



MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

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

June 11, 2013

5:30 P.M. – Planning/Facilities/Equipment
6:00 P.M. – Joint Planning/Facilities/Equipment &
Audit/Budget/Finance
6:20 P.M. – Audit/Budget/Finance
7:15 P.M. – Joint Audit/Budget/Finance &
Curriculum/Program
7:30 P.M. – Curriculum/Program

June 2013 Personnel/Policy Standing Committee
Meeting Canceled

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

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

- A) Approval of Minutes – April 9, 2013 and May 14, 2013 Pages 1-2
- B) KTEC Lease Extension..... Pages 3-26
- C) 2013-14 Capital Projects PlanPage 27-31
- D) Information Items
 - 1) Utility Budget & Energy Savings Program Update..... Pages 32-33
- E) Future Agenda Items
- F) Adjournment

JOINT PLANNING/FACILITIES/EQUIPMENT & AUDIT/BUDGET/FINANCE – 6:00 P.M. or Immediately Following Conclusion of Preceding Meeting

- A) Energy Efficiency and Security Project ProposalPage 34-41
- B) Future Agenda Items
- C) Adjournment

AUDIT/BUDGET/FINANCE – 6:20 P.M. or Immediately Following Conclusion of Preceding Committee Meeting

- A) Approval of Minutes – April 9, 2013Page 42-43
- B) Board Approved Fees for the 2013-2014 School YearPage 44-51
- C) FY14 Preliminary Budget.....Page 52-53
- D) Information Items
 - 1) Summary of Grant Activity Page 54
 - 2) Monthly Financial Statements Pages 55-68
- E) Future Agenda Items
- F) Adjournment

**JOINT AUDIT/BUDGET/FINANCE & CURRICULUM/PROGRAM – 7:15 P.M. or
Immediately Following Conclusion of Preceding Meeting**

A) Information Item

- 1) State Personnel Development Grant – Focus
on Professional Learning Communities Pages 69-70

B) Future Agenda Items

C) Adjournment

**CURRICULUM/PROGRAM – 7:30 P.M. or Immediately Following Conclusion of
Preceding Committee Meeting**

- A) Approval of Minutes – May 14, 2013 Curriculum/Program
and Joint Personnel/Policy & Curriculum/Program..... Pages 71-74

B) Information Items

- 1) Elementary Standards-Based Grading
Community Presentation Pages 75-92
- 2) Elementary Redesign Update Pages 93-108
- 3) World Language Program Update Pages 109-141
- 4) Head Start Semi-Annual Report Pages 142-147

C) Future Agenda Items

D) Adjournment

**NOTE: The June 11, 2013, Personnel/Policy 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
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. Zielinski, 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



KENOSHA UNIFIED SCHOOL BOARD
PLANNING/FACILITIES/EQUIPMENT MEETING
Educational Support Center – Room 110
May 14, 2013
MINUTES

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Mr. Nuzzo was called to order at 7:47 P.M. with the following Committee members present: Mrs. Coleman, Mrs. Snyder, Ms. Dahl, and Mr. Nuzzo. Dr. Hancock was also present. Mrs. Bothe was excused. Mr. Valeri and Ms. Iqbal were absent.

Approval of Minutes – April 9, 2013

Mr. Nuzzo announced that the minutes would be put on next month's agenda for approval as there was not a quorum present.

Information Items

Mr. Patrick Finnemore, Director of Facilities, presented the Utility Budget & Energy Savings Program Update as contained in the agenda. He indicated that the overall utility budget spent this year thus far is 66% compared to 68% last year at this time. He noted the increase at the Recreation Center was justified due to the increase in activities at that site, that he will be working with KTEC to try to reduce their usage as he feels there is room for improvement, and that the increase of gas usage at Jeffrey is being looked into.

Mr. Finnemore presented the Elementary Utilization Report as contained in the agenda. He indicated that in the past the report was prepared 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 report was discontinued in 2006 due to the construction of several new schools or additions as well as the passage of the referenda. Due to the closing of McKinley Middle School and to support future space related planning, Administration felt it was appropriate to perform the study once again. Mr. Finnemore indicated that it is the intent to update this report again next year and that a utilization report on secondary schools will be presented in the next few months.

Future Agenda Items

Mr. Finnemore indicated that he would be presenting the Three-Year Capital Plan and the KTEC Lease Extension next month.

Meeting adjourned at 7:54 P.M.

Stacy Schroeder Busby
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

June 11, 2013

KTEC LEASE EXTENSION

Background:

On April 8, 2008, the School Board approved a lease agreement with the City of Kenosha for the use of the former Lincoln Elementary School for the purposes of housing the Kenosha School of Technology Enhanced Curriculum (KTEC) school. Elector approval of the lease was not needed because it is a lease agreement between two governmental bodies. The lease (which is provided as the attachment to this report) is a 5-year lease with the ability for 4 additional 5 year terms for a total length of 25 years. This term was chosen based on the expected life of the building. The rent payment for the first 5-year term was \$30,000 per year to be paid in quarterly installments (Article 3). The lease also called for the annual rent payment to increase by \$10,000 for each of the 4 subsequent terms (Article 4).

The effective date of the lease was December 22, 2008, so the first five year period of the lease will expire on December 21, 2013. Article 2 of the lease requires that KUSD must give the City written notice of our intent to exercise the option to extend the lease by another five years at least 90 days, but no more than 180 days prior to the expiration of the current term of the lease. June 25, 2013 is 180 days prior to the expiration date. Article 30 of the lease provides the details on the format and form of the notice which will require the signatures of the Board President and the Board Clerk.

It is recommended that KUSD extend the lease an additional five years at \$40,000 per year and that we send this notice to the City of Kenosha shortly after June 25, 2013. A letter will be prepared for signatures including the information from this report and reference to the School Board approval that will be recommended at the June 25, 2013 regular Board meeting.

Administration Recommendation:

Administration recommends that the Planning, Facilities, and Equipment Committee forward this report on to the full Board for their consideration.

Dr. Michele Hancock
Superintendent of Schools

Mr. Patrick M. Finnemore, PE
Director of Facilities

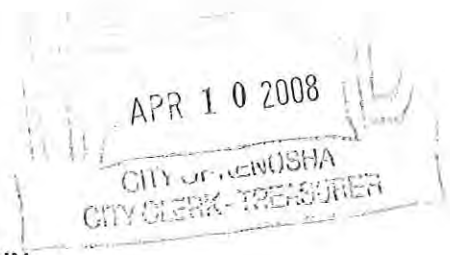
LEASE

By And Between

**THE CITY OF KENOSHA, WISCONSIN,
A Wisconsin Municipal Corporation,**

And

**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1,
A Wisconsin Common School District,
3600 - 52nd Street,
Kenosha, Wisconsin 53144**



THIS AGREEMENT, Made and entered into by and between the **CITY OF KENOSHA, WISCONSIN**, a Wisconsin municipal corporation, duly organized and existing under the laws of the State of Wisconsin, having its principal office at 625 - 52nd Street, Kenosha, Wisconsin 53140, hereinafter referred to as "**CITY**", and **KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**, a Wisconsin Common School District organized and existing under the laws of the State of Wisconsin, having its principal office at 3600 - 52nd Street, Kenosha, Wisconsin 53144, hereinafter referred to as "**LESSEE**".

WITNESSETH:

WHEREAS, a certain parcel of real estate commonly known as the Lincoln Elementary School, 6811-18th Avenue, in the City of Kenosha, Wisconsin ("**PREMISES**"), described in Exhibit "A" and Exhibit "B," attached hereto, is currently owned by LESSEE but is the subject of an agreement dated December 27, 2006 between CITY and LESSEE whereby the ownership of the PREMISES will be transferred from LESSEE to CITY;

WHEREAS, the transfer of ownership to CITY will occur at a closing, which closing by the terms of the agreement dated December 27, 2006 will occur on or before December 31, 2008 (the "**CLOSING**"); and

WHEREAS, LESSEE desires to Lease from CITY the PREMISES for the

purpose of housing the Kenosha School of Technology Enhanced Curriculum ("KTEC") ; and,

WHEREAS, it is to the mutual advantage of the parties to enter into this Lease.

NOW, THEREFORE, in consideration of the mutual undertakings, understandings and agreements hereinafter set forth, the **CITY** and **LESSEE** agree as follows:

ARTICLE 1 - PREMISES

1.1 PREMISES. **CITY** does hereby lease, let and demise to **LESSEE** the **PREMISES** for its exclusive use, upon and subject to the terms, covenants and conditions of this Lease.

1.2 CITY WARRANTY AND REPRESENTATIONS. **CITY** warrants and represents that, after the **CLOSING**, it will be the lawful owner of the **PREMISES** and has full authority to grant this Lease, and that the **PREMISES** are properly zoned for the uses described herein.

1.3 MEMORANDUM OF LEASE. At the request of either party, each party shall sign a Memorandum of Lease, in recordable form, evidencing the execution and term of this Lease.

1.4 ACCEPTANCE. **LESSEE** acknowledges that it is well familiar with the condition of the **PREMISES** and accepts the **PREMISES** as suitable for **LESSEE'S** intended purposes, AS IS, subject to the use limitations and obligations imposed on **LESSEE** by this Lease.

ARTICLE 2 - TERM

2.1 TERM. This Lease, subject to early termination as hereinafter provided, shall be effective, following approval and execution by the parties, for a term of five (5) years commencing at such time as **CITY** takes possession of the **PREMISES** following the conveyance of title of **PREMISES** by **LESSEE** to **CITY**.

2.2 OPTION TERMS. **LESSEE** shall have the option to renew this Lease for

four (4) additional five (5) year terms upon the same terms and conditions contained in this Lease, but with an increase in the amount of rent, which is provided for in Article 4, provided **LESSEE** gives **CITY** written notice of **LESSEE'S** intention to exercise said option at least ninety (90) days, but no more than one hundred eighty (180) days, prior to the expiration of the term of this Lease; and provided further that **LESSEE** is not in default, but is in full compliance with all of the terms and provisions of this Lease at the time of exercise of such option to renew.

2.3 EARLY TERMINATION.

2.3.1 Material Breach. Either party may terminate this Lease should there be a material breach thereof by the other which is not cured within sixty (60) days following the receipt of written notice describing the material breach and any demand for curative action.

2.3.2 Cessation of Operation. Should **LESSEE** cease to exist or terminate its operations, or discontinue use of the **PREMISES** for one (1) year, excluding any period of construction, remodeling or reconstruction, Lease shall be subject to termination by **CITY**, absent a duly authorized and approved release of this provision by **CITY**.

2.4 LESSEE'S RIGHTS UPON LEASE TERMINATION OR EXPIRATION.

Upon termination or expiration of this Lease:

2.4.1 Condition. **LESSEE** shall deliver possession of the **PREMISES** to **CITY** in good condition, ordinary wear and tear excepted.

2.4.2 Improvements. **CITY** shall be entitled to retain all Improvements to **PREMISES** made by **LESSEE**.

2.4.3 Personal Property. **LESSEE** may remove its personal property to which title has not passed to **CITY**, upon the condition that it be responsible for any damage to **PREMISES** occurring in the course of such removal.

ARTICLE 3 – RENT (INITIAL TERM)

LESSEE shall pay as and for rent the annual sum of Thirty Thousand

(\$30,000.00) Dollars to be paid as follows:

a. Quarterly, with the initial payment of Seven Thousand Five Hundred and 00/100 Dollars (\$7,500.00), due on August 1, 2008, and payments of Seven Thousand Five Hundred and 00/100 Dollars (\$7,500.00) due every three months thereafter.

b. Payments are to be made to "KENOSHA PUBLIC MUSEUMS FOUNDATION, INC."

ARTICLE 4 – RENT (OPTION TERMS)

LESSEE shall pay as and for rent the following sums:

Option Period 1 (Years 6-10)	\$40,000
Option Period 2 (Years 11-15)	\$50,000
Option Period 3 (Years 16-20)	\$60,000
Option Period 4 (Years 21-25)	\$70,000

LESSEE shall pay as and for rent per Article 3(a) and (b).

ARTICLE 5 - IMPROVEMENTS

5.1 DEFINITION. "Improvements" shall include construction, reconstruction, alteration, and site modifications. Improvements do not include painting and maintenance.

5.2 AUTHORITY TO CONSTRUCT IMPROVEMENTS. **LESSEE**, at its own cost and expense, may design and construct Improvements subject to **CITY** approving the plans and specifications therefor. No work shall commence until approval is received and appropriate construction permits from the **CITY** are obtained. All Improvements shall comply with the City Zoning Ordinance, Code of General Ordinances and applicable state and federal laws, rules and regulations.

5.3 CONSTRUCTION INSURANCE REQUIREMENTS. Prior to commencing construction of any Improvements, **LESSEE** shall procure and submit proof of the following insurance coverages to the City Clerk/Treasurer:

a. Builder's All Risk Insurance, with **CITY** as an additional insured, in the amount of the full value of Improvements insuring against loss or damage during the course of construction, including material delivered, but not attached to the site; and,

b. Liability Insurance protecting **LESSEE** and **CITY** from claims for death, personal injury or property damage arising during the course of construction of the Improvements, in accordance with coverage requirements specified in this Lease.

5.4 PERFORMANCE BOND. The construction of all Improvements shall be supported by a Performance Bond from the contractor guaranteeing the payment for all labor and materials, and the completion of work in conformance with the construction contract.

5.5 CONSTRUCTION LIENS. **LESSEE**, in making Improvements upon **PREMISES**, shall not grant permission for or permit any liens for labor or materials to attach to **PREMISES** without the prior, written consent of **CITY**, nor allow any condition to exist or situation to develop whereby any party would be entitled, as a matter of law, to file or claim a lien against **PREMISES**. In order to void such liens, **LESSEE** shall promptly pay or cause to be paid all undisputed bills for labor and materials. In the event any involuntary lien attaches to **PREMISES**, **LESSEE** shall take such steps as shall cause the discharge of such lien within sixty (60) days after the filing thereof, or deposit a like amount in escrow with the City Clerk/Treasurer until the lien is discharged. Nothing contained herein shall prohibit **LESSEE** from financing Improvements subject to a security lien on Improvements. However, **LESSEE** shall not permit any security lien to attach to the real estate upon which Improvements are situated. Nothing contained herein shall preclude **LESSEE** or its contractor from, in good faith, defending against claims by labor or material suppliers which it believes unwarranted.

5.6 UNAUTHORIZED IMPROVEMENTS. Should **LESSEE** make any Improvements without prior **CITY** approval, which are not satisfactory to **CITY**, then, upon written notice to do so, **LESSEE** shall remove the same, or if agreed upon by **CITY**, cause the

same to be changed, modified or reconstructed to the satisfaction of **CITY**. In the event any unauthorized improvement results in an Ordinance violation, **LESSEE** shall also timely pay any forfeitures imposed for such violation(s). Should **LESSEE** fail to comply with such notice within sixty (60) days of receipt thereof, or should **LESSEE** commence to comply therewith and fail to pursue such work diligently to completion, **CITY** may effect the removal, change, modification or reconstruction thereof, and **LESSEE** shall pay the cost thereof to **CITY**, upon written demand.

5.7 RISK OF LOSS. **LESSEE** assumes the risk of loss or damage to all of the Improvements, whether preexisting or constructed by **LESSEE**, and the risk of loss or damage to all property of **CITY** arising out of or in connection with the performance of the construction work. In the event of such loss or damage, **LESSEE** shall forthwith repair, replace, restore and/or reconstruct the construction work and the property of **CITY** without cost or expense to **CITY**.

5.8 INDEMNITY AND HOLD HARMLESS BY CONTRACTORS. **LESSEE** shall require its contractors who construct Improvements to indemnify and hold harmless **CITY**, and their officers and employees against any and all claims, liability, loss, charges, damages, costs, expenses or attorneys' fees, which any of them may hereafter sustain, incur or be required to pay as a result of any act or omission of **LESSEE** involving the construction of Improvements by reason of which any person suffers personal injury, death or property loss or damage; provided, however, the provisions of this paragraph shall not apply to claims, liabilities, losses, charges, damages, costs, expenses or attorneys' fees caused or resulting from the acts or omissions of **CITY**, or any of their officers or employees.

5.9 INSPECTION. **CITY** shall have the right, but not the obligation, through its duly designated representatives, to inspect the construction work, at any and all reasonable times during the progress thereof, and from time to time, in its discretion, to take samples and perform testing on any part of the construction work, provided the taking of samples and testing

shall be conducted so as to minimize interference with the construction work, if such minimization of impact can be accomplished without diminishing the effectiveness or accuracy of the sampling and/or testing.

5.10 NO CONTRACTOR'S RIGHTS AGAINST CITY. Nothing contained herein shall grant or be deemed to grant to any contractor, architect, supplier, subcontractor or any other person engaged to perform, design or construct work any right of action or claims against **CITY**, its officers and employees with respect to any labor or materials provided in connection with the construction work. Furthermore, nothing contained herein shall create, or be deemed to create, any relationship between **CITY** and any such contractor, architect, supplier, subcontractor or any other person engaged in any part of the construction work and **CITY** shall not be responsible to any of the foregoing for any payments due or alleged to be due thereto for any work performed or materials supplied in connection with the construction work.

ARTICLE 6 - CARE, MAINTENANCE AND REPAIR OF PREMISES

6.1 LESSEE'S RESPONSIBILITIES. **LESSEE** shall, at all times:

a. Be responsible for the repair and maintenance of **PREMISES**, including all Improvements and capital repairs therein, mechanicals and boiler heating system, whether preëxisting or placed thereon by **LESSEE**, whether such work be ordinary, extraordinary, structural, or otherwise, with the exception of damage intentionally caused or caused by the negligence of the **CITY**, its employees, agents, subcontractors, or principals, during the **SUMMER TERM**, all to be performed in a good and workmanlike manner, and in accordance with the provisions of this Lease.

b. Keep **PREMISES** and Improvements and personal property thereon, in a clean, neat and sanitary condition.

c. Be responsible for grass cutting and snow removal from the **PREMISES**.

d. Maintain Improvements and perform all repair work in accordance with

relevant Federal, State and local laws, rules and regulations, upon receipt of permits and governmental approvals, where required.

6.2 DEFAULT BY LESSEE. In the event **LESSEE** fails to exercise reasonable care for the maintenance and repair of **PREMISES** or Improvements within the time provided for, or if no time is provided for, within a period of sixty (60) days following receipt of written notice, to do any such work required by this Lease, or in the event **LESSEE**, upon commencement thereof, fails to diligently continue to complete any such work, **CITY** may, at its option, and in addition to any remedies otherwise available to it, enter **PREMISES** and Improvements, without such entering causing or constituting a cancellation of this Lease or an interference with possession of **PREMISES** or Improvements, and care for, maintain or repair all or any part of **PREMISES** or Improvements which are in need of major repair, and do all things reasonably necessary to accomplish the work required, the cost and expense of which shall be payable to **CITY** by **LESSEE**, on demand. Furthermore, should **CITY** undertake any work hereunder, **LESSEE** waives any claims for damages, consequential or otherwise, against **CITY** as a result thereof, except claims for damages arising from the **CITY'S** negligence. The foregoing shall in no way affect or alter the continuing obligations of **LESSEE** as set forth in this Lease and shall not impose or be construed to impose upon **CITY** any obligations to care for, maintain or repair **PREMISES** or Improvements.

ARTICLE 7 - ACCESS TO PREMISES

LESSEE agrees to and shall permit **CITY**, State of Wisconsin and the United States Government to send their representatives and employees onto **PREMISES** and any Improvements thereon, for the purpose of an inspection thereof. In non-emergency situations, **LESSEE** shall be provided with reasonable, advance notice of an inspection if **LESSEE** is available to receive such notice.

ARTICLE 8 - REGULATORY SIGNS

LESSEE, at no charge, shall permit **CITY** to place such regulatory signs on **PREMISES** as **CITY** shall deem appropriate, at **CITY** cost and expense, but under no conditions shall said signs be attached to any building or structure of **LESSEE**, without **LESSEE'S** advance, written permission. **LESSEE** shall not place or erect any permanent (a sign standing for sixty (60) or more days) signs on or about **PREMISES** and Improvements without the prior, written approval of the **CITY**.

ARTICLE 9 - UTILITIES

LESSEE shall pay for all utilities, including, but not limited to, electric, gas, telephone, cable television, sanitary sewer, water service and stormwater fees. **CITY** requires that all new utility pipes, wires and conduits to be underground. **LESSEE** will obtain all necessary permits for any utility services, will pay any required connection fees, and will pay the costs and expense of bringing utility services to and within the **PREMISES**. **CITY** shall allow the providers of all utilities reasonable access to and within the boundaries of **PREMISES** for the installation of utility service.

ARTICLE 10 - USE OF PREMISES

10.1 USE OF PREMISES. **LESSEE** shall have the exclusive use of **PREMISES** for use as a charter school and other purposes consistent with such use, and for no other purpose. **LESSEE** may permit other public, not-for-profit, for-profit entities, and individuals to use **PREMISES** for such purposes under a rental agreement, or license or permit arrangement. **LESSEE** and other users may charge reasonable attendance fees at events.

10.2 CHANGE OF USE. Any use of the **PREMISES**, other than as provided in this Lease, is prohibited and, if not cured within sixty (60) days following receipt of written notice of the alleged breach by the **LESSEE**, shall constitute a material breach of this Lease.

10.3 NEIGHBORHOOD ENROLLMENT. **LESSEE** shall, if there is sufficient demand, provide enrollment for a minimum of twenty-five (25) students who reside in the

Lincoln Neighborhood District, subject to the admission procedures specified in KTEC's charter and by state and federal law. A map of the Lincoln Neighborhood District is attached hereto and incorporated herein as Exhibit "C".

10.4 SUMMER TERM. CITY shall be entitled to use such portion of the **PREMISES**, as is agreeable to the parties, in any given year during the intercession between the Spring and Fall Semesters for the purpose of **CITY'S** "Youth Employment in the Arts Program" or a program similar thereto.

ARTICLE 11 - ASSIGNMENT/SUBLEASE

No assignment or sublease, (other as set forth in Section 10.1 above), is permitted. Such an assignment or sublease shall render this Lease null and void.

ARTICLE 12 - GOVERNMENTAL REQUIREMENTS

12.1 LAWS, RULES, REGULATIONS AND ORDERS. LESSEE agrees to observe and obey any and all applicable Federal, State and local laws, rules and regulations, as they now exist and as they may be enacted or amended in the future, and with every lawful order given by any public officer pursuant thereto, and to require its officers, agents, employees, contractors, and suppliers to observe and obey the same.

12.2 LICENSES, CERTIFICATES AND PERMITS. LESSEE shall procure all licenses, certificates, permits and other authorizations required by any and all governmental authorities, including **CITY**, having jurisdiction over **PREMISES**, as improved, or over **LESSEE'S** operations at **PREMISES**.

12.3 TAXES AND FEES. LESSEE shall pay any and all lawful taxes, license, certification, permit, examination and use fees, and excise taxes, including Real Estate and Personal Property Taxes, from which it is not exempt under State law or City Ordinances, which may be assessed, levied, exacted or imposed on **PREMISES**, as improved, or **LESSEE'S** operation hereunder, and shall make all applications, reports and returns required in connection

therewith.

ARTICLE 13 - QUIET ENJOYMENT

CITY covenants and agrees, so long as **LESSEE** shall duly and punctually perform and observe all the terms and conditions hereof, that **LESSEE** shall peaceably and quietly have, hold and enjoy **PREMISES**, subject to the right of **CITY** to inspect **PREMISES**, and exercise other rights provided and reserved to it herein.

ARTICLE 14 - NATURAL DISASTER

LESSEE'S obligations during the term of the Lease shall neither abate nor be suspended by virtue of any damage to **PREMISES** or Improvements resulting from any natural disaster

ARTICLE 15 - INTERRUPTION IN USE OR ENJOYMENT

CITY shall not be liable to **LESSEE** for money damages arising out of any interruption in **LESSEE'S** use or enjoyment of **PREMISES** by reason of any damage to **PREMISES** or Improvements, unless such damage is the result of an action by a **CITY** employee or agent performing a duty or task for the **CITY**, and, in that event, **CITY** shall be liable only for the costs of repair or reconstruction.

ARTICLE 16 - INDEMNITY AND HOLD HARMLESS

Except for damage resulting by intentional or negligent acts of the **CITY**, its employees, agents, subcontractors, or principals, **LESSEE** does hereby agree that it will, at all times, during the **TERM** and **OPTION TERMS** of this Lease, indemnify and hold harmless **CITY**, and their officers and employees against any and all claims, liability, loss, charges, damages, costs, expenses or reasonable attorneys' fees, which any of them may hereafter sustain, incur or be required to pay as a result of incidents occurring, after the effective date of this Lease, on **PREMISES**, as improved, or as a result of any operations, works, acts or omission performed on **PREMISES**, as improved, by **LESSEE**, its officers, employees, or representatives, or

resulting from **LESSEE'S** failure to perform or observe any of the terms, covenants and conditions of this Lease or resulting from any condition of the **PREMISES** or Improvements thereon which causes any person to suffer personal injury, death or property loss or damage; provided, however, that the provisions of this paragraph shall not apply to claims, liabilities, losses, charges, damages, costs, expenses, or attorneys' fees caused or resulting from the negligent or intentional acts or omissions of **CITY**, or any of their officers or employees in which case **CITY** will indemnify and hold harmless **LESSEE** and its officers, and employees. Upon the filing with **CITY** of a claim for damages arising out of any incident(s) which **LESSEE** herein agrees to indemnify and hold **CITY** and others harmless, **CITY** shall notify **LESSEE** of such claim, and in the event that **LESSEE** does not settle or compromise such claim, then the **LESSEE** shall undertake the legal defense of such claim both on behalf of **LESSEE** and **CITY**. It is specifically agreed, however, that **CITY**, at its own cost and expense, may participate in the legal defense of any such claim. Any judgment, final beyond all possibility of appeal, which may be rendered against **CITY**, or their officers or employees for any cause for which **LESSEE** is liable hereunder, shall be conclusive against **LESSEE** as to liability and amount of damages. This provision shall survive Lease expiration or termination to the extent necessary to effectuate its purpose.

ARTICLE 17 - SANITATION

LESSEE will provide adequate and appropriate containers, including dumpsters, as desired by **LESSEE**, which are not unsightly, for the temporary storage of trash, garbage and refuse, and provide, as necessary, for the regular pickup thereof, at its cost and expense. **LESSEE** shall not permit any unattractive or unsanitary accumulation of trash, garbage, refuse, debris or litter on **PREMISES**. The placing or storing of boxes, cartons, drums, tires, cans, parts or other similar items on or about **PREMISES**, outside of a fully enclosed building or structure, is strictly prohibited. **LESSEE** is responsible for, at its expense, contracting for

domestic garbage pickup and disposal services.

ARTICLE 18 - BENEFITS

The terms and conditions hereof shall inure to the benefit of the parties and be binding upon their successors.

ARTICLE 19 - NONWAIVER OF RIGHTS

The failure of either party to insist upon strict performance of any of the terms, covenants or conditions herein contained shall not be deemed a waiver of any subsequent breach or default.

ARTICLE 20 - INSURANCE

LESSEE shall procure and maintain, during the Term of this Lease, insurance policies, as hereinafter specified. Said policies must be issued by an insurance company or companies authorized to do business in the State of Wisconsin and licensed by the Insurance Department of the State. **LESSEE**, prior to executing this Lease, shall furnish a Certificate of Insurance indicating compliance with the foregoing, including the naming of **CITY** as "additional insureds", and proof of payment of premium to the City Clerk/Treasurer for approval. The insurance policy or policies shall contain a clause that in the event that any policy issued is canceled for any reason, or any material changes are made therein, the City Clerk/Treasurer will be notified, in writing, by the insurer at least twenty (20) days before any cancellation or change takes effect. If for any reason, the insurance coverage required herein lapses, **CITY** may declare this Lease null and void as of the date no valid insurance policy was in effect. Certificates of policy renewals shall be furnished to the City Clerk/Treasurer throughout the Term of this Lease. **CITY** reserves the right to reasonably increase the minimum liability insurance requirement set forth herein upon furnishing sixty (60) days advance, written notice to **LESSEE**, whenever minimum standards of the **CITY** for all insurance policies comparable to those covering **LESSEE'S** operations hereunder are enacted which adopt or increase the

minimum insurance requirements, and **LESSEE** shall comply with said request, upon being given such advance, written notice thereof, or be considered in material default of this Lease. Should **LESSEE** fail to furnish, deliver and maintain such insurance coverage as above provided, **CITY** may obtain such insurance coverage and charge **LESSEE** as an additional rental fee, the cost of such insurance coverage plus all appropriate administrative charges and incidental expenses associated with the transaction. The failure of **LESSEE** to take out and/or maintain the required insurance shall not relieve **LESSEE** from any liability under this Lease. The insurance requirement shall not be construed to conflict with the obligations of **LESSEE** in ARTICLE 16 - INDEMNITY AND HOLD HARMLESS.

The following insurance coverages must be in effect and continue in effect during the term(s) of this Lease in not less than the following amounts:

General Liability Insurance with a minimum limit of Five Million (\$5,000,000.00) Dollars per occurrence having the following coverages:

PREMISES;
Contractual; and,
Death and Personal Injury.

ARTICLE 21 - NONDISCRIMINATION

LESSEE agrees that no person shall be subjected to discrimination in the use of **PREMISES**, as improved, contrary to Federal, State or local law, rule or regulation.

ARTICLE 22 - RIGHTS OF ENTRY RESERVED

CITY, by its officers, employees, agents, contractors and furnishers of utilities and other services, shall have the right, at its own cost and expense, to maintain existing and install future utility, mechanical, electrical and other systems, and the right to enter upon **PREMISES**, as improved, at all reasonable times to make such repairs, replacements or alterations thereto as may, in the opinion of **CITY**, be necessary or advisable, provided, however, that in the exercise of such right, **CITY** shall not unreasonably interfere with the use

and occupancy of **PREMISES**, as improved, by **LESSEE**. Should **CITY**, in the exercise of such right, damage **PREMISES**, **CITY** shall, at its cost and expense, promptly repair such damage. It is specifically understood and agreed that the reservation of such right by **CITY** shall not impose or be construed to impose upon **CITY** an obligation to construct, install, repair, replace or alter any utility service lines now or hereafter to be located on **PREMISES** for the purpose of providing utility services to **PREMISES**, as improved.

ARTICLE 23 - TAXES

LESSEE, to the extent not exempt under State law or City Ordinances, shall promptly pay all taxes due and owing, including those on personal property and all special assessments, as may be levied by **CITY** or any other governmental unit.

ARTICLE 24 - FAILURE TO OBSERVE TERMS OF LEASE

Other than for the payment of rent due, which shall be governed by Wisconsin Statutes, **LESSEE** shall have sixty (60) days following its receipt of a written notice from **CITY** describing any breach to cure said breach. **LESSEE'S** failure to cure a breach shall be a basis for **CITY** to terminate this Lease.

ARTICLE 25 - INSURANCE OF IMPROVEMENTS

LESSEE, at its sole expense, shall procure and maintain throughout the term of this Lease, and any extension thereof, insurance protection on all Improvements existing at the beginning of the Lease term and all Improvements constructed by **LESSEE** on **PREMISES**, to the extent of the full replacement value thereof, through insurance companies licensed to do business in the State of Wisconsin. The insurance policy shall provide twenty (20) days advance, written notice of cancellation or material change therein to the City Clerk/Treasurer and have a deductible amount not to exceed Twenty-five Thousand (\$25,000.00) Dollars per occurrence.

LESSEE shall provide a Certificate of the required insurance, prior to the

commencement of this Lease, or if no insurable Improvements exist at the commencement hereof, prior to the lapse of the Builder's All Risk Insurance Policy. If **LESSEE** fails to maintain such insurance, **CITY**, at its option, may take out such insurance and charge the cost thereof to **LESSEE**, or may declare this Lease null and void as of the date there was no valid policy of insurance in effect.

Should any Improvements on **PREMISES**, insurable or uninsurable, be damaged to the extent that they are not usable or destroyed, **LESSEE** shall have the election of repairing or reconstructing the Improvements substantially as they existed immediately prior to such casualty, or in a new or modified design, approved by the **CITY**, or not to reconstruct the Improvement. **LESSEE** shall notify **CITY** of its election within one hundred twenty (120) days after the occurrence of the casualty or the adjustment of the claim, whichever is later.

In the event of damage or destruction to Improvements on **PREMISES**, **CITY** shall have no obligation to repair, replace or rebuild the Improvements or any fixtures, equipment or other personal property installed by **LESSEE** on **PREMISES** pursuant to this Lease. Nothing contained herein shall be deemed to release **LESSEE** from any of their repair, maintenance or rebuilding obligations under this Lease.

If **LESSEE** shall not elect to repair, replace or rebuild the damaged Improvements, **LESSEE** shall, at its own cost and expense, remove all debris resulting from the damage, including foundations, footings, pavements, etc., to a depth of one (1') foot below the grade thereof and restore the surface to a level condition at its original (pre-Lease) elevation. Upon completion of such debris removal and restoration, this Lease shall terminate, and **LESSEE'S** and **CITY'S** unaccrued obligations hereunder shall cease. If **LESSEE** does not elect to repair, replace or rebuild the damaged Improvements within the abovementioned one hundred twenty (120) day period of time, **LESSEE** shall have been deemed to elect not to repair, replace or rebuild the damaged Improvements, and **CITY** may elect to restore

PREMISES to their original condition on the date the Lease term commences, at the cost and expense of **LESSEE**, and this Lease shall be deemed terminated.

LESSEE, for its own protection, may, and is urged to, separately insure any of its fixtures, equipment and personal property.

ARTICLE 26 - INTEGRATION

This Lease is fully integrated embodying the entire agreement between the parties and any written or oral understandings to the contrary shall be of no force or effect.

ARTICLE 27 - CONSTRUCTION - SEVERABILITY

This Lease shall be construed under the laws of the State of Wisconsin. Any covenant, condition, or provision herein contained that is held to be invalid by a Court of competent jurisdiction shall be considered deleted from this Lease, but such deletion shall in no way affect any other covenant, condition, or provision herein contained so long as such deletion does not materially prejudice **CITY** or **LESSEE** in its respective rights and obligations contained in the valid remaining covenants, conditions, or provisions of this Lease, and when such occurs, only such other covenants, conditions or provisions shall be deleted as are incapable of enforcement.

ARTICLE 28 - TIME OF THE ESSENCE

Time is of the essence with respect to each and every provision of this Lease.

ARTICLE 29 - APPROVALS

CITY approvals required hereunder shall not be unduly delayed or unreasonably withheld.

ARTICLE 30 – NOTICE

Any notice required to be given in this Lease by any of the parties is to be by Certified Mail, with return receipt, or equivalent private delivery service, or by personal service. Notice to **CITY** shall be sent, delivered to or served upon the City Clerk/Treasurer, at 625 - 52nd

Street, Kenosha, Wisconsin 53140, with copies to the City Administrator, Room 300, 625 – 52nd Street, Kenosha, Wisconsin 53140, and the City Attorney, Room 201, 625 – 52nd Street, Kenosha, Wisconsin 53140. Notice to **LESSEE** shall be sent, delivered to or served upon the Superintendent of **LESSEE** at Kenosha Unified School District No. 1, Administrative Offices, 3600 - 52nd Street, Kenosha, Wisconsin 53144. Notice shall be effective as of the date of delivery, if by hand, or mailing, if by certified mail or private delivery service. Either party may designate a different address by delivering, sending or serving written notice of such change of address upon the other party.

ARTICLE 31 – ENTIRE AGREEMENT

This Lease (including all exhibits or attachments hereto) constitutes the entire agreement between the parties with respect to all matters, activities and obligations contemplated herein, and shall supersede and control any and all other prior to contemporaneous agreements, understandings, representations and statements, whether written or oral.

ARTICLE 32 – AGREEMENT NEGOTIATED AND DRAFTED BY ALL PARTIES

This Lease has been the subject of mutual negotiations between the parties and their respective counsel. This Lease has been and shall be construed to have been jointly drafted by the parties in order to preclude the application of any rule of construction against a party's interest as the sole drafter of this Lease.

ARTICLE 33 - AUTHORITY

CITY enters into this Lease by authorization of action taken by the Common Council on the 7 day of April, 2008.

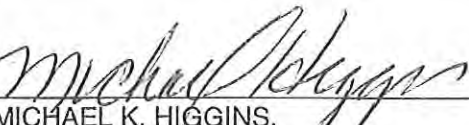
LESSEE enters into this Lease by authorization of action taken by its School Board on the 8 day of April, 2008, and represents to **CITY** that all acts which are a condition precedent to its entering into this Lease have timely taken place, and that **LESSEE**,

under State laws, is able to comply with the terms and conditions of this Lease.

IN WITNESS WHEREOF, the parties hereto have hereunto executed this Lease
on the dates below given.

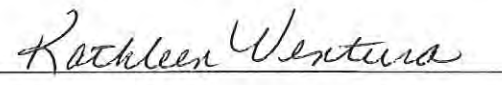
**CITY OF KENOSHA, WISCONSIN,
A Wisconsin Municipal Corporation**

BY: 
JOHN M. ANTARAMIAN, Mayor
Date: 4-11-08

BY: 
MICHAEL K. HIGGINS,
City Clerk/Treasurer/Assessor
Date: 4-11-08

STATE OF WISCONSIN)
: SS.
COUNTY OF KENOSHA)

Personally came before me this 11th day of April, 2008, **JOHN M. ANTARAMIAN, Mayor**, and **MICHAEL K. HIGGINS, City Clerk/Treasurer/Assessor**, of the **CITY OF KENOSHA, WISCONSIN**, a Wisconsin municipal corporation, to me known to be such Mayor and City Clerk/Treasurer/Assessor of said municipal corporation, and acknowledged to me that they executed the foregoing instrument as such officers as the agreement of said City, by its authority.



Notary Public, Kenosha County, WI.
My Commission expires/is: 10/11/09

KENOSHA UNIFIED SCHOOL DISTRICT,
NO. 1, A Wisconsin Common School
District

BY:

JOHN DAVID FOUNTAIN, JR.
President, School Board
Date: 4-8-08

BY:

MARK HUIJK,
Clerk, School Board
Date: 4/8/08

STATE OF WISCONSIN)
: SS.
COUNTY OF KENOSHA)

Personally came before me this 8th day of April, 2008, **JOHN DAVID FOUNTAIN, JR., School Board President**, and **MARK HUIJK, School Board Clerk**, of **KENOSHA UNIFIED SCHOOL DISTRICT, NO. 1**, a Wisconsin common school district, to me known to be such Superintendent and Clerk of said School District, and acknowledged to me that they executed the foregoing instrument as such officers as the agreement of said School District, by its authority.

Stacy Schroeder Busby
Stacy Schroeder Busby
Notary Public, Kenosha County, WI.
My Commission expires/is: 7/25/10

Drafted By:
LAUREN A. SCHWARZ
von Briesen & Roper, s.c.
411 East Wisconsin Avenue, Suite 700
Milwaukee, WI 53202

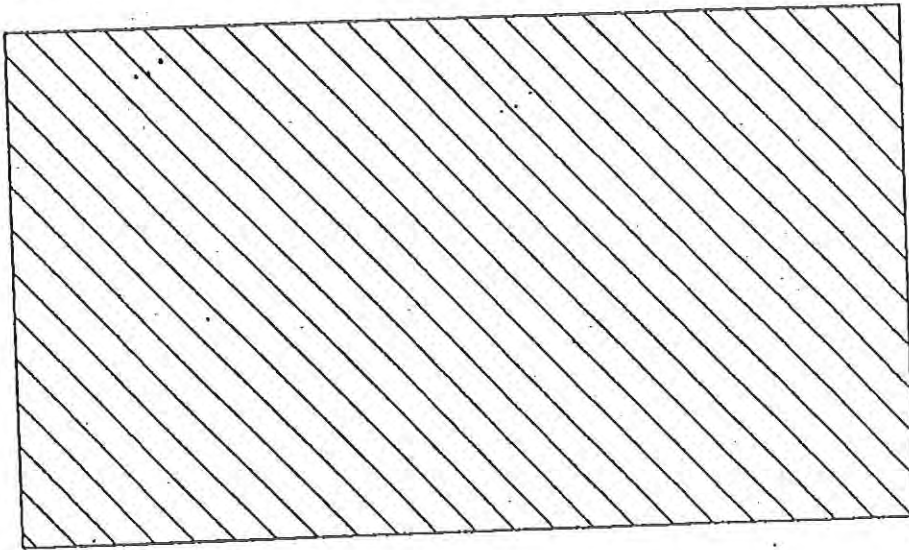
City of Kenosha
Vicinity Map
Lincoln Elementary School

Ave.

Ave.

68th

St.



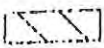
69th

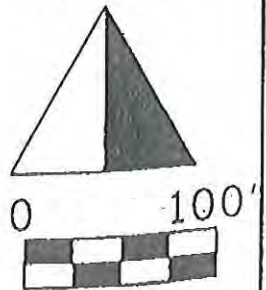
18th

16th

St.

NORTH

 Subject Property
6811 18th Avenue



123-6-3

**LEGAL DESCRIPTION
FOR
LINCOLN ELEMENTARY SCHOOL**

Kenosha Unified School District No. 1
To
City of Kenosha, a Municipal Corporation

Kenosha County Tax Parcel 05-123-06-306-001

FEE TITLE TO:

All of the land, excepting street right-of-way, contained in a Warranty Deed from Sarah E. Lyman, Francis H. Lyman, Emily E. Bond and Charlotte W. Bond to The City of Kenosha, recorded in Volume 68, Page 352, Document 87617 on July 3, 1912 with the Kenosha County Register of Deeds Office; ALSO,

All of the land, excepting street right-of-way, contained in a Warranty Deed from Sarah E. Lyman, Francis H. Lyman, Emily E. Bond and Charlotte W. Bond to The City of Kenosha, recorded in Volume 68, Page 353, Document 87618 on July 3, 1912 with the Kenosha County Register of Deeds Office; ALSO,

All of the land, excepting street right-of-way, contained in a Warranty Deed from John Beine to The City of Kenosha, recorded in Volume 69, Page 304, Document 87619 on July 3, 1912 with the Kenosha County Register of Deeds Office; ALSO,

All of the land, excepting street right-of-way, contained in a Warranty Deed from Ralph E. Fairfield and Wife to The City of Kenosha, recorded in Volume 69, Page 305, Document 87620 on July 3, 1912 with the Kenosha County Register of Deeds Office; ALSO,

All of the land, excepting street right-of-way, contained in a Warranty Deed from Sarah E. Lyman, Francis H. Lyman, Emily E. Bond and Charlotte W. Bond to The City of Kenosha, recorded in Volume 69, Pages 305-306, Document 87621 on July 3, 1912 with the Kenosha County Register of Deeds Office; ALSO,

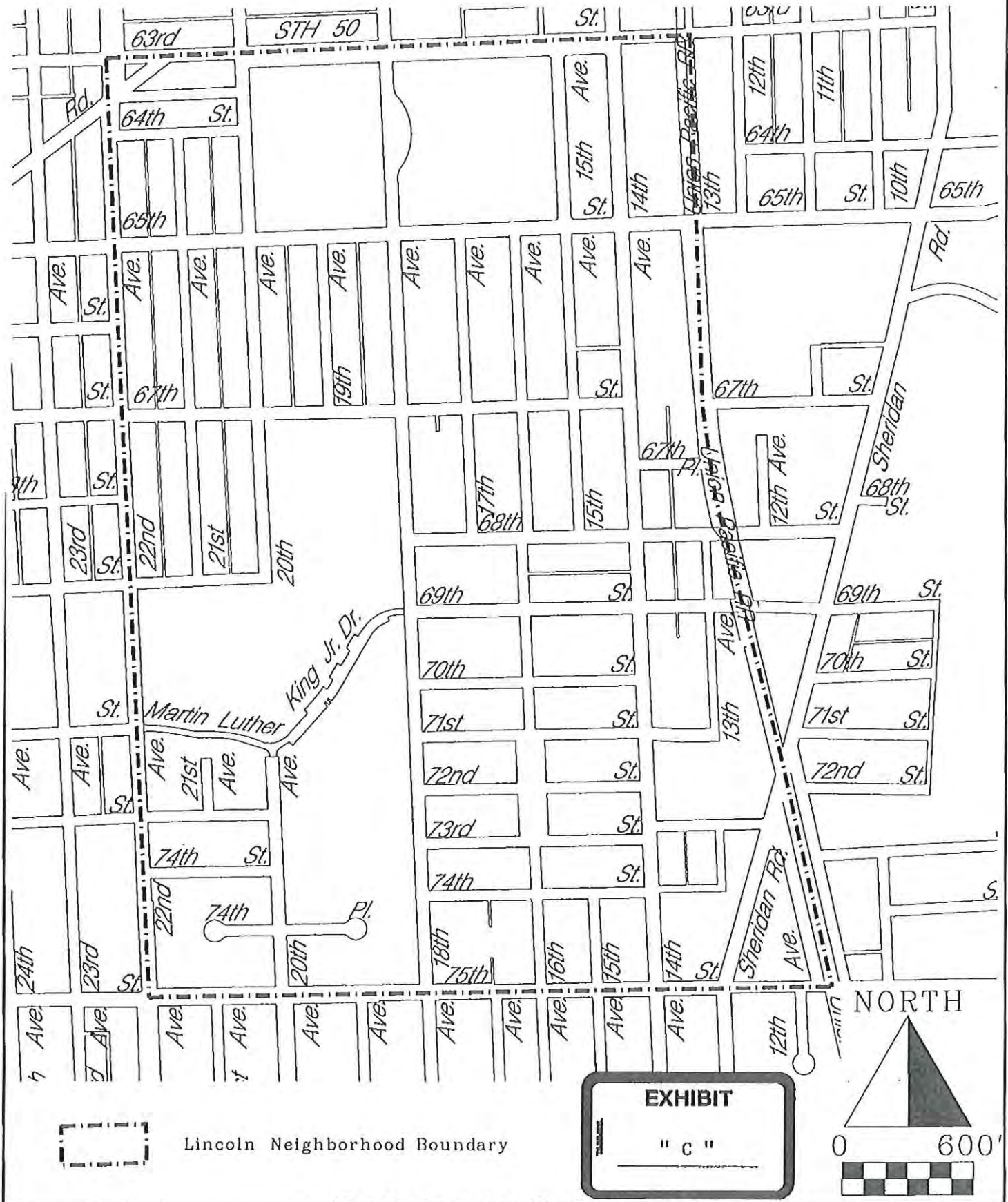
All of the land, excepting street right-of-way, contained in a Warranty Deed from Jakob Jessen and Wife to The City of Kenosha, recorded in Volume 69, Pages 306-307, Document 87623 on July 3, 1912 with the Kenosha County Register of Deeds Office;

ALL BEING THE PROPERTY KNOWN AS THE LINCOLN ELEMENTARY SCHOOL, TRANSFERRED TO THE KENOSHA UNIFIED SCHOOL DISTRICT IN VOLUME 781, PAGES 56-62, DOCUMENT 505823; SAID PROPERTY BEING CONTAINED IN THE FOLLOWING DESCRIPTION:

Part of the Southwest Quarter of Section 6, Town 1 North, Range 23 East of the Fourth Principal Meridian, in the City of Kenosha, Kenosha County, Wisconsin and being further described as beginning at the southeast corner of the intersection of 68th Street and 18th Avenue; thence east along the south line of 68th Street, 468 feet, more or less, to the west line of 16th Avenue; thence south along the west line of 16th Avenue, 264 feet, more or less, to the north line of 69th Street; thence west along the north line of 69th Street, 468 feet, more or less, to the east line of 18th Avenue; thence north along the east line of 18th Avenue, 264 feet, more or less, to the south line of 68th Street and the point of beginning.



Lincoln Neighborhood Plan



KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

June 11, 2013

2013-14 CAPITAL PROJECTS PLAN

Background:

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1st of each year. Due to the uncertainty of the 2013-14 budget and the proposal for the energy efficiency projects also discussed this evening, we purposefully delayed this report.

The overall major maintenance plan is updated on a regular basis with annual evaluations of each project on the list by the Facilities Department. The plan includes “place marks” for annual-type projects, which include roof, boiler, asphalt/concrete, and carpet replacements. Each project is prioritized by the Facilities Department based, in-part, on the priority system detailed in the Board Policy. Generally, this report also includes the capacity projects as required by Board Policy 7210; however there are no capacity projects proposed for the coming year.

The major maintenance budget for 2011-12 was \$2,000,000. The budget was reduced to \$600,000 for the 2012-13 fiscal year as part of the unprecedented budget reductions that were necessary this past year. The plan for this year was to restore the budget back to \$2,000,000; however, we are proposing a budget of \$1,500,000 or a \$500,000 reduction for this year and the next two years to fund security improvements at all of our facilities. This is discussed in more detail in the energy efficiency and security project report also in this evening’s agenda. Of the proposed \$1,500,000 budget, \$500,000 will be used to continue to pay off the loan used to fund the Reuther masonry restoration project, leaving \$1,000,000 for projects this year.

The 2013-14 capital projects plan is provided as the attachment to this report. The plan is a continuation of the overall major maintenance plan initiated twelve years ago, and the energy savings project program started ten years ago. The major maintenance plan includes a proposed contingency of \$31,000 or 3.1% of the available budget for projects that will be performed this year, i.e. not including the Reuther masonry project loan payment. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past twelve years.

Administration Recommendation:

Administration recommends that the Planning, Facilities, and Equipment Committee forward this report on to the full Board for their consideration.

Dr. Michele Hancock
Superintendent of Schools

Mr. Patrick M. Finnemore, PE
Director of Facilities

Mr. John E. Setter, AIA
Project Architect

PROPOSED 2013-14 MAJOR MAINTENANCE PROJECTS PLAN

Asphalt/Concrete Replacement/Repair:

This is an annual project to replace asphalt and concrete in areas that are in the poorest condition or to better facilitate access to the school site or building. The proposed projects for this year include replacement of the parking lot at Bose Elementary School, replacement of the east circle drive at Tremper High School, and replacement of the entry area/plaza west of the bleachers at Ameche Field. In addition money in this account is reserved to pay for any City mandated or requested sidewalk or curb and gutter replacements at schools.

The estimated cost for the overall asphalt/concrete projects is \$265,000.

Flooring Projects:

We are proposing two flooring projects for this coming summer:

- Asbestos abatement of the lower level that houses the art rooms and of the first floor lecture/study hall area both at Bradford High School, and replacing the asbestos tile with VCT.
- Replacement of the carpeting in the library at Grant Elementary School.

The estimated cost of the flooring projects is \$45,000

Building Exterior Wall Major Maintenance:

The biggest component of this category is the \$500,000 payment of a portion of the Reuther Central exterior masonry project. The other projects include tuck-pointing and refurbishment of the interior light wells and gym walls at Grant and Jefferson Elementary Schools, and tuck-pointing and refurbishment of the old gym area (now classrooms) walls of Whittier Elementary School.

The estimated cost for the overall building exterior wall project is \$725,000.

Roof Replacements and Major Repairs:

This is an annual project to replace the oldest and most troublesome roofs in the District. The roof sections in need of replacement or major repair are determined by the comprehensive roof assessment program that the District initiated twelve years ago. The roof sections that will be replaced or repaired in 2013-14 are at Somers Elementary School, Lincoln Middle School, and Bradford High School.

The estimated cost is \$250,000 for engineering and survey fees, roofing replacement, and other repair work that will be determined after the spring surveys are completed.

Locker Painting:

This is also an annual type project and will continue until we are able to get all of the older school lockers painted. This year our plan is to replace the boys physical education lockers at Bullen Middle School with those from the former McKinley Middle School and then painting them once they are installed at Bullen, as well as a similar project to replace the pool locker room lockers at Vernon Elementary School with hallway lockers from McKinley Middle. The total estimated cost is \$12,000.

Security Projects:

This is also an annual-type project; however the separate security proposal if approved will allow us to focus these funds on rekeying projects at schools. The project proposed for this year would be a rekeying of Bradford High School. Bradford has at least 6 different key/lock systems which makes control over keys very complicated. We will put the entire school on one system at an estimated cost of \$57,000.

Toilet Partition Projects:

This project includes replacement of toilet partitions with solid-core plastic partitions at specific restrooms at Lance Middle School and Bullen Middle School. The estimated cost for these projects is \$15,000.

Exterior Door Replacement Projects:

This is another annual-type project that replaces the oldest wood and steel exterior doors in the District with well-insulated, vandal-resistant doors. The proposed replacement doors this year would include doors from the following schools: Washington Middle School, Southport Elementary School, Hillcrest School, Curtis Strange Elementary School, Harvey Elementary School, and Somers Elementary School. The estimated cost for the exterior door replacement projects for this year is \$50,000.

Clock System Replacements:

This is a long overdue project that will take place over several years. This will replace the hard-wired clock systems (generally Simplex systems) with wireless clock systems. The schools that are being targeted for this first year are Lance Middle School and Bullen Middle School. The estimated cost for the two projects is \$50,000.

Energy Saving Projects:

We are still developing the final project list for the coming year, but the largest single project will be the replacement of single pane windows and metal panels in the original portion of Somers Elementary School with brick and energy efficient windows. The other projects will be lighting related, most likely LED exterior wall-pack lighting projects at numerous schools. We will not know the full extent of the energy saving project budget until the end of the fiscal year as these projects are funded by the energy saving programs we have in place.

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

June 11, 2013

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 April.

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 \$29,551 less on natural gas this year as compared to last year.
- We have spent \$17,290 less on electricity this year as compared to last year.
- We have spent 73% of the overall utility budget as compared to 74% 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 April. Please see the attachment for energy savings by school:

	2012-13	2011-12
Electricity Saved (KWh)	6,732,953	6,688,680
Gas Saved (Therms)	491,980	366,040
Dollars Saved	\$975,065	\$918,406

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 Efficiency Program Tracking Summary

UTILITY INFORMATION

Energy Tracking: September 2012 Through June 2013

End of FY -		2013 - 06		Current Month: 2013 - 04													
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		1,745,160	4,648	145,985	\$254,318	2,398,398	6,345	171,856	\$337,414	653,238	1,696	25,871	\$83,096	24.6%	300,401	78.5	80.7
Hillcrest H		56,080	-	14,910	\$16,902	65,753	-	14,547	\$17,882	9,673	0	(363)	\$980	5.5%	22,405	73.3	80.5
Indian Trail H		1,967,200	7,424	96,132	\$290,639	3,066,264	11,078	113,472	\$432,805	1,099,064	3,654	17,340	\$142,166	32.8%	408,519	56.9	50.7
Lakeview H		226,240	979	8,317	\$36,207	540,598	1,349	10,812	\$63,427	314,358	369	2,495	\$27,220	42.9%	40,000	57.4	49.1
Reuther H		581,880	2,326	116,833	\$131,087	720,956	2,814	143,728	\$159,759	139,076	488	26,895	\$28,672	17.9%	143,366	101.5	109.9
Tremper H		1,383,372	4,119	158,144	\$218,199	2,052,183	5,055	196,130	\$287,604	668,811	935	37,986	\$69,405	24.1%	313,802	83.8	76.1
HS Subtotal:		5,959,932	19,496	540,321	\$947,353	8,844,152	26,639	650,545	\$1,298,892	2,884,220	7,143	110,224	\$351,539	27.1%			
Bullen M		477,130	1,638	38,958	\$80,634	790,189	1,941	85,694	\$131,440	313,059	303	46,736	\$50,806	38.7%	121,962	65.2	50.9
Lance M		401,445	1,533	50,637	\$80,395	500,232	1,794	61,457	\$96,560	98,787	261	10,820	\$16,165	16.7%	137,290	55.7	51.6
Lincoln M		581,568	2,420	60,527	\$107,300	774,210	2,729	87,016	\$135,856	192,642	309	26,489	\$28,555	21.0%	134,038	76.7	70.3
Mahone M		780,000	3,520	56,768	\$135,320	1,119,610	3,907	83,710	\$174,268	339,610	387	26,942	\$38,948	22.3%	175,053	66.2	63.4
McKinley M		66,000	157	309	\$11,057	502,105	1,808	73,126	\$104,498	436,105	1,651	72,817	\$93,441	89.4%	101,622	62.2	8.8
Washington M		324,374	1,261	53,240	\$73,970	429,750	1,824	52,634	\$89,205	105,376	563	(606)	\$15,235	17.1%	99,643	70.5	69.1
MS Subtotal:		2,630,517	10,529	260,439	\$488,677	4,116,096	14,003	443,637	\$731,827	1,485,579	3,474	183,198	\$243,150	33.2%			
Bain E		421,200	2,175	23,882	\$76,993	565,386	2,259	40,090	\$98,503	144,186	84	16,208	\$21,509	21.8%	126,900	36.8	37.3
Bose E		149,280	642	25,583	\$36,121	276,987	858	36,063	\$56,729	127,707	216	10,480	\$20,609	36.3%	45,109	75.0	73.3
Brass E		276,960	1,274	17,841	\$49,990	350,715	1,485	28,965	\$64,195	73,755	211	11,124	\$14,205	22.1%	72,887	48.1	47.4
Dimensions E		55,739	-	19,503	\$19,882	61,585	-	19,734	\$20,822	5,846	0	231	\$941	4.5%	30,509	66.5	73.5
Forest Park E		122,481	528	45,764	\$45,186	170,036	574	47,974	\$57,042	47,555	47	2,210	\$11,856	20.8%	53,830	100.3	98.0
Frank E		411,520	1,486	25,087	\$68,399	554,554	1,853	32,782	\$87,372	143,034	367	7,695	\$18,973	21.7%	82,956	57.7	57.4
Grant E		101,760	397	25,615	\$29,509	120,087	520	34,076	\$37,254	18,327	123	8,461	\$7,745	20.8%	43,040	86.2	72.3
Grewenow E		148,560	499	29,554	\$36,348	246,980	710	44,176	\$56,297	98,420	211	14,622	\$19,949	35.4%	49,230	87.3	76.8
Harvey E		116,488	463	32,274	\$35,544	176,323	647	41,648	\$48,430	59,835	184	9,374	\$12,886	26.6%	47,980	87.0	80.1
Jefferson E		107,053	392	26,315	\$31,292	195,225	554	39,210	\$49,824	88,172	163	12,895	\$18,531	37.2%	49,528	81.9	64.7
Jeffery E		144,328	635	18,270	\$31,058	256,978	873	21,387	\$46,266	112,650	237	3,117	\$15,208	32.9%	45,209	61.2	56.0
Ktech (Lincoln)		158,800	664	17,342	\$32,106	147,347	653	22,373	\$34,145	(11,453)	(11)	5,031	\$2,039	6.0%	43,390	18.4	18.6
McKinley E		97,200	444	21,917	\$27,085	129,999	501	27,982	\$34,549	32,799	57	6,065	\$7,465	21.6%	35,085	80.5	77.2
Nash E		279,600	1,200	22,420	\$53,444	334,823	1,379	35,293	\$66,842	55,223	179	12,873	\$13,398	20.0%	73,636	66.4	53.9
Pleasant Prairie E		369,600	1,384	24,630	\$61,987	514,751	1,496	27,006	\$74,403	145,151	112	2,376	\$12,415	16.7%	73,306	53.5	63.6
Prairie Lane E		204,560	792	20,740	\$39,758	266,843	826	27,444	\$50,712	62,283	34	6,704	\$10,953	21.6%	65,778	48.9	47.7
Roosevelt E		119,760	474	29,887	\$34,612	179,484	637	33,158	\$43,629	59,724	163	3,271	\$9,018	20.7%	47,994	81.2	75.9
Somers E		259,840	994	25,420	\$48,009	363,115	1,326	36,774	\$67,159	103,275	333	11,354	\$19,150	28.5%	69,100	58.9	58.3
Southport E		152,320	728	24,897	\$36,635	230,091	890	27,247	\$47,018	77,771	162	2,350	\$10,383	22.1%	53,200	65.9	62.0
Stocker E		314,240	1,056	18,570	\$49,858	422,861	1,447	20,417	\$64,317	108,621	391	1,847	\$14,460	22.5%	80,621	42.8	45.0
Strange E		202,000	731	24,905	\$41,486	296,584	898	26,858	\$53,190	94,584	168	1,953	\$11,704	22.0%	57,192	50.7	61.3
Vernon E		271,978	1,046	62,696	\$71,054	401,476	1,357	81,581	\$94,074	129,498	311	18,885	\$23,020	24.5%	88,280	101.5	90.6
Whittier E		234,360	1,063	16,591	\$43,366	491,438	1,827	21,130	\$73,520	257,078	764	4,539	\$30,154	41.0%	63,888	52.3	45.6
Wilson E		90,640	416	24,278	\$27,858	157,927	602	38,778	\$44,530	67,287	186	14,500	\$16,672	37.4%	38,200	78.9	76.1
ELEM Subtotal:		4,810,267	19,482	623,981	\$1,027,581	6,911,595	24,172	812,146	\$1,370,824	2,101,328	4,690	188,165	\$343,243	25.0%			
Cesar Chavez		138,720	424	5,532	\$22,110	190,957	517	9,506	\$30,285	52,237	93	3,974	\$8,176	27.0%	20,500	71.4	60.3
ESC		763,440	2,238	48,178	\$112,587	976,307	2,923	53,995	\$139,595	212,867	685	5,817	\$27,008	19.3%	128,000	77.3	71.6
Recreation		71,079	303	6,461	\$14,007	67,801	335	7,063	\$15,957	(3,278)	32	602	\$1,950	12.2%	13,090	80.2	77.6
Other Subtotal:		973,239	2,965	60,171	\$148,704	1,235,065	3,775	70,564	\$185,838	261,826	810	10,393	\$37,133	20.0%			
Totals:		14,373,955	52,473	1,484,912	\$2,612,315	21,106,908	68,590	1,976,892	\$3,587,380	6,732,953	16,117	491,980	\$975,065	27.2%			

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

June 11, 2013

ENERGY EFFICIENCY AND SECURITY PROJECT PROPOSAL

Energy Efficiency Project Proposal:

1. 2011 Wisconsin Act 32

2009 Wisconsin Act 28 was developed with the intent to provide a mechanism for school districts to fund quick payback energy efficiency projects outside their revenue limit and use the energy savings to “pay back” the funds used for the capital improvement. In almost all cases the projects implemented as a result of Act 28 were small (under \$100,000) projects with paybacks in the range of less than 2 years. 2011 Wisconsin Act 32 modified the law to include payment of debt service on bonds issued to finance the energy efficiency projects provided:

- The projects result in energy or operational cost reductions or avoidance
- The projects are completed through the use of a performance contract as governed by State Statute 66.0133
- The bonds or notes used to finance the project are issued for periods not exceeding 20 years

The original law was focused generally around smaller school districts that could not fund the smaller energy efficiency projects that KUSD implements every year. The change in the law provides an opportunity for KUSD to implement large energy efficiency projects that we would not otherwise be able to fund and/or projects that would not be funded for many years in a one or two year window.

2. Identification of Schools

The EPA Energy Star rating System is a method of evaluating how energy efficient a building is by comparing it with other similar buildings across the country. When KUSD began our energy conservation programs just over 10 years ago, the average Energy Star Rating for our schools was 40.97. Through the implementation of energy saving projects and the operational energy savings program we have raised our average up to 77.54. Buildings with ratings of 75 or greater qualify as an Energy Star Rated Building, so as a District we are now above that target. We do have schools below the target value and in some cases well below primarily due to original design of the buildings. Attachment 1 to this report provides the most recent Energy Star Ratings of each of our buildings along with the rating the building had when we first entered the Energy Star program.

In identifying schools to include for energy efficiency improvements, we selected the eight lowest EPA Energy Star Rated schools in the District and the only schools with a rating lower than 70. These schools and their Energy Star Ratings are:

- Bose – 68
- Forest Park – 48
- Grant – 64
- Grewenow – 53
- Harvey – 59
- Jeffery – 62
- Roosevelt – 64
- Vernon – 39

We decided to add Jefferson Elementary to the mix of schools because it is a sister school of Grant and the two schools have similar problems that can be corrected. Jefferson does have a different layout and a smaller footprint which helps with its Energy Star rating of 76.

3. Identification of Projects

Once the schools were identified, we reviewed all of our capital project, maintenance and energy data as well as performed a detailed walkthrough of each of the buildings to identify potential energy savings projects. Those projects were evaluated to determine the capital investment needed, potential energy savings, and other benefits related to each project. A detailed scope of work was developed for each school and that information is summarized in Attachment 2 of this report. The scope of work for each school differs due to the design and operation of the building, but in general the projects include:

- HVAC Systems – Boilers, ventilation systems, etc.
- HVAC Control Systems
- Lighting – Interior and Exterior
- Roofing
- Exterior Walls/Windows
- Creation of Vestibules at Entrances

The estimated cost for the projects at the nine schools is \$16,690,000 ranging from a low of \$816,812 for Jeffery Elementary to a high of \$3,095,409 for Vernon Elementary. Generally the largest contributors to the schools with higher costs are whether we are including a major roof replacement or not, the scope of work related to the HVAC system upgrades, and/or the scope of exterior wall/window work. In the case of Vernon and Harvey, the exterior wall work is substantial. Those two buildings, which are sister schools outside of the additional wing on Vernon which now houses the Brompton School, were constructed using pre-fabricated with single pane glass integral to the panels. The single pane glass cannot be replaced as an individual project and can only be replaced if the entire panel is replaced. Since the wall panel does not include any measurable amount of insulation anyway, the scope of work is to remove the entire exterior face of the building and the replace with traditional block, brick and windows. This work can be done because the structural component of the building is a steel structure located behind the panels. Attachment 3 of this report provides a comparison of the current exterior of Vernon versus a rendering of what the building will look like after this project is complete. This project will have significant energy and maintenance benefits as well as the added benefit related to aesthetics.

Detailed scopes have been developed for each of the projects, but are not included in this report for the purpose of keeping the size of this report manageable. These scopes will be refined as we go through the process to ensure that the project is in accordance with Act 32.

4. Performance Contracting

The least attractive component of the changes made by Act 32 was the performance contracting requirement. Performance contracting has two positive benefits, one it provides a financial guarantee of savings over the course of the life of the bond, and two it provides districts without the expertise on staff a means to implement these types of projects. The first benefit has some value, but in a 20-year bond, there is not a substantial amount of checks and balances with respect to the guarantee. The second is not of great value to KUSD since we have in-house capability of managing all phases of these types of projects. Our intent is to control the amount of services provided by the performance contractor to only those services required by law or would otherwise be more expensive through the use of a different consultant or contractor.

Typically RFPs related to the hiring of a performance contractor are very open-ended and result in a quotation of one fee percentage which is the theoretical mark-up the performance contractor will be charging for the total value of the project. For example the contractor may indicate in their proposal that their fee is 7% which for a \$15,000,000 project would be \$1,050,000. In reality the actual fee collected by the performance contractor can be more than this if they also provide some or all of the consulting and procurement services, and some performance contractors may also provide some or all of the construction and/or equipment costs. It is our plan to provide a very prescriptive Request for Proposal (RFP) that includes the specific schools, projects and budget estimates that will be included in our scope of work. We will also have a bid form that requires a detailed breakdown of the components of the fee percentage as we intend on picking and choosing what services we will have the performance contractor perform. We expect to have the contractor only provide the performance guarantee and associated bond as well as performing all of the energy savings calculations. We may choose to have them do more based on a comparison of their costs versus all alternatives. One example of an additional service may be mechanical engineering design work. Depending on their fee proposal, the performance contractor may be less expensive than if KUSD direct hired a mechanical engineering firm. We will tailor our RFP process so that we will easily be able to make these decisions.

5. Impact on Major Maintenance Budget

One of the additional benefits of implementing an Act 32 project would be the opportunity to reduce the amount of major maintenance expenditures for some period of time because of the number of projects included in this scope that would otherwise be funded by major maintenance. The traditional major maintenance budget for KUSD is \$2,000,000 per year with \$500,000 of that money being used to pay off the loan used to fund the Reuther masonry restoration project. We are proposing a reduction of the major maintenance budget of \$500,000 per year for 3-4 years. The second portion of this report provides a recommendation on how this money should be used for the benefit of our students, staff and public.

6. Financing

As mentioned in (1.) above, 2011 Wisconsin Act 32 allows school districts to issue bonds or notes to finance the energy efficiency projects.

The proposed energy efficiency projects total \$16,689,540. If KUSD wishes to finance these projects with long-term debt, the debt can be issued under revenue limits in Fund 38. Debt issued in Fund 38 does not require a referendum, but does require a 30-day petition period. Further, if the maturity of the debt exceeds ten years, a Public Hearing is also required.

The process for issuing Fund 38 debt would begin with an Initial Resolution. Upon Board approval of the Initial Resolution, a Notice to Electors is published in KUSD's official newspaper. Within 10 days of publication of the Notice, a Public Hearing is held for informational purposes. From the date of the Public Hearing, the electorate has 30 days to file a petition to stop the process. The petition must be signed by 20% of the school district electors (as determined by the number of voters at the last gubernatorial election), or 7,500 electors, whichever is less.

If no petition is filed, KUSD can issue the bonds to finance the projects. If the three parameters defined in 2011 Wisconsin Act 32 are met (as defined in (1.) above), the KUSD Board can levy for the debt service on the bonds outside revenue limits (energy efficiency exemption). The decision regarding the levy will be made on an annual basis, and future KUSD elected officials will make that determination.

On a preliminary basis, we are contemplating a 20-year bond issue with a "wraparound" structure. As shown on Attachment 4, this methodology attempts to minimize the tax impact by taking advantage of the future decreases KUSD's debt service payments, which decrease slightly in 2016 (approximately \$700,000) and then dramatically in 2017 (a decrease of over \$5,000,000). This structure may make that annual decision easier as it likely will have a minimal impact on the overall tax levy.

Lastly, KUSD also has an opportunity to refinance the 2002 Bonds. As shown on Attachment 5, the estimated savings associated with the refinancing is over \$225,000, or approximately \$75,000/year in 2014-2016. To create efficiency in issuance costs, the refinancing could be done in conjunction with the energy efficiency financing.

7. Key Activities and Time Line

- Initial Presentation to School Board – May 21st
- Committee Meeting Presentation – June 11th
- Budget Recommendation to Board; Approval of Initial Resolution – June 25th
- Issue RFP for Performance Contractor – June 26th
- Publication of Notice to Electors (within 10 days of adoption of Initial Resolution) – July 1st
- Public Hearing (within 10 days of publication of Notice) – July 9th
- 30-day Petition Period begins the day after the Public Hearing
- Final Approval by Board – August 13th
- Board approval, sale of bonds – August 27th
- Design & Implementation – Completion by September of 2015

School Security Proposal:

1. Current Status of Security Hardware in our Buildings

The first local cameras were installed in our high schools the late 1990's. These cameras had limited storage capabilities and the picture quality was poor, so they were more of a visual reminder to students to not misbehave than a means to identify the cause of vandalism, bullying, etc. The first integrated system was installed as part of the construction of Mahone Middle School in 2002. This system included a handful of cameras focused on the exterior of the school, a digital video recording system for those cameras, and a card access system on key doors. This basic system with significant improvements related to technology advancements has been implemented over time in many of our schools generally funded by grant money or private donations.

The School Board did approve funding of a basic card access package for all of our schools that was installed in 2007 and 2008. This package included card access readers on key doors as well as a buzzer/camera/intercom unit on the main entrance of each school. There are two different card access systems in our schools depending on what year the system was installed. Attachment 6 provides a summary of the card access systems in our schools.

One thing that we do not think everyone is aware of is the fact that not all of our schools have security cameras in them. Most of the schools that have cameras have purchased them using grant or private funds with the primary exception being new schools constructed after the year 2000. There are currently cameras in 23 schools and the Education Support Center, and 14 schools that do not have any cameras. Attachment 7 provides a summary of the camera status of each of the buildings.

2. Proposed Changes to our Security Infrastructure:

There are several changes that we are proposing; the following is a brief description of each of these changes as well as a cost estimate for each of them.

Security Cameras: This improvement would install cameras and digital video recording systems at the 14 schools without any cameras and a number of schools with only a small number of cameras. Of the 14 schools without any cameras, 13 are elementary schools and 1 is a middle school (Lincoln MS). A detailed summary of the number of the cameras needed and the associated cost estimated is provided as part of Attachment 7. The estimated cost to provide a comprehensive camera system at all of our schools is \$190,800.

Security Camera Head End System: Currently the camera systems that we have in our schools are local to each school. The schools have digital video recording (DVR) systems that records the video fed into it from multiple cameras. The DVR systems can hold data for a varying amount of days depending on how many cameras feed into them and how much video is being collected. This allows the school at least a few days to look back on video footage if a situation is not recognized immediately. This type of system works fairly well for collecting data after the fact, but is not very useful during an emergency as the video is not available anywhere except in the school itself. As we have developed and installed systems, we have kept open the option of linking all of the systems together back to a server(s) that would be accessible by approved KUSD

personnel and local enforcement. Attachment 8 provides a breakdown of the costs associated with implementing this type of system. This would include a one-time cost of \$259,725 and a reoccurring cost of \$15,000 per year for licensing fees. This type of system has become commonplace in schools and communities across the country and would allow our local police and sheriff departments real-time access to all of the cameras in our schools in the event of an emergency.

Security Systems on One Common Software System: As mentioned earlier, we have a number of other security hardware devices in the district including card access systems for exterior and selected interior doors, door bells at a handful of elementary schools, and audio/video entry systems on the main exterior door(s) to our schools. These systems are managed by software programs. We currently have two different systems split fairly evenly amongst our buildings. Attachment 6 shows the breakdown of the two systems and an estimated cost to convert all of the buildings to the more sophisticated TAC system. The TAC system is the more logical choice as we have TAC building control systems in several schools for the HVAC systems. The estimated cost for this is \$162,000.

Addition of Door Bells at Elementary Schools: A handful of our elementary schools have door bells that ring in areas other than just the main office. This is especially useful for being able to keep the school locked after hours when parents are coming to pick up their children from the after school programs at the schools. The most typical locations where the doorbells ring are cafeterias or gymnasiums. This allows the parent to alert the after school program people that they are the door as opposed to keeping a door unlocked. The estimated cost to install a doorbell at every elementary school is \$2,250.

Phones in Every Classroom: Besides additional cameras, the other biggest request we get is to provide telephones in every classroom. The requests are not just for security reasons but having a phone in every classroom does provide a major improvement to just having the local intercom that communicates with the main office allowing for private conversations for security or other things such as student behavioral issues. Our standard design which has been installed in 10 schools and the ESC is a Voice over Internet Protocol (VoIP) system. Attachment 9 shows the current status of VoIP installation in the District as well as an estimated number of phones needed for the remainder of the schools. The estimated cost for VoIP installation in every school is \$800,000.

Instantaneous Mass Notification System: A number of schools and ESC staff have wanted a push button notification system in the main office/front desk to alert the rest of the building of an intruder. In researching the various options available, one product stood head and shoulders above everything else. This is a product called Singlewire InformaCast which can use push buttons, Voice over IP phones, computers (provided the software is up and running), and other electronic devices to initiate pre-recorded notifications. If we couple this with the VoIP and security camera head end system, we could have the ability to provide a warning from every classroom in the district as well as automatically pull up the nearest camera to where the warning was initiated. The head-end system will also allow this information to be transmitted in real-time to the police and sheriff departments including in squad cars. We could either purchase the software for \$66,735 along with an annual maintenance agreement or lease for \$18,900 per year

Overall Cost Estimate:

- Camera Systems \$190,800
- Security Head-End System \$259,725
- Common Software System \$162,000
- Door Bells \$ 2,250
- VoIP Phones \$800,000
- Singlewire \$ 66,735/18,900
- Total One-Time Costs \$1,500,410

- \$15,000 in annual licensing fees

3. Proposed Three Year Plan:

Our recommendation is to couple the security system upgrades with the Act 32 energy efficiency projects and associated reduction in the major maintenance budget. The \$500,000 per year reduction in the major maintenance budget would allow for the security upgrades to be implemented in a three-year period without the need to find a funding source within the general fund. The following is the proposed three-year roll-out of the security upgrades:

- 2013-14:
 - Security Camera Head End System -- \$259,725
 - Door Bells for Elementary Schools -- \$2,250
 - One Year Lease for Singlewire -- \$18,900
 - VoIP – Installation of VoIP phones in the main offices of all of the schools that do not currently have VoIP systems -- \$219,125
 - TOTAL FOR YEAR 1 -- \$500,000
- 2014-15:
 - Security Camera Additions including 14 schools with no cameras -- \$190,800
 - VoIP - Phase 2 of the VoIP installation \$242,465
 - Single wire -- Based on how we like the product we are making the assumption that we will want to move forward with a purchase of the product for \$66,735
 - TOTAL FOR YEAR 2 -- \$500,000
- 2015-16:
 - Security Systems on One Common Software System – One-time cost of \$162,000
 - VoIP – Phase 3 of the VoIP installation: 338,000
 - TOTAL FOR YEAR 3 -- \$500,000

Administration Recommendation:

Administration recommends that both the Audit/Budget/Finance and the Planning/Facilities/Equipment Committees forward this report on to the full Board for their consideration.

Dr. Michele Hancock
Superintendent of Schools

Ms. Sheronda Glass
Executive Director of Business Services

Ms. Tina Schmitz
Chief Financial Officer

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



A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Gallo was called to order at 5:49 P.M. with the following Committee members present: Mr. Nuzzo, Mr. Bryan, Rev. Coleman, Ms. Marcich, Mr. Kent, and Mr. Gallo. Dr. Hancock was also present. Mr. Aceto was excused and Ms. Adams was absent.

Approval of Minutes – March 12, 2013

Mr. Nuzzo moved to approve the minutes of the March 12, 2013, Audit/Budget/Finance Committee meeting as contained in the agenda. Mr. Kent seconded the motion. Unanimously approved.

Mr. Nuzzo moved to approve the minutes of the March 12, 2013, Joint Audit/Budget/Finance and Curriculum/Program Committee meeting as contained in the agenda. Mr. Bryan seconded the motion. Unanimously approved.

Information Items

Mrs. Tina Schmitz, Chief Financial Officer, presented the Monthly Financial Statements as contained in the agenda and indicated we are on target.

Fiscal 2013-2014 Budget Status

Mrs. Schmitz presented the Fiscal 2013-2014 Budget Status. She said timing of budget preparation is different this year because we are waiting to see what comes down from the state. She said Administration has built a conservative preliminary budget. There is a slight increase in state aid but no increase in per student funding. We also do not know the outcome of vouchers. Mrs. Schmitz said we have built in a decrease of 100 student FTE and noted that revenue is somewhat flat at this time. We have built in savings from employee retirement contributions and health insurance. She said we do not yet know the actual cost for health insurance and we are working to decrease overall expense. We have built in a minimal increase in other operating expenses and are working to maintain and restore the fund balance. She noted that Board policy calls for a fund balance amounting to 15% of the budget. This year we are planning to add \$3 million to the fund balance but we will still be under 8% of the operating budget. Mrs. Schmitz noted the decline in our Moody's rating over the years. In June we plan to bring prelim budget with assumption details to the Audit/Budget/Finance committee.

In response to an inquiry, Mrs. Schmitz discussed the ramifications of our Moody's rating over the years. Mr. Bryan requested a copy of Mrs. Schmitz' analysis over the last ten years. Mrs. Schmitz responded to questions regarding health insurance and said we will issue a RFP for health insurance benefits.

Mrs. Schmitz said the 2014 budget will contain no layoffs or staff reductions and we will add staff at all three levels. She said that 99% of staffing additions are in the schools. Mrs. Glass provided an update on the health insurance RFP. She is expecting results from brokers this week and will bring info to the Board. It was noted that we want to continue to recruit, attract and retain employees but to also get our health care costs under control. Mrs. Glass said an audit will be conducted of our health care plan and the benefits task force will be reconvened.

Mrs. Schmitz said it is planned to add \$1 million to fund balance in FY 2014.

Future Agenda Items

Mr. Kent commended Mr. Gallo for his time on this committee and on the School Board and wished him well.

Meeting adjourned at 6:25 P.M.

Kathleen DeLabio
Executive Assistant to the Superintendent

Kenosha Unified School District
Kenosha, Wisconsin

June 11, 2013

Board Approved Fees for the 2013-2014 School Year

As a component of the budget development process a review of the fees charged is conducted every year. Consistent with prior years, Finance has met with various stakeholders that administer fees to review the procedures and adequacy of the current fees. A Fee Sub Committee has also been established thru the Budget Council which consisted of members of the Finance Department and School Principals.

The following changes to the 2013-2014 fee structure are being provided to the Audit, Budget and Finance Committee and then the full Board of Education for consideration.

Student User Fees

School Year 2013-2014 Updates / Recommendations:

Administration is recommending only one change to the 2013-2014 Base User Fee Schedule. In conjunction with eliminating the \$24 Physical Education High School Course Fee which was assessed only to students with Physical Education on their schedule, an additional \$3 will be added to the High School Base User Fee for all students. This recommendation is the result of a drastic reduction in the cost of towel service as well as the elimination of the cost of providing swim suits. As this fee was the last remaining High School Course Fee driven by a student's schedule, the streamlining of fees will be complete and efficiencies will be gained by the increased simplicity and standardization.

The Athletics Department is proposing a new fee for students participating in Hockey. The \$900/player fee is currently being collected by the Hockey Booster Club which presents a liability issue, since KUSD would still be responsible for paying the ice time even if the collected money were to get "lost." Making this an official KUSD fee will protect us from any potential mishandling of the funds. Ice time is the major component of the fee. Administration proposes that we make this an official KUSD Athletic fee and handle the collections and payment for ice time directly. Parents are currently paying this exact amount to the Booster Club, which is relatively inexpensive for Hockey. The alternative to this fee would be for the KUSD Board to direct the Athletics Department to fund this costly sport out of the general fund.

Attachment A delineates the proposed 2013-2014 student fee schedule compared to the previous seven (7) years' student fees.

Fee Procedures:

- Students leaving the District during a school year will have a portion of that year's paid fees reimbursed based on *when* the student leaves. Students withdrawing from the District during the first semester (after the first 30 days), will have 50% of the Base User Fee reimbursed or applied toward any outstanding balance. Students withdrawing from the District after 30 days of the second semester will not have any fees reimbursed.
- Students entering the District after the start of the school year will only be charged a prorated Base User Fee depending on full quarters that they are in the District. All other fees will be assessed based on the actual usage during that school year.

- After a student leaves the District, either by graduation or transferring to another school district, these outstanding fees remain in the student receivable database until paid.
- Charter Schools are required to collect all applicable District required user fees according to the Board approved fee schedule, however Charter Schools will retain the fees to assist with the increased cost of operating a charter school.
- All schools wanting to charge for workbooks or supplemental materials must submit the fee to be reviewed and approved by the Teaching & Learning Department prior to the allocation of any funds for the purchase of these materials.
- All fees and payments for a student will be maintained in Zangle by the school at which the student is primarily enrolled (with the school having access to create the fee based on the circumstances e.g., field trips, yearbook, clubs and activity accounts).

Collections, Waivers & Refunds:

Base user fees are collected and due at the time of registration. Registration usually occurs in late August, but parents have the option of making payment arrangements with the School District or by paying their student(s) fee(s) online. Unpaid fees are considered delinquent on December 1st of each school year.

It is the expectation that all students be able to pay the student fees. Only in extreme circumstances will the current year's required user fees be waived with a recommendation of the Principal. Requests for waiver of a prior year's fees must be submitted to the Finance Department in writing and are reviewed on a case-by-case basis. Lost book fees, lost library book fees, Food Service fees, Youth Options fees, and vandalism/damage charges are never waived. The District also has a long-standing practice of not charging student fees for foster children and students housed in a homeless facility. Each school site is responsible for the collection of fees assessed to students at that site throughout the school year. Every attempt should be made by school staff to collect outstanding student balances.

The District will actively pursue collection for all past due fees, but will not prohibit a student from graduating or participating in the graduation ceremony.

When a student/parent/guardian is due a refund for any reason, the reimbursement of the fees will only be made when the amount is greater than \$25. All refund amounts less than \$25 will be maintained on the student's account and used to pay additional fees (i.e., academic fees, fieldtrips, fundraisers and fines) incurred during the school year or the next school year. If there are any outstanding fees on the student's account (or his/her sibling(s)' account), the amount requested for refund will be applied to those fees first. Refunds to students leaving the District will be made upon request, regardless of dollar amount.

Building Use Fees

District practice has been to consider the consumer price index (CPI) for the Chicago, Kenosha and Milwaukee urban area, and the District's overall costs to maintain facilities. In addition, the District has taken into consideration square footage and building amenities. Attachment B is a comparison of the prior five (5) years' building use fees compared to the proposed building use fees.

The Facilities Department has overhauled and streamlined the fee schedule in order to implement the new "School Dude" software for on-line rentals. Some fees have been consolidated and they are now more consistent between buildings. Additional rates have also been added for the enhanced turf fields. This simplified rate schedule also includes an additional 3% increase to account for CPI changes.

Recreation Fees

Administration is recommending no change to adult recreation fees for activities through the Recreation Center. No change is recommended for student fees for other activities organized by the Recreation Center. See Attachment C for a comparison indicating the recreation fees for the last seven (7) years and the proposed fees for fiscal year 2013-2014.

CLC Fees

After discussions with DPI CLC grant advisors, administration is recommending that the CLC fee be eliminated for the fiscal year 2013-14. Collection of these fees has proven to be extremely challenging and at times prohibitive to participation. KUSD needs to find a more sustainable way to fund the CLC program after the grants expire if we wish to continue offering this.

Summer School Fees

After reviewing the DPI issued guidance on Summer School Fees, we found that we lack the justification for charging Summer School Fees. Without detailed lists from our Summer School Coordinators/Principals on the exact consumable items that students would be using, the fees are not allowable. In general, an Aided Summer School Program shall be at no cost to a resident student; even field trip fees (if instructional) are not allowable.

Administrative Recommendation

Administration requests that the Audit, Budget and Finance Committee review and forward on to the full Board of Education the recommendation to establish the fiscal year 2013-2014 fees for Students, Building Use and Recreation at the indicated rates. It is also recommended that the student fee structure be reflected in the General Fund's revenue and expenditures for the 2013-2014 District Budget.

Dr. Michele Hancock
Superintendent of Schools

Tina M. Schmitz
Chief Financial Officer

Tarik Hamdan
Budget and Grant Manager

KENOSHA UNIFIED SCHOOL DISTRICT
Historical Schedule of Student Fees
Proposed Fees for the 2013-2014 School Year

BASE USER FEES	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
High School	\$ 30	\$ 31	\$ 32	\$ 62	\$ 62	\$ 62	\$ 64	\$ 67
Middle School	52	53	55	70	70	70	72	72
Elementary School	40	41	43	43	43	43	44	44
Pre-School ⁽¹⁾	-	-	-	22	22	22	22	22

⁽¹⁾ Base User Fee includes individual project materials and workbooks

GRADE LEVEL FEES	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Language Art Fee for 7th & 8th Grade Transfer Student	\$ 20	\$ 20	\$ 20	\$ -	\$ -	\$ -	\$ -	\$ -
Writer's Inc. (9th Grade)	17	17	18	24	24	24	-	-

PROGRAM FEES	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
1:1 Electronic Device Program	\$ -	\$ -	\$ 30	\$ 30	\$ 30	\$ 30	\$ 30	\$ 30
Kenosha Military Academy Leadership	-	-	25	25	25	25	25	25

COURSE FEES	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Art (6th grade)	\$ 5	\$ 5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Art (7th and 8th grade only)	8	8	-	-	-	-	-	-
Art (High School Advanced Placement Classes)	35	35	35	-	-	-	-	-
Art (High School Regular Classes)	15	15	15	-	-	-	-	-
Extended Day Class (\$1 earmarked for Building)	10	10	10	-	-	-	-	-
Family and Consumer Science (High School)	20	20	25	-	-	-	-	-
Family and Consumer Science (6th Grade)	5	5	-	-	-	-	-	-
Family and Consumer Science (7th Grade)	8	8	-	-	-	-	-	-
Family and Consumer Science (8th Grade)	8	8	-	-	-	-	-	-
Health Class Fee (HS) for Red Cross Workbook/materials	1.50	2.00	3.00	-	-	-	-	-
Physical Education Fee (High School)	19	24	24	24	24	24	24	-
Physical Education Fee (Middle School)	15	15	15	15	15	15	-	-
Science (Advanced Placement HS Classes)	25	25	25	-	-	-	-	-
Science (Honors HS Classes)	15	15	15	-	-	-	-	-
Science (Regular HS Classes)	10	10	10	-	-	-	-	-
Technology Education (High School)	15	15	15	-	-	-	-	-
Technology Education (LakeView Academy)	25	30	30	30	30	30	35	35
Technology Education (Seventh & Eighth Grades)	8	8	8	-	-	-	-	-
Technology Education (Sixth Grade)	5	5	5	-	-	-	-	-

ATHLETIC FEES	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Athletic Catastrophic Insurance (MS, HS)	\$ 3.10	\$ 3.25	\$ 3.25	\$ -	\$ -	\$ -	\$ -	\$ -
Athletic Fee High School ⁽²⁾	50	55	55	55	55	55	75	75
Athletic Fee Middle School ⁽³⁾	20	25	25	25	25	25	50	50
Hockey Participation Fee	-	-	-	-	-	-	-	900

⁽²⁾ Fee per sport, \$10 earmarked for building athletic uniforms, \$150 max per student, \$300 per family

⁽³⁾ Fee per sport, \$5 earmarked for building athletic uniforms, \$100 max per student, \$200 per family

KENOSHA UNIFIED SCHOOL DISTRICT
 Historical Schedule of Student Fees
 Proposed Fees for the 2013-2014 School Year

OTHER SCHOOL FEES	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Activity Fee ⁽⁴⁾	\$ 15	\$ 15	\$ 15	\$ 15	\$ 15	\$ 15	\$ 15	\$ 15
Music Activity Fee ⁽⁵⁾	30	30	30	30	30	30	30	30
Instrument Usage ⁽⁶⁾	50	50	50	50	50	50	50	50
Parking ⁽⁷⁾	50	50	50	50	50	50	50	50
After School Program (per day)	5	5	5	5	5	5	5	-

⁽⁴⁾ Activity Fee (HS, \$30 max. per student, \$60 max. per family; for debate, forensics, academic decathlon, cheerleading, robotics and other competitive events)

⁽⁵⁾ Music Activity Fee (HS, \$60 max. per student; \$120 max. per family; for jazz ensemble, chamber orchestra, madrigal singers, golden strings, theater and drama)

⁽⁶⁾ Instrument Usage (MS, HS - \$50 max. per student, \$100 max. per family)

⁽⁷⁾ Parking (HS, \$30 for only second semester, students taking classes at multiple buildings will receive complimentary passes with proof of permit from their home school)

SUMMER SCHOOL FEES	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary and Middle Schools	\$ 20	\$ 20	\$ 20	\$ 20	\$ 20	\$ 20	\$ -	\$ -
High Schools	20	20	20	20	20	20	-	-
Gear-Up (MS, HS)	10	10	10	10	10	10	-	-

MISCELLANEOUS SCHOOL FEES	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Fines for Lost or Damaged Locks (MS, HS)	\$ 8	\$ 9	\$ 9	\$ 9	\$ 9	\$ 9	\$ 9	\$ 9
Copy of Student Records (per page)	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Copy of Student Transcripts	3	5	5	5	5	5	5	5
Lost I.D./Library Card (MS/HS)	5	6	6	1.50	1.50	1.50	1.50	1.50
I.D. Card Lanyard Replacement	-	2	2	0.50	0.50	0.50	0.50	0.50
Schedule Change (not required for Graduation)	-	-	5	-	-	-	-	-
Library Fines and Breakage Charges	----- At Cost -----							
Students Unable to Pay	----- Per School Board Policy -----							

KENOSHA UNIFIED SCHOOL DISTRICT
 Historical Schedule of Building Use Fees
 Proposed Fees for the 2013-2014 School Year

Swimming Pools			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Bradford	Initial charge		\$ 213	\$ 213	\$ 218	\$ 218	\$ 229	\$ 236
	Rental fee per hour*		59	59	60	60	63	65
Reuther	Initial charge		106	106	109	109	115	119
	Rental fee per hour*		30	30	30	31	33	34
Tremper	Initial charge		156	156	160	160	168	174
	Rental fee per hour*		38	38	39	39	41	43
Vernon	Initial charge		62	62	64	64	67	70
	Rental fee per hour*		17	17	17	17	18	19
* Partial Hour Fees 75% of Hourly Fee Listed								
Gymnasiums			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
High Schools								
Bradford Fieldhouse	Rental fee per hour	with locker*	\$ 177	\$ 177	\$ 181	\$ 181	\$ 190	\$ -
	Rental fee per hour	without locker	162	162	166	166	174	180
Indian Trail Fieldhouse	Rental fee per hour	with locker*	-	-	-	-	211	-
	Rental fee per hour	without locker	-	-	-	-	195	201
Indian Trail Upper Gym	Rental fee per hour		-	-	-	-	37	44
Reuther	Rental fee per hour		44	44	45	45	47	51
Tremper Competition Gym	Rental fee per hour	with locker*	79	79	81	81	99	-
	Rental fee per hour	without locker	65	65	67	67	85	88
Tremper PE Center	Rental fee per hour	with locker*	62	62	64	64	99	-
	Rental fee per hour	without locker	48	48	50	50	85	120
Tremper Upper Gym	Rental fee per hour		-	-	-	-	35	37
* Locker Room Rental Fee \$17.50 per Hour								
Middle Schools								
Bullen	Rental fee per hour		51	51	52	52	55	57
Lance	Rental fee per hour		45	45	46	46	48	57
Lincoln	Rental fee per hour		42	42	43	43	45	51
Mahone	Rental fee per hour		55	55	56	56	59	88
Washington	Rental fee per hour		47	47	48	48	50	51
Elementary Schools								
Bose	Rental fee per hour		34	34	35	35	37	37
Brass, EBSOLA, Nash & Stocker	Rental fee per hour		40	40	41	41	43	44
Forest Park & Southport	Rental fee per hour		32	32	33	33	35	37
Frank, Pleasant Prairie & Somers	Rental fee per hour		34	34	35	35	37	44
Grant	Rental fee per hour		29	29	30	30	32	37
Grewenow, Harvey, Jeffrey, Strange & Vernon	Rental fee per hour		33	33	34	34	36	37
Jefferson, Roosevelt & Wilson	Rental fee per hour		31	31	32	32	34	37
McKinley & Prairie Lane	Rental fee per hour		30	30	31	31	33	37
Whittier	Rental fee per hour		38	38	39	39	41	37
Auditoriums			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
High Schools								
Bradford	Rental fee per hour	Performance	\$ 96	\$ 96	\$ 98	\$ 98	\$ 103	\$ 106
	Rental fee per hour	Rehearsal	66	66	68	68	72	74
Indian Trail	Rental fee per hour	Performance	-	-	-	-	150	155
	Rental fee per hour	Rehearsal	-	-	-	-	100	109
Reuther	Rental fee per hour	Performance	85	85	87	87	96	106
	Rental fee per hour	Rehearsal	68	68	70	70	76	74
Tremper	Rental fee per hour	Performance	89	89	91	91	96	106
	Rental fee per hour	Rehearsal	70	70	72	72	76	74
Middle Schools								
Bullen	Rental fee per hour		75	75	77	77	81	65
Lance	Rental fee per hour		59	59	60	60	63	65
Lincoln	Rental fee per hour		59	59	60	60	63	84
Mahone	Rental fee per hour		75	75	77	77	81	84
Washington	Rental fee per hour		51	51	52	52	55	65

KENOSHA UNIFIED SCHOOL DISTRICT
Historical Schedule of Building Use Fees

Proposed Fees for the 2013-2014 School Year

Miscellaneous Areas			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
High Schools								
Bradford	Rental fee per hour	Cafeteria	\$ 63	\$ 63	\$ 63	\$ 63	\$ 66	\$ 68
	Rental fee per hour	Commons	41	41	42	42	44	46
Hillcrest MS/HS	Rental fee per hour	Cafeteria	30	30	31	31	33	-
Indian Trail	Rental fee per hour	Cafeteria/commons	41	41	42	42	90	93
Lakeview Technology	Rental fee per hour	Cafeteria	37	37	38	38	40	38
	Rental fee per hour	Classrooms	40	40	41	41	43	46
Reuther	Rental fee per hour	Cafeteria	40	40	41	41	44	38
Tremper	Rental fee per hour	Cafeteria/commons	53	53	54	54	66	68
Other High School Classrooms	Rental fee per hour	Classrooms	39	39	40	40	42	46
Middle Schools								
Bullen	Rental fee per hour	Cafeteria	32	32	33	33	35	42
Lance	Rental fee per hour	Cafeteria	32	32	33	33	35	42
Lincoln	Rental fee per hour	Cafeteria	36	36	37	37	39	42
Mahone	Rental fee per hour	Cafeteria	37	37	37	37	58	68
Washington	Rental fee per hour	Cafeteria	34	34	35	35	38	42
Other Middle School Classrooms	Rental fee per hour	Classrooms	39	39	40	40	42	44
Elementary Schools								
Bose, Grewenow, Southport & Strange	Rental fee per hour	Cafe/multi-purpose	33	33	34	34	36	38
Brass, EBSOLA, Nash & Stocker	Rental fee per hour	Cafe/multi-purpose	36	36	37	37	39	42
EBSOLA, Frank, Nash, Pleasant Prairie, Somers, Stocker, Whittier and Brass	Rental fee per hour	Classrooms	39	39	40	40	42	44
Frank	Rental fee per hour	Cafe/multi-purpose	45	45	46	46	48	*See Gym Fee
Jefferson	Rental fee per hour	Cafe/multi-purpose	32	32	33	33	35	*See Gym Fee
Jeffrey, Roosevelt, Vernon & Wilson	Rental fee per hour	Cafe/multi-purpose	31	31	32	32	33	38
Pleasant Prairie & Whittier	Rental fee per hour	Cafe/multi-purpose	38	38	39	39	41	42
Somers	Rental fee per hour	Cafe/multi-purpose	42	42	43	43	45	38
Other Elementary Schools (not listed)	Rental fee per hour	Multi-purpose	30	30	31	31	33	N/A
	Rental fee per hour	Classrooms	35	35	36	36	38	44
Other								
Bradford, Indian Trail, Tremper, EBSOLA ONLY	Rental fee per hour	Kitchen	45	45	46	46	48	50
Education Support Center (ESC)	Rental fee per hour	Board room	36	36	37	37	39	41
	Rental fee per hour	Computer room	71	71	73	73	77	79
Other Schools Computer Rooms	Rental fee per hour	Computer room	70	70	72	72	75	79
Various Outdoor Facilities	Per activity/per day	Outdoor facilities	19	19	19	19	20	20
Permit Fee			20	20	20	20	20	20

KENOSHA UNIFIED SCHOOL DISTRICT
Historical Schedule of Recreation Department Fees
Proposed Fees for the 2013-2014 School Year

Adult Basketball	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Team Fee	\$ 348	\$ 359	\$ 374	\$ 374	\$ 383	\$ 383	\$ 394	\$ 394
Player Fee	36	37	38	38	39	39	40	40
Trophy Fee	7	8	8	8	8	8	8	8

Adult Softball	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Team Fee	\$ 268	\$ 276	\$ 288	\$ 288	\$ 288	\$ 288	\$ 297	\$ 297
Player Fee	36	37	38	38	38	38	39	39
Trophy Fee	7	8	8	8	8	8	8	8

Adult Volleyball	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Team Fee	\$ 114	\$ 117	\$ 122	\$ 122	\$ 125	\$ 125	\$ 129	\$ 129
Player Fee	21	22	23	23	23	23	24	24
Trophy Fee	7	8	8	8	8	8	8	8

Swim Fees	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Employee Swim	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Student Player Fees	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Instructional Swim	\$ 20	\$ 20	\$ 20	\$ 20	\$ 20	\$ 5	\$ -	\$ -
Competitive Swim	25	25	25	25	25	25	25	25
Basketball	20	20	20	20	20	-	-	-
Tennis	20	20	20	20	20	-	-	-
Weight Training	20	20	20	20	20	20	20	20
Baseball/Softball	-	-	-	-	-	-	-	-
Soccer	-	-	-	-	-	-	-	-

Kenosha Unified School District
Kenosha, Wisconsin

June 11, 2013
Audit/Budget/Finance Committee

Fiscal 2013-2014 Preliminary Budget

Per Board Policy 3100, Annual Operating Budget, the Kenosha Unified School District Administration is currently in the process of developing a preliminary budget incorporating assumptions based on information from Governor Walker's proposed biennial budget, and the Department of Public Instruction. Those assumptions include:

- Revenue
 - No increase in per pupil funding for revenue limit (preliminary)
 - Estimated increase in state general/equalization aid
 - Decrease in tax levy
 - No change in categorical aid
 - Estimated decrease of 100 student FTE
 - Unknown impact of vouchers to student enrollment
- Expense Reductions
 - Savings through new health insurance plan design
 - Savings from retirement and health insurance contributions
 - Reduced unemployment expenses
- Expense Additions
 - Additional teachers and staff
 - Expanded counselor hours
 - Additional calendar paid days
 - Student support program
 - Student programming/curriculum
 - Student testing software
 - Student transportation costs
 - System software renewals
 - Property insurance
 - Employee fringe benefit increases (life and long-term disability)
 - Estimated health and dental insurance for part-time employees
 - Increased OPEB (other post-employment benefits) accrual

The initial budget projections were built based on conservative estimates and first presented to the Audit/Budget/Finance Committee and full School Board in April. Since that time Administration has continued to analyze the projected student enrollment, made adjustments for further known reductions in health insurance, and made adjustments for additions to the operating budget.

These next few months are critical to the District in ensuring a timely implementation to meet the budget timeline, and preparation for the 2013-2014 school year. The state budget is not expected to be finalized until July once the recent State Joint Finance Committee motions are passed by the State Assembly and Senate. Further adjustments could be made as a result of these motions, namely impact from vouchers and enrollment, and changes to the revenue limit through additional per pupil funding.

The Kenosha Unified School District's proposed budget for 2013-2014 will be prepared in accordance with the budgeting and financial operations policies for the District and will be prepared to conform to existing State of Wisconsin requirements. It is the desire of Administration to present the Board of Education an appropriate balanced budget, taking into consideration the beliefs, parameters and objectives of the Transformation Plan and the ongoing instructional and fiscal responsibilities of Administration. As always, the budget is developed and implemented with the ultimate goal of meeting the needs of all our students.

Further budget analysis has taken place since the Board decision on June 3, 2013 surrounding health insurance contributions. Subsequently, Administration is in the process of refining the preliminary operating budget. Due to the number of items listed in the assumptions, Administration would like to provide this detail on June 11th and provide rationale at this meeting. All of Leadership will be present to address questions.

Administration requests that the Audit/Budget/Finance Committee review these initial budget assumptions at the June 11th meeting and the week following. Administration seeks input and solicits questions from both the Audit/Budget/Finance Committee and School Board and that those questions be submitted to the Superintendent's office no later than Wednesday, June 19th so that Administration can bring forth further information at the regular School Board meeting on June 25, 2013.

Dr. Michele Hancock
Superintendent of Schools

Tina M. Schmitz
Chief Financial Officer

Tarik Hamdan
Budget & Grant Manager

Kenosha Unified School District
Summary of Grant Activity
As of May 24, 2013

PROJECT NUMBER		2011 - 2012		2012- 2013		FY 2012 - FY 2013
		BUDGET	ACTUAL	BUDGET *	ACTUAL AS OF 05/24/2013	
	GRANT TITLE					CHANGE IN BUDGET
623	21ST CENTURY LEARNING CENTER	\$600,000	\$579,870	\$700,000	\$616,250	\$100,000
640	AIMS PROGRAM / OFFICE OF JUSTICE ASSISTANCE	\$73,793	\$73,381	\$107,680	\$71,292	\$33,887
816	ARRA - ESEA TITLE I-A		\$113,771	\$0	\$0	\$0
814	ARRA - ESEA TITLE II-D COMPETITIVE EDUCATIONAL TECHNOLOGY		\$622	\$0	\$0	\$0
813	ARRA - IDEA FLOW THROUGH		\$158,509	\$0	\$0	\$0
817	ARRA ESEA TITLE I-A SUPPLEMENTAL		\$9,593	\$0	\$0	\$0
821	ARRA ESEA TITLE II-D EDUCATIONAL TECHNOLOGY		\$508	\$0	\$0	\$0
819	ARRA IDEA PRESCHOOL ENTITLEMENT		\$19,321	\$0	\$0	\$0
430	CARL PERKINS	\$223,971	\$223,855	\$222,145	\$210,316	(\$1,826)
360	CHARTER SCHOOL DISSEMINATION GRANT - HARBORSIDE	\$144,590	\$132,892		\$9,416	(\$144,590)
360	CHARTER SCHOOL DISSEMINATION GRANT - KTEC	\$125,000	\$44,282	\$200,361	\$152,889	\$75,361
595	EDUCATION JOBS FUND & SUPPLEMENTAL	\$1,679,354	\$1,679,354	\$0	\$0	(\$1,679,354)
141	ESEA TITLE I-A	\$5,991,883	\$5,437,748	\$6,597,684	\$4,766,723	\$605,801
145	ESEA TITLE I-A FOCUS SCHOOLS			\$84,000	\$57,840	\$84,000
140	ESEA TITLE I-D NEGLECTED/DELINQUENT	\$64,661	\$59,573	\$86,883	\$65,685	\$22,222
359/604	ESEA TITLE II-A TEACHER & PRINCIPAL TRAINING	\$948,079	\$930,142	\$934,654	\$704,297	(\$13,425)
391	ESEA TITLE III-A ENGLISH LANGUAGE ACQUISITION	\$262,248	\$224,193	\$291,299	\$159,372	\$29,051
601/611	HEAD START - FEDERAL PROGRAM	\$2,030,346	\$1,800,201	\$2,030,346	\$1,497,209	\$0
335	HOMELESS CHILDREN	\$60,225	\$60,219	\$52,000	\$36,306	(\$8,225)
345	IDEA EARLY INTERVENTION SERVICES	\$362,147	\$299,161	\$408,712	\$296,995	\$46,565
341	IDEA FLOWTHROUGH	\$4,783,052	\$3,251,327	\$5,572,251	\$2,926,366	\$789,199
347	IDEA PRESCHOOL ENTITLEMENT	\$294,468	\$132,435	\$329,740	\$100,368	\$35,272
342	IDEA SECLUSION AND RESTRAINT TRAINING			\$9,632	\$9,495	\$9,632
592	SAFE AND SUPPORTIVE SCHOOLS	\$472,816	\$348,635	\$487,528	\$264,942	\$14,712
376/594	USDA FRESH FRUIT AND VEGETABLE PROGRAM	\$141,136	\$139,502	\$229,850	\$229,279	\$88,714
334/568	WISCONSIN PARTNERSHIP FOR CHILDHOOD FITNESS	\$3,000	\$767	\$4,483	\$1,154	\$1,483
	TOTAL FEDERAL FUNDED GRANTS	\$18,260,769	\$15,719,863	\$18,349,248	\$12,176,193	\$88,478
395/396/397	AODA	\$20,000	\$19,270	\$25,000	\$22,899	\$5,000
399	HEAD START - WISCONSIN STATE PROGRAM	\$340,725	\$330,333	\$340,725	\$220,091	\$0
614	YOUTH OPPORTUNITIES (KABA)	\$22,500	\$289	\$22,500	\$14,590	\$0
	TOTAL STATE FUNDED GRANTS	\$383,225	\$349,891	\$388,225	\$257,580	\$5,000
750	DONATIONS AND EFK GRANTS	\$122,862		\$60,663		(\$62,199)
751	MINI-GRANTS	\$204,087		\$209,680		\$5,594
	TOTAL DONATIONS / MINI-GRANTS	\$326,949		\$270,343		(\$56,606)
	GRAND TOTAL	\$18,970,943	\$16,069,754	\$19,007,815	\$12,433,772	\$36,873

* FY13 Budget Amounts may contain carryover from FY12.

Note: Additional details of the above grants can be obtained through contacting the KUSD Finance Department.

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

For the Period Ended 4/30/2013

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Fund 10 General Fund

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	15,683,728	15,683,728				16,814,885	16,814,885				
100 Operating Transfers In	0	0		0		0	0		0		0
200 Local revenues	77,647,217	76,988,028		659,189	99.15	80,036,086	78,916,279		1,119,807	98.60	80,127,839
300 Interdistrict revenues	300,000	0		300,000	0.00	300,000	0		300,000	0.00	337,666
500 Intermediate revenues	32,500	8,711		23,789	26.80	59,500	81,975		-22,475	137.77	60,065
600 State aid	150,466,803	95,371,256		55,095,547	63.38	144,524,036	92,141,271		52,382,765	63.75	144,534,847
700 Federal aid	10,439,218	4,516,334		5,922,884	43.26	11,302,173	6,409,439		4,892,734	56.71	11,174,078
800 Debt proceeds	0	0		0		0	191,989		-191,989		191,989
900 Revenue adjustments	572,527	871,266		-298,739	152.18	101,669	27,102		74,567	26.66	368,510
Total Revenues	239,458,264	177,755,594		61,702,670	74.23	236,323,464	177,768,055		58,555,409	75.22	236,794,994
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	111,927,775	82,838,881	400	29,088,494	74.01	116,466,586	91,442,847	4,443	25,019,297	78.52	116,612,881
200 Benefits	59,699,460	42,751,237	0	16,948,223	71.61	63,310,488	48,111,152		15,199,336	75.99	63,039,281
300 Purchased Services	19,117,750	11,735,482	1,830,867	5,551,401	70.96	18,366,656	12,548,911	1,936,399	3,881,346	78.87	16,479,618
400 Supplies	9,713,584	5,784,279	1,864,737	2,064,568	78.75	9,688,282	5,960,299	1,507,358	2,220,624	77.08	8,561,733
500 Capital Outlay	2,439,908	1,993,604	388,270	58,033	97.62	2,346,937	1,918,038	85,376	343,523	85.36	2,208,243
600 Debt Services	450,093	495,093	0	-45,000	110.00	450,000	329,403		120,597	73.20	374,169
700 Insurance	2,326,707	1,308,236	25	1,018,446	56.23	1,326,707	1,245,377	0	81,330	93.87	1,334,928
800 Operating Transfers Out	30,515,305	22,987,426		7,527,878	75.33	30,759,834	500,000		30,259,834	1.63	27,136,588
900 Other objects	267,683	93,043	2,396	172,244	35.65	1,838,797	66,941	1,872	1,769,985	3.74	2,173,809
Total Expenditures	236,458,265	169,987,280	4,086,695	62,384,289	73.62	244,554,287	162,122,968	3,535,447	78,895,871	67.74	237,921,251
Net Revenue/Expenses	3,000,000	7,768,314				-8,230,823	15,645,087				-1,126,257
Fund Balance - Ending	18,683,728	23,452,042				8,584,063	32,459,973				15,683,728

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

For the Period Ended 4/30/2013

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Fund 21 Special Revenue Trust

-----2013-----					-----2012-----				
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0			0	0			
200 Local revenues	0	0	0		0	0	0		0
Total Revenues	0	0	0		0	0	0		0
Net Revenue/Expenses	0	0			0	0			0
Fund Balance - Ending	0	0			0	0			0

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

For the Period Ended 4/30/2013

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Fund 25 Head Start

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
700 Federal aid	1,956,394	1,221,532		734,862	62.44	1,968,420	1,149,800		818,620	58.41	1,800,201
Total Revenues	1,956,394	1,221,532		734,862	62.44	1,968,420	1,149,800		818,620	58.41	1,800,201
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	944,729	690,717		254,011	73.11	893,487	667,768		225,719	74.74	822,771
200 Benefits	605,818	470,882		134,936	77.73	671,131	477,702		193,429	71.18	602,153
300 Purchased Services	132,170	81,517	28,946	21,706	83.58	155,449	89,250	14,215	51,985	66.56	140,644
400 Supplies	94,529	49,817	22,209	22,503	76.19	70,686	35,263	18,479	16,944	76.03	70,633
500 Capital Outlay	177,667	41,000		136,667	23.08	177,667	150,333		27,334	84.62	164,000
900 Other objects	1,482	1,482	0	0	100.00	0	0		0		0
Total Expenditures	1,956,394	1,335,415	51,155	569,824	70.87	1,968,420	1,420,315	32,694	515,411	73.82	1,800,201
Net Revenue/Expenses	0	-113,883				0	-270,515				0
Fund Balance - Ending	0	-113,883				0	-270,515				0

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

For the Period Ended 4/30/2013

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Fund 27 Special Education

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
100 Operating Transfers In	29,983,235	22,487,426		7,495,809	75.00	29,292,741	0		29,292,741	0.00	26,362,325
200 Local revenues	10,064	6,520		3,544	64.79	7,000	9,180		-2,180	131.14	10,064
300 Interdistrict revenues	20,000	0		20,000	0.00	20,000	0		20,000	0.00	20,601
600 State aid	10,405,000	7,802,160		2,602,840	74.98	10,555,000	7,744,876		2,810,124	73.38	10,535,821
700 Federal aid	7,710,576	2,747,142		4,963,435	35.63	6,928,040	2,726,629		4,201,411	39.36	8,492,167
900 Revenue adjustments	0	0		0		0	0		0		0
Total Revenues	48,128,875	33,043,248		15,085,627	68.66	46,802,781	10,480,685		36,322,096	22.39	45,420,978
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	27,124,930	20,468,808		6,656,122	75.46	25,858,619	19,933,336		5,925,284	77.09	25,448,012
200 Benefits	17,136,466	12,540,488		4,595,978	73.18	16,481,360	12,314,289		4,167,072	74.72	16,311,467
300 Purchased Services	3,157,806	2,906,692	204,773	46,341	98.53	3,356,575	3,071,347	107,419	177,809	94.70	3,239,388
400 Supplies	575,302	164,697	88,355	322,249	43.99	1,059,136	266,323	79,073	713,739	32.61	374,580
500 Capital Outlay	8,500	8,248	913	-660	107.77	47,091	47,531	0	-440	100.93	47,531
900 Other objects	125,871	0		125,871	0.00	0	0		0		0
Total Expenditures	48,128,875	36,088,933	294,041	11,745,900	75.59	46,802,781	35,632,825	186,492	10,983,463	76.53	45,420,978
Net Revenue/Expenses	0	-3,045,686				0	-25,152,140				0
Fund Balance - Ending	0	-3,045,686				0	-25,152,140				0

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

For the Period Ended 4/30/2013

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Fund 30-39 Debt Services Fund

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	24,177	24,177				760,673	760,673				
100 Operating Transfers In	500,000	500,000		0	100.00	985,925	500,000		485,925	50.71	774,264
200 Local revenues	15,626,548	15,635,164		-8,616	100.06	14,631,273	14,633,196		-1,924	100.01	14,634,375
800 Debt proceeds	0	0		0		0	9,275,000		-9,275,000		9,275,000
900 Revenue adjustments	966,723	1,227,403		-260,679	126.97	1,517,678	1,246,723		270,955	82.15	7,249,136
Total Revenues	17,093,271	17,362,566		-269,295	101.58	17,134,876	25,654,920		-8,520,044	149.72	31,932,775
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	16,908,485	16,908,485		0	100.00	16,817,894	26,220,947		-9,403,053	155.91	32,223,360
900 Other objects	184,786	184,786		0	100.00	0	0		0		445,912
Total Expenditures	17,093,271	17,093,271		0	100.00	16,817,894	26,220,947		-9,403,053	155.91	32,669,272
Net Revenue/Expenses	0	269,295				316,982	-566,028				-736,497
Fund Balance - Ending	24,177	293,472				1,077,655	194,646				24,177

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

For the Period Ended 4/30/2013

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Fund 40-49 Capital Project Fund

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	341,397	341,397				4,244,696	4,244,696				
100 Operating Transfers In	32,070	0		32,070	0.00	0	0		0		0
200 Local revenues	300	0		300	0.00	34,415	34,415		0	100.00	34,415
800 Debt proceeds	0	0		0		0	0		0		0
900 Revenue adjustments	184,786	184,786		0	100.00	0	0		0		445,912
Total Revenues	217,156	184,786		32,370	85.09	34,415	34,415		0	100.00	480,327
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	558,553	653,930	22,299	-117,675	121.07	4,279,111	4,286,202	469,891	-476,982	111.15	4,383,626
Total Expenditures	558,553	653,930	22,299	-117,675	121.07	4,279,111	4,286,202	469,891	-476,982	111.15	4,383,626
Net Revenue/Expenses	-341,397	-469,143				-4,244,696	-4,251,786				-3,903,299
Fund Balance - Ending	0	-127,746				0	-7,091				341,397

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

For the Period Ended 4/30/2013

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Fund 50 Food Service

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	560,079	560,079				480,864	480,864				
200 Local revenues	2,834,551	2,183,548		651,003	77.03	2,857,631	2,571,873		285,758	90.00	3,099,592
600 State aid	142,370	140,005		2,365	98.34	142,370	135,121		7,249	94.91	134,928
700 Federal aid	5,142,850	3,384,348		1,758,502	65.81	5,054,136	3,841,482		1,212,654	76.01	5,575,097
Total Revenues	8,119,771	5,707,902		2,411,869	70.30	8,054,137	6,548,476		1,505,661	81.31	8,809,617
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,121,141	1,491,307		629,834	70.31	2,146,618	1,541,949		604,669	71.83	2,317,410
200 Benefits	1,193,987	555,194		638,794	46.50	1,193,987	782,743		411,244	65.56	1,043,863
300 Purchased Services	213,097	85,985	156,314	-29,201	113.70	213,097	89,379	64,350	59,368	72.14	117,245
400 Supplies	4,369,552	3,509,994	1,145,402	-285,844	106.54	4,278,441	3,696,498	908,629	-326,686	107.64	4,989,429
500 Capital Outlay	151,264	5,004	1,017	145,243	3.98	151,264	165,219	2,050	-16,006	110.58	165,512
900 Other objects	70,730	58,090		12,640	82.13	70,730	63,139	0	7,591	89.27	96,944
Total Expenditures	8,119,771	5,705,573	1,302,732	1,111,466	86.31	8,054,137	6,338,927	975,029	740,182	90.81	8,730,402
Net Revenue/Expenses	0	2,329				0	209,550				79,215
Fund Balance - Ending	560,079	562,408				480,864	690,414				560,079

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

For the Period Ended 4/30/2013

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Fund 60 Student Activity Fund

----- 2013 -----					----- 2012 -----						
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
200 Local revenues	0	0		0		0	0		0		0
Total Revenues	0	0		0		0	0		0		0
----- 2013 -----					----- 2012 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	5,886		-5,886		0	5,034		-5,034		0
200 Benefits	0	1,043		-1,043		0	937		-937		0
300 Purchased Services	0	775		-775		0	0	133	-133		0
400 Supplies	0	-380,941	42,708	338,233		0	-313,546	45,022	268,524		0
500 Capital Outlay	0	0		0		0	0		0		0
Total Expenditures	0	-373,238	42,708	330,530		0	-307,576	45,156	262,420		0
Net Revenue/Expenses	0	373,238				0	307,576				0
Fund Balance - Ending	0	373,238				0	307,576				0

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

For the Period Ended 4/30/2013

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Fund 70-79 Trust Funds

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	8,354,165	8,354,165				-20,647,212	-20,647,212				
200 Local revenues	4,398,798	2,688,181		1,710,617	61.11	4,682,760	15,150		4,667,610	0.32	32,406,180
900 Revenue adjustments	0	0		0		0	8,372,492		-8,372,492		2,370,122
Total Revenues	4,398,798	2,688,181		1,710,617	61.11	4,682,760	8,387,642		-3,704,882	179.12	34,776,302
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	3,370,000	3,658,410	1,534,703	-1,823,113	154.10	3,370,000	2,722,329		647,671	80.78	3,130,609
300 Purchased Services	310,000	14,914	0	295,086	4.81	310,000	2,633,384		-2,323,384	849.48	2,644,705
400 Supplies	0	473		-473		0	1,102		-1,102		1,377
600 Debt Services	0	0		0		0	6,000		-6,000		6,000
900 Other objects	0	0		0		0	0		0		15
Total Expenditures	3,680,000	3,673,797	1,534,703	-1,528,500	141.54	3,680,000	5,362,815		-1,682,815	145.73	5,782,706
Net Revenue/Expenses	718,798	-985,616				1,002,760	3,024,827				28,993,596
Fund Balance - Ending	9,072,963	7,368,549				-19,644,452	-17,622,384				8,350,297

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

For the Period Ended 4/30/2013

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Fund 81 Recreation Services Program

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	241,277	241,277				257,109	257,109				
200 Local revenues	428,000	422,445		5,555	98.70	452,419	414,887		37,532	91.70	418,098
Total Revenues	428,000	422,445		5,555	98.70	452,419	414,887		37,532	91.70	418,098
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	291,773	188,930		102,843	64.75	323,925	198,779		125,147	61.37	257,717
200 Benefits	141,719	108,109		33,609	76.28	137,621	100,989		36,632	73.38	126,534
300 Purchased Services	45,400	29,866	1,866	13,668	69.89	48,700	25,526	3,045	20,130	58.67	32,212
400 Supplies	15,300	8,456	843	6,001	60.77	19,900	7,093	1,774	11,033	44.56	9,341
500 Capital Outlay	7,000	3,870	2,130	1,000	85.71	17,800	4,935	4,505	8,360	53.03	5,295
900 Other objects	4,000	2,019	0	1,981	50.48	4,000	2,557	140	1,303	67.43	2,831
Total Expenditures	505,192	341,251	4,838	159,103	68.51	551,946	339,878	9,464	202,605	63.29	433,930
Net Revenue/Expenses	-77,192	81,195				-99,527	75,009				-15,832
Fund Balance - Ending	164,085	322,472				157,582	332,118				241,277

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

For the Period Ended 4/30/2013

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Fund 82 Athletic Venues

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	7,999	7,999				7,630	7,630				
200 Local revenues	29,125	27,445		1,680	94.23	29,125	21,363		7,762	73.35	25,014
Total Revenues	29,125	27,445		1,680	94.23	29,125	21,363		7,762	73.35	25,014
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	10,000	7,273		2,727	72.73	10,000	8,382		1,618	83.82	14,383
200 Benefits	0	1,090		-1,090		0	1,252		-1,252		2,131
300 Purchased Services	10,000	17,261	0	-7,261	172.61	10,000	4,317		5,683	43.17	5,747
400 Supplies	2,148	0		2,148	0.00	2,148	1,840		308	85.66	2,384
500 Capital Outlay	0	0		0		0	0		0		0
Total Expenditures	22,148	25,625	0	-3,477	115.70	22,148	15,791		6,357	71.30	24,645
Net Revenue/Expenses	6,977	1,820				6,977	5,572				369
Fund Balance - Ending	14,976	9,819				14,607	13,202				7,999

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

For the Period Ended 4/30/2013

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Fund 83 Community Services Program

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	-6,293	-6,293				68,391	68,391				
200 Local revenues	1,680,267	1,685,267		-5,000	100.30	1,628,421	1,629,721		-1,300	100.08	1,629,861
Total Revenues	1,680,267	1,685,267		-5,000	100.30	1,628,421	1,629,721		-1,300	100.08	1,629,861
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	387,766	299,066		88,699	77.13	508,805	266,605		242,200	52.40	426,556
200 Benefits	161,389	137,927		23,462	85.46	212,603	106,667		105,936	50.17	165,679
300 Purchased Services	330,264	186,901	149,091	-5,728	101.73	325,890	138,787	156,659	30,444	90.66	307,380
400 Supplies	45,029	34,563	10,515	-49	100.11	57,870	17,771	11,698	28,402	50.92	45,485
500 Capital Outlay	755,819	361,363		394,456	47.81	761,019	2,273	0	758,746	0.30	759,446
900 Other objects	0	71		-71		0	0		0		0
Total Expenditures	1,680,267	1,019,890	159,607	500,770	70.20	1,866,187	532,103	168,356	1,165,728	37.53	1,704,546
Net Revenue/Expenses	0	665,377				-237,766	1,097,618				-74,684
Fund Balance - Ending	-6,293	659,084				-169,375	1,166,009				-6,293

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

For the Period Ended 4/30/2013

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Fund 85 CLC After School Program

----- 2013 -----					----- 2012 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	34,756	34,756			324,563	324,563					
200 Local revenues	0	46,772	-46,772		0	20,532	-20,532		34,418		
500 Intermediate revenues	0	32,226	-32,226		0	20,370	-20,370		55,157		
Total Revenues	0	78,998	-78,998		0	40,902	-40,902		89,576		
----- 2013 -----					----- 2012 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	0		0		0	-55		55		146,449
200 Benefits	0	72		-72		0	0		0		18,769
300 Purchased Services	0	0		0		0	0		0		182,756
400 Supplies	0	0		0		0	0		0		31,409
Total Expenditures	0	72		-72		0	-55		55		379,383
Net Revenue/Expenses	0	78,926				0	40,957				-289,807
Fund Balance - Ending	34,756	113,682				324,563	365,519				34,756

Kenosha Unified School District No 1

Budget to Actual Comparison Report

2012 - 2013 District Summary Budget

For the Period Ended 4/30/2013

/Bitech-gl_bs_mgmt04_rpt

All Funds

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	25,241,284	25,241,284				2,311,599	2,311,599				
100 Operating Transfers In	30,515,305	22,987,426		7,527,878	75.33	30,278,666	500,000		29,778,666	1.65	27,136,588
200 Local revenues	102,654,870	99,683,370		2,971,500	97.11	104,359,130	98,266,597		6,092,533	94.16	132,419,858
300 Interdistrict revenues	320,000	0		320,000	0.00	320,000	0		320,000	0.00	358,267
500 Intermediate revenues	32,500	40,937		-8,437	125.96	59,500	102,345		-42,845	172.01	115,223
600 State aid	161,014,173	103,313,421		57,700,752	64.16	155,221,406	100,021,268		55,200,138	64.44	155,205,596
700 Federal aid	25,249,038	11,869,356		13,379,682	47.01	25,252,769	14,127,350		11,125,419	55.94	27,041,543
800 Debt proceeds	0	0		0		0	9,466,989		-9,466,989		9,466,989
900 Revenue adjustments	1,724,037	2,283,455		-559,418	132.45	1,619,347	9,646,317		-8,026,971	595.69	10,433,680
Total Revenues	321,509,922	240,177,965		81,331,956	74.70	317,110,818	232,130,867		84,979,951	73.20	362,177,744

----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	142,808,114	105,990,871	400	36,816,843	74.22	146,208,040	114,064,644	4,443	32,138,953	78.02	146,046,180
200 Benefits	82,308,839	60,224,451	1,534,703	20,549,685	75.03	85,377,191	64,618,059		20,759,131	75.69	84,440,487
300 Purchased Services	23,875,041	15,713,322	2,394,157	5,767,562	75.84	27,065,478	22,887,101	2,752,110	1,426,266	94.73	27,533,321
400 Supplies	14,815,443	9,171,337	3,174,769	2,469,337	83.33	15,176,463	9,672,642	2,572,033	2,931,787	80.68	14,086,369
500 Capital Outlay	3,540,157	2,413,088	392,330	734,739	79.25	3,501,778	2,288,329	91,931	1,121,518	67.97	3,350,026
600 Debt Services	17,358,577	17,403,577	0	-45,000	100.26	17,267,894	26,556,351		-9,288,456	153.79	32,603,529
700 Insurance	2,326,707	1,308,236	25	1,018,446	56.23	1,326,707	1,245,377	0	81,330	93.87	1,334,928
800 Operating Transfers Out	30,515,305	22,987,426		7,527,878	75.33	30,759,834	500,000		30,259,834	1.63	27,136,588
900 Other objects	654,552	339,491	2,396	312,665	52.23	1,913,527	132,636	2,012	1,778,879	7.04	2,719,511
Total Expenditures	318,202,735	235,551,800	7,498,778	75,152,157	76.38	328,596,911	241,965,140	5,422,528	81,209,243	75.29	339,250,940
Net Revenue/Expenses	3,307,186	4,626,165				-11,486,093	-9,834,273				22,926,804
Fund Balance - Ending	28,548,470	29,867,449				-9,174,494	-7,522,674				25,237,416

KENOSHA UNIFIED SCHOOL DISTRICT

June 11, 2013

Audit/Budget/Finance and Curriculum/Program Committees

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION STATE PERSONNEL DEVELOPMENT GRANT Focus on Professional Learning Communities

The Wisconsin Department of Public Instruction (DPI), Division for Learning Support, Special Education Team, has invited Local Education Agencies (LEAs) to apply for the Individuals with Disabilities Education Act (IDEA) State Personnel Development Grant. The following Kenosha Unified Schools are in the process of developing grant applications: Frank Elementary School, Grant Elementary School, Jefferson Elementary School, and Tremper High School. DPI anticipates awarding 26 grants and committing \$1,185,000 (\$367,000 annually) from July 1, 2013 through June 30, 2017.

Grant Title

State Personnel Development Grant (SPDG) – Focus on Professional Learning Communities

Grant Funding Source

Funds are dispersed by the Wisconsin Department of Public Instruction.

Grant Time Period

The funding cycle begins July 1, 2013 through June 30, 2017. Funds are awarded annually based on a proposed budget and work plan submitted in May or June of each year. The budget and work plan for the initial year will be due 6 weeks following the grant award.

Purpose

This SPDG project supports the development of Professional Learning Communities, implemented with fidelity as a strategy to decrease the learning gaps in reading and math for students with disabilities and their non-disabled peers. The grant will support the existing efforts of schools by providing additional funds to specifically address the achievement of students with disabilities and educator practices that will accelerate this achievement. Grant funds will support the forming of PLCs that include general and special educators, and ongoing PLC professional development activities including the collection, analysis, and use of data about the effectiveness of practices to improve teaching and learning for students with disabilities. DPI will provide each school with a PLC coach at no additional cost to support the process. The project design begins at the school level, ultimately scaling up to change practices district-wide.

Relationship to District Transformation Plan and Program Description

The grant will support the KUSD vision and mission to maximize the brilliance of children to assure every child experiences high quality personalized learning. SPDG will align with the two of the district transformation goals: Improve Student Achievement, and Secure Resources (time, people, finances, and operating processes) to support learning.

SPDG Budget

Each school may seek \$10,000-\$16,000 annually to support the formation and implementation of a PLC team focused on closing the achievement gap in reading and math for students with disabilities.

Award winning schools must submit a final work plan and budget six weeks following grant award. DPI suggestions for use of funds include:

- Release time for staff for meeting attendance, peer observation, and student observation
- Materials for staff development (no equipment)
- Site visits to model PLC schools
- Annual attendance at the Institute of Higher Education Summer Institute (required in Year One)

Evaluation Plan

SPDG will require schools to submit a mid-term report by December 15, 2013 and an end-of-year report by June 1, 2014 that includes:

- PLC minutes and calendars
- Work plan update
- Data summary

District Resources Committed as a Result of Acceptance of These Funds

District management of the SPDG will be provided by the Coordinator of Title I Programs. School principals will provide administrative oversight in relationship to implementation of the grant work plan. Teachers will be asked to participate in professional development opportunities to increase their expertise. The resources received through this grant will be used to provide all work plan activities. No additional district resources will be requested.

Grant Preparation

Individual school administrators are responsible for the development and writing of the SPDG grant.

Relationship to District Budget

The district and schools may plan to combine grant funded activities with other district or grant funds in order to reach common goals of the development of a Professional Learning Community to support the improvement of academic achievement for students with disabilities in reading and math.

Summary

This report is provided for informational purposes only since the grant, if awarded, will be below the \$25,000 annual threshold per school which requires board approval.

Dr. Michele Hancock
Superintendent of Schools

Kristopher Keckler
Executive Director of Information and
Accountability

Susan Valeri
Director of Special Education
and Student Support

Julie Housaman
Coordinator of Title I and Grants

Heather Connolly
Principal, Frank Elementary School

Lisa KC
Principal, Grant Elementary School

Kathleen Walsh
Principal, Jefferson Elementary School

Richard Aiello
Principal, Tremper High School



KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
May 14, 2013
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Flood was called to order at 5:04 P.M. with the following Committee members present: Mrs. Taube, Mrs. Coleman, Mrs. Daghfal, Mrs. Santoro, and Mr. Flood. Dr. Hancock was also present. Mrs. Anderson and Ms. Galli were excused. Mrs. Reed and Mr. Simpkins were absent.

Approval of Minutes – April 9, 2013 Meeting

Mrs. Taube indicated that Mrs. Anderson's attendance should have been noted as excused as opposed to absent and that KETC should be changed to KTEC in the second line under the KTEC Charter Contract section.

Mrs. Coleman moved to approve the minutes as amended to include the changes mentioned by Mrs. Taube. Ms. Santoro seconded the motion. Unanimously approved.

Information Items

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, introduced Dr. Randal Clegg, Lead Auditor from Phi Delta Kappa International Curriculum Management Audit Center, and informed the Committee of Dr. Clegg's professional background. Dr. Clegg gave a PowerPoint presentation on the Curriculum Management Audit which addressed the audit history and background, the audit lens and conceptual model, the audit team, and the audit standards. He explained that the curriculum audit is an independent, highly structured, intense examination of the design and delivery of a school systems curriculum along with the examination of the content and cost parameters in which the school system must function. The purpose of the audit is to provide an objective look at how well a school system is delivering teaching and learning, to identify where the system is in its quest for quality, and what it has to do to improve. The audit is performed by trained auditors and findings will be reported along with proposed recommendations. The audit looks for 1) the control of resources, programs and personnel; 2) the establishment of clear and valid objectives for students; 3) internal consistency and rational equity in program development and implementation; 4) the use of the results from district-designed or adopted assessments to adjust, improve, or terminate ineffective practices of programs; and 5) improved productivity. The school system is audited against its own goals and objectives, not against other school systems, as it is a separate legal and unique operational entity. The data sources used to conduct the audit were various documents (policies, plans, curriculum guides, lineage documents, assessment reports, facilities reports, organizational performance, etc.), interviews (board members, administrators, teachers, staff, parents, and patrons), and school site visits. The audit standards used were control, direction, connectivity and equity, feedback, and productivity. Dr. Clegg indicated that he anticipated that the audit findings and recommendations would be complete in approximately 90 days.

Ms. Karen Davis, Assistant Superintendent of Elementary School Leadership; Mrs. Nola Starling-Ratliff, Principal of Roosevelt Elementary School; and Diane Wood, Teacher at Roosevelt Elementary School; presented the Roosevelt Elementary International Baccalaureate Program

as contained in the agenda. They explained that the International Baccalaureate curriculum complements the Common Core Standards and is supported by current curricular materials such as Everyday Math and Foss Science. The curriculum emphasizes collaboration, critical thinking problem-solving and other 21st Century Skills, all of which are crucial components of the school already. To prepare for the program, staff members have participated in in-services, teachers have visited nearby IB schools, teachers have received PYP Level I training, the principal has received PYP administrative training, and a staff vote was taken with results showing 80% were in favor of implementation of the program. An informational meeting for parents was held prior to spring break to update families and a group of interested parents met a team of teachers from Jefferson Lighthouse Elementary School and took a tour of that IB school. If accepted, funding for the Roosevelt IB Program would be covered through Title I funding. Notification regarding acceptance is not expected until mid-summer.

Ms. Davis, Mrs. Heather Connolly, Principal at Frank Elementary School; and Mrs. Yolanda Jackson-Lewis, Principal at Wilson Elementary School, presented the Extended School Year Update as contained in the agenda. They indicated that although growth is happening, achievement is not yet at the level expected but noted that implementation of Expeditionary Learning practices, with a strong emphasis on Common Core Standards, is designed to increase student engagement and achievement over time and it can take up to five years to reach desired achievement goals.

Ms. Davis distributed and presented an updated Evans-Newton, Inc. (ENI) Building Highly Functioning Professional Learning Communities report. She indicated that ENI was contracted to provide professional development to 20 elementary school principals and instructional coaches relating to the development and support of teacher collaboration teams structured as Professional Learning Communities (PLC's). Training was provided in seven group training sessions of one-half day, followed by seven one-half day practicum sessions per school between September, 2012 and February, 2013. These trainings enabled the principals and instructional coaches to increase their skills to facilitate and support highly effective PLC's. The intention is that the coaching will be self-sustaining.

Dr. Savaglio-Jarvis presented the Middle School Honors Report and indicated that per the request at the March 12, 2013 standing committee meeting, a meeting was held which included the Assistant Superintendent of Secondary School Leadership, members of the Teaching and Learning department, and all middle school principals to revisit the possibility of tighter clusters and to consider offering more advanced level of math and English to ensure that students are accelerated and challenged. She presented the outcomes of that meeting as contained in the agenda. Ms. Sue Mirsky, Coordinator of Literacy, distributed and presented a hand-out entitled "Addressing the Needs of All Students in an ELA Classroom" which illustrated three different samples of heterogeneous groupings within classrooms. Mr. David Tuttle, Coordinator of Talent Development, presented the information contained in Appendix A, B, C, and D as contained in the agenda.

Views and comments were made by the public.

Mrs. Coleman moved that the Elementary Standards-Based Grading Community Presentation be deferred until the next standing committee meeting. Mrs. Santoro seconded the motion. Unanimously approved.

Future Agenda Items

The Elementary Standards-Based Grading Community Presentation will be presented at the June meeting as moved above.

Mrs. Taube requested a World Language Update. Dr. Savaglio-Jarvis indicated that she would be presenting that report in June.

Dr. Savaglio-Jarvis indicated that she would also be presenting a Head Start Update in June and in July would be presenting a K-8 Attendance/Tuancy Report along with a Professional Development Report.

Meeting adjourned at 7:04 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
JOINT PERSONNEL/POLICY AND
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
May 14, 2013
MINUTES

A joint meeting of the Kenosha Unified Personnel/Policy and Curriculum/Program Committee chaired by Mr. Bryan was called to order at 7:08 P.M. with the following Committee members present: Mr. Flood, Mrs. Taube, Mrs. Coleman, Mrs. Santoro, Mrs. Snyder, Mr. Jacobs, Mr. Retzlaff, Mrs. Hamilton, Mr. Wamboldt, and Mr. Bryan. Dr. Hancock was also present. Mrs. Anderson, Mrs. Daghfal, and Ms. Galli were excused. Mrs. Reed, Mr. Simpkins, Mrs. Morrison, and Ms. Morgan were absent.

Policy/Rule 6633 – Student Technology Acceptable Use

Mr. Kristopher Keckler, Executive Director of Information & Accountability, presented Policy/Rule 6633 – Student Technology Acceptable Use as contained in the agenda. He indicated that the current policy only references student use of district owned technology and with the increase of student owned devices, the policy was being updated to reflect that scenario. Furthermore, the policy was revised to include expectations related to student privacy and online protection which align with the Protecting Children in the 21st Century Act. Mr. Keckler noted that this policy will be a mandatory item within the annual online student re-enrollment procedures and also distributed electronically to each student at the start of each school year.

Mrs. Taube suggested that Administration simplify the wording of the first bolded sentence in the policy to make it easier to read and understand.

Mr. Wamboldt suggested that Administration add a “catch all” phase at the end of the second bullet of the rule. He gave the suggestion of “or be disorderly in nature, or cause another to be disturbed or distracted” as an example of a “catch all” phrase.

Mrs. Coleman moved that Administration incorporate the suggested revisions discussed (simplifying the wording of the first bolded sentence in the policy and adding a “catch all” phrase to the end of the second bullet) and then forward revised Policy/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. Mr. Flood seconded the motion. Unanimously approved

Meeting adjourned at 7:35 P.M.

Stacy Schroeder Busby
School Board Secretary

**Kenosha Unified School District
Kenosha, Wisconsin**

**June 11, 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 through 5 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	LOCATION	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

COMMITTEE TIMELINE

Elementary Reporting Committee

MONTH	ACTION
September 2012	<ul style="list-style-type: none"> Identified elementary teachers Committee members selected subcommittee.
October 2012	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Developed and reviewed sample reporting tools based on research completed during the prior month
January 2013	<ul style="list-style-type: none"> Presented each subcommittee to the entire group Created revisions of drafts created in December
February 2013	<ul style="list-style-type: none"> Final revision Planned district presentations for professional learning regarding standards-based grading practices
March 2013	<ul style="list-style-type: none"> Presented to building principals and instructional coaches Presented to community stakeholders Began building-level presentations to teachers
April 2013	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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
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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?

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.

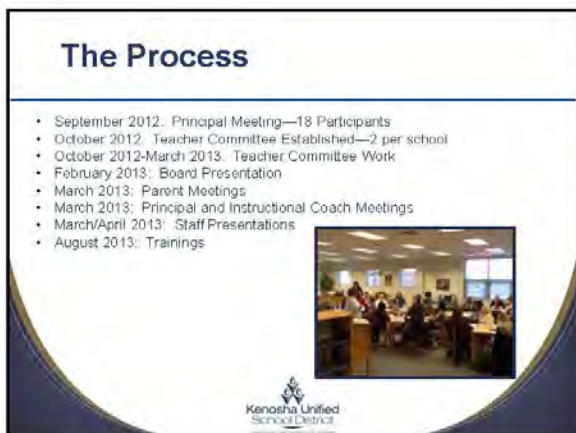
- Teaching students how to effectively self-assess their learning and progress is a critical part of the learning process.
- Self-assessment contributes to students' sense of self-efficacy. (They believe they will be successful at learning because it gives them a means by which they can accomplish goals.)

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.







The Teachers

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



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



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.



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



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



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



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%




Standards-Based Grading Requires Changes in Grading Practices

- Changing Mindsets
- Impact of Zeros and Averaging

100
100
100
100
100

0 Oh Oh!




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




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



Elementary Proficiency Scale


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



Evidence Sheet: Comprehensive List of Standards for Teachers

Math Evidence Sheet—Grade 5

	Evidence	Evidence	Evidence	Evidence	Evidence
NUMERICAL OPERATIONS AND ALGEBRAIC THINKING					
5.OA.A Use parentheses, brackets, or brackets in numerical expressions to represent a sequence of operations.					
5.OA.B Apply the order of operations to evaluate expressions.					
5.OA.C Generate two numerical patterns using two given rules. Identify approximate relationships between corresponding terms. For example, given the rule "add 3" and the rule "multiply by 2," generate the first 10 terms of each pattern and graph the ordered pairs on a coordinate plane.					
5.NF.A UNDERSTAND THE FRACTION 1/2 AS TWO					
5.NF.A.1 Recognize that as a result of dividing a unit by two, the fraction 1/2 is equivalent to 2/4. Represent this relationship on a number line from 0 to 1.					
5.NF.A.2 Explain the relationship between the placement of the decimal point when dividing a number by 10, and the placement of the decimal point when dividing a number by 100.					



[illegible]

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. ↴



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.



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.



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.



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!**



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=NCTZi8zr_Mk

Defining Mastery - http://www.youtube.com/watch?v=nPUqKp-n_hs



Kenosha Unified
School District





Kenosha Unified
School District



**Kenosha Unified
School District**

maximizing the brilliance of children

Kenosha Unified School District
Kenosha, Wisconsin

June 11, 2013
Curriculum/Program Standing Committee

ELEMENTARY REDESIGN UPDATE

Background

In January of 2012, the elementary principals began meeting to discuss the redesign of the elementary school program. The following challenges were before them:

- Not enough students were achieving at the expected levels
- Teachers did not have time in the day to discuss student learning or participate in training
- Common Core State Standards implementation was necessary
- WKCE testing would become more rigorous
- Significant and unprecedented budget cuts were expected

The principals began by reviewing the District Transformation Plan and envisioning the strategies from that plan that would be needed in order to meet those challenges. Their design included the following components:

- Teachers organized into collaborative teams, called Families (all schools)
- Half-day school for students on Fridays to provide staff development and/or collaboration time (all schools)
- Flexible grouping of students for instructional purposes; to include multi-age experiences when appropriate (all schools)
- Multi-age classrooms (where needed to reflect staffing; where wanted to promote increase in personalized learning)

An opportunity to participate in a regional Personalized Learning Network sponsored by the Institute for Personalized Learning at CESA 1 emerged in May of 2012. One family of teachers or staff members each at Nash, Southport and Stocker were recruited to be part of this learning and pilot opportunity.

The purpose of this report is to provide as much information as possible at this time on each of the four major design components, with the understanding that the structures and strategies have been in place for less than one school year. Data sources for this report include:

- Student academic data (Fall 2012 and Spring 2013)
- Teacher survey data (February 2013)
- Classroom teacher attendance data (through 3rd quarter 2013)
- Student attendance data (through 3rd quarter 2012 and 2013)
- Teacher anecdotal data – focus groups (January 2013 – February 2013)
- Principal anecdotal data – open ended response (May 2013)
- Principal rating scale (March 2013 and May 2013)
- Parent survey (November – December 2012)

Teacher Collaboration – Family Structure

Transformation Plan Goal 1: Improve Student Achievement

Strategy A: Create models of personalized learning that encompasses collaboration, creativity, critical thinking, and communication around meaningful learning targets.

Develop a process to diagnose relevant student learning characteristics

Develop a culture of collegiality in each school

Strategy C: Establish authentic learning environments that require research-based instructional strategies, to promote student use of communication, creativity, collaboration and critical thinking skills.

Implement instructional coaching to support application of best instructional practices.

It was necessary to provide the means and reasons for teachers to collaborate about student learning because this strategy has been proven to have a positive impact on student achievement. Our District has experience with the protocol for collaboration called Professional Learning Communities, and this is the model that was chosen to provide structure for the family collaborative units.

Families (teacher collaborative teams) in each school were designed to bridge more than one grade level – and some schools grouped their grades to include more than two grade levels. The most common family grouping utilized was a K-1, 2-3 and 4-5 design. The reason for this was to encourage teachers to learn more about the curriculum expectations of the grade level either higher or lower than their own grade, so that the needs of students could be discussed along a continuum between a span of years, rather than just the one grade level. It has always been a challenge for teachers to meet the needs of all students in their classrooms, and it was felt that grouping teachers together would encourage them to work together to help all students learn (potentially sharing students between them) and to provide a deeper connection for students as they formed relationships with a group of teachers that they would relate to for more than one year.

Training was provided (by Expeditionary Learning and ENI) to each Principal and Instructional Coach in the development and support of collaborative teams. In February of 2013, teachers were asked to rate their team's implementation of tasks representative of a highly functioning collaborative team. A total of 437 teachers responded, and their results are as follows:

- **92%** We have identified team norms and protocols to guide us in working together
- **90%** 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
- **87%** We have analyzed student achievement data and established SMART goals to improve upon this level of achievement we are working interdependently to attain
- **81%** 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

- **79%** We have compared the essential learning with the common core standards and the high-stakes assessments required of our students
- **78%** We have identified the prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction
- **77%** We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills
- **77%** 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
- **76%** We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in that area
- **76%** We have developed frequent common formative assessments that help us to determine each student's mastery of essential learning
- **75%** We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments
- **73%** 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
- **72%** We have developed or utilized common summative assessments that help us address the strengths and weaknesses of our programs
- **71%** We have taught students the criteria we will use in judging the quality of their work and provided them with examples
- **71%** We have developed or utilized common summative assessments that help us assess the strengths and weaknesses of our program
- **69%** 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
- **62%** We formally evaluate our adherence to team norms and the effectiveness of our team at least twice per year

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 56 that were directly observed by the principal to demonstrate skills expected of highly functioning PLC teams in the following major areas.

- **64%** Analyze data and setting targets
- **71%** Develop focus and a process for monitoring progress
- **58%** Build and share standards-based lessons
- **42%** Implement collaboratively designed lessons and monitor progress
- **50%** Celebrate success and review progress of instructional teams' work

Positives noted by teachers:

- Time allowed
- Barriers between teachers are falling
- Differences are seen as professional disagreements, not personal
- Helps us to grow
- Most are comfortable with the process
- Changes are working and becoming more natural
- This is a good opportunity
- Enjoy the camaraderie
- Our students cross grade levels across the family
- We discuss all students
- More teachers are seeing the value; we have come a long way
- We share responsibility
- This is a shift in thinking

Challenges noted by teachers:

- Special area teachers don't always know where they belong
- Special area teachers need time some months to collaborate with each other
- Some teachers feel vulnerable or insecure
- Special education teachers can't be at all meetings
- Time is still a crunch
- Need specials times during the week for common planning
- Common Core will be huge to implement
- Strong personalities can be present, need to keep the passions appropriate
- Some teachers don't want to share
- Need some grade-level specific time

Positives noted by principals:

- Meet weekly
- Teams include family, PBIS, Building Leadership
- Protocols help keep participants on track, and all conversations on improving student achievement
- Classroom walkthroughs /learning walks provide helpful data
- Use of data for instruction
- Teachers are beginning to rely on each other
- We are miles from where we were - moved from talking about "teaching" to talking about "learning"
- Moved from private practice to collaborative teaching
- We used data to reformulate practices
- We have an improved culture
- We have moved from being a place where "teachers come to work" to a place where "students come to learn"
- We talk about "our kids" not "my kids"
- Data walls
- Learning targets

- Gives our teachers opportunities to share best practices
- There was a lot of growth with structuring, maintaining, monitoring and implementing PLC's – ENI was instrumental in getting things pushed forward from an accountability and filtering of issues perspective
- Collaboration was positive this year – teachers understand and appreciate the importance of collaboration
- This was definitely a learning year – we came a long way, but still have a ways to go, especially in automatically bringing data to analyze and use for planning and instruction
- Some teams worked very well
- Our family teams effectively used the time on Fridays for collaboration

Challenges noted by principals:

- Some teachers need support to become more collaborative – need to be taught how to team
- Unproductive teams are unfocused, negative and demonstrate limited progress
- Some teams need more professional development to understand the “why” of collaboration
- In the beginning, the “silos” were very strong
- Teams need to work through the “polite PLC” stage
- More training needed
- Some staff felt a loss of time due to timing of collaboration
- Some staff still struggle with sharing data and accepting that students are the responsibility of the entire team

Recommendations from teachers and principals:

- Provide for grade-level collaboration, family collaboration, school-wide collaboration as needed
- Modify family structure within schools as needed; continue to pair two grade levels to facilitate vertical alignment
- Schedule common planning time through scheduling of specials during the week
- Provide collaboration time for specials' teachers
- Stagger collaboration meeting times so special education teachers can be present
- Have teams meet before school starts to begin planning
- Engage in team-building activities
- Be patient with each other
- Be efficient with team meeting time – use protocols for agendas, minutes
- Increase time for parent conferences
- Provide additional collaboration across schools
- Teams should self-evaluate twice per year
- Visiting schools in the Lincolnshire District has been invaluable and should be recommended for all
- The inservice in Lincolnshire should be required

- Put collaboration all on one day so I can devote the time needed to it

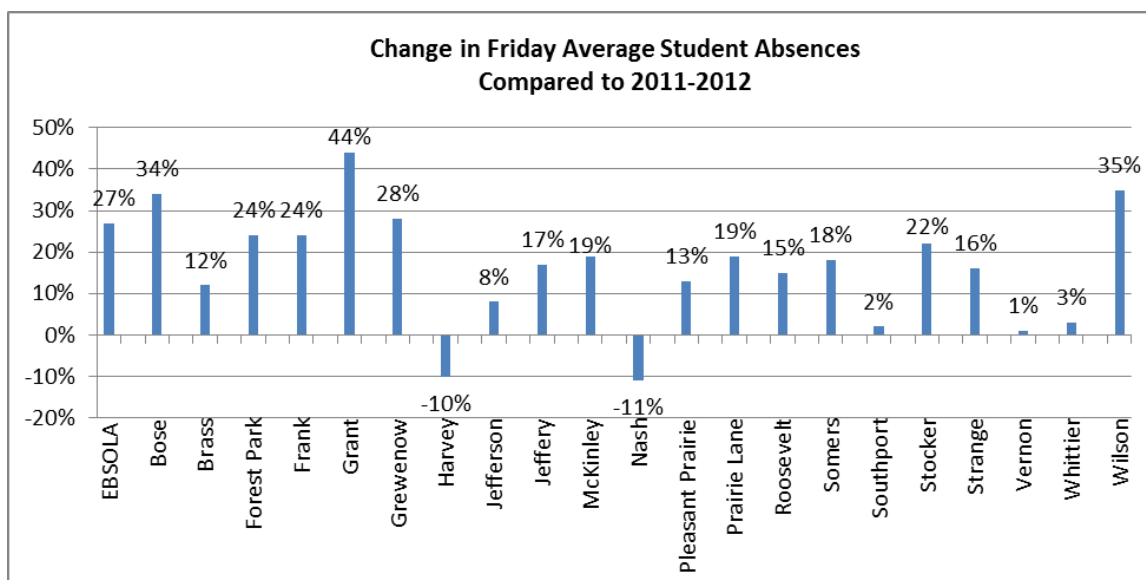
Friday Early Release

Transformation Plan Goal 1: Improve Student Achievement

Strategy A: Create models of personalized learning that encompasses collaboration, creativity, critical thinking, and communication around meaningful learning targets.

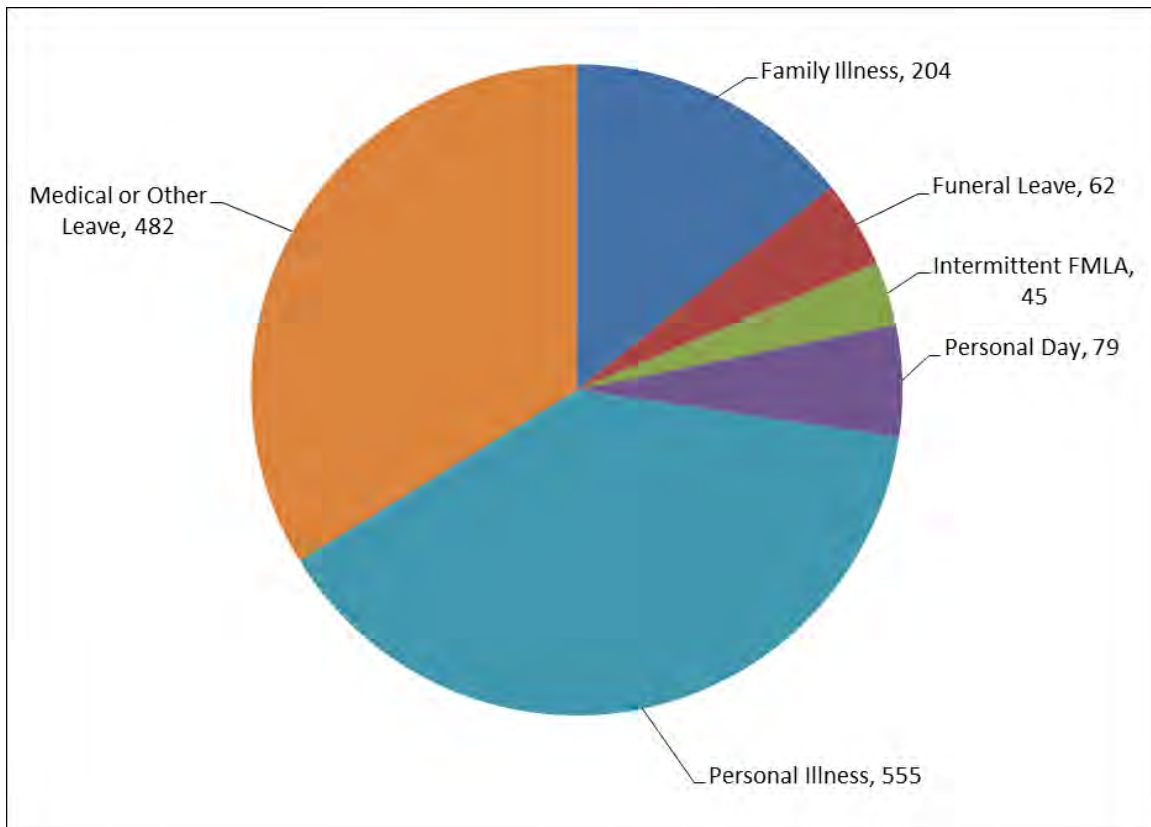
Develop a culture of collegiality in each school

Additional time during the day was determined to be required so that teachers could work and learn together. Each Friday, students are dismissed after 3 hours and 45 minutes of instruction. Friday student absence and teacher absence data was kept this year. Student absenteeism increased an average of 16% on Fridays this year when compared though 3rd quarter of last year, however, the increase varied widely from school to school as noted in the chart below.

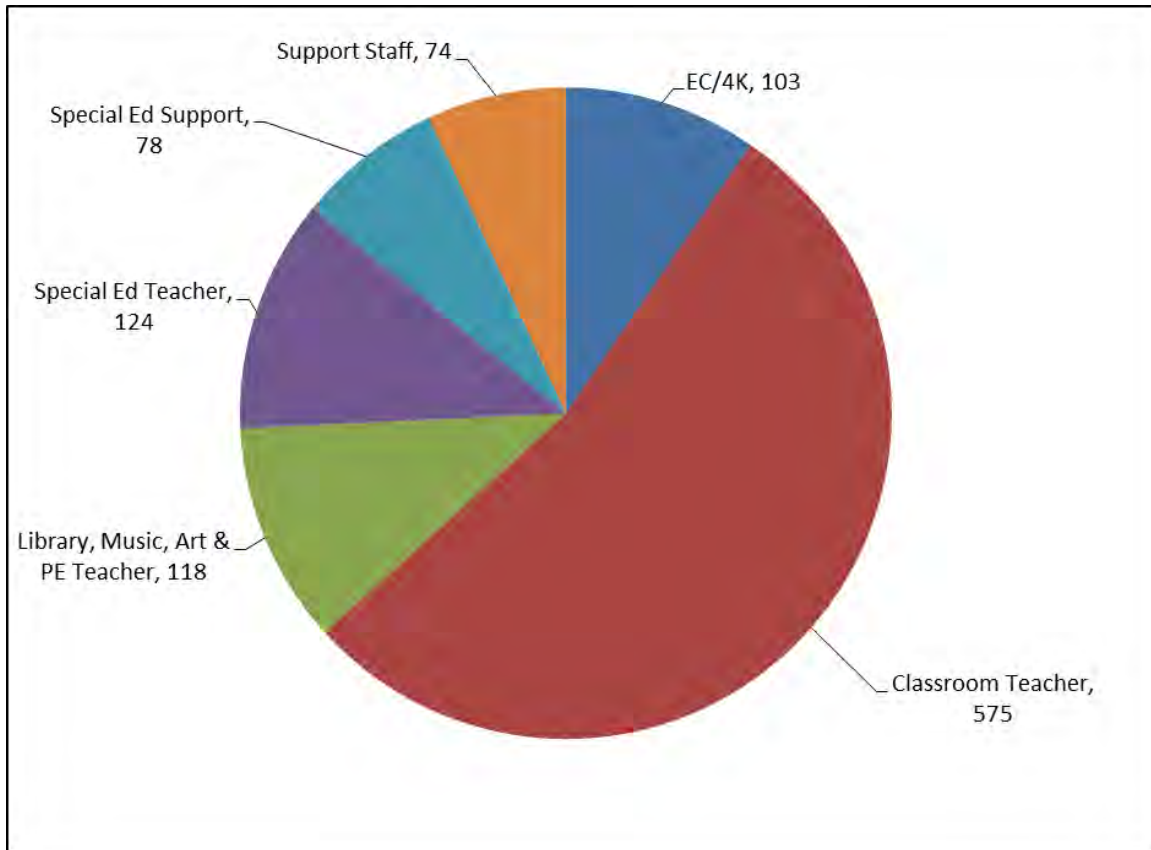


Elementary teacher absences were recorded for each Friday as well, however, it was not possible to obtain this data for 2011-2012 in the manner it was collected this year. However, the two charts below show the total teacher absences for elementary staff only through the month of April, 2013 – one chart for absences by role, the other absences by reason.

**Friday Teacher Absences 2012-2013 SY
By Reason**



**Friday Teacher Absences 2012-2013 SY
By Role**



Positives noted by teachers:

- Time is appreciated
- Friday is better than Wednesday

Challenges noted by teachers:

- Need balance between collaboration, professional development and prep time

Parent input:

- Less than 1% of respondents on parent survey expressed negativity related to Friday early release

Recommendations from teachers and principals:

- Include parents in programs to increase attendance
- Monitor teacher absences next year and compare to 2012-2013

Flexible Grouping

Transformation Plan Goal 1: Improve Student Achievement

Strategy A: Create models of personalized learning that encompasses collaboration, creativity, critical thinking, and communication around meaningful learning targets.

Develop a process to diagnose relevant student learning characteristics

It was expected that teachers would flexibly group their students, specifically in reading. Many teachers moved beyond reading to also grouping their students for math instruction, though this was not considered a District-wide expectation.

Positives noted by teachers:

- In reading, we use MAP to set groups
- 1st grade is differentiating by interest
- Switching kids benefits kids by developing friendships
- Kids are able to go farther when they are ready
- It has been a joy to get to know all the kids and to own them all
- Meeting weekly to set goals for students and to talk about what works for each student works well
- Older students adjust to the routine of moving and enjoy the change of scenery
- We have learned so much about working with each other and how to depend on each other
- Kids are fine with the change
- It is a lot easier – there is flexibility to teach kids to their level vs. to the grade
- It is great, can work with kids at their level – you know exactly where each student is working
- It gives you the ability to move students from group to group by learning, not by age

Challenges noted by teachers:

- With younger kids, switching means lots of review of procedures
- Some students don't handle the switching as well
- Transitions and management can be challenging
- Grading with Zangle – it doesn't support flexible grouping
- Need to be sure there is skill alignment of group lesson and branching out, especially to nonfiction
- The teacher is the key to differentiation – some teachers need permission to do things differently
- Class size can make transitions longer, rooms more crowded and promote behavior issues
- Takes more planning
- Some students need to be continually redirected
- Sometimes parents don't understand that differentiation comes at different levels of understanding

Positives noted by principals:

- This is a huge shift in methods
- The biggest thing we do is small group instruction
- Helps us to capitalize on student strengths
- We are seeing better gains in student learning
- Informing students of their own progress promotes motivation
- Grouping across classrooms

- Our K/1 and 4/5 families showed strength as they worked through flexible grouping for our students
- Our teachers have been flexibly grouping students for years for guided reading and guided math
- This is an area of strength for our teachers – it is embraced and effectively utilized
- Creates shared accountability
- Works very well if not regrouped too often
- Is most powerful when placed in the hands of teachers
- Flexible grouping was used across grade levels, mostly in reading
- On-demand flexible grouping is what assists each child to move forward from wherever they are
- The collection of data and use of the PLC structure necessitates flexible grouping – this has gone well at our school and will only get better with time
- Works best in established teams without ownership issues (our kids vs. my kids)

Challenges noted by principals:

- Teachers need to be on board with each other – timing is important
- Communication between teachers and parents is critical
- Some students benefit by not switching teachers
- Moving students too often loses instructional time
- Our 2/3 family needed support
- We found we needed to flatten our (family) groups to allow for less diversity
- Not as effective without formative assessments and a system to manage grouping
- Our instructional schedule did not allow us to work at the depths of flexible grouping like I had hoped
- Teachers still have trouble letting go of their students – but are slowly moving forward

Input from parents: About 1% of parent survey respondents expressed concerns about flexible grouping – that it wasn't being done, that switching was problematic, or that they or their students didn't feel as connected to the teachers.

Recommendations from teachers and principals:

- Work to resolve Zangle gradebook issue
- Take time to teach routines
- Group students carefully, within and between classes to maximize learning and minimize distraction and movement
- Some kids should not move as often as other kids
- Lower class size
- Provide additional training on differentiation and differentiated assessment
- Develop curriculum continuum
- Provide time to share between schools, coaches

- Tech tools to obtain, record, communicate student data
- Provide materials to challenge high achieving students
- Increase time for parent conferences
- More technology in each classroom for student use
- Facilitate vertical planning and sharing between schools
- Create instructional schedules conducive to flexible grouping between families
- Time must be available for teachers to truly use the data to guide instruction based on student needs
- Collaboration time during the week was needed to provide a focus on this practice and gave the message that it was important enough to carve out time to plan well
- Use Mastery Connect
- Some staff will need coaching with flexible grouping
- Define pre-assessments this summer
- Consistently use pre-tests and formative assessments to group and regroup by need
- Establish a structure for flexible grouping – some teachers change groups based on a calendar date rather than student need
- This should continue across grade levels – it is just another way of meeting the needs of all children

Multi-age classrooms

Transformation Plan Goal 1: Improve Student Achievement

Strategy A: Create models of personalized learning that encompasses collaboration, creativity, critical thinking, and communication around meaningful learning targets.

Develop a process to diagnose relevant student learning characteristics

The use and support of multi-age classrooms met two needs: The need to staff differently at the elementary school due to a significant budget reduction, and the need to instruct students at their instructional level, regardless of the grade in which they were placed by age. This design was utilized in many cases due to necessity, and in some cases was expanded to more classrooms than were required by staffing constraints in order to promote personalized learning practices.

Positives noted by teachers:

- Leadership roles develop among students
- Overall behavior improves
- More ability to meet kids' needs across classes
- Teaching this way helps students reach mastery
- Opportunities for students exist that wouldn't otherwise be there
- Younger students exposed to higher skill set, older students get more support and time to process if needed

- Looping with last years' students was great – they were able to hit the ground running, and parents are already connected with the teacher
- Routines are more easily established when half the class already knows what the procedures are and can model for the new students
- Kids don't dwell on the grade, neither do teachers – the students' progress through learning is the emphasis
- Kids are keeping track of their own progress, and love it
- Community building in the classroom is positive
- Guided reading works well

Challenges noted by teachers:

- Need lots of time to work together – this has made me a better teacher, but takes time
- Need time for student assessment
- Current report card is a challenge – need to be standards based
- Combining/addressing the content of two grade levels
- Common Core is overwhelming –no framework to match with multi-age
- Curriculum continuum or other materials to combine/address two grade levels' instructional content
- Can result in more groups of students if classrooms don't work together
- Need to ensure older students are appropriately challenged

Positives noted by principals:

- More positives than negatives
- Works well with skilled teachers
- Success due to personnel in those classes
- Absolutely love them as students do progress better socially and academically
- Lend themselves well to flexible grouping
- Perceived social concerns never materialized
- Has allowed some students to work ahead
- Opens the door to more personalized learning without hurting student efficacy
- Students learn by need, not grade
- Lower grade makes faster progress
- Teachers were successful when they concentrated on levels and needs rather than grades
- Students didn't focus on one grade or another when the teachers didn't call attention to the difference
- Teachers with students who looped with them from last year expressed higher satisfaction – they knew the students better and all students learned routines faster because half of them were already familiar
- When focused on the students, this is similar to a single grade classroom with multiple ability levels
- As time went on, teachers who were personalizing learning realized you could have any ages together (within parameters)
- This was the class where new research-based strategies were tried

- We are excited to plan for multi-age grouping for next year as a product of our instructional framework – not motivated by budget, but by the advantages from and teaching and learning perspective

Challenges noted by principals:

- Teachers have to rely on standards and levels rather than manuals
- K/1 multi-age was a challenge
- Teachers who tried to teach two separate curricula rather than utilize a multi-age approach struggled more and were more overwhelmed
- Math was a challenge as not all standards are closely related
- Some teachers thought they taught less than last year and we need to see how to address that

Input from parents: About 6% of parent survey respondents either did not like or had doubts about the merits of multi-age classrooms.

Recommendations from teachers and principals:

- Align report card with Common Core Standards
- Provide curriculum continuum and alignment materials
- Try to have more than one teacher teaching multi-age classroom in the school/grade if you are using this method
- Loop at least half the students
- Give it a chance – be patient – the team is essential
- Provide time and professional development for curriculum work and planning
- Find ways for multi-age teachers to collaborate to share their strategies and encourage other teachers to try new instructional strategies
- Lower class size
- Incorporate community-building lessons with the class
- Social Studies and Science need to be focused through essential questions, not content
- Unless your students have found success, keep Kindergarten a separate grade
- Help teachers know what is taught above and below their grade levels – makes any teacher better because they will understand the path the student is on
- Professional development should be required

Personalized Learning

Transformation Plan Goal 1: Improve Student Achievement

Strategy A: Create models of personalized learning that encompasses collaboration, creativity, critical thinking, and communication around meaningful learning targets.

Develop a process to diagnose relevant student learning characteristics

Develop a culture of collegiality in each school

Our District is fortunate to be part of the Personalized Learning Network through the Institute at CESA 1. This partnership provides professional development and dedicated

work time for three teams of teachers at the elementary level. The purpose of this involvement is to learn about and implement small personalized learning projects at Nash, Southport, and Stocker elementary schools.

Positives noted by teachers:

- It's been interesting!
- Great thing – I like how my classroom has changed
- We did a learner's profile with each student (how they learn best), now they practice their learning in that way
- The biggest change was in math – reading was always done in small group
- We feel we are moving much quicker...and going where the kids need to go
- It is important for kids to see progress
- Kids are making progress with this independence
- I feel I know the kids better than ever – I've never had such a personal connection with kids so early in the year
- Kids keep track of their own scores so they know how they are doing

Challenges noted by teachers:

- Class size
- Math curriculum
- Independent work can be a challenge
- We are just learning Common Core, and that makes it hard
- Helping first graders choose what they should be working on (after individual conferencing)
- Time to set up personalized lessons
- Helping other teachers see value
- Grading is an issue this year because it is standards-based
- It is harder to plan for a substitute
- It is a lot of work – takes time to prepare
- Planning time needed each day because it is more kid-driven

Positives noted by principals:

- Helps us to get learning right the first time, every time for each child
- Teachers know their learners best when they use learner profiles to get to know the students and their skills and interests
- Wow! What a shift
- This has been a great year of learning and exposing the staff to future possibilities for our children
- We began this with trepidation, but I think it is probably the major contributor to student success in that team this year
- I am so happy to bring this over to another team next year – when all of our teachers are doing this, all of our students will be successful
- We will implement personalized learning with approximately 1/3 of our student body next year

Challenges noted by principals:

- Need more professional development in this area

- Substitute teachers find this challenging
- Creating time to conference with each student is more challenging the larger the class

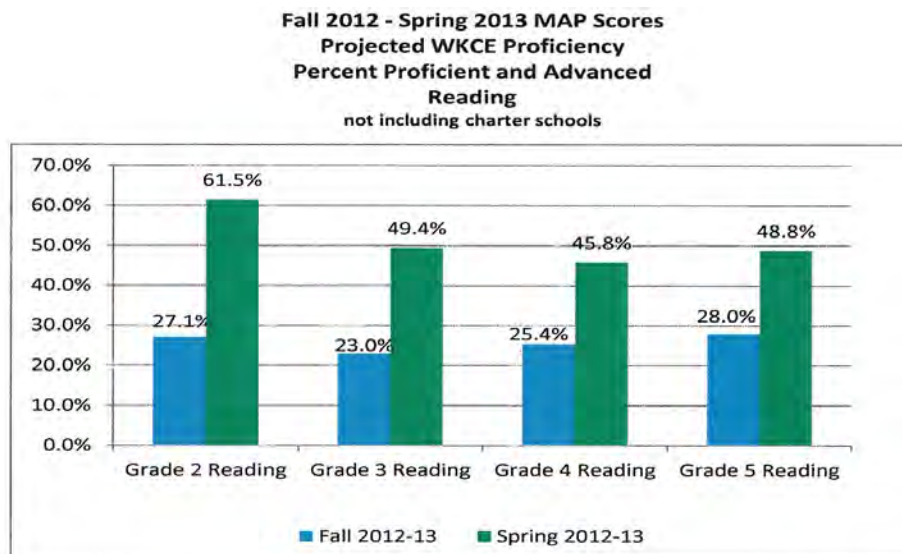
Recommendations by teachers and principals:

- Provide a continuum of skills for all subjects
- Provide common planning time during week – each day if possible
- Facilitate time to share between grade levels
- Revise report card
- Lower class size
- Provide professional development and time to observe these strategies in action
- Develop substitute teachers with the capacity to manage this type of classroom
- Expeditionary Learning supports personalized learning
- All students should have data folders and learner profiles that are easily accessible by students, parents, and staff
- Personalized learning should be used at all times by all teachers

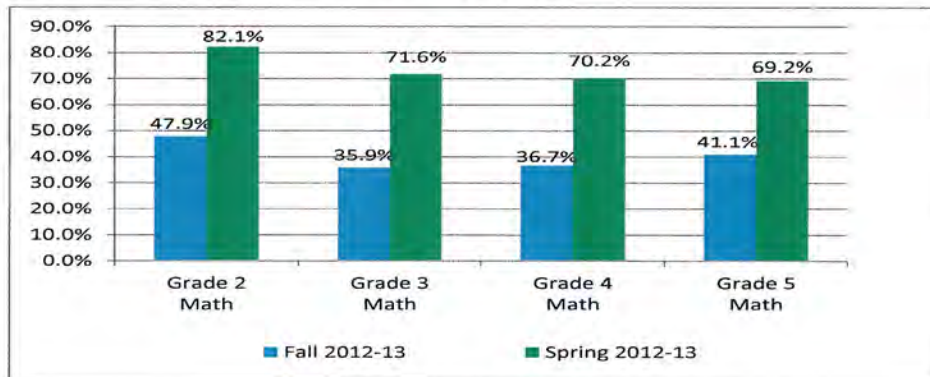
Assessment of Student Achievement

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 following charts show data as of May 17, 2013.

Across the District and across all grades two through five, the percent of students who are projected to score at the proficient and advanced level on the WKCE has risen significantly in both reading and math.



Fall 2012 - Spring 2013 MAP Scores
Projected WKCE Proficiency
Percent Proficient and Advanced
Math
 not including charter schools



Conclusion

The strategies, structures and processes implemented as part of the elementary redesign are already resulting in better academic outcomes for students. We anticipate our student results will continue to rise as we improve our implementation over time.

Dr. Michele Hancock
 Superintendent of Schools

Karen Davis
 Assistant Superintendent of Elementary School Leadership

**Kenosha Unified School District
Kenosha, Wisconsin**

**June 11, 2013
Curriculum/Program Standing Committee**

WORLD LANGUAGE PROGRAM UPDATE

Background

The Kenosha Unified School District Transformation Plan calls for improved student achievement. Part of the mission of that plan and one of the agreed transformational principles is to assure that blended, personalized learning experiences are provided for students.

Beginning in the 2012-13 school year, the world language courses were revised. A blended, personalized learning world language exploratory opportunity was offered to all elementary students for one hour per week through the use of Rosetta Stone—an interactive, adaptive language software program. Rosetta Stone teaches language using a fully interactive immersion process that requires the student to indicate comprehension of the new language and provides immediate feedback by personalizing learning. Each student in kindergarten through fifth grade has the opportunity to select one of six languages to study throughout their elementary years. The language choices included are English, French, German, Italian, Mandarin Chinese, and Spanish.

At the middle school level, students used Tell Me More—an interactive, adaptive language software program—as a supplement to world language courses and as an independent study option that they could use on their own.

The online language programs used in kindergarten through eighth grade are available to students 24 hours per day 7 days per week (pending Internet access). Each school has at least one individual who serves as the online language learning facilitator who assists students with usage and staff with program implementation. Examples of facilitators include classroom teachers, library media teachers, English as a second language teachers, and lead teachers.

World Language Program Offerings for 2013-14

All students in kindergarten through fifth grade will continue to be offered an exploratory world language enrichment experience for one hour per week. Currently enrolled students will have the ability to use the program throughout the summer and will continue where they left off when they begin the school year.

Students in grades 6 through 8, in addition to the traditional Spanish course offerings, will have the option of exploring a language independently during the school day through Tell

Me More. All students who sign up for this option will have access to the program throughout the school year—24 hours per day 7 days per week.

High School students will continue to have the same course offerings that were implemented in 2012-13 (pending adequate enrollment).

WORLD LANGUAGE OFFERINGS			
GRADE LEVEL	2011-12 SCHOOL YEAR	2012-13 SCHOOL YEAR	2013-14 SCHOOL YEAR
Kindergarten	No world language offerings	<ul style="list-style-type: none"> Rosetta Stone for one hour per week (independently or in small groups based on student need) 	<ul style="list-style-type: none"> Rosetta Stone for one hour per week (independently or in small groups based on student need)
1	No world language offerings	<ul style="list-style-type: none"> Rosetta Stone for one hour per week (independently or in small groups based on student need) 	<ul style="list-style-type: none"> Rosetta Stone for one hour per week (independently or in small groups based on student need)
2	No world language offerings	<ul style="list-style-type: none"> Rosetta Stone for one hour per week (independently or in small groups based on student need) 	<ul style="list-style-type: none"> Rosetta Stone for one hour per week (independently or in small groups based on student need)
3	No world language offerings	<ul style="list-style-type: none"> Rosetta Stone for one hour per week 	<ul style="list-style-type: none"> Rosetta Stone for one hour per week
4	No world language offerings	<ul style="list-style-type: none"> Rosetta Stone for one hour per week 	<ul style="list-style-type: none"> Rosetta Stone for one hour per week
5	No world language offerings	<ul style="list-style-type: none"> Rosetta Stone for one hour per week 	<ul style="list-style-type: none"> Rosetta Stone for one hour per week
6	<ul style="list-style-type: none"> One - quarter exploratory world language course in Spanish (all schools) and French (Mahone only) 	<ul style="list-style-type: none"> One - quarter exploratory world language course in Spanish (all schools) and French (Mahone only) Option to study Spanish, French, English, German, Italian, or Mandarin Chinese on own using Tell Me More throughout the year 	<ul style="list-style-type: none"> One - quarter exploratory world language course in Spanish (all schools) One - quarter independent study option in Spanish, French, English, German, Italian, or Mandarin Chinese using Tell Me More during the school day Option to study Spanish, French,

WORLD LANGUAGE OFFERINGS			
GRADE LEVEL	2011-12 SCHOOL YEAR	2012-13 SCHOOL YEAR	2013-14 SCHOOL YEAR
			English, German, Italian, or Mandarin Chinese on own using Tell Me More throughout the year
7	<ul style="list-style-type: none"> One-quarter or one-semester classes in Spanish (all schools) and French (Mahone only) 	<ul style="list-style-type: none"> One-quarter or one-semester classes in Spanish (all schools) and French (Mahone only) Option to study Spanish, French, English, German, Italian, or Mandarin Chinese on own using Tell Me More throughout the year 	<ul style="list-style-type: none"> One-semester Spanish course (all schools) One-semester independent study option in Spanish, French, English, German, Italian, or Mandarin Chinese using Tell Me More during the school day Option to study Spanish, French, English, German, Italian, or Mandarin Chinese on own using Tell Me More throughout the year
8	<ul style="list-style-type: none"> One-semester or one-year class in Spanish (all schools) and French (Mahone only) 	<ul style="list-style-type: none"> One-semester or one-year class in Spanish (all schools) and French (Mahone only) Option to study Spanish, French, English, German, Italian, or Mandarin Chinese on own using Tell Me More throughout the year 	<ul style="list-style-type: none"> One-semester or one-year class in Spanish (all schools) One-semester independent study option in Spanish, French, English, German, Italian, or Mandarin Chinese using Tell Me More during the school day Option to study Spanish, French, English, German, Italian, or Mandarin

WORLD LANGUAGE OFFERINGS			
GRADE LEVEL	2011-12 SCHOOL YEAR	2012-13 SCHOOL YEAR	2013-14 SCHOOL YEAR
			Chinese on own using Tell Me More throughout year
9-12	<ul style="list-style-type: none"> One-semester courses in: <ul style="list-style-type: none"> Spanish, French, German, Italian, and M a n d a r i n Chinese <p><u>Course Sequence</u></p> <ul style="list-style-type: none"> Introductory 101 Introductory 102 Intermediate (Honors) 201 Intermediate (Honors) 202 Advanced (Honors) 301 Advanced (Honors) 302 Culture and Civilization AP Language 	<ul style="list-style-type: none"> One-year courses in: <ul style="list-style-type: none"> Spanish (all schools), French (Indian Trail and Tremper), G e r m a n (eSchool), I t a l i a n (Bradford), and M a n d a r i n Chinese (Indian Trail Academy) <p><u>Course Sequence</u></p> <ul style="list-style-type: none"> I n t r o d u c t o r y Language 1 I n t e r m e d i a t e Language 2 A d v a n c e d Language 3 Language 4/AP Language 	<ul style="list-style-type: none"> One-year courses in: <ul style="list-style-type: none"> Spanish (all schools), French (Indian Trail and Tremper), G e r m a n (eSchool), I t a l i a n (Bradford), and M a n d a r i n Chinese (Indian Trail Academy) <p><u>Course Sequence</u></p> <ul style="list-style-type: none"> I n t r o d u c t o r y Language 1 I n t e r m e d i a t e Language 2 A d v a n c e d Language 3 Language 4/AP Language

Online Language Program Surveys Overview

Surveys were given to all elementary and middle school staff and students in order to solicit feedback from online language program users and facilitators. One survey was specifically designed for all elementary learners using Rosetta Stone. One survey was specifically designed for all middle school learners using Tell Me More. A staff survey was designed for all staff supporting online language learning programs. The surveys opened on May 1, 2013, and closed on May 15, 2013.

ELEMENTARY LEARNER SURVEY RESULTS FOR ROSETTA STONE

The Elementary Learner Survey for Rosetta Stone was taken by 5,559 participants. The survey participants included 92.2 percent/5,125 students and 7.8 percent/434 staff members. See Graph 1 and Chart 1.

Graph 1

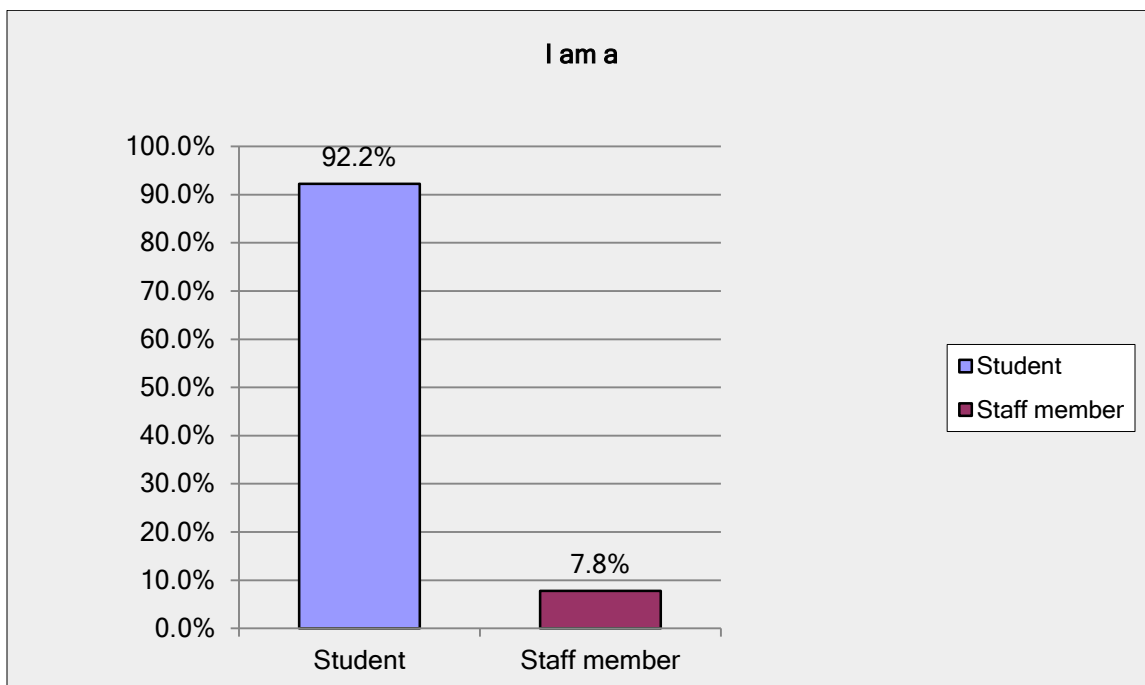


Chart 1

I am a		
Answer Options	Response Percent	Response Count
Student	92.2%	5125
Staff member	7.8%	434
<i>answered question</i>		5559
<i>skipped question</i>		0

Students from all grade levels participated in the Rosetta Stone learner survey. Fourth graders had the highest participation rate of 18.6 percent/938 students. See Graph 2 and Chart 2.

Graph 2

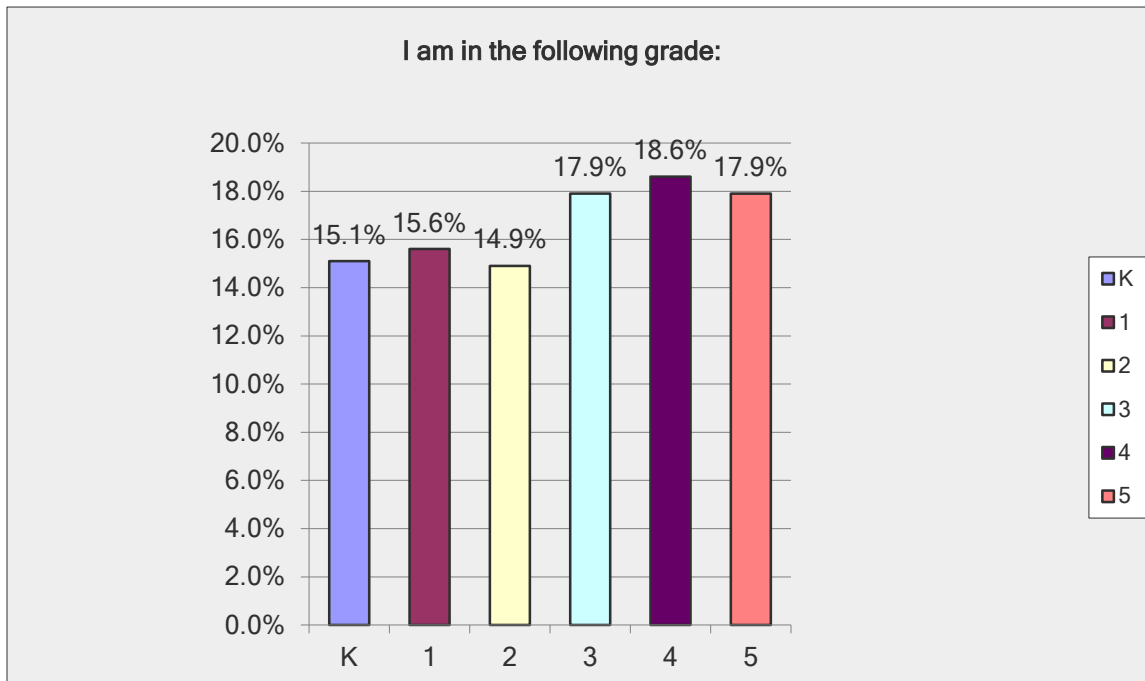


Chart 2

I am in the following grade:		
Answer Options	Response Percent	Response Count
K	15.1%	761
1	15.6%	789
2	14.9%	752
3	17.9%	902
4	18.6%	938
5	17.9%	902
<i>answered question</i>		5044
<i>skipped question</i>		515

Staff working with all grade levels participated in the survey. Grade three has the highest percentage (43.6 percent) and number of staff (176 staff members) working with students. See Graph 3 and Chart 3.

Graph 3

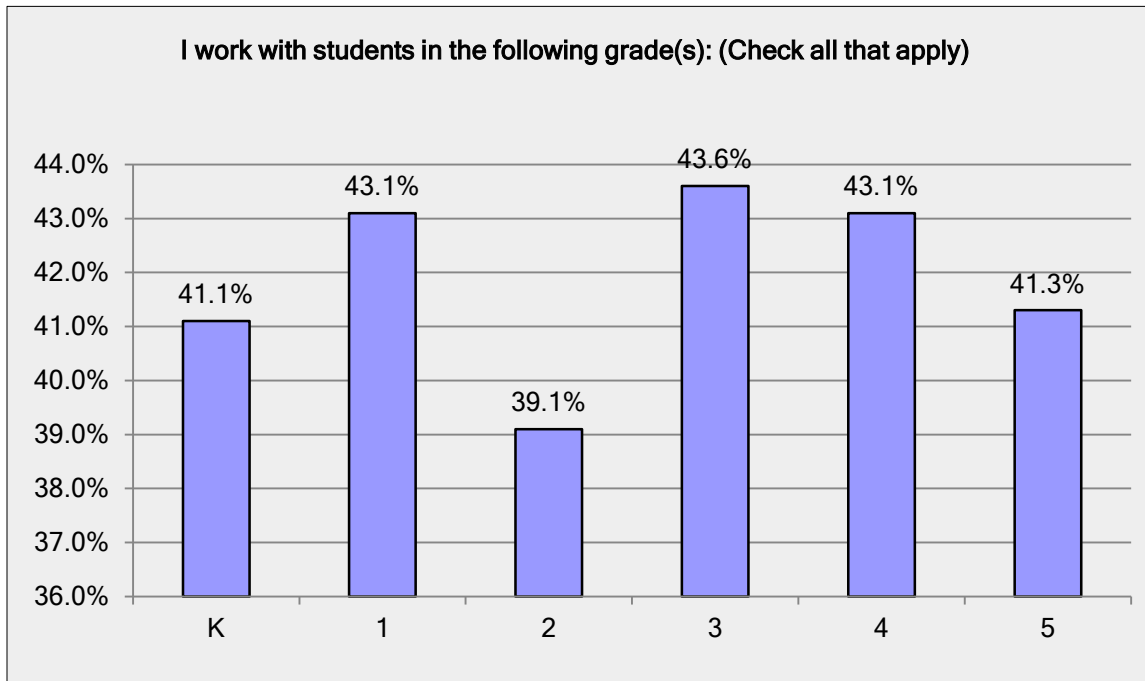


Chart 3

I work with students in the following grade(s): (Check all that apply)		
Answer Options	Response Percent	Response Count
K	41.1%	166
1	43.1%	174
2	39.1%	158
3	43.6%	176
4	43.1%	174
5	41.3%	167
<i>answered question</i>		404
<i>skipped question</i>		5155

Out of the 404 staff respondents to the survey question, a total of 30.2 percent/122 staff members are using Rosetta Stone to learn another language while 69.8 percent/282 staff members are not using Rosetta Stone. See Graph 4 and Chart 4.

Graph 4

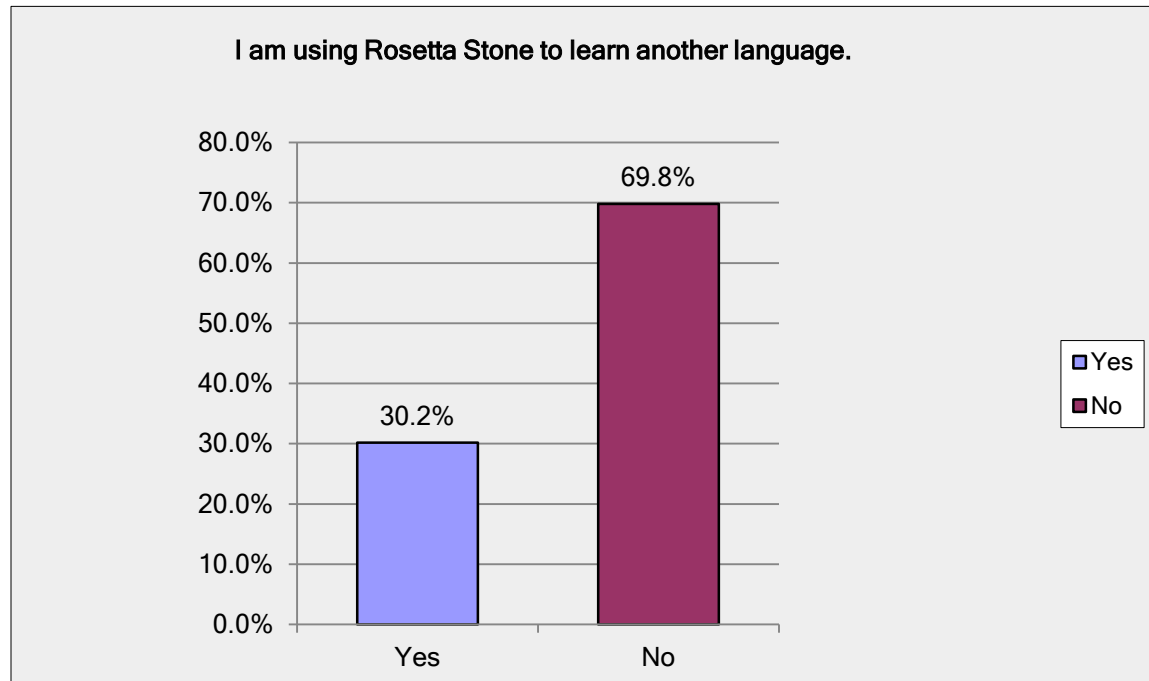


Chart 4

I am using Rosetta Stone to learn another language.		
Answer Options	Response Percent	Response Count
Yes	30.2%	122
No	69.8%	282
<i>answered question</i>		404
<i>skipped question</i>		5155

Those staff who responded that they did not use Rosetta Stone indicated that they did not have time to use the program (70 percent/194 respondents). The comments under “other” indicated that they plan to use Rosetta Stone during summer. See Graph 5 and Chart 5.

Graph 5

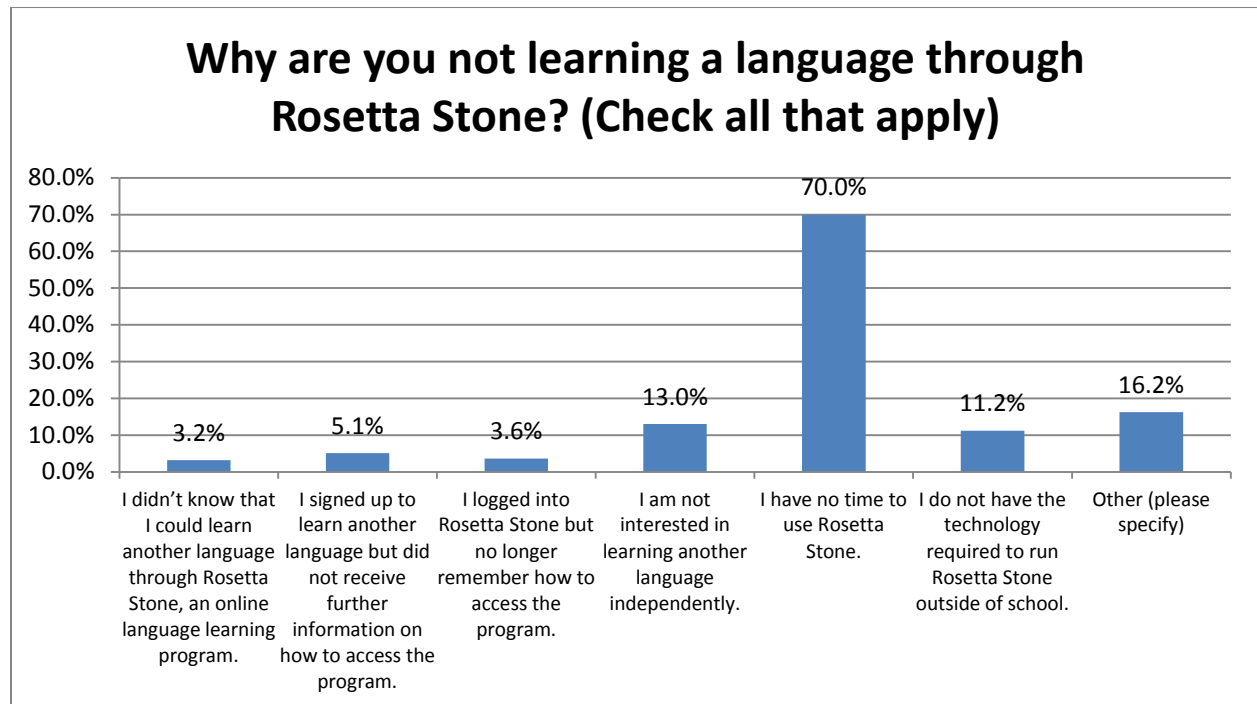


Chart 5

Why are you not learning a language through Rosetta Stone? (Check all that apply)		
Answer Options	Response Percent	Response Count
I didn't know that I could learn another language through Rosetta Stone, an online language learning program.	3.2%	9
I signed up to learn another language but did not receive further information on how to access the program.	5.1%	14
I logged into Rosetta Stone but no longer remember how to access the program.	3.6%	10
I am not interested in learning another language independently.	13.0%	36
I have no time to use Rosetta Stone.	70.0%	194
I do not have the technology required to run Rosetta Stone outside of school.	11.2%	31
Other (please specify)	16.2%	45
<i>answered question</i>		277
<i>skipped question</i>		5282

There were 69.9 percent/3,449 learners (staff and students) who took the survey who indicated that they were learning Spanish through Rosetta Stone while only 3.4 percent/167 learners reported that they were learning English. See Graph 6 and Chart 6.

Graph 6

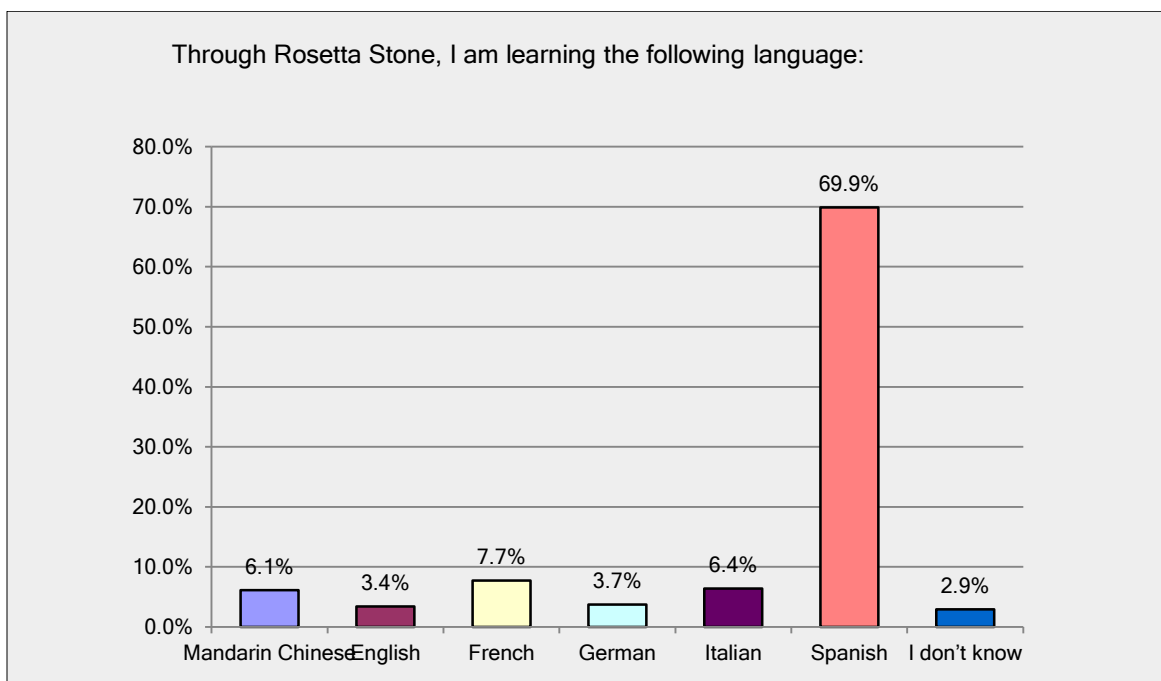


Chart 6

Through Rosetta Stone, I am learning the following language:		
Answer Options	Response Percent	Response Count
Mandarin Chinese	6.1%	299
English	3.4%	167
French	7.7%	378
German	3.7%	182
Italian	6.4%	316
Spanish	69.9%	3449
I don't know	2.9%	141
<i>answered question</i>		4932
<i>skipped question</i>		627

There were 85.8 percent/4,232 learners answering the survey question who responded that they use Rosetta Stone during school. There were 51.1 percent/2,518 question respondents who indicated that they use Rosetta Stone in a computer lab. There were 9.5 percent/467 question respondents who indicated that they use Rosetta Stone at home. See Graph 7 and Chart 7.

Graph 7

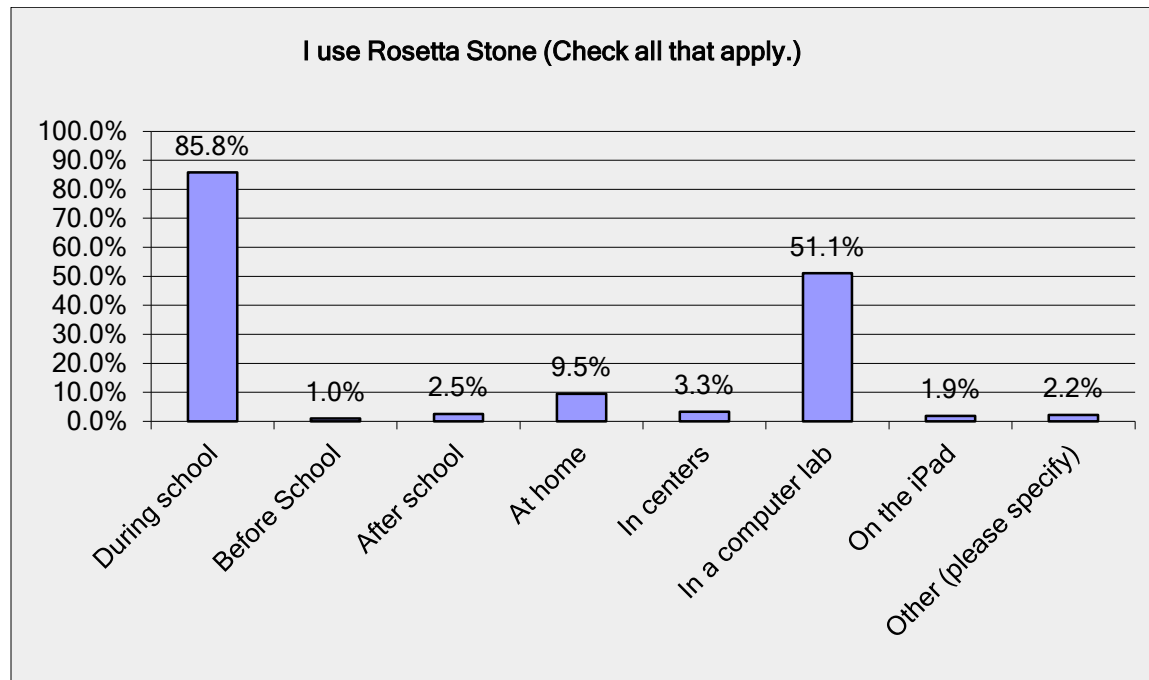


Chart 7

I use Rosetta Stone (Check all that apply.)		
Answer Options	Response Percent	Response Count
During school	85.8%	4232
Before School	1.0%	48
After school	2.5%	123
At home	9.5%	467
In centers	3.3%	165
In a computer lab	51.1%	2518
On the iPad	1.9%	95
Other (please specify)	2.2%	107
<i>answered question</i>		4932
<i>skipped question</i>		627

There were 25 percent/1,234 learners who indicated they strongly agree and 37.1 percent/1,831 learners who indicated they agree that they enjoy the Rosetta Stone speaking and pronunciation activities. Combined, this shows that 62.1 percent/3,065 learners who took the survey question responded favorably to enjoying the Rosetta Stone speaking and pronunciation activities. See Graph 8 and Chart 8.

Graph 8

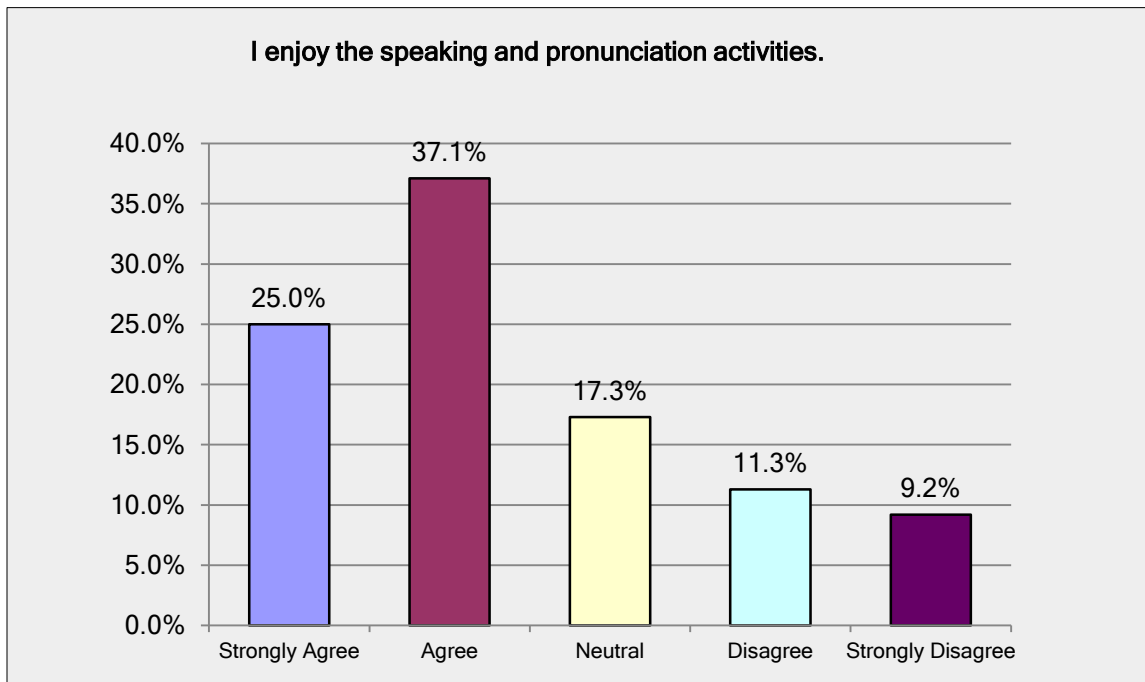


Chart 8

I enjoy the speaking and pronunciation activities.		
Answer Options	Response Percent	Response Count
Strongly Agree	25.0%	1234
Agree	37.1%	1831
Neutral	17.3%	855
Disagree	11.3%	556
Strongly Disagree	9.2%	456
Comments		645
<i>answered question</i>		4932
<i>skipped question</i>		627

There were 17.3 percent/852 learners who indicated they strongly agree and 35.8 percent/1,765 learners who indicated they agree that they enjoy the Rosetta Stone reading activities. Combined, this shows that 53.1 percent/2,617 learners who took the survey question responded favorably to enjoying the Rosetta Stone reading activities. See Graph 9 and Chart 9.

Graph 9

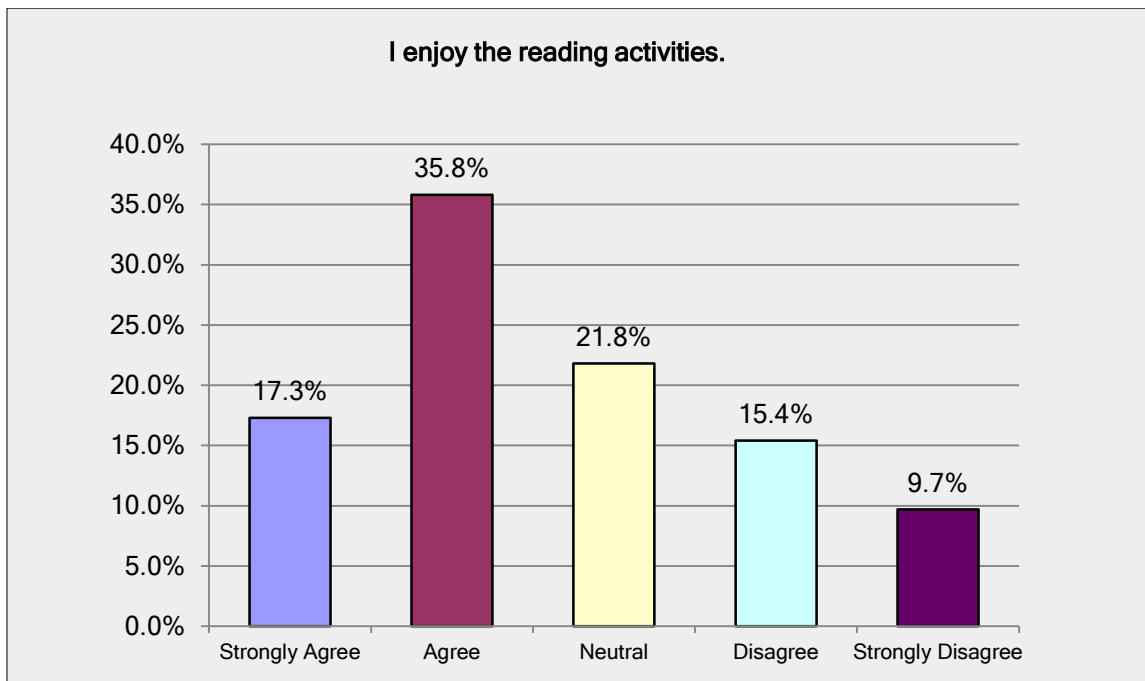


Chart 9

I enjoy the reading activities.		
Answer Options	Response Percent	Response Count
Strongly Agree	17.3%	852
Agree	35.8%	1765
Neutral	21.8%	1075
Disagree	15.4%	761
Strongly Disagree	9.7%	479
Comments		487
<i>answered question</i>		4932
<i>skipped question</i>		627

There were 21.2 percent/1,046 learners who indicated they strongly agree and 24.7 percent/1220 learners who indicated they agree to enjoy the Rosetta Stone writing activities. Combined this shows that 45.4 percent/2266 learners who took the survey question responded favorably to enjoying the Rosetta Stone writing activities. See Graph 10 and Chart 10.

Graph 10

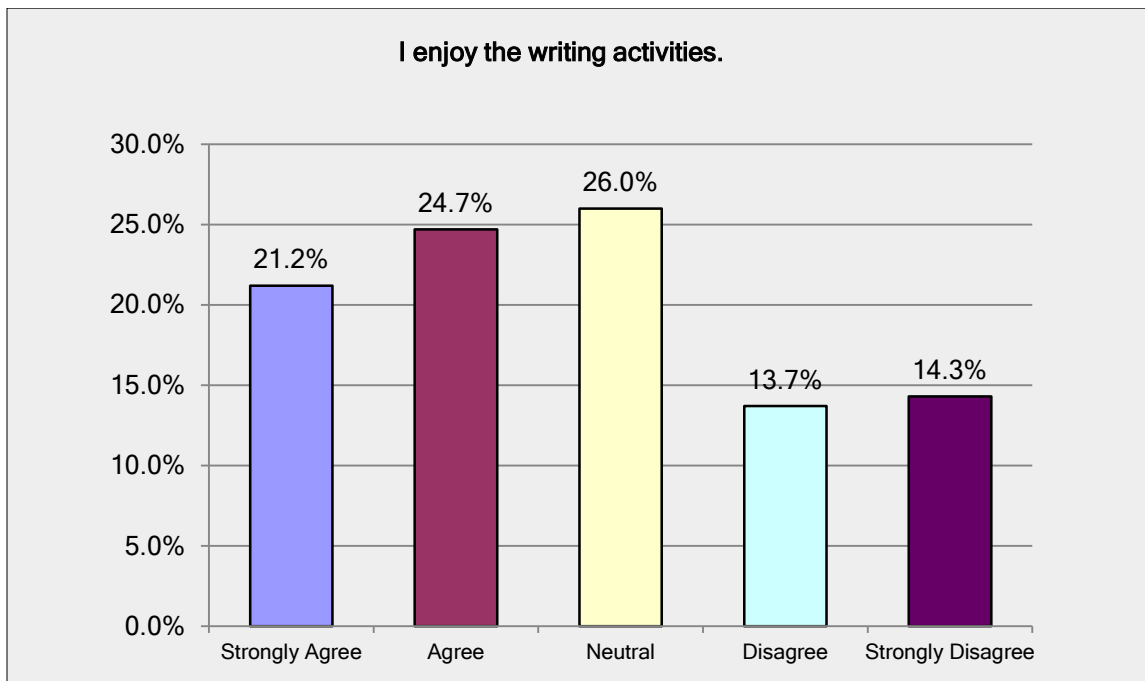


Chart 10

I enjoy the writing activities.		
Answer Options	Response Percent	Response Count
Strongly Agree	21.2%	1046
Agree	24.7%	1220
Neutral	26.0%	1284
Disagree	13.7%	678
Strongly Disagree	14.3%	704
Comments		620
<i>answered question</i>		4932
<i>skipped question</i>		627

There were 22.0 percent/1,086 learners who indicated they strongly agree and 35.1 percent/1,732 learners who indicated they agree that Rosetta Stone is easy to use. Combined, this shows that 57.1 percent/2,818 learners who took the survey question responded favorably that Rosetta Stone is easy to use. See Graph 11 and Chart 11.

Graph 11

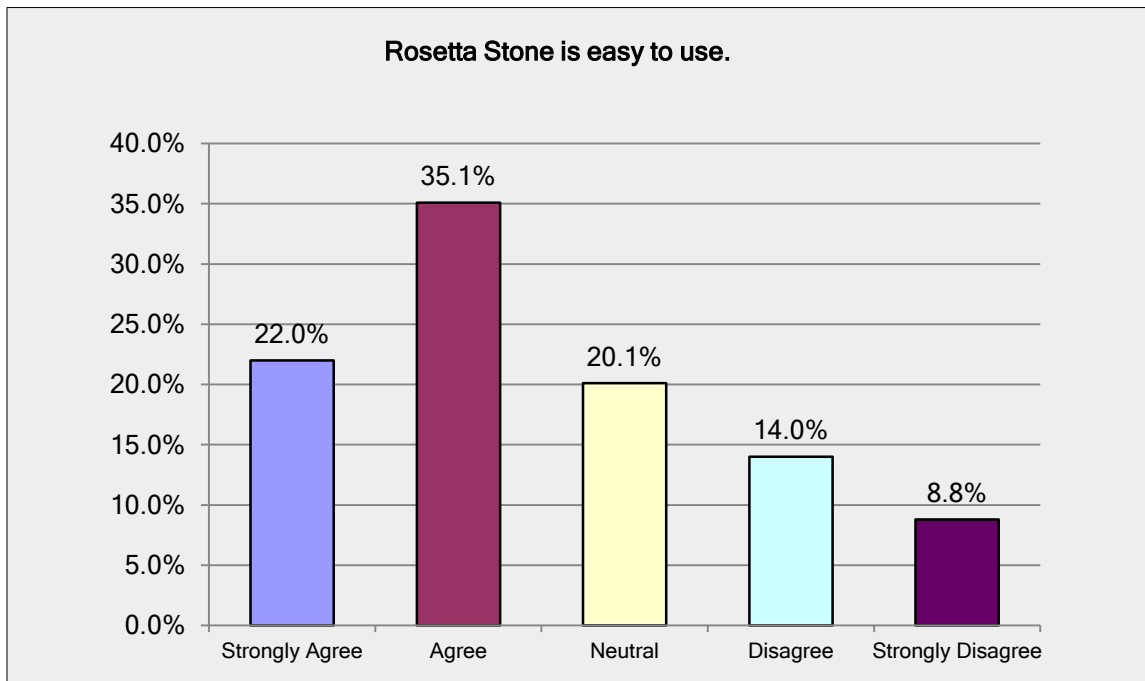


Chart 11

Rosetta Stone is easy to use.		
Answer Options	Response Percent	Response Count
Strongly Agree	22.0%	1086
Agree	35.1%	1732
Neutral	20.1%	991
Disagree	14.0%	690
Strongly Disagree	8.8%	433
Comments		536
<i>answered question</i>		4932
<i>skipped question</i>		627

There were 13.8 percent/681 learners who indicated they strongly agree and 29.5 percent/1,455 learners who indicated they agree that they track their progress in Rosetta Stone on a regular basis. Combined, this shows that 43.3 percent/2,136 learners who took the survey question responded favorably to tracking their progress in Rosetta Stone on a regular basis. See Graph 12 and Chart 12.

Graph 12

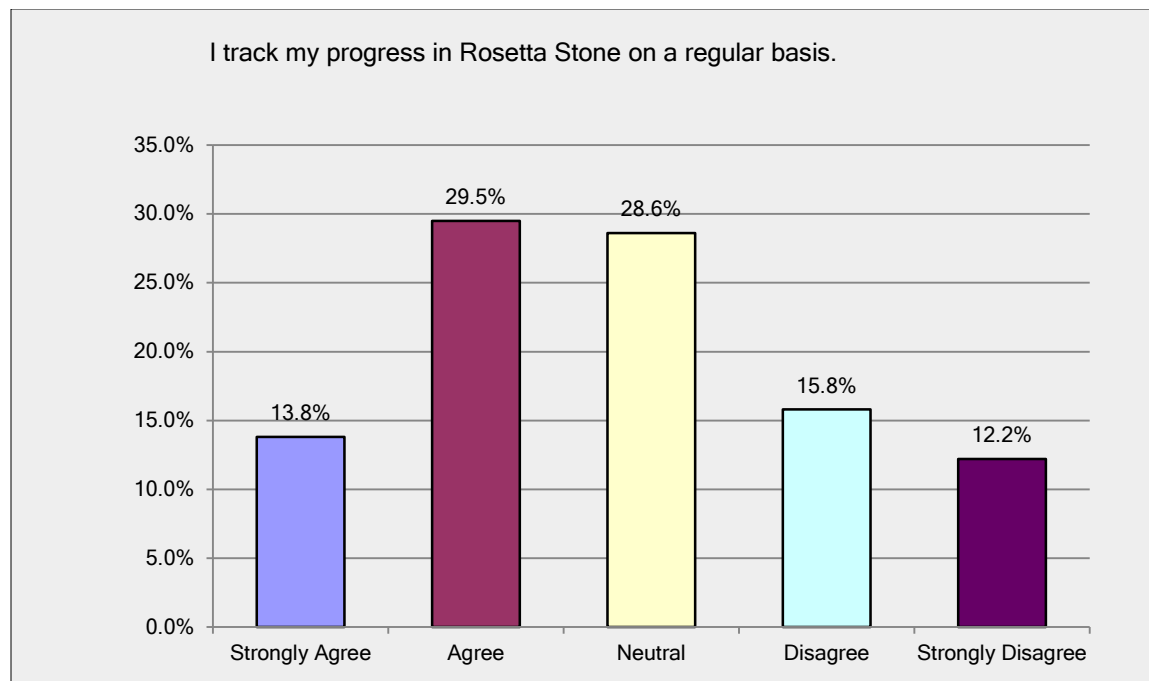


Chart 12

I track my progress in Rosetta Stone on a regular basis.		
Answer Options	Response Percent	Response Count
Strongly Agree	13.8%	681
Agree	29.5%	1455
Neutral	28.6%	1413
Disagree	15.8%	781
Strongly Disagree	12.2%	602
Comments		379
<i>answered question</i>		4932
<i>skipped question</i>		627

There were 20.6 percent/1,018 learners who indicated they strongly agree and 35.7 percent/1,759 learners who indicated they agree that Rosetta Stone is interesting and engaging. Combined, this shows that 56.3 percent/2,777 learners who took the survey question responded favorably to using Rosetta Stone is interesting and engaging. See Graph 13 and Chart 13.

Graph 13

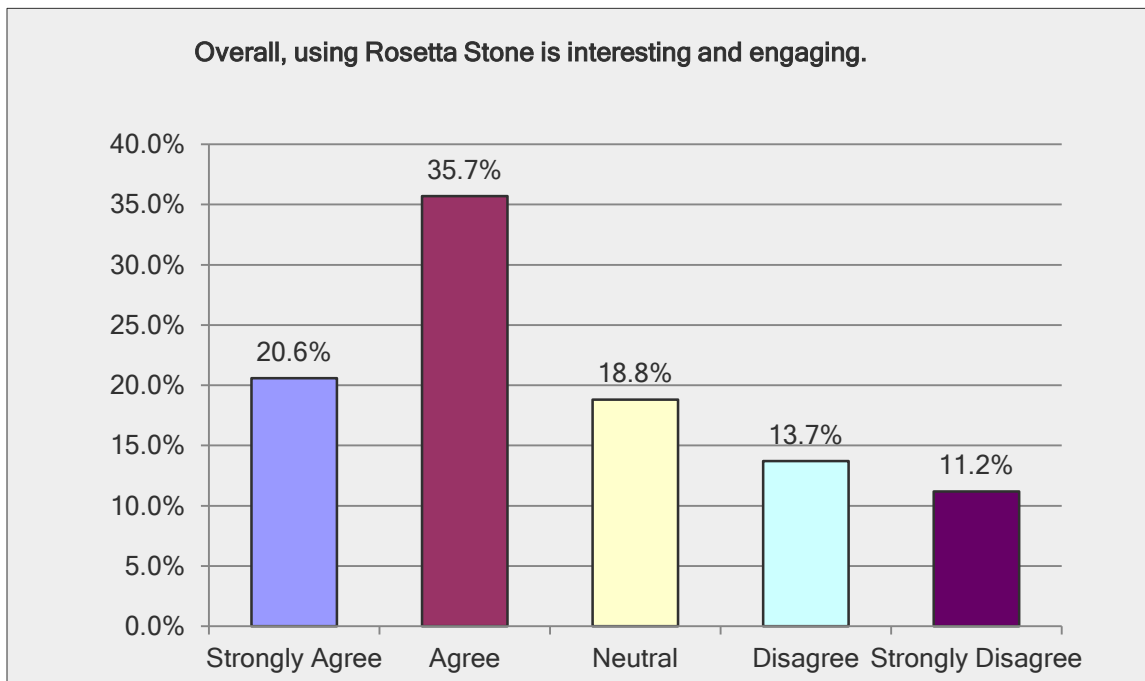


Chart 13

Overall, using Rosetta Stone is interesting and engaging.		
Answer Options	Response Percent	Response Count
Strongly Agree	20.6%	1018
Agree	35.7%	1759
Neutral	18.8%	926
Disagree	13.7%	675
Strongly Disagree	11.2%	554
Comments		459
<i>answered question</i>		4932
<i>skipped question</i>		627

MIDDLE SCHOOL LEARNER SURVEY FOR TELL ME MORE

The Middle School Learner Survey for Tell Me More was taken by 1,990 participants. The survey participants included 90.6 percent/1,802 students and 9.4 percent/188 staff members. See Graph 14 and Chart 14.

Graph 14

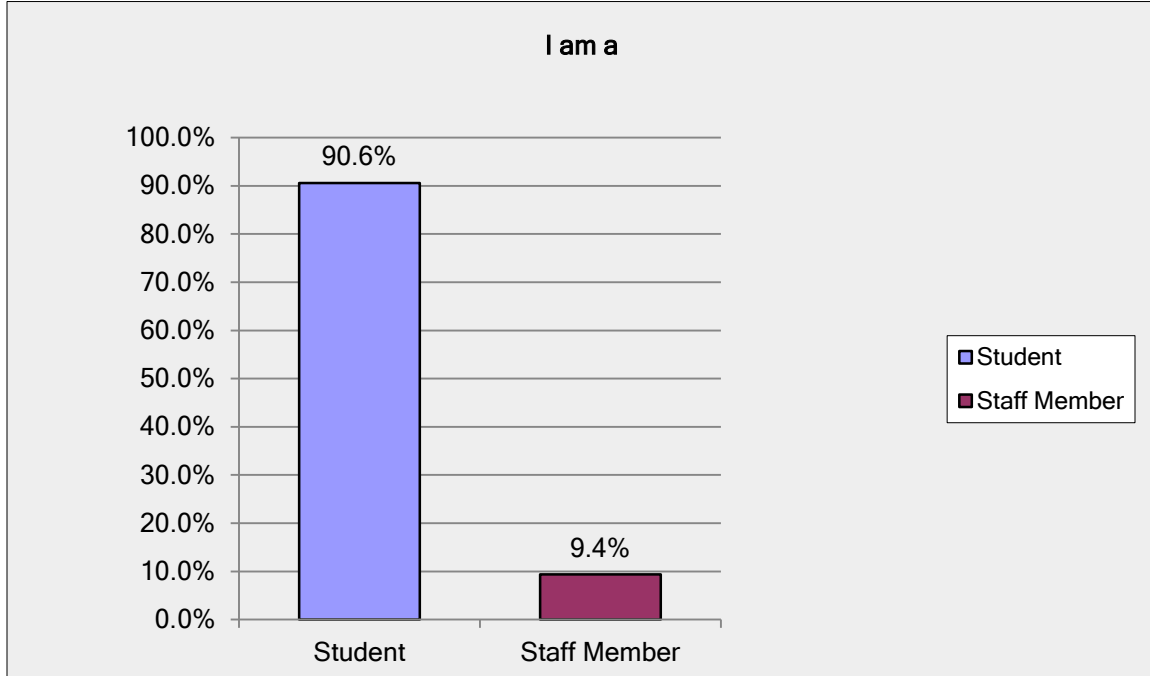


Chart 14

I am a		
Answer Options	Response Percent	Response Count
Student	90.6%	1802
Staff Member	9.4%	188
<i>answered question</i>		1990
<i>skipped question</i>		0

Students from all grade levels participated in the Tell Me More learner survey. Eighth graders had the highest participation rate of 37.2 percent/660 students. See Graph 15 and Chart 15.

Graph 15

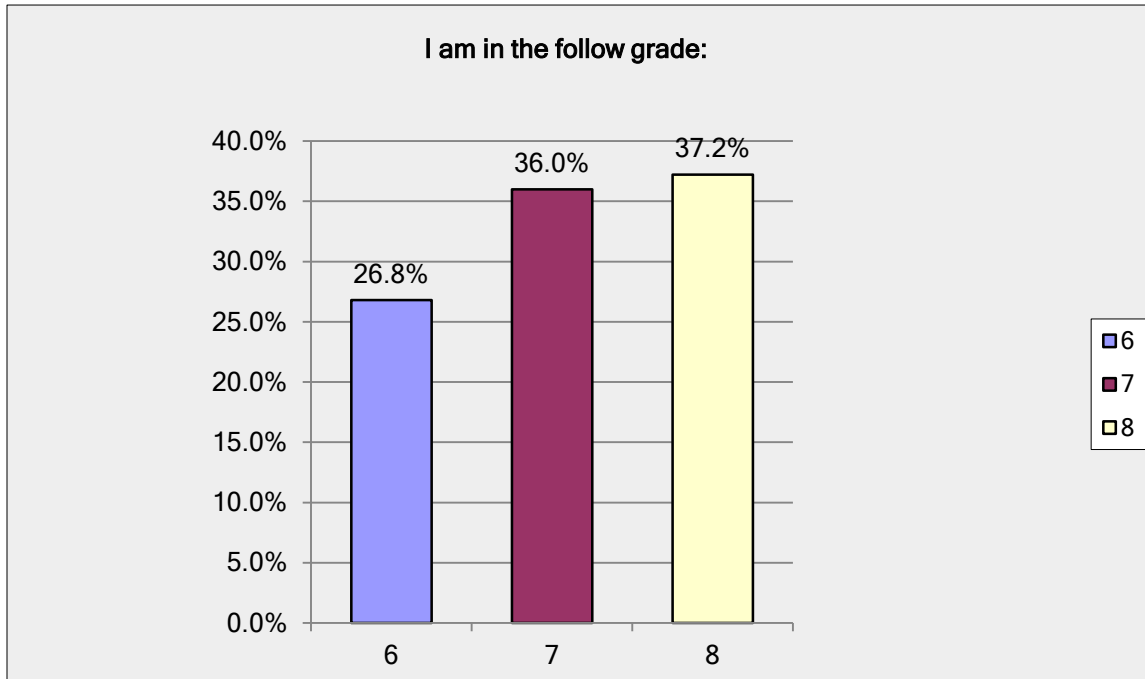


Chart 15

I am in the follow grade:		
Answer Options	Response Percent	Response Count
6	26.8%	476
7	36.0%	638
8	37.2%	660
<i>answered question</i>		1774
<i>skipped question</i>		216

Staff working with all grade levels participated in the Tell Me More learner survey. Grade 7 had the highest percentage (58 percent) and number of staff (102 staff members) working with students. See Graph 16 and Chart 16.

Graph 16

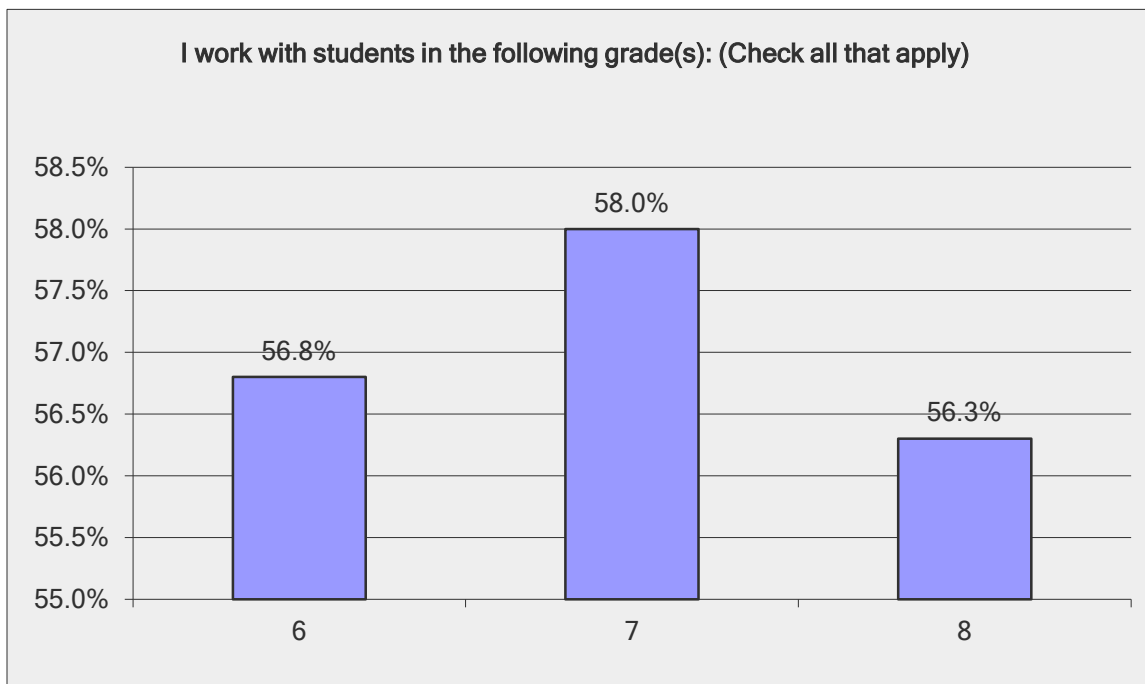


Chart 16

I work with students in the following grade(s): (Check all that apply)		
Answer Options	Response Percent	Response Count
6	56.8%	100
7	58.0%	102
8	56.3%	99
<i>answered question</i>		176
<i>skipped question</i>		1814

There were 58.7 percent/1,140 of the survey question respondents (staff and students) who indicated that they are not using Tell Me More to learn another language while 41.3 percent/803 respondents are using Tell Me More to learn another language at the middle school level. See Graph 17 and Chart 17.

Graph 17

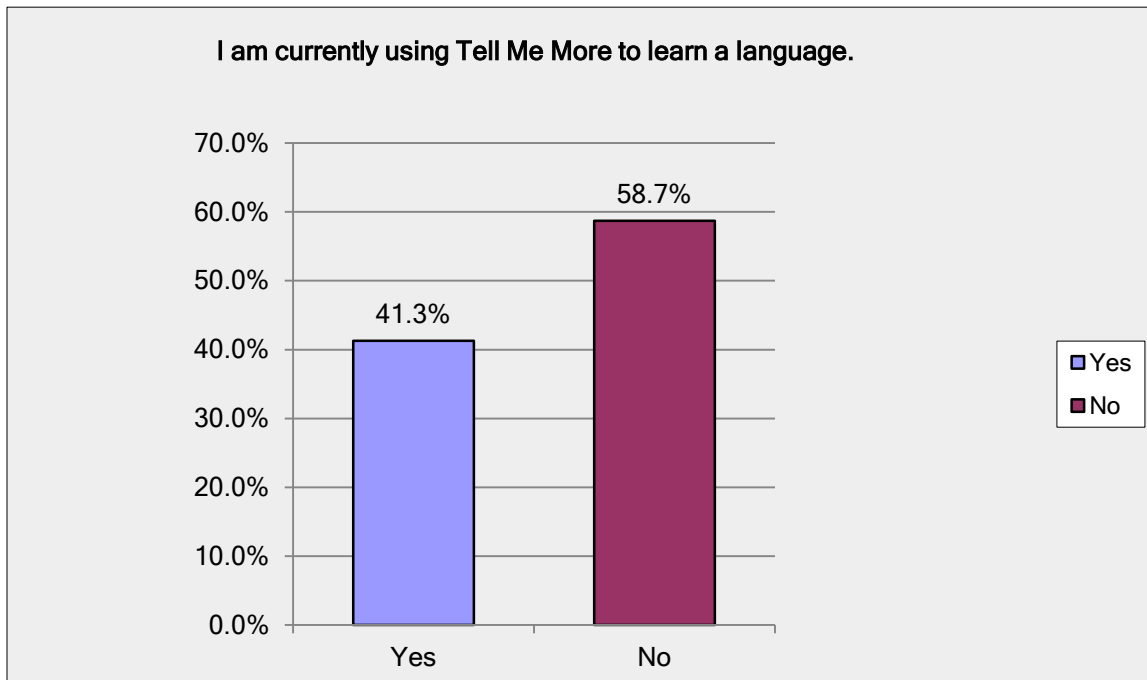


Chart 17

I am currently using Tell Me More to learn a language.		
Answer Options	Response Percent	Response Count
Yes	41.3%	803
No	58.7%	1140
<i>answered question</i>		1943
<i>skipped question</i>		47

There were 33.1 percent/376 of the survey question respondents who indicated that they did not know that they could learn another language independently through Tell Me More. There were 29.8 percent/339 of survey question respondents who indicated that they did not have time to use Tell Me More. For the 2013-14 school year, students will have the opportunity to use Tell Me More independently during the school day for one semester. See Graph 18 and Chart 18.

Graph 18

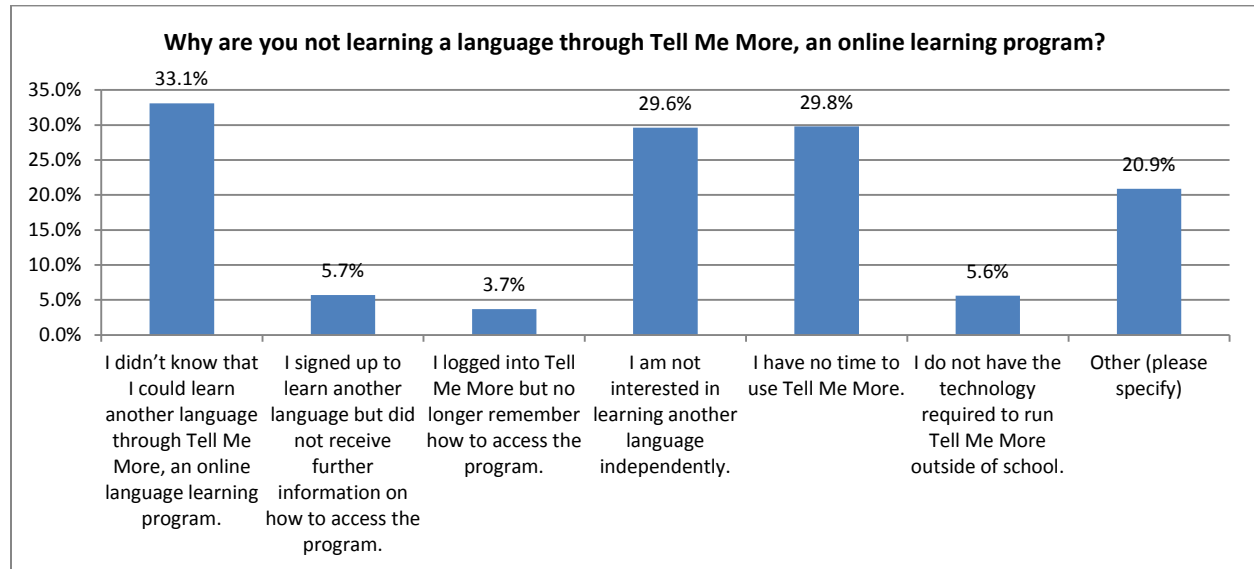


Chart 18

Why are you not learning a language through Tell Me More, an online learning program? (Check all that apply)		
Answer Options	Response Percent	Response Count
I didn't know that I could learn another language through Tell Me More, an online language learning program.	33.1%	376
I signed up to learn another language but did not receive further information on how to access the program.	5.7%	65
I logged into Tell Me More but no longer remember how to access the program.	3.7%	42
I am not interested in learning another language independently.	29.6%	337
I have no time to use Tell Me More.	29.8%	339
I do not have the technology required to run Tell Me More outside of school.	5.6%	64
Other (please specify)	20.9%	238
<i>answered question</i>		1137
<i>skipped question</i>		853

There were 85.7 percent/670 of learners (staff and students) who took the survey who indicated that they were learning Spanish through Tell Me More while only 2.3 percent/18 staff members and students reported that they were learning Mandarin Chinese. See Graph 19 and Chart 19.

Graph 19

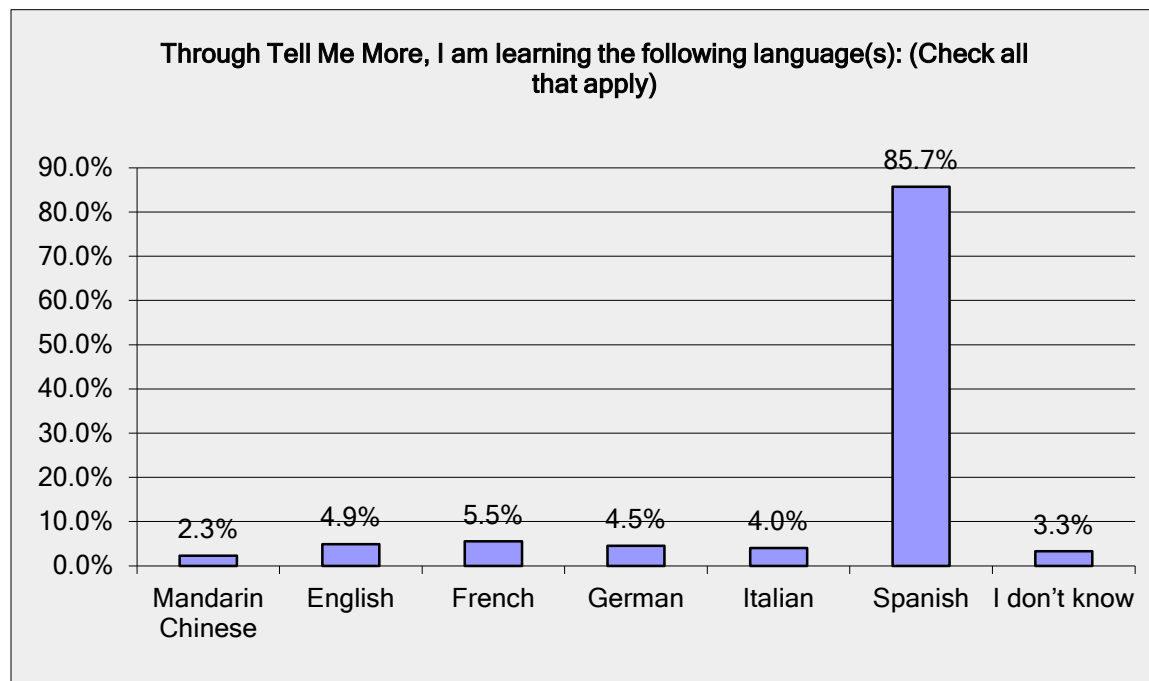


Chart 19

Through Tell Me More, I am learning the following language(s): (Check all that apply)		
Answer Options	Response Percent	Response Count
Mandarin Chinese	2.3%	18
English	4.9%	38
French	5.5%	43
German	4.5%	35
Italian	4.0%	31
Spanish	85.7%	670
I don't know	3.3%	26
<i>answered question</i>		782
<i>skipped question</i>		1208

There were 71.9 percent/562 learners (staff and students) answering the survey question who responded that they use Tell Me More during school. There were 36.8 percent/288 question respondents who indicated that they use Tell Me More during French or Spanish class. There were 17.8 percent/139 question respondents who indicated that they use the program at home. See Graph 20 and Chart 20.

Graph 20

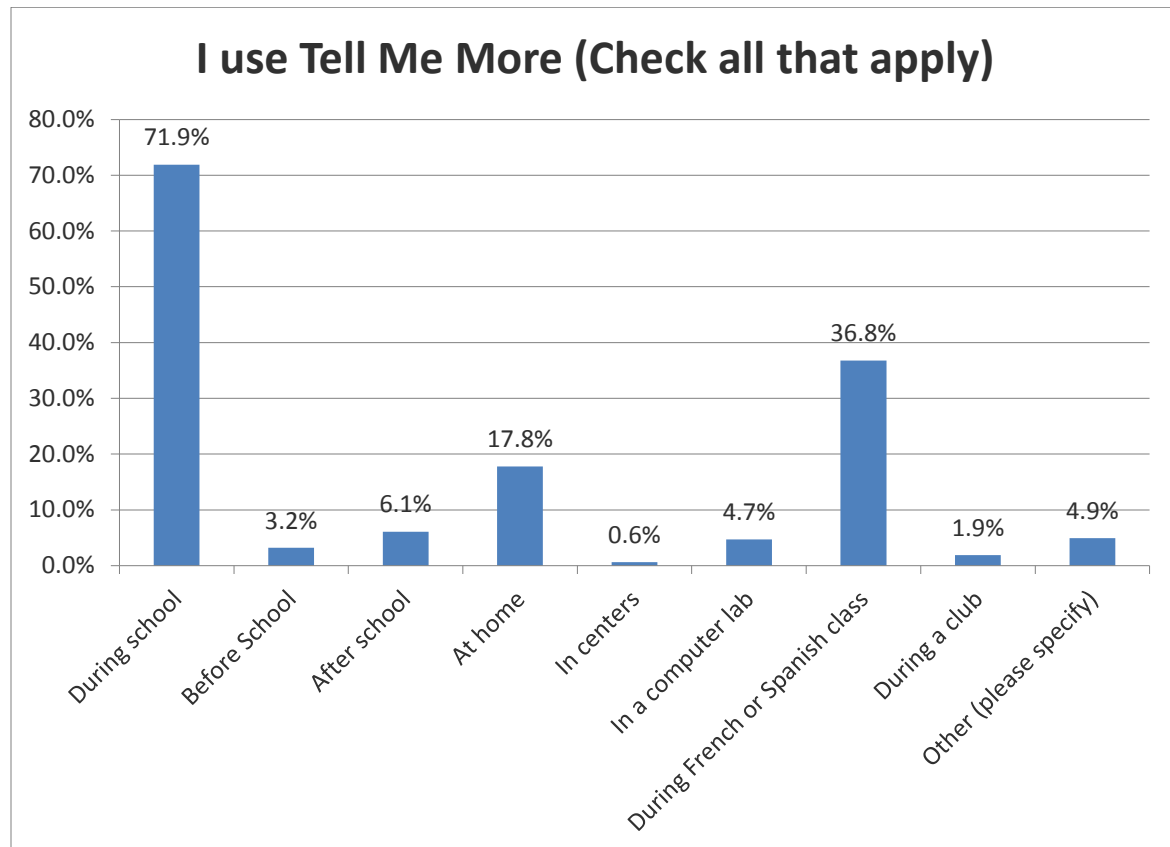


Chart 20

I use Tell Me More (Check all that apply)		
Answer Options	Response Percent	Response Count
During school	71.9%	562
Before School	3.2%	25
After school	6.1%	48
At home	17.8%	139
In centers	0.6%	5
In a computer lab	4.7%	37
During French or Spanish class	36.8%	288
During a club	1.9%	15
Other (please specify)	4.9%	38
answered question		782
skipped question		1208

There were 11.3 percent/88 learners who indicated they strongly agree and 26.3 percent/206 learners who indicated they agree that they enjoy the Tell Me More speaking and pronunciation activities. Combined, this shows that 37.6 percent/294 learners who took the survey question responded favorably to enjoying the Tell Me More speaking and pronunciation activities. See Graph 21 and Chart 21.

Graph 21

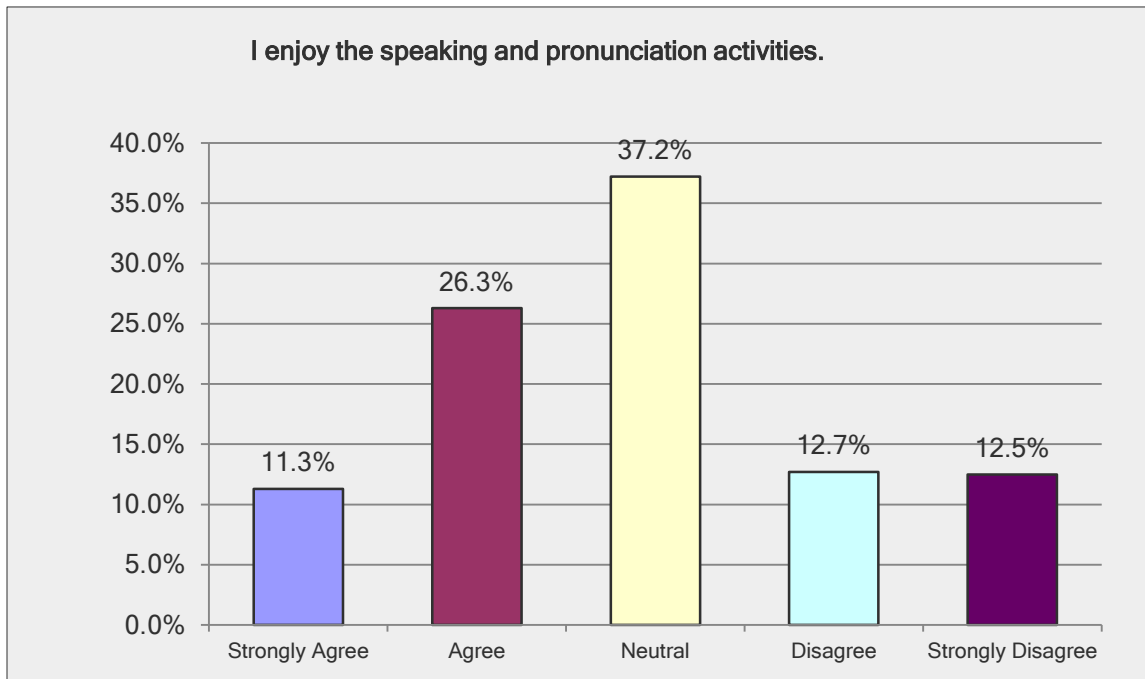


Chart 21

I enjoy the speaking and pronunciation activities.		
Answer Options	Response Percent	Response Count
Strongly Agree	11.3%	88
Agree	26.3%	206
Neutral	37.2%	291
Disagree	12.7%	99
Strongly Disagree	12.5%	98
Comments		120
<i>answered question</i>		782
<i>skipped question</i>		1208

There were 40.2 percent/314 of the survey question respondents who indicated that they were impartial to enjoying the Tell Me More reading activities. See Graph 22 and Chart 22.

Graph 22

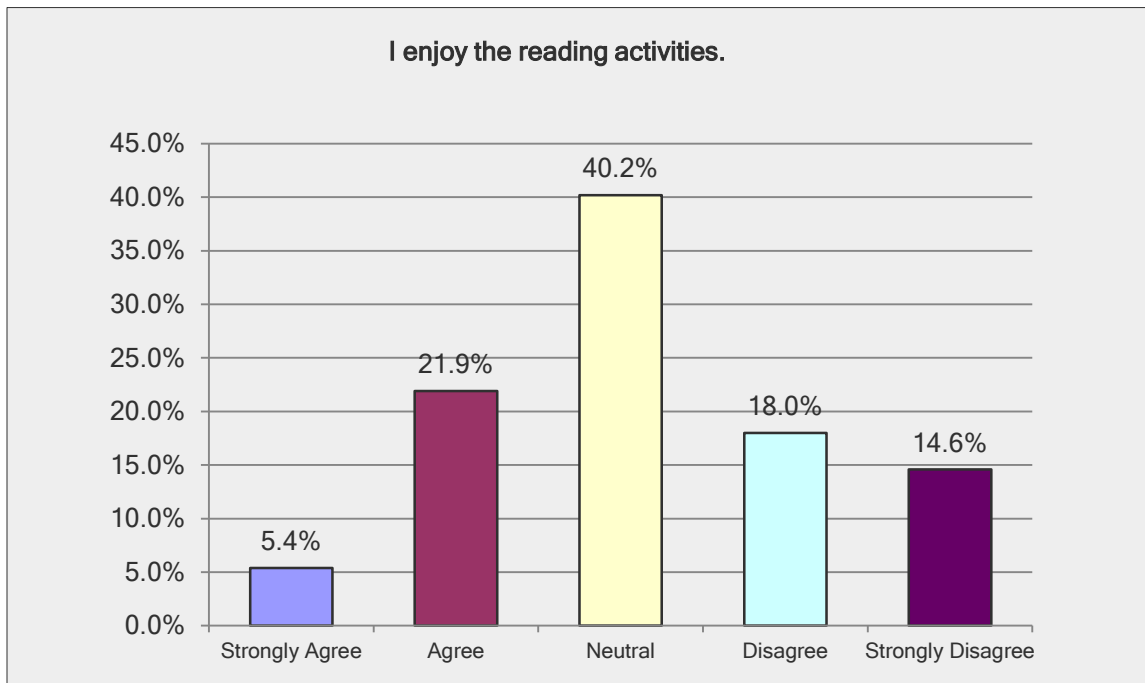


Chart 22

I enjoy the reading activities.		
Answer Options	Response Percent	Response Count
Strongly Agree	5.4%	42
Agree	21.9%	171
Neutral	40.2%	314
Disagree	18.0%	141
Strongly Disagree	14.6%	114
Comments		75
<i>answered question</i>		782
<i>skipped question</i>		1208

There were 19.6 percent/153 learners who indicated they strongly disagree and 23.3 percent/182 learners who indicated they disagree that they enjoy the Tell Me More writing activities. Combined, this shows that 42.9 percent/335 learners who took the survey question responded unfavorably to enjoying the Tell Me More writing activities. See Graph 23 and Chart 23.

Graph 23

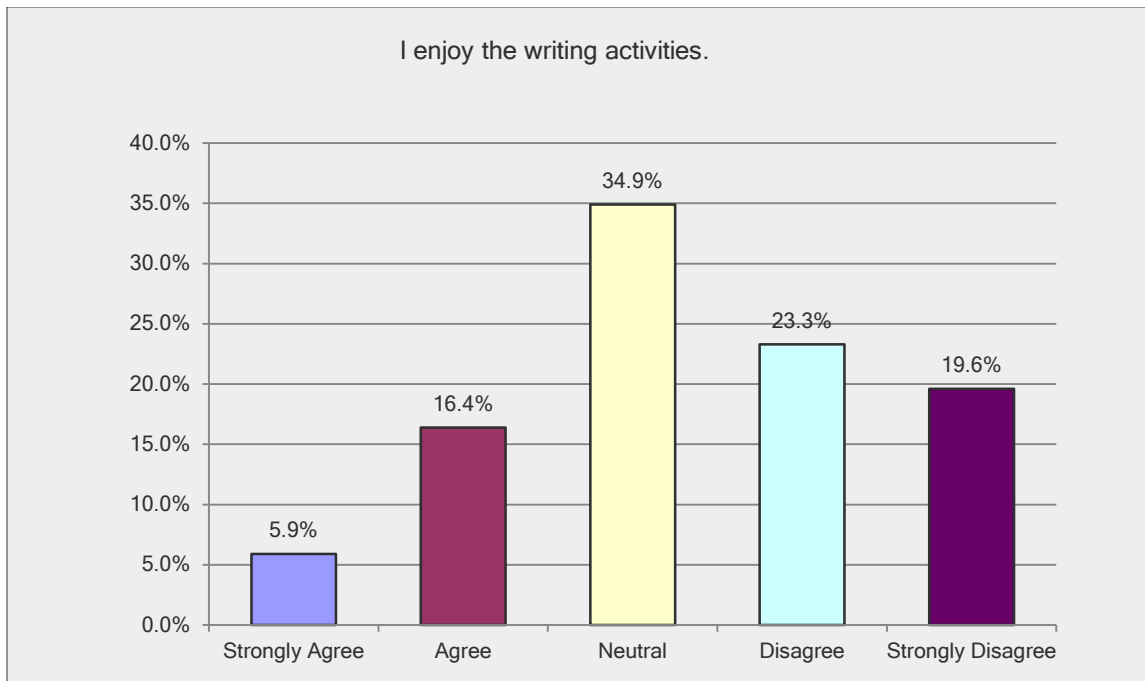


Chart 23

I enjoy the writing activities.		
Answer Options	Response Percent	Response Count
Strongly Agree	5.9%	46
Agree	16.4%	128
Neutral	34.9%	273
Disagree	23.3%	182
Strongly Disagree	19.6%	153
Comments		84
<i>answered question</i>		782
<i>skipped question</i>		1208

There were 34.0 percent/266 learners who indicated they strongly agree and 20.1 percent/157 learners who indicated they agree that Tell Me More is easy to use. Combined, this shows that 54.1 percent/423 learners who took the survey question responded favorably that Tell Me More is easy to use. See Graph 24 and Chart 24.

Graph 24

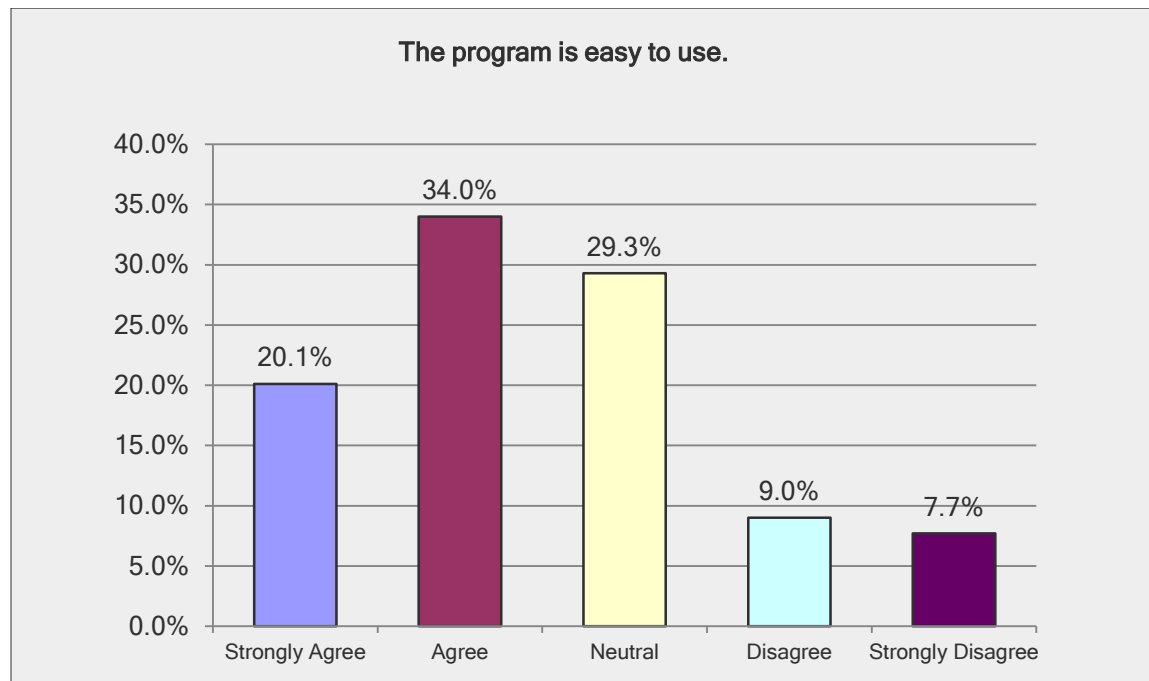


Chart 24

The program is easy to use.		
Answer Options	Response Percent	Response Count
Strongly Agree	20.1%	157
Agree	34.0%	266
Neutral	29.3%	229
Disagree	9.0%	70
Strongly Disagree	7.7%	60
Comments		76
<i>answered question</i>		782
<i>skipped question</i>		1208

There were 14.5 percent/113 learners who indicated they strongly disagree and 23.4 percent/183 learners who indicated they disagree that they track their progress in Tell Me More on a regular basis. Combined this shows that 37.9 percent/296 learners who took the survey question responded unfavorably to tracking their progress in Tell Me More on a regular basis. See Graph 25 and Chart 25.

Graph 25

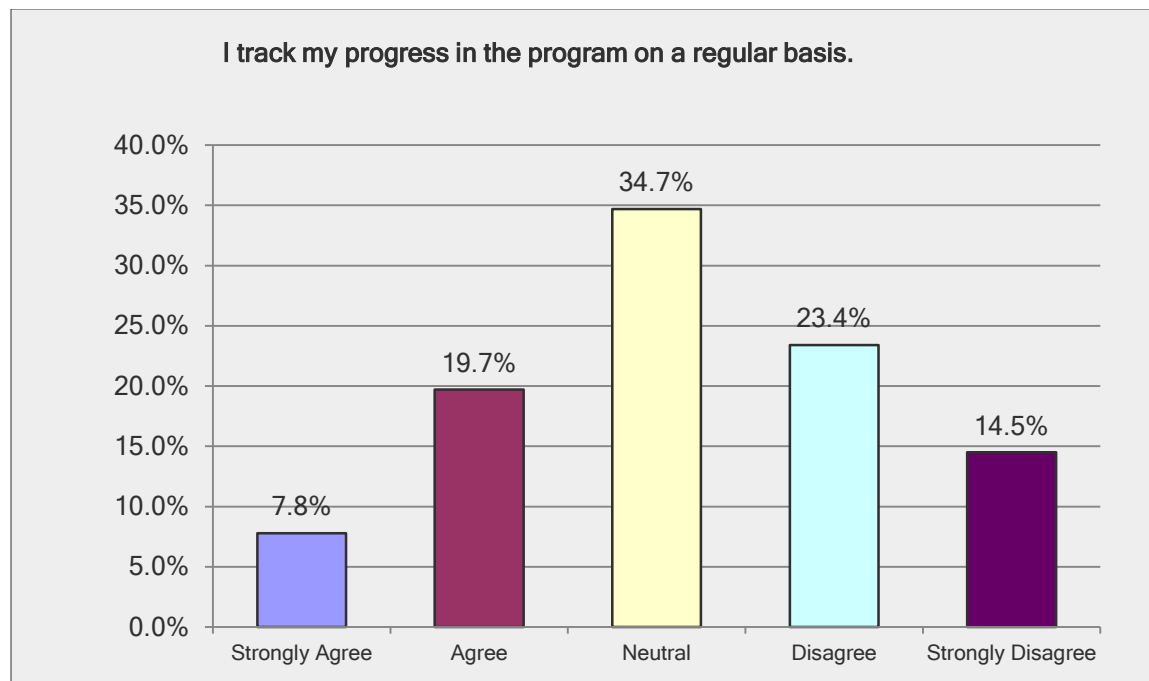


Chart 25

I track my progress in the program on a regular basis.		
Answer Options	Response Percent	Response Count
Strongly Agree	7.8%	61
Agree	19.7%	154
Neutral	34.7%	271
Disagree	23.4%	183
Strongly Disagree	14.5%	113
Comments		47
<i>answered question</i>		782
<i>skipped question</i>		1208

There were 34.7percent/271 learners (staff and students) who participated in the survey question who indicated impartially that using the program is interesting and engaging. Further comments indicated that although the program was engaging, “interesting” was the wrong word to use on the survey. See Graph 26 and Chart 26.

Graph 26

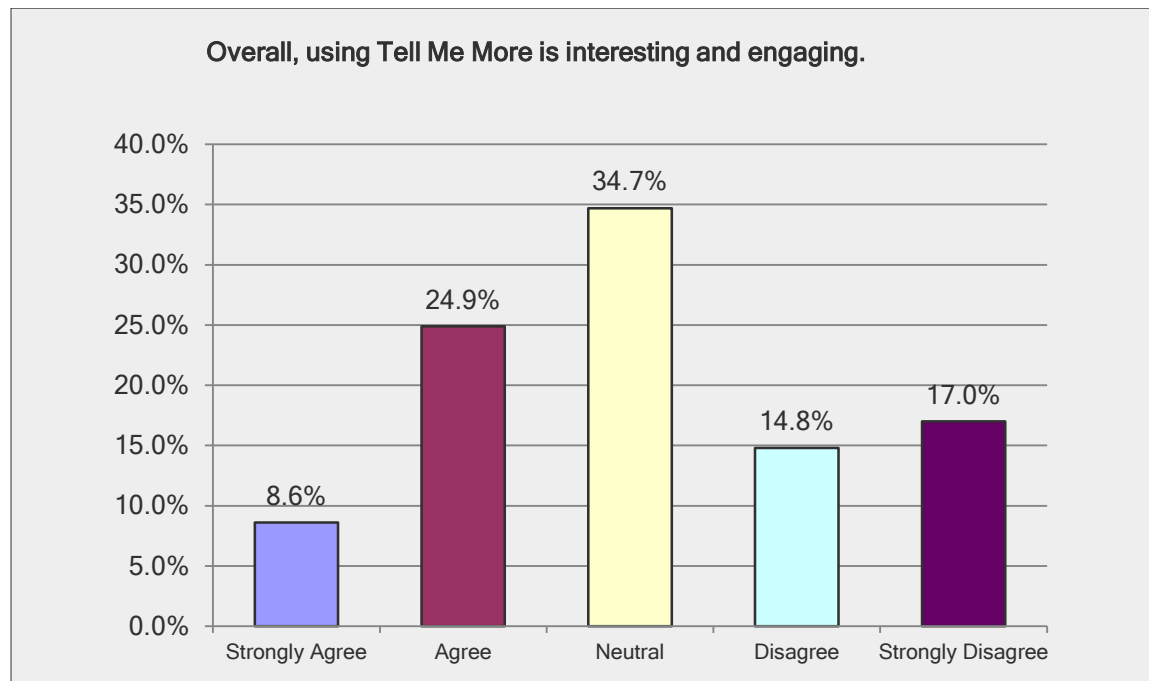


Chart 26

Overall, using Tell Me More is interesting and engaging.		
Answer Options	Response Percent	Response Count
Strongly Agree	8.6%	67
Agree	24.9%	195
Neutral	34.7%	271
Disagree	14.8%	116
Strongly Disagree	17.0%	133
Comments		80
<i>answered question</i>		782
<i>skipped question</i>		1208

Elementary World Language Curriculum

Students progressed through Rosetta Stone at their own pace. Students were given access to Level 1 Rosetta Stone curriculum.

- In Unit 1 students were exposed to language basics, including basic sentences, everyday items, colors, sizes, clothing, and quantities.
- Students progressing to Unit 2 were exposed to greetings and introductions, family relationships, around the house, making acquaintances, and clothing.
- Students progressing to Unit 3 were introduced to work and school, including locations, times of day, senses, body parts, languages, and daily routines.
- Unit 4 focused on shopping, including landmarks, directions, currency, cost, preferences, materials, merchandise, and comparing and contrasting.

Students were given differentiated curriculum based on current grade level, which builds on literacy skill development.

- Kindergarten students engaged in all activities, except for writing, reading, adaptive recall activities, and milestone activities (which are designed as authentic activities that require the use of lesson language). Learners repeated selective activities for reinforcement with core lessons introduced after learners have engaged in selected focused activities. The speech difficulty and score required to complete each type of activity was lowered to ensure student progress.
- First grade students followed the kindergarten curriculum but were introduced to reading activities. The speech difficulty and score required to complete each type of activity was the same as the kindergarten curriculum.

- Second grade curriculum added writing, milestone, and adaptive recall activities. The speech difficulty and score required to complete each activity was slightly increased from the kindergarten and first grade curriculum.
- Third through fifth grade students were given an extended path through the language program. Lessons included listening, reading, speaking, pronunciation, writing, grammar, and vocabulary activities. Students completed milestone and adaptive recall activities. The speech difficulty was the same as the second grade curriculum, and the score required to complete certain activities were increased slightly.

Middle School World Language Curriculum

Students in traditionally-taught world language courses were given access to activities that were correlated to the Level 1 world language curriculum. Teachers were able to assign activities that correlated to the current lesson.

Students using the program independently were given access to the general Tell Me More curriculum. Upon initial entry students were prompted to take a placement test which then suggested the appropriate language level. Students moved through content that ranged from beginning language levels through advanced language levels. The course work was adapted by students depending upon previous language knowledge.

Conclusion

As a result of revising the current world language offerings beginning in the 2012-13 school year, the following occurred:

- The number of students exposed to a world language starting at the kindergarten level increased.
- The online learning opportunities for more students increased.
- The amount of staff that had the opportunity to learn another language independently increased.

- Rosetta Stone and Tell Me More will be providing additional training and development for the 2013-14 school year for online language learning facilitators that will focus on tracking student progress and strategies to increase student learning capacity.

Dr. Michele Hancock
Superintendent of Schools

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

Mrs. Iva Plumley
Coordinator of Language Acquisition Programs

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**Kenosha Unified School District
Kenosha, Wisconsin**

June 11, 2013

HEAD START SEMI-ANNUAL REPORT

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

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

Head Start is housed in 15 locations:

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

Head Start Activities

Head Start activities are based on the components that are the framework for every Head Start Program. The three Head Start Components include: Program Design and Management, Family and Community Partnership, and the Early Childhood Development and Health Services. The activities for January 2013 – April 2013 follow.

PROGRAM DESIGN AND MANAGEMENT

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

Federal Head Start Grant

The 2013-2014 Grant was submitted on March 30, 2013. The Head Start Management Team and Kenosha Unified School District Early Education Director developed the 2013-2014 budgets which were approved by the Policy Council and Kenosha Unified School Board. The following changes will be made to continue to provide quality service to children and families:

- Parent Engagement Specialist (0.5 FTE) position will be added to enhance services for the purpose of strengthening parents' understanding of the value of school as well as providing parents with enhanced skills to support their child's development at home.
- An Instructional Coach (1.0 FTE) will be added to support staff in the areas of education and disabilities.

These changes allow the program to remain within the budget provided and continue to meet Performance Standards. Head Start Policy Council and the School Board approved the Federal Head Start Grant in March 2013.

Head Start Parent, Family, and Community Engagement Framework

Kenosha Unified Head Start Program was the only program in the state of Wisconsin to be invited to participate in a Regional Head Start Workshop titled "*Boosting School Readiness through Effective Family Engagement*" in Chicago, IL on April 10 and 11, 2013. The invitation was a recognition of the quality of community engagement within the KUSD Head Start program.

Federal Review Follow-Up

The Head Start Federal Review occurred in May of 2012. The purpose of this Review was to ensure that the Head Start Performance Standards were being followed and consistently implemented. Three areas were found not to be in compliance and in need of correction. On March 14 and 15, 2013, a follow up review was conducted and the finding

determined that all three areas had been brought into compliance. The specific areas of non-compliance and their resolution are listed below.

Areas of Noncompliance

1. The grantee did not ensure each employee has an initial health examination and screening for tuberculosis.

Resolution:

The Kenosha Unified School District Human Resources Department has implemented a system to document when these materials are received by employees which include Head Start staff. The Head Start Director will monitor the new staff are in compliance by October 15 of each year to ensure this performance standard is met.

2. The grantee entered into an agreement under which costs of a capital lease were charged to Head Start without prior approval of the purchase of the Chavez Learning Station.

Resolution:

The documents submitted have met the criteria outlined in the Head Start Performance Standards. Kenosha Unified School District will file to establish Federal Interest in Chavez at the conclusion of the current lease on July 31, 2013. Documentation of evidence of the establishment of Federal Interest in the Chavez Learning Station will be sent to the Office of Head Start.

3. The grantee did not make available to the public a report disclosing all required information.

Resolution:

An annual report has been designed and has been shared with the Governing Bodies (School Board and Policy Council), has been sent to collaborating partners, is available at school sites, and a notice of its availability is included in monthly parent newsletters and posted on the district website. As part of the Head Start Director's monitoring plan, an annual report will be written by the end of September of each year.

FAMILY AND COMMUNITY PARTNERSHIP

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

Kenosha Community Health Center

Head Start's community partner for health and dental services is the Kenosha Community Health Center (KCHC). Collaboration with KCHC and the School Based Health Clinic at the Chavez Learning Station continue. A slight decrease in the number of completed health and dental exams is noted from April 2012 to April 2013. This is due to annual exams that expired at the beginning of the 2013 year.

	April 2012	April 2013
Completed Health Checks	98 percent	87 percent
Completed Dental Checks	96 percent	93 percent

Long-term goal—Secure resources to support learning.

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

By June 2013, 95 percent of enrolled families will complete a family partnership. (In March 2013, 97 percent of enrolled families had done this.)

EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES

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

Health Services Goals

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

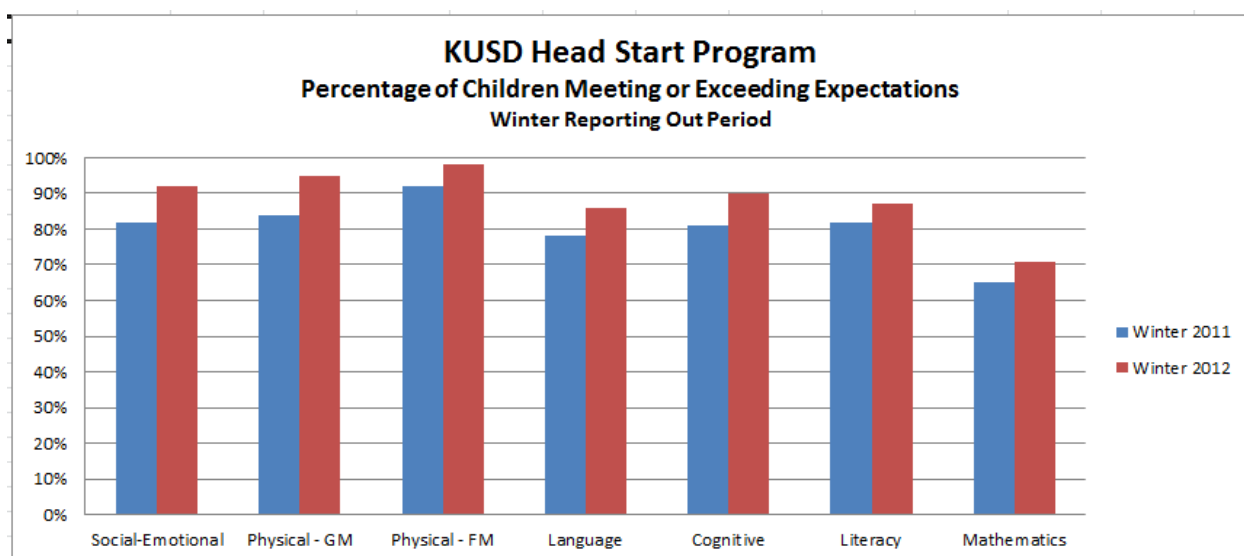
Early Childhood Goals

- Long-term goal—Improve student achievement.
- Short-term goal—Children will increase abilities to comprehend and use language. (Head Start domain: language and literacy)
 - By June 2013, 98 percent of enrolled children will meet language/literacy expectations. (A March 2013 review of progress indicates 86 percent of children meet language/literacy expectations.)

- By June 2013, 95 percent of enrolled English Language learners will meet language/literacy expectations. (A March 2013 review of progress indicates 86 percent of English Language learners have met language/literacy expectations.)
- By June 2013, 97 percent of enrolled children will meet cognitive expectations. (A March 2013 review of progress indicates that 90 percent of children meet cognitive expectations.)
- By June 2013, 90 percent of enrolled children will meet mathematic expectations. (A March 2013 review of progress indicates that 71 percent of children meet mathematic expectations.)
- Long-term goal—Expand collaborative partnerships with families, community, and industry.
- Short-term goal—Children will engage in healthy relationships and interactions with adults and peers. (Head Start domain: social emotional)
 - By June 2013, 90 percent of enrolled children will meet social-emotional expectations. (A March 2013 review of progress indicates that 92 percent of children meet social-emotional expectations.)

Student Outcomes

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



HEAD START PROGRAM		
	Winter 2011	Winter 2012
Social-emotional	82%	92%
Physical—gross motor	84%	95%
Physical—fine motor	92%	98%
Language	78%	86%
Cognitive	81%	90%
Literacy	82%	87%
Mathematics	65%	71%

Student outcome data for winter 2012 exceeded student outcome data from winter 2011 in all areas.

Parent Activities

Head Start-sponsored informational meetings, activities, and trainings for parents provided from January 2013 through May 2013 included:

- Eating Smart and Being Active - A seven-session training presented by the Racine-Kenosha Nutrition Education Program
- English Language Learning Civic - Sponsored by the Kenosha Literacy Council weekly and available to families interested in learning English and/or community resources
- Kindergarten Transition Meeting - Offered to parents to explain the information on the expectation and registration process for kindergarten
- Successful Fathering Program - A six-session training presented by Kenosha Unified School District
- Understanding How Children Learn – A six-session training presented by Prevention Services Network
- Wisconsin Model Early Learning Standards – A three-session training presented by Kenosha Unified School District
- Turn the Town Blue – Prevent Child Abuse and Neglect – This community event was sponsored by Chavez Learning Station/Head Start

Informational

This is the six-month informational update of the progress of the Kenosha Unified School District Head Start Child Development Program.

Dr. Michele Hancock
Superintendent of Schools

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

Ms. Belinda Grantham
Director of Early Education

Ms. Kim Kurklis, Interim Principal
Chavez Learning Station