA UNIFIED - SCHOOL DISTRICT NO. 1

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
155	N.T.S.	4-18-13	2 OF 3

1 Music
2 Art



95

BASEMENT FLOOR PLAN

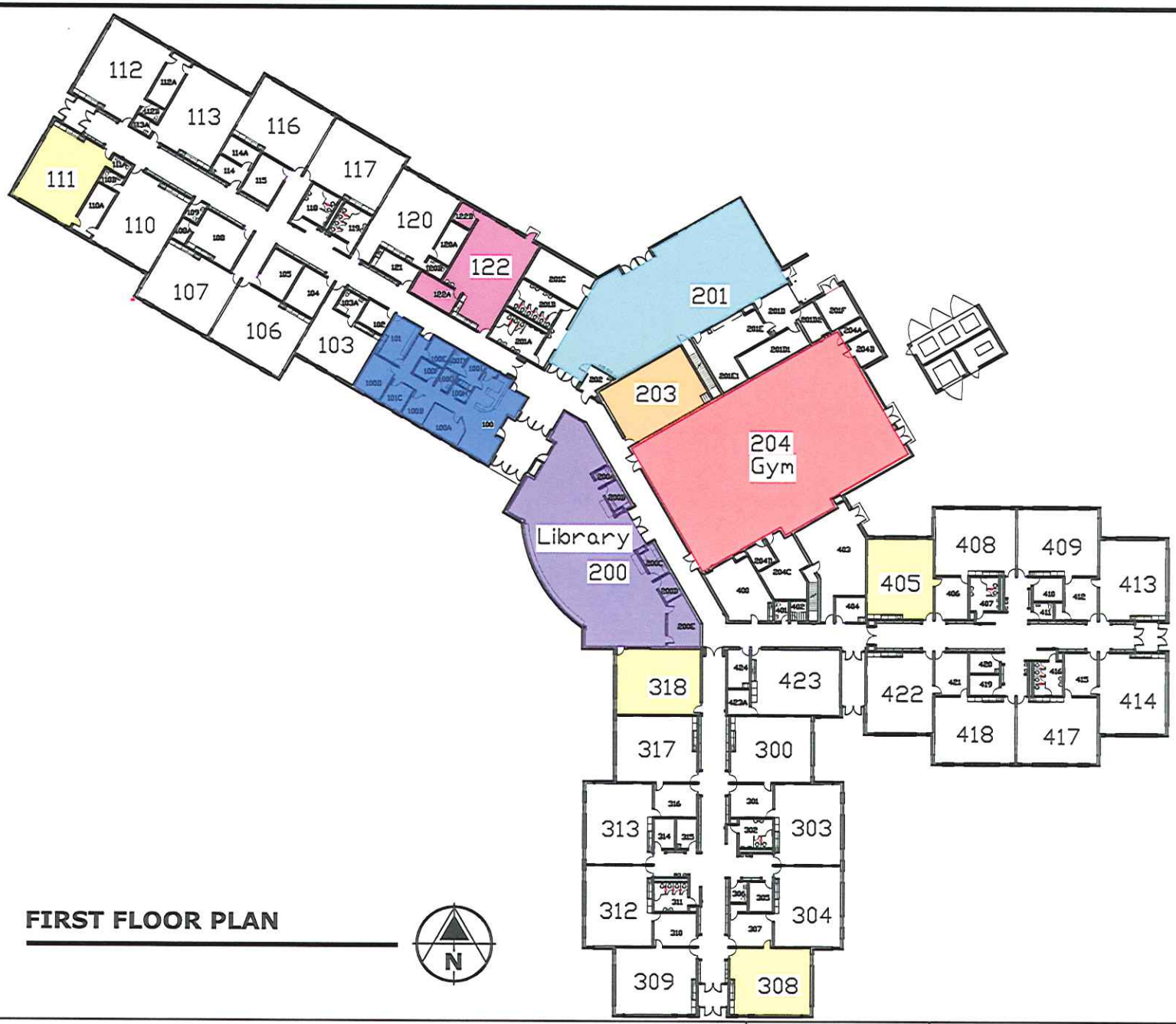
N

McKINLEY ELEMENTARY SCHOOL
5520 32nd Avenue, Kenosha, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
155	N.T.S.	4-18-13	3 OF 3

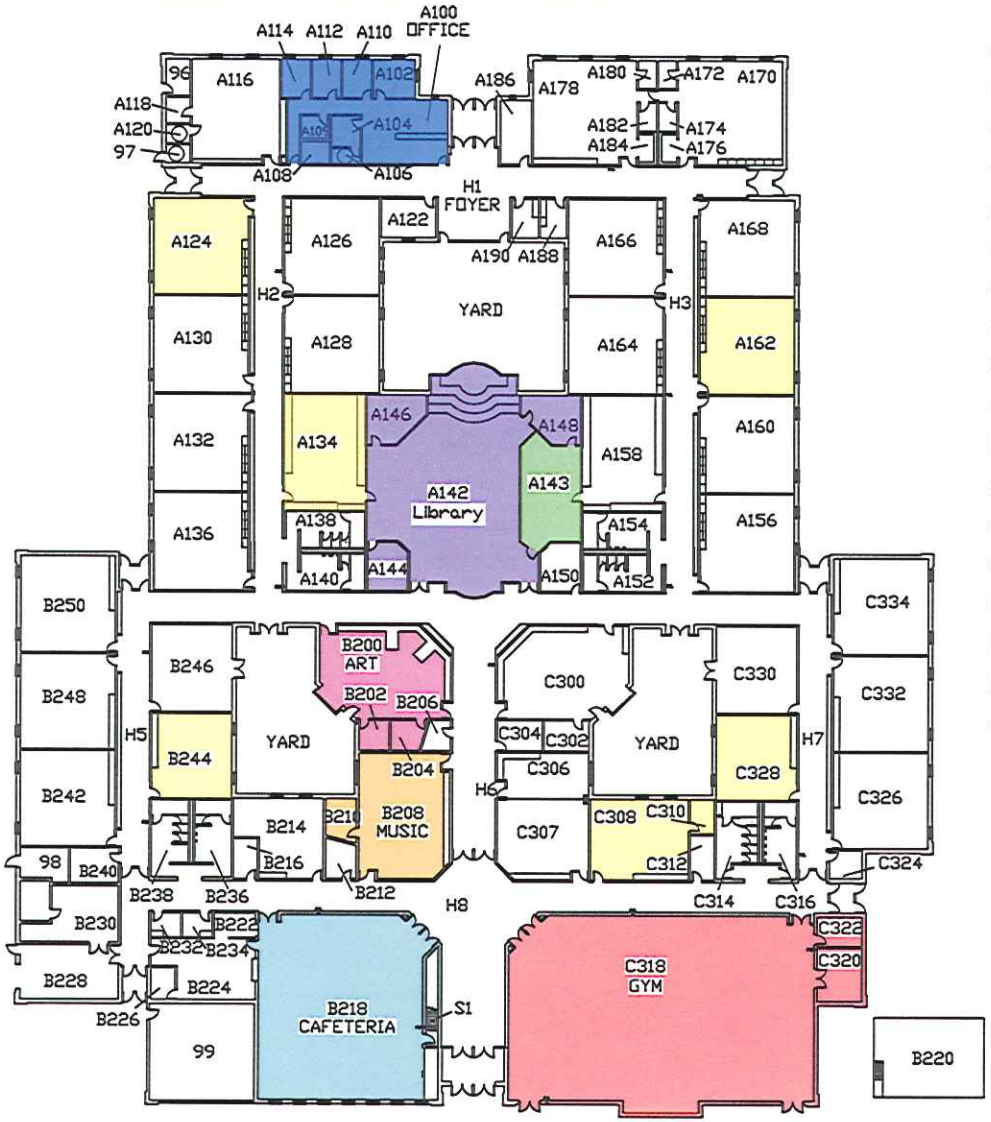
106	1st Grade
107	1st Grade
110	EC/K
111	
112	Kindergarten
113	Kindergarten
116	1st Grade
117	1st Grade
120	Kindergarten
122	Art
203	Music
300	2nd Grade
303	2nd Grade
304	3rd Grade
308	
309	3rd Grade
312	3rd Grade
313	2nd Grade
317	2nd Grade
318	
405	
408	4th Grade
409	5th Grade
413	5th Grade
414	5th Grade
417	5th Grade
418	4th Grade
422	4th Grade
423	CDS



FIRST FLOOR PLAN

CHARLES NASH ELEMENTARY SCHOOL
6801 99th Avenue, Kenosha, WI

BUILDING NUMBER 178	DRAWING SCALE N.T.S.	KENOSHA UNIFIED SCHOOL DISTRICT NO. 1	DATE 4-18-13
			SHEET NUMBER 1 OF 1



A116	EC	B200	Art
A124		B208	Music
A126	2/3 Split	B242	3/4 Split
A128	1/2 Split	B244	
A130	1/2 Split	B248	3/4 Split
A132	2/3 Split	B250	3/4 Split
A134		C300	4/5 Split
A136	3/4 Split	C307	5th Grade
A143	Computer Lab	C308	
A156	1/2 Split	C326	5th Grade
A158	ESL	C328	
A160	1/2 Split	C332	4/5 Split
A162		C334	1/2 Split
A164	1/2 Split		
A166	Kindergarten		
A168	Kindergarten/EC		
A170	Kindergarten		
A178	Kindergarten/EC		

97

FIRST FLOOR PLAN

N

PLEASANT PRAIRIE ELEMENTARY SCHOOL
9208 WILMONT Road, Pleasant Prairie, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

DATE: 4-18-13

BUILDING NUMBER: 156

DRAWING SCALE: N.T.S.

SHEET NUMBER: 1 OF 1

202	2/3 Split
204	1st Grade
205	1st Grade
207	2/3 Split
209	2/3 Split
210	K/1 Split
217	Computer Lab
221	CDB/DHH/Sp.Ed
222	EC/DHH
223	
224	
225	2/3 Split
226	2/3 Split
227	4/5 Split
228	
229	4/5 Split
231	4/5 Split
233	4/5 Split
235	4/5 Split
237	4/5 Split

FIRST FLOOR PLAN

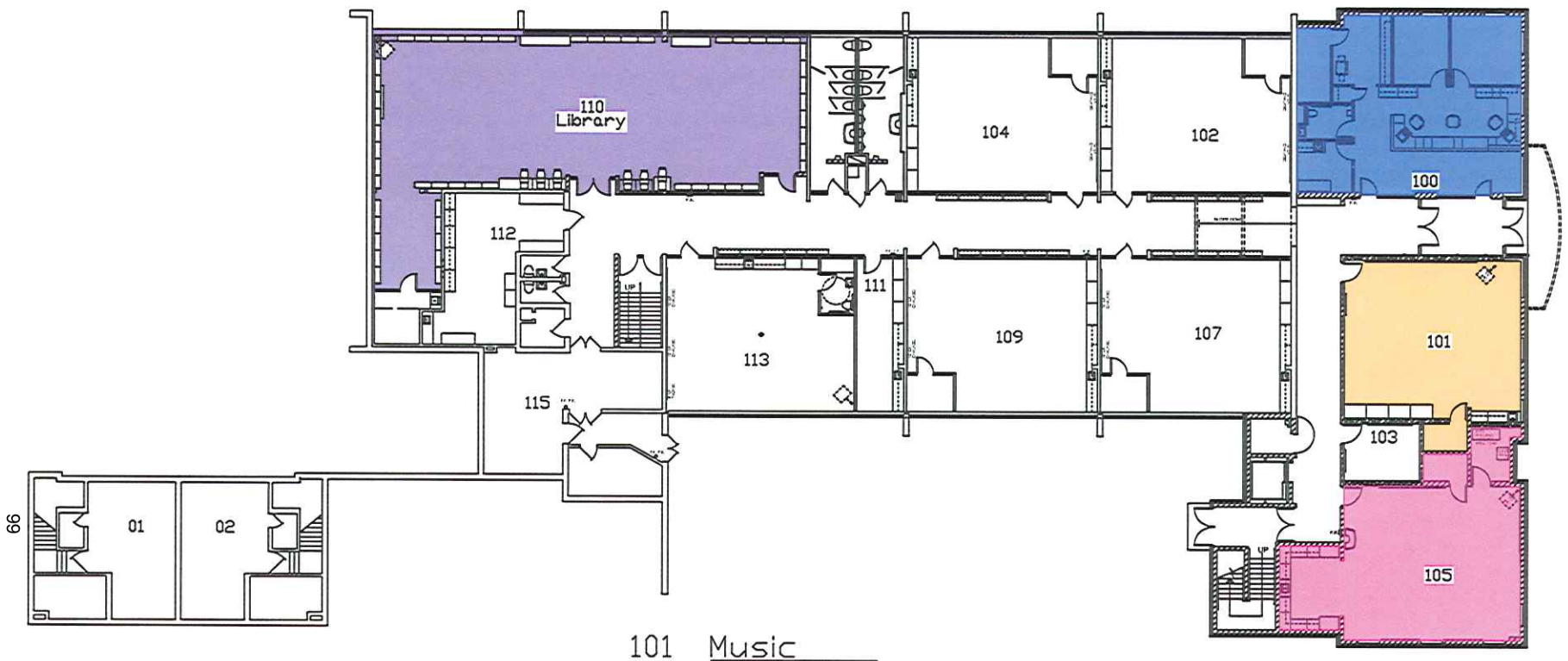
PRAIRIE LANE ELEMENTARY SCHOOL
10717 47th Avenue, Kenosha, WI

BUILDING NUMBER	157	DRAWING SCALE	N.T.S.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

DATE 4-18-13

SHEET NUMBER 1 OF 2



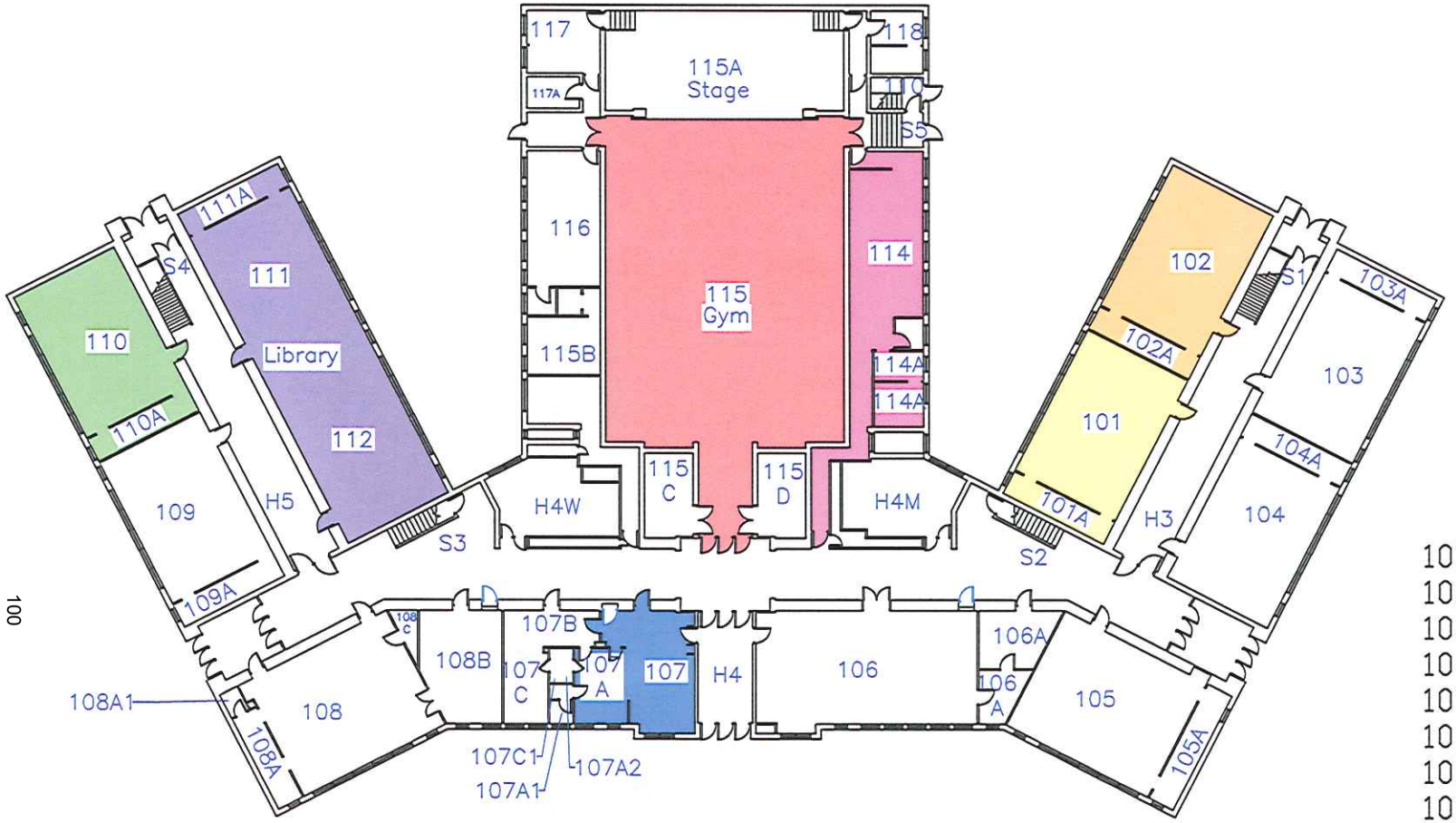
101 Music
102 4K
104 Kindergarten
105 Art
107 Kindergarten
109 Kindergarten
113 EC

BASEMENT FLOOR PLAN

PRAIRIE LANE ELEMENTARY SCHOOL
10717 47th Avenue, Kenosha, WI

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
157	N.T.S.	4-18-13	2 OF 2

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1



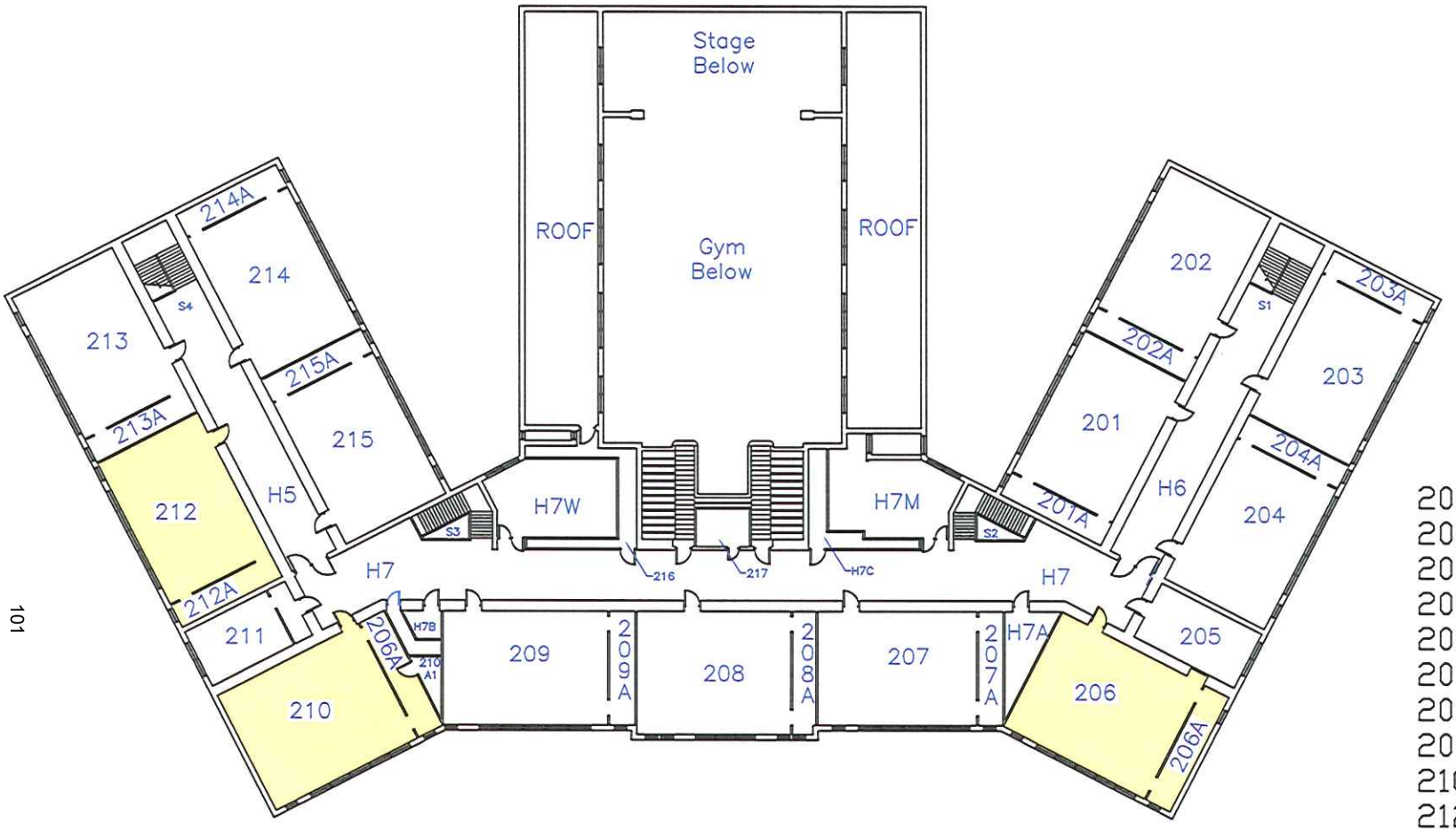
100

101	
102	Music
103	1st Grade
104	1st Grade
105	Kindergarten
106	K/EC
108	4K/Sp.Ed
109	4/ 5E
110	Computer Lab
114	Art

FIRST FLOOR PLAN ROOSEVELT

ROOSEVELT ELEMENTARY SCHOOL
3322 Roosevelt RD., Kenosha, WI

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
158	N.T.S.	4-18-13	1 OF 3



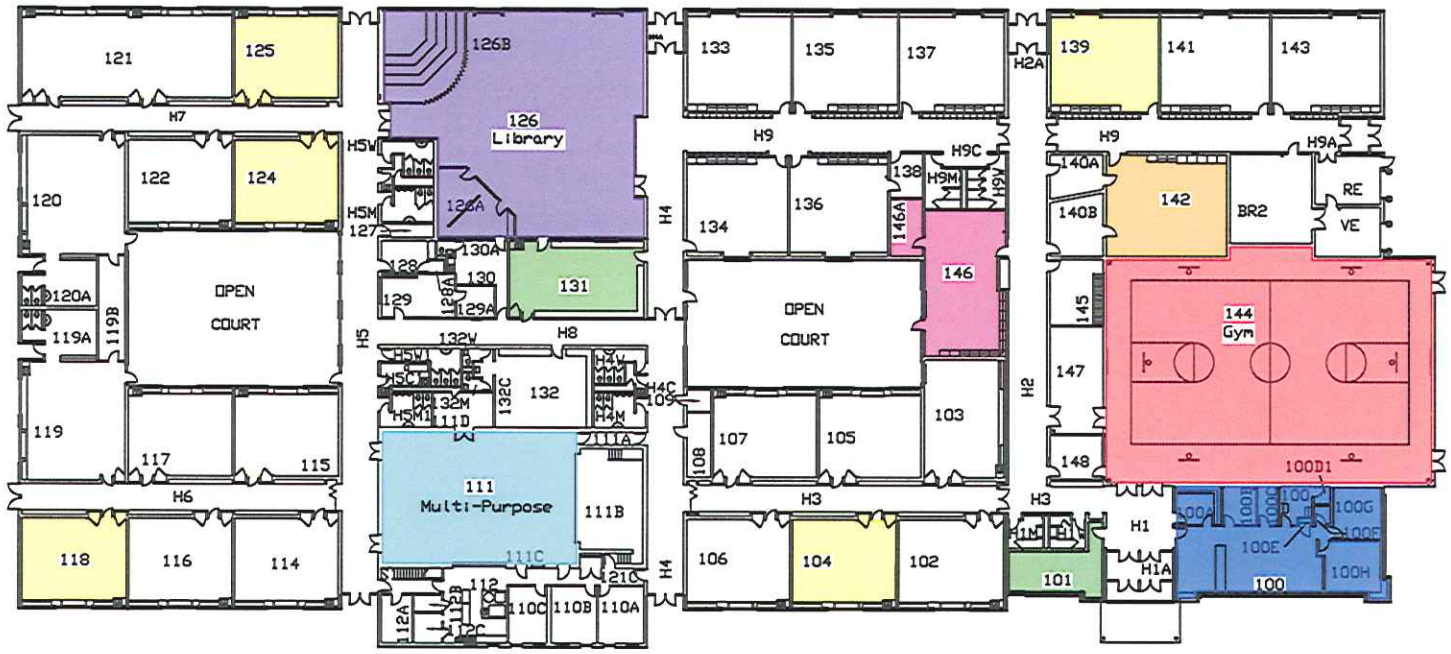
101

201 3rd Grade
202 3rd Grade
203 2nd Grade
204 2nd Grade
206 _____
207 2E
208 3/ 4E
209 4th Grade
210 _____
212 _____
213 5th Grade
214 5th Grade
215 4th Grade

SECOND FLOOR PLAN ROOSEVELT

ROOSEVELT ELEMENTARY SCHOOL
3322 Roosevelt RD., Kenosha, WI

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
158	N.T.S.	4-18-13	2 OF 3



102

101	Computer Lab
102	2nd Grade
103	3rd Grade
104	
105	2/3 Split
106	3rd Grade
107	2nd Grade
114	1st Grade
115	1st Grade
116	1st Grade
117	1st Grade
118	
119	Kindergarten
120	Kindergarten
121	Kindergarten
124	Band
125	Inst. Coach
131	Computer Lab
133	4th Grade
134	4/5 Split
135	4th Grade
136	5th Grade
137	5th Grade
139	
141	Pre K.
142	Music
143	Sp.Ed.
146	Art

FIRST FLOOR PLAN

N

SOMERS ELEMENTARY SCHOOL
1245 72nd Avenue, Kenosha, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

BUILDING NUMBER	160
DRAWING SCALE	N.T.S.
DATE	4-18-13
SHEET NUMBER	1 OF 1

FIRST FLOOR PLAN

102	
103	Art
104	Kindergarten
105	EC/4K
106	Kindergarten
110	
111	Computer Lab
201	
202	2/3 Split
203	4/5 Split
204	4/5 Split
205	
206	4/5 Split
207	
208	CDS
209	Music
210	2/3 Split
211	3/4 Split
212	2/3 Split
213	4/5 Split
214	
301	Kindergarten
303	1/2 Split
304	
305	1/2 Split
306	1/2 Split
307	1/2 Split
308	

SOUTHPORT ELEMENTARY SCHOOL
723 76th Street, Kenosha, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

DATE: 4-18-13

BUILDING NUMBER: 161

DRAWING SCALE: N.T.S.

SHEET NUMBER: 1 OF 1

B200	EC	C326	Instruction
B202	Art	C330	
B236	3rd Grade	C332	2nd Grade
B240	4/5 Split	C336	
B242	5th Grade	C338	2nd Grade
B246	5th Grade	C342	2nd Grade
B248		C344	1st Grade
B252	Sp. Ed.	C348	1st Grade
B254	Sp. Ed.	C350	1st Grade
B258	4th Grade	C356	Kindergarten
B260	3rd Grade	C366	Kindergarten
B264	4th Grade	C372	Kindergarten
B266	4th Grade	C374	Computer Lab
B270	3rd Grade	C378	
B278	Computer Lab	C382	
B282			
B286	Music		

FIRST FLOOR PLAN

104

STOCKER ELEMENTARY SCHOOL
6315 67th Street, Kenosha, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

DATE: 4-18-13

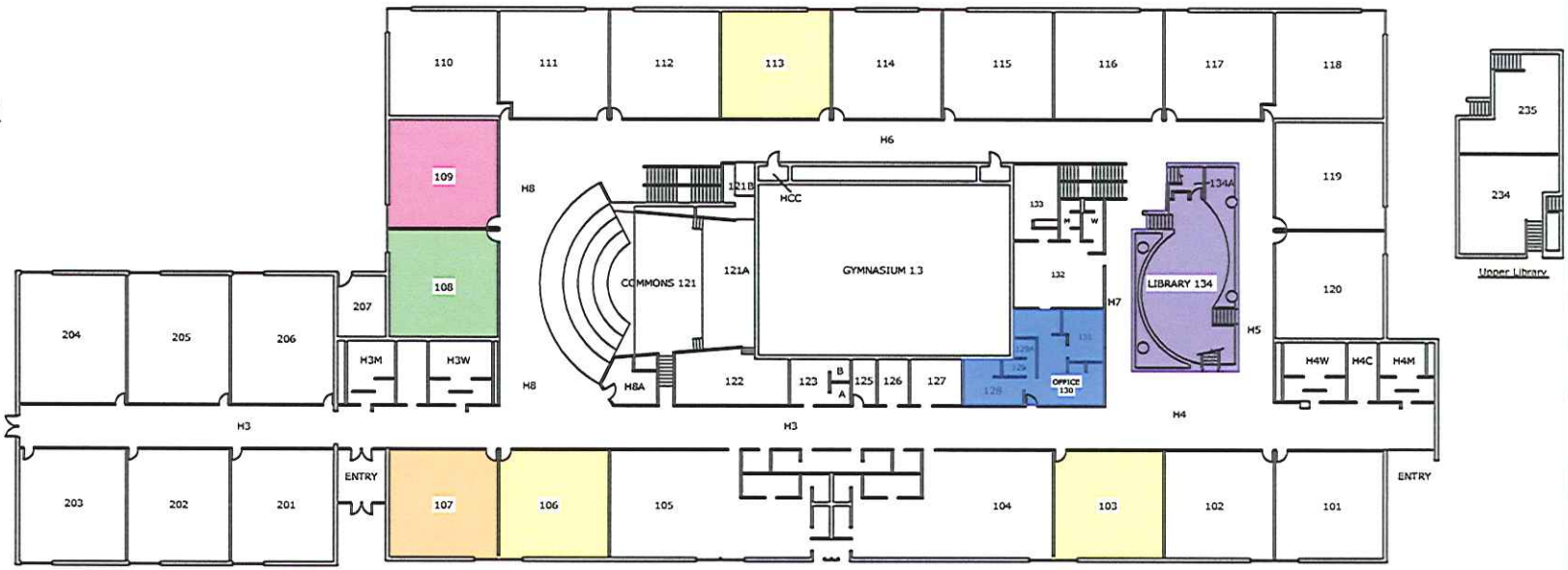
BUILDING NUMBER: 169

DRAWING SCALE: N.T.S.

SHEET NUMBER: 1 OF 1

101	EC
102	Kindergarten
103	
104	Kindergarten
105	Kindergarten
106	
107	Music
108	Computer Lab
109	Art
110	3rd Grade
111	3rd Grade
112	3rd Grade
113	
114	2nd Grade
115	2nd Grade
116	2nd Grade
117	3rd Grade
118	1st Grade
119	1st Grade
120	1st Grade
201	4/5 Split
202	4th Grade
203	4th Grade
204	Sp. Ed.
205	5th Grade
206	5th Grade

105



FIRST FLOOR PLAN

CURTIS STRANGE ELEMENTARY SCHOOL
5414 49th Avenue, Kenosha, WI

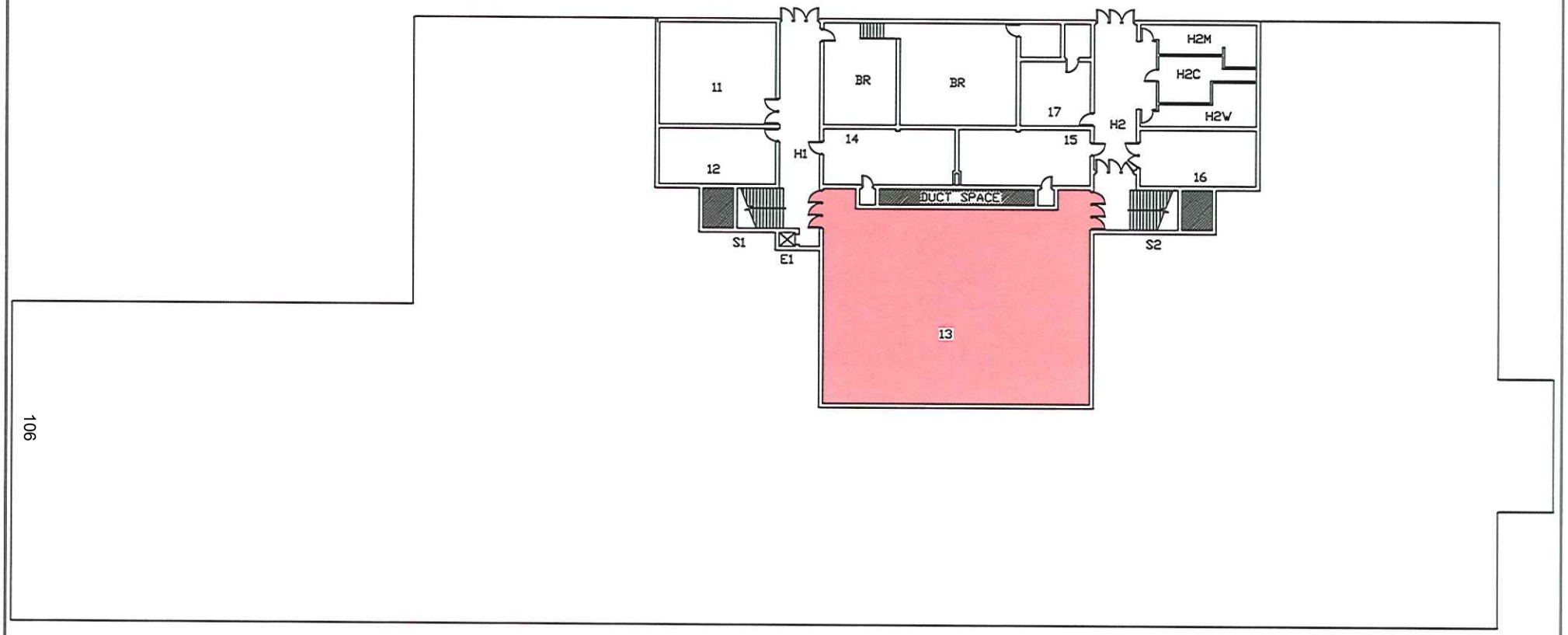
KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

DATE: 4-18-13

BUILDING NUMBER: 162

DRAWING SCALE: N.T.S.

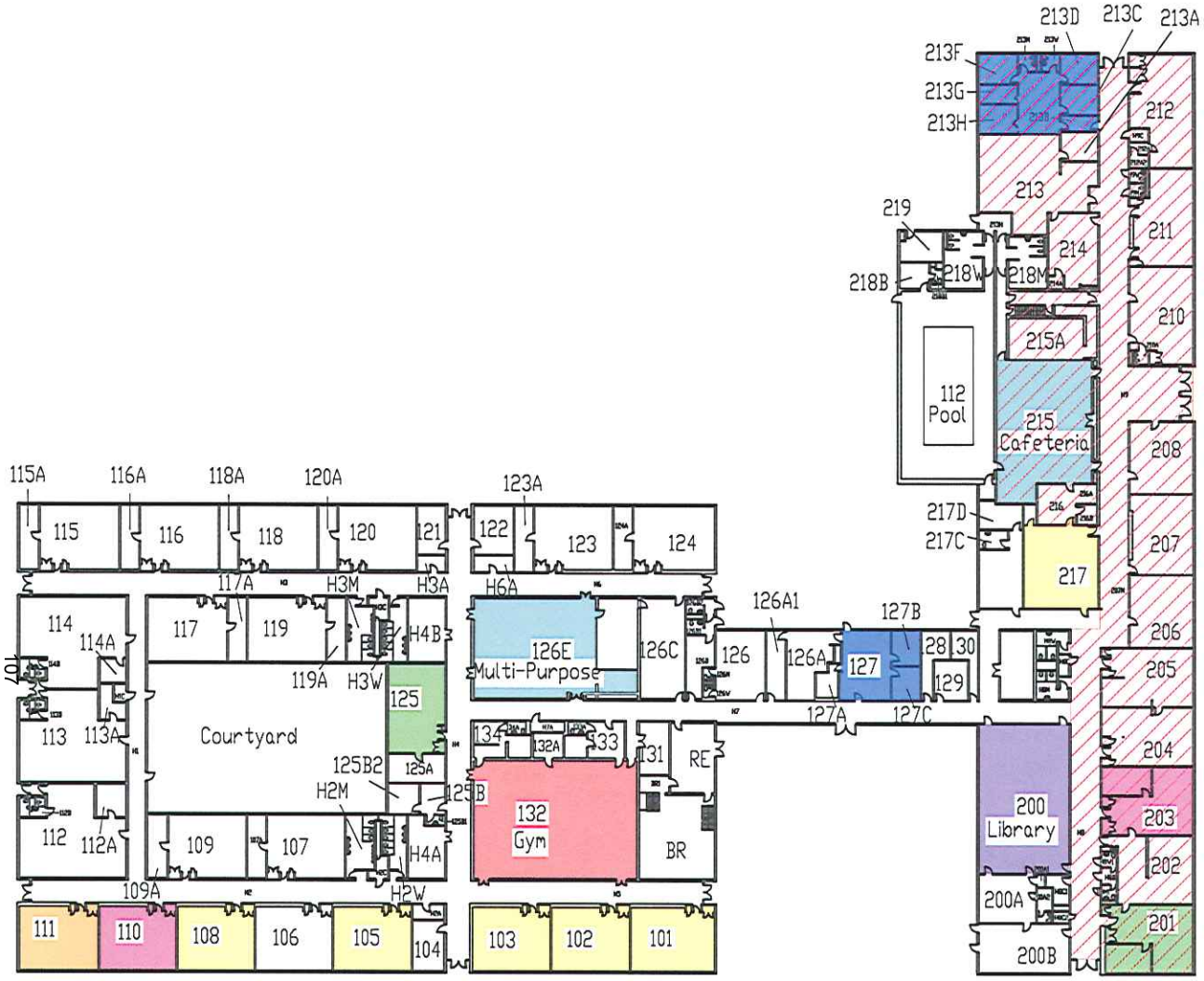
SHEET NUMBER: 1 OF 2



BASEMENT FLOOR PLAN

CURTIS STRANGE ELEMENTARY SCHOOL
5414 49th Avenue, Kenosha, WI

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
162	N.T.S.	4-18-13	2 OF 2



Vernon		Brompton	
101		201	Computer Lab
102		202	Lounge
103		203	Art
105		204	8th Grade
106	K/1 Split	205	7th Grade
107	3rd Grade	206	6th Grade
108		207	5th Grade
109	1st Grade	208	4th Grade
110	Art	210	3rd Grade
111	Music	211	2nd Grade
112	K/1	212	1st Grade
113	Pre K	213	Kindergarten
114	EC/K	217	
115	K/1		
116	4th Grade		
117	K/1		
118	1/2 Split		
119	4/5 Split		
120	4/5 Split		
123	2/3 Split		
124	4/5 Split		
125	Computer Lab		

▨ - Brompton

FIRST FLOOR PLAN

N

VERNON ELEMENTARY SCHOOL
8518 22nd Avenue, Kenosha, WI

KENOSHA UNIFIED - SCHOOL DISTRICT NO. 1

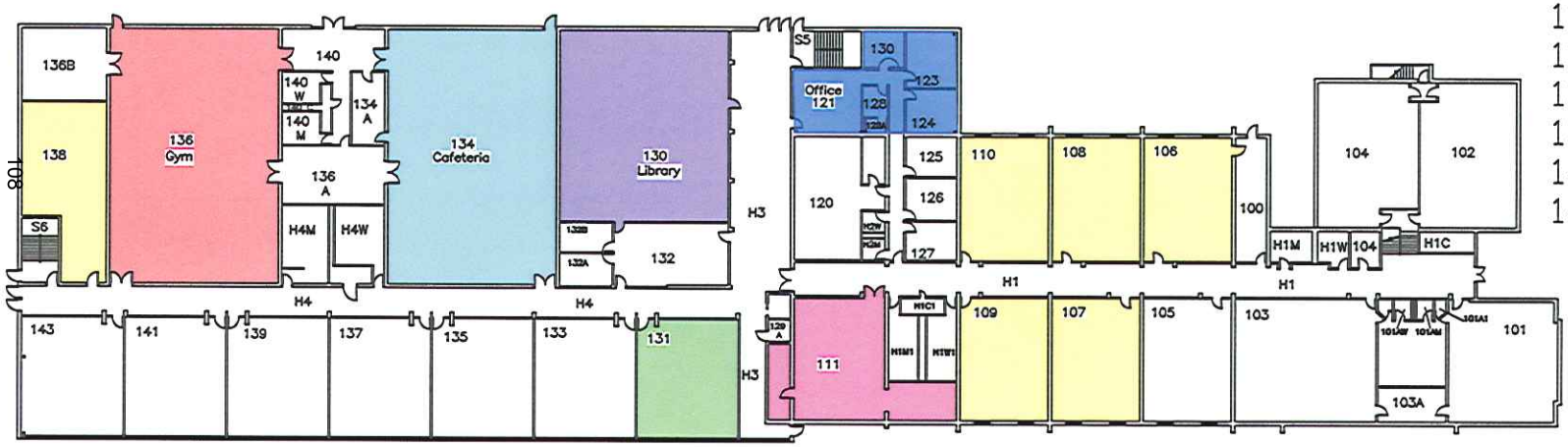
DATE: 4-18-13

BUILDING NUMBER: 164

DRAWING SCALE: N.T.S.

SHEET NUMBER: 1 OF 1

101	K/1st
102	1st Grade
103	Kindergarten
104	Kindergarten
105	1st Grade
106	
107	
108	
109	
110	
111	Art
131	Computer Lab
133	Speech
135	2nd Grade
137	2nd Grade
138	
139	3rd Grade
141	3rd Grade
143	2/3 Split



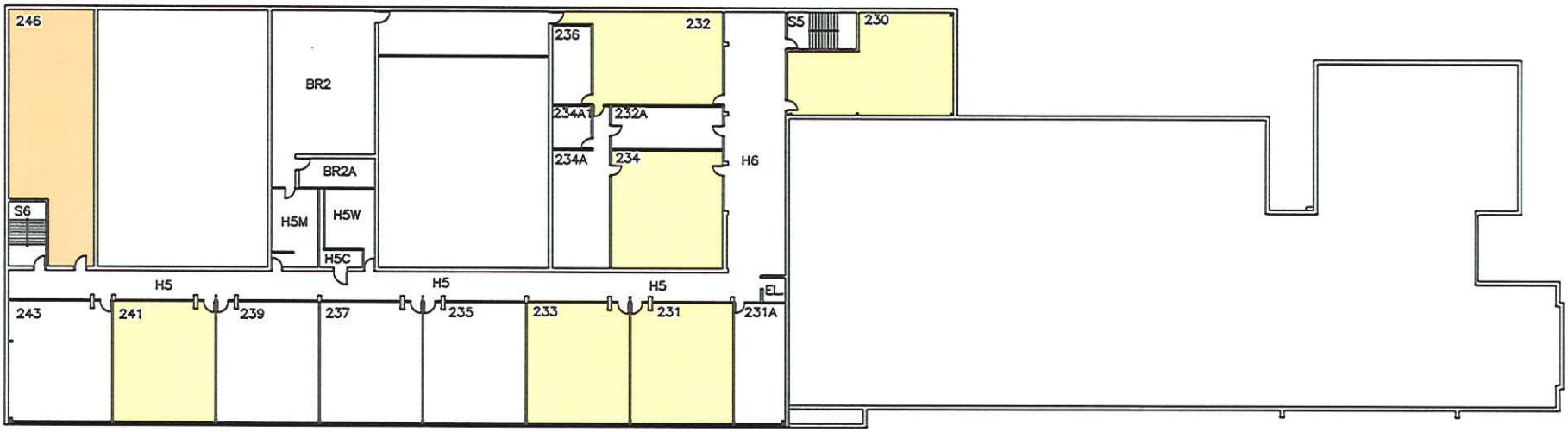
WHITTIER ELEMENTARY SCHOOL FIRST FLOOR

N

WHITTIER ELEMENTARY SCHOOL
4520 33rd Avenue, Kenosha, WI

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

BUILDING NUMBER	166
DRAWING SCALE	N.T.S.
DATE	4-18-13
SHEET NUMBER	1 OF 3



230 _____
231 _____
232 _____
233 _____
234 _____
235 4/5 Split
237 4/5 Split
239 4/5 Split
241 _____
243 4/5 Split
246 Music

109

WHITTIER ELEMENTARY SCHOOL SECOND FLOOR

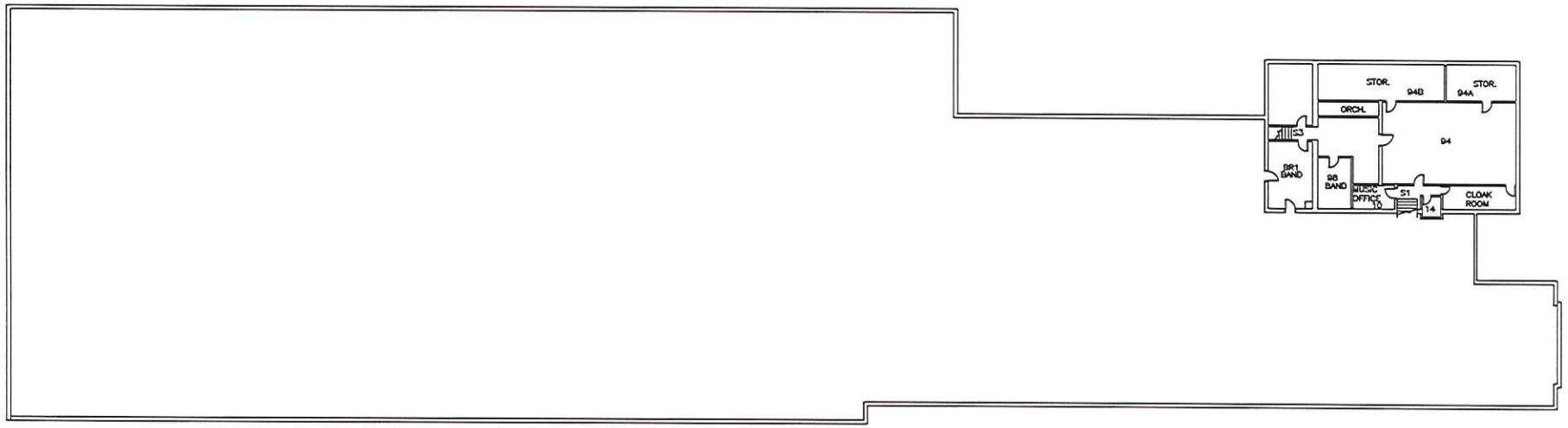
N

WHITTIER ELEMENTARY SCHOOL
4520 33rd Avenue, Kenosha, WI

BUILDING NUMBER	DRAWING SCALE	DATE	SHEET NUMBER
166	N.T.S.	4-18-13	2 OF 3

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

94 Work Space



WHITTIER ELEMENTARY SCHOOL BASEMENT

N

WHITTIER ELEMENTARY SCHOOL **4520 33rd Avenue, Kenosha, WI**		KENOSHA UNIFIED - NO. 1 SCHOOL DISTRICT	DATE 4-18-13
BUILDING NUMBER 166	DRAWING SCALE N.T.S		SHEET NUMBER 3 OF 3

111

101	
102	
103	K/1 Split
104	Music
105	K/1 Split
106	EC
108	
109	K/1 Split
110	Computer Lab
111	
201	2/3 Split
202	2/3 Split
203	Art
204	4/5 Split
205	4/5 Split
206	
207	
208	Computer Lab

FIRST FLOOR PLAN

WILSON ELEMENTARY SCHOOL
4520 33rd Avenue, Kenosha, WI

KENOSHA UNIFIED - SCHOOL DISTRICT NO. 1

DATE: 4-18-13

BUILDING NUMBER: 167

DRAWING SCALE: N.T.S.

SHEET NUMBER: 1 OF 1

Attachment 3

Comparison of Class Sizes to Code Required Building Capacities

The purpose of this attachment is to provide the basic definitions of building capacity and program capacity as well as include a handful of examples to help explain the differences in the two very different ways of looking at the capacity of a space and/or building.

Building Capacity:

The building capacity of an entire building or a space within a building is based on life safety factors. Federal, State and local building codes provide very specific requirements as to what the capacity of a space is for life safety based on several factors most notably the safe egress of the occupants in the event of an emergency. Most of these codes originated in response to providing for safe egress in the event of a fire, but they have developed into much more than that over the years as the building and safety professionals responsible for the codes have addressed other safety issues. This is the capacity of both a space and a building that is important to our local fire departments and they follow this closely, especially when we have functions that bring a large number of people into a space such as Band-O-Rama or graduation ceremonies.

Program Capacity and Class Sizes:

Educational program capacity takes into account the class sizes that a school district manages their spaces to, how the spaces are used, the size of the spaces, and the grade level of the students. There are many school districts that do not regularly track or evaluate their program capacities unless they are experiencing obvious space issues (either overcrowding or a lack of students) and are looking at adding or closing a school. There are professional organizations that provide recommendations and methodologies to calculate program capacity, but surveys have shown that districts have very different views on program capacity, and that program capacities have fluctuated over the years as districts respond to a variety of factors related to class sizes.

At KUSD we have adjusted our program capacities over the years based on changes related to the types of programs provided in our schools and changes in enrollment. A good example would be the elimination of the SAGE program. SAGE programs took classrooms that had a building capacity of up to 49 students all the way down to 15 students and then later raised to 18 students. The elimination of SAGE has raised those class sizes back up to the upper 20's or lower 30's.

In the end, the program capacities for a school are basically at the discretion of each district as long as they comply with the Federal, State and local building codes. Five school districts will typically have five different program capacities for a building based on the type of programs they provide, the class sizes that they manage to for the various programs, and the amount of periods each space is used each day. The examples that follow will hopefully provide clarity to the difference in building capacity, program capacity and class size.

Example 1 – Overall Building Evaluation – EBSOLA:

We picked EBSOLA for this example because it is a school that people tend to bring up when talking about a crowded or large population school. It is also a convenient example because the architect provided a detailed building capacity evaluation on the drawing set for the building. As you can see there is a huge difference in the building capacity number that the fire department focuses on for life safety and the program capacity and actual enrollment.

Building Capacity: 4,539

Program Capacity: 1,075

Actual Enrollment: 876

The actual enrollment was that recorded as part of the Official 3rd Friday Count.

Example 2 – Individual Classroom Evaluations – Various Schools:

We randomly picked classrooms from five different schools to look at class size versus building capacity of the specific classroom. The five schools that we picked were:

- Tremper High School
- Lance Middle School
- EBSOLA
- Grant Elementary School
- Forest Park Elementary School

Tremper, Lance and EBSOLA were picked because they are schools that are often mentioned as being crowded or having large populations, Grant was chosen to show an old elementary school and Forest Park to show one of the many schools built in the 1950's and 60's.

Tremper High School					
Room #	Type of Room	Lowest Class Size (Note 1)	Highest Class Size	Average Class Size	Building Room Capacity
106	Biology	25	29	27.0	49
206	English	24	33	31.0	40
411	Music - Choir	22	75	43.9	119
Gym	Gym (Note 2)	37	101	73.8	5,033
Gym	Gym (Note 3)	20	42	36.9	5,033

Notes:

1) We did not include periods with advisories or other uses that had lower than the smallest class size listed in the table.
2) There are periods with one, two or three physical education instructors and classes at the same time. This line includes all of the classes going on at once versus the building capacity of the space.
3) This line provides the information on a per teacher basis for informational purposes.

Lance Middle School					
Room #	Type of Room	Lowest Class Size (Note 1)	Highest Class Size	Average Class Size	Building Room Capacity
13	Art	17	33	25.8	76
108	Social Studies	29	31	30.0	40
117	English – 6th	27	30	28.0	42
211	English – 7th	28	29	28.5	49

Notes:

1) We did not include periods with advisories which had lower than the smallest class size listed in the table.

Edward Bain School of Language and Art (Note 1)			
Classroom #	Grade(s)	Class Size	Building Room Capacity
1122	1st	22	47
2346	4th/5th	32	47

Notes:

1) The range of class sizes at EBSOLA is 20 – 33 students per classroom, with an average class size of 26.4.

Grant Elementary School (Notes 1, 2)			
Classroom #	Grade(s)	Class Size	Building Room Capacity
101	K/1st	22	49
203	2nd/3rd	27	45
208	4th/5th	28	39

Notes:

1) The range of class sizes at Grant is 22 – 28 students per classroom, with an average class size of 24.9.
2) We picked three classrooms at Grant because of the varied square footages of classrooms at the school.

Forest Park Elementary School (Notes 1, 2)			
Classroom #	Grade(s)	Class Size	Building Room Capacity
105	1st	30	41
117	5th	31	49

Notes:

1) The range of class sizes at Forest Park is 27 – 31 students per classroom, with an average class size of 28.0.
2) The low in the range above did not include a pre-K room with only 14 students.

Summary:

The purpose of this attachment was to show the comparison of building program capacity to building capacity and a sampling of class sizes to building capacity for those spaces. Although the capacity terms sound similar, they are very different and we think the examples provided clearly show that. The following points summarize the examples provided:

- The first example which compared the actual enrollment, program capacity and building capacity showed that the actual enrollment was 199 under the program capacity and that the program capacity was 3,464 under the building capacity.

- In the second example, excluding the Tremper gymnasium and music room and the Lance art room which would have really skewed the data and including the teacher as an additional occupant, the average class size of the rooms evaluated was 15.7 occupants under what is allowable per code.

These examples are very reflective of buildings throughout the district.