



MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

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

November 13, 2012

5:30 P.M. – Planning/Facilities/Equipment
5:45 P.M. – Joint Planning/Facilities/Equipment &
Personnel/Policy
6:05 P.M. – Personnel/Policy
6:30 P.M. – Joint Personnel/Policy &
Curriculum/Program
6:50 P.M. – Curriculum/Program
7:30 P.M. – Audit/Budget/Finance

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



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

- A) Approval of Minutes – September 11, 2012 Pages 1-2
- B) Information Items
 - 1) Utility Budget & Energy Savings Program Update.....Page 3-4
- C) Future Agenda Items
- D) Adjournment

**JOINT PLANNING/FACILITIES/EQUIPMENT & PERSONNEL/POLICY – 5:45 P.M.
or Immediately Following Conclusion of Preceding Meeting**

- A) Policy and Rule 1330 Facilities Use and Policy 1331
Classification of Groups Using School District Facilities Pages 5-13
- B) Adjournment

**PERSONNEL/POLICY – 6:05 P.M. or Immediately Following Conclusion of
Preceding Committee Meeting**

- A) Approval of Minutes – October 9, 2012 Pages 14-15
- B) Information Items
 - 1) KUSD Enrollment (STEPS Grades PS-5) Report
2012-2013 As of 10/24/12 Pages 16-25
 - 2) Recommendations Concerning Appointments, Leaves
of Absence, Retirements and Resignations..... Page 26
- C) Future Agenda Items
- D) Adjournment

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

- A) Instructional Program Mission and Beliefs Policy 6110 Pages 27-31
- B) Adjournment

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

- A) Approval of Minutes – October 9, 2012 Curriculum/Program
and Joint Audit/Budget/Finance & Curriculum/Program Pages 32-34
- B) Four-Year Graduation Rate – Cohort Analysis Pages 35-38
- C) Information Item
 - 1) Summary on New DPI School Report Cards Pages 39-40
 - 2) Update on Grade 8 Algebra Pages 41-42
 - 3) Asynchronous Learning Days Pages 43-115
- D) Future Agenda Items
- E) Adjournment

**AUDIT/BUDGET/FINANCE – 7:30 P.M. or Immediately Following Conclusion of
Preceding Committee Meeting**

- A) Approval of Minutes – September 11, 2012 &
October 9, 2012 Audit/Budget/Finance &
October 9, 2012 Joint Audit/Budget/Finance
& Curriculum/Program Pages 116-120
- B) Waiver of Policy 1330 – Use of District Facilities Pages 121-122

C) Information Items

- 1) Monthly Financial Reports..... Pages 123-165
- 2) Monthly Financial Statements Pages 166-179
- 3) Other Post Employment Benefit Actuary Study Pages 180-205

D) Future Agenda Items

E) Adjournment

There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.

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KENOSHA UNIFIED SCHOOL BOARD
PLANNING/FACILITIES/EQUIPMENT MEETING
Educational Support Center – Room 110
September 11, 2012
MINUTES

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Mr. Nuzzo was called to order at 5:37 P.M. with the following Committee members present: Ms. Stevens, Mr. Valeri, Ms. Bothe, Ms. Dahl, and Mr. Nuzzo. Dr. Hancock was also present. Mr. Bryan arrived later. Ms. Kirkwood and Mr. Zielinski were excused. Ms. Iqbal was absent.

Introductions were made and it was noted that new members had been appointed to the Committee but were not present.

Approval of Minutes – March 13, 2012 and May 8, 2012 Meetings

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

Information Items

Mr. Patrick Finnemore, Director of Facilities, presented the Summer Project Summary as contained in the agenda which included the closing of three leased school locations (former locations for Brompton, Harborside, and Paideia), relocation of the Infant Lab and SAPAR Program to Indian Trail, the new Brompton location at Vernon, the new Harborside (Paideia) location at Reuther, modification to the commons at Indian Trail, the emergency generator replacement at Bradford, the new electrical service at Bose, masonry repairs at KTEC, the air conditioning of classrooms in the west wing at Wilson, and the new gym lighting at EBSOLA.

Mr. Bryan arrived at 5:42 P.M. and chaired the remainder of the meeting.

Mr. Finnemore presented the Tremper Baseball Dugout Project and Athletic Facilities Update as contained in the agenda. He noted the various improvements to athletic facilities at the high schools provided in the agenda and indicated that the newest project to be funded completely by donations is the development of a varsity baseball field at Tremper. The dugouts will be completed in the fall and it is anticipated that Tremper will be playing their home games on the school campus next spring. Mr. Finnemore noted that the replacement of the bleacher system at Ameche Field, the replacement of the track at Tremper, and a football/soccer/track stadium at Bradford are the remaining projects that need to be studied in detail and weighed against other needs in the District in the future.

Mr. Finnemore presented and answered questions related to the Utility Budget & Energy Savings Program Update. He noted that KTEC's higher usage was due to the summer masonry repairs that took place.

Future Agenda Items

Mr. Finnemore indicated that changes in Facility related policies and a space utilization study will be brought forward for review.

Meeting adjourned at 6:05 P.M.

Stacy Schroeder Busby
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

November 13, 2012

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 for the month of September. Through last month's report we were including the savings generated during the summer months. Beginning this month, to be consistent with the reports provided in prior years, we are only including the traditional school calendar months, so this report covers the first month of the school year.

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 \$4,990 less on natural gas this year as compared to last year.
- We have spent \$40,458 less on electricity this year as compared to last year.
- We have spent 18% of the overall utility budget as compared to 19% last year at this time.

Operational Energy Program Update:

The following is a brief summary of the amount of energy saved in September. Please see the attachment for energy savings by school:

	2012-13	2011-12
Electricity Saved (KWh)	986,773	938,828
Gas Saved (Therms)	22,281	23,563
Dollars Saved	\$100,005	\$95,812

Dr. Michele Hancock
Superintendent of Schools

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

Mr. John Allen
Distribution and Utilities Manager

Mr. Kevin Christoun
Maintenance Supervisor

Monthly Energy Tracking Summary

UTILITY INFORMATION

Energy Tracking: September 2012 Through June 2013

End of FY - 2013 - 06		Current Month: 2012 - 09															
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		242,507	786	2,565	\$29,446	321,316	922	4,728	\$38,290	78,809	136	2,163	\$8,844	23.1%	300,401	70.7	63.2
Hillcrest H		6,560	-	29	\$908	7,804	-	318	\$1,205	1,244	0	289	\$297	24.6%	22,405	60.0	65.0
Indian Trail H		300,000	1,232	495	\$38,661	496,320	1,646	1,687	\$59,412	196,320	414	1,192	\$20,751	34.9%	408,519	53.7	44.9
Lakeview H		31,040	189	58	\$4,837	77,552	206	200	\$8,272	46,512	17	142	\$3,435	41.5%	40,000	56.7	40.2
Reuther H		94,020	494	3,647	\$16,025	135,201	611	5,502	\$21,390	41,181	117	1,855	\$5,365	25.1%	143,366	91.2	79.7
Tremper H		181,030	560	2,931	\$21,123	263,663	620	4,115	\$27,762	82,633	60	1,184	\$6,639	23.9%	313,802	75.4	68.5
HS Subtotal:		855,157	3,260	9,725	\$111,000	1,301,856	4,005	16,550	\$156,331	446,699	745	6,825	\$45,331	29.0%			
Bullen M		47,491	195	354	\$6,498	92,203	237	832	\$10,112	44,712	42	478	\$3,614	35.7%	121,962	57.4	48.1
Lance M		40,023	180	291	\$5,634	48,331	194	885	\$6,694	8,308	14	594	\$1,060	15.8%	137,290	48.7	46.0
Lincoln M		109,146	580	361	\$15,584	139,104	459	1,915	\$17,003	29,958	(121)	1,554	\$1,419	8.3%	134,038	70.2	61.4
Mahone M		134,400	678	3,041	\$20,748	173,593	724	2,556	\$23,681	39,193	46	(485)	\$2,933	12.4%	175,053	61.1	57.1
McKinley M		12,300	30	247	\$1,876	67,548	213	792	\$8,476	55,248	183	545	\$6,601	77.9%	101,622	65.7	71.7
Washington M		35,712	153	64	\$4,902	57,666	205	487	\$7,349	21,954	52	423	\$2,447	33.3%	99,643	59.9	54.6
MS Subtotal:		379,072	1,815	4,358	\$55,241	578,445	2,032	7,467	\$73,315	199,373	217	3,109	\$18,074	24.7%			
Bain E		65,400	402	825	\$10,627	102,588	485	3,108	\$15,416	37,188	83	2,283	\$4,789	31.1%	126,900	35.3	33.0
Bose E		16,800	78	86	\$2,373	29,749	92	535	\$3,970	12,949	14	449	\$1,597	40.2%	45,109	65.0	63.6
Brass E		42,720	252	70	\$6,546	51,164	270	851	\$7,774	8,444	18	781	\$1,228	15.8%	72,887	46.9	44.6
Dimensions E		7,014	-	25	\$990	7,327	-	32	\$1,038	313	0	7	\$48	4.7%	30,509	49.0	56.4
Forest Park E		15,009	70	57	\$2,273	19,530	63	288	\$2,809	4,521	(7)	231	\$536	19.1%	53,830	78.5	84.1
Frank E		61,460	354	61	\$9,304	89,212	302	243	\$10,684	27,752	(51)	182	\$1,380	12.9%	82,956	51.0	50.0
Grant E		12,240	53	66	\$1,713	15,599	61	599	\$2,378	3,359	8	533	\$665	28.0%	43,040	75.8	72.5
Grewenow E		13,440	55	46	\$1,819	21,798	68	185	\$2,822	8,358	12	139	\$1,004	35.6%	49,230	75.7	75.0
Harvey E		12,311	58	3	\$1,723	21,636	75	378	\$2,979	9,325	17	375	\$1,255	42.1%	47,980	74.3	76.6
Jefferson E		13,854	49	53	\$1,942	21,065	59	514	\$3,031	7,211	9	461	\$1,089	35.9%	49,528	72.0	59.2
Jeffery E		13,211	76	119	\$1,975	27,794	91	362	\$3,665	14,583	15	243	\$1,689	46.1%	45,209	56.0	54.4
Ktech (Lincoln)		17,200	83	61	\$2,377	15,213	66	40	\$2,119	(1,987)	(17)	(21)	(\$258)	-12.2%	43,390	17.7	17.8
McKinley E		13,440	58	113	\$1,902	17,225	60	346	\$2,442	3,785	1	233	\$540	22.1%	35,085	68.8	63.3
Nash E		43,680	221	124	\$6,464	60,145	295	1,724	\$8,977	16,465	74	1,600	\$2,513	28.0%	73,636	64.2	50.6
Pleasant Prairie E		63,840	230	154	\$7,691	72,919	230	174	\$8,330	9,079	(1)	20	\$640	7.7%	73,306	44.4	52.8
Prairie Lane E		22,650	117	59	\$3,214	36,519	124	31	\$4,747	13,869	7	(28)	\$1,534	32.3%	65,778	42.1	40.2
Roosevelt E		14,520	60	86	\$2,021	18,242	70	223	\$2,518	3,722	10	137	\$498	19.8%	47,994	68.9	63.2
Somers E		36,320	146	124	\$4,560	51,531	164	315	\$6,070	15,211	19	191	\$1,511	24.9%	69,100	51.3	48.9
Southport E		19,200	131	30	\$2,897	31,000	128	104	\$4,106	11,800	(3)	74	\$1,209	29.4%	53,200	55.8	49.7
Stocker E		47,200	141	125	\$5,382	72,348	270	235	\$8,732	25,148	129	110	\$3,350	38.4%	80,621	38.5	33.6
Strange E		24,240	89	143	\$3,216	31,810	100	144	\$4,007	7,570	10	1	\$791	19.7%	57,192	41.5	36.4
Vernon E		30,892	138	717	\$4,544	40,584	154	2,562	\$6,256	9,692	16	1,845	\$1,712	27.4%	88,280	93.3	82.6
Whittier E		36,000	185	57	\$5,251	63,926	-	310	\$4,779	27,926	(185)	253	(\$472)	-9.9%	63,888	50.6	39.6
Wilson E		12,160	61	1	\$1,759	19,607	74	318	\$2,723	7,447	12	317	\$964	35.4%	38,200	70.6	71.7
ELEM Subtotal:		654,801	3,109	3,205	\$92,563	938,531	3,299	13,621	\$122,373	283,730	190	10,416	\$29,810	24.4%			
Cesar Chavez		12,760	66	5	\$1,950	18,724	77	31	\$2,590	5,964	12	26	\$641	24.7%	20,500	63.6	60.8
ESC		118,800	347	532	\$12,978	169,389	466	2,369	\$18,696	50,589	119	1,837	\$5,718	30.6%	128,000	72.3	63.0
Recreation		8,452	56	44	\$1,340	8,870	61	112	\$1,772	418	5	68	\$432	24.4%	13,090	68.1	65.7
Other Subtotal:		140,012	469	581	\$16,268	196,983	605	2,512	\$23,058	56,971	136	1,931	\$6,791	29.4%			
Totals:		2,029,042	8,653	17,869	\$275,072	3,015,815	9,941	40,150	\$375,078	986,773	1,287	22,281	\$100,005	26.7%			

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

November 13, 2012

Joint Planning/Facilities/Equipment & Personnel/Policy Standing Committee

**Policy and Rule 1330 Facilities Use and Policy 1331 Classification of Groups
Using School District Facilities**

Each year, a number of not-for-profit agencies request a waiver of fees for the use of district facilities. The current approval process requires that a waiver request be submitted to the Board of Education for consideration and approval. This process is cumbersome and more often than not the request is approved at the recommendation of the administration.

To streamline the process, the administration is recommending that the Director of Facilities and/or the Building Principal approve all waiver requests. In the event a waiver is denied, the party may appeal to the Executive Director of Business Services for consideration. If it is not resolved at that level, the requester may appeal to the Board of Education for a final decision.

Administrative Recommendation:

Administration recommends that the Planning/Facilities/Equipment & Personnel/Policy Standing Committees forward the revisions to Policies and Rules 1330 - Facilities Use and 1331 - Classification of Groups Using School District Facilities as well as the outlined approval process to the Board of Education for approval as a first and second reading at the November 27, 2012 and December 18, 2012 regular school board meetings.

Dr. Michele Hancock
Superintendent of Schools

Sheronda Glass
Executive Director
Business Services

Patrick Finnemore
Director of Facilities

POLICY 1330
FACILITIES USE

Schools are an integral part of the community in terms of its intellectual and social expression and development. To this end, the District encourages the use of District facilities (including grounds) by the community under conditions prescribed or permitted by law and in accordance with adopted policies, rules and procedures of the School Board.

It is the intent of the Board to encourage and prioritize use of the District's facilities by School Activity Groups, Recreation Department Sponsored Groups, School Related Activity Groups, Non-Curriculum Related Student Groups, Community Groups, and Community Groups operating as nonprofit organizations when the facilities are available and upon specific request. It is the intent of the Board to allow the use of District facilities by for-profit and other groups on a limited basis.

The primary use of District facilities is for District activities including curricular, extracurricular and recreational activities. School facilities are generally not available for community use during regularly scheduled school hours or when otherwise in use for District activities.

Authorization for use of District facilities shall not be construed as an endorsement of or approval of any group or organization, nor the purpose it represents. Furthermore, such authorization shall not be construed to allow the permanent institutionalization of community groups or organizations within District facilities.

The Board retains the right to deny use of District facilities and shall be the final authority in all cases. Uses of District facilities for the following shall be strictly prohibited: (1) usage for obscene, pornographic, lewd, vulgar or indecent purposes; and (2) usage that will likely cause substantial disruption or materially interfere with the proper and orderly operation and discipline of the District's schools.

The District's **Executive Director of Business Services**, Director of Facilities Services/~~designee~~ or **Building Principal** is authorized to approve/deny and schedule the use of District facilities in accordance with Board policies, rules and procedures. **If the request for use is deny, the requesting party may appeal to the Board of Education for approval.**

LEGAL REF.: Wisconsin Statutes

- Sections 120.12(1) [Board duty; care, control and management of school property]
- 120.12(9) [Board duty; use for discussion of public questions]
- 120.125 [Use for before and after-school child care programs]
- 120.12(17) [Board power; temporary use of school property and authority to charge use fees]
- 120.13(19) [Board power; use for community education programs]
- 120.13(21) [Board power; use for educational lectures]
- 120.13(35) [Board power; presence of persons in school buildings]

Wisconsin Administrative Code

HSS 172.05 [Swimming pool staffing rules]

Equal Access Act [Access to school facilities by non-curriculum related student groups]

Boy Scouts of America Equal Access Act [Access to school facilities by Boy Scouts and other designated youth groups]

CROSS REF.: 1310, Tobacco Use **on School Premises**
1331, Classification of Groups Using School District Facilities

POLICY 1330
FACILITIES USE
Page 2

- ~~1332, Emergency Use of School Buildings~~
- 1333, **Facilities Charges for Use of District Facilities**
- 1350, ~~Equipment Use of District Facilities~~ by Community Groups
- 1600, **School** Visitors
- 1812, Relations with Parent-Teacher Organizations
- 3600, School Safety
- 3622, Access to School Buildings and Grounds
- ~~5143.1, Access to School Buildings~~
- 5436, Weapons
- 6570, Before and/or After-School Child Care Programs

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: May 28, 1991
May 27, 2003
December 19, 2006

RULE 1330
FACILITIES USE

The following rules govern the use of District facilities (including grounds) by all organizations and individuals. Violation of these rules may result in revocation of approval, denial of future applications for "Permit for Use of School Property," and/or legal action.

1. No organization or individual shall be permitted to use District facilities when such use interferes with the use of the property for school purposes or school related functions. The determination of whether a requested use interferes with use of the facilities for school purposes or school related functions shall be made by the building principal (where applicable) and the District's Director of Facilities Services/designee.
2. Requests for use of District facilities shall be initiated by the sponsoring person or organization by obtaining a "Permit for Use of School Property" form from the building to be used.
3. Applicants shall complete the Permit for Use of School Property form and return it to the requested school at least two weeks (~~four weeks for the Reuther facilities~~) in advance of the proposed date(s) of use. A \$20.00 processing fee will be collected from all non-school related organizations at the time the permit is submitted. In the event the permit is denied, the \$20.00 fee will be returned to the applicant. The requested school will then forward the approved/denied form to the Facilities Office. All participating organizations or groups must be listed on the form.
4. All requests must be reviewed by and are subject to the approval of the Director of Facilities Services/designee and building principal (where applicable).
- ~~5. All permits for use of the Reuther auditorium, gym, and pool are subject to the approval of the Reuther Advisory Board.~~
56. Agreements for use of District facilities must be signed by all responsible applicants.
67. Applicants and users must follow all policies, rules and procedures of the District, local ordinances, and Wisconsin Statutes governing the use of public school facilities.
78. Applicants are responsible for any applicable fees and costs associated with their rental of District facilities in accordance with District Policies 1331 and 1333. Such fees and costs must be paid within 30 days of the billing or shall be subject to the accrual of interest at a rate of twelve percent (12%) per annum.
89. If additional services are required, the applicant must make separate arrangements with the Director of Facilities Services/designee. Such additional services may subject the applicant to additional fees or charges as determined by the Director of Facilities Services/designee.
940. Approved applicants shall not sublet or otherwise transfer their approved usage of District facilities to other persons, entities or organizations.
104. Approved applicants shall be responsible for any damage or loss to District property resulting from their usage and shall reimburse the District for all such damage or loss immediately upon receipt of a written demand for payment from the District.
112. District facilities are to be used only for the purpose and in the areas identified in the rental agreement with the District.
123. Organizations advertising or announcing programs to be held on District property shall identify their sponsorship in any advertisements or announcements of such programs.
134. Applicants will save and hold the District and the District's employees and agents harmless from and against any losses, damages, liability, or expenses (including reasonable attorneys' fees) resulting from, claimed by or against, or incurred by the District, arising from any injury to any person or loss of or damage to any property, to the extent caused by or resulting from any negligence or willful acts or omissions of the applicant or the applicant's use of the District's property and facilities, except to the extent of the negligence or willful conduct of the District or its employees, agents, and invitees.

RULE 1330
FACILITIES USE
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- ~~15.~~ **14.**As determined by the Director of Facilities Services/designee, liability insurance coverage may be required of an applicant. When requested, a Certificate of Insurance, in a form acceptable to the Facilities Department, must be attached to the rental agreement upon signing. The minimum acceptable policy limit is \$1,000,000.00 and the District must be named as an additional insured covered by the policy.
- ~~16.~~ **15.**All cancellations must be made at least five (5) business days in advance of the intended use to either the Facilities Services office or at the applicable building location. The rental cost will be assessed for failure to cancel an approved rental.
- ~~17.~~ **16.**There is a one-hour MINIMUM usage per rental.
- ~~18.~~ **17.**All applicants shall be responsible for the conduct and control of any patrons, participants or invitees and must provide sufficient supervision to satisfy the **Building Principal and/or** Director of Facilities Services/designee that the event will be adequately controlled.
- ~~19.~~ **18.**The District is not responsible for any personal items of the applicant or other persons using the facilities that are lost, stolen or broken.
- ~~20.~~ **19.**The applicant and users of District facilities must follow and enforce all state and local laws governing fire prevention and safety.
- ~~21.~~ **20.**Use of District facilities is contingent upon the availability of custodial services and other necessary services.
- ~~22.~~ **21.**The possession and use of tobacco products, alcoholic beverages, intoxicants or illegal controlled substances on District property is strictly prohibited.
- ~~23.~~ **22.**Gambling of any kind is prohibited.
- ~~24.~~ **23.**Disorderly conduct is prohibited.
- ~~25.~~ **24.**The use of power driven recreational apparatuses such as snowmobiles, go-carts, mini-bikes, miniature airplanes, and self-propelled modes of transportation such as bicycles, skateboards, roller skates, roller blades and scooters shall not be permitted on District property without the express consent of the Director of Facilities Services/designee. This excludes any electronic, battery operated or mechanical transportation aid for individuals with physical disabilities.
- ~~26.~~ **25.**Practice for the improvement of golf skills, including the swinging of golf clubs or hitting of golf balls, is not permitted on District property.
- ~~27.~~ **26.**Use of an open flame on District property is strictly prohibited.
- ~~28.~~ **27.**The District reserves the right to remove any individual or organization from District facilities for violation of District policies or rules.
- ~~29.~~ **28.**Any individual or organization failing to conduct their usage consistent with District policies, rules and procedures may be denied subsequent rental.
- ~~30.~~ **29.**All conditions or situations not covered by these rules shall be handled on a case-by-case basis by the District and the Director of Facilities Services/designee.
- ~~31.~~ **30.**District facilities shall be open to inspection, at all times, by authorized representatives of the School Board.
- ~~32.~~ **31.**Approval may be denied if the intended use is contrary to District policy, conflicts with use of the property for school purposes, or may result in danger to others or District property.
- ~~33.~~ **32.**Lifeguards must be chosen from the Recreation Department's approved list, paid by the user, and must be on duty anytime that the pool is rented. State law and regulations shall be followed when staffing the pool.

POLICY 1331

CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

Permitted usage and availability of District facilities shall be determined by classification of the group requesting use of the facility. Charges for use of District facilities, including rental and custodial costs, shall vary in accordance with such classification.

The Director of Facilities Services **or designee** will categorize groups eligible to use District facilities under one of the seven classifications defined below. District facilities shall be made available to eligible groups in the following order, as space and priority allow:

1. School Activity Groups
2. Recreation Department Sponsored Groups
3. School Related Activity Groups
4. Non-Curriculum Related Student Groups
5. Kenosha Unified Community Youth Groups
6. Kenosha Unified Community Groups
7. For-Profit and Other Groups

Classification of groups using District facilities shall be as follows:

1. School Activity Groups
School Activity Groups are those groups that are directly related to a District educational program or extracurricular program sponsored by the District, including academic, athletic, cultural and social group activities. (e.g., drama clubs and cheerleading)

School Activity Groups will be permitted to use District facilities during non-school hours, with the permission of the **Building Principal or** Director of Facilities Services, and when such use does not interfere with District purposes. The District will cover the rental cost. The actual custodial cost beyond the normal custodial working hours will be charged to the appropriate school account.

2. Recreation Department Sponsored Groups
Recreation Department Sponsored Groups are those groups or programs that are directly sponsored and administered by the District's Recreation Department.

Recreation Department Sponsored Groups will be allowed to use District facilities for any lawful purpose that promotes the recreation and physical fitness of the District's residents and students. (e.g., senior citizens and summer recreation)

Recreation Department Sponsored Groups will be permitted to use District facilities during non-school hours with the permission of the **Coordinator of Athletics/Physical Education and/or** Director of Facilities Services, and when such use does not interfere with District purposes or by School Activity Groups. The District will cover the rental cost. The actual custodial cost beyond the normal custodial working hours will be charged to the Recreation Department.

3. School Related Activity Groups
School Related Activity Groups are those groups not under direct sponsorship of the school or District, but related to the schools in that they are organized for the sole purpose of supporting the District's schools and improving District education. (e.g., parent-teacher and parent booster groups)

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CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

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School Related Activity Groups will be permitted to use District facilities during non-school hours with the permission of the **Building Principal and/or** Director of Facilities Services, and when such use does not interfere with District purposes, or use by School Activity Groups or Recreation Department Sponsored Groups. The District will cover the rental cost. The actual custodial cost beyond the regular custodial working hours will be charged to the School Related Activity Group.

4. Non-Curriculum Related Student Groups

Non-Curriculum Related Student Groups have the following characteristics:

- a. The group is comprised of District students.
- b. The subject matter of the group is not actually taught, or will not soon be taught, as a regularly offered course of the school.
- c. The subject matter of the group does not concern the body of courses as a whole.
- d. Participation in the group is not required for a particular course.
- e. Participation in the group does not result in academic credit.
- f. Group meetings are not directed, controlled, conducted or regularly attended by non-school persons.

Non-Curriculum Related Student Groups will be given equal access and priority to District facilities. The District will not deny equal access or a fair opportunity to, or discriminate against, any Non-Curriculum-Related Student Group who wishes to conduct a meeting on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

Non-Curriculum Related Student Groups may not be sponsored by the school, the District, or their agents or employees. Meetings of Non-Curriculum Related Student Groups must be student-initiated and voluntary.

Non-Curriculum Related Student Groups will be permitted to use District facilities for any purpose that does not materially and substantially interfere with the orderly conduct of educational activities within the school. The District retains the right to deny access to District facilities to maintain order and discipline on school premises, to protect the well being of District students and faculty, and to assure that attendance of students at meetings is voluntary.

Non-Curriculum Related Student Groups will be permitted to use District facilities during non-school hours with the permission of the **Building Principal and/or** Director of Facilities Services, and when such use does not interfere with District purposes, or by School Activity Groups, Recreation Department Sponsored Groups or School Related Activity Groups. The District will cover the rental cost. The actual custodial cost beyond the normal custodial working hours will be charged to the Non-Curriculum Related Student Groups

5. Kenosha Unified Community Youth Groups

A Kenosha Unified Community Youth Group is a non-profit group or organization whose primary purpose is to serve children and youth of the Kenosha Unified School District. (e.g., Scouts and youth sports) The focus of the use of District facilities must be to provide a program that actively involves young people who reside within the boundaries of the District.

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CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES
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The Kenosha Unified Community Youth Groups will be permitted to use District facilities during non-school hours with the permission of the **Building Principal and/or** Director of Facilities Services, and when such use does not interfere with District purposes, or by School Activity Groups, Recreation Department Sponsored Groups, School Related Activity Groups or Non-Curriculum Related Student Groups. The District will cover the rental cost. If the event or activity is a fundraiser, or user/hourly fees are charged to participants, the Kenosha Unified Community Youth Group will be charged a rental cost. The actual custodial cost beyond the normal custodial working hours will be charged to the Kenosha Unified Community Youth Groups.

6. Kenosha Unified Community Groups

Kenosha Unified Community Groups are nonprofit groups that intend to use District facilities for a lawful non-school purpose primarily for adults.

To qualify as a Kenosha Unified Community Group, at least 51% of the owners or members of the group or at least 51% of its attendees during use of District facilities must be residents of Kenosha Unified attendance area. Certified lists of members, owners, or attendees, with addresses, may be requested when applying for use of District facilities.

Kenosha Unified Community Groups may use District facilities during non-school hours with the permission of the **Building Principal and/or** Director of Facilities Services and when such use does not interfere with District purposes or by School Activity Groups, Recreation Department Sponsored Groups, School Related Activity Groups, Non-Curriculum Related Student Groups or Kenosha Unified Community Youth Groups.

Kenosha Unified Community Groups will be charged rent for the use of facilities and actual custodial cost beyond the normal custodial working hours.

7. For-Profit and Other Groups

For-Profit and Other Groups are groups, organizations or individual(s) that intend to use District facilities for a lawful non-school purpose and do not fall within any of the other classifications stated herein.

To qualify as a For-Profit and Other Group, at least 51% of the owners or members of the group or at least 51% of its attendees during use of District facilities must be residents of Kenosha Unified attendance area. Certified lists of members, owners, or attendees, with addresses, may be requested when applying for use of District facilities.

For-Profit and Other Groups may use District facilities during non-school hours with the permission of the **Building Principal and/or** Director of Facilities Services and when such use does not interfere with District purposes, or by School Activity Groups, Recreation Department Sponsored Groups, School Related Activity Groups, Non-Curriculum Related Student Groups, Kenosha Unified Community Youth Groups or Kenosha Unified Community Groups. For-Profit and Other Groups will be charged rent for use of facilities and actual custodial cost beyond the normal custodial working hours.

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CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES
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Nothing in this policy or any other District policy is intended to prohibit or affect the use of District facilities for free discussions of public questions upon the written application of one-half of the District's electors pursuant to state law.

LEGAL REF.: Wisconsin Statutes

- Sections 120.12(1) [Board duty; care, control and management of school property]
 - 120.12(9) [Board duty; use for discussion of public questions]
 - 120.125 [Use for before and after-school child care programs]
 - 120.13(17) [Board power; temporary use of school property and authority to charge use fees]
 - 120.13(19) [Board power; use for community education programs]
 - 120.13(21) [Board power; use for educational lectures]
 - 120.13(35) [Board power; presence of persons in school buildings]
- Wisconsin Administrative Code
HSS 172.05 [Swimming pool staffing rules]
Equal Access Act [Access to school facilities by non-curriculum-related student groups]
Boy Scouts of America Equal Access Act [Access to school facilities by Boy Scouts and other designated youth groups]

CROSS REF.: 1310, Tobacco Use **on School Premises**

- 1330, Use of School District Facilities
- ~~1332, Emergency Use of School Buildings~~
- 1333, **Facilities Charges for Use of School District Facilities**
- 1812, Relations with Parent-Teacher Organizations
- ~~5143.1, Access to Buildings~~
- 5436, Weapons
- 6570, Before and/or After School Child Care Programs

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: May 28, 1991
May 27, 2003

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KENOSHA UNIFIED SCHOOL BOARD
PERSONNEL/POLICY MEETING
Educational Support Center – Room 190B
October 9, 2012
MINUTES

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Gallo was called to order at 5:32 P.M. with the following Committee members present: Mrs. Taube, Mr. Retzlaff, Ms. Hamilton, Ms. Morrison, Mr. Wamboldt, and Mr. Gallo. Dr. Hancock was also present. Mr. Jacobs arrived later. Mrs. Coleman was excused. Ms. Ross was absent.

Introductions were made and new Committee members were welcomed.

Mr. Jacobs arrived at 5:34 P.M.

Approval of Minutes – August 14, 2012 Personnel/Policy and Joint Personnel/Policy and Audit/Budget/Finance Meetings

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

Information Items

Mr. Kristopher Keckler, Executive Director of Information and Accountability, distributed and presented an updated Official Third Friday Enrollment Report. He noted a district-wide enrollment decrease from 22,978 (2011-2012) to 22,639 (2012-2013), a decrease of 339 students. He indicated Appendix 1, 2, and 3 provided detailed information pertaining to the official enrollment for school year 2012-2013, the total enrollment by school, and the average class size by school.

Mr. Jacobs moved to accept the updated 2012-2013 Official Third Friday Enrollment Report and forward it to the full Board for review and acceptance. Ms. Morrison seconded the motion. Unanimously approved.

Mr. Keckler presented the 2012-13 Marks Report: Paperless vs. Printing Initiative and indicated that approximately \$47,000 is spent annually to process, print, and mail progress reports and report cards. However, by leveraging technology and electronic delivery, and limiting the notices to those required by Board policy, there could be an estimated \$25,000 - \$30,000 cost reduction. He indicated that a majority of the savings and processing would take place at the central office and would not reduce the expectations or professional responsibilities of the educator. A sample alert flyer was distributed and discussion took place regarding the District's use of the different communication channels to communicate the upcoming changes to parents.

Mr. Keckler indicated that the 2012-13 Marks Report: Paperless vs. Printing Initiative was brought for informational purposes only and Policy 6452 will be revised and presented in the near future.

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

Future Agenda Items

There were no future agenda items noted.

Meeting adjourned at 6:12 P.M.

Stacy Schroeder Busby
School Board Secretary

KUSD Enrollment Report (PS-5) as of 10/24/2012									
School Name	Teacher	PS	KG	01	02	03	04	05	Total
Bose Elementary School	A	20							20
	B	28							28
	C		10	12					22
	D		25						25
	E		26						26
	F			25					25
	G			27					27
	H				2	1			3
	I				27				27
	J				27				27
	K					26			26
	L					26			26
	M						10	10	20
	N						27		27
	O						27		27
	P							27	27
	Q							28	28
<i>Instructional Coach (1)</i>									
Bose Elementary School Total		48	61	64	56	53	64	65	411
Brass Community School	A	31							31
	B		30						30
	C		31						31
	D			13	18				31
	E			30					30
	F			31					31
	G				31				31
	H				32				32
	I					7	5	19	31
	J					11	6	14	31
	K					11	11	5	27
	L					14	15		29
	M					27			27
	N						27		27
	O							31	31
<i>Instructional Coach (2)</i>									
Brass Community School Total		31	61	74	81	70	64	69	450
Brompton Elementary School	A		20						20
	C			20					20
	D				21				21
	E					21			21
	F						21		21
	G							21	21
Brompton Elementary School Total			20	20	21	21	21	21	199
Chavez Learning Station	A	10							10
	B	30							30
	C	30							30
	D	31							31

KUSD Enrollment Report (PS-5) as of 10/24/2012									
School Name	Teacher	PS	KG	01	02	03	04	05	Total
	E	31							31
	F	31							31
<i>Instructional Coach (1)</i>									
Chavez Learning Station Total		163							163
Curtis Strange Elementary School	A	31							31
	B		23						23
	C		23						23
	D		24						24
	E			25					25
	F			26					26
	G			26					26
	H				29				29
	I				29				29
	J				30				30
	K					22			22
	L					23			23
	M					23			23
	N					24			24
	O						22	10	32
	P						31		31
	Q						32		32
	R							27	27
	S							27	27
<i>Instructional Coach (1)</i>									
Curtis Strange Elementary School Total		31	70	77	88	92	85	64	507
Dimensions of Learning Academy	A		21						21
	B			24					24
	C				26				26
	D					26			26
	E						26		26
	G							26	26
Dimensions of Learning Academy Total			21	24	26	26	26	26	226
E. Bain - Creative Arts	A	29							29
	B	34							34
	C		21						21
	D		26						26
	E		28						28
	F			19					19
	G			22					22
	H			22					22
	I				14	12			26
	J				14	13			27
	K				15	13			28
	L				16	11			27
	M				17	11			28
	N				17	12			29
	O						1	1	2

KUSD Enrollment Report (PS-5) as of 10/24/2012									
School Name	Teacher	PS	KG	01	02	03	04	05	Total
	P						9	22	31
	Q						17	15	32
	R						19	12	31
	S						19	13	32
	T						19	13	32
<i>Instructional Coach (1)</i>									
E. Bain - Creative Arts Total		63	75	63	93	72	84	76	526
E. Bain - Dual Language	E		28						28
	K		29						29
	A			22					22
	F			22					22
	G			22					22
	J				30				30
	D				33				33
	C					28			28
	M					29			29
	H						23		23
	I						28		28
	B							25	25
	L							27	27
<i>Instructional Coach (1)</i>									
E. Bain - Dual Language Total			57	66	63	57	51	52	346
Forest Park Elementary School	A	14							14
	B	30							30
	C		15	15					30
	D		28						28
	E		29						29
	F			29					29
	G			30					30
	H				16	11			27
	I				27				27
	J				27				27
	K					28			28
	L					28			28
	M						15	13	28
	N						28		28
	O						30		30
	P							30	30
	Q							30	30
<i>Instructional Coach (1)</i>									
<i>Learning Facilitator (1)</i>									
Forest Park Elementary School Total		44	72	74	70	67	73	73	473
Frank Elementary School	A	34							34
	B		17	15					32
	C		17	15					32
	D		17	15					32
	E		19	12					31

KUSD Enrollment Report (PS-5) as of 10/24/2012									
School Name	Teacher	PS	KG	01	02	03	04	05	Total
	F		20	12					32
	G				15	14			29
	H				15	14			29
	I				16	11			27
	J				16	12			28
	K				16	13			29
	L						12	15	27
	M						13	14	27
	N						14	12	26
	O						14	15	29
	P						14	16	30
<i>Instructional Coach (1)</i>									
Frank Elementary School Total		34	90	69	78	64	67	72	474
Grant Elementary School	G	24							24
	B		11	14					25
	J		12	12					24
	E		13	11					24
	A		14	9					23
	I				10	12			22
	H				12	15			27
	C				14	13			27
	F						14	13	27
	D						16	9	25
	K						16	12	28
<i>Instructional Coach (1)</i>									
Grant Elementary School Total		24	50	46	36	40	46	34	276
Grewenow Elementary School	A	34							34
	B		34						34
	C		35						35
	D			25					25
	E			28					28
	F				10	16			26
	G				12	14			26
	H				13	11			24
	I				14	14			28
	J						16	13	29
	K						18	11	29
	L						18	11	29
	M						18	13	31
<i>Instructional Coach (1)</i>									
<i>Anchor Teacher (1)</i>									
Grewenow Elementary School Total		34	69	53	49	55	70	48	378
Harvey Elementary School	A	26							26
	B		21						21
	C		21						21
	D			27					27
	E			28					28

KUSD Enrollment Report (PS-5) as of 10/24/2012									
School Name	Teacher	PS	KG	01	02	03	04	05	Total
	F				7	21			28
	G				32				32
	H					28			28
	I						24		24
	J						25		25
	K							26	26
	L							27	27
Instructional Coach (1)									
Harvey Elementary School Total		26	42	55	39	49	49	53	313
Jefferson Elementary School	A	28							28
	B		10	15					25
	C		23						23
	D		23						23
	E			9	16				25
	F			10	15				25
	G					24			24
	H					25			25
	I						15	11	26
	J						15	14	29
	K						17	11	28
Instructional Coach (1)									
Jefferson Elementary School Total		28	56	34	31	49	47	36	281
Jeffery Elementary School	A	27							27
	B		22						22
	C		24						24
	D			15	17				32
	E			16	12				28
	F			16	15				31
	G					15	20		35
	H					17	16		33
	I					17	20		37
	J							29	29
	K							31	31
Instructional Coach (1)									
Anchor Teacher (1)									
Jeffery Elementary School Total		27	46	47	44	49	56	60	329
Kenosha 4-Yr Old Kindergarten	A	13							13
	B	19							19
	C	13							13
	D	13							13
	E	18							18
	F	18							18
	G	16							16
	H	20							20
	I	19							19
	J	15							15
	K	20							20

KUSD Enrollment Report (PS-5) as of 10/24/2012									
School Name	Teacher	PS	KG	01	02	03	04	05	Total
	L	13							13
	M	20							20
	N	13							13
	O	13							13
<i>Instructional Coach (1)</i>									
Kenosha 4-Yr Old Kindergarten Total		243							243
KTEC	A	32							32
	B		20						20
	C		20						20
	D			22					22
	E			22					22
	F				22				22
	H				22				22
	I					24			24
	K					25			25
	L						26		26
	M						26		26
	O							26	26
	P							26	26
KTEC Total		32	40	44	44	49	52	52	468
McKinley Elementary School	I	30							30
	B		28						28
	D		29						29
	K			25					25
	H			27					27
	C				13	16			29
	G				14	16			30
	J				14	16			30
	L						24		24
	A						25		25
	E							27	27
	F							27	27
<i>Instructional Coach (1)</i>									
McKinley Elementary School Total		30	57	52	41	48	49	54	331
Nash Elementary School	K	26							26
	V		20						20
	P		21						21
	H		22						22
	S		23						23
	K			24					24
	L			27					27
	O			27					27
	U			28					28
	T				13	11			24
	I				30				30
	G				31				31
	Q				31				31

KUSD Enrollment Report (PS-5) as of 10/24/2012									
School Name	Teacher	PS	KG	01	02	03	04	05	Total
	N					29			29
	J					31			31
	R					31			31
	A						28		28
	F						31		31
	C						32		32
	D							29	29
	E							30	30
	B							31	31
	M							31	31
Instructional Coach (1)									
Learning Facilitator (2)									
Nash Elementary School Total		26	86	106	105	102	91	121	637
Pleasant Prairie Elementary Schl	A	15							15
	B		21						21
	C		23						23
	D		23						23
	E		25						25
	F			14	15				29
	G			17	12				29
	H			17	12				29
	I			19	9				28
	J			19	10				29
	K			20	10				30
	K				13	16			29
	L				13	17			30
	M					14	19		33
	N					15	18		33
	O					15	19		34
	P					16	20		36
	Q						18	15	33
	R						21	13	34
	S							27	27
	T							28	28
Instructional Coach (1)									
Anchor Teacher (1)									
Pleasant Prairie Elementary Schl Total		15	92	106	94	93	115	83	598
Prairie Lane Elementary School	A	2							2
	B	8							8
	C	30							30
	D		10	12					22
	E		22						22
	F		24						24
	G		26						26
	H			25					25
	I			26					26
	J				14	18			32

KUSD Enrollment Report (PS-5) as of 10/24/2012									
School Name	Teacher	PS	KG	01	02	03	04	05	Total
	K				17	16			33
	K				17	17			34
	L				17	18			35
	M						12	14	26
	N						12	17	29
	O						13	16	29
	P						13	16	29
	Q						15	15	30
	R						15	16	31
	Instructional Coach (1)								
	Anchor Teacher (1)								
Prairie Lane Elementary School Total		40	82	63	65	69	80	94	493
Roosevelt Elementary School	A	30							30
	B		29						29
	C		29						29
	D			24					24
	E			26					26
	F				28				28
	G				30				30
	H				30				30
	I					17	9		26
	J					28			28
	K					28			28
	K						15	14	29
	L						30		30
	M						31		31
	N							22	22
	O							23	23
	Instructional Coach (1)								
	Anchor Teacher (1)								
Roosevelt Elementary School Total		30	58	50	88	73	85	59	443
Somers Elementary School	A	28							28
	B		21						21
	C		22						22
	D		22						22
	E			3		2		1	6
	F			26					26
	G			26					26
	H			28					28
	I				15	10			25
	J				26				26
	K				28				28
	K					26			26
	L					29			29
	M						12	15	27
	N						27		27
	O						29		29

KUSD Enrollment Report (PS-5) as of 10/24/2012									
School Name	Teacher	PS	KG	01	02	03	04	05	Total
	P							28	28
	Q							29	29
<i>Instructional Coach (1)</i>									
Somers Elementary School Total		28	65	83	69	67	68	73	453
Southport Elementary School	A	32							32
	B		1	16	12				29
	C		23						23
	D		24						24
	E		24						24
	F			18	10				28
	G			18	11				29
	H			20	9				29
	I				11	19			30
	J				18	10			28
	K					14	17		31
	K					18	12		30
	L						12	17	29
	M						12	19	31
	N						12	19	31
	O						16	15	31
<i>Instructional Coach (1)</i>									
Southport Elementary School Total		32	72	72	71	61	81	70	459
Stocker Elementary School	A	34							34
	B		28						28
	C		28						28
	D		29						29
	E			23					23
	F			24					24
	G			24					24
	H				22				22
	I				26				26
	J				27				27
	K					27			27
	K					27			27
	L					28			28
	M						14	14	28
	N						27		27
	O						28		28
	P						28		28
	Q							29	29
	R							30	30
<i>Instructional Coach (1)</i>									
Stocker Elementary School Total		34	85	71	75	82	97	73	517
Vernon Elementary School	A	33							33
	B		13	12					25
	C		14	9					23
	D		14	11					25

KUSD Enrollment Report (PS-5) as of 10/24/2012									
School Name	Teacher	PS	KG	01	02	03	04	05	Total
	E		14	11					25
	F		16	11					27
	G				26				26
	H				26				26
	I					27			27
	J					29			29
	K						15	11	26
	K						16	12	28
	L						28		28
	M							27	27
<i>Instructional Coach (1)</i>									
Vernon Elementary School Total		33	71	54	52	56	59	50	375
Whittier Elementary School	A	23							23
	B	31							31
	C		14	11					25
	D		24						24
	E		26						26
	F			25					25
	G			26					26
	H				17	10			27
	I				27				27
	J				30				30
	K					27			27
	K					28			28
	L						14	17	31
	M						18	13	31
	N						20	11	31
	O						21	10	31
<i>Instructional Coach (1)</i>									
Whittier Elementary School Total		54	64	62	74	65	73	51	443
Wilson Elementary School	A	31							31
	B		11	11					22
	C		13	9					22
	D		14	8					22
	E				12	17			29
	F				15	14			29
	G						30		30
	H							29	29
<i>Instructional Coach (1)</i>									
Wilson Elementary School Total		31	38	28	27	31	30	29	214
Total		1181	1600	1557	1580	1560	1683	1558	11026

Kenosha Unified School District No. 1
Kenosha, WI
November 13, 2012

The Human Resources recommendations regarding the following actions:

Action	Board Date	code	Staff	Last Name	First Name	School/Dept	Position	Effective Date	Yrs of Svc	Salary	Reason	Step / Level	FTE	Letter or Contract
Separation	11/13/12		Service	DeFranco	Lori	HR Leave Status	HR Service Employee on Leave	10/3/12	11	\$20.50	Separation	No	1	Contract
Recall	11/13/12		Instructional	Overocker	Janele	Lakeview Tech	English	10/10/12	4	\$18,361.20	Recall from Layoff	No	0.5	Contract
Appointment	11/13/12		Miscellaneous	Gogea	Ionut	Information Services	Technology Support Technician	10/22/12		\$19.44	Appointment	No	1	
Appointment	11/13/12		Miscellaneous	DeFrancesca	Regina	Information Services	Technology Support Technician	10/22/12		\$19.44	Appointment	No	1	
Recall	11/13/12		Instructional	Brava	Staci	Indian Trail Academy	Biology/Life Science	10/18/12		\$41,877.00	Recall	No	1	Contract
Termination	11/13/12		Miscellaneous	McKay	Victoria	Human Resources	Human Resources Specialist	10/18/12		\$74,099.00	Termination	No	1	
Resignation	11/13/12		Miscellaneous	Williams	Cedric	Information Services	Technology Support Technician	10/18/12		\$40,435.20	Resignation	No	1	
Resignation	11/13/12		ESP	Bell	David	Mahone Middle School	Special Education	10/19/12		\$18,450.32	Resignation	No	1	
Appointment	11/13/12		Instructional	Bell	David	Special Education/Student Support	Special Education	10/23/12		\$42,266.00	Appointment	No	1	Letter
Appointment	11/13/12		Administration	Kupka	Edward	Human Resources	Director of Human Resources	10/24/12		\$103,198.00	Appointment	No	1	
Resignation	11/13/12		Miscellaneous	Assad	Assad	Information Services	Technology Support Technician	9/24/12		\$19.44	Resignation	No	1	
Resignation	11/13/12		ESP	Wittler	Denise	Frank Elementary School	Information/Health Services	10/26/12	3	\$14.13	Return to Layoff Status	No	0.7	Contract

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

November 13, 2012
Personnel/Policy and Curriculum/Program Standing Committees

INSTRUCTIONAL PROGRAM MISSION AND BELIEFS POLICY 6110

School Board Policy 6110 Instructional Program Mission and Beliefs and Rule 6110 Instructional and Staff Objectives to Accomplish Instructional Programs Mission was developed and affirmed in 1991 and revised in 1992 and 2002. The wording in the policy reflected the District mission and beliefs during those times; and was revised with each new district plan. The rule defined instructional objectives for the staff also aligned with the mission and curriculum guides that existed during that time. The current District vision, mission and transformation principles of learning were developed through the transformation design process which now provides direction for all departments. The current transformation goals provide specific direction for the staff and the student results define a means to monitor the students' progress.

Therefore, it is recommended to remove Policy and Rule 6110 because it does not reflect the Department of Teaching and Learning's current focus and practice. The focus of this Department is clearly established in Policy 6100 titled Mission, Principles, Goals and Results that was approved by the Board June 28, 2011 that defines the District's Transformation Plan.

Administrative Recommendation

Administration recommends that the Personnel/Policy and Curriculum/Program Standing Committees forward the recommendation for removal of Policy and Rule 6110 to the School Board for consideration.

Dr. Michele Hancock
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Executive Director of Teaching and Learning

POLICY 6110

~~INSTRUCTIONAL PROGRAM MISSION AND BELIEFS~~

~~The mission of the District's instructional program is to successfully educate all students to reach their fullest intellectual, academic, social/emotional and physical potential. The District shall encourage students to become self fulfilled individuals, lifelong learners, creative thinkers, and contributing members of an ever-changing world for today and tomorrow.~~

~~The Kenosha Unified School District No. 1 believes and is committed to:~~

- ~~Investing in Our Future (Our Children Are The Future)~~
~~Children are society's most important resource, and we believe that the efforts of public education to educate all children are vital to the present and future success of our global community.~~
- ~~Contribution~~
~~All District personnel make a difference in education by contributing positively to the lives of our students.~~
- ~~Equity~~
~~The Kenosha Unified School District No. 1 is committed to providing equity for all students in instructional opportunities, resources, facilities, and support services.~~
- ~~Diversity~~
~~The Kenosha Unified School District No. 1 is committed to creating an awareness, an understanding, and an appreciation of the diversity of all students.~~
- ~~Professionalism~~
~~We are people oriented professionals who derive satisfaction through learner success.~~
- ~~Lifelong Learning~~
~~Kenosha Unified School District No. 1 is committed to developing a community of life long learners.~~
- ~~Family and Community Involvement~~
~~The Kenosha Unified School District No. 1 is committed to a partnership with parents/guardians/family and other community members in advising, advocating and supporting the well being of children.~~
- ~~Success~~
~~We believe nurturing the individual's growth and development in becoming a productive and responsible citizen will result in success for all.~~

LEGAL REF.: Wisconsin Statutes

Sections 118.01 [Instructional program goals requirements]

118.13 [Student discrimination prohibited]

118.30 [Academic standards]

120.13 [Board power to do all things reasonable for the cause of education]

121.02(1) [School district standards]

POLICY 6110

~~INSTRUCTIONAL PROGRAM MISSION AND BELIEFS~~

Page 2

~~CROSS REF.: 2110, Accountability~~
~~5110, Equal Educational Opportunities~~

~~6100, District Vision~~
~~6300, Curriculum Development and Improvement~~
~~Board Adopted Academic Standards~~
~~District Learning and Content Standards~~

~~ADMINISTRATIVE REGULATIONS: None~~

~~AFFIRMED: September 24, 1991~~

~~REVISED: July 28, 1992~~
~~January 29, 2002~~

RULE 6110

~~INSTRUCTIONAL AND STAFF OBJECTIVES TO
ACCOMPLISH INSTRUCTIONAL PROGRAM MISSION~~

~~Instructional Objectives~~

The instructional objectives to accomplish this mission shall be:

- ~~1. Develop in student's effective skills in the fundamental learning processes:~~
 - ~~a. Reading~~
 - ~~b. Listening~~
 - ~~c. Speaking~~
 - ~~d. Writing~~
 - ~~e. Understanding and applying mathematics~~
 - ~~f. Problem solving and critical thinking skills~~
 - ~~g. Observation~~
 - ~~h. Understanding of the skills of science and the relationship between science and society~~
 - ~~i. Appreciation of the American heritage and local, state, and national government, including the rights and responsibilities of citizenship.~~
- ~~2. Develop in every student an awareness of the requirements, opportunities and responsibilities of productive employment in various occupations and professions.~~
- ~~3. Develop in every student intellectual curiosity and an eagerness for lifelong learning.~~
- ~~4. Prepare every student for life in a rapidly changing society by developing the needed attitudes, knowledge, and skills.~~
- ~~5. Develop in every student an understanding of economic processes and the skills necessary to be an informed consumer.~~
- ~~6. Develop in every student technological competency.~~
- ~~7. Develop in every student an appreciation of the arts in various forms and a capacity to express themselves creatively.~~
- ~~8. Develop in every student personal interests which lead to responsible and socially acceptable uses of leisure time.~~
- ~~9. Develop in every student knowledge, attitudes and skills required for sound personal habits in physical health, mental health, and safety.~~
- ~~10. Develop in every student a sense of responsibility for personal decisions and actions, as well as a respect for property, resources, persons and most important, themselves.~~
- ~~11. Develop in every student knowledge, attitudes and skills necessary for an understanding of present and future family responsibilities.~~
- ~~12. Develop in every student an understanding of sexuality, the responsibilities it creates and the role that it plays in individual, family, and social life.~~
- ~~13. Develop in every student an appreciation of the world, its people, societies, institutions and governments, and the students' relationship to them.~~

~~Staff Objectives~~

The staff objectives to achieve the District Mission shall be to provide:

- ~~1. Positive, safe, orderly, respectful, and task-oriented environment for learning.~~
- ~~2. Effective administrative support and leadership.~~
- ~~3. High expectations for all staff members.~~

4. ~~High academic and behavioral expectations for all students.~~
5. ~~Quality, coordinated curriculum that is uniform throughout the District.~~
6. ~~Classroom instruction that is structured and actively directed by the teacher.~~
7. ~~Parent and community involvement and support in and from District committees and other activities.~~
8. ~~Clear and commonly shared instructional goals in which student acquisition of the basic academic skills is the primary focus.~~
9. ~~Regular and systematic monitoring of student academic progress.~~
10. ~~Developmentally appropriate activities.~~

~~More specific information regarding objectives and the criterion referenced testing component for each subject area can be found in the specific curriculum guide for each subject.~~

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A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Taube was called to order at 7:41 P.M. with the following Committee members present: Ms. Stevens, Ms. Anderson, Mrs. Daghfal, Ms. Santoro, Ms. Galli, and Mrs. Taube. Dr. Hancock was also present. Mrs. Coleman was excused. Ms. Reed and Mr. Simpkins were absent.

Approval of Minutes – September 11, 2012

Ms. Stevens moved to approve the minutes as presented in the agenda. Ms. Anderson seconded the motion. Unanimously approved.

Information Items

Mr. Kristopher Keckler, Executive Director of Information and Accountability, presented the Update on the New DPI School Report Cards as contained in the agenda. He indicated that the date for public release of the report cards was moved from October 8th to October 22nd.

Mr. Keckler presented the Update on Student Email Accounts/Google Apps in Education as contained in the agenda. He indicated that in alignment with the Transformation Plan, all students in grades 3-12 have access to Google Apps for Education (Google Docs), which includes an email account. The services for these accounts are provided by Google; however, the accounts are created and authenticated by the District. This process will allow for additional security and protection. Each building will control the roll out and instructional integration of the accounts and the student email accounts are completely optional. Parents may request to opt-out (disable) the student account at any time.

AP Update

Mr. David Tuttle, Coordinator of Talent Development, presented the AP Update as contained in the agenda. He indicated that the District has significantly increased the number of students taking the exams over the last five years. Data reflects that in 2004-05, 407 examines were administered to 278 students. In 2011-12, 1,031 examinations were administered to 626 students. Of the 1,031 examinations administered, 703 of them were passed with a score of 3, 4, or 5. He noted that high schools have and will continue to host advanced placement evenings to help the parents understand advanced placement. Furthermore, staff will continue to gather information on strategies to increase the rigor, will explore the strategies to increase the number of students of color in AP courses, plan for opportunities for teachers to work collectively, and expand the opportunities for all students to participate and be success in the Advanced Placement program courses.

Future Agenda Items

Ms. Daghfal requested that the Middle School Honors Program be added for discussion. Ms. Anderson requested an update on Asynchronous Learning. Ms. Stevens requested an update on the World Language pertaining to Rosetta Stone and Tell Me More.

Meeting adjourned at 8:15 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
JOINT AUDIT/BUDGET/FINANCE AND
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
October 9, 2012
MINUTES

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Curriculum/Program Committees chaired by Mr. Gallo was called to order at 6:43 P.M. with the following Committee members present: Mr. Bryan, Ms. Marcich, Mr. Kent, Mrs. Taube, Ms. Stevens, Ms. Anderson, Mrs. Daghfal, Ms. Santoro, Ms. Galli, and Mr. Gallo. Dr. Hancock was also present. Mrs. Coleman was excused. Ms. Reed and Mr. Simpkins were absent.

Request to Submit the Race to the Top Grant – District Grant Application

Mr. Kristopher Keckler, Executive Director of Information and Accountability, distributed and presented an updated Request to Submit the Race to the Top – District Grant Application along with a chart outlining the three grant projects. He indicated that the grant mirrors the following District Transformation Plan goals: improve student achievement; expand collaborative partnerships with families, community and industry; and secure resources (time, people, finances, and operating processes) to support learning; therefore, if awarded, the grant would help fund those goals. Mr. Keckler noted that only 15-25 grants are anticipated to be awarded and that notifications would be received by December 31st. Discussion took place regarding no additional district resources being requested and staffing positions being in existence only for the duration and capacity of the grant. Mr. Keckler confirmed both.

Ms. Anderson moved to forward the Request to Submit the Race to the Top Grant – District Grant Application to the full Board for approval. Ms. Daghfal seconded the motion. Unanimously approved.

Meeting adjourned at 7:40 P.M.

Stacy Schroeder Busby
School Board Secretary

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Kenosha, Wisconsin

November 13, 2012

FOUR-YEAR GRADUATION RATE – COHORT ANALYSIS

(School Year 2011-12 Graduation Class of 2012)

Executive Summary

Administration presented the first cohort analysis of graduation trends to the Kenosha Unified School Board beginning with School Year 1994-95. This cohort analysis is the seventeenth annual report to the Kenosha Unified School Board. It provides a “base cohort” illustrating the progress of students from their initial assignment as a ninth grader on the Official Third Friday Count Day in SY 2008-09 until the end of summer school four school years later in August 2012. Additionally, the graduation “base cohort” of the Class of 2011 was examined in terms of its progress during the year following its designated graduation year (fifth year).

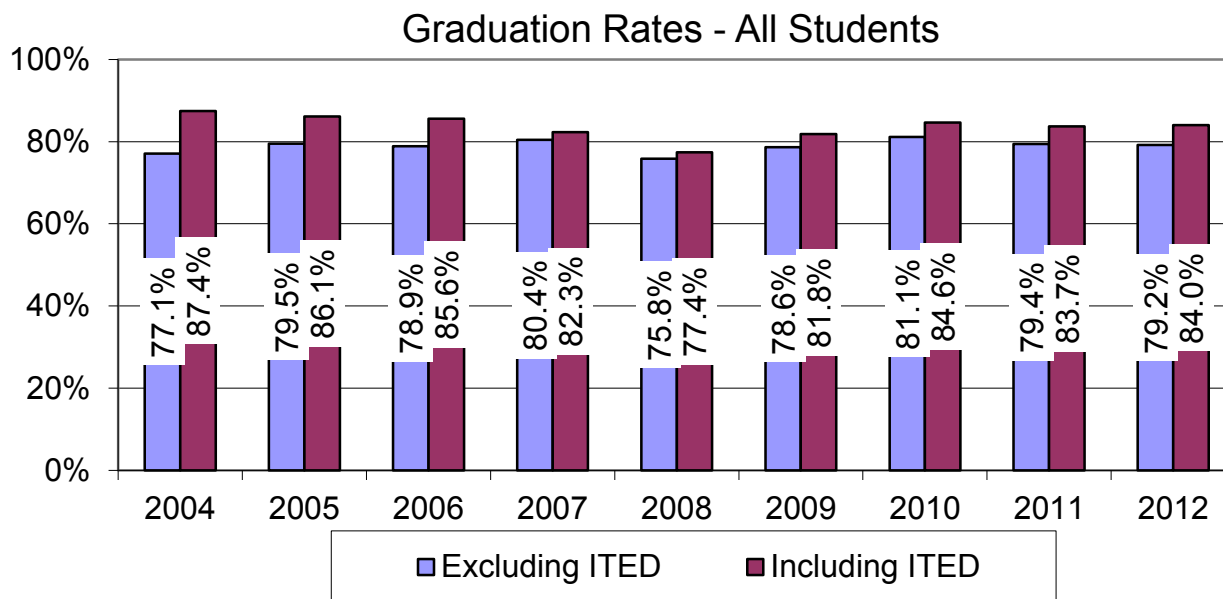
The cohort graduation rate presented in this report is slightly different than the rate published by the Wisconsin Department of Public Instruction (DPI). Beginning in 2009-10, DPI reported a 4-year cohort graduation rate which includes all students who have been assigned to a *Wisconsin* public school cohort and were last enrolled in KUSD during the 4-year time period, whether or not the student *began* in KUSD in their ninth grade year. Additionally, DPI’s graduation rate is a factor in two priority areas of the new Accountability School Report Card: Closing Gaps and On-Track and Postsecondary Readiness.

Beginning in SY 2010-11, DPI began collecting student race and ethnicity data based on new federal guidelines. In the past, parents/guardians were required to choose one ethnic group during registration from the following options: Asian, Black/African American, Hispanic, Native American, and White. The new guidelines allow for a two-part question format asking first whether or not the student is Hispanic/Latino **and** then selecting one or more of the following: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. **Because this is the second year that the new race/ethnic groups are available, the graduation rates will be reported using the ethnic codes that were assigned to students at their initial enrollment in high school at the beginning of grade 9 during SY 2008-09.** This will allow for valid comparisons when analyzing longitudinal data. The new codes are expected to be utilized with the Cohort Analysis for the Graduation Class of 2014, the first class using the new codes as they entered into high school in grade 9.

The following is a list of significant findings based on a review of this year’s cohort analysis. Please note that the terms “Students With Disabilities” and “Economically Disadvantaged” are used as defined by NCLB and the Individuals with Disabilities Education Act (IDEA), and are consistent with DPI reporting.

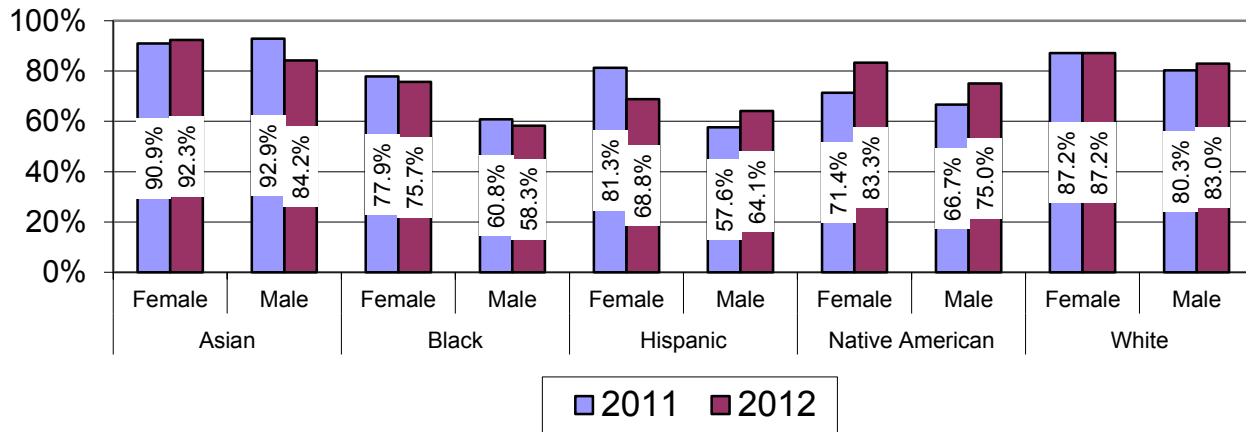
SIGNIFICANT FINDINGS
Four-Year Cycle (Class of 2012)

1. At the end of the four-year cycle, KUSD achieved an overall graduation rate of **79.2%**, a decrease of **-0.2%** over last year's rate of **79.4%** when excluding "ITED" graduates, and **84.0%** when including "ITED" graduates, an increase of **+0.3%** when compared to last year's rate of **83.7%**.

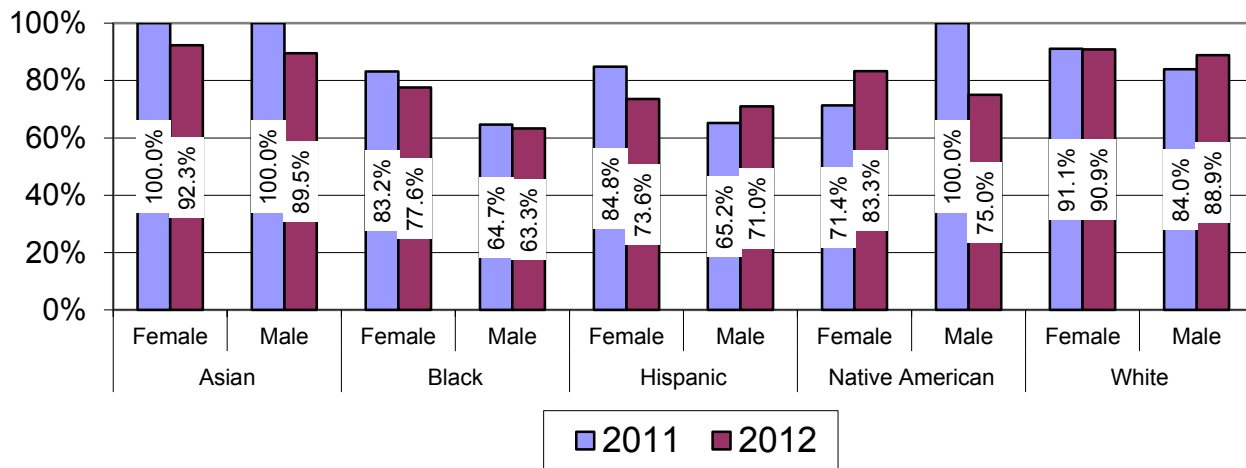


2. As in previous years, African American and Hispanic students graduated at a rate lower than their Caucasian counterparts, both when excluding "ITED" graduates and including them.
3. African American Females reported a decrease in their graduation rate when compared to the previous year, from 77.9% to 75.7% (**-2.2%**) when excluding "ITED" graduates and from 83.2% to 77.6% (**-5.6**) when including them. African American Males also reported a decrease in their graduation rate when excluding "ITED" graduates, from 60.8% to 58.3% (-2.5%) and from 64.7% to 63.3% (-1.4%) when including "ITED" graduates.
4. Hispanic Males reported an increase in their graduation rate when excluding "ITED" graduates, from 57.6% to 64.1% (+6.5%) and when including "ITED" graduates, from 65.2% to 71.0% (+5.8%). However, Hispanic Females reported a significant decrease in their graduation rate when compared to the previous year, from 81.3% to 68.8% (**-12.5%**) when excluding "ITED" graduates, and from 84.8% to 73.6% (**-11.2**) when including them.
5. White Males reported an increase in their graduation rate when excluding "ITED" graduates, from 80.3% to 83.0% (+2.7%) and when including "ITED" graduates, from 84.0% to 88.9% (+4.9%). White Females graduation rate was relative stable from 2011 to 2012, reporting 87.2% in both years when excluding "ITED" graduates and when including "ITED" graduates, 91.1% and 90.9% respectively in 2011 and 2012.

Ethnic Groups - Excluding ITED



Ethnic Groups - Including ITED



- The graduation rates for “Students With Disabilities” and “Economically Disadvantaged” students increased, from 59.2% to 59.7% (+0.5%) and from 65.6% to 66.8% (+1.2%), respectively, when excluding “ITED” graduates and from 64.8% to 68.2% (+3.4%) and from 72.0% to 73.6% (+1.6%), respectively, when including “ITED” graduates.
- All female students graduated at considerably higher rates than male students of the same ethnicity.
- When comparing 2011 to 2012, increases in the gap were reported between the graduation rates of “Children of Color” and the rates of “White” students of the same ethnic and gender grouping when excluding “ITED” graduates and including “ITED” graduates, except for Hispanic males where the gap decreased slightly.
- The greatest disparity in graduation rates existed between “Black” Males and “White” Males and between students who are “Economically Disadvantaged” and “Students Not Economically Disadvantaged”, with gaps of 24.7% and 24.2%, respectively, when excluding “ITED” graduates, and gaps of 25.6% and 20.3%, respectively, when including “ITED” graduates for this reporting cycle.

10. Black and Hispanic students are “dropping out” of KUSD at rates higher than their White counterparts. However, the dropout rate for Hispanic Males decreased significantly when compared to the prior year, from 19.7% to 10.3% when excluding “ITED” graduates and from 12.1% to 3.4% when “ITED” graduates were included in the dropout rate.
11. The number of “ITED” graduates in the 2011 Cohort Graduation Class after four years was 75, an increase of +9 students when compared to 66 “ITED” graduates in the 2011 Cohort Graduation Class.

Five-Year Cycle (Class of 2011)

12. At the end of the five-year period, 1,247 students (**81.9%**) graduated when excluding “ITED” graduates and 1,380 students (**90.6%**) graduated when including “ITED” graduates, resulting in an additional **+2.5%** and **+6.9%** of students, respectively, when compared to the end of the fourth year.
13. The graduation rates for all of the reported student sub-groups increased when measured at the end of the fifth year as compared to the rate reported at the end of the fourth year, both when excluding and including “ITED” graduates, with the exception of Asian students and Native American Males that reported rates of 100.0% at the end of four years when including “ITED” graduates. In addition, Asian Males and Females reported 90.9% and 92.9% after four year, respectively, when excluding “ITED” graduates; there was no change after the fifth year.
14. The percent of “Credit Deficient” students in the 2011 graduation cohort group decreased at the end of the fifth year, from 12.3% to 2.8%; however, the percent of “Dropout” students increased, from 8.1% to 15.1% when including “ITED” graduates as dropouts and from 3.7% to 6.4% when excluding “ITED” graduates as graduates.
15. The number of “ITED” graduates in the 2011 graduation cohort group after five years was 133 students, an increase of 67 students when compared to the same cohort group after four years.

Recommendations

Administration recommends that the Curriculum/Program Standing Committee review and accept the 2011-12 Four Year Graduation Rate - Cohort Analysis Report and forward the report to the full School Board for its review and acceptance. The Office of Information and Accountability will continue to monitor graduation patterns and submit the 2012-13 Four Year Graduation Rate-Cohort Analysis Report to the School Board Curriculum/Program Standing Committee in November of 2013.

Dr. Michele Hancock
Superintendent of Schools

Mr. Kristopher Keckler
Executive Director
Information and Accountability

Ms. Renee Blise
Senior Research Analyst
Information and Accountability

LINK TO COMPLETE REPORT WITH APPENDICES

http://www.kusd.edu/departments/educational_accountability/documents/cohort.pdf

Kenosha Unified School District No. 1
Kenosha, Wisconsin

November 13, 2012
Curriculum/ Program Standing Committee

Summary on New DPI School Report Cards

As outlined by the Wisconsin waiver to No Child Left Behind, Wisconsin school districts will be assigned a new School Report Card. The Preliminary Report Cards were available to schools on September 24th, embargoed until the October 22nd public release. These Report Cards will be finalized sometime in early November. The School Report Cards are just one part of a new, statewide accountability system for schools. This system will continue to evolve in future years. As required, KUSD will work with the Department of Public Instruction to develop accountability measures for those schools that were not rated in this report.

Each school will earn a “score,” called an accountability index score, from 0 to 100. This score is displayed on the report card. The accountability index score that each school receives is based on the school’s performance in **four priority areas**:

- **Student Achievement** in reading and mathematics on state tests
 - Starting in 2014, this area will utilize the Smarter Balanced Assessment.
- **Student Growth** measured by year-to-year improvements in achievement
- **Closing Gaps** in performance between specific student groups (comparing English language learners, low-income students, students with disabilities, and members of racial or ethnic group with their peers)
- **On-track/Postsecondary Readiness**, including graduation or attendance rates, reading and math achievement, and ACT participation and performance

In addition, the School Report Card displays the school’s performance on three areas of student engagement (potential deduction):

- **Test Participation Rate** in reading and mathematics state tests (95% or higher)
- **Absenteeism Rate** measuring chronic absenteeism (12% or lower)
- **Dropout rate** measuring the number of students dropping out of school (6% or lower)

The categories and ranges for these School Report Cards are:

Rating Category	Range (min/ max)	KUSD Schools (2011-12 Rating)
Significantly Exceeds Expectations	83.0-100.0	0
Exceeds Expectations	73.0-82.9	10
Meets Expectations	63.0-72.9	17
Meets Few Expectations	53.0-62.9	10
Fails to Meet Expectations	0.0-52.9	0
Not Rated	NA	5

Administrators and district support staff will continue to work with schools to understand and interpret this data, and to allocate resources where necessary.

Dr. Michele Hancock
Superintendent of Schools

Mr. Kris Keckler
Executive Director of Information & Accountability

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
2011-12 School Report Cards

REVISED 10/9/12

<u>School</u>	<u>Student Achievement</u>	<u>Student Growth</u>	<u>Closing Gaps</u>	<u>On-Track & Postsecondary Readiness</u>	<u>Student Engagement Indicators</u>	<u>Overall Score</u>	<u>Overall Rating Category</u>
<u>K-5 Schools</u>							
Bose	53.3	62.8	55.5	85.2	0	64.2	Meets Expectations
Brass	41.9	58.9	63.9	80.7	0	61.3	Meets Few Expectations
Brompton	79.3	72.5	NA	92.8	0	80.1	Exceeds Expectations
EBSOLA	45.0	59.9	56.5	81.5	0	60.7	Meets Few Expectations
Forest Park	63.9	63.4	62.4	87.6	0	69.3	Meets Expectations
Frank	37.4	58.0	65.1	79.0	0	59.9	Meets Few Expectations
Grant	48.7	58.1	55.9	83.6	0	61.6	Meets Few Expectations
Grewenow	64.7	63.0	59.3	85.5	0	68.1	Meets Expectations
Harvey	70.4	62.4	47.4	88.4	0	67.2	Meets Expectations
Jefferson	45.3	63.7	64.8	82.7	0	64.1	Meets Expectations
Jeffery	70.5	63.6	54.3	88.5	0	69.2	Meets Expectations
McKinley	42.4	67.0	41.7	80.3	0	57.9	Meets Few Expectations
Nash	74.0	73.6	69.5	87.7	0	76.2	Exceeds Expectations
Pleasant Prairie	76.6	73.9	57.6	88.7	0	74.2	Exceeds Expectations
Prairie Lane	79.3	72.7	84.6	90.6	0	81.8	Exceeds Expectations
Roosevelt	74.3	72.4	64.8	89.4	0	75.2	Exceeds Expectations
Somers	79.6	64.5	68.5	89.7	0	75.6	Exceeds Expectations
Southport	64.5	65.9	61.4	85.5	0	69.3	Meets Expectations
Stocker	68.2	54.7	60.0	88.5	0	67.8	Meets Expectations
Strange	47.3	65.0	55.4	80.9	0	62.1	Meets Few Expectations
Vernon	56.6	62.3	70.1	83.7	0	68.2	Meets Expectations
Whittier	67.5	68.0	52.1	87.8	0	68.8	Meets Expectations
Wilson	34.0	54.9	70.9	80.5	0	60.1	Meets Few Expectations
K-5 State Score	66.4	67.4	69.5	86.7	NA	NA	NA
<u>K-8 Schools</u>							
Dimensions of Learning	82.4	73.0	65.9	91.5	0	78.2	Exceeds Expectations
KTEC	75.5	71.9	69.3	90.0	0	76.7	Exceeds Expectations
K-8 State Score	66.4	62.3	69.6	87.9	NA	NA	NA
<u>6-8 Schools</u>							
Bullen Middle	58.9	57.4	65.1	87.5	0	67.2	Meets Expectations
Lance Middle	73.0	57.2	55.6	92.1	0	69.5	Meets Expectations
Lincoln Middle	52.4	55.2	65.3	85.7	0	64.7	Meets Expectations
Mahone Middle	69.4	57.1	62.8	90.8	0	70.0	Meets Expectations
McKinley Middle	55.5	59.9	64.8	86.3	0	66.6	Meets Expectations
Paideia Academy	75.8	67.8	68.6	91.9	0	76.0	Exceeds Expectations
Washington Middle	52.5	58.8	61.9	85.3	0	64.6	Meets Expectations
6-8 State Score	66.4	55.0	69.6	88.9	NA	NA	NA
<u>9-12 Schools</u>							
Bradford High	53.6	NA	65.8	77.1	-5	59.1	Meets Few Expectations
Harborside	61.7	NA	73.0	85.5	0	71.9	Meets Expectations
Indian Trail HS & Academy	54.4	NA	62.8	76.1	-5	58.0	Meets Few Expectations
LakeView Technology	81.8	NA	74.4	86.2	0	80.1	Exceeds Expectations
Reuther Central	NA	NA	NA	NA	NA	NA	Not Rated*
Tremper High	59.9	NA	60.8	80.4	-5	60.4	Meets Few Expectations
9-12 State Score	66.5	NA	69.9	82.3	NA	NA	NA
<u>Other Schools</u>							
Hillcrest School	NA	NA	NA	NA	NA	NA	Not Rated*
Kenosha eSchool	NA	NA	NA	NA	NA	NA	Not Rated*
Kenosha House of Corr.	NA	NA	NA	NA	NA	NA	Not Rated*
Kenosha STEP	NA	NA	NA	NA	NA	NA	Not Rated*

*This school is not rated because it is an alternative school or it has too few students for accountability determinations.

Kenosha Unified School District No. 1
Kenosha, Wisconsin

November 13, 2012
Curriculum/Program Standing Committee

Update on Grade 8 Algebra

Successful completion of Algebra serves as a pathway to more advanced high school math courses. When completed, these courses allow students opportunities for a wide range of post secondary educational and vocational experiences. Prior to the 2011-12 school year, approximately 30% of KUSD students took Pre-Algebra in their 7th grade year and Algebra 1 in their 8th grade year. This left a large percentage of students at a disadvantage when considering advanced math courses in high school. Many research studies and the Common Core State Standards for mathematics support a rigorous math curriculum including Algebra 1 as the math course for all 8th grade students.

During the 2011-12 school year, all 7th grade students were enrolled in Pre-Algebra as a pre-requisite to Algebra in 8th grade. Groups of teachers met with Christine Pratt, Coordinator of Science and Mathematics, to develop curriculum documents based on the Common Core State Standards to support this shift. The following report outlines the work planned during the 2012-13 school year. The goal of this plan is to ensure that all 8th grade Algebra students are on track for passing 8th grade Algebra upon the completion of the course during Middle School.

Quarter 1 2012-13:

- All grade 8 students were enrolled in Algebra 1.
- Students were clustered for appropriate learning groups and differentiated instruction was implemented.
- Teachers began using the *8th Grade Algebra 1 Content Guide and Pacing Document* prepared by the summer curriculum group and based on the Common Core State Standards
- A pilot of ALEKS math software was continued from summer school (ongoing) in four 8th grade algebra classrooms at Lance, Mahone, and Washington. ALEKS provides a curriculum personalized to the students' instructional readiness levels.
- Updates and plan for future work shared with middle and high school principals at their October meetings with opportunity for input.

Quarter 2 2012-13:

- Chris Pratt will meet with grade 8 algebra teachers at each middle school to discuss:
 - Adjustments to the *Content Guide and Pacing Document*;
 - *Successful shifts to the Common Core*
 - Successes/challenges/next steps for grouping and differentiation
 - Suggested tier 2/3 interventions to have in place
 - Data from the use of ALEKS and Odyssey (Compass Learning)

Quarters 3 and 4 2012-13:

- Vertical Team Meetings – grade 8 and grade 9 Algebra 1 lead teachers – meet to share:
 - Pacing/Content/Common Core Instructional Shifts
 - Interventions
 - Summer School Curriculum
 - Fall grade 9 Algebra Curriculum
 - Reviews of MAP data and data from ALEKS and Odyssey (Compass Learning)
 - Identification of students for intensive interventions/summer school

Summer School 2013:

- Credit recovery model for students in Grade 9 going to grade 10
 - Odyssey
 - ALEKS
- Jump Start model for students in Grade 8 going to grade 9
 - ALEKS goal: Geometry readiness and beyond

Fall 2013:

- Restructured Algebra 1 experience for 9th grade students who failed in 8th grade.
 - ALEKS/Odyssey/Other models

Administrative Recommendation

There is no recommendation at this time. This is information for the standing committee. The staff of Teaching and Learning will continue to monitor and walk through the phases as outlined to ensure success for all 8th grade Algebra I students.

Dr. Michele Hancock
Superintendent of Schools

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

Christine Pratt
Coordinator of Science and Mathematics

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

November 13, 2012
Curriculum/Program Standing Committee

ASYNCHRONOUS LEARNING DAYS

Background

Districts submit an annual report that defines a schedule showing 180 days of school and the required number of minutes at the elementary, middle and high school levels. If students are in attendance for part of a professional learning day it can be counted; but if there is a full day of professional learning, the day is not counted. Therefore, an exception to this requirement is needed. Since the 2004-05 school year, the school board and Wisconsin Department of Public Instruction have granted Kenosha Unified School District a waiver to the 180 days of school requirement. This waiver allowed the high schools to have four full days of professional learning in place of the four half days on the schedule. Most recently the high schools and middle schools were granted this exception for four years starting with the 2012-13 school year. This exception granted five full days of professional learning. During these professional learning days for staff, students would be engaged in asynchronous learning activities.

Professional Development Days/Asynchronous On-Line Activities

Although students are not in attendance during designated professional learning days, they have the ability to participate in asynchronous on-line instructional activities. These on-line activities focus on not only the existing curriculum for each student but also include enrichment activities and collaboration related to the Kenosha Unified School District goals and strategies. The request for professional learning days was made with the understanding that students would be participating in a continuous learning environment outside of the school walls and that teachers would actively monitor and review services for the asynchronous on-line activities.

The professional learning for these days focus upon training that directly improves student achievement. The district and the community identified the importance of student proficiencies in information, technology, and media literacy. As the district moves forward with blended personalized learning, student knowledge and skills associated with these literacies is essential. Professional development has been identified to support these initiatives. Included in the plans are sessions that will address:

1. Establishing instructional environments that embed technology standards using best practices and instructional strategies to support success in work and life in the twenty-first century.
2. Understanding safe, legal, and ethical usages of digital information and innovative uses of current and emerging technologies.

3. Expanding opportunities for students to connect with local, national, and global communities through technology resources and tools.
4. Establishing effective on-line collaborative learning and working environments for all students and staff.

The Kenosha Unified School District professional development plan will also include training in the following areas: research-based instructional best practices such as co-teaching, differentiation, reading and the Common Core Standards; culturally responsive teaching; reading in the content areas; autism; behavior strategies; problem-based learning, serving English Language learner students; and inquiry circles. Other topics such as talent development, problem-based learning, and disciplinary literacy will be covered. In addition support will be provided for training on district initiatives, such as providing Measures of Academic Progress training.

A summary of the high school and middle school activities follows.

High School Activities

SEPTEMBER 14, 2012						
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English	English	<p>English</p> <ul style="list-style-type: none"> Survey Literature (grade 9)—Correlating with the book, <i>Ender's Game</i>, the freshman honors students will explore outer space colonization by going to the Web site http://settlement.arc.nasa.gov and clicking on "Who?" under the category "Basics." They will read this page and jot down key points about creating outer space settlements. Survey Literature (ninth grade)—http://www.esolhelp.com/Parts-of-Speech-Jeopardy/Parts-of-Speech-Jeopardy.html World Literature (grade 10)—Search YouTube or the Internet for videos about Gilgamesch. Jot down the ones that you like the best, and bring them in Monday. The 	English	<p>English</p> <ul style="list-style-type: none"> Log on to http://www.bbc.co.uk/history/ancient/vikings/launch_gms_viking_quest.shtml. Play the game, Viking Quest; and write a paragraph about what makes a successful Viking raid. 	English	<p>English</p> <ul style="list-style-type: none"> Like many others I've mainly used My Big Campus to extend the classroom. It's a location for students to find extra credit, resources, and assignments they've missed. I've also used it as a space to share links to on-line books, videos, etc. I've done a few discussions/activities due on days when school isn't in session, but I don't make the deadline very strict because I know students don't have computer access 24/7.

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		<p>teacher will review them and, as a class, watch the best ones on Tuesday.</p> <ul style="list-style-type: none"> • World Literature (grade 10)—Review last year’s literacy terms on Quizlet.com. Practice spelling the terms and their definitions. • World Literature—Students will take a quiz on short fiction terms to practice for next week’s quiz. http://www.quizlet.com • American Literature—American literature minidocumentary: http://aaronfrank.tv/videos.php?v=McCarthyism_Final.2&h=373&w=480 • American Literature (grade 11)—Discover the Salem Witch Trials of 1692. As we prepare to read Arthur Miller’s <i>The Crucible</i>, take a look at one of the following Web sites to better understand the history behind the play. Choose one of these 				

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		<p>sites to read through. The National Geographic site is interactive, so have some fun with it. If you are really ambitious, tackle both. You'll be that much more prepared for our coursework next week!</p> <p>http://www.smithsonianmag.com/history-archeology/brief-salem.html, http://www.nationalgeographic.com/salem/</p> <ul style="list-style-type: none"> Advanced Placement English and Composition—In conjunction with your study of narration, please read two of the inspiring stories at http://www.inspiyr.com/category/inspiyrd. We will discuss the authors' writing styles, the content, and how these support each other. Journalism—Visit one of the following Web sites, and choose one story that you will read 				

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		<p>from start to finish. Be prepared to discuss the story in class on Monday during our “current events” portion of class.</p> <p>www.nytimes.com, http://online.wsj.com/home-page, www.jsonline.com</p> <ul style="list-style-type: none"> Advertising/Public Relations—Visit the Advertising Age Web site, which offers a variety of breaking news related to the world of advertising. Choose an article that informs you of a new trend occurring in the advertising industry or a change in marketing strategy by an existing company. Take notes from the article, and be prepared to summarize what you learn as it related to advertising for the rest of the class on Monday. http://adage.com The Pulse—Take a look at the Youth Radio Web site, and 				

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		listen/view/read some of the stories American youth have produced for the national media organization. Consider whether some of these story ideas may be applicable to our own publication here in Kenosha. Bring ideas to class on Monday. http://www.youthradio.org/				
Math <ul style="list-style-type: none"> Khan Academy math tutorial videos 	Math	Math <ul style="list-style-type: none"> Geometry—This is for them to practice segment addition problems: www.khanacademy.org/math/geometry/segments-and-angles/e/segment-addition. This is a short video to watch on classifying angles from a diagram: www.khanacademy.org/math/geometry/angles/v/acute-obtuse-and-right-angles. There is also a game they can play on classifying angles: www.factmonster.com/ 	Math	Math	Math	Math <ul style="list-style-type: none"> I have used YouTube (through My Big Campus) to deliver instruction over the summer for my incoming Advanced Placement Calculus BC students. They were required to view lessons on limits and complete practice problems prior to the start of school. This allowed us to spend a minimum of class time on a topic that was 95 percent review material.

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		math/knowledgebox/player.html?movies=sfw41448 . <ul style="list-style-type: none"> Algebra—One is serious and one is a little more entertaining. Students are to view the links for classroom discussion: http://www.khanacademy.org/math/arithmetic/addition-subtraction/v/adding-subtracting-negative-numbers, http://youtu.be/rMr1kBrlLGY. Algebra 2—The students can practice solving equations with variable terms on both sides: http://www.khanacademy.org/math/algebra/solving-linear-equations-and-inequalities/e/linear equations_3. The students can review over one-step unit conversions by watching a short video: www.khanacademy. 				<ul style="list-style-type: none"> I continue to use My Big Campus to post templates for notes, completed class notes, class handouts, and solution materials. I also provide links to helpful videos or Web sites. I also use the site to make announcements that are beneficial for all, such as what will be on the next quiz.

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		org/math/arithmetic/basic-ratios-proportions/v/unit-conversion . <ul style="list-style-type: none"> Precalculus, Statistics, AP Statistics—Students are to view www.wolframalpha.com. Type in “Kenosha” to see what the Web site has to offer. Type in “$x^2-3x-40$” to see everything you wanted to know about the quadratic but you were afraid to ask. This site is encouraged for continual use. Go to www.mathtv.com; view a lesson on functions from two different teachers. Who has better delivery? Watch the same lesson in Spanish. Math Applications—Select a chapter at the top of the page, view a tutorial video, and take a quiz: www.prenhall.com/carmen. 				

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Science <ul style="list-style-type: none"> Register and log on to their electronic book Web site and access their electronic book on line. On line tests, quizzes and games regarding body organization, body regions, body systems, and introductory topics from http://msjensen.cehd.umn.edu/webanatomy Chapter 3 and 4 activities, quizzes, and self-quizzes from http://www.aw-bc.com/campbell Students had an article on My Big Campus and had to post their opinions on the discussion board. Minireview game on My Big Campus Discussion about entomology on My Big Campus 	Science	Science <ul style="list-style-type: none"> Lab safety tour for all science classes: http://www.baruch.cuny.edu/tutorials/weissman/chemlab 	Science	Science <ul style="list-style-type: none"> Students did the following Web quest in biotechnology: http://www.cellsalive.com/cells/3dcell.htm. Human Biology—Did an epithelial tissue frame matrix, which involved them reading about the various tissues of the body, describing them, and depicting them through sketches. Biotechnology—Assignment: Research ideas for the science fair, and complete the provided worksheet. Principles of Biomedical Sciences and Human Body Systems—Assignment: Familiarize yourself with anatomy with these interactive animated diagrams. Choose one body region or appendage to draw and label the parts. Web site: GetBodySmart 	Science	Science <ul style="list-style-type: none"> I have set up folders under the resources tab with information for student access for both classes. I rely on that information being accessed by students mostly in Advanced Placement Biology. I used My Big Campus for the Advanced Placement Biology summer assignment and summer communication. Many of the updates regarding the revision of the Advanced Placement Biology curriculum from the College Board have been posted for student access. This has saved making copies for student use. I also post links to valuable YouTube videos, animations, and other helpful Web site resources. I posted the Common Core standards for

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<ul style="list-style-type: none"> Students were to register with the Web site that goes with the book. 				<ul style="list-style-type: none"> Chemistry— Assignment: Go to my.hrw.com. Notice the vocabulary and visual concepts listed, and try them. Also try http://chemmonkey.wetpaint.com/, a chemistry wiki developed by LakeView students. 		<p>biology and sorted them into chapters covered in a pacing guide/syllabus for biology class. I use the online textbook resources for both classes and will post information about the availability of resources, especially practice questions on line. I also use the announcement as for reminders of test topics/dates and assignment due dates.</p> <ul style="list-style-type: none"> Some students use and access the information on My Big Campus and on line textbook, but not all students currently use these resources or have access to them. I would love to see a monthly calendar on My Big Campus (like Moodle). I use My Big Campus to post lists of Geeks of the Week for Geology, Honors Geology, Biology, and both

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						<p>physics classes. This lets me review or preview items of interest as well as reward each week's top performers. (They also receive a Positive Behaviors Intervention Strategy chit for the weekly drawings.) Mrs. Schenk (helping out in freshman biology) also posts daily (real time) updates to our biology lecture and lab notes for absent students and, really, for anyone who might be able to use them. Lastly, my students use a wealth of on-line resources to locate article for 60-second presentations or sharing at the beginning and end of each class.</p>
Social Studies <ul style="list-style-type: none"> Students worked on their notes in addition to accessing their textbooks on line. 	Social Studies	Social Studies <ul style="list-style-type: none"> Students were encouraged to prepare for Constitution Day by going to constitution.net and examining the 	Social Studies	Social Studies	Social Studies	Social Studies <ul style="list-style-type: none"> I use My Bit Campus to house all information/resources that were used in class, including videos, notes, work-

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		artifacts and participating in the Constitution Day poster contest.				<p>sheets, and resources. I assign quizzes on line and have even conducted polls. I post announcements as well as incorporate discussions and encourage students to use it as a way to talk to each other outside of the classroom. I have had two different students on two separate occasions start a discussion threat to discuss the debates and ask questions of each other as well as post responses. Professional development is a great time for my students to visit the campaign office of their choice in order to learn about grassroots involvement as well as GOTV efforts and the importance of democratic involvement.</p> <ul style="list-style-type: none"> I have been posting readings, PowerPoints, homework, and strategies for students

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						to use to improve skills and time management on My Big Campus. I do not always lecture the PowerPoint but instead post the PowerPoint for students to review prior to class and to use when completing writing prompts and other tasks outside of class. The expectation is that they come to class prepared to synthesize the information in class.
Electives <u>Accelerated Independent Study, Skill Building, and Credit Recovery</u> <ul style="list-style-type: none"> Students were informed that the library would be open and that they were welcome to come in and complete work at school. Skill Building students do not normally attend on Fridays, and the Odyssey program is available anywhere with the Internet. 	Electives <u>World Language</u> SPANISH <ul style="list-style-type: none"> Work on verbs and grammar. 	Electives <u>Art</u> <ul style="list-style-type: none"> Multimedia— <ul style="list-style-type: none"> Study the duties of one of the members of a film crew that is of particular interest. Learn who they have to work with on the set as well as what their responsibilities are. Name someone who has gained “notoriety” in that 	Electives 	Electives <u>Technology</u> <ul style="list-style-type: none"> Students go to the following link: http://tryengineering.org/bionic.php. Complete the challenge, and be ready to discuss it. Introduction to Design—Students are to go through the Simple Machines activity, and take an on-line quiz based on the six basic simple 	Electives 	Electives <u>Art</u> <ul style="list-style-type: none"> I use Prezi presentation software. It’s free to sign up for and more fun than PowerPoint. You can import PowerPoint into Prezi as well. Since it is on line there are no files to save on a flash drive, and you can access your project from any computer that’s on line. I also use My Big Campus for all of my

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<u>Art</u> <ul style="list-style-type: none"> Students were expected to complete a drawing assignment in their sketchbooks. Each student had been provided with a list to choose from which varied by class. Students continued to work on a composition book. They were to find images in media or the Internet that use the compositional arrangement of Rule of Thirds and Natural Framing and then collect the images and create units for the book that include four images, definition, and an original designed icon. Students will be taking photos for their second concentration roll/assignment. Film will be developed and printed at school. All students are working on a sketch-book drawing from a 		field and why. Be prepared to report. <ul style="list-style-type: none"> Write a short script with a first treatment in a genre that you like. Analyze the Mise en Scene of a film or television show that you've watched, and be prepared to report on the cinematography as well. Correlations of Design and Drawing— <ul style="list-style-type: none"> Look up “psychology of color” videos on YouTube, and be prepared to report back what effects each color has. In addition, be prepared to explain how artists and designers have been using colors in their designs as a result of these “effects.” Practice writing your resume (with 		machines and their applications. www.edheads.com (Simple Machines Learning Activity) <ul style="list-style-type: none"> Principles of Engineering and Digital Electronics—Students are to investigate a specific (engineering) career field and research information to develop an 8- to 12-slide (3- to 5-minute) PowerPoint presentation for a required class lab activity. Twitch, a creature from the Museum of Science and Industry, needs your help to fix his robot friend. Using the Six Simple Machines as your aid, you will assist him on his journey to help robot. When you have finished your quest, take a page print of your end score. Then save that page print to a Word document that can be showed Monday 		classes. Instead of running lots of copies, I post their notes. If they don't get them all in class, they can access them on line. I also put in their study guide questions, rubrics, links to articles, and videos that relate to a lesson. <u>World Language</u> <ul style="list-style-type: none"> I have my German 3 students using Tune in Radio to listen to live streaming programs from Germany. They can even listen to recorded programs which treat all of the Advanced Placement themes for world languages. The science busters are our favorite. I have used My Big Campus to post vocabulary lists, class notes, and tips for studying Spanish so that students have access to it outside of class. I have also used on-line Web sites with

SEPTEMBER 14, 2012						
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<p>list of ideas and are expected to spend one-half hour or more on this drawing.</p> <p><u>Family and Consumer Science</u></p> <ul style="list-style-type: none"> Students were provided with Web sites related to their content area. Each site had various activities on it, such as jeopardy, quizzes, etc. Students were instructed that the library was going to be open for them to come in and work on these various things as well as other areas they may need help on. The Web sites have since been posted on the Bradford High School Web site. <p><u>Health/Physical Education</u></p> <ul style="list-style-type: none"> Research different lifting programs, and tell me in a discussion which may be best for you. 		<p>three complete references). Be prepared to typeset it in class.</p> <ul style="list-style-type: none"> Graphic Design— <ul style="list-style-type: none"> Take a photo of a product. Import it into your laptop. Use one of the Live Trace options in Illustrator to convert the image to a drawing. Be prepared to work with the drawing. Use any of the tutorials to learn something that you have missed about the program. Be prepared to demonstrate what you have learned. Introduction to Art— Students will be searching out the named artists and the work they made on the Internet. Students will have a visual of the artists' work and will need to first search for the title of the work. Upon finding the title 		<p>when you return for class as proof that you helped Twitch save his robot buddy.</p> <p>http://www.msichicago.org/online-science/simple-machines/activities/simple-machines-1/</p> <p>The second part of this activity is to search Google images for a Rube Goldberg cartoon. Be prepared because there are many. Once you find one that you really like, copy it; and paste it in a Word document. Then analyze the cartoon; study it until you can see what Rube Goldberg was trying to depict. Using the clues in the cartoon, figure out what it is Rube Goldberg was trying to accomplish in his complex machine illustrations; then summarize it step by step. Be sure to state each step and how it triggers the next. This</p>		<p>them to practice vocabulary and grammar points, which they can also use to practice outside of class. I had my students do PowerPoint presentations using the past tense in Spanish and then post them on My Big Campus to share so that we didn't have to eat up so much class time sharing them in class.</p>

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<ul style="list-style-type: none"> Design a game you could play the rest of your life. Use any materials you want, and make up your own rules. Post on a discussion. Design a different game using a bat and a ball. Make your own rules and scoring. Post on a discussion. <p><u>Read 180</u></p> <ul style="list-style-type: none"> Students are to access three on line news sites (cnn.com, abcnews.com, and foxnews.com). They are to read one article from each site and list the main idea with three important details. They are also required to find three words in each article that have a prefix or suffix; and circle the root word, underline the prefix, and/or circle the suffix. They will be required to define the parts of the word (meaning the 		<p>of the work, they will need to find out where that work is. (What museum?) I will see first what student was able to find the most in each class and then see what class had the highest percent of found images.</p> <p><u>Business</u></p> <ul style="list-style-type: none"> MSN Money—Students had a public corporation to investigate. Financial Football—Game site reviewing money management <p><u>Family and Consumer Education</u></p> <ul style="list-style-type: none"> All students in Family and Consumer Education went through cooking equipment, career, health occupations, and medical terms flashcards identifying what piece of equipment went with a 		<p>will help you in our next big project in class, which is to design and build our own Rube Goldberg machine.</p> <ul style="list-style-type: none"> In light of your recently obtained skill on reading the dial caliper and the continuous need to retain that knowledge, you must quiz yourself to stay sharp. This link will take you to a Web site that has an on-line quiz on the dial caliper: http://www.wisc-online.com/objects/ViewObject.aspx?ID=MSR4303. Play the game, and remember your score. You will need that as proof that you actually played the game when you return to class Monday. Your next assignment is to find a design of a tool box you like on line. It must be able to be made from sheet metal. Find this design and save the picture to 		

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<p>suffix or prefix, put together with the meaning of the base word).</p> <p><u>Technology Education</u></p> <ul style="list-style-type: none"> • Locate their owner's manual for their card or for their lawnmower. • Students were to research different wooden cutting board designs, determine the most ideal wood to make cutting board out of and why, and create three different sketches of their own cutting board designs. • Students were to log into khake.com and look through the different career paths that are listed. They were to explore the different careers that are associated with the class they are in, typical work settings, and job descriptions. • Students were to long onto discoverengineering. 		<p>food item and its function: http://quizlet.com.</p> <p><u>Physical Education</u></p> <ul style="list-style-type: none"> • The students explored the Web site www.livestrong.com and reported back their findings on the lifelong fitness examples for Physical Education or muscle groups for Health. 		<p>bring to class. It would be even better if you could find plans to make this toolbox too. If you can, extra credit will come your way. You must find a toolbox made from sheet metal that you could build in class if time allowed.</p>		

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<p>org. While on the site they were to look through the career profiles of the different types of engineers. They were also to compile a short paper on their favorite inventor. Included in the paper they were to explain why that inventor has the greatest impact on their life.</p> <p><u>World Language</u></p> <ul style="list-style-type: none"> • Quizlet Web site—Practice Spanish days of the week months, and seasons. Take a test, and print it or sent it to the teacher. • Conjuguemos Web site—Go to Spanish verbs. Take two- to five-minute tests. Send scores to teacher. Practice Spanish verbs preterit and imperfect tenses under Spanish Grammar. • Find two articles on the Virgin of Guadalupe. 						

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Use the list of Web sites provided in class. Write a summary of each in Spanish, and compare and contrast them as well. Write at least 100 words.						
Other	Other <u>Grade 9</u> <ul style="list-style-type: none"> Writing assignment building relationships with peer to prepare for camp <u>Grade 10</u> <ul style="list-style-type: none"> Crew—Begin work on Sophomore Passages by working on Design Principles Reflection. <u>Grade 11</u> <ul style="list-style-type: none"> Study for discussion questions for <i>Omnivore's Dilemma</i>. <u>Grade 12</u> <ul style="list-style-type: none"> Begin work on Senior Project Proposal with template (provided). 	Other	Other	Other	Other	Other Each professional learning day we leave one computer lab and one educational assistant available for student support. Although we advertise this through teachers, announcements, and other means, very few if any students take advantage of the open lab and support. Our teachers use resources like My Big Campus regularly, so our asynchronous learning tends to happen throughout the quarter and not just on professional learning days. We have over 300 groups set up in My Big Campus. The majority of our teachers are using My Big Campus to provide classroom

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	(Middle school also did a writing assignment on one of our character traits.)					<p>resources for their students to access outside of the school day.</p> <p>Staff utilization encompasses all aspects of My Big Campus:</p> <ul style="list-style-type: none"> • Basic posting of documents • Interactive/Collaborative discussions • Quiz/Test assessment • Posting of video clips of classroom instruction <p>Posting of PowerPoint presentations and Inspire flipcharts used in daily instruction/lessons</p>

COMPUTER LABS

Bradford High School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Bradford computer lab	8 a.m. to 3:30 p.m.	Jodi Skow, library secretary	3
Harborside Academy			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Library/Media Center	8 a.m. to 11 a.m.	Vicki Zielsdorf, instructional technology technician	6

Indian Trail High School and Academy			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Indian Trail Lab	7:30 a.m. to 3 p.m.	Kathryn Sandberg, educational support professional	4

LakeView Technology Academy			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
The Learning Lab, computer room, and building were open to students.	7:30 a.m. to 3 p.m.	Lori Deutscher, educational support professional Adam Haut, instructional technology technician	1—computer lab 2—technology lab

Reuther Central High School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Library/Media Center	8 a.m. to 11 a.m.	Vicki Zielsdorf, instructional technology technician	0

Tremper High School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Room 127 computer lab	9 a.m. to 2 p.m.	Lonzo Bradford, educational assistant Jerome King, educational assistant John Majercik, educational assistant Doug Townsend, educational assistant Chuck Werve, educational assistant	0
Room 129 computer lab	9 a.m. to 2 p.m.		



OCTOBER 12, 2012			
KENOSHA ESCHOOL			
Mr. Anderson Lattimore, Director			
Students worked primarily on their respective courses, which included social studies and business courses. One student took his final exams in math and social studies (history).			

COMPUTER LAB

Kenosha ESchool			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
ESchool Lab		Sandy Schwenk, miscellaneous employee	8



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English <ul style="list-style-type: none"> Students will be completing an activity on My Big Campus as part of their new group entitled Arneson's Survey of Literature Class. The activity on that day will reflect what they have been learning about writing and improvements they have made thus far. Video and Transcript—One appeal that a speaker uses to advance an argument is through the creation of <i>ethos</i>, the credibility that a speaker gains by speaking knowledgeably, honestly, and with a concern for the welfare of others. Watch the speech made by news anchorwoman, Jennifer Livingston, who is responding to an e-mail from a viewer who was critical of her weight. Read the transcript below the speech. In your journal 	English	English <ul style="list-style-type: none"> Tenth and eleventh grade students who are taking the Wisconsin Knowledge and Concepts Examination in October 2012 and the ACT in December 2013 are being encouraged to take advantage of the practice tests offered on line. Meanwhile, senior students may view the media's part in presidential elections. Freshmen students are being asked to review grammar basics. Teachers who wished to include enrichment for more specific assignments have included these in this plan. Grade 9—Learning parts of speech: www.vocabulary.co.il/parts-of-speech/ Grade 9—<i>The Odyssey</i>: Interesting stuff about Ithaca— 	English	English <ul style="list-style-type: none"> You may either obtain a newspaper or log in to Kenosha News on line. <ul style="list-style-type: none"> You will choose three articles from three different sections of the paper. You will need to determine the who, what, where, when, and why of the articles. Please write a one-paragraph summary for each article, and include the titles of the articles you read. You MUST also include one or two sentences explaining YOUR opinion about the articles. This may be completed on the same sheet of paper. Log on to http://www.bbc.co.uk/ 	English	English <ul style="list-style-type: none"> Like many others I've mainly used My Big Campus to extend the classroom. It's a location for students to find extra credit, resources, and assignments they've missed. I've also used it as a space to share links to on-line books, videos, etc. I've done a few discussions/activities due on days when school isn't in session, but I don't make the deadline very strict because I know students don't have computer access 24/7.

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<p>write down three sentences in which Jennifer increases her credibility, and follow each with a brief paragraph on how the sentence makes her more credible with the audience.</p> <p>http://wtvr.com/2012/10/02/news-anchor-responds-on-air-to-view-letter-criticizing-her-obesity/</p> <ul style="list-style-type: none"> Digital Nation—Watch the first three chapters of the Public Broadcasting Service <i>Frontline</i> edition of “Digital Nation: Life on the Virtual Frontier” at the following link: http://www.pbs.org/wgbh/pages/frontline/kids online/. As you watch generate a list of questions and/or topics of interest related to the Internet and on-line communication that you think would make a quality research project. Bring your list to class on Monday. 		<p>http://www.odysseus-unbound.org/index.html</p> <p>Where is it located today?</p> <ul style="list-style-type: none"> Grade 9—Shakespeare background/quizzes on Shakespeare’s life: http://www.biography.com/people/william-shakespeare-9480323, http://www.funtrivia.com/quizzes/people/individual_authors/william_shakespeare.html Grade 10—Practice tests for reading comprehension: http://fcit.usf.edu/fcat10r/default.htm Grade 10—Macbeth: http://library.thinkquest.org/2888/ - or- ten ways to become a Shakespeare expert: http://www.folger.edu/template.cfm?cid=2647 Grade 11—ACT practice tests: www.actstudent.org/sampletest/english 		<p>history/ancient/vikings/launch arms viking quest.shtml. Decide what is in the mind of an ancient Briton, and write one or two paragraphs on what you would see, hear, smell, taste, and feel as an ancient Briton. What was life like in the Stone Age?</p>		

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		(Be sure to look at the explanations for the correct answers.) <ul style="list-style-type: none"> Grade 12—Advertising, political parties, and the media: edutopia.org Students will observe the narrative techniques used by the media and the elements of commercials. Have they changed over the years? 				
Math <ul style="list-style-type: none"> Kahn Academy math tutorial videos Instructing the students to find me on My Big Campus and ask to add in their particular group I want to get my students to begin using the technology currently at hand. I am giving them an assignment to access and set up their new Kenosha Unified School District e-mail accounts. They will then send me an e-mail to verify completion. 	Math	Math <ul style="list-style-type: none"> Statistics—This is a visual representation of scatterplots with definition: http://mathbits.com/MathBits/TISection/statistics1/scatterplot.htm. Common Core standard View the tutorial and print it off for your notes. Advanced Placement Statistics—This is a visual representation of scatterplots with definition: http://mathbits.com/ 	Math	Math <ul style="list-style-type: none"> The following videos have been provided for you to view and reflect on: <ul style="list-style-type: none"> http://www.ted.com/talks/lang/en/jean_baptiste_michel_the_mathematics_of_history.html http://www.ted.com/talks/lang/en/sean_gourley_on_the_mathematics_of_war.html http://www.ted.com/talks/lang/en/ 	Math	Math <ul style="list-style-type: none"> I have used YouTube (through My Big Campus) to deliver instruction over the summer for my incoming Advanced Placement Calculus BC students. They were required to view lessons on limits and complete practice problems prior to the start of school. This allowed us to spend a minimum of class time on a topic that was 95 percent review material.

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<p>In that e-mail I am requiring them to also check Zangle and send me their current grade and list any missing assignments. I can use this to verify that they know how to check their grades in Zangle. Many of them do not know how to do this.</p> <ul style="list-style-type: none"> Through the use of My Big Campus, Kahn Academy Graphing Inequalities Activity, Angles Activity, Correlation Co-Efficient Activity 		<p>MathBits/TISection/statistics1/scatterplot.htm. Common Core View the tutorial and print it off for your notes. This shows a scatterplot of the approval ratings of past presidential elections in May before the November elections compared to the election results: www.guardian.co.uk/commentisfree/2012/sep/30/mitt-romney-fault-loses. We will be covering linear regressions (best fit line) next week. Read the article for discussion on Monday.</p> <ul style="list-style-type: none"> Precalculus Honors—Go to www.mathtv.com. Click on algebra then functions. Look at mini lecture for algebra with functions, compositions, and inverses. This link gives video tutorials of the current topics 		<p>terry moore why is x the unknown.html</p> <ul style="list-style-type: none"> http://www.ted.com/talks/dan_cobley_what_physics_taught_me_about_marketing.html <p>After you have watched one of the videos, you will need to write two paragraphs about the video. Each paragraph should be five sentences. The first paragraph needs to include a summary of the video and what you learned. The second paragraph should include a reflection. Some questions you can think about answering are:</p> <ul style="list-style-type: none"> What did you think of the video? Was the information useful? Did the video strengthen your 		<ul style="list-style-type: none"> I continue to use My Big Campus to post templates for notes, completed class notes, class handouts, and solution materials. I also provide links to helpful videos or Web sites. I also use the site to make announcements that are beneficial for all, such as what will be on the next quiz.

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		<p>covered in class. View the lessons and problems for class discussion on Monday.</p> <ul style="list-style-type: none"> Advanced Placement Calculus—Lesson 3.7 Optimization Practice, which is a video lesson currently covered in class: http://www.youtube.com/watch?v=-vzPzBJ8lgY http://www.youtube.com/watch?v=ZOZm6WzzKOY&feature=relmfu View the lessons for classroom discussion. Algebra 2—Graphing inequalities/linear functions/Kahn academy: www.khanacademy.org/math/...and.../graphing-inequalities This is a video lesson covered in class on graphing inequalities. View the lesson. 		<p>understanding of mathematics? Why or why not?</p> <ul style="list-style-type: none"> Do you have any questions you would like to ask the speaker about their topic? <p>The assignment is due Monday, October 22, 2012.</p> <ul style="list-style-type: none"> The following video has been provided for you to view and reflect on: http://www.ted.com/talks/lang/en/jean_baptiste_michel_the_mathematics_of_History.html. After you have watched the video, you will need to write two paragraphs about the video. Each paragraph should be five sentences. The first paragraph needs to include a summary of the video and what you learned. The second paragraph should include a reflection. 		

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				<p>Some questions you can think about answering are:</p> <ul style="list-style-type: none"> ▪ What did you think of the video? ▪ Was the information useful? ▪ Did the video strengthen your understanding of mathematics? Why or why not? Do you have any questions you would like to ask the speaker about their topic? <p>Please watch the following documentary on Fermat's Last Theorem: http://www.youtube.com/watch?v=7FnXgprKgSE. After viewing the documentary answer the following questions:</p>		

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				<ul style="list-style-type: none"> ▪ What is the name of the man that proved Fermat's Last Theorem? ▪ What does Fermat's Last Theorem state? ▪ Why did Fermat not give a proof for his last theorem? ▪ Do you believe that Fermat had a proof for his theorem? <p>http://www.classzone.com/cz/books/geometry_2007_na/book_home.htm?state=WI:</p> <ul style="list-style-type: none"> ▪ Do the at-home tutor for Chapter 2, Section 5. ▪ Then do the quiz (collected for grade). <p>http://www.classzone.com/cz/books/algebra</p>		

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				2 2007 na/book home.htm?state=WI: <ul style="list-style-type: none"> Do the at home tutor for Chapter 2, Section 3. Then do the quiz. 		
Science <ul style="list-style-type: none"> They will be assigned a post-test for Chapter 3 (“Biochemistry and Carbon Compounds”) that needs to be completed on line at my.hrw.com. Muscle Quiz, Muscle Activity: http://msjensen.cehd.umn.edu/webanatomy Chapter 8 activities, quiz, and self-quiz: http://www.aw-bc.com/campbell Take a Chapter 3 pretest on line from the on-line textbook. Planning a review/quiz that they take directly through My Big Campus Students will take an on-line quiz dealing 	Science	Science <ul style="list-style-type: none"> Scientific Method Exploration—Students will be introduced to the scientific method and lab report writing. Lab report writing has been a focus for our Common Core efforts. https://www.gc.maricopa.edu/biology/glacier/scientific_method, http://www.occc.edu/biologylabs/Documents/Scientific%20Method/Scientific_method.htm 	Science	Science <ul style="list-style-type: none"> Chemistry Online Assignment Remember—my.hrw.com <ul style="list-style-type: none"> Go to Chapter 3, Section 3 of your on-line textbook. Go to e-activities. Complete the Concept Map. <ul style="list-style-type: none"> Composition of the Atom Complete the Sample Problems. <ul style="list-style-type: none"> Number of Protons, Electrons, and Neutrons Conversion (gram/mole) Conversion (Avogadro’s Number) 	Science	Science <ul style="list-style-type: none"> I have set up folders under the resources tab with information for student access for both classes. I rely on that information being accessed by students mostly in Advanced Placement Biology. I used My Big Campus for the Advanced Placement Biology summer assignment and summer communication. Many of the updates regarding the revision of the Advanced Placement Biology curriculum from the College Board have been posted for student access. This has saved making copies for

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<p>with their vocabulary via My Big Campus.</p> <ul style="list-style-type: none"> My classes will be taking on-line quizzes as well as reading articles and answering questions pertaining to the articles via My Big Campus. 				<ul style="list-style-type: none"> <ul style="list-style-type: none"> Watch the Visual Concepts for Section 2: The Structure of the Atom. <ul style="list-style-type: none"> Atom Thomson's Cathode-Ray Tube Experiment Millikan's Oil Drop Experiment Parts of the Atom Nuclear Forces Biotechnology regular and Honors class will be taking an on-line test through My Big Campus. For that reason I do not have a Web site for you. The test will cover Chapters 10 and 11. Human Biology class will be doing a Web quest assessment. http://nhscience.lonestar.edu/biol/skeleton/skeleton.htm 		<p>student use. I also post links to valuable YouTube videos, animations, and other helpful Web site resources.</p> <ul style="list-style-type: none"> I posted the Common Core standards for biology and sorted them into chapters covered in a pacing guide/syllabus for biology class. I use the online textbook resources for both classes and will post information about the availability of resources, especially practice questions on line. I also use the announcement as for reminders of test topics/dates and assignment due dates. Some students use and access the information on My Big Campus and on line textbook, but not all students currently use these resources or have access to them. I would love to see a

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						<p>monthly calendar on My Big Campus (like Moodle).</p> <ul style="list-style-type: none"> I use My Big Campus to post lists of Geeks of the Week for Geology, Honors Geology, Biology, and both physics classes. This lets me review or preview items of interest as well as reward each week's top performers. (They also receive a Positive Behaviors Intervention Strategy chit for the weekly drawings.) Mrs. Schenk (helping out in freshman biology) also posts daily (real time) updates to our biology lecture and lab notes for absent students and, really, for anyone who might be able to use them. Lastly, my students use a wealth of on-line resources to locate article for 60-second presentations or

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						sharing at the beginning and end of each class.
Social Studies <ul style="list-style-type: none"> Compare and contrast the Fetterman Fight with the Wagon Box and Hayfield Fights, Indian Wars, Chapter 6 (including Internet research). Political Spectrum—My Big Campus: Think to yourself what you believe your political view would be. Go to one or more Web sites to see where you fit on the political spectrum. Post discussion on these two questions: <ul style="list-style-type: none"> Was I surprised by what the Web site told my political view was? Why do you think that what you thought your political view is and what the Web sites said your view is varied? 	Social Studies	Social Studies <ul style="list-style-type: none"> Students will be encouraged to learn more about the political parties by going to the platform sites and then taking an ideology survey to compare their beliefs. They will also be able to examine third parties in American and see the impact that they can have on elections. 	Social Studies	Social Studies <ul style="list-style-type: none"> U.S. History/Word History/Government—Go to Web site, and review the events during the period/era discussed in class: http://www.digitalhistory.uh.edu/. Do the activity on My Big Campus for LakeView Technology Academy Social Studies on Mt. Rushmore: http://www.mybigcampus.com/groups/Ita-social-studies--183401. Economics—Stock market game: http://www.marketwatch.com/game/2012econ Looking for connections—Type in key words of importance based on your subject in the search box in 	Social Studies	Social Studies <ul style="list-style-type: none"> I use My Bit Campus to house all information/resources that were used in class, including videos, notes, worksheets, and resources. I assign quizzes on line and have even conducted polls. I post announcements as well as incorporate discussions and encourage students to use it as a way to talk to each other outside of the classroom. I have had two different students on two separate occasions start a discussion thread to discuss the debates and ask questions of each other as well as post responses. Professional development is a great time for my students to visit the campaign office of their choice in

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<p>Political Spectrum Quiz—Your Political Label: Where do you fit? 2011 Pew Research Political Typology Quiz, Pew Research Center for the People and the Press, The Political Compass, the World’s Shortest Political Tests (the Nolan Test)</p> <ul style="list-style-type: none"> • The Real Christopher Columbus—My Big Campus: Read the attached document. Post answers to the following questions (Columbus paragraph responses): <ul style="list-style-type: none"> ○ How is Christopher Columbus different from the stories you were told as a child? ○ Should the United States celebrate a holiday in honor of Christopher Columbus? Why or why not? ○ Explain the last phrase from the 				<p>History.com, and read about related topics: http://www.history.com/.</p> <ul style="list-style-type: none"> ○ If the Internet is not available, look in the newspaper or in a local magazine. • Government—Students are to go to factcheck.org and answer which of the falsehoods is the most egregious. • Sociology—Students are to watch a television show geared toward teenagers, and describe how groups are used. 		<p>order to learn about grassroots involvement as well as GOTV efforts and the importance of democratic involvement.</p> <ul style="list-style-type: none"> • I have been posting readings, PowerPoints, homework, and strategies for students to use to improve skills and time management on My Big Campus. I do not always lecture the PowerPoint but instead post the PowerPoint for students to review prior to class and to use when completing writing prompts and other tasks outside of class. The expectation is that they come to class prepared to synthesize the information in class.

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reading which refers to a Guatemalan man comparing Columbus to Hitler. How is Columbus similar to Hitler? ChristopherColumbus.doc						
Electives <u>Accelerated Independent Study, Skill Building, Credit Recovery</u> <ul style="list-style-type: none"> Students were informed that the library would be open and that they were welcome to come in and complete work at school. Skill Building students do not normally attend on Fridays, and the Odyssey program is available anywhere with the Internet. <u>Art</u> <ul style="list-style-type: none"> Students have an interactive perspective 	Electives 	Electives <u>Art</u> <ul style="list-style-type: none"> Multimedia— <ul style="list-style-type: none"> Study the duties of one of the members of a film crew that is of particular interest. Learn who they have to work with on the set as well as what their responsibilities are. Name someone who has gained “notoriety” in that field and why. Be prepared to report. Write a short script with a first treatment in a genre that you like. 	Electives 	Electives <u>Technology</u> <ul style="list-style-type: none"> Digit Electronics and Principles of Engineering—Students are to do stem AND CRITICAL THINKING ACTIVITY ON THE Project Lead the Way (PLTW) Web site: www.pltw.org/students/innovation-zone. Through the PLTW home (www.plts.org) on the pull down menu, Student and Parents, Innovation Zone, students will read the critical thinking introduction and view the three on-line 	Electives 	Electives <u>Art</u> <ul style="list-style-type: none"> I use Prezi presentation software. It’s free to sign up for and more fun than PowerPoint. You can import PowerPoint into Prezi as well. Since it is on line there are no files to save on a flash drive, and you can access your project from any computer that’s on line. I also use My Big Campus for all of my classes. Instead of running lots of copies, I post their notes. If they don’t get them all in class, they can access them on line. I also put

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<p>drawing assignment with a handout to complete.</p> <ul style="list-style-type: none"> Students have a handout to complete while watching a video on Brunelleschi, the “Father of Linear Perspective.” Research six different student portfolios on the Advanced Placement Central Web site, and record their reactions to the students’ work. Students will visit the Art Institute of Chicago’s Web site, and tour the current photo exhibit. They will type out answers to four questions. Project is due on Monday. All students are working on a sketchbook drawing from a list of ideas and expected to spend one-half hour or more on this drawing. Due on Monday 		<ul style="list-style-type: none"> Analyze the Mise en Scene of a film or television show that you’ve watched, and be prepared to report on the cinematography as well. Correlations of Design and Drawing— <ul style="list-style-type: none"> Look up “psychology of color” videos on YouTube, and be prepared to report back what effects each color has. In addition, be prepared to explain how artists and designers have been using colors in their designs as a result of these “effects.” Practice writing your resume (with three complete references). Be prepared to typeset it in class. Graphic Design— <ul style="list-style-type: none"> Take a photo of a 		<p>Innovation Zone short video presentations. Students will then select one of three videos on STEM. A short reflection paper will be written for reflection and sharing in class.</p> <ul style="list-style-type: none"> Introduction to Design—Students are to review and design a simple bridge using the West Point Bridge Builder program. This activity is a continuation of this week’s design prior to building a prototype. Students were instructed to go on line and download a free version of an educational Auto CAD program to draw the four basic views of their bridge design. Students are encouraged to research simple basic (Warren, Pratt, and Howe truss bridges) for their bridge lab project. Web site activity research links: 		<p>in their study guide questions, rubrics, links to articles, and videos that relate to a lesson.</p> <p><u>World Language</u></p> <ul style="list-style-type: none"> I have my German 3 students using Tune in Radio to listen to live streaming programs from Germany. They can even listen to recorded programs which treat all of the Advanced Placement themes for world languages. The science busters are our favorite. I have used My Big Campus to post vocabulary lists, class notes, and tips for studying Spanish so that students have access to it outside of class. I have also used on-line Web sites with them to practice vocabulary and grammar points, which they can also use to practice outside of class. I had my

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<u>Business Education</u> <ul style="list-style-type: none"> Using the Internet please find a business that you really like (examples: Nike, North Face, McDonalds, etc.) In Microsoft Word please write a short description of what the business sells, what benefits it offers to its employees, and if the business supports any charitable organizations. If you do not have access to Microsoft Word then use Google Docs. Save the document and post it to My Big Campus. Using the Internet please see if you can find some good leadership video clips from any movie sites. www.financialfootball.com Using your on-line workbook, please begin working on the Chapter 6 assignments. 		<p>product. Import it into your laptop. Use one of the Live Trace options in Illustrator to convert the image to a drawing. Be prepared to work with the drawing.</p> <ul style="list-style-type: none"> Use any of the tutorials to learn something that you have missed about the program. Be prepared to demonstrate what you have learned. Introduction to Art— Students will be searching out the named artists and the work they made on the Internet. Students will have a visual of the artists' work and will need to first search for the title of the work. Upon finding the title of the work, they will need to find out where that work is. (What museum?) I will see first what student was able to find the most in 		http://bridges.ceressoft.org/ , http://www.garrettsbridges.com/building/balsa-wood/ . Research Building Tips and Techniques.		<p>students do PowerPoint presentations using the past tense in Spanish and then post them on My Big Campus to share so that we didn't have to eat up so much class time sharing them in class.</p>

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<ul style="list-style-type: none"> Using the Internet please find a famous person who you would consider being a good leader and one famous person you would consider being a poor leader. In Microsoft Word please write a two-paragraph summary about each person. The first paragraph should be about the person (their history, etc.), and the second paragraph should be why you chose him/her to be a good/poor leader. Please save and post to My Big Campus. Choose a company that you want to begin following for your class project. You want to make sure that it is a company that is found on the New York Stock Exchange. Using Google Docs or Microsoft Word, write a brief summary of what company you will be following. In that 		<p>each class and then see what class had the highest percent of found images.</p> <p><u>Business</u></p> <ul style="list-style-type: none"> Where's George Introduction to the Federal Reserve SC Site (Web site that is used with classroom text) Flash cards/Word games <p><u>Family and Consumer Education</u></p> <ul style="list-style-type: none"> All students in Family and Consumer Education had the opportunity to do activities while learning and reviewing the table setting, meal planning, safety/sanitation, knowledge of what food looks like, medical terms, career paths, and living skills. http://quia.com/cb/180679.html 				

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<p>summary include what kind of a business it is and what it sells. Save it and post it to My Big Campus.</p> <ul style="list-style-type: none"> Using the Internet go to Google Docs and open up the spreadsheet program. Create a spreadsheet that lists at least 15 different candy bars and who makes the candy bars. (You may have to use the Internet to find out who makes them.) Give a title to your document, your name, and ate on the document. Add color. Make sure you have at least two columns. Save the document and post to My Big Campus. <p><u>Family and Consumer Science</u></p> <ul style="list-style-type: none"> We are planning on offering the same Web site activities for our students. 		<ul style="list-style-type: none"> All students were able to visit these Web sites and become more aware of the kitchen methods and gain more knowledge about the aspects of what it takes to be successful in the kitchen and classroom. Identifying and writing healthy recipes, writing the correct measuring methods, having the ability to verbalize and write the sanitation and safety expectations, write career descriptions, writing and reading medical terms, and writing living skills and decision-making steps are our Common Core goals that our students may explore these sites. They can develop more of an understanding of both concepts and objectives working towards our Common Core family and consumer science literacy writing goals. 				

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<u>Physical Education/Health</u> <ul style="list-style-type: none"> Explain the difference between slow twitch muscle fibers and fast twitch muscle fibers, and tell me what kind you might have and why. Invent a game using a soccer ball, and explain the rules in a discussion. Explain the rule differences between flicker football and regular football. The classes are studying nutrition at this time, so the students are going to read an article and respond to two questions regarding eating disorders. The assignment is set for My Big Campus and will be a discussion. <u>Read 180</u> <ul style="list-style-type: none"> Students are to access three on line news sites (cnn.com, 		<u>Physical Education</u> <ul style="list-style-type: none"> The students are going to go on to www.mybigcampus.com and take an assessment and follow a link to an introduction to the next unit. 				

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<p>abcnews.com, and foxnews.com). They are to read one article from each site and list the main idea with three important details. They are also required to find three words in each article that have a prefix or suffix; and circle the root word, underline the prefix, and/or circle the suffix. They will be required to define the parts of the word (meaning the suffix or prefix, put together with the meaning of the base word).</p> <p><u>Special Education</u></p> <ul style="list-style-type: none"> I have posted a link to a YouTube video (Home Erectus Documentary) that students are expected to watch. After watching the documentary students are expected to answer a short discussion question (assigned to each student on My Big 						

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<p>Campus as well). All assignments will be submitted for grading via My Big Campus.</p> <ul style="list-style-type: none"> Students will look up and read one current event on foxnews.com. They will then type up a one-paragraph summary utilizing the who, what, where, when, and why format. Students will use the computer and Google search to identify the life cycle of a butterfly. They will then illustrate each cycle. Students will use the computer and go to kenoshanews.com. They will research two potential employment options in the classified section that are of interest to them and write down the title, contact information, and whether or not they are part of a part-time or full-time job. Students will use the computer to look up Sumerian pictographs. 						

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<p>They will print out a copy of the cuneiform. Using the cuneiform students will write out one sentence.</p> <ul style="list-style-type: none"> Use the link http://www.pbs.org/wgbh/pages/frontline/dropout-nation/, and watch the following documentary about students dropping out of high school. Answer the four questions. Current events article—Go on line to the link http://www.nytimes.com/2004/01/04us/unruly-students-facing-arrest-not-detention.html?pagewanted=all&src=pm, and read the article. Use the article to answer 12 questions. <p><u>Technology Education</u></p> <ul style="list-style-type: none"> Find a short YouTube video to share with the class on automotive or small engine repair. Log on to http://www.infiniteskills.com/ 						

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<p>training/learning-autodesk-autocad-2013.html to watch short tutorial videos on the AutoCAD software they are using in class. The videos will give them important tips to make drawing in the software easier when the class drawings become more difficult.</p> <ul style="list-style-type: none"> Log on to http://www.finewoodworking.com/Materials/MaterialsArticle.aspx?id=29459. Students can log in and watch enrichment videos on different methods of sawing lumber. They can also look at the process a tree goes through from the time of harvesting to being purchased at a lumber yard. Research diynetwork.com (filled with hundreds of videos and articles on different home 						

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<p>construction and remodeling problems and ideas)</p> <ul style="list-style-type: none"> Research ted.com. Students can watch videos in a variety of different categories such as Science, Technology, Engineering, and Math (STEM). Students can log onto wisc-online.com and view many different slideshows and learning games on a variety of different technical subjects. Many of the presentations directly relate to the course materials which will be taught in class. <p><u>World Language</u></p> <ul style="list-style-type: none"> British Broadcasting Corporation: Using provided guide distributed in class, complete three lessons of Viva La Vida set in Spain. You may complete more lessons if you wish. All 						

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<p>lessons must be completed and handed in by the end of October.</p> <ul style="list-style-type: none"> Find three current news reports on Univision. Write three summaries in Spanish. Write at least 60 words per summary. Make sure to include your opinion about each article. 						
Other	<p>Other</p> <p><u>Grade 9</u></p> <ul style="list-style-type: none"> Do an historical investigation on student's family background. <p><u>Grade 10</u></p> <ul style="list-style-type: none"> Crew—Work on Sophomore Passages Personal Statement. <p><u>Grade 11</u></p> <ul style="list-style-type: none"> Crew—To read and text articles posted Create an outline for a persuasive essay. 	Other	Other	Other	<p>Other</p> <p><u>Fun Red Ribbon Week Activity</u></p> <ul style="list-style-type: none"> Above the Influence is a drug abuse prevention site aimed at teens. Use the link below to view seven television ads that have been used nationally. Each student will watch, rate, and review/comment on the ads. <ul style="list-style-type: none"> http://www.abovetheinfluence.com/ads <ul style="list-style-type: none"> Will this ad have an 	<p>Other</p> <p>Each professional learning day we leave one computer lab and one educational assistant available for student support. Although we advertise this through teachers, announcements, and other means, very few</p> <p>if any students take advantage of the open lab and support.</p> <p>Our teachers use resources like My Big Campus regularly, so our asynchronous learning tends to happen throughout the quarter and not just on professional learning days.</p>

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	<u>Grade 12</u> <ul style="list-style-type: none"> Complete Senior Project Proposal (due October 24, 2012). Join Senior Project Group on My Big Campus. <p>(Middle school also did a writing assignment on field work and camp.)</p>				<p>impact on teens' choices?</p> <ul style="list-style-type: none"> Does it seem to be relevant? Why is this important? Which one would be most effective? <p><u>Sophomores</u></p> <ul style="list-style-type: none"> The sophomores will be completing an on-line video/interactive activity through the Compass program. The topic is on the history and culture of the Saharan and South African people. There is also a quick on-line assessment they have been assigned as well. This is for basic skill development, but it will tie into some lessons they will have in World History. 	<p>We have over 300 groups set up in My Big Campus. The majority of our teachers are using My Big Campus to provide classroom resources for their students to access outside of the school day.</p> <p>Staff utilization encompasses all aspects of My Big Campus:</p> <ul style="list-style-type: none"> Basic posting of documents Interactive/Collaborative discussions Quiz/Test assessment Posting of video clips of classroom instruction <p>Posting of PowerPoint presentations and Inspire flipcharts used in daily instruction/lessons</p>

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					<p><u>Juniors</u></p> <ul style="list-style-type: none"> Kindness, Not Weakness: 0 Responses—Please copy and paste in the address box the below-mentioned link, and choose any occupation that interests you. <ul style="list-style-type: none"> http://lifeafterhate.org/portfolio/warriors/# <p>Please identify how the author uses compassion in the face of aggression to improve their lives or the lives of community members.</p> <p><u>Seniors</u></p> <ul style="list-style-type: none"> The presidential debate on Tuesday, October 16, 2012—A link was provided for students to watch the entire debate or just a two-minute synopsis of it. They were to comment as follows: <ul style="list-style-type: none"> Who won <u>and</u> why? 	

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BRADFORD HIGH SCHOOL Dr. Kurt Sinclair, Principal	HARBORSIDE ACADEMY Mr. William Haithcock, Principal	INDIAN TRAIL HIGH SCHOOL AND ACADEMY Ms. Bethany Ormseth, Principal	KENOSHA ESCHOOL Mr. Anderson Lattimore, Director	LAKEVIEW TECHNOLOGY ACADEMY Mr. William Hittman, Principal	REUTHER CENTRAL HIGH SCHOOL Ms. Karen Walters, Principal	TREMPER HIGH SCHOOL Mr. Richard Aiello, Principal
					<ul style="list-style-type: none"> Predict who will win Monday night at the final debate <u>and</u> why. <p><u>All-School Character</u></p> <ul style="list-style-type: none"> Watch this speech of Jim Valvando receiving his Espy: http://www.youtube.com/watch?v=HuoVM9nm42E. <ul style="list-style-type: none"> What does it truly mean to not give up in school? activities? life? work? He was obviously passionate about helping others with cancer. What is a cause you are passionate about? Why? 	

COMPUTER LABS

Bradford High School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Bradford computer lab	8 a.m. to 12 p.m.	Jodi Skow, library secretary	6

Harborside Academy			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Harborside Library	7:27 a.m. to 2:25 p.m.	Vicki Zielsdorf	2
Kenosha Public Library—Southwest branch	9 a.m. to 6 p.m.		
Kenosha Public Library—North branch	9 a.m. to 6 p.m.		
Kenosha Public Library—Simmons branch	9 a.m. to 6 p.m.		
Gateway Technical College	8:30 a.m. to 12:30 p.m.		
Urban Outreach Center	9 a.m. to 12:30 p.m.		
Boys and Girls Club of Kenosha	12 p.m. to 5:30 p.m.		
Indian Trail High School and Academy			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Room 1202 computer lab	7 a.m. to 3 p.m.	Joe Seisay, educational support professional	3
LakeView Technology Academy			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
LakeView computer lab	7:30 a.m. to 2:55 p.m.	Lori Deutscher, security Adam Haut, technician	2
Reuther Central High School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Library	8 a.m. to 10 a.m.	Vicki Zielsdorf	0
	10 a.m. to 11:30 a.m.		
	1 p.m. to 2:30 p.m.		
Tremper High School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Room 127 computer lab	9 a.m. to 2 p.m.	Lonzo Bradford, educational assistant Jerome King, educational assistant	0

Room 129 computer lab	9 a.m. to 2 p.m.	John Majercik, educational assistant Doug Townsend, educational assistant Chuck Werve, educational assistant	
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Middle School Activities

SEPTEMBER 14, 2012					
BROMPTON SCHOOL Mrs. Suzanne Loewen, Principal	BULLEN MIDDLE SCHOOL Ms. Kim Fischer, Principal	LANCE MIDDLE SCHOOL Mr. Chad Dahlk, Principal	LINCOLN MIDDLE SCHOOL Mr. Ernie Llanas, Principal	MAHONE MIDDLE SCHOOL Mrs. Terri Huck, Principal	WASHINGTON MIDDLE SCHOOL Mrs. Sharon Miller, Principal
English	English	English	English	English <u>Grade 8</u> LIBERTY HOUSE <ul style="list-style-type: none"> Write a ten-sentence paragraph explaining what <i>liberty</i> means to you. Provide personal and/or family examples 	English
Math	Math	Math Activities were posted on My Big Campus from September 13 through 19, 2012. <u>Grade 6</u> <ul style="list-style-type: none"> Five-question quiz <ul style="list-style-type: none"> Two multiplication Two long division A story problem Posting a video related to a problem-solving strategy I taught in class 	Math	Math	Math <ul style="list-style-type: none"> Each grade level posted math activities on the school Web page.

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		<p>The students then have to print out the homework sheet to go along with the video.</p> <p><u>Grade 7</u></p> <ul style="list-style-type: none"> Play the two-minute integer game on line using the following address: http://www.math-play.com/adding-integers-game/adding-integers-game.html. <p><u>Grade 8</u></p> <ul style="list-style-type: none"> Log on to http://www.thirteen.org/get-the-math/. There are six videos that reference to professions and how math is used in those six professions. Please pick one of the six videos to watch. After you have watched one of the videos, please go to the Discussion tab under your math class in My Big Campus, and start a discussion on the profession you would like to pursue when you get older and what math will be included in that profession. 			

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		<p>You must have a minimum of three complete sentences for your response. Complete the following statements:</p> <ul style="list-style-type: none"> ○ My score was _____. ○ An expression that would be positive using at least two nonzero integers is _____. ○ An expression that would be negative using at least two nonzero integers is _____. ○ An expression that would be zero using at least two nonzero integers is _____. 			
Science	Science	Science	Science	<p>Science</p> <p><u>Grade 8</u></p> <p>JUSTICE HOUSE</p> <p>Students had to read and look at an on-line article about “What is Science?” (about 2½ pages) and complete a 1-page question and reflection worksheet. Students then were asked to use Worle.com to make a word collage or use images to make a collage that represents the answer to “Science Is . . .”</p>	Science

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Social Studies	Social Studies	Social Studies	Social Studies	Social Studies <u>Grade 8</u> FREEDOM HOUSE <ul style="list-style-type: none"> Decide which presidential candidate you support, and explain why you support them. 	Social Studies
Electives	Electives	Electives	Electives <u>Art</u> Works will be posted on the Web site for this activity. <ul style="list-style-type: none"> Abstract Art Project— <ul style="list-style-type: none"> Describe what you see in the art work. Does it have a recognizable subject? Is the art work two- or three-dimensional? What materials is it made of? Analyze what kinds of shapes and colors are seen in the art work. What kind of balance did the artist show? Can you see more than one view of the subject? Did the artist use distortion? How do you know? 	Electives <u>Music</u> <ul style="list-style-type: none"> Students were to visit Quizlet.com and study the General Music Terms for a quiz. <u>Physical Education</u> <ul style="list-style-type: none"> Your physical education assignment for the asynchronous days is to complete and record at least 30 minutes of cardiovascular activity. After recording your activity please get a parent signature. Return the sheet for a graded assignment at the end of your gym quarter. <ul style="list-style-type: none"> Cardiovascular Activity Definition—According to the American College of Sports Medicine, 	Electives

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			<ul style="list-style-type: none"> ○ Interpret what idea you think the artist was trying to express in this art work. ○ What kind of mood do the lines or colors in the art work express? ○ Evaluate what you think of the way the artist expressed a feeling. Explain your answer. ○ What part of the art work do you think is most interesting? • Stories— <ul style="list-style-type: none"> ○ Describe the characters you see in this art work. ○ What are the characters doing? ○ What story do you think the artist is telling? ○ Analyze what kinds of materials the artist used. ○ What effect does this create? ○ What part of the art work seems most important? ○ Interpret what the main idea of this art work is. What details support the main idea? ○ Does the scene in this art work show the 	<p>cardio, or cardiovascular exercise, is an activity that increased heart rate and respiration while using large muscle groups repetitively and rhythmically.</p> <ul style="list-style-type: none"> ○ Read more: http://www.livestrong.com/article/114986-definition-cardio-exercise/#ixzz2906x36IX <p><u>World Language</u></p> <ul style="list-style-type: none"> • Spanish—Students created a grid (10 to 20 squares) with Spanish words. They used the words with other people in their lives to see if they were familiar with the words and their meanings. 	

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			<p>beginning, middle, or end of a story? Explain</p> <ul style="list-style-type: none"> ○ Evaluate if you would like to meet any of the characters in the art work. Explain. ○ What do you think of the way the artist told the story? <p><u>Physical Education</u></p> <ul style="list-style-type: none"> • Assignment to All Gym Students—Chart 30 minutes of vigorous activity by doing any of the following activities: <ul style="list-style-type: none"> ○ Run/Walk two laps around to lagoon of Lincoln Park. ○ Participate in an open gym or open swim activity at the YMCA, RecPlex, or Boys and Girls Club. ○ Go to your local bowling alley, and bowl. ○ After completing one of the previous activities, on a separate piece of paper please answer the following discussion questions: <ul style="list-style-type: none"> ▪ What was your heart rate before 		

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			<p>you started your activity? Hint: find pulse count for six seconds, and multiply by ten!</p> <ul style="list-style-type: none"> ▪ What was your heart rate after you completed your activity? ▪ Write three to four sentences explaining why your heart rate was what it was. Why do you think there was a large increase, decrease, or no change in heart rate? What could you have done to change the outcome? <ul style="list-style-type: none"> • Teen Food and Fitness—Students need to answer the following questions on a sheet of paper to be turned in on Monday, and be prepared to discuss their opinions/facts as they relate to the attached article in class: <ul style="list-style-type: none"> ○ What are some tips for healthy eating we can be aware of? 		

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			<ul style="list-style-type: none"> ○ What are three healthy steps in finding good healthy food in the grocery store? ○ What are three goals for fitness? ○ Bring in one healthy recipe from your mom's kitchen. <p><u>Spanish</u></p> <ul style="list-style-type: none"> • Students' Spanish classes have been assigned work in the Tell Me More computer program. This will allow them to work at their level of readiness in either lessons reinforcing their academic learning or to challenge them in areas they are personally interested in through workshops in the program. <p><u>Technical Education</u></p> <ul style="list-style-type: none"> • Make a chart tracking the technology you use during your day. Are you surprised by how much/little you used? • Describe the ways you used the technology in your chart. Did it make your life easier or more interesting? 		

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			<ul style="list-style-type: none"> Create a poster or collage showing how you use technology in your day. Include your chart, cut pictures from magazines as examples of the technology you used, and two paragraphs telling the advantages/disadvantages of teens using technology. <p><u>Twenty-First Century Learning</u></p> <ul style="list-style-type: none"> Look through magazines, newspapers, and the Internet to find an article/video/podcast that interests you regarding twenty-first century learning. If an article it must be at least four paragraphs. Read the article, view the video, or listen to the podcast, noting main points. You will complete a typed summary of the article/video/podcast. The summary must have two paragraphs. One paragraph will be a summary of the article/video/podcast, and the other paragraph will be your reaction to the article/video/podcast. Summary Paragraph—Without copying from the 		

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			<p>article, briefly describe what the article is about. You should use your own words. DO NOT PLAGARIZE. Plagiarism is the act of copying someone else's work and passing it off as your own.</p> <ul style="list-style-type: none"> • Reaction Paragraph—This paragraph should tell us what you thought about the article. You may consider these questions in your reaction: <ul style="list-style-type: none"> ○ Why did you choose this article? ○ Why did you like or dislike this article? ○ What did you learn from this article? ○ Who could benefit from reading this article? ○ Do you think this article is an important topic for kids your age? Why or why not? • Each paragraph must have at least five sentences (total of ten). 		

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Other	<p>Other</p> <p><u>School Culture/PBIS Kickoff</u></p> <p>For this asynchronous learning day, Bullen embedded asynchronous learning as part of our official PBIS Bobcat Pride Student Kickoff. Results were shared with teaching staff, and recommendations for student-created videos provide guidance for the Advisory teaching focus as well as for the Bobcat Pride Student Club.</p> <ul style="list-style-type: none"> Learning Tasks— <ul style="list-style-type: none"> Students will complete a six-question survey regarding PBIS Bobcat Pride indicating which social-emotional concepts and areas of focus they perceived as most essential. Students will complete a Wordle (www.wordle.net) using the ten terms they perceive as most essential to Bobcat Pride. (Off-line option directions were provided.) Students will research PBIS to find an appropriate PBIS 	Other	Other	<p>Other</p> <p><u>Rainforest</u></p> <p>SAVANNA HOUSE</p> <p>(This is an accumulating activity which will be completed in May 2013.)</p> <ul style="list-style-type: none"> Savanna students are creating their own island/continent and placing it somewhere in the world. Based on where they place their island/continent, using latitude and longitude they will create an atlas. The atlas will include maps (physical, political, climate, population, and resource.) Shelly will be integrating a science activity to add to the atlas, and Linda will be assigning a writing element for their island/continent. Jim will then connect a math activity to be included in their atlas. The children will then share their islands. 	Other

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	<p>student-created video that they believe teaches an aspect of PBIS well. Web links will be brought to the Advisory teacher for whole-class discussion and evaluation.</p> <p>Student participation (tabulated using Wo-Foo Web site survey): 226 students</p>			<p>RIVER HOUSE</p> <ul style="list-style-type: none"> Type the following address in the address line or Google search window: rootpikewin.org. From the Web site menu bar, click on About; and drag down to Respect Our Waters. Watch Sparkles the Dog teach about clean water by clicking on Watch TV Ads. On separate paper make a chart of ways you and your family can keep pollutants out of our ground water and Lake Michigan. Note the ones that you already do. Calculate how many seconds it takes for your kitchen and shower faucets to put out one gallon of water. Bonus: Read through the rootpikewin.org Web site, and choose some information to share with your class (i.e., who is this group? when do they meet? what volunteer opportunities are there? what is their mission?). 	

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				<u>Grade 7</u> ROMAN, GREEK, AND RENAISSANCE HOUSES <ul style="list-style-type: none"> Students had to explain to their parents what a Prezi is and how it could be used. They had to show them the Web site, Prezi.com. (The seventh grade social studies teacher used a Prezi on September 11, 2012, to teach about the history of that day in America. We made sure to explain to them what a Prezi is so they had enough information to share with their parents.) 	
		Unique Opportunities Lance Middle School is having each content area post the asynchronous learning activity as the focus for each one of the asynchronous learning days. Our goal is to introduce the students with on-line learning concepts and different on-line learning tools that the students will need to succeed with on-line learning as they move to high school and beyond. Our sixth grade students are new to My Big Campus, and			

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		we did not want to frustrate them with their first asynchronous learning activity.			

COMPUTER LABS

Bullen Middle School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Bullen computer lab	9 a.m. to 12 p.m.	Sue Giggly, educational support professional	3

Lance Middle School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Computer Lab, Room 15	8 a.m. to 12 p.m.	Educational support professions from our CDS classroom rotated through the computer lab for coverage.	6

Lincoln Middle School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Garden Lab	8 a.m. to 10 a.m.	Ardis Mosely, parent liaison	9
	10:30 a.m. to 12:30 p.m.	Jenny Coshun	25
	1 p.m. to 3 p.m.		8

Mahone Middle School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Mahone computer lab	All day	Jessica Bolton	4

Note: Wi-Fi is available at Washington Middle School as students have devices. (No computer lab is needed.)



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English	English For this asynchronous learning day, Encore teachers collaborated to provide an asynchronous experience focused on Common Core Literacy Standards (literacy with grade level specific science, English/language arts, and social studies content).	English	English	English <u>Grade 8</u> <ul style="list-style-type: none"> The year is 2024, and you have decided to run for president. Write a persuasive speech convincing the nation that you are the right candidate for the job. Utilize at least one persuasive technique that we've reviewed in class in your essay. 	English
Math <ul style="list-style-type: none"> Watch a video on any math topic at the Kahn Academy Web site (http://www.khanacademy.org/math/algebra/introduction-to-algebra), and write a short summary about what you learned. Visit this Math Magician Web site: http://oswego.org/ocsd-web/games/mathmagician/maths1.html; and do either multiplication, division, or mixed operations (100 facts, minimum: 10 minutes). 	Math	Math	Math	Math	Math

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Science <ul style="list-style-type: none"> Look up a science article on Tween Tribune (http://www.tweentribune.com/), and write a short summary about what you learned. 	Science <p>For this asynchronous learning day, Encore teachers collaborated to provide an asynchronous experience focused on Common Core Literacy Standards (literacy with grade level specific science, English/language arts, and social studies content).</p>	Science <ul style="list-style-type: none"> Activities will be posted on My Big Campus October 18 through 24, 2012. 	Science	Science <p><u>Grade 8</u></p> <p>LIBERTY HOUSE</p> <ul style="list-style-type: none"> Forces and Observations—Students will document four objects that have force applied to them. Name all the forces that are being applied to the objects. Give whether the forces are balanced or unbalanced. Also describe the object with quantitative and qualitative data. (Example: Desk, gravity, and normal force—the force is balanced. The desktop is about 3 feet from the ground. The desk seat is about 2 feet from the ground. The desktop size is about 1 foot in width and 2 feet in length. The desk is hard and tan in color. The desk has silver legs and a silver book rack underneath the seat. 	Science
Social Studies	Social Studies <p>For this asynchronous learning day, Encore teachers collaborated to provide an asynchronous experience focused on Common Core Literacy Standards (literacy</p>	Social Studies	Social Studies	Social Studies	Social Studies

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	with grade level specific science, English/language arts, and social studies content).				
Electives <u>Art</u> <ul style="list-style-type: none"> Optical Illusions (grade 6)—An optical illusion is an experience of seeming to see something that does not exist or that is other than it appears. To explore optical illusions, visit http://kids.niehs.nih.gov/games/illusions/index.htm. For an even bigger challenge, try drawing the optical illusion from attachment. Elements of Art (grades 7 and 8)—The elements of art are line, shape, color texture, value, space, and form. Just as we use letters to create words and words to create stories, we use the elements of art in different ways to create art. Understanding color helps us to transfer images in our heads in a way that other people can see what we “see.” If we want a leaf to be a certain color then we may need to mix that color. 	Electives	Electives	Electives	Electives <u>Music</u> <ul style="list-style-type: none"> Students are to look up the history of the Star-Spangled Banner and be ready for a discussion on Monday. <u>Twenty-First Century</u> <ul style="list-style-type: none"> My students will design what they want their digital footprint to look like in ten years from now (i.e., a social networking profile on Facebook, a YouTube video performing with a rock band, an on-line newspaper article about work to help the homeless). 	Electives

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<p>There are many rules in color, which, once understood, will make us better artists. For exercise in color visit: http://www.nga.gov/education/classroom/elements/color/index.shtm. Review the information at the link above, download the worksheet, and complete.</p> <ul style="list-style-type: none"> Colorful Language—to read about and test your knowledge of colorful language, open and print the attached pages. <p><u>Music</u></p> <ul style="list-style-type: none"> Broadway Reading (grades 6 through 8)—Read the Narration Tour (pages 41 through 43); then complete the worksheet (page 40). Bring to class the week of February 22 <p><u>Physical Education</u></p> <ul style="list-style-type: none"> Visit the Fun Push Ups portion of PE Central (http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11851). From the ten options select three to participate in. Come to the 					

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BROMPTON SCHOOL Mrs. Suzanne Loewen, Principal	BULLEN MIDDLE SCHOOL Ms. Kim Fischer, Principal	LANCE MIDDLE SCHOOL Mr. Chad Dahlk, Principal	LINCOLN MIDDLE SCHOOL Mr. Ernie Llanas, Principal	MAHONE MIDDLE SCHOOL Mrs. Terri Huck, Principal	WASHINGTON MIDDLE SCHOOL Mrs. Sharon Miller, Principal
next gym class, and be ready to discuss what three activities you selected and what three muscle groups you used.					
Other <ul style="list-style-type: none"> Watch CNN Student News at this Web site: http://www.cnn.com/studentnews/, and write a short summary about what you learned. Read two articles from Week 1 on http://www.estudiesweekly.com/, and tell me what you learned. 	Other	Other	Other	Other <p><u>Rainforest</u></p> <p>SAVANNA HOUSE</p> <p>(This is an accumulating activity which will be completed in May 2013.)</p> <ul style="list-style-type: none"> Savanna students are creating their own island/continent and placing it somewhere in the world. Based on where they place their island/continent, using latitude and longitude they will create an atlas. The atlas will include maps (physical, political, climate, population, and resource.) Shelly will be integrating a science activity to add to the atlas, and Linda will be assigning a writing element for their island/continent. Jim will then connect a math activity to be included in their atlas. The children will then share their islands. 	Other

OCTOBER 19, 2012					
BROMPTON SCHOOL Mrs. Suzanne Loewen, Principal	BULLEN MIDDLE SCHOOL Ms. Kim Fischer, Principal	LANCE MIDDLE SCHOOL Mr. Chad Dahlk, Principal	LINCOLN MIDDLE SCHOOL Mr. Ernie Llanas, Principal	MAHONE MIDDLE SCHOOL Mrs. Terri Huck, Principal	WASHINGTON MIDDLE SCHOOL Mrs. Sharon Miller, Principal
				<p>RIVER HOUSE</p> <ul style="list-style-type: none"> Internet Activity 1—Type the following address in the address line: pleasantprairieonline.com. From the Web site menu bar, click on Services; and drag down to Clean Water Utility. Watch the first six minutes, and summarize the path of pollution information about storm water runoff. Internet Activity 2—Type the following address in the address line or Google search window: rootpikewin.org. From the Web site menu bar, click on Help; and draw down to Rain Garden Initiative. Click on How to Start. Name and describe the five steps to make a rain garden. Click on Plant Collections found along the left side of the page. Make a T chart of the native plant common names and their Scientific 2 word genus species name. Bonus: Draw a diagram of a sample rain garden for your yard area. 	

OCTOBER 19, 2012					
BROMPTON SCHOOL Mrs. Suzanne Loewen, Principal	BULLEN MIDDLE SCHOOL Ms. Kim Fischer, Principal	LANCE MIDDLE SCHOOL Mr. Chad Dahlk, Principal	LINCOLN MIDDLE SCHOOL Mr. Ernie Llanas, Principal	MAHONE MIDDLE SCHOOL Mrs. Terri Huck, Principal	WASHINGTON MIDDLE SCHOOL Mrs. Sharon Miller, Principal
				<u>Grade 7</u> ROMAN, GREEK, AND RENAISSANCE HOUSES <ul style="list-style-type: none"> Students look at different Prezi presentations that have already been created. They choose five that appeal to them, and tell why. They have to create an account on Prezi.com using their Kenosha Unified School District e-mail. 	
		Unique Opportunities Lance Middle School is having each content area post the asynchronous learning activity as the focus for each one of the asynchronous learning days. Our goal is to introduce the students with on-line learning concepts and different on-line learning tools that the students will need to succeed with on-line learning as they move to high school and beyond.			

COMPUTER LABS

Bullen Middle School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Bullen computer lab	Appointments available 9 a.m. to 10 a.m., 10 a.m. to 11 a.m., and 11 a.m. to 12 p.m.	Sue Giggy, educational support professional	0

Brompton School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Kenosha Public Library—Southwest branch	9 a.m. to 6 p.m.		
Kenosha Public Library—North branch	9 a.m. to 6 p.m.		
Kenosha Public Library—Simmons branch	9 a.m. to 6 p.m.		
Gateway Technical College	8:30 a.m. to 12:30 p.m.		
Urban Outreach Center	9 a.m. to 12:30 p.m.		
Boys and Girls Club of Kenosha	12 p.m. to 5:30 p.m.		
McDonald's			
Wendy's			
Culvers			
Panera			
Starbucks			
Chili's			
Applebee's			
Barnes & Noble			
(Students are in a one-to-one laptop program and were provided community locations to access the Internet from.)			

Lance Middle School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Computer Lab, Room 15	8 a.m. to 12 p.m.	Educational support professions from our CDS classroom rotated through the computer lab for coverage.	6

Lincoln Middle School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Garden Lab	8 a.m. to 10 a.m. 10:30 a.m. to 12:30 p.m. 1 p.m. to 3 p.m.	Three educational assistants	12

Mahone Middle School			
COMPUTER LAB	TIME	PERSON IN CHARGE OF LAB	NUMBER OF STUDENTS USING LAB
Mahone computer lab	All day	Jessica Bolton	2

Note: Wi-Fi is available at Washington Middle School as students have devices. (No computer lab is needed.)

Dr. Michele Hancock
 Superintendent of Schools

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

Mr. Daniel Tenuta
 Assistant Superintendent of Secondary School Leadership

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KENOSHA UNIFIED SCHOOL BOARD
AUDIT/BUDGET/FINANCE MEETING
Educational Support Center – Room 110
September 11, 2012
MINUTES

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Gallo was called to order at 6:08 P.M. with the following Committee members present: Mr. Nuzzo, Mr. Bryan, Ms. Marcich, Mr. Kent, Mr. Aceto, Mr. Coleman, Ms. Stricker, and Mr. Gallo. Mrs. Glass was also present.

Introductions were made and new Committee members were welcomed.

Approval of Minutes – August 14, 2012 Audit/Budget/Finance and August 14, 2012 Joint Personnel/Policy and Audit/Budget/Finance Meetings

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

Waiver of Policy 1330 – Use of District Facilities

Mrs. Sheronda Glass, Executive Director of Business Services, presented the request of the National Alliance on Mental Illness (NAMI) Kenosha County, Inc. for waiver of user rental fees for the Reuther High School auditorium on Saturday, September 15, 2012 for a performance of *Pieces in My Own Voice* which depicts the lives of people living with mental health diagnosis. The estimated user rental fee requested to be waived is \$288.00. The estimated custodial fee is \$117.99 which will *not* be waived and will be the responsibility of NAMI as there is no custodial coverage on that date and the District would have to have a custodian open, clean, and close the auditorium for their performance. The \$20.00 permit filing fee has been paid.

Mr. Nuzzo moved that the request from NAMI Kenosha County, Inc. for waiver of user rental fees in the estimated amount of \$288.00 for the use of the Reuther High School auditorium on Saturday, September 15, 2012 for a performance of *Pieces in My Own Voice* be forwarded to the full Board for approval. Ms. Marcich seconded the motion. Unanimously approved.

Information Items

Mrs. Schmitz presented the Monthly Financial Statements and the Summary of Grant Activity and answered questions of the Committee members.

Mrs. Schmitz presented the FY 2013 Budget Update which included a summary of the proposed operating budget along with a comparison to fiscal years 2011 and 2012, the assumptions approved in February and July, the packet with will be provided at the annual meeting of electors, and short term borrowing information. She noted that the District's financial auditors completed their field work in August and they indicated that the audit was very clean and organized requiring no adjustment to the financials. They are working to finalize the audit and will be presented in the near future along with the Comprehensive Annual Financial Report (CAFR). It was also noted that due to all of the efforts of all District staff, projected savings were

doubled and less of the fund balance was used. Lastly, Mrs. Schmitz indicated that based on the results of the 2011-2012 fiscal year and anticipated revenues and expenditure for the 2012-2013 fiscal year, short term borrowing needs are projected to be around \$46 million for the fiscal year.

Future Agenda Items

Mrs. Schmitz indicated that an update on the OPEB liability status along with the actuarial study would be coming to the Committee in the near future.

Meeting adjourned at 6:47 P.M.

Stacy Schroeder Busby
School Board Secretary

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Gallo was called to order at 6:20 P.M. with the following Committee members present: Mr. Bryan, Ms. Marcich, Mr. Kent, and Mr. Gallo. Dr. Hancock was also present. Mr. Nuzzo and Mr. Aceto were excused. Mr. Coleman and Ms. Stricker were absent.

Mr. Gallo announced that a quorum was not present; therefore, items would be presented for informational purposes only and no action would be taken.

Approval of Minutes – September 11, 2012

Mr. Gallo indicated that these minutes would be presented for approval at the next meeting.

Change in the Fiscal Year 2011-12 Adopted Budget

Mrs. Tina Schmitz, Chief Financial Officer, presented the Change in the Fiscal Year 2011-12 Adopted Budget and indicated that the majority of the changes were the result of carryover funds from various grants. She noted that there was no change in the bottom line budget figure, just a change in functions. In order to meet statutory deadlines, Mrs. Schmitz indicated that this item would have to be approved by the Board at their October 23, 2012 meeting; therefore, she would be requesting that the Board add this item to their October 23, 2012 agenda.

2011-2012 Budget Carryover to the 2012-2013 Budget

Mrs. Schmitz presented the 2011-2012 Budget Carryover to the 2012-2013 Budget and indicated that carryover requests consisted of charter school carryover requests and/or donations/mini-grants to specific sites. She noted that from the 2013 fiscal year and forward, charter school carryovers will be accounted for as reserve portions of the General Fund Balance rather than being added as additional amounts in expense budgets. Doing this will provide for more accurate year-to-year budgeting while preserving the charter school's access to their surplus.

Information Items

Mrs. Schmitz presented the Monthly Financial Statements and indicated that Fund 10 transfers would be done on a quarterly basis as opposed to just at year end. There were no questions on this item.

Mrs. Schmitz presented the Summary of Receipts, Wire Transfers, and Check Registers and there were no questions.

Mrs. Schmitz presented the Fiscal Year 2013 Budget Update and discussed the fiscal impact of the enrollment decline. She indicated that despite the declining enrollment, the fiscal impact was minimal due to the District qualifying for a special aid adjustment given by the State. She noted

that the District was able to recoup approximately 85% of the lost funds. Mrs. Schmitz also indicated that due to large classroom sizes, an additional teacher was being added at Bose and EBSOLA. She reminded Committee members that until finalized numbers are received from the State, the presented budget numbers are preliminary and subject to change.

Future Agenda Items

Mrs. Schmitz indicated that the OPEB Actuary Report along with the Financial Audit Report would be presented to the Committee next month. Mr. Kent requested that the OPEB Actuary Report include a year-by-year comparison in regards to the liability growth.

Meeting adjourned at 6:40 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
JOINT AUDIT/BUDGET/FINANCE AND
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
October 9, 2012
MINUTES

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Curriculum/Program Committees chaired by Mr. Gallo was called to order at 6:43 P.M. with the following Committee members present: Mr. Bryan, Ms. Marcich, Mr. Kent, Mrs. Taube, Ms. Stevens, Ms. Anderson, Mrs. Daghfal, Ms. Santoro, Ms. Galli, and Mr. Gallo. Dr. Hancock was also present. Mrs. Coleman was excused. Ms. Reed and Mr. Simpkins were absent.

Request to Submit the Race to the Top Grant – District Grant Application

Mr. Kristopher Keckler, Executive Director of Information and Accountability, distributed and presented an updated Request to Submit the Race to the Top – District Grant Application along with a chart outlining the three grant projects. He indicated that the grant mirrors the following District Transformation Plan goals: improve student achievement; expand collaborative partnerships with families, community and industry; and secure resources (time, people, finances, and operating processes) to support learning; therefore, if awarded, the grant would help fund those goals. Mr. Keckler noted that only 15-25 grants are anticipated to be awarded and that notifications would be received by December 31st. Discussion took place regarding no additional district resources being requested and staffing positions being in existence only for the duration and capacity of the grant. Mr. Keckler confirmed both.

Ms. Anderson moved to forward the Request to Submit the Race to the Top Grant – District Grant Application to the full Board for approval. Ms. Daghfal seconded the motion. Unanimously approved.

Meeting adjourned at 7:40 P.M.

Stacy Schroeder Busby
School Board Secretary

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

November 13, 2012
Audit/Budget/Finance Committee

WAIVER OF POLICY 1330 – USE OF DISTRICT FACILITIES

The National Alliance on Mental Illness (NAMI) Kenosha County, Inc. is requesting a waiver of user rental fees for the Reuther High School gymnasium and kitchen on Saturday, December 1, 2012 for their 23rd Annual Mental Health Awareness Community Outreach event.

The estimated user rental fee which is being requested is \$235.00 for the gymnasium (\$47/hr) and \$240.00 (\$48/hr) for the kitchen. The \$20.00 permit filing fee has been paid. It should be noted that the amount in the letter for waiver of the gymnasium is incorrect. The correct amount is \$235.00 opposed to \$141.00.

Board Policy 1333, Facility Charges, states that the Board retains the right to waive or adjust any fees associated with use of District facilities; therefore, the following recommendation is being brought forward for consideration.

It is Administration's recommendation that the kitchen user fee of \$240.00 be waived; however, that the custodial fee and the gymnasium fee (\$235.00) *not* be waived due to the fact that there is no custodial coverage on that date and the District would have to have a custodian open, clean, and close the auditorium for their event. Furthermore, the use of heat and electricity would also be utilized for their event.

RECOMMENDATION

Administration recommends that the Audit/Budget/Finance Standing Committee forward the request from NAMI Kenosha County for waiver of user rental fees in the estimated amount of \$240.00 for the use of the Reuther High School kitchen on Saturday, December 1, 2012 for their 23rd Annual Mental Health Awareness Community Outreach event.

Sheronda Glass
Executive Director of Business Services

Dr. Michele Hancock
Superintendent of Schools



DATE: October 15, 2012

FROM: NAMI-Kenosha County

TO: KUSD School Board
c/o Kathy DeLabio
3600-52nd Street
Kenosha, WI 53144

SUBJECT: Waiver on Rental Fee for Reuther Central High School Facilities in Support of NAMI Kenosha's Mental Health Awareness Community Outreach

On behalf of the National Alliance on Mental Illness (NAMI) Kenosha County, I am requesting a waiver on the rental fee for Reuther Central High School facilities on Saturday, December 1, 2012. NAMI Kenosha County is hosting our 23rd Annual Mental Health Awareness Community Outreach. Last year over 150 folks (families and individuals) attended this annual outreach event. We strive to bring a sense of the community spirit to our guests who may not otherwise have the experience. This is truly the highlight of the year for many of our guests. The event will begin at 5 PM and finish at approximately 8 PM. We will require some time in the afternoon for set up. Specifically, I am requesting waiver on the following fees:

Gymnasium (\$47/hr) for 5 hours	\$141.00
Kitchen (\$48/hr) for 5 hours	\$240.00
TOTAL	\$381.00

Mental Health Awareness is so important and sharing a very positive experience with people affected by a mental health diagnosis is most rewarding and very fulfilling for our community. As you know, we are an all volunteer organization whose reliance on the generosity of the community and friends of NAMI make it all possible. Our mission is to improve the quality of life for folks affected with mental illness here in Kenosha County. We do this through education, support, and advocacy while promoting recovery and fighting stigma associated with mental illness. This past year we provided \$1,750 to fund Family Model training for five (5) staff at Whittier Elementary.

Please let me know if there are any questions. We look forward to your continued support.

Sincerely,

Jack Rose, President NAMI-Kenosha County (262-605-9038)

Kenosha Unified School District No. 1
Kenosha, Wisconsin

November 13, 2012
Audit/Budget/Finance Committee

Monthly Financial Reports

In a continuing effort to keep the stakeholders of Kenosha Unified School District informed on a regular basis of financial matters, Administration is providing monthly reports available electronically through the District's website for public viewing

Wisconsin State Statute 120.11(4) states, "The school board shall make a detailed record of all receipts and expenditures available to the public for inspection at each school board meeting and upon request." While reports have always been available upon request, our new procedures to have this information readily available to the public will both satisfy statute statutes and financial transparency.

Three reports will be posted each month: 1) Revenue Detail, 2) Expenditure Detail, and 3) Revenue and Expenditure Summary (same report as provided for the monthly Audit/Budget and Finance Committee). These reports will be inclusive of all funds (General Fund, Special Education, etc.). Attached are samples of the detailed revenue and expenditure reports.

Reports will be accessed through the KUSD website at www.kusd.edu/Departments/Finance. Reports will not be part of regular monthly Board agendas, but made available online.

Administration is providing this report as informational only.

Dr. Michele Hancock
Superintendent of Schools

Tina M. Schmitz
Chief Financial Officer

Current Date: 10/23/2012
 Current Time: 15:53:38
 As of: 09/30/2012

Kenosha Unified School District No. 1
Revenue Summary by Fund, Dig1, Dig2, Source

Page: 1
 Fiscal Year: 2013
 Fiscal Period: 03
 Report: Rev_Summ_Fund_Dig1_Dig2_Sr

		Budget		Expended			
		Original	Adjustments	Working	Month to Date	Year to Date	Deficit
Fund 10 General Fund							
211	Property taxes	0.00	0.00	74,684,161.00	0.00	0.00	74,684,161.00
212	Chargeback levy	0.00	0.00	64,333.00	0.00	281.89	64,051.11
213	Mobile home taxes	0.00	0.00	275,000.00	0.00	0.00	275,000.00
Total 210 Taxes		0.00	0.00	75,023,494.00	0.00	281.89	75,023,212.11
262	Resale revenues	0.00	0.00	211,900.00	10,145.32	50,356.63	161,543.37
Total 260 Non capital sales		0.00	0.00	211,900.00	10,145.32	50,356.63	161,543.37
278	Athletic gate receipts	0.00	0.00	110,000.00	39,578.50	41,701.70	68,298.30
Total 270 Student activities		0.00	0.00	110,000.00	39,578.50	41,701.70	68,298.30
280	Interest income	0.00	0.00	0.00	122.30	333.90	-333.90
281	ST INTEREST INCOME	0.00	0.00	28,000.00	3,970.93	10,300.28	17,699.72
Total 280 Interest Earnings		0.00	0.00	28,000.00	4,093.23	10,634.18	17,365.82
291	Gifts	0.00	0.00	20,353.00	16,653.00	20,353.00	0.00
292	Combined student fees	0.00	0.00	900,000.00	182,846.82	684,255.51	215,744.49
293	Building rental fees	0.00	0.00	850,000.00	1,475.00	1,411.00	848,589.00
295	Summer school fees	0.00	0.00	70,000.00	1,360.00	2,315.00	67,685.00
296	Parking Fee	0.00	0.00	55,000.00	5,822.59	37,809.50	17,190.50
297	Student fines	0.00	0.00	10,000.00	-964.04	-6,488.49	16,488.49
299	Miscellaneous	0.00	0.00	302,027.00	6,366.67	151,839.44	150,187.56
Total 290 Other local revenue		0.00	0.00	2,207,380.00	213,560.04	891,494.96	1,315,885.04
Total 200 Local revenues		0.00	0.00	77,580,774.00	267,377.09	994,469.36	76,586,304.64
345	Open enrollment reg tuition	0.00	0.00	300,000.00	0.00	0.00	300,000.00
Total 340 Pmts for educational services		0.00	0.00	300,000.00	0.00	0.00	300,000.00
Total 300 Interdistrict revenues		0.00	0.00	300,000.00	0.00	0.00	300,000.00
590	Other intermediate income	0.00	0.00	32,500.00	0.00	299.48	32,200.52
Total 590 Other intermediate sources		0.00	0.00	32,500.00	0.00	299.48	32,200.52
Total 500 Intermediate revenues		0.00	0.00	32,500.00	0.00	299.48	32,200.52
612	Transportation aid	0.00	0.00	292,500.00	0.00	0.00	292,500.00
613	Library aid	0.00	0.00	825,000.00	0.00	0.00	825,000.00
618	Bilingual/bicultural aid	0.00	0.00	70,000.00	0.00	0.00	70,000.00
619	Other Categorical Aid	0.00	0.00	1,130,250.00	0.00	0.00	1,130,250.00
Total 610 Categorical-state		0.00	0.00	2,317,750.00	0.00	0.00	2,317,750.00
621	Equalization aid	0.00	0.00	147,387,505.00	20,968,381.00	20,968,381.00	126,419,124.00
Total 620 State aid general		0.00	0.00	147,387,505.00	20,968,381.00	20,968,381.00	126,419,124.00
630	State special projects aid	0.00	0.00	365,725.00	0.00	0.00	365,725.00
Total 630 Special project grant		0.00	0.00	365,725.00	0.00	0.00	365,725.00
641	Tuition Payments by State	0.00	0.00	120,000.00	0.00	0.00	120,000.00
Total 640 Payment for services		0.00	0.00	120,000.00	0.00	0.00	120,000.00
691	Tax exempt computer	0.00	0.00	311,807.00	0.00	0.00	311,807.00
Total 690 Other state aid		0.00	0.00	311,807.00	0.00	0.00	311,807.00
Total 600 State aid		0.00	0.00	150,502,787.00	20,968,381.00	20,968,381.00	129,534,406.00
713	Vocational ed aid	0.00	0.00	211,416.00	0.00	0.00	211,416.00
Total 710 Categorical-federal		0.00	0.00	211,416.00	0.00	0.00	211,416.00
730	Federal special projects aids	0.00	0.00	3,074,142.00	0.00	0.00	3,074,142.00

Current Date: 10/23/2012
 Current Time: 15:53:38
 As of: 09/30/2012

Kenosha Unified School District No. 1
Revenue Summary by Fund, Dig1, Dig2, Source

Page: 2
 Fiscal Year: 2013
 Fiscal Period: 03
 Report: Rev_Summ_Fund_Dig1_Dig2_Sr

	Budget			Expended		Deficit
	Original	Adjustments	Working	Month to Date	Year to Date	
Total 730 Spec project-federal	0.00	0.00	3,074,142.00	0.00	0.00	3,074,142.00
751 IASA Title I	0.00	0.00	6,355,943.00	0.00	0.00	6,355,943.00
Total 750 IASA	0.00	0.00	6,355,943.00	0.00	0.00	6,355,943.00
790 Federal direct aid	0.00	0.00	201,631.61	0.00	811.34	200,820.27
Total 790 Direct revenue federal	0.00	0.00	201,631.61	0.00	811.34	200,820.27
Total 700 Federal aid	0.00	0.00	9,843,132.61	0.00	811.34	9,842,321.27
968 DEBT PREMIUM	0.00	0.00	0.00	384,640.00	384,640.00	-384,640.00
Total 960 Adjustments	0.00	0.00	0.00	384,640.00	384,640.00	-384,640.00
990 Miscellenous Revenue	0.00	0.00	510,000.00	10,324.69	10,487.81	499,512.19
Total 990 Miscellaneous	0.00	0.00	510,000.00	10,324.69	10,487.81	499,512.19
Total 900 Revenue adjustments	0.00	0.00	510,000.00	394,964.69	395,127.81	114,872.19
Fund Total: General Fund	0.00	0.00	238,769,193.61	21,630,722.78	22,359,088.99	216,410,104.62

SAMPLE

Current Date: 10/23/2012
 Current Time: 15:53:38
 As of: 09/30/2012

Kenosha Unified School District No. 1
Revenue Summary by Fund, Dig1, Dig2, Source

Page: 3
 Fiscal Year: 2013
 Fiscal Period: 03
 Report: Rev_Summ_Fund_Dig1_Dig2_Sr

		Budget		Expended			
		<u>Original</u>	<u>Adjustments</u>	<u>Working</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Deficit</u>
Fund 25	General Fund						
790	Federal direct aid	0.00	0.00	1,956,394.00	0.00	166,928.94	1,789,465.06
Total 790	Direct revenue federal	0.00	0.00	1,956,394.00	0.00	166,928.94	1,789,465.06
Total 700	Federal aid	0.00	0.00	1,956,394.00	0.00	166,928.94	1,789,465.06
Fund Total: Head Start		0.00	0.00	1,956,394.00	0.00	166,928.94	1,789,465.06

SAMPLE

Current Date: 10/23/2012
Current Time: 15:53:38
As of: 09/30/2012

Kenosha Unified School District No. 1
Revenue Summary by Fund, Dig1, Dig2, Source

Page: 4
Fiscal Year: 2013
Fiscal Period: 03
Report: Rev_Summ_Fund_Dig1_Dig2_Sr

		Budget		Expended			
		Original	Adjustments	Working	Month to Date	Year to Date	Deficit
Fund 27 Head Start							
110	Transfer in from Fund 10	0.00	0.00	29,983,234.89	0.00	0.00	29,983,234.89
Total 110	General Transfers In	0.00	0.00	29,983,234.89	0.00	0.00	29,983,234.89
Total 100	Operating Transfers In	0.00	0.00	29,983,234.89	0.00	0.00	29,983,234.89
299	Miscellaneous	0.00	0.00	10,064.00	598.00	1,950.00	8,114.00
Total 290	Other local revenue	0.00	0.00	10,064.00	598.00	1,950.00	8,114.00
Total 200	Local revenues	0.00	0.00	10,064.00	598.00	1,950.00	8,114.00
347	Open enrollment special ed	0.00	0.00	20,000.00	0.00	0.00	20,000.00
Total 340	Pmts for educational services	0.00	0.00	20,000.00	0.00	0.00	20,000.00
Total 300	Interdistrict revenues	0.00	0.00	20,000.00	0.00	0.00	20,000.00
611	State handicap aid	0.00	0.00	10,350,000.00	0.00	0.00	10,350,000.00
Total 610	Categorical-state	0.00	0.00	10,350,000.00	0.00	0.00	10,350,000.00
625	State Categorical Aid	0.00	0.00	55,000.00	0.00	0.00	55,000.00
Total 620	State aid general	0.00	0.00	55,000.00	0.00	0.00	55,000.00
Total 600	State aid	0.00	0.00	10,405,000.00	0.00	0.00	10,405,000.00
711	High Cost Special Ed Aid	0.00	0.00	34,000.00	0.00	0.00	34,000.00
Total 710	Categorical-federal	0.00	0.00	34,000.00	0.00	0.00	34,000.00
730	Federal special projects aids	0.00	0.00	3,854,115.00	0.00	0.00	3,854,115.00
Total 730	Spec project-federal	0.00	0.00	3,854,115.00	0.00	0.00	3,854,115.00
780	Fed Aid thru State(not DPI)	0.00	0.00	3,000,000.00	0.00	0.00	3,000,000.00
Total 780	Fed Aid thru State (not DPI)	0.00	0.00	3,000,000.00	0.00	0.00	3,000,000.00
Total 700	Federal aid	0.00	0.00	6,888,115.00	0.00	0.00	6,888,115.00
Fund Total: Special Education		0.00	0.00	47,306,413.89	598.00	1,950.00	47,304,463.89

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		Budget		Expended			
		Original	Adjustments	Working	Month to Date	Year to Date	Deficit
Fund 31	Special Education						
211	Property taxes	0.00	0.00	3,314,025.00	0.00	0.00	3,314,025.00
Total 210	Taxes	0.00	0.00	3,314,025.00	0.00	0.00	3,314,025.00
280	Interest income	0.00	0.00	0.00	0.16	0.16	-0.16
Total 280	Interest Earnings	0.00	0.00	0.00	0.16	0.16	-0.16
Total 200	Local revenues	0.00	0.00	3,314,025.00	0.16	0.16	3,314,024.84
Fund Total: Debt Service 08/96		0.00	0.00	3,314,025.00	0.16	0.16	3,314,024.84

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		Budget		Expended			
		Original	Adjustments	Working	Month to Date	Year to Date	Deficit
Fund 32	Debt Service 08/96						
211	Property taxes	0.00	0.00	5,087,130.58	0.00	0.00	5,087,130.58
Total 210	Taxes	0.00	0.00	5,087,130.58	0.00	0.00	5,087,130.58
280	Interest income	0.00	0.00	0.00	0.19	0.19	-0.19
Total 280	Interest Earnings	0.00	0.00	0.00	0.19	0.19	-0.19
Total 200	Local revenues	0.00	0.00	5,087,130.58	0.19	0.19	5,087,130.39
971	Aidable/Insurance judgements	0.00	0.00	699,345.75	0.00	0.00	699,345.75
Total 970	Refund disbursements	0.00	0.00	699,345.75	0.00	0.00	699,345.75
Total 900	Revenue adjustments	0.00	0.00	699,345.75	0.00	0.00	699,345.75
Fund Total: Debt Service ITA Expansion		0.00	0.00	5,786,476.33	0.19	0.19	5,786,476.14

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		Budget		Expended			
		Original	Adjustments	Working	Month to Date	Year to Date	Deficit
Fund 33 Debt Service ITA Expansion							
211	Property taxes	0.00	0.00	2,589,650.00	0.00	0.00	2,589,650.00
Total 210	Taxes	0.00	0.00	2,589,650.00	0.00	0.00	2,589,650.00
280	Interest income	0.00	0.00	0.00	0.12	0.12	-0.12
Total 280	Interest Earnings	0.00	0.00	0.00	0.12	0.12	-0.12
Total 200	Local revenues	0.00	0.00	2,589,650.00	0.12	0.12	2,589,649.88
Fund Total: Debt Service		0.00	0.00	2,589,650.00	0.12	0.12	2,589,649.88

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		Budget		Expended			
		<u>Original</u>	<u>Adjustments</u>	<u>Working</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Deficit</u>
Fund 34 Debt Service							
211	Property taxes	0.00	0.00	196,106.26	0.00	0.00	196,106.26
Total 210 Taxes		0.00	0.00	196,106.26	0.00	0.00	196,106.26
Total 200 Local revenues		0.00	0.00	196,106.26	0.00	0.00	196,106.26
Fund Total: Debt Service 03/01		0.00	0.00	196,106.26	0.00	0.00	196,106.26

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			Budget		Expended			
			Original	Adjustments	Working	Month to Date	Year to Date	Deficit
Fund 35 Debt Service 03/01								
211	Property taxes		0.00	0.00	1,553,512.50	0.00	0.00	1,553,512.50
Total 210 Taxes			0.00	0.00	1,553,512.50	0.00	0.00	1,553,512.50
280	Interest income		0.00	0.00	0.00	0.25	0.25	-0.25
Total 280 Interest Earnings			0.00	0.00	0.00	0.25	0.25	-0.25
Total	200	Local revenues	0.00	0.00	1,553,512.50	0.25	0.25	1,553,512.25
Fund Total: Debt Service 02/06			0.00	0.00	1,553,512.50	0.25	0.25	1,553,512.25

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		Budget			Expended		
		Original	Adjustments	Working	Month to Date	Year to Date	Deficit
Fund 38 Debt Service 02/06							
110	Transfer in from Fund 10	0.00	0.00	500,000.00	0.00	0.00	500,000.00
Total 110	General Transfers In	0.00	0.00	500,000.00	0.00	0.00	500,000.00
Total 100	Operating Transfers In	0.00	0.00	500,000.00	0.00	0.00	500,000.00
211	Property taxes	0.00	0.00	2,886,123.39	0.00	0.00	2,886,123.39
Total 210	Taxes	0.00	0.00	2,886,123.39	0.00	0.00	2,886,123.39
280	Interest income	0.00	0.00	0.00	137.78	397.12	-397.12
Total 280	Interest Earnings	0.00	0.00	0.00	137.78	397.12	-397.12
Total 200	Local revenues	0.00	0.00	2,886,123.39	137.78	397.12	2,885,726.27
971	Aidable/Insurance judgements	0.00	0.00	267,377.67	0.00	0.00	267,377.67
Total 970	Refund disbursements	0.00	0.00	267,377.67	0.00	0.00	267,377.67
Total 900	Revenue adjustments	0.00	0.00	267,377.67	0.00	0.00	267,377.67
Fund Total: Non-Referendum Debt		0.00	0.00	3,653,501.06	137.78	397.12	3,653,103.94

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		Budget			Expended		
		<u>Original</u>	<u>Adjustments</u>	<u>Working</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Deficit</u>
Fund 39 Non-Referendum Debt							
280	Interest income	0.00	0.00	0.00	431.25	1,302.29	-1,302.29
Total 280 Interest Earnings		0.00	0.00	0.00	431.25	1,302.29	-1,302.29
Total 200	Local revenues	0.00	0.00	0.00	431.25	1,302.29	-1,302.29
Fund Total: Other Debt Service		0.00	0.00	0.00	431.25	1,302.29	-1,302.29

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		Budget		Expended			
		Original	Adjustments	Working	Month to Date	Year to Date	Deficit
Fund 42 Other Debt Service							
110	Transfer in from Fund 10	0.00	0.00	32,069.67	0.00	0.00	32,069.67
Total 110	General Transfers In	0.00	0.00	32,069.67	0.00	0.00	32,069.67
Total 100	Operating Transfers In	0.00	0.00	32,069.67	0.00	0.00	32,069.67
280	Interest income	0.00	0.00	300.00	0.00	0.00	300.00
Total 280	Interest Earnings	0.00	0.00	300.00	0.00	0.00	300.00
Total 200	Local revenues	0.00	0.00	300.00	0.00	0.00	300.00
969	Other adjustments	0.00	0.00	184,786.33	0.00	184,786.33	0.00
Total 960	Adjustments	0.00	0.00	184,786.33	0.00	184,786.33	0.00
Total 900	Revenue adjustments	0.00	0.00	184,786.33	0.00	184,786.33	0.00
Fund Total: ITA Expansion Project		0.00	0.00	217,156.00	0.00	184,786.33	32,369.67

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		Budget		Expended			
		Original	Adjustments	Working	Month to Date	Year to Date	Deficit
Fund 50	ITA Expansion Project						
251	Pupil meals	0.00	0.00	1,584,401.00	149,020.55	151,704.10	1,432,696.90
252	Adult meals	0.00	0.00	30,000.00	1,291.70	1,291.70	28,708.30
254	Snacks	0.00	0.00	57,650.00	0.00	0.00	57,650.00
255	Snacks	0.00	0.00	10,000.00	0.00	0.00	10,000.00
257	Breakfast sales	0.00	0.00	82,500.00	4,909.20	4,926.80	77,573.20
258	Milk sales	0.00	0.00	70,000.00	15,545.10	15,991.30	54,008.70
259	Ala carte sales	0.00	0.00	1,000,000.00	125,522.36	125,522.36	874,477.64
Total 250 Food service		0.00	0.00	2,834,551.00	296,288.91	299,436.26	2,535,114.74
Total 200	Local revenues	0.00	0.00	2,834,551.00	296,288.91	299,436.26	2,535,114.74
617	Food service state aid	0.00	0.00	142,370.00	0.00	0.00	142,370.00
Total 610 Categorical-state		0.00	0.00	142,370.00	0.00	0.00	142,370.00
Total 600	State aid	0.00	0.00	142,370.00	0.00	0.00	142,370.00
714	Donated commodities	0.00	0.00	413,000.00	0.00	0.00	413,000.00
717	Food service aid	0.00	0.00	4,500,000.00	44,766.06	72,380.85	4,427,619.15
Total 710 Categorical-federal		0.00	0.00	4,913,000.00	44,766.06	72,380.85	4,840,619.15
730	Federal special projects aids	0.00	0.00	22,985.00	0.00	0.00	22,985.00
Total 730 Spec project-federal		0.00	0.00	22,985.00	0.00	0.00	22,985.00
Total 700	Federal aid	0.00	0.00	4,935,985.00	44,766.06	72,380.85	4,863,604.15
Fund Total: Food Service		0.00	0.00	7,912,906.00	341,054.97	371,817.11	7,541,088.89

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			Budget		Expended			
			Original	Adjustments	Working	Month to Date	Year to Date	Deficit
Fund 73 Food Service								
230	Interfund Payments		0.00	0.00	4,388,798.00	0.00	0.00	4,388,798.00
Total 230	Interfund Payments		0.00	0.00	4,388,798.00	0.00	0.00	4,388,798.00
280	Interest income		0.00	0.00	10,000.00	15.52	47.14	9,952.86
Total 280	Interest Earnings		0.00	0.00	10,000.00	15.52	47.14	9,952.86
Total 200	Local revenues		0.00	0.00	4,398,798.00	15.52	47.14	4,398,750.86
Fund Total: Pension Trust Fund			0.00	0.00	4,398,798.00	15.52	47.14	4,398,750.86

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		Budget		Expended			
		Original	Adjustments	Working	Month to Date	Year to Date	Deficit
Fund 81	Pension Trust Fund						
211	Property taxes	0.00	0.00	370,000.00	0.00	0.00	370,000.00
219	Other taxes	0.00	0.00	0.00	0.00	350.20	-350.20
Total 210 Taxes		0.00	0.00	370,000.00	0.00	350.20	369,649.80
298	Recreation Department Revenues	0.00	0.00	58,000.00	0.00	6,928.80	51,071.20
Total 290 Other local revenue		0.00	0.00	58,000.00	0.00	6,928.80	51,071.20
Total 200	Local revenues	0.00	0.00	428,000.00	0.00	7,279.00	420,721.00
Fund Total: Recreation Services Program		0.00	0.00	428,000.00	0.00	7,279.00	420,721.00

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		Budget		Expended			
		Original	Adjustments	Working	Month to Date	Year to Date	Deficit
Fund 82	Recreation Services Program						
291	Gifts	0.00	0.00	0.00	12,000.00	12,500.00	-12,500.00
293	Building rental fees	0.00	0.00	28,625.00	400.00	7,806.93	20,818.07
299	Miscellaneous	0.00	0.00	500.00	0.00	0.00	500.00
Total 290 Other local revenue		0.00	0.00	29,125.00	12,400.00	20,306.93	8,818.07
Total	200 Local revenues	0.00	0.00	29,125.00	12,400.00	20,306.93	8,818.07
Fund Total: Athletic Venues		0.00	0.00	29,125.00	12,400.00	20,306.93	8,818.07

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		Budget		Expended			
		<u>Original</u>	<u>Adjustments</u>	<u>Working</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Deficit</u>
Fund 83	Athletic Venues						
211	Property taxes	0.00	0.00	1,680,267.00	0.00	0.00	1,680,267.00
Total 210 Taxes		0.00	0.00	1,680,267.00	0.00	0.00	1,680,267.00
Total 200 Local revenues		0.00	0.00	1,680,267.00	0.00	0.00	1,680,267.00
Fund Total: Community Services Program		0.00	0.00	1,680,267.00	0.00	0.00	1,680,267.00

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		Budget			Expended		
		<u>Original</u>	<u>Adjustments</u>	<u>Working</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Deficit</u>
Fund 85 Community Services Program							
292	Combined student fees	0.00	0.00	0.00	1,704.00	5,514.66	-5,514.66
Total 290	Other local revenue	0.00	0.00	0.00	1,704.00	5,514.66	-5,514.66
Total 200	Local revenues	0.00	0.00	0.00	1,704.00	5,514.66	-5,514.66
Fund Total: CLC After School Program		0.00	0.00	0.00	1,704.00	5,514.66	-5,514.66

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	Budget		Working	Expended		Deficit
	Original	Adjustments		Month to Date	Year to Date	
GRAND TOTAL:	0.00	0.00	319,791,524.65	21,987,065.02	23,119,419.23	296,672,105.42

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Expenditure Summary by Function

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FUND:10 General Fund

Function	Description	Budget			Expended		Balance	Percent Used
		Original	Adjustments	Working	Encumbered	PTD	YTD	
	Undifferentiated Curriculum							
110000	Undifferentiated Curriculum	0.00	0.00	67,856,511.29	1,009,788.55	4,671,772.92	5,203,929.96	61,642,792.78 9.15
	Undifferentiated Curriculum	0.00	0.00	67,856,511.29	1,009,788.55	4,671,772.92	5,203,929.96	61,642,792.78 9.15
	Regular Curriculum							
120000	Regular Curriculum	0.00	0.00	137,066.00	203.00	972.96	972.96	135,890.04 0.85
121000	Art Curriculum	0.00	0.00	3,586,940.49	14,590.67	239,477.28	250,352.42	3,321,997.40 7.38
122000	English/Language Arts Curric	0.00	0.00	6,175,477.05	14,949.19	413,752.10	458,454.13	5,702,073.73 7.66
122200	Reading Curriculum	0.00	0.00	198,704.46	0.00	14,152.71	134,410.58	64,293.88 67.64
122222	Reading Recovery Curriculum	0.00	0.00	0.00	0.00	0.00	0.00	0.00 0.00
123000	Foreign Language Curriculum	0.00	0.00	2,513,603.69	10.00	147,845.62	149,632.52	2,363,961.17 5.95
124000	Math Curriculum	0.00	0.00	7,129,369.63	57,358.83	473,110.70	631,766.74	6,440,244.06 9.66
125000	Music Curriculum	0.00	0.00	3,680.00	87.98	2,369.65	2,369.65	1,222.37 66.78
125100	General Music Curriculum	0.00	0.00	2,931,813.88	5,237.91	188,899.51	201,766.92	2,724,809.05 7.06
125400	Vocal Music Curriculum	0.00	0.00	376,188.25	3,700.00	24,767.47	25,626.61	346,861.64 7.79
125510	Band Curriculum	0.00	0.00	1,107,658.38	28,655.84	78,579.06	95,139.72	983,862.82 11.17
125520	Orchestra Curriculum	0.00	0.00	862,667.37	16,298.70	59,987.86	71,607.49	774,761.18 10.19
126000	Science Curriculum	0.00	0.00	6,328,691.76	12,641.69	407,570.80	452,178.99	5,863,871.08 7.34
127000	Social Studies Curriculum	0.00	0.00	6,033,054.72	5,091.02	404,127.82	440,756.39	5,587,207.31 7.39
129200	Bilingual/Bicultural Curric	0.00	0.00	1,639,393.41	0.00	108,295.68	113,234.71	1,526,158.70 6.90
	Regular Curriculum	0.00	0.00	39,024,309.09	158,824.83	2,563,909.22	3,028,269.83	35,837,214.43 8.16
	Vocational Curriculum							
132000	Business Education	0.00	0.00	1,800,535.62	1,428.80	103,224.42	105,087.42	1,694,019.40 5.91
133000	Marketing Education	0.00	0.00	6,576.00	0.00	6,576.00	6,576.00	0.00 100.00
134000	Health Occupations	0.00	0.00	0.00	0.00	0.00	0.00	0.00 0.00
135000	FACE Curriculum	0.00	0.00	1,379,785.60	19,633.85	78,055.64	78,055.64	1,282,096.11 7.08
135300	Occupational Preparation	0.00	0.00	0.00	0.00	0.00	0.00	0.00 0.00
136000	Technology Education Curric	0.00	0.00	1,564,990.42	13,646.85	104,438.21	117,617.16	1,433,726.41 8.38
138100	Vocational Special Needs	0.00	0.00	0.00	0.00	0.00	0.00	0.00 0.00
139000	Other Vocational Education	0.00	0.00	276,413.25	13,523.78	93,308.91	130,148.27	132,741.20 51.97
	Vocational Curriculum	0.00	0.00	5,028,300.89	48,233.28	385,603.18	437,484.49	4,542,583.12 9.65
	Physical Curriculum							
141000	Health Curriculum	0.00	0.00	34,155.87	205.45	177.57	2,738.89	31,211.53 8.62
143000	Physical Education	0.00	0.00	4,357,497.13	899.38	289,823.07	324,735.88	4,031,861.87 7.47
143100	Physical Education Admin	0.00	0.00	110,123.75	17,000.00	8.88	8.88	93,114.87 15.44
146000	Safety Education Curriculum	0.00	0.00	524.00	0.00	0.00	119.81	404.19 22.86
	Physical Curriculum	0.00	0.00	4,502,300.75	18,104.83	290,009.52	327,603.46	4,156,592.46 7.67
	Co-curricular Activities							
161000	Academics Curriculum	0.00	0.00	590,789.43	322,135.39	6,056.63	66,664.31	201,989.73 65.81
161300	Academic Co-Curricular	0.00	0.00	185,359.47	0.00	8,395.39	10,368.17	174,991.30 5.59
161306	Theatre/Drama Curriculum	0.00	0.00	0.00	0.00	0.00	19,079.58	-19,079.58 0.00
162000	Athletics - Coop Curriculum	0.00	0.00	291,685.63	23,622.27	3,486.77	63,297.94	204,765.42 29.79
162100	Athletics - Sports	0.00	0.00	1,459,593.10	41,755.90	216,039.96	236,949.71	1,180,887.49 19.09
162204	Baseball (Male) Curriculum	0.00	0.00	-150.00	0.00	0.00	0.00	-150.00 0.00
162300	Co-Educational Curriculum	0.00	0.00	8,206.02	0.00	302.98	302.98	7,903.04 3.69
162400	Intramural Curriculum	0.00	0.00	122,744.26	0.00	1,076.96	1,076.96	121,667.30 0.87
162500	Athletic State Events	0.00	0.00	-11,586.90	0.00	-2,265.00	-4,125.00	-7,461.90 0.00
	Co-curricular Activities	0.00	0.00	2,646,641.01	387,513.56	233,093.69	393,614.65	1,865,512.80 29.51
	Special Needs							
171000	Cultural/Socially Disadvant	0.00	0.00	141,096.11	72.83	8,712.16	13,271.48	127,751.80 9.45
172000	Gifted and Talented	0.00	0.00	560,242.40	4,687.72	35,734.79	62,409.49	493,145.19 11.97

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FUND:10 General Fund

Function	Description	Budget			Expended		Percent	
		Original	Adjustments	Working	Encumbered	PTD	YTD	Balance Used
173000	Homebound Curriculum	0.00	0.00	25,485.00	35.02	0.00	0.00	25,449.98 0.13
	Special Needs	0.00	0.00	726,823.51	4,795.57	44,446.95	75,680.97	646,346.97 11.07
	Pupil Services							
210000	Pupil Services	0.00	0.00	164,889.89	861.24	4,460.03	7,416.28	156,612.37 5.02
212000	Social Work	0.00	0.00	181,013.38	0.00	14,769.34	14,769.34	166,244.04 8.15
213000	Guidance Support	0.00	0.00	5,288,804.91	57,528.05	344,464.06	393,545.51	4,837,731.35 8.52
214000	Health Support	0.00	0.00	1,416,044.96	8,838.41	55,542.26	81,583.63	1,325,622.92 6.38
215000	Psychological Services	0.00	0.00	89,400.00	0.00	3,646.30	3,646.30	85,753.70 4.07
217000	Attendance Support	0.00	0.00	1,928,592.03	98.58	124,757.60	131,791.20	1,796,702.25 6.83
219000	Other Pupil Services	0.00	0.00	635,825.91	111,235.39	3,270.52	5,745.34	518,845.18 18.39
	Pupil Services	0.00	0.00	9,704,571.08	178,561.67	550,910.11	638,497.60	8,887,511.81 8.41
	Instructional Staff Services							
220000	Budget Holding Account	0.00	0.00	2,602,794.00	0.00	0.00	0.00	2,602,794.00 0.00
221100	Instruction Director	0.00	0.00	1,358,797.95	28,097.42	76,469.37	213,578.26	1,117,122.27 17.78
221200	Curriculum Development	0.00	0.00	63,644.00	0.00	1,670.15	2,989.78	60,654.22 4.69
221300	Staff Development	0.00	0.00	2,647,259.07	849,257.01	178,329.12	289,781.07	1,508,220.99 43.02
221400	Core Committee	0.00	0.00	12,900.00	0.00	0.00	0.00	12,900.00 0.00
221900	Improvement of Instruction	0.00	0.00	887,190.98	50,271.14	69,524.90	131,882.58	705,037.26 20.53
222100	Direction of IMC	0.00	0.00	1,278,332.97	2,459.78	4,386.57	-3,925.30	1,279,798.49 -0.11
222200	Library/Media Services	0.00	0.00	4,595,143.16	2,134.00	290,382.82	368,650.94	4,224,358.22 8.06
222300	Audio Visual Services	0.00	0.00	735,528.95	0.00	49,484.31	57,577.68	677,951.27 7.82
222400	Common School Library Fund	0.00	0.00	823,100.82	46,447.69	60,224.33	160,541.50	616,111.63 25.14
222500	Computer Assisted Instruction	0.00	0.00	277,023.12	3,630.72	519.78	22,341.89	251,050.51 9.37
223100	Athletics Administration	0.00	0.00	165,281.56	0.00	12,552.43	35,752.89	129,528.67 21.63
223300	Spec Ed Administration	0.00	0.00	2,000.00	0.00	610.00	610.00	1,390.00 30.50
223600	Fine Arts Administration	0.00	0.00	136,541.32	0.00	11,436.30	35,293.02	101,248.30 25.84
223700	Vocational/Technology Admin	0.00	0.00	95,899.54	225.34	2,426.42	13,371.62	82,302.58 14.17
223900	Other Inst Supv &	0.00	0.00	581,925.28	152.13	13,339.64	14,559.25	567,213.90 2.52
223910	Breakfast Supervision	0.00	0.00	29,060.58	0.00	997.74	1,070.15	27,990.43 3.68
229000	Other Staff Services	0.00	0.00	85,070.77	0.00	25,083.16	67,419.71	17,651.06 79.25
241000	Principal's Office	0.00	0.00	0.00	0.00	0.00	0.00	0.00 0.00
	Instructional Staff Services	0.00	0.00	16,377,494.07	982,675.23	797,437.04	1,411,495.04	13,983,323.80 14.61
	General Administration							
231100	Board of Education	0.00	0.00	87,493.00	195.00	16,419.89	39,097.64	48,200.36 44.90
231154	BOE Educational Contracted	0.00	0.00	0.00	0.00	0.00	6,288.41	-6,288.41 0.00
231157	BOE Policy/Procedures	0.00	0.00	12,500.00	0.00	0.00	0.00	12,500.00 0.00
231400	Election/Annual Meeting	0.00	0.00	4,100.00	0.00	175.86	175.86	3,924.14 4.28
231500	General Legal Services	0.00	0.00	98,000.00	0.00	1,357.00	2,369.00	95,631.00 2.41
231553	Expulsion Legal Services	0.00	0.00	0.00	0.00	0.00	100.00	-100.00 0.00
231555	Negotiation Legal Services	0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00 0.00
231556	Litigation Legal Services	0.00	0.00	20,000.00	0.00	0.00	0.00	20,000.00 0.00
231557	Personnel Legal Services	0.00	0.00	60,000.00	0.00	3,994.00	5,832.50	54,167.50 9.72
231700	Audit Services	0.00	0.00	52,000.00	12,800.00	420.00	420.00	38,780.00 25.42
232100	Superintendent's Office	0.00	0.00	592,636.68	2,298.96	40,922.72	115,262.33	475,075.39 19.83
232200	Community Relations	0.00	0.00	10,772.84	0.00	1,575.41	11,860.23	-1,087.39 110.09
232300	Staff Relations & Negotiations	0.00	0.00	1,841.00	0.00	0.00	57.50	1,783.50 3.12
232400	Strategic Plan	0.00	0.00	27,838.70	0.00	0.00	0.00	27,838.70 0.00
232900	School Management	0.00	0.00	354,023.29	93,825.16	31,525.18	65,205.88	194,992.25 44.92
	General Administration	0.00	0.00	1,331,205.51	109,119.12	96,390.06	246,669.35	975,417.04 26.72
	School Building Administration							
241000	Principal's Office	0.00	0.00	14,064,388.55	34,211.28	1,095,071.61	2,639,165.83	11,391,011.44 19.00

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FUND:10 General Fund

Function	Description	Budget			Expended			Percent	
		Original	Adjustments	Working	Encumbered	PTD	YTD	Balance	Used
249000	Student Activity	0.00	0.00	1,500.00	0.00	0.00	0.00	1,500.00	0.00
School Building Administration		0.00	0.00	14,065,888.55	34,211.28	1,095,071.61	2,639,165.83	11,392,511.44	19.00
Business Administration									
251000	Asst Superintendent Business	0.00	0.00	128,911.00	0.00	209.99	8,358.75	120,552.25	6.48
252100	Fiscal Services	0.00	0.00	293,024.80	0.00	24,932.78	69,059.20	223,965.60	23.56
252300	Debt Issuance Costs	0.00	0.00	20,000.00	0.00	0.00	0.00	20,000.00	0.00
252400	Payroll Services	0.00	0.00	259,024.23	0.00	22,239.59	63,588.38	195,435.85	24.54
252500	Accounting Services	0.00	0.00	1,021,063.10	3,135.60	67,124.82	184,401.18	833,526.32	18.36
252600	Flexible Benefit Program	0.00	0.00	1,500.00	0.00	1,040.85	2,956.50	-1,456.50	197.10
252900	Other Fiscal Services	0.00	0.00	0.00	0.00	749.04	9,877.00	-9,877.00	0.00
253100	Operation's Director	0.00	0.00	16,309,798.45	282,609.90	912,244.54	2,439,360.03	13,587,828.52	16.68
253300	Custodial Services	0.00	0.00	1,057,179.07	320,991.75	55,898.33	154,660.77	581,526.55	44.99
253700	Security Services	0.00	0.00	1,427,516.95	340,000.00	51,848.67	96,630.02	990,886.93	30.58
254200	AIS Site Maintenance	0.00	0.00	101,937.50	13,833.27	15,700.84	18,530.06	69,574.17	31.74
254300	General Maintenance	0.00	0.00	4,198,058.97	182,325.72	301,556.07	728,961.63	3,286,771.62	21.70
254301	Roofing Repairs	0.00	0.00	16,800.00	0.00	0.00	0.00	16,800.00	0.00
254310	General Maintenance	0.00	0.00	254,890.48	0.00	17,941.60	47,016.65	207,873.83	18.44
254320	Environmental	0.00	0.00	1,000.00	0.00	0.00	0.00	1,000.00	0.00
254410	Instruc Equipment	0.00	0.00	57,777.25	8,000.00	2,150.00	2,642.95	47,134.30	18.42
254490	Other Equipment	0.00	0.00	202,894.42	49,887.40	25,487.53	39,026.48	113,980.54	43.82
254500	Vehicle Maintenance	0.00	0.00	257,360.37	0.00	29,098.60	59,990.73	197,369.64	23.31
254900	Other Maintenance Services	0.00	0.00	96,920.00	13,286.08	6,020.53	22,099.22	61,534.70	36.50
255100	Construction Services	0.00	0.00	9,000.00	0.00	0.00	0.00	9,000.00	0.00
255300	Remodeling Services	0.00	0.00	349,871.36	13,052.08	61,216.85	152,986.63	183,832.65	47.45
255400	Remodeling - Rental	0.00	0.00	22,000.00	0.00	0.00	22,000.00	0.00	100.00
256100	Pupil Transportation Director	0.00	0.00	198,207.29	147.42	26,120.27	49,531.98	148,527.89	25.06
256710	Transportation Fleet Services	0.00	0.00	2,870,928.00	0.00	513,802.32	510,961.01	2,359,966.99	17.79
256730	Parent Transportation	0.00	0.00	64,000.00	0.00	0.00	-660.44	64,660.44	-1.03
256740	Co-Curricular Transportation	0.00	0.00	276,763.00	40.00	20,290.40	28,415.09	248,307.91	10.28
256770	Field Trip Transportation	0.00	0.00	61,399.39	0.00	4,407.67	5,608.35	55,791.04	9.13
256790	Other Transportation	0.00	0.00	663,984.00	0.00	0.00	959.28	663,024.72	0.14
257220	Food Service Lunch Services	0.00	0.00	44,362.72	0.00	0.00	0.00	44,362.72	0.00
258200	Purchasing Services	0.00	0.00	278,727.62	0.00	21,280.09	56,556.92	222,170.70	20.29
258300	Warehouse/Distribution	0.00	0.00	501,807.99	300.00	41,995.32	103,735.08	397,772.91	20.73
258400	Printing/Duplicating Services	0.00	0.00	250,599.04	37,770.57	20,237.48	31,657.33	181,171.14	27.70
Business Administration		0.00	0.00	31,297,307.00	1,265,379.79	2,243,594.18	4,908,910.78	25,123,016.43	19.72
Central Services									
260000	Central Services	0.00	0.00	175,269.00	0.00	2,048.11	4,370.42	170,898.58	2.49
262200	Ed AccountResearch	0.00	0.00	358,482.59	0.00	29,803.40	73,656.91	284,825.68	20.54
262500	Ed Account Evaluation	0.00	0.00	166,337.70	0.00	14,106.45	40,207.06	126,130.64	24.17
263000	Public Information Director	0.00	0.00	0.00	0.00	0.00	644.37	-644.37	0.00
263300	Public Information	0.00	0.00	1,600.00	3,991.93	1,588.39	21,842.26	-24,234.19	1,614.63
264100	Personnel Director	0.00	0.00	2,304,593.84	2,431.04	68,637.04	185,405.06	2,116,757.74	8.15
264200	Recruitment/Placement	0.00	0.00	120,216.00	36.08	7,722.15	15,187.65	104,992.27	12.66
264220	Minority Recruitment	0.00	0.00	38,874.00	0.00	0.00	497.00	38,377.00	1.27
264400	Non-Instruct Staff Training	0.00	0.00	23,600.00	0.00	399.00	399.00	23,201.00	1.69
264500	Leave of Absence	0.00	0.00	1,919,008.42	0.00	14,163.23	14,163.23	1,904,845.19	0.73
264900	Other Staff Services	0.00	0.00	0.00	0.00	504.46	504.46	-504.46	0.00
266100	Direction of Info Services	0.00	0.00	29,978.97	757.24	6.49	21,522.15	7,699.58	74.31
266200	Systems Analysis	0.00	0.00	19,500.00	63.05	597.69	1,004.55	18,432.40	5.47
266400	Info Services Operations	0.00	0.00	3,389,675.85	403.00	220,340.87	834,341.26	2,554,931.59	24.62
Central Services		0.00	0.00	8,547,136.37	7,682.34	359,917.28	1,213,745.38	7,325,708.65	14.29

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FUND:10 General Fund

Function	Description	Budget			Encumbered	Expended		Balance	Percent Used
		Original	Adjustments	Working		PTD	YTD		
	Insurance and Judgements								
270000	Insurance	0.00	0.00	2,354,957.00	0.00	276,609.72	924,874.29	1,430,082.71	39.27
	Insurance and Judgements	0.00	0.00	2,354,957.00	0.00	276,609.72	924,874.29	1,430,082.71	39.27
	Debt Services								
280000	Debt Service	0.00	0.00	49,443.00	0.00	4,475.42	13,426.26	36,016.74	27.15
283000	Operational debt	0.00	0.00	456,500.00	0.00	123,334.00	168,100.00	288,400.00	36.82
	Debt Services	0.00	0.00	505,943.00	0.00	127,809.42	181,526.26	324,416.74	35.87
	Interfund Operating Transfers								
410000	Interfund Operating Transfer	0.00	0.00	30,515,304.56	0.00	0.00	0.00	30,515,304.56	0.00
	Interfund Operating Transfers	0.00	0.00	30,515,304.56	0.00	0.00	0.00	30,515,304.56	0.00
	Purchased Instructional Services								
431000	General Tuition	0.00	0.00	332,500.00	3,760.00	15,472.76	15,767.47	312,972.53	5.87
431100	At Risk	0.00	0.00	2,000.00	0.00	40.00	40.00	1,960.00	2.00
435000	Open Enrollment Tuition	0.00	0.00	950,000.00	0.00	0.00	0.00	950,000.00	0.00
	Purchased Instructional Services	0.00	0.00	1,284,500.00	3,760.00	15,512.76	15,807.47	1,264,932.53	1.52
	General Fund	0.00	0.00	235,769,193.68	4,208,650.05	13,752,087.66	21,647,275.36	209,913,268.27	10.96

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FUND:25 Head Start

Function	Description	Budget			Encumbered	Expended		Balance	Percent Used
		Original	Adjustments	Working		PTD	YTD		
	Undifferentiated Curriculum								
110000	Undifferentiated Curriculum	0.00	0.00	355,889.88	15.75	12,762.95	13,005.44	342,868.69	3.65
	Undifferentiated Curriculum	0.00	0.00	355,889.88	15.75	12,762.95	13,005.44	342,868.69	3.65
	Special Education Curriculum								
152000	Early Childhood (EC)	0.00	0.00	788,904.23	0.00	43,396.49	43,396.49	745,507.74	5.50
	Special Education Curriculum	0.00	0.00	788,904.23	0.00	43,396.49	43,396.49	745,507.74	5.50
	Pupil Services								
212000	Social Work	0.00	0.00	323,704.64	0.00	19,907.89	36,093.72	287,610.92	11.15
214000	Health Support	0.00	0.00	58,829.00	0.00	0.00	0.00	58,829.00	0.00
	Pupil Services	0.00	0.00	382,533.64	0.00	19,907.89	36,093.72	346,439.92	9.43
	Instructional Staff Services								
221300	Staff Development	0.00	0.00	30,068.28	0.00	6,900.68	14,238.38	15,829.90	47.35
221900	Improvement of Instruction	0.00	0.00	1,246.72	0.00	0.00	13.20	1,233.52	1.05
	Instructional Staff Services	0.00	0.00	31,315.00	0.00	6,900.68	14,251.58	17,063.42	45.51
	School Building Administration								
241000	Principal's Office	0.00	0.00	146,916.49	2,907.00	5,411.03	14,414.91	129,594.58	11.79
	School Building Administration	0.00	0.00	146,916.49	2,907.00	5,411.03	14,414.91	129,594.58	11.79
	Business Administration								
253100	Operation's Director	0.00	0.00	216,875.47	0.00	2,105.35	46,475.50	170,399.97	21.42
253300	Custodial Services	0.00	0.00	31,795.30	0.00	2,214.64	6,160.80	25,634.50	19.37
254490	Other Equipment	0.00	0.00	1,163.99	100.00	0.00	0.00	1,063.99	8.59
254500	Vehicle Maintenance	0.00	0.00	1,000.00	0.00	37.41	37.41	962.59	3.74
	Business Administration	0.00	0.00	250,834.76	100.00	4,357.40	52,673.71	198,061.05	21.03
Head Start		0.00	0.00	1,956,394.00	3,022.75	92,736.44	173,835.85	1,779,535.40	9.04

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FUND:27 Special Education

Function	Description	Budget			Expended		Balance	Percent Used
		Original	Adjustments	Working	Encumbered	PTD		
	Instruction							
229000	Other Staff Services	0.00	0.00	19,000.00	0.00	1,189.86	1,450.08	7.63
252000	Fiscal Services	0.00	0.00	3,200.00	0.00	0.00	0.00	0.00
254900	Other Maintenance Services	0.00	0.00	5,000.00	3,039.39	0.00	199.75	64.78
	Instruction	0.00	0.00	27,200.00	3,039.39	1,189.86	1,649.83	17.23
	Undifferentiated Curriculum							
110000	Undifferentiated Curriculum	0.00	0.00	0.00	0.00	0.00	-151.01	0.00
	Undifferentiated Curriculum	0.00	0.00	0.00	0.00	0.00	-151.01	0.00
	Vocational Curriculum							
138200	Vocational/Special Education	0.00	0.00	12,500.00	0.00	0.00	0.00	0.00
	Vocational Curriculum	0.00	0.00	12,500.00	0.00	0.00	0.00	0.00
	Special Education Curriculum							
152000	Early Childhood (EC)	0.00	0.00	4,012,686.92	142.98	269,428.45	284,524.11	7.09
153000	Emotionally Disturbed (ED)	0.00	0.00	273.00	0.00	0.00	273.00	0.00
155000	Cognitively Disabled (CD)	0.00	0.00	17,000.00	800.00	0.00	16,200.00	4.70
156100	Hear Impaired and Deaf/Blind	0.00	0.00	1,140,280.05	21,678.48	68,159.21	1,012,915.41	11.16
156200	Homebound	0.00	0.00	144,853.21	0.00	8,017.14	8,017.14	5.53
156600	Speech/Language (SL)	0.00	0.00	4,336,893.70	184,126.55	255,640.27	268,945.59	10.44
156700	Visually Impaired (VI)	0.00	0.00	462,259.20	2,794.45	27,482.87	30,395.58	7.17
157000	Learning Disability	0.00	0.00	546.00	0.00	0.00	546.00	0.00
158000	Cross Categorical (CC)	0.00	0.00	20,307,822.47	8,322.61	1,313,416.53	1,479,865.47	7.32
159100	Educational Assistant - SpEd	0.00	0.00	6,477,791.29	0.00	353,839.62	387,842.12	5.98
159200	Special Education Sub	0.00	0.00	525,000.00	0.00	0.00	525,000.00	0.00
159300	Other Special Ed	0.00	0.00	129,429.00	0.00	8,357.66	8,357.66	6.45
	Special Education Curriculum	0.00	0.00	37,554,834.84	217,865.07	2,304,341.75	2,573,633.83	7.43
	Special Needs							
174100	School Age Parent Classroom	0.00	0.00	65,542.87	0.00	4,493.77	4,493.77	6.85
	Special Needs	0.00	0.00	65,542.87	0.00	4,493.77	4,493.77	6.85
	Pupil Services							
212000	Social Work	0.00	0.00	1,964,510.89	0.00	130,552.22	137,307.23	6.98
213000	Guidance Support	0.00	0.00	461,509.33	0.00	31,034.47	31,999.82	6.93
214000	Health Support	0.00	0.00	400,039.04	276.45	25,367.59	25,410.68	6.42
215000	Psychological Services	0.00	0.00	1,895,765.36	0.00	124,159.15	124,159.15	6.54
218100	Occupational Therapy	0.00	0.00	1,041,905.83	90.38	68,345.09	68,518.74	6.58
218200	Physical Therapy	0.00	0.00	339,313.98	84,344.00	23,095.89	23,539.77	31.79
219000	Other Pupil Services	0.00	0.00	11,000.00	0.00	0.00	11,000.00	0.00
	Pupil Services	0.00	0.00	6,114,044.43	84,710.83	402,554.41	410,935.39	8.10
	Instructional Staff Services							
221200	Curriculum Development	0.00	0.00	1,250.00	0.00	0.00	1,250.00	0.00
221300	Staff Development	0.00	0.00	99,161.00	174.63	709.65	2,531.56	2.72
221900	Improvement of Instruction	0.00	0.00	44,450.00	0.00	21,109.18	26,859.33	60.42
223300	Spec Ed Administration	0.00	0.00	943,770.75	2,190.14	63,278.36	190,955.72	20.46
	Instructional Staff Services	0.00	0.00	1,088,631.75	2,364.77	85,097.19	220,346.61	20.45
	Business Administration							
253700	Security Services	0.00	0.00	15,000.00	0.00	0.00	15,000.00	0.00
254410	Instruc Equipment	0.00	0.00	0.00	200.00	0.00	10,408.00	0.00
255400	Remodeling - Rental	0.00	0.00	10,500.00	0.00	0.00	10,500.00	0.00
256300	Pupil Tran-Vehicle Acquisition	0.00	0.00	0.00	0.00	0.00	0.00	0.00
256751	Resident SpecEd	0.00	0.00	2,404,160.00	0.00	613,816.22	717,880.90	29.85

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FUND:27 Special Education

		Budget			Expended		Percent		
Function	Description	Original	Adjustments	Working	Encumbered	PTD	YTD	Balance	Used
256770	Field Trip Transportation	0.00	0.00	14,000.00	0.00	73.05	1,502.89	12,497.11	10.73
	Business Administration	0.00	0.00	2,443,660.00	200.00	613,889.27	729,791.79	1,713,668.21	29.87
	Purchased Instructional Services								
437000	Spec Ed Open Enrollment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Purchased Instructional Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Special Education	0.00	0.00	47,306,413.89	308,180.06	3,411,566.25	3,940,700.21	43,057,533.62	8.98

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FUND:31 Debt Service 08/96

Function	Description	Budget			Expended		Percent		
		Original	Adjustments	Working	Encumbered	PTD	YTD	Balance	Used
	Debt Services								
281000	Debt Service	0.00	0.00	3,314,025.00	0.00	0.00	0.00	3,314,025.00	0.00
	Debt Services	0.00	0.00	3,314,025.00	0.00	0.00	0.00	3,314,025.00	0.00
	Debt Service 08/96	0.00	0.00	3,314,025.00	0.00	0.00	0.00	3,314,025.00	0.00

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FUND:32 Debt Service ITA Expansion

<u>Function</u>	<u>Description</u>	<u>Budget</u>			<u>Encumbered</u>	<u>Expended</u>		<u>Balance</u>	<u>Percent Used</u>
		<u>Original</u>	<u>Adjustments</u>	<u>Working</u>		<u>PTD</u>	<u>YTD</u>		
	Debt Services								
281000	Debt Service	0.00	0.00	5,786,476.33	0.00	1,291,093.75	1,475,880.08	4,310,596.25	25.50
	Debt Services	0.00	0.00	5,786,476.33	0.00	1,291,093.75	1,475,880.08	4,310,596.25	25.50
	Debt Service ITA Expansion	0.00	0.00	5,786,476.33	0.00	1,291,093.75	1,475,880.08	4,310,596.25	25.50

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FUND:33 Debt Service

Function	Description	Budget			Expended		Percent		
		Original	Adjustments	Working	Encumbered	PTD	YTD	Balance	Used
	Debt Services								
281000	Debt Service	0.00	0.00	2,589,650.00	0.00	0.00	0.00	2,589,650.00	0.00
	Debt Services	0.00	0.00	2,589,650.00	0.00	0.00	0.00	2,589,650.00	0.00
	Debt Service	0.00	0.00	2,589,650.00	0.00	0.00	0.00	2,589,650.00	0.00

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FUND:34 Debt Service 03/01

		Budget			Expended		Percent		
Function	Description	Original	Adjustments	Working	Encumbered	PTD	YTD	Balance	Used
	Debt Services								
281000	Debt Service	0.00	0.00	196,106.26	0.00	0.00	0.00	196,106.26	0.00
	Debt Services	0.00	0.00	196,106.26	0.00	0.00	0.00	196,106.26	0.00
	Debt Service 03/01	0.00	0.00	196,106.26	0.00	0.00	0.00	196,106.26	0.00

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FUND:35 Debt Service 02/06

Function	Description	Budget			Expended		Percent		
		Original	Adjustments	Working	Encumbered	PTD	YTD	Balance	Used
	Debt Services								
281000	Debt Service	0.00	0.00	1,553,512.50	0.00	0.00	0.00	1,553,512.50	0.00
	Debt Services	0.00	0.00	1,553,512.50	0.00	0.00	0.00	1,553,512.50	0.00
	Debt Service 02/06	0.00	0.00	1,553,512.50	0.00	0.00	0.00	1,553,512.50	0.00

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FUND:38 Non-Referendum Debt

Function	Description	Budget			Expended		Balance	Percent Used
		Original	Adjustments	Working	Encumbered	PTD	YTD	
	Debt Services							
281000	Debt Service	0.00	0.00	1,100,642.50	0.00	0.00	0.00	1,100,642.50 0.00
285000	Post Emp Bene Debt	0.00	0.00	233,133.56	0.00	0.00	0.00	233,133.56 0.00
289000	Other Long Term Debt	0.00	0.00	2,319,725.00	0.00	0.00	0.00	2,319,725.00 0.00
	Debt Services	0.00	0.00	3,653,501.06	0.00	0.00	0.00	3,653,501.06 0.00
	Non-Referendum Debt	0.00	0.00	3,653,501.06	0.00	0.00	0.00	3,653,501.06 0.00

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FUND:42 ITA Expansion Project

<u>Function</u>	<u>Description</u>	<u>Budget</u>			<u>Expended</u>		<u>Balance</u>	<u>Percent Used</u>
		<u>Original</u>	<u>Adjustments</u>	<u>Working</u>	<u>Encumbered</u>	<u>PTD</u>		
	Business Administration							
254300	General Maintenance	0.00	0.00	558,553.00	132,718.42	2,673.38	11,190.89	414,643.69 25.76
	Business Administration	0.00	0.00	558,553.00	132,718.42	2,673.38	11,190.89	414,643.69 25.76
	ITA Expansion Project	0.00	0.00	558,553.00	132,718.42	2,673.38	11,190.89	414,643.69 25.76

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FUND:47 Reuther Restoration

<u>Function</u>	<u>Description</u>	<u>Budget</u>			<u>Expended</u>		<u>Balance</u>	<u>Percent</u>	
		<u>Original</u>	<u>Adjustments</u>	<u>Working</u>	<u>Encumbered</u>	<u>PTD</u>	<u>YTD</u>	<u>Used</u>	
	Business Administration								
254300	General Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Business Administration	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Reuther Restoration	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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FUND:50 Food Service

Function	Description	Budget			Encumbered	Expended		Balance	Percent Used
		Original	Adjustments	Working		PTD	YTD		
	Business Administration								
254600	Vehicle Acquisition	0.00	0.00	133,337.85	159,000.00	19,417.62	21,052.39	-46,714.54	135.03
257000	Food Service	0.00	0.00	1,117.75	0.00	-2,837.94	-2,837.94	3,955.69	-253.89
257100	Food Service Director	0.00	0.00	942,909.49	15,842.89	46,933.41	148,622.22	778,444.38	17.44
257200	Food Service	0.00	0.00	4,306,307.76	3,232,125.18	298,118.98	386,903.84	687,278.74	84.04
257210	Food Service Breakfast	0.00	0.00	38,786.57	0.00	2,134.51	2,360.65	36,425.92	6.08
257220	Food Service Lunch Services	0.00	0.00	1,677,331.89	946.30	56,360.03	63,168.59	1,613,217.00	3.82
257300	Food Delivery Services	0.00	0.00	167,648.18	0.00	10,670.78	28,768.86	138,879.32	17.16
257900	Other Food Services	0.00	0.00	645,466.51	0.00	30,118.34	30,148.39	615,318.12	4.67
Business Administration		0.00	0.00	7,912,906.00	3,407,914.37	460,915.73	678,187.00	3,826,804.63	51.63
Food Service		0.00	0.00	7,912,906.00	3,407,914.37	460,915.73	678,187.00	3,826,804.63	51.63

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FUND:60 Student Activity Fund

<u>Function</u>	<u>Description</u>	<u>Budget</u>			<u>Expended</u>			<u>Percent</u>	
		<u>Original</u>	<u>Adjustments</u>	<u>Working</u>	<u>Encumbered</u>	<u>PTD</u>	<u>YTD</u>	<u>Balance</u>	<u>Used</u>
	School Building Administration								
249000	Student Activity	0.00	0.00	0.00	47,496.48	6,623.57	-339,196.38	291,699.90	0.00
249100	Other Student Activity	0.00	0.00	0.00	0.00	0.00	-3,798.21	3,798.21	0.00
	School Building Administration	0.00	0.00	0.00	47,496.48	6,623.57	-342,994.59	295,498.11	0.00
	Student Activity Fund	0.00	0.00	0.00	47,496.48	6,623.57	-342,994.59	295,498.11	0.00

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FUND:73 Pension Trust Fund

<u>Function</u>	<u>Description</u>	<u>Budget</u>			<u>Expended</u>		<u>Balance</u>	<u>Percent Used</u>
		<u>Original</u>	<u>Adjustments</u>	<u>Working</u>	<u>Encumbered</u>	<u>PTD</u>		
	Other Support Services							
291000	Early Retirement Benefits	0.00	0.00	3,680,000.00	0.00	-13,738.44	1,006,059.09	27.33
	Other Support Services	0.00	0.00	3,680,000.00	0.00	-13,738.44	1,006,059.09	27.33
	Pension Trust Fund	0.00	0.00	3,680,000.00	0.00	-13,738.44	1,006,059.09	27.33

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FUND:81 Recreation Services Program

<u>Function</u>	<u>Description</u>	<u>Budget</u>			<u>Encumbered</u>	<u>Expended</u>		<u>Balance</u>	<u>Percent Used</u>
		<u>Original</u>	<u>Adjustments</u>	<u>Working</u>		<u>PTD</u>	<u>YTD</u>		
	Business Administration								
256770	Field Trip Transportation	0.00	0.00	500.00	0.00	0.00	342.60	157.40	68.52
	Business Administration	0.00	0.00	500.00	0.00	0.00	342.60	157.40	68.52
	Community Services								
340000	Recreation Department	0.00	0.00	600.00	0.00	0.00	478.05	121.95	79.67
	Community Services	0.00	0.00	600.00	0.00	0.00	478.05	121.95	79.67
340000	Recreation Department	0.00	0.00	504,091.78	16,566.28	29,275.30	85,188.64	402,336.86	20.18
		0.00	0.00	504,091.78	16,566.28	29,275.30	85,188.64	402,336.86	20.18
	Recreation Services Program	0.00	0.00	505,191.78	16,566.28	29,275.30	86,009.29	402,616.21	20.30

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FUND:82 Athletic Venues

Function	Description	Budget			Expended		Percent		
		Original	Adjustments	Working	Encumbered	PTD	YTD	Balance	Used
	Co-curricular Activities								
162204	Baseball (Male) Curriculum	0.00	0.00	2,148.01	0.00	0.00	0.00	2,148.01	0.00
	Co-curricular Activities	0.00	0.00	2,148.01	0.00	0.00	0.00	2,148.01	0.00
	Business Administration								
253100	Operation's Director	0.00	0.00	20,000.00	0.00	717.05	2,696.75	17,303.25	13.48
	Business Administration	0.00	0.00	20,000.00	0.00	717.05	2,696.75	17,303.25	13.48
	Athletic Venues	0.00	0.00	22,148.01	0.00	717.05	2,696.75	19,451.26	12.17

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FUND:83 Community Services Program

Function	Description	Budget			Encumbered	Expended		Balance	Percent Used
		Original	Adjustments	Working		PTD	YTD		
	Instructional Staff Services								
213000	Guidance Support	0.00	0.00	116,100.80	9,748.33	5,265.69	8,654.90	97,697.57	15.85
221300	Staff Development	0.00	0.00	5,057.04	0.00	188.39	188.39	4,868.65	3.72
222100	Direction of IMC	0.00	0.00	79,155.82	0.00	5,465.49	14,245.39	64,910.43	18.00
222200	Library/Media Services	0.00	0.00	45,600.00	18,353.07	1,627.50	4,973.13	22,273.80	51.15
	Instructional Staff Services	0.00	0.00	245,913.66	28,101.40	12,547.07	28,061.81	189,750.45	22.83
	General Administration								
232200	Community Relations	0.00	0.00	251,974.74	0.00	3,533.00	10,621.63	241,353.11	4.21
232900	School Management	0.00	0.00	50,000.00	0.00	0.00	0.00	50,000.00	0.00
	General Administration	0.00	0.00	301,974.74	0.00	3,533.00	10,621.63	291,353.11	3.51
	Business Administration								
253100	Operation's Director	0.00	0.00	742,019.18	0.00	0.00	0.00	742,019.18	0.00
	Business Administration	0.00	0.00	742,019.18	0.00	0.00	0.00	742,019.18	0.00
	Central Services								
263300	Public Information	0.00	0.00	390,359.36	0.00	24,392.65	43,995.17	346,364.19	11.27
	Central Services	0.00	0.00	390,359.36	0.00	24,392.65	43,995.17	346,364.19	11.27
	Community Services Program	0.00	0.00	1,680,266.94	28,101.40	40,472.72	82,678.61	1,569,486.93	6.59

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FUND:85 CLC After School Program

<u>Function</u>	<u>Description</u>	<u>Budget</u>			<u>Encumbered</u>	<u>Expended</u>		<u>Balance</u>	<u>Percent Used</u>
		<u>Original</u>	<u>Adjustments</u>	<u>Working</u>		<u>PTD</u>	<u>YTD</u>		
	District-wide								
500000	District Wide Revenue	0.00	0.00	0.00	0.00	0.00	71.98	-71.98	0.00
	District-wide	0.00	0.00	0.00	0.00	0.00	71.98	-71.98	0.00
	CLC After School Program	0.00	0.00	0.00	0.00	0.00	71.98	-71.98	0.00

SAMPLE

Current Date: 10/23/2012
 Current Time: 15:52:48
 As of: 09/30/2012

Kenosha Unified School District No. 1
Expenditure Summary by Function

Page: 23
 Fiscal Year: 2013
 Fiscal Period: 03
 Report: Exp_Summ_Functio

FUND:85 CLC After School Program

Function	Description	Budget			Expended		Balance	Percent Used	
		Original	Adjustments	Working	Encumbered	PTD			YTD
GRAND TOTAL:		0.00	0.00	316,484,338.45	8,152,649.81	19,074,423.41	28,761,590.52	279,570,098.1	11.66

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

For the Period Ended 9/30/2012

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Fund 10 General Fund

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	15,683,728	15,683,728				16,809,985	16,809,985				
100 Operating Transfers In	0	0		0		0	0		0		0
200 Local revenues	77,580,774	994,469		76,586,305	1.28	80,036,086	1,112,238		78,923,848	1.39	80,127,839
300 Interdistrict revenues	300,000	0		300,000	0.00	300,000	0		300,000	0.00	337,666
500 Intermediate revenues	32,500	299		32,201	0.92	59,500	0		59,500	0.00	60,065
600 State aid	150,502,787	20,968,381		129,534,406	13.93	144,524,036	21,650,381		122,873,655	14.98	144,534,847
700 Federal aid	9,843,133	811		9,842,321	0.01	11,302,173	5,657		11,296,517	0.05	11,174,078
800 Debt proceeds	0	0		0		0	0		0		191,989
900 Revenue adjustments	510,000	395,128		114,872	77.48	101,669	26,727		74,942	26.29	368,510
Total Revenues	238,769,194	22,359,089		216,410,105	9.36	236,323,464	22,795,003		213,528,461	9.65	236,794,994
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	111,476,835	11,781,629		99,695,206	10.57	116,466,586	14,990,373	98	101,476,116	12.87	116,612,881
200 Benefits	59,616,654	4,360,657	3,501	55,252,497	7.31	63,310,488	5,031,389		58,279,098	7.95	63,039,281
300 Purchased Services	19,163,117	2,355,467	2,736,260	14,071,391	12.29	18,366,656	2,801,866	3,208,366	12,356,424	15.26	16,479,618
400 Supplies	9,405,571	1,741,874	1,124,556	6,539,140	18.52	9,688,282	1,707,996	1,258,835	6,721,450	17.63	8,561,733
500 Capital Outlay	1,806,856	290,619	356,987	1,159,250	16.08	2,346,937	516,782	179,663	1,650,492	22.02	2,208,243
600 Debt Services	450,000	117,176	0	332,824	26.04	450,000	131,922		318,078	29.32	374,169
700 Insurance	2,326,707	937,867	0	1,388,840	40.31	1,326,707	1,040,812	0	285,895	78.45	1,334,928
800 Operating Transfers Out	30,515,305	0		30,515,305	0.00	30,759,834	500,000		30,259,834	1.63	27,136,588
900 Other objects	1,008,149	61,987	653	945,510	6.15	1,838,797	48,517	876	1,789,404	2.64	2,173,809
Total Expenditures	235,769,194	21,647,275	4,221,956	209,899,962	9.18	244,554,287	26,769,657	4,647,838	213,136,791	10.95	237,921,251
Net Revenue/Expenses	3,000,000	711,814				-8,230,823	-3,974,654				-1,126,257
Fund Balance - Ending	18,683,728	16,395,542				8,579,163	12,835,331				15,683,728

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

For the Period Ended 9/30/2012

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Fund 21 Special Revenue Trust

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

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

For the Period Ended 9/30/2012

/Bitech-gl_bs_mgmt02_rpt

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	166,929		1,789,465	8.53	1,968,420	0		1,968,420	0.00	1,800,201
Total Revenues	1,956,394	166,929		1,789,465	8.53	1,968,420	0		1,968,420	0.00	1,800,201
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	887,074	78,887		808,187	8.89	893,487	120,387		773,099	13.47	822,771
200 Benefits	584,861	32,607		552,254	5.58	671,131	47,734		623,398	7.11	602,153
300 Purchased Services	155,449	6,330	3,007	146,112	4.07	155,449	10,899	136	144,414	7.01	140,644
400 Supplies	151,343	13,530	16	137,798	8.94	70,686	9,599	10,228	50,859	13.58	70,633
500 Capital Outlay	177,667	41,000		136,667	23.08	177,667	54,667		123,000	30.77	164,000
900 Other objects	0	1,482	0	-1,482		0	0		0		0
Total Expenditures	1,956,394	173,836	3,023	1,779,535	8.89	1,968,420	243,285	10,364	1,714,771	12.36	1,800,201
Net Revenue/Expenses	0	-6,907				0	-243,285				0
Fund Balance - Ending	0	-6,907				0	-243,285				0

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

For the Period Ended 9/30/2012

/Bitech-gl_bs_mgmt02_rpt

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	0		29,983,235	0.00	29,292,741	0		29,292,741	0.00	26,362,325
200 Local revenues	10,064	1,950		8,114	19.38	7,000	2,540		4,460	36.29	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	0		10,405,000	0.00	10,555,000	0		10,555,000	0.00	10,535,821
700 Federal aid	6,888,115	0		6,888,115	0.00	6,928,040	156,750		6,771,290	2.26	8,492,167
900 Revenue adjustments	0	0		0		0	0		0		0
Total Revenues	47,306,414	1,950		47,304,464	0.00	46,802,781	159,290		46,643,491	0.34	45,420,978
----- 2013 -----					----- 2012 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	26,875,618	2,108,469		24,767,149	7.85	25,858,619	2,343,722		23,514,897	9.06	25,448,012
200 Benefits	17,004,629	1,053,499		15,951,130	6.20	16,481,360	1,033,767		15,447,593	6.27	16,311,467
300 Purchased Services	2,923,106	742,909	289,518	1,890,679	25.42	3,356,575	123,138	211,420	3,022,017	3.67	3,239,388
400 Supplies	496,061	34,331	17,124	444,606	6.92	1,059,136	141,355	38,644	879,137	13.35	374,580
500 Capital Outlay	7,000	1,492	1,539	3,969	21.32	47,091	15,531	3,355	28,205	32.98	47,531
900 Other objects	0	0		0		0	0		0		0
Total Expenditures	47,306,414	3,940,700	308,180	43,057,534	8.33	46,802,781	3,657,513	253,418	42,891,850	7.81	45,420,978
Net Revenue/Expenses	0	-3,938,750				0	-3,498,223				0
Fund Balance - Ending	0	-3,938,750				0	-3,498,223				0

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

For the Period Ended 9/30/2012

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Fund 30-39 Debt Services Fund

----- 2013 -----					----- 2012 -----				
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	24,177	24,177			760,673	760,673			
100 Operating Transfers In	500,000	0	500,000	0.00	985,925	500,000	485,925	50.71	774,264
200 Local revenues	15,626,548	1,700	15,624,848	0.01	14,631,273	1,667	14,629,605	0.01	14,634,375
800 Debt proceeds	0	0	0		0	0	0		9,275,000
900 Revenue adjustments	966,723	0	966,723	0.00	1,517,678	280,000	1,237,678	18.45	7,249,136
Total Revenues	17,093,271	1,700	17,091,571	0.01	17,134,876	781,667	16,353,208	4.56	31,932,775

----- 2013 -----					----- 2012 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	16,908,485	1,291,094		15,617,391	7.64	16,817,894	2,837,333		13,980,561	16.87	32,223,360
900 Other objects	184,786	184,786		0	100.00	0	0		0		445,912
Total Expenditures	17,093,271	1,475,880		15,617,391	8.63	16,817,894	2,837,333		13,980,561	16.87	32,669,272
Net Revenue/Expenses	0	-1,474,180				316,982	-2,055,666				-736,497
Fund Balance - Ending	24,177	-1,450,003				1,077,655	-1,294,992				24,177

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

For the Period Ended 9/30/2012

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Fund 40-49 Capital Project Fund

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	341,397	341,397				4,244,696	4,244,696				
100 Operating Transfers In	32,070	0		32,070	0.00	0	0		0		0
200 Local revenues	300	0		300	0.00	34,415	34,415		0	100.00	34,415
800 Debt proceeds	0	0		0		0	0		0		0
900 Revenue adjustments	184,786	184,786		0	100.00	0	0		0		445,912
Total Revenues	217,156	184,786		32,370	85.09	34,415	34,415		0	100.00	480,327
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	558,553	11,191	132,718	414,644	2.00	4,279,111	2,286,040	2,494,313	-501,243	53.42	4,383,626
Total Expenditures	558,553	11,191	132,718	414,644	2.00	4,279,111	2,286,040	2,494,313	-501,243	53.42	4,383,626
Net Revenue/Expenses	-341,397	173,595				-4,244,696	-2,251,625				-3,903,299
Fund Balance - Ending	0	514,992				0	1,993,071				341,397

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

For the Period Ended 9/30/2012

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Fund 50 Food Service

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	560,079	560,079				480,864	480,864				
200 Local revenues	2,834,551	299,436		2,535,115	10.56	2,857,631	363,493		2,494,138	12.72	3,099,592
600 State aid	142,370	0		142,370	0.00	142,370	0		142,370	0.00	134,928
700 Federal aid	4,935,985	72,381		4,863,604	1.47	5,054,136	0		5,054,136	0.00	5,575,097
Total Revenues	7,912,906	371,817		7,541,089	4.70	8,054,137	363,493		7,690,644	4.51	8,809,617
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,121,141	172,766		1,948,375	8.14	2,146,618	208,950		1,937,668	9.73	2,317,410
200 Benefits	1,193,987	54,715		1,139,273	4.58	1,193,987	80,188		1,113,799	6.72	1,043,863
300 Purchased Services	213,097	32,488	170,290	10,319	15.25	213,097	19,213	118,916	74,968	9.02	117,245
400 Supplies	4,162,687	414,429	3,236,678	511,580	9.96	4,278,441	510,367	4,063,597	-295,523	11.93	4,989,429
500 Capital Outlay	151,264	1,054	946	149,264	0.70	151,264	51,894	112,569	-13,200	34.31	165,512
900 Other objects	70,730	2,735		67,994	3.87	70,730	2,874	0	67,856	4.06	96,944
Total Expenditures	7,912,906	678,187	3,407,914	3,826,805	8.57	8,054,137	873,486	4,295,082	2,885,569	10.85	8,730,402
Net Revenue/Expenses	0	-306,370				0	-509,993				79,215
Fund Balance - Ending	560,079	253,709				480,864	-29,129				560,079

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

For the Period Ended 9/30/2012

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Fund 60 Student Activity Fund

----- 2013 -----					----- 2012 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	0	0			0	0					
200 Local revenues	0	0	0		0	150	-150		0		
Total Revenues	0	0	0		0	150	-150		0		
----- 2013 -----					----- 2012 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	3,109		-3,109		0	4,724		-4,724		0
200 Benefits	0	571		-571		0	883		-883		0
300 Purchased Services	0	0		0		0	0		0		0
400 Supplies	0	-346,674	47,511	299,164		0	-316,604	18,351	298,253		0
500 Capital Outlay	0	0		0		0	0		0		0
Total Expenditures	0	-342,995	47,511	295,484		0	-310,997	18,351	292,646		0
Net Revenue/Expenses	0	342,995				0	311,147				0
Fund Balance - Ending	0	342,995				0	311,147				0

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

For the Period Ended 9/30/2012

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Fund 70-79 Trust Funds

----- 2013 -----					----- 2012 -----							
Source		Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
	Fund Balance - Beginning	8,351,997	8,351,997			-20,643,868	-20,643,868					
200	Local revenues	4,398,798	47	4,398,751	0.00	4,682,760	420	4,682,340	0.01	32,406,180		
900	Revenue adjustments	0	0	0		0	0	0		2,370,122		
Total Revenues		4,398,798	47	4,398,751	0.00	4,682,760	420	4,682,340	0.01	34,776,302		
----- 2013 -----					----- 2012 -----							
Object		Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200	Benefits	3,370,000	1,004,667		2,365,333	29.81	3,370,000	771,069		2,598,931	22.88	3,130,609
300	Purchased Services	310,000	1,110		308,890	0.36	310,000	32,879		277,121	10.61	2,644,705
400	Supplies	0	282		-282		0	0		0		1,377
600	Debt Services	0	0		0		0	0		0		6,000
900	Other objects	0	0		0		0	0		0		15
Total Expenditures		3,680,000	1,006,059		2,673,941	27.34	3,680,000	803,947		2,876,053	21.85	5,782,706
Net Revenue/Expenses		718,798	-1,006,012				1,002,760	-803,527				28,993,596
Fund Balance - Ending		9,070,795	7,345,985				-19,641,108	-21,447,395				8,350,297

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

For the Period Ended 9/30/2012

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Fund 81 Recreation Services Program

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	241,277	241,277				257,109	257,109				
200 Local revenues	428,000	7,279		420,721	1.70	452,419	6,781		445,638	1.50	418,098
Total Revenues	428,000	7,279		420,721	1.70	452,419	6,781		445,638	1.50	418,098
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	291,773	62,631		229,142	21.47	323,925	70,208		253,717	21.67	257,717
200 Benefits	141,719	13,202		128,517	9.32	137,621	13,734		123,887	9.98	126,534
300 Purchased Services	45,400	8,577	9,587	27,236	18.89	48,700	7,703	8,072	32,925	15.82	32,212
400 Supplies	15,300	1,209	980	13,112	7.90	19,900	739	1,680	17,481	3.71	9,341
500 Capital Outlay	7,000	0	6,000	1,000	0.00	17,800	0	9,440	8,360	0.00	5,295
900 Other objects	4,000	390	0	3,610	9.75	4,000	314		3,686	7.85	2,831
Total Expenditures	505,192	86,009	16,566	402,616	17.03	551,946	92,698	19,192	440,056	16.79	433,930
Net Revenue/Expenses	-77,192	-78,730				-99,527	-85,917				-15,832
Fund Balance - Ending	164,085	162,547				157,582	171,192				241,277

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

For the Period Ended 9/30/2012

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Fund 82 Athletic Venues

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	7,999	7,999				7,630	7,630				
200 Local revenues	29,125	20,307		8,818	69.72	29,125	0		29,125	0.00	25,014
Total Revenues	29,125	20,307		8,818	69.72	29,125	0		29,125	0.00	25,014
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	10,000	1,525		8,475	15.25	10,000	3,147		6,853	31.47	14,383
200 Benefits	0	223		-223		0	481		-481		2,131
300 Purchased Services	10,000	949		9,051	9.49	10,000	958		9,042	9.58	5,747
400 Supplies	2,148	0		2,148	0.00	2,148	0		2,148	0.00	2,384
500 Capital Outlay	0	0		0		0	0		0		0
Total Expenditures	22,148	2,697		19,451	12.18	22,148	4,586		17,562	20.71	24,645
Net Revenue/Expenses	6,977	17,610				6,977	-4,586				369
Fund Balance - Ending	14,976	25,609				14,607	3,043				7,999

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

For the Period Ended 9/30/2012

/Bitech-gl_bs_mgmt02_rpt

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	0		1,680,267	0.00	1,628,421	0		1,628,421	0.00	1,629,861
Total Revenues	1,680,267	0		1,680,267	0.00	1,628,421	0		1,628,421	0.00	1,629,861
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	389,766	57,225		332,540	14.68	508,805	71,295		437,510	14.01	426,556
200 Benefits	161,389	16,976		144,413	10.52	212,603	19,922		192,681	9.37	165,679
300 Purchased Services	331,607	6,976	21,299	303,332	2.10	325,890	6,916	16,698	302,276	2.12	307,380
400 Supplies	41,686	1,502	6,802	33,382	3.60	57,870	3,586	6,427	47,857	6.20	45,485
500 Capital Outlay	755,819	0		755,819	0.00	761,019	0	3,473	757,546	0.00	759,446
900 Other objects	0	0		0		0	0		0		0
Total Expenditures	1,680,267	82,679	28,101	1,569,487	4.92	1,866,187	101,720	26,597	1,737,870	5.45	1,704,546
Net Revenue/Expenses	0	-82,679				-237,766	-101,720				-74,684
Fund Balance - Ending	-6,293	-88,972				-169,375	-33,328				-6,293

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

For the Period Ended 9/30/2012

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Fund 85 CLC After School Program

----- 2013 -----					----- 2012 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	34,756	34,756			324,563	324,563					
200 Local revenues	0	5,515	-5,515		0	-27,368	27,368		34,418		
500 Intermediate revenues	0	0	0		0	0	0		55,157		
Total Revenues	0	5,515	-5,515		0	-27,368	27,368		89,576		
----- 2013 -----					----- 2012 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	0		0		0	0		0		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	0		0		379,383
Net Revenue/Expenses	0	5,443				0	-27,368				-289,807
Fund Balance - Ending	34,756	40,198				324,563	297,195				34,756

Kenosha Unified School District No 1

Budget to Actual Comparison Report

2012 - 2013 District Summary Budget

For the Period Ended 9/30/2012

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All Funds

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	25,239,116	25,239,116				2,310,043	2,310,043				
100 Operating Transfers In	30,515,305	0		30,515,305	0.00	30,278,666	500,000		29,778,666	1.65	27,136,588
200 Local revenues	102,588,427	1,330,703		101,257,723	1.30	104,359,130	1,494,337		102,864,793	1.43	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	299		32,201	0.92	59,500	0		59,500	0.00	115,223
600 State aid	161,050,157	20,968,381		140,081,776	13.02	155,221,406	21,650,381		133,571,025	13.95	155,205,596
700 Federal aid	23,623,627	240,121		23,383,505	1.02	25,252,769	162,406		25,090,363	0.64	27,041,543
800 Debt proceeds	0	0		0		0	0		0		9,466,989
900 Revenue adjustments	1,661,510	579,914		1,081,596	34.90	1,619,347	306,727		1,312,620	18.94	10,433,680
Total Revenues	319,791,525	23,119,419		296,672,105	7.23	317,110,818	24,113,851		292,996,967	7.60	362,177,744

----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	142,052,207	14,266,241		127,785,966	10.04	146,208,040	17,812,807	98	128,395,135	12.18	146,046,180
200 Benefits	82,073,239	6,537,188	3,501	75,532,550	7.97	85,377,191	6,999,167		78,378,024	8.20	84,440,487
300 Purchased Services	23,710,330	3,165,997	3,362,679	17,181,654	13.35	27,065,478	5,289,612	6,057,920	15,717,946	19.54	27,533,321
400 Supplies	14,274,795	1,860,482	4,433,666	7,980,647	13.03	15,176,463	2,057,038	5,397,762	7,721,662	13.55	14,086,369
500 Capital Outlay	2,905,605	334,165	365,472	2,205,969	11.50	3,501,778	638,873	308,501	2,554,404	18.24	3,350,026
600 Debt Services	17,358,485	1,408,270	0	15,950,215	8.11	17,267,894	2,969,255		14,298,639	17.20	32,603,529
700 Insurance	2,326,707	937,867	0	1,388,840	40.31	1,326,707	1,040,812	0	285,895	78.45	1,334,928
800 Operating Transfers Out	30,515,305	0		30,515,305	0.00	30,759,834	500,000		30,259,834	1.63	27,136,588
900 Other objects	1,267,665	251,381	653	1,015,632	19.83	1,913,527	51,705	876	1,860,946	2.70	2,719,511
Total Expenditures	316,484,338	28,761,591	8,165,970	279,556,778	9.09	328,596,911	37,359,269	11,765,156	279,472,485	11.37	339,250,940
Net Revenue/Expenses	3,307,186	-5,642,171				-11,486,093	-13,245,418				22,926,804
Fund Balance - Ending	28,546,302	19,596,945				-9,176,050	-10,935,375				25,237,416

Kenosha Unified School District No. 1
Kenosha, Wisconsin

November 13, 2012

Other Post Employment Benefit Actuary Study

For many years, school districts have been offering benefits to employees that have been earned over their years of service to the district, but not received until after their employment ends through either retirement or other reason for separation. The most common type of post-employment benefit is a pension, but can also include health insurance coverage. These benefits, other than pensions, are referred to as other post employment benefits (OPEB). Kenosha Unified offers health insurance, dental insurance and life insurance for most long term employees (at least 15 years of service) from their date of retirement until age 65 or their eligibility for Medicare.

In 2004, the Governmental Accounting Standards Board (GASB) established Statement 45 to provide more complete and reliable financial reporting regarding OPEB. This accounting rule has been in place for private sector companies for many years, but public entities were previously not required to report these long term obligations.

Because of GASB Statement 45, most school districts are required to determine their OPEB liability every two (2) years. It should be noted that GASB Statement 45 does not require a school district to set funds aside for the future payment of the liability, only to determine the liability and disclose it in the financial statements.

Attached is the actuarial valuation report as of June 30, 2012. On page 2 of the report, the actuarial present value of total projected retiree benefits to be paid to the active, retired and vested employees is \$309,995,426, as of June 30, 2012. The study performed two (2) and four (4) years ago by the same company calculated an actuarial present value of these benefits to be \$301,871,813 and \$249,003,751 respectfully. The increase in the actuarial valuation is based, in part, on the estimated assumptions regarding projecting the future cost of retiree benefits, employee turnover and mortality.

The actuarial analysis indicates a \$163,642,147 unfunded accrued liability for the OPEB retirement benefits. This unfunded amount is the value of the incurred benefits earned by current employees to date and those retired employees currently receiving the benefit. In addition, the present value of future contributions, including the current year, is \$139,553,279. There is also approximately \$6,800,000 in accumulated assets that reduce the overall OPEB liability.

The study indicates that KUSD should be contributing \$10,860,599 in 2012-2013 (normal cost) to fund the benefits of eligible active employees moving forward and then \$8,620,962 (unfunded accrued liability) for benefits that are already earned for a total of \$19,481,561. The 2012-2013 budgeted expenditure for the 2012-2013 OPEB premiums is \$3,370,000.

Most school districts in Wisconsin, including KUSD, only fund the "pay as you go" OPEB premiums and do not fund the annual required cost (ARC) that the study projects. KUSD does, however, contribute the excess dollars budgeted for OPEB premiums versus the actual

premiums paid to the Fund 73 Trust. That accounts for the majority of the \$6,800,000 that has accumulated since 2004.

On pages 11 and 12 is a summary of the eligible employee groups and their associated retiree benefits. The assumptions used in this actuarial valuation are presented on pages 7 - 10. The District will invite a representative from Milliman, the company that performed the actuarial study, to be present at the next board meeting to review the final report, answer any questions and address the assumptions that were used.

Dr. Michele Hancock
Superintendent of Schools

Tina M. Schmitz
Chief Financial Officer



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August 24, 2012

Ms. Judy Ashley
Kenosha Unified School District
3600 52nd Street
Kenosha, WI 53144

Re: Draft Retiree Medical Expense and Liability Calculations Under GASB Statements 43/45

Dear Ms. Ashley:

Enclosed is our draft report which presents the results of our calculations under Statement Nos. 43 and 45 of the Governmental Accounting Standards Board, "Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions," for the 2011-2012 and 2012-2013 fiscal years for the Kenosha Unified School District's Medical Benefit Program.

It is our understanding that the District's financial statements show a negative "net asset" value in the OPEB Trust. It is our further understanding that certain other school districts are considering using a negative asset value for their 2012 GASB disclosures. As directed by the District, we have used \$6,800,000 as the value of plan assets as of June 30, 2012. If you need an estimate of the ARC using the negative asset value let us know.

The fact that we have included this estimate does not in any way reflect an opinion by Milliman or the undersigned consultants concerning any legal obligations between the District and the OPEB Trust. Please remember that we are not attorneys and we are not qualified to provide you with legal advice. Accordingly, this report is not intended to provide you with a legal opinion. If you would like to obtain a legal opinion, we recommend that you consult with your attorneys.

If you have any questions regarding this report, please feel free to call me at 262.796.3339.

Sincerely,

Timothy S. Bleick, FSA, EA, MAAA
Principal and Consulting Actuary

TSB/kf

Enclosure

KENOSHA UNIFIED SCHOOL DISTRICT

Actuarial Valuation of GASB 43/GASB 45 Benefits
as of July 1, 2012

Prepared by:
Milliman, Inc.

Timothy S. Bleick, FSA, MAAA
Principal and Consulting Actuary

Steven G. Hanson, ASA, MAAA
Associate Actuary

August 24, 2012

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Kenosha Unified School District

Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

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August 24, 2012

Kenosha Unified School District
3600 52nd Street
Kenosha, WI 53144

Attn: Ms. Judy Ashley

Re: Draft Actuarial Valuation of GASB 43/45 Benefits for the Kenosha Unified School District

Ladies and Gentlemen:

Pursuant to your request, we have completed a draft actuarial determination of the benefit cost and funded status relating to the future retiree medical and other OPEB benefits of the Kenosha Unified School District as of July 1, 2012. The results of our calculations are set forth in the following report, as are the actuarial assumptions and methods on which our calculations have been made. Our determinations reflect the procedures and methods as prescribed in Statement Nos. 43 and 45 of the Governmental Accounting Standards Board, "Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions."

We have provided this draft report prior to completion of our work. Because this is a draft report, Milliman does not make any representation or warranty regarding the contents of the report. Milliman advises any reader not to take any action in reliance on anything contained in the draft report. All parts of this report are subject to revision or correction prior to the release of the final report, and such changes or corrections may be material. No distribution of this draft report may be made without our express prior written consent.

Actuarial computations under Statement Nos. 43 and 45 are for purposes of fulfilling certain employer accounting requirements. The calculations reported herein have been made on a basis consistent with our understanding of the Statements. Determinations for purposes other than meeting the plan or employer financial accounting requirements of the Statements may differ significantly from the results reported herein.

In preparing this report, we have relied without audit on the employee data, plan provisions, and the value of the plan assets and other plan financial information as provided by your office. If any of this information as summarized in this report is inaccurate or incomplete, the results shown could be materially affected and this report may need to be revised. We note that the data this year reflects modifications made by the employer since the last valuation that was made. We have used this modified data in our calculations.

This report is intended for the sole use of the addressee and is intended only to supply sufficient information for the District to comply with the stated purpose of the report and may not be appropriate for other business purposes. Reliance on information contained in this report by anyone for other than the intended purpose puts the relying entity at risk of being misled. Accordingly, no person or entity, including the addressee, should base any representations or warranties in any business agreement on any statements or conclusions contained in this report without the written consent of Milliman, Inc. In addition, this report should not be distributed to outside parties without consent of Milliman, Inc.

On the basis of the foregoing, we hereby certify that, to the best of our knowledge and belief, this report is complete and accurate and has been prepared in accordance with generally recognized and accepted actuarial principles and practices which are consistent with the applicable Actuarial Standards of Practice.

This report and its use are subject to the terms of our Consulting Services Agreement with the Kenosha Unified School District dated July 28, 2006.

We further certify that, in our opinion, each actuarial assumption, method and technique used is reasonable taking into account the experience of the Plan and reasonable expectations. Nevertheless, the emerging liabilities and costs of the plan will vary from those presented in this report to the extent that actual experience differs from that projected by the actuarial assumptions.

Future actuarial measurements may differ significantly from the current measurements presented in this report due to such factors as the following: plan experience differing from that anticipated by the economic or demographic assumptions; changes in economic or demographic assumptions; increases or decreases expected as part of the natural operation of the methodology used for these measurements (such as the end of an amortization period or additional cost or contribution requirements based on the plan's funded status); and changes in plan provisions or applicable law. Due to the limited scope of our assignment, we did not perform an analysis of the potential range of future measurements.

We, Timothy S. Bleick, and Steven G. Hanson, are actuaries for Milliman, Inc. We are members of the American Academy of Actuaries and meet the Qualification Standards of the American Academy of Actuaries to render the actuarial opinion contained herein.

Respectfully submitted,

Milliman, Inc.



Timothy S. Bleick, FSA, MAAA
Principal and Consulting Actuary



Steven G. Hanson, ASA, MAAA
Associate Actuary

TSB/SGH/kf

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Kenosha Unified School District

Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

I. INTRODUCTION AND PURPOSE

Milliman, Inc. prepared this report at the request of the Kenosha Unified School District's management to estimate the cost of the Kenosha Unified School District's current retiree health benefit program. The intended purpose of this information is to provide actuarial cost information to the Kenosha Unified School District to help with financial and benefit planning. Milliman does not intend to benefit and assumes no duty or liability to other parties who receive this work. The report should only be used in its entirety to assure complete understanding of the estimates and the methodology and assumptions underlying the estimates.

In preparing this report, we relied on the overall employee census and benefit information provided by the Kenosha Unified School District. We checked the information for reasonableness, but we did not audit the information. To the extent that any of this data or information is incorrect, the results of this report may need to be revised.

A number of assumptions have been made in projecting retiree health costs that should be reviewed prior to interpreting the results shown in this report. These assumptions and methodology are described in this report. The projections in this report are estimates and, as such, the Kenosha Unified School District's actual liability will vary from these estimates. The actual liability will not be known until such time that all eligibility is exhausted and all benefits are paid. The projections and assumptions should be updated as actual costs under this program develop.

Kenosha Unified School District

Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

II. COST PROJECTION RESULTS

The actuarial balance sheet is a demonstration of the basic actuarial equation that the actuarial present value of total projected benefits to be paid to the active, retired, and vested terminated participants must equal the assets on hand plus the actuarial present value of future contributions to be received. Accordingly, the status of the plan in balance sheet form as of July 1, 2011 and July 1, 2012 is shown below:

TABLE 1

	<u>July 1, 2011</u>	<u>July 1, 2012</u>
I. Actuarial Present Value of Total Projected Benefits		
2,197 Active Participants	\$267,891,261	\$276,597,727
352 Retired Participants	<u>39,629,975</u>	<u>33,397,699</u>
Grand Total Actuarial Present Value of Total Projected Benefits	\$307,521,236	\$309,995,426
II. Assets and Future Employer Contributions		
Assets	\$ 6,762,304*	\$ 6,800,000*
Unfunded Actuarial Accrued Liability	155,410,729	163,642,147
Present Value of Future Normal Costs (including the current year)	<u>145,348,203</u>	<u>139,553,279</u>
Total Assets and Future Employer Contributions	\$307,521,236	\$309,995,426

*Asset amount to be used for GASB 45 per School District. This value does not include trust assets and liabilities which are the subject of ongoing litigation.

Liabilities and contributions shown in this report are computed using the Unit Credit Method of funding. The objective under this method is to expense each participant's benefit under the plan as they accrue. At the time the Funding Method is introduced, there will be a liability which represents the contributions which would have been accumulated if this method of funding had always been used. The difference between this liability and the assets (if any) is the unfunded liability, which is typically funded over a chosen period in accordance with an amortization schedule. These calculations as of 2011-2012 and 2012-2013 are shown below:

TABLE 2

	<u>2011-2012</u>	<u>2012-2013</u>
A. Employer Normal Costs (Unit Credit Actuarial Cost Method)		
(1) Current Year Normal Cost – July 1	\$ 10,187,642	\$ 10,518,740
(2) Assumed Interest to the End of the Year	<u>331,098</u>	<u>341,859</u>
(3) Current Year Normal Cost – June 30: [(1) + (2)]	\$ 10,518,740	\$ 10,860,599
B. Determination of Current Year Amortization Payment		
(1) Unfunded Actuarial Liability (see Table 1)	\$155,410,729	\$163,642,147
(2) Amortization Period	30 years	30 years
(3) Level Dollar Amortization Factor	19.5988	19.5988
(4) Amortization Amount – July 1: [(1) / (3)]	7,929,604	8,349,600
(5) Assumed Interest to the End of the Year	<u>257,712</u>	<u>271,362</u>
(6) Amortization Amount – June 30: [(4) + (5)]	\$ 8,187,316	\$ 8,620,962

This material assumes that the reader is familiar with the Kenosha Unified School District's post-employment benefit programs, their benefits, eligibility, administration and other factors. The material was prepared solely to provide assistance to the Kenosha Unified School District in reviewing the impact of the GASB Statement on the District's financial statements. It may not be appropriate for other purposes. Milliman does not intend to benefit and assumes no duty or liability to other parties who receive this work. This material should only be reviewed in its entirety.

Kenosha Unified School District

Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

DISCLOSURES

TABLE 3

Fiscal Year-End	06/30/2012	06/30/2013 ***	
I. Determination of Annual Required Contribution			
(1) Discount Rate at Beginning of Fiscal Year	3.25%	3.25%	
(2) Normal Cost for Benefits Attributable to Service in the Year	\$10,518,740	\$10,860,599	
(3) Amortization of Unfunded Actuarial Accrued Liability	<u>8,187,316</u>	<u>8,620,962</u>	
(4) Annual Required Contribution (ARC): (2) + (3)	\$18,706,056	\$19,481,561	
II. Net OPEB Obligation			
(1) Annual Required Contribution	\$18,706,056	\$19,481,561	
(2) Interest on Net OPEB Obligation	1,801,280	2,135,360**	
(3) Adjustment to Annual Required Contribution*	<u>(2,827,928)</u>	<u>(3,352,419)**</u>	
(4) Annual OPEB Cost (Expense)	17,679,408	18,264,502**	
(5) Contributions Made	<u>(7,400,000)**</u>	<u>(7,774,000)**</u>	
(6) Increase in Net OPEB Obligation	10,279,408**	10,490,502**	
(7) Net OPEB Obligation – Beginning of Year	55,423,991	65,703,399**	
(8) Net OPEB Obligation – End of Year	\$65,703,399**	\$76,193,901**	
III. OPEB History			
<u>Fiscal Year Ended</u>	<u>Annual OPEB Cost</u>	<u>Percentage of Annual OPEB Cost Contributed</u>	<u>Net OPEB Obligation</u>
06/30/09	\$16,016,770	21.85%	\$26,428,768
06/30/10	17,794,452	19.50%	40,673,117
06/30/11	18,570,595	19.94%	55,423,991
06/30/12	17,679,408	41.86%**	65,703,399**
06/30/13	18,264,502**	42.56%**	76,193,901**

* To offset, approximately, the amortization of the net experience losses (or gains) from past contribution deficiencies (or excess contributions) in relation to the ARC.

** We have assumed that the employer will contribute roughly the "pay-as-you-go" costs for the current year in this illustration. Pay-as-you-go costs should be total claim payments paid by the employer on behalf of retirees net of payments received from retirees. If contributions in addition to the "pay-as-you-go" costs are deposited, they will need to be added here and the net OPEB obligation at the end of the year will need to be revised.

*** If a significant plan change or a significant change in the covered population occurs, these numbers will need to be revised.

Funded Status and Funding Progress. As of July 1, 2012, the most recent actuarial valuation date, the plan is 3.99% funded. The actuarial accrued liability for benefit is \$170,442,147, and the actuarial value of assets is \$6,800,000*, resulting in an unfunded actuarial accrued liability (UAAL) of \$163,642,147.

*Estimated asset amount to be used for GASB 45 per School District. This value does not include trust assets and liabilities which are the subject of ongoing litigation.

This material assumes that the reader is familiar with the Kenosha Unified School District's post-employment benefit programs, their benefits, eligibility, administration and other factors. The material was prepared solely to provide assistance to the Kenosha Unified School District in reviewing the impact of the GASB Statement on the District's financial statements. It may not be appropriate for other purposes. Milliman does not intend to benefit and assumes no duty or liability to other parties who receive this work. This material should only be reviewed in its entirety.

Kenosha Unified School District

Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

REQUIRED SUPPLEMENTARY INFORMATION

TABLE 4

Schedule of Funding Progress

Actuarial Valuation Date	Actuarial Value of Assets (a)	Actuarial Accrued Liability (AAL) – Unit Credit (b)	Unfunded AAL (UAAL) (b-a)	Funded Ratio (a/b)	Covered Payroll (c)	UAAL as a Percentage of Covered Payroll (b-a)/c
07/01/08	\$4,463,901	\$128,474,162	\$124,010,261	3.47%	N/A	N/A
07/01/09	5,502,396	141,437,867	135,935,471	3.89%	N/A	N/A
07/01/10	5,562,589	150,811,109	145,248,524	3.69%	N/A	N/A
07/01/12	6,800,000*	170,442,147	163,642,147	3.99%	N/A	N/A

*Estimated asset amount to be used for GASB 45 per School District.

TABLE 5

Cash Flow Projections, the Annual Undiscounted Cost of GASB 45 Benefits Current Retiree Plus Current Active Employees

Year	AST	Carpenter	Teacher	Secretary	Service	ESP	Total
2012-13	\$651,000	\$40,000	\$5,417,000	\$319,000	\$606,000	\$741,000	\$7,774,000
2013-14	655,000	44,000	5,373,000	322,000	697,000	777,000	7,868,000
2014-15	699,000	51,000	5,659,000	351,000	860,000	734,000	8,354,000
2015-16	718,000	58,000	5,482,000	413,000	986,000	772,000	8,429,000
2016-17	513,000	39,000	5,577,000	512,000	1,103,000	745,000	8,489,000
2017-18	434,000	18,000	5,422,000	471,000	1,259,000	728,000	8,332,000
2018-19	359,000	19,000	5,601,000	494,000	1,423,000	747,000	8,643,000
2019-20	345,000	12,000	5,747,000	631,000	1,437,000	789,000	8,961,000
2020-21	351,000	17,000	6,288,000	663,000	1,456,000	786,000	9,561,000
2021-22	433,000	27,000	7,031,000	632,000	1,528,000	761,000	10,412,000

This material assumes that the reader is familiar with the Kenosha Unified School District's post-employment benefit programs, their benefits, eligibility, administration and other factors. The material was prepared solely to provide assistance to the Kenosha Unified School District in reviewing the impact of the GASB Statement on the District's financial statements. It may not be appropriate for other purposes. Milliman does not intend to benefit and assumes no duty or liability to other parties who receive this work. This material should only be reviewed in its entirety.

Kenosha Unified School District

Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

III. METHODOLOGY

Our general method to calculate the net present value consisted of the following steps:

1. Estimate the number of current active employees that will be employed at the Kenosha Unified School District each year after July 1, 2012 until all current employees are either retired or no longer employed by the Kenosha Unified School District.
2. Project the number of retired participants that will be alive each year after July 1, 2012 until all participants are presumed to have exhausted their benefit eligibility.
3. Project the net retiree medical costs (and net administrative expenses) per participant for each year and for each age category using the July 1, 2012 estimated claim costs as a starting point and increasing the claims costs each year by the assumed annual rates of medical inflation.
4. Estimate the total net claim costs for each year as follows: (2) x (3)
5. Determine the total present value of the net claim costs by discounting (4) for each year back to July 1, 2012 at the assumed discount rate.

We calculated the liability estimates using actuarial assumptions summarized in Section V. We prepared assumptions as to claim costs, premium rates, annual trends in the utilization and cost of medical care, participation rates, termination rates, retirement rates, disability rates, and mortality based on information provided by the Kenosha Unified School District, and our judgment.

We based our calculations on the detailed census data provided. This data provided the age and gender for retirees and actives. We assumed spouses are the same age as the participants.

Kenosha Unified School District

Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

IV. ACTUARIAL COST METHOD

Unit Credit Actuarial Cost Method

The actuarial cost method determines, in a systematic way, the incidence of plan sponsor contributions required to provide plan benefits. It also determines how actuarial gains and losses are recognized in pension costs. These gains and losses result from the difference between the actual experience under the plan and the experience by the actuarial assumptions.

The cost of the Plan is derived by making certain specific assumptions as to rates of interest, mortality, turnover, etc. which are assumed to hold for many years into the future. Since actual experience may differ somewhat from the assumptions, the costs determined by the valuation must be regarded as estimates of the true costs of the Plan.

Actuarial liabilities and comparative costs shown in this Report were computed using the **Unit Credit Actuarial Cost Method**, which recognized the following cost components:

1. **The Normal Cost** is the Actuarial Present Value of benefits accruing during the valuation year. For purposes of this valuation, we have accrued costs through full eligibility age for benefits provided.
2. **The Actuarial Accrued Liability** is the Actuarial Present Value of benefits accrued as of the valuation date.
3. **Valuation Assets** are equal to the Actuarial Value of Investments.
4. **Unfunded Actuarial Accrued Liability** is amortized over 30 years from the valuation date in level dollar payments.

Kenosha Unified School District

Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

V. ACTUARIAL ASSUMPTIONS

The following actuarial assumptions were used in the development of the Kenosha Unified School District retiree health cost projections. Where consistent with the terms of the plan, actuarial assumptions have utilized the proposed assumptions for the Wisconsin Retirement System (WRS) as provided in the December 31, 2009 Actuarial Valuation reports.

1. **Interest Discount Rate:** 3.25% compounded annually.

2. **Mortality:**

Pre-Retirement: WRS mortality rates for active members. Separate rates for males and females as appropriate. Sample rates are shown in the rate table in Appendix A.

Post-Retirement: WRS mortality rates for retired members. Separate rates for males and females as appropriate. Sample rates are shown in the rate table in Appendix A.

Post-Disability: WRS mortality rates for disabled members. Separate rates for males and females as appropriate. Sample rates are shown in the rate table in Appendix A.

*Mortality improvements were not reflected as it would not have a material effect on the results as almost all benefits are discontinued at age 65.

3. **Employee Turnover/Withdrawal:** Ten-year select and ultimate rates of WRS for Public Schools for all employees. Separate rates for males and females. Ultimate rates after the tenth year are shown in the rate table in Appendix A. Select rates are as follows:

Year	Public School Employee Male Rate	Public School Employee Female Rate
First	16.5%	13.0%
Second	11.0	9.5
Third	7.1	7.2
Fourth	5.2	6.1
Fifth	4.2	5.0
Sixth	3.4	4.3
Seventh	2.9	3.7
Eighth	2.5	3.2
Ninth	2.3	2.7
Tenth	2.0	2.5

4. **Disablement:** WRS disability rates for Public Schools for all employees. Separate rates for males and females. Rates shown in the rate table in Appendix A.

5. **Retirement:** WRS retirement rates for Public Schools all employees. Separate rates for male and females. Rates shown in the rate table in Appendix A.

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Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

6. **Salary adjustment factors** used to project earnings for each participant between the valuation date and the participant's retirement age are shown below for sample years of service. This assumption is used to project a participant's current earnings to the earnings upon which benefits will be based.

% Merit and Longevity Increase Next Year	
Service	Public School Teachers
1	6.0%
2	6.0
3	5.6
4	5.2
5	4.8
10	3.3
15	1.8
20	0.9
25	0.5
30	0.3

In addition to the merit and longevity increase, each person is assumed to get an economic increase of 4.0% each year.

7. **Percentage of Retirees Participating In Retiree Medical Coverage:**

Future retirees: 100% of current employees are expected to participate in the Kenosha Unified School District's retiree health insurance plan.

Current retirees: Actual retiree participation.

8. **Percentage of Retirees Electing Family Coverage:**

Future retirees: 25% of current employees assumed to elect family coverage into retirement.

Current retirees: Actual family coverage election.

9. **Age Difference of Active Employees and Spouses:** Spouses same age as participants.

10. **Annual Medical Trend Rate Assumptions:** Based on recent experience, the experience of medical insurers, Milliman's future trend expectations, and judgment.

Year(s)	Annual Medical Trend Rate	Annual Dental Trend Rate
2012-2013	8.10	6.00
2013-2014	8.50	6.30
2014-2015	7.20	5.60
2015-2016	6.70	5.30
2016-2017	6.60	5.30
2017-2018	6.30	5.30
2018-2019	6.00	5.30
2019-2020	5.80	5.30
2020-2031	5.70	5.30
Ultimate (2082)	4.60	4.60

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Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

11. **Expected Monthly 2012-2013 Medical and Dental Costs Per Retiree:** We developed estimates of monthly 2012-2013 medical and dental costs per retiree by age based on the District's current premiums, adjusted for demographic differences between retirees and all participants (actives and retirees combined).

Medical

Age	Male		Female	
	Single	Family	Single	Family
55	\$1,252	\$2,608	\$1,314	\$2,605
60	1,614	3,194	1,540	3,193
64	2,020	3,896	1,837	3,896

Dental

Age	Male		Female	
	Single	Family	Single	Family
55	\$58	\$122	\$61	\$122
60	60	127	63	127
64	62	128	64	128

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Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

VI. DATA

1. **Monthly 2011-2012 Retiree Premiums:** The premium rates valued are shown in the following table.

Subscriber Medical	\$ 795.00
Family Medical	1,772.18
Subscriber Dental	48.64*
Family Dental	125.70*
Long Term Care (Annual)	936.00

*WEA Trust Teacher Rates

2. **Participant Data:** We relied on the following medical plan participant data as of July 1, 2012.

	Participant Count	Average Age	Average Service
Active Employees	2,197	46.2	12.0
Retirees (Medical)	352	61.2	

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VII. PLAN PROVISIONS

Eligibility Requirements and Benefits

Eligibility requirements and benefits by District employee group are as follows:

CERTIFIED TEACHERS

Eligibility:

Dental benefits. Any retiree who was working more than half-time and has attained age 62 and 15 years of service.

All other benefits. Any retiree who was working more than half-time and has attained age 55 and 15 years of service.

Retiree Health Benefits:

District pays 100% of the health insurance premium for single or family coverage for employees retiring at age 62 or older but before age 65. District pays 100% of the health insurance premium for single coverage for employees retiring prior to age 62. The health benefits coverage will terminate when the retiree attains age 65.

Retiree Dental Benefits:

District pays 90% of the dental insurance premium for family coverage. The dental benefits coverage will terminate when the retiree attains age 65.

Retiree Long Term Care Benefits:

District pays 100% of the long term care premium for employees younger than age 65. Employees age 65 or older may continue coverage by paying 100% of the premium.

SERVICE EMPLOYEES

Eligibility:

Any retiree who was working full-time and has attained age 55 and 15 years of service.

Retiree Health Benefits:

District pays 98.3% of the health insurance premium for single coverage. The health benefits coverage will terminate when the retiree attains age 65.

CARPENTERS AND PAINTERS

Eligibility:

Any retiree who was working full-time and has attained age 57 and 15 years of service.

Retiree Health Benefits:

District pays 98% of the health insurance premium for single coverage. The health benefits coverage will terminate when the retiree attains age 65.

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Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

SECRETARIES

- Eligibility:** Any retiree who was working full-time and has attained age 57 and 15 years of service.
- Retiree Health Benefits:** District pays 98.3% of the health insurance premium for single coverage. The health benefits coverage will terminate when the retiree attains age 65.

EDUCATIONAL ASSISTANTS

- Eligibility:** Any retiree who was working full-time and has attained age 57 and 15 years of service.
- Retiree Health Benefits:** District pays 100% of the health insurance premium for single coverage. The health benefits coverage will terminate when the retiree attains age 65. If all other represented groups agree to an employee contribution, the retiree will pay an amount not to exceed 2%.

ADMINISTRATORS, SUPERVISORS AND TECHNICAL EMPLOYEES

- Eligibility:** Any retiree who was working full-time and has attained age 55 and 15 years of service.
- Retiree Health Benefits:** District pays 80% of premium if employee retirees before age 60 and 85% of premium for retirement at ages 60.
- Retiree Dental Benefits:** District pays 90% of the dental insurance premium for family coverage. The health benefits coverage will terminate at age 65 for employees retiring with less than 20 years of service, at age 66 for employees retiring with 20 or more years of service but less than 25 years of service, and at age 67 for employees retiring with more than 25 years of service. No coverage for Retirees after July 1, 2011.
- Retiree Life Insurance Benefits:** District pays a life insurance amount of 200% of the employee's compensation in the year before retirement if less than 66 years old, 150% of their salary if 66 years old, and 100% of their salary if 67 years old or older. No coverage for Retirees after July 1, 2011.

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VIII. GLOSSARY

The following is an explanation of many of the terms referenced by the Statement of the Governmental Accounting Standards Board, "Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions".

1. **Actuarial Cost Method.** This is a procedure for determining the Actuarial Present Value of Benefits and allocating it to time periods to produce the Actuarial Accrued Liability and the Normal Cost. The Statement assumes a closed group of employees and other participants unless otherwise stated; that is, no new entrants are assumed. Six methods are permitted – Unit Credit, Entry Age Normal, Attained Age, Aggregate, Frozen Entry Age, and Frozen Attained Age.
2. **Actuarial Accrued Liability.** This is the portion of the Actuarial Present Value of Benefits attributable to periods prior to the valuation date by the Actuarial Cost Method (i.e., that portion not provided by future Normal Costs).
3. **Actuarial Present Value of Benefits.** This is the value, as of the applicable date, of future payments for benefits and expenses under the Plan, where each payment is:
 - (a) Multiplied by the probability of the event occurring on which the payment is conditioned, such as the probability of survival, death, disability, termination of employment, etc.; and
 - (b) Discounted at the assumed discount rate.
4. **Actuarial Value of Assets.** This is the value of cash, investments and other property belonging to the Plan, as used by the actuary for the purpose of an Actuarial Valuation.
5. **Amortization Payment.** This is the amount of the contribution required to pay interest on and to amortize over a given period the Unfunded Actuarial Accrued Liability or the Unfunded Frozen Actuarial Accrued Liability. A closed amortization period is a specific number of years counted from one date and reducing to zero with the passage of time; an open amortization period is one that begins again or is recalculated at each actuarial valuation date.
6. **Annual Required Contribution ("ARC").** This is the employer's periodic required contribution to a defined benefit OPEB plan, calculated in accordance with the set of requirements for calculating actuarially determined OPEB information included in financial reports.
7. **Attribution Period.** The period of an employee's service to which the expected postretirement benefit obligation for that employee is assigned. The beginning of the attribution period is the employee's date of hire. The end of the attribution period is the full retirement eligibility date. For disability retirement, the end of the attribution period is the date of disability.
8. **Benefit Payments.** The monetary or in-kind benefits or benefit coverage to which participants may be entitled under a post employment benefit plan, including health care benefits and life insurance not provided through a pension plan.
9. **Funding Excess.** This is the excess of the Actuarial Value of Assets over the actuarial accrued liability.

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10. **Normal Cost.** This is the portion of the Actuarial Present Value of Benefits allocated to a valuation year by the Actuarial Cost Method.
11. **Net OPEB obligation.** This is the cumulative difference since the effective date of this statement between annual OPEB cost and the employer's contributions to the plan, including the OPEB liability (asset) at transition, if any, and excluding (a) short-term differences and (b) unpaid contributions that have been converted to OPEB-related debt.
12. **Other Postemployment Benefits ("OPEB").** This refers to postemployment benefits other than pension benefits, including healthcare benefits regardless of the type of plan that provides them, and all other postemployment benefits provided separately from a pension plan, excluding benefits defined as termination benefits or offers.
13. **Return on Plan Assets.** This is the actual investment return on plan assets during the fiscal year.
14. **Substantive Plan.** The terms of the postretirement benefit plan as understood by an employer that provides postretirement benefits and the employees who render services in exchange for those benefits. The substantive plan is the basis for the accounting for the plan.
15. **Unfunded Actuarial Accrued Liability.** This is the excess of the actuarial accrued liability over the Actuarial Value of Assets.

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Kenosha Unified School District

Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

APPENDIX A: RATE TABLES

Public School

Separations from active status expressed as number of occurrences per 10,000:

Age	Withdrawal		Early Retirement		Normal Retirement*		Death		Disability	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
25	N/A	N/A	0	0	0	0	3	1	1	1
26	N/A	N/A	0	0	0	0	3	1	1	1
27	N/A	N/A	0	0	0	0	3	1	1	1
28	N/A	N/A	0	0	0	0	3	1	1	1
29	N/A	N/A	0	0	0	0	4	1	1	1
30	170	190	0	0	0	0	4	1	1	1
31	160	190	0	0	0	0	4	1	1	1
32	150	190	0	0	0	0	4	2	1	1
33	140	180	0	0	0	0	4	2	1	1
34	140	170	0	0	0	0	4	2	1	1
35	130	170	0	0	0	0	4	2	1	1
36	130	160	0	0	0	0	4	2	1	1
37	120	150	0	0	0	0	4	2	1	1
38	120	150	0	0	0	0	4	2	1	1
39	120	140	0	0	0	0	5	3	2	2
40	110	130	0	0	0	0	5	3	2	2
41	110	130	0	0	0	0	5	3	3	3
42	110	120	0	0	0	0	6	2	3	3
43	110	120	0	0	0	0	6	4	4	5
44	100	110	0	0	0	0	7	4	5	6
45	100	110	0	0	0	0	7	4	5	7
46	90	100	0	0	0	0	8	5	5	9
47	90	100	0	0	0	0	9	5	5	12
48	90	100	0	0	0	0	10	5	7	12
49	90	100	0	0	0	0	11	6	9	13
50	80	90	0	0	0	0	12	6	13	14
51	80	90	0	0	0	0	13	7	16	15
52	80	90	0	0	0	0	15	8	20	16
53	80	90	0	0	0	0	17	9	21	17
54	80	90	0	0	0	0	19	11	22	19
55	0	0	1,500	1,250	0	0	21	13	23	20
56	0	0	1,500	1,250	0	0	23	15	25	22
57	0	0	1,500	1,150	4,000	3,000	25	17	26	24
58	0	0	1,400	1,250	3,500	3,000	27	20	31	26
59	0	0	1,100	1,250	2,800	3,000	28	21	35	28

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Kenosha Unified School District

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Public School

Separations from active status expressed as number of occurrences per 10,000:

Age	Withdrawal		Early Retirement		Normal Retirement*		Death		Disability	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
60	0	0	1,500	1,500	2,800	3,000	30	22	39	29
61	0	0	1,400	1,600	2,800	3,000	32	23	0	0
62	0	0	2,300	2,300	3,800	3,800	33	25	0	0
63	0	0	2,300	2,100	3,500	3,200	37	28	0	0
64	0	0	1,600	1,900	2,500	2,600	42	30	0	0
65	0	0	0	0	2,500	3,100	47	33	0	0
66	0	0	0	0	2,500	2,700	52	37	0	0
67	0	0	0	0	2,000	2,600	59	38	0	0
68	0	0	0	0	2,000	2,400	66	42	0	0
69	0	0	0	0	2,000	2,200	73	47	0	0
70	0	0	0	0	2,500	1,800	82	53	0	0
71	0	0	0	0	2,500	1,800	91	60	0	0
72	0	0	0	0	2,500	1,800	100	68	0	0
73	0	0	0	0	2,500	1,800	116	77	0	0
74	0	0	0	0	2,500	1,800	132	87	0	0
75	0	0	0	0	10,000	10,000	150	98	0	0

*Normal retirement assumptions apply to employees with 30 or more years of service.

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Kenosha Unified School District

Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

Public School

Separations from retired status expressed as number of occurrences per 10,000:

Age	Healthy		Disabled	
	Male	Female	Male	Female
50	24	12	63	26
51	26	14	70	29
52	30	16	80	34
53	34	19	91	40
54	38	22	101	46
55	42	26	111	54
56	46	30	121	62
57	49	34	132	72
58	53	39	142	83
59	57	41	152	86
60	61	43	162	91
61	64	47	172	98
62	67	51	178	106
63	74	55	198	116
64	83	60	222	127
65	93	67	249	140
66	105	73	279	154
67	117	76	313	159
68	131	84	350	177
69	147	94	391	198
70	163	107	436	224
71	181	121	484	253
72	201	136	535	286
73	231	154	617	324
74	264	174	704	365
75	301	195	802	410
76	341	218	910	458
77	386	243	1,028	511
78	434	266	1,157	558
79	486	298	1,297	627

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Kenosha Unified School District

Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

Public School

Separations from retired status expressed as number of occurrences per 10,000:

Age	Healthy		Disabled	
	Male	Female	Male	Female
80	543	339	1,447	711
81	603	386	1,608	811
82	667	441	1,780	927
83	745	504	1,986	1,058
84	829	574	2,210	1,205
85	924	651	2,464	1,367
86	1,031	736	2,748	1,546
87	1,148	828	3,062	1,739
88	1,277	949	3,406	1,993
89	1,418	1,076	3,780	2,259
90	1,569	1,209	4,184	2,538
91	1,732	1,348	4,618	2,830
92	1,906	1,493	5,082	3,135
93	2,046	1,644	5,456	3,453
94	2,185	1,802	5,828	3,783
95	2,328	1,965	6,208	4,127
96	2,473	2,135	6,595	4,483
97	2,622	2,313	6,991	4,857
98	2,773	2,665	7,396	5,597
99	2,928	2,988	7,808	6,275
100	3,085	3,281	8,228	6,891
101	3,246	3,545	8,656	7,445
102	3,409	3,779	9,092	7,937
103	3,516	3,984	9,377	8,367
104	3,599	4,160	9,596	8,735
105	3,653	4,305	9,740	9,041
106	3,672	4,422	9,792	9,286
107	3,672	4,509	9,792	9,468
108	3,672	4,713	9,792	9,896
109	3,672	4,926	10,000	10,000
110	3,672	5,115	10,000	10,000
111	3,672	5,251	10,000	10,000
112	3,672	5,303	10,000	10,000

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Kenosha Unified School District

Actuarial Valuation of GASB 43/GASB 45 Benefits as of July 1, 2012

APPENDIX B: INDIVIDUAL GROUP EXHIBITS

	AST	Carpenter	Teacher	Secretary	Service	ESP	Grand Total
Actuarial Present Value of Projected Benefits	\$14,141,586	\$626,641	\$240,063,746	\$8,624,240	\$23,620,302	\$20,444,721	\$307,521,236
July 1, 2011 Normal Cost	478,616	21,112	7,986,129	255,580	728,407	717,798	10,187,642
Interest On Normal Cost	15,555	686	259,550	8,306	23,673	23,328	331,098
June 30, 2012 Normal Cost	494,171	21,798	8,245,679	263,886	752,080	741,126	10,518,740
July 1, 2011 Amortization	398,667	21,284	5,860,209	301,708	783,004	564,732	7,929,604
Interest on Amortization	12,957	692	190,455	9,806	25,448	18,354	257,712
June 30, 2012 Amortization	411,624	21,976	6,050,664	311,514	808,452	583,086	8,187,316
Total ARC	905,795	43,774	14,296,343	575,400	1,560,532	1,324,212	18,706,056
July 1, 2011 AAL	8,153,376	435,284	119,850,596	6,170,417	16,013,683	11,549,677	162,173,033
July 1, 2011 Unfunded AAL (assets ratioed on AAL)*	7,813,396	417,134	114,853,055	5,913,123	15,345,943	11,068,078	155,410,729

	AST	Carpenter	Teacher	Secretary	Service	ESP	Grand Total
Actuarial Present Value of Projected Benefits	\$13,942,658	\$607,373	\$242,637,211	\$8,615,913	\$23,786,342	\$20,405,929	\$309,995,426
July 1, 2012 Normal Cost	494,171	21,798	8,245,679	263,886	752,080	741,126	10,518,740
Interest On Normal Cost	16,061	708	267,984	8,576	24,443	24,087	341,859
June 30, 2013 Normal Cost	510,232	22,506	8,513,663	272,462	776,523	765,213	10,860,599
July 1, 2012 Amortization	404,346	21,143	6,209,842	310,888	817,343	586,038	8,349,600
Interest on Amortization	13,141	687	201,820	10,104	26,564	19,046	271,362
June 30, 2013 Amortization	417,487	21,830	6,411,662	320,992	843,907	605,084	8,620,962
Total ARC	927,719	44,336	14,925,325	593,454	1,620,430	1,370,297	19,481,561
July 1, 2012 AAL	8,254,002	431,595	126,762,812	6,346,227	16,684,588	11,962,923	170,442,147
July 1, 2012 Unfunded AAL (assets ratioed on AAL)*	7,924,698	414,376	121,705,454	6,093,036	16,018,936	11,485,647	163,642,147

*Asset amount to be used for GASB 45 per School District. This value does not include trust assets and liabilities which are the subject of ongoing litigation.