



## MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

Educational Support Center  
Board Meeting Room  
3600-52<sup>nd</sup> Street  
Kenosha, WI 53144

November 12, 2013

5:30 P.M. – Joint Planning/Facilities/Equipment  
& Personnel/Policy

6:00 P.M. – Personnel/Policy

6:30 P.M. – Joint Personnel/Policy &  
Audit/Budget/Finance

7:00 P.M. – Audit/Budget/Finance

7:15 P.M. – Curriculum/Program

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

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Standing Committee Meetings  
November 12, 2013  
Educational Support Center  
School Board Meeting Room

**JOINT PLANNING/FACILITIES/EQUIPMENT & PERSONNEL/POLICY – 5:30 P.M.**

**Planning/Facilities/Equipment**

- A) Approval of Minutes – October 8, 2013 (2 sets) ..... Pages 1-2
- B) Cost Estimate For eSchool Transition to the Jefferson Annex ..... Pages 3-7
- C) Information Item
  - 1) Utility Budget & Energy Savings Program Update..... Pages 8-9
  - 2) Capital Projects Updates..... Pages 10-15

**Joint Planning/Facilities/Equipment & Personnel/Policy**

- A) Proposed Changes to Facilities Policies ..... Pages 16-35
- B) Future Agenda Items
- C) Adjournment

**PERSONNEL/POLICY – 6:00 P.M. OR IMMEDIATELY FOLLOWING  
CONCLUSION OF PRECEDING MEETING**

- A) Approval of Minutes – October 8, 2013 (3 sets) ..... Pages 36-39
- B) Wisconsin Educator Effectiveness System Implementation ..... Pages 40-45
- C) School Board Policy 1400 – Gifts, Grants and Bequests..... Pages 46-47
- D) School Board Policy/Rule 5431 – Student Dress Code ..... Pages 48-51
- E) Information Item
  - 1) Recommendations Concerning Appointments, Leaves  
of Absence, Retirements and Resignations..... Page 52
- F) Future Agenda Items
- G) Adjournment

**JOINT PERSONNEL/POLICY & AUDIT/BUDGET/FINANCE – 6:30 P.M. OR  
IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING**

- A) School Board Policy/Rule 3110 – Annual Operating Budget ..... Pages 53-56
- B) School Board Policy/Rule 3111 – School Board Budget..... Pages 57-58
- C) School Board Policy/Rule 3112 Budget Administration ..... Pages 59-60
- D) School Board Policy/Rule 3113 – Fiscal Impact Statement..... Pages 61-62
- E) School Board Policy/Rule 3121 – Financial Accounting ..... Pages 63-64
- F) School Board Policy/Rule 3122 – Accounts Receivable/  
Uncollectible Accounts ..... Pages 65-66
- G) School Board Policy/Rule 3323 – Fund Balance ..... Pages 67-69
- H) Information Item
  - 1) Procedure for Food Service Negative Lunch Balance ..... Pages 70-71
- I) Future Agenda Items
- J) Adjournment

**AUDIT/BUDGET/FINANCE – 7:00 P.M. OR IMMEDIATELY FOLLOWING  
CONCLUSION OF PRECEDING MEETING**

- A) Approval of Minutes – October 8, 2013 (3 sets) ..... Pages 72-75
- B) Information Item
  - 1) Monthly Financial Statements ..... Pages 76-88
- C) Future Agenda Items
- D) Adjournment

**CURRICULUM/PROGRAM - 7:15 P.M. OR IMMEDIATELY FOLLOWING  
CONCLUSION OF PRECEDING MEETING**

- A) Approval of Minutes – October 8, 2013 (2 sets) ..... Pages 89-90
- B) Request to Implement the Youth Risk Behavior  
Survey – Grades 7 and 8..... Pages 91-103
- C) Information Items
  - 1) Next Generation Science Standards Update ..... Pages 104-114
  - 2) Summer School Update ..... Pages 115-137
- D) Future Agenda Items
- E) Adjournment

<p>There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.</p>
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**KENOSHA UNIFIED SCHOOL BOARD**  
**PLANNING/FACILITIES/EQUIPMENT MEETING**  
Educational Support Center – Room 110  
October 8, 2013  
**MINUTES**

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Mr. Bryan was called to order at 5:33 P.M. with the following Committee members present: Mrs. Coleman, Mrs. Snyder, Mr. Valeri, Mrs. Bothe, Mr. Zielinski, and Mr. Bryan. Dr. Hancock was also present. Mr. Nuzzo was excused. Ms. Iqbal was absent.

**Approval of Minutes – August 13, 2013**

Mrs. Coleman moved to approve the minutes as contained in the agenda. Mrs. Snyder seconded the motion. Unanimously approved.

**Information Items**

Mr. Patrick Finnemore, Director of Facilities, presented the Utility Budget & Energy Savings Program Update as contained in the agenda and answered questions from Committee members.

Mr. Finnemore presented the Energy Efficiency Project Update. He indicated that the bonding for the project has been implemented, the HVAC design work scheduled for 2014 is underway, the test wall areas at Harvey and Vernon Elementary Schools have been identified, and the primary contract with Performance Services has been completed. He informed the Committee that due to the size of the project, he would be providing a monthly update to the Committee.

**Future Agenda Items**

Mr. Bryan indicated that a Board member requested Policy 7200 – Facilities Planning be added to a future agenda for discussion.

Meeting adjourned at 5:39 P.M.

Stacy Schroeder Busby  
School Board Secretary



**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT PLANNING/FACILITIES/EQUIPMENT &**  
**AUDIT/BUDGET/FINANCE MEETING**  
Educational Support Center – Room 110  
October 8, 2013  
**MINUTES**

A joint meeting of the Kenosha Unified Planning/Facilities/Equipment and Audit/Budget/Finance Committees chaired by Mr. Bryan was called to order at 5:40 P.M. with the following Committee members present: Mrs. Coleman, Mrs. Snyder, Mr. Valeri, Mrs. Bothe, Mr. Zielinski, Mrs. Taube, Mr. Kent, Mr. Aceto, Ms. Dawson, Mr. Holdorf, and Mr. Bryan. Dr. Hancock was also present. Mr. Nuzzo and Mrs. Marcich were excused. Ms. Iqbal, Mr. Coleman, and Ms. London were absent.

**Information Item**

Mr. Patrick Finnemore, Director of Facilities; Mr. William Hittman, Principal at LakeView Technology Academy; Mr. Bryan Albrecht, President at Gateway Technical College (GTC); and Mr. Todd Battle, President of the Kenosha Area Business Alliance (KABA), presented the Proposed Expansion of LakeView Technology Academy. They indicated that due to enrollment numbers growing from 184 students in 2002 to a current enrollment of 427, excellent test scores, and the fact that this year there was a total of 94 students who had to be turned away by the school because of lack of space to serve them, a study was done to evaluate a possible expansion of the building. The proposed financing plan is for KABA to fund the construction of the addition, remodeling, and associated improvements and then passing those costs along to KUSD (and GTC through our sublease to them) via a new lease that would most likely be for 20 years. A preliminary timeline, based on the approval process taking place in the summer of 2014, targets a project completion date in time for the 2015-2016 school year. The intent of the report is to begin the public discussion of the proposed project. More information will be brought forward at future Committee and Board meetings prior to Board consideration of a recommendation related to the project. In addition to Board approval, Elector approval will be required for any associated lease agreement. It is expected that this would be done at a Special Meeting of Electors sometime in 2014. Questions of Committee members were then answered by the presenters.

Meeting adjourned at 6:16 P.M.

Stacy Schroeder Busby  
School Board Secretary

# KENOSHA UNIFIED SCHOOL DISTRICT

November 12, 2013

Planning/Facilities/Equipment Standing Committee

## **Cost Estimate for eSchool Transition to the Jefferson Annex**

The Kenosha eSchool, a virtual charter program founded in 2007, continues to experience growth in all areas, including grade level expansion for full and part time students. The eSchool has serviced grades 6-12 at the current Green Bay Road location since the fall of 2010. The elementary expansion in the fall of 2012 has utilized a classroom at Whittier Elementary for instructional purposes. The KUSD school board approved a one year lease extension for the Green Bay Rd location in the spring of 2013, with the expectation that the KUSD administration identify an existing KUSD property that would serve the current and growing population, with areas to address all grade levels and supportive services.

The Jefferson Annex located on the north portion of the Jefferson elementary property has been used for storage purposes for the last few years, and is the prime destination for the new home of the eSchool. The Annex provides separate entrance points and adequate distance away from Jefferson Elementary. Our proposal is to use the first floor of the Annex to address the needs of the eSchool program (attached). The initial cost estimates for the expected renovations total \$162,500 (attached). \$78,000 would be incurred for the current fiscal year (FY2014), and \$84,500 would be part of the fiscal year 2015 annual budget. The internal renovation would be completed by May 15, 2014, while the external renovations completed during the summer of 2014. The renovations and transition will be completed prior to the start of the 2014-15 school year.

The eSchool Governance Board is in full support of this proposal. The eSchool charter will also be updated to reflect the proposal and brought forth in spring 2014 for renewal.

### **Administrative Recommendation:**

Administration recommends that the Planning/Facilities/Equipment Standing Committee forward the eSchool transition proposal to the November 26, 2013, regular school board meeting agenda.

Dr. Michele Hancock  
Superintendent of Schools

Patrick M. Finnemore P.E.  
Director of Facilities

Dan Tenuta  
Principal of eSchool

Kris Keckler  
Executive Director of Information  
& Accountability

## eSchool Transition to the Annex: Cost Estimate

<b>Site Conditions</b>	<b>FY2 014</b>	<b>FY 2015</b>
Site Design Work	\$ 8,450.00	
Asphalt Parking Areas & Concrete		\$ 65,000.00
Parking Lot Lighting (2)		\$ 17,000.00
Exterior Sign Changes		\$ 2,500.00
<b>Office Renovation</b>		
New Carpet	\$ 4,000.00	
Air Conditioning	\$ 4,625.00	
Wall Removal /Carpentry / Painting	\$ 500.00	
Rekey and Locks	\$ 1,100.00	
<b>Classroom Renovations 101, 102, &amp; 107 and Office 104</b>		
Split System AC	\$ 13,875.00	
CPU Electrical Wiring (4) rooms	\$ 6,000.00	
Siemens Server	\$ 10,300.00	
Wall demolition between Rooms	\$ 1,000.00	
Electrical Panel Upgrade	\$ 1,950.00	
HVAC Electrical	\$ 1,200.00	
<b>Toilet Room Renovations</b>		
Partition Renovations	\$ 1,500.00	
Floor Repairs	\$ 1,000.00	
(2) New Bradley Sinks	\$ 4,500.00	
Wall Repair	\$ 1,200.00	
<b>Exterior Door Replacements</b>		
Main Entry - Special-Lite Door	\$ 7,000.00	
North Utility Entry	\$ 7,000.00	
Security Cards	\$ 1,500.00	
<b>West Entry Flooring</b>	\$ 1,300.00	
	<b>FY2 014</b>	<b>FY 2015</b>
<b>Fiscal Year Totals</b>	<b>\$ 78,000.00</b>	<b>\$ 84,500.00</b>
<b>Project Total</b>		<b>\$ 162,500.00</b>

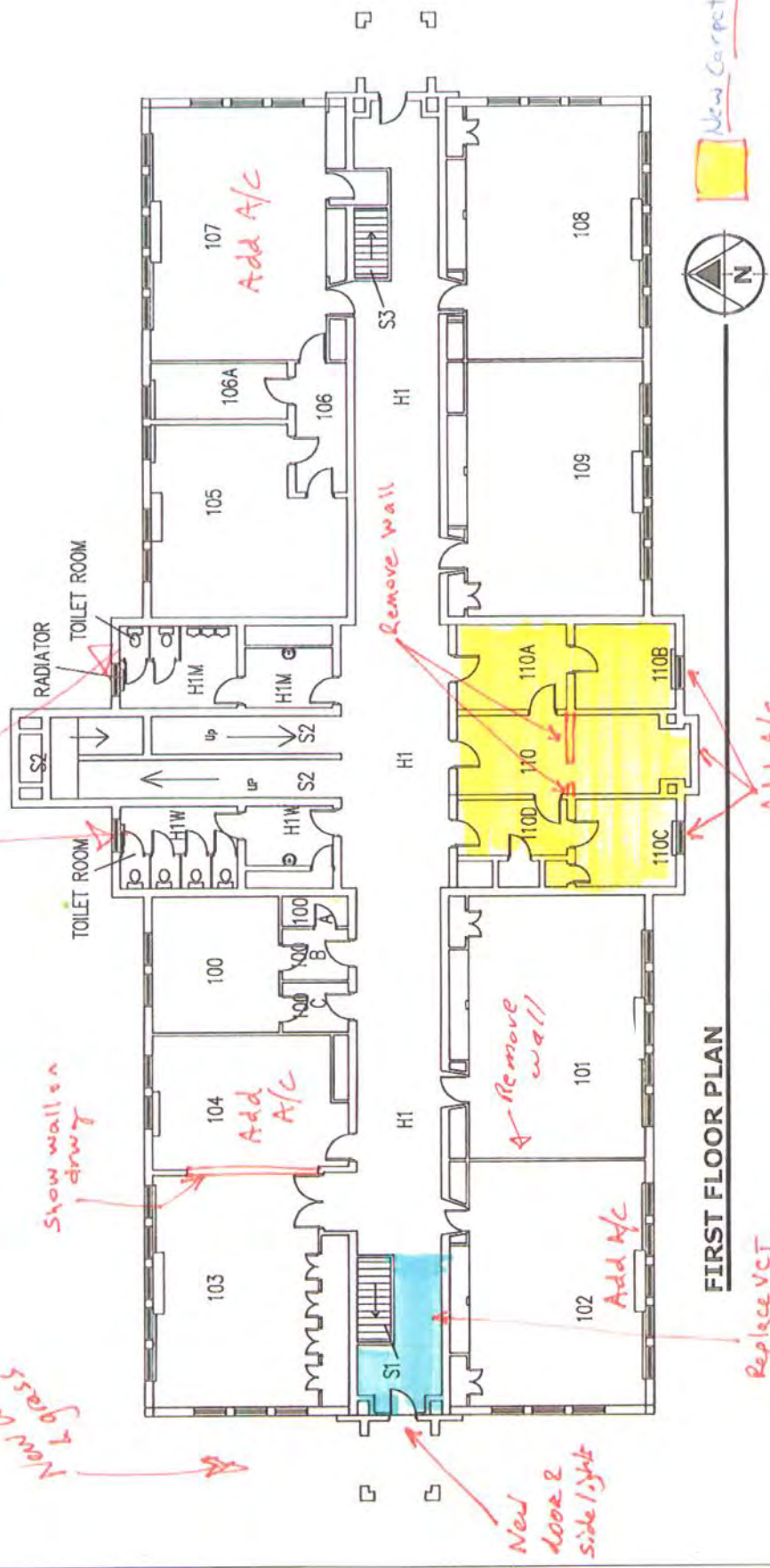
Asphalt Needs

\* They have two Mitsubishi split systems @ Lincoln MS that could be relocated here (paid for by e-school)

Add A/C to start next toilet

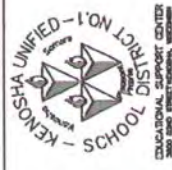
New walkway & grass

Show wall & downy



FIRST FLOOR PLAN

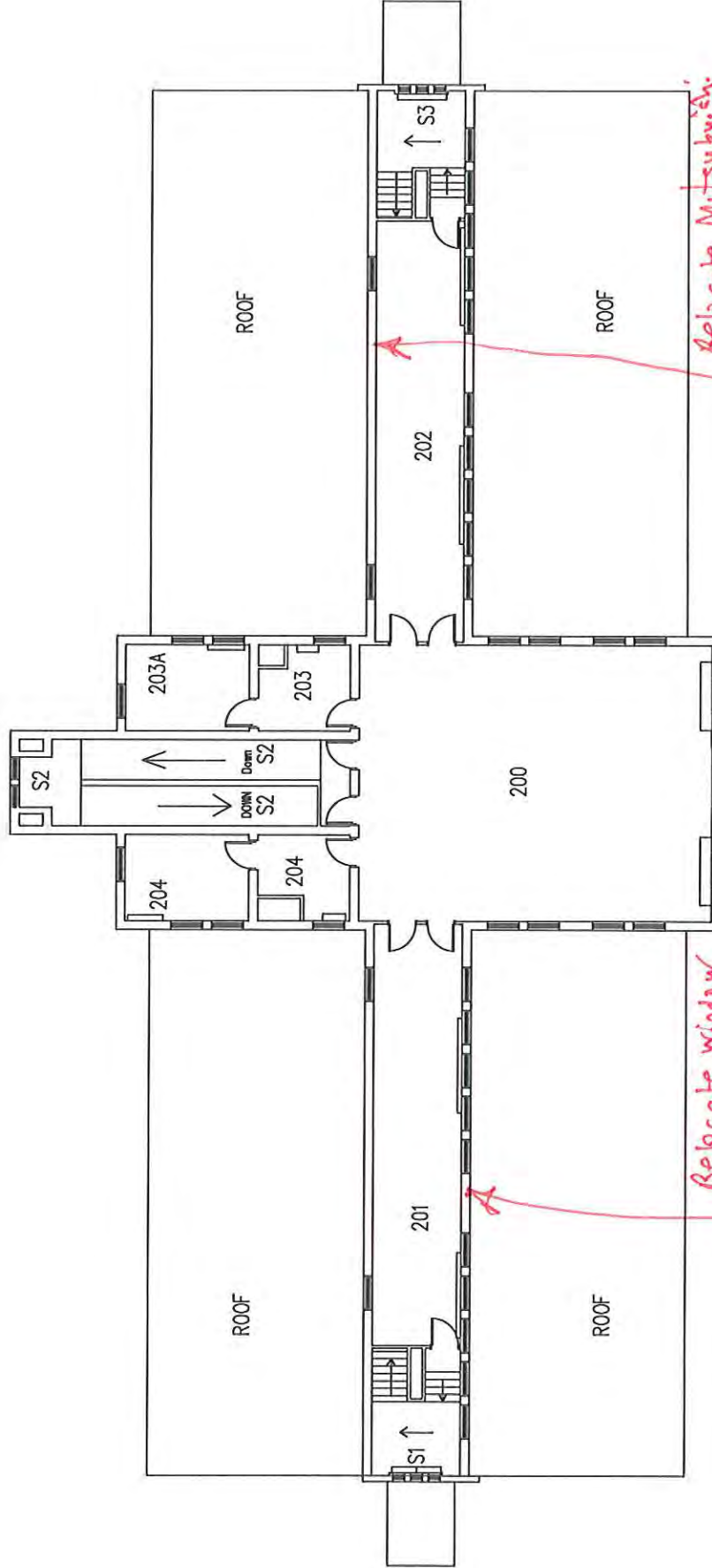
JEFFERSON ANNEX ELEMENTARY SCHOOL  
1832 43rd Avenue, Kenosha, WI



DATE 07-10-06

SHEET NUMBER 1 OF 3

BUILDING NUMBER 153 DRAWING SCALE N.T.S.



# SECOND FLOOR PLAN

JEFFERSON ANNEX ELEMENTARY SCHOOL  
1832 43rd Avenue, Kenosha, WI



DATE 07-10-06

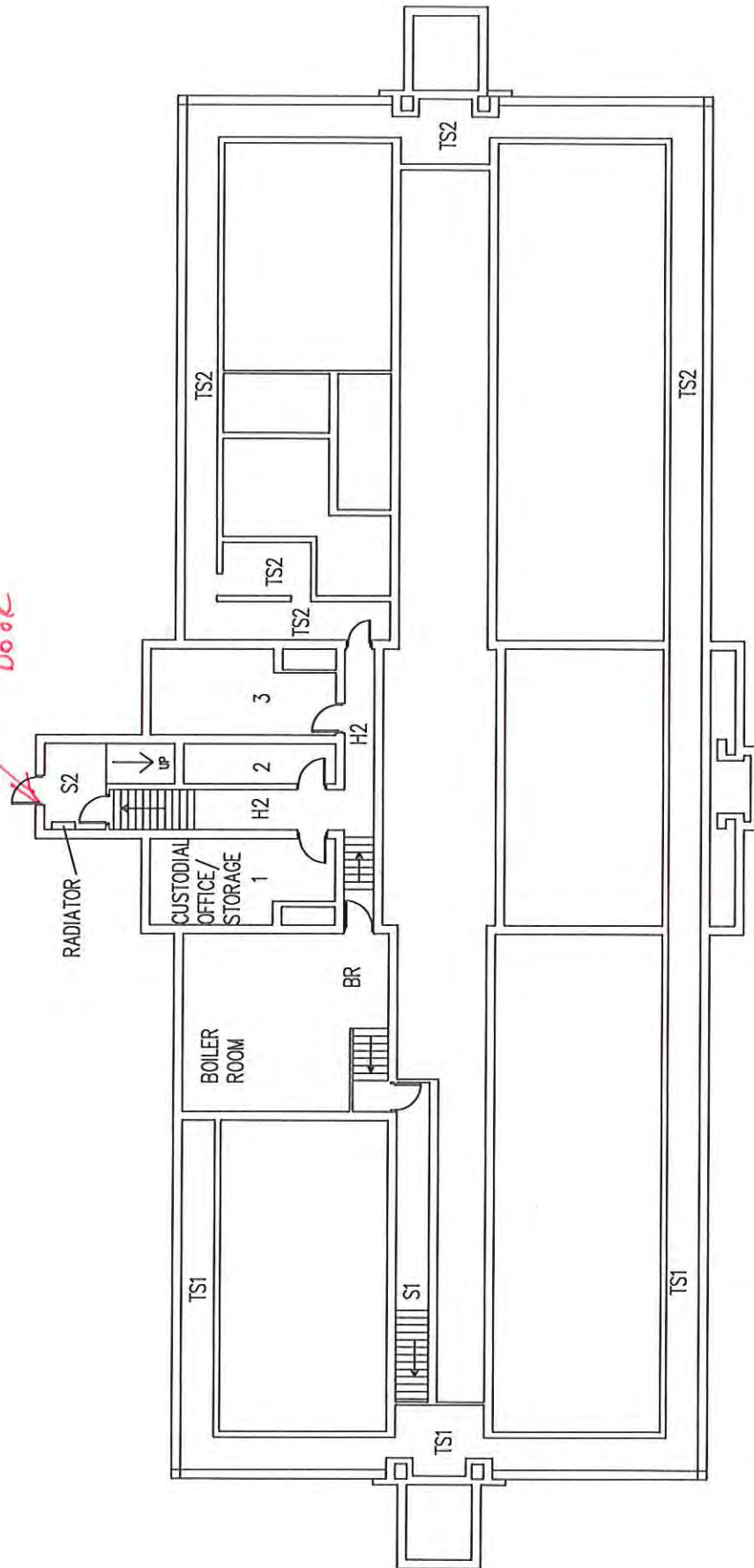
SHEET NUMBER 2 OF 3

DRAWING SCALE N.T.S.

BUILDING NUMBER 153

6

Replace  
Door



# FOUNDATION PLAN



JEFFERSON ANNEX ELEMENTARY SCHOOL  
1832 43rd Avenue, Kenosha, WI



DATE 07-10-06

SHEET NUMBER 3 OF 3

BUILDING NUMBER 153

DRAWING SCALE N.T.S.

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

November 12, 2013  
Planning/Facilities/Equipment Committee

**UTILITY BUDGET & ENERGY SAVINGS PROGRAM UPDATE**

The purpose of this report is to provide the regular update on the 2013-14 utilities budget and the operational energy savings program through September.

**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 \$880 less on natural gas this year as compared to last year.
- We have spent \$50,001 more on electricity this year as compared to last year. This increase is a concern to us and we have stepped up our night-time inspections of the schools to identify operational problems that can be corrected.
- We have spent 19% of the overall utility budget as compared to 18% last year at this time.

**Operational Energy Program Update:**

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

	<b>2013-14</b>	<b>2012-13</b>
Electricity Saved (KWh)	922,167	986,773
Gas Saved (Therms)	18,359	22,281
<b>Dollars Saved</b>	<b>\$99,475</b>	<b>\$100,005</b>

Dr. Michele Hancock  
Superintendent of Schools

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

Mr. John Allen  
Distribution and Utilities Manager

Mr. Kevin Christoun  
Maintenance Supervisor

# Monthly Energy Efficiency Program Tracking Summary

## UTILITY INFORMATION

### Energy Tracking: September 2013 Through June 2014

End of FY - 2014 - 06		Current Month: 2013 - 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		242,600	840	1,504	\$30,520	327,958	938	4,073	\$38,809	85,358	98	2,569	\$8,289	21.4%	300,401	78.6	81.0
Hillcrest H		6,840	-	57	\$998	7,875	-	252	\$1,234	1,035	0	195	\$236	19.1%	22,405	74.3	80.6
Indian Trail H		324,800	1,296	598	\$42,588	511,794	1,646	1,214	\$61,903	186,994	350	616	\$19,315	31.2%	408,519	55.6	52.3
Lakeview H		37,760	192	119	\$5,685	78,449	207	138	\$8,528	40,689	15	19	\$2,843	33.3%	40,000	55.3	49.7
Reuther H		98,580	496	5,472	\$16,979	131,628	624	4,878	\$20,693	33,048	128	(594)	\$3,714	17.9%	143,366	104.1	120.7
Tremper H		175,508	535	2,376	\$20,567	256,625	627	3,336	\$27,228	81,117	92	960	\$6,661	24.5%	313,802	84.6	76.3
<b>HS Subtotal:</b>		<b>886,088</b>	<b>3,359</b>	<b>10,126</b>	<b>\$117,338</b>	<b>1,314,329</b>	<b>4,042</b>	<b>13,891</b>	<b>\$158,395</b>	<b>428,241</b>	<b>683</b>	<b>3,765</b>	<b>\$41,057</b>	<b>25.9%</b>			
Bullen M		52,558	225	348	\$7,489	93,488	240	682	\$10,416	40,930	15	334	\$2,927	28.1%	121,962	65.3	51.1
Lance M		44,848	181	255	\$6,259	53,066	212	953	\$7,598	8,218	31	698	\$1,339	17.6%	137,290	55.8	51.1
Lincoln M		117,146	464	469	\$15,544	140,558	462	1,558	\$17,309	23,412	(2)	1,089	\$1,765	10.2%	134,038	76.2	70.2
Mahone M		175,800	726	2,357	\$24,092	179,934	742	2,252	\$24,705	4,134	16	(105)	\$612	2.5%	175,053	65.6	65.9
McKinley M		6,000	12	234	\$964	64,691	220	673	\$8,423	58,691	208	439	\$7,460	88.6%	101,622	60.8	3.3
Washington M		41,956	159	-	\$5,567	58,060	220	-	\$7,657	16,104	61	0	\$2,090	27.3%	99,643	69.3	69.0
<b>MS Subtotal:</b>		<b>438,308</b>	<b>1,767</b>	<b>3,663</b>	<b>\$59,915</b>	<b>589,797</b>	<b>2,096</b>	<b>6,118</b>	<b>\$76,108</b>	<b>151,489</b>	<b>329</b>	<b>2,455</b>	<b>\$16,193</b>	<b>21.3%</b>			
Bain E		67,800	393	186	\$10,994	99,732	506	2,883	\$16,140	31,932	113	2,697	\$5,145	31.9%	126,900	35.5	35.6
Bose E		16,640	77	75	\$2,420	29,807	95	497	\$4,047	13,167	18	422	\$1,627	40.2%	45,109	75.5	73.1
Brass E		42,480	230	65	\$6,682	51,624	286	798	\$8,424	9,144	56	733	\$1,742	20.7%	72,887	47.0	45.4
Dimensions E		8,023	-	36	\$1,175	7,908	-	6	\$1,151	(115)	0	(30)	(\$25)	-2.1%	30,509	66.8	72.7
Forest Park E		17,765	68	57	\$2,591	22,287	66	307	\$3,179	4,522	(3)	250	\$588	18.5%	53,830	100.3	96.9
Frank E		65,780	334	64	\$9,866	98,076	302	202	\$11,687	32,296	(33)	138	\$1,821	15.6%	82,956	56.7	56.3
Grant E		12,480	52	63	\$1,775	15,832	62	499	\$2,422	3,352	10	436	\$647	26.7%	43,040	86.3	72.3
Grewenow E		14,080	57	71	\$1,966	22,927	71	348	\$3,105	8,847	14	277	\$1,139	36.7%	49,230	88.0	76.1
Harvey E		11,299	54	89	\$1,689	22,113	77	595	\$3,227	10,814	24	506	\$1,538	47.7%	47,980	87.5	79.9
Jefferson E		12,630	46	55	\$1,831	20,834	62	529	\$3,103	8,204	16	474	\$1,272	41.0%	49,528	81.1	64.2
Jeffery E		13,492	72	-	\$1,984	27,487	94	-	\$3,533	13,995	22	0	\$1,548	43.8%	45,209	63.1	58.3
Ktech (Lincoln)		19,760	83	63	\$2,726	15,474	70	128	\$2,266	(4,286)	(14)	65	(\$459)	-20.3%	43,390	18.5	18.4
McKinley E		15,360	67	101	\$2,198	17,583	61	325	\$2,529	2,223	(6)	224	\$331	13.1%	35,085	80.9	77.6
Nash E		46,800	216	121	\$6,866	65,072	299	1,634	\$9,779	18,272	83	1,513	\$2,913	29.8%	73,636	63.0	51.9
Pleasant Prairie E		74,080	245	149	\$8,923	83,603	231	243	\$9,428	9,523	(14)	94	\$505	5.4%	73,306	53.8	63.7
Prairie Lane E		25,850	118	46	\$3,628	37,136	127	98	\$4,979	11,286	9	52	\$1,351	27.1%	65,778	48.6	47.6
Roosevelt E		15,600	60	30	\$2,168	19,796	76	215	\$2,772	4,196	16	185	\$604	21.8%	47,994	81.1	75.0
Somers E		42,720	149	116	\$5,247	58,517	163	230	\$6,741	15,797	15	114	\$1,494	22.2%	69,100	58.0	57.7
Southport E		23,200	147	54	\$3,550	30,887	137	204	\$4,318	7,687	(10)	150	\$768	17.8%	53,200	65.5	62.6
Stocker E		45,280	128	136	\$5,268	75,630	282	196	\$9,475	30,350	154	60	\$4,207	44.4%	80,621	41.3	44.0
Strange E		24,099	89	140	\$3,316	35,851	103	155	\$4,533	11,752	13	15	\$1,217	26.8%	57,192	51.1	61.2
Vernon E		32,442	148	891	\$5,114	39,657	164	2,771	\$6,666	7,215	16	1,880	\$1,552	23.3%	88,280	101.4	93.4
Whittier E		36,960	199	23	\$5,805	59,932	269	196	\$8,370	22,972	70	173	\$2,564	30.6%	63,888	53.4	47.1
Wilson E		12,000	64	-	\$1,798	19,580	74	-	\$2,629	7,580	10	0	\$831	31.6%	38,200	78.2	76.6
<b>ELEM Subtotal:</b>		<b>696,620</b>	<b>3,097</b>	<b>2,631</b>	<b>\$99,581</b>	<b>977,345</b>	<b>3,677</b>	<b>13,059</b>	<b>\$134,503</b>	<b>280,725</b>	<b>581</b>	<b>10,428</b>	<b>\$34,921</b>	<b>26.0%</b>			
Cesar Chavez		11,000	64	70	\$1,857	20,926	81	79	\$2,910	9,926	17	9	\$1,053	36.2%	20,500	70.8	57.4
ESC		109,840	346	522	\$13,044	160,539	473	2,154	\$18,732	50,699	127	1,632	\$5,689	30.4%	128,000	73.9	70.2
Recreation		7,599	56	7	\$1,256	8,686	60	77	\$1,817	1,087	4	70	\$562	30.9%	13,090	79.0	76.8
<b>Other Subtotal:</b>		<b>128,439</b>	<b>466</b>	<b>599</b>	<b>\$16,157</b>	<b>190,151</b>	<b>613</b>	<b>2,310</b>	<b>\$23,460</b>	<b>61,712</b>	<b>148</b>	<b>1,711</b>	<b>\$7,303</b>	<b>31.1%</b>			
<b>Totals:</b>		<b>2,149,455</b>	<b>8,689</b>	<b>17,019</b>	<b>\$292,990</b>	<b>3,071,622</b>	<b>10,428</b>	<b>35,378</b>	<b>\$392,466</b>	<b>922,167</b>	<b>1,740</b>	<b>18,359</b>	<b>\$99,475</b>	<b>25.3%</b>			

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

November 12, 2013  
Planning/Facilities/Equipment Committee

**CAPITAL PROJECTS UPDATE**

**2013-14 Major Maintenance Projects:**

The majority of the major maintenance projects for the 2013-14 fiscal year have been completed. The attachment to this report provides a brief status summary of each of the projects. One project was added this month which is the replacement of the gym divider at Lance Middle School. A number of the older middle and high schools have or once had wooden gym dividers to divide the gym space so that multiple physical education classes can use the gym at the same time and not necessarily be doing the same activities. The average age of the wooden gym dividers at the various schools is approximately 50 years old. They have all been repaired multiple times over the years with the last major refurbishment of them happening approximately 10 years ago. We made a decision at that time that we would replace the dividers with vinyl curtains the next time a major refurbishment was needed. This has already occurred at Tremper High School and vinyl curtains were installed there several years ago. The wooden gym divider at Lance failed several times this fall and each time district maintenance staff have been able to repair such that the divider could be opened again. It was decided that this problem was not going to go away and that it was time for the divider to be replaced with a vinyl curtain.

The dividers or curtains at our high schools and middle schools are used regularly to support the operation of the school, so we wanted to get this divider replaced as soon as it was practical. Purchase and installation of a new curtain was competitively bid out and the low bid was for \$13,100 which included removal and disposal of the existing wooden divider. This cost is less than what it would have cost to refurbish the existing divider. We are taking advantage of two days when the middle school students are off from school to complete this project. The old wooden divider was removed on October 18, 2013, and the new curtain is set to be installed on November 15, 2013. The funding for this project is from the budgeted contingency amount in the major maintenance fund.

**Act 32 Energy Efficiency Projects:**

The School Board approved implementation of energy efficiency projects at nine elementary schools over the course of the next two years at the August 27, 2013 regular Board meeting. No costs have been billed as of the date this report was

written, so a financial update is not being included at this time but that will become a regular feature of this report in the coming months.

In regards to key accomplishments in the last month, a number of things have happened including the following:

- The contracts between KUSD and Performance Services have been completed and should be signed sometime before the night of this Committee meeting.
- The HVAC design work for the 5 schools scheduled for 2014 construction is well underway and should be completed in mid-November. It is expected that the projects will be competitively bid out in the late November/December time frame.
- Bid packages for the roof projects for the 2014 schools are in the process of being finalized with the plan to bid them out in November and receive bids in early December.
- We are working on the associated asbestos abatement plans and will include that work in our proposed major maintenance plan for 2014-15 which will be brought to the Committee and Board in January or February. That work will be managed and implemented by KUSD outside of our agreement with Performance Services per our RFP.
- We began the HVAC controls design in October and are evaluating software frameworks like Tridium for these nine schools. We will provide more information on the HVAC controls design in a future update.
- We have evaluated the possibility of adding two additional window replacement projects to the mix; they would be at Forest Park and Grewenow Elementary Schools. The Forest Park project would be included in the current Act 32 project within the funding already allocated, and the Grewenow project would be funded by the 2014-15 energy savings account similar to the project funding we had for the Somers Elementary window replacement project this year.

### **Security Projects:**

We are well underway on implementation of the security related improvements associated with this first year of a three-year plan approved by the Board at the June 25, 2013 meeting. Some of the key accomplishments since the project was approved include:

- We developed an RFP which led to the hiring of Enterprise Systems Group to design and develop the district-wide integrated camera system. The system design has been completed and installation of the Network Video Recorders (NVRs) at each building by the district maintenance department has begun.

- NVRs have been installed at the ESC, Chavez, Grant, McKinley, and Wilson. Installation is underway at Lincoln MS. It will be several months before the installation of NVRs is complete at all buildings. We are focusing on the schools that did not have cameras first as we are installing one camera at the main entrance to each school as part of the NVR installation process. The remainder of the camera purchases and installations will occur in the second and third year of the project.
- We have started the doorbell installation for the elementary schools that did not have them to support pick-up of students from the after school programs.
- We installed a new voice traffic gateway at Indian Trail as a complete back-up to the ESC since we are becoming completely reliant on our own VoIP system for telecommunications.
- We have installed the VoIP gateways at the following buildings as of the date this report was written: Bullen, Chavez, DOL, Hillcrest, Lance, Lincoln, Mahone, and Washington.
- The VoIP phones for the main offices for all of the schools without VoIP currently have been ordered and the goal is to have them installed and operating by the end of the winter break. This is a lofty goal, but is attainable provided we get the appropriate level of support from our current telecommunications carrier.
- The Informacast notification system is dependent on installation of the VoIP systems, and will be ordered in December for a prorated subscription amount for the remainder of the fiscal year.

Dr. Michele Hancock  
Superintendent of Schools

Mr. Patrick Finnemore, PE  
Director of Facilities

***Kenosha Unified School District No. 1***  
***Annual Schedule for Maintenance Projects, 2013 - 2014 Fiscal Year***

<b><i>School Name / Description</i></b>	<b><i>ID</i></b>	<b><i>Budget</i></b>	<b><i>Estimate Cost</i></b>	<b><i>Actual Cost</i></b>	<b><i>Variance</i></b>
<b>A-Various</b>	1290	\$265,000.00		\$259,523.18	\$5,476.82
Asphalt/Concrete Replacement/Repair					
<b><i>Project Completed</i></b>	<input checked="" type="checkbox"/>	<b><i>Supervisor</i></b>	John Setter	<b><i>Priority</i></b>	2A
<b><i>Board Comments:</i></b>					
<b>A-Various</b>	1291	\$45,000.00		\$50,934.68	(\$5,934.68)
Flooring Projects					
<b><i>Project Completed</i></b>	<input checked="" type="checkbox"/>	<b><i>Supervisor</i></b>	John Setter	<b><i>Priority</i></b>	2A
<b><i>Board Comments:</i></b> Lack of storage area and space constraints in the Art Department at Bradford required KUSD to split the abatement work into two phases. An on-site storage trailer rental, two mobilizations for abatement and additional air test sampling was required to complete the project.					
<b>A-Various</b>	1292	\$225,000.00		\$230,848.80	(\$5,848.80)
Exterior Wall Maintenance					
<b><i>Project Completed</i></b>	<input type="checkbox"/>	<b><i>Supervisor</i></b>	John Setter	<b><i>Priority</i></b>	2A
<b><i>Board Comments:</i></b> Minor work to be completed yet - waiting for final invoicing. Additional project added at Grewenow to address masonry repair to stabilize second story stone on playground side of building.					
<b>A-Various</b>	1293	\$250,000.00		\$244,119.00	\$5,881.00
Roofing Replacement					
<b><i>Project Completed</i></b>	<input checked="" type="checkbox"/>	<b><i>Supervisor</i></b>	John Setter	<b><i>Priority</i></b>	2A
<b><i>Board Comments:</i></b>					
<b>Bullen M.S.</b>	1294	\$12,000.00		\$3,540.00	\$8,460.00
Locker Painting					
<b><i>Project Completed</i></b>	<input checked="" type="checkbox"/>	<b><i>Supervisor</i></b>	John Setter	<b><i>Priority</i></b>	2A
<b><i>Board Comments:</i></b>					

<i>School Name / Description</i>	<i>ID</i>	<i>Budget</i>	<i>Estimate Cost</i>	<i>Actual Cost</i>	<i>Variance</i>
<b>A-Various</b>	1295	\$15,000.00		\$11,142.00	\$3,858.00
Toilet Partition Replacement					
<i>Project Completed</i>	<input type="checkbox"/>	<i>Supervisor</i>	John Setter	<i>Priority</i>	2A
<i>Board Comments:</i> Reuther is complete; Bullen and Lance will be installed in November					
<b>Bradford</b>	1296	\$57,000.00		\$56,536.80	\$463.20
Security Project - Rekey					
<i>Project Completed</i>	<input checked="" type="checkbox"/>	<i>Supervisor</i>	John Setter	<i>Priority</i>	1A
<i>Board Comments:</i>					
<b>A-Various</b>	1297	\$50,000.00	\$50,000.00		\$0.00
Exterior Door Replacement					
<i>Project Completed</i>	<input type="checkbox"/>	<i>Supervisor</i>	Kevin Christoun	<i>Priority</i>	2A
<i>Board Comments:</i> Surveying district for doors in worst condition.					
<b>A-Various</b>	1298	\$50,000.00		\$47,604.00	\$2,396.00
Clock System Replacement					
<i>Project Completed</i>	<input checked="" type="checkbox"/>	<i>Supervisor</i>	John Setter	<i>Priority</i>	2A
<i>Board Comments:</i> Installation is underway with clocks being tested at both Bullen and Lance.					
<b>A-Various</b>	1299	\$31,000.00		\$0.00	\$31,000.00
Contingency					
<i>Project Completed</i>	<input type="checkbox"/>	<i>Supervisor</i>	John Setter	<i>Priority</i>	2A
<i>Board Comments:</i>					
<b>A-Various</b>	1300	\$500,000.00	\$500,000.00		\$0.00
District-Wide Security Project					
<i>Project Completed</i>	<input type="checkbox"/>	<i>Supervisor</i>	Kevin Christoun	<i>Priority</i>	2A
<i>Board Comments:</i> NVR received and currently beginning installation. VoIP systems ordered.					

<i>School Name / Description</i>	<i>ID</i>	<i>Budget</i>	<i>Estimate Cost</i>	<i>Actual Cost</i>	<i>Variance</i>
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<b>Lance M.S.</b>	1306	\$0.00		\$13,100.00	(\$13,100.00)
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Divider Curtain in Gym

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

**Board Comments:** Project added in October 2013 due to failure of existing divider door. Demolition to take place on 10/18/13 - Installation on 11/15/13

<b>Reuther HS</b>	1307	\$500,000.00		\$500,000.00	\$0.00
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Exterior Masonry Repair Project Repayment (2013-14)

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

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

<b>Total Sum of Budget</b>	\$2,000,000.00
<b>Total Sum of Estimate Cost:</b>	\$550,000.00
<b>Total Sum of Actual Cost:</b>	\$1,417,348.46
<b>Total Sum of Variance:</b>	\$32,651.54

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

November 12, 2013

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

**PROPOSED FACILITIES RELATED POLICY CHANGES**

**Background:**

It has been several years since the last time the facilities related Board Policies were reviewed and revised. Since that time, there have been some changes in the processes and/or terminology that the District uses. Because of this, the Board Policies should be revised to better reflect the current practices and procedures being followed.

All of the facilities related policies were reviewed and revisions are being proposed on those included in this report. The following discussion summarizes the changes being proposed and the basis for the proposed changes.

**Policy 3653 – Indoor Air Quality**

- An additional reference was added to capture Wisconsin State Statute 118.075 (3) and (4) that provides direction to school districts regarding indoor environmental quality. The KUSD Director of Facilities was a member of the Department of Public Instruction appointed State-wide task force that oversaw the development of the standards mandated by the Statute.

**Policy and Rule 7200 – Facilities Planning**

- Minor wording changes are being made to the Policy to better reflect the goals of the Policy and the actual process used by the District. The term “five-year plan” is being revised to say “plan” to reflect that the actual plan may be for a period longer than 5 years. The annual review requirement by the Long Range Facilities Planning Committee is being removed to reflect current practice. In the years when there are no eminent projects, committee participation in meetings is understandably very low. In recent years we have only had meetings when there was a major change in plans resulting in a need for the committee to meet. As an aside, it is expected that the committee will be meeting again in 2014, and discussions about that and the committee membership will be discussed at a future Planning, Facilities, and Equipment Committee meeting.
- Other changes include replacing the words “The organization of attendance areas” with “Attendance boundaries” to reflect the proper terminology. In addition, items f and h were combined to reflect that

multiple population demographic characteristics are considered in the planning process. The Facilities Design section was revised to more accurately describe the role and purpose of the Facilities Design Committee. The words “or Designee” were added to reflect that plan revision oversight is a function normally performed by the Director of Facilities. In addition, clarification was provided that Movable Equipment is generally referred to as Furniture, Fixtures and Equipment.

### **Policy and Rule 7311 – Preliminary and Working Drawings**

- The title of this Policy and Rule was revised to reflect the correct terminology used in the design and construction industry.
- We are also combining the Policy and Rule into just a Policy similar to other Policies in the 7000 series that are very short.

### **Policy 7320 – Consultant Services**

- Adding “cost estimating” to the list of services that we may have a consultant perform.

### **Policy and Rule 7321 – Architects/Engineers**

- Adding language regarding experience in the design of educational facilities, and prior work experience with KUSD as additional selection criteria in the hiring of an AE firm. We are also adding reference to the modified AIA contract in the Policy to be consistent with the language in the Rule and our actual practice.

### **Policy and Rule 7330 – Construction Contracts, Bidding and Awards, and Change Orders**

- Modifying the language in the Rule to reflect the actual process used for solicitation of bids. Plan deposits are no longer used because of the greater use of technology in the bid process.

### **Policy and Rule 7340 – Site Selection and Acquisition**

- The current language requires that a summary of vacant properties and a review of available properties be provided to the Board annually no later than the first School Board meeting in February each year. We are proposing to change this to state that the review be provided periodically as directed by the School Board to better reflect the current practice.

### **Policy and Rule 7360 – Facilities Project Records and Reports**

- Modifying language to reflect the terminology used in AIA contracts to reflect payment applications.

### **Policy 7500 – Acceptance of Completed Project**

- Expanding the Policy to reference the Certificate of Occupancy and Certificate of Substantial Completion better reflecting the process used by KUSD on construction projects.

### **Administration Recommendation:**

Administration recommends that both the Planning/Facilities/Equipment and the Personnel/Policy Committees forward the draft facilities related Policy changes to the full Board for a first reading.

Dr. Michele Hancock  
Superintendent of Schools

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

POLICY 3653  
INDOOR AIR QUALITY

All District facilities shall be operated in compliance with federal, state and local laws, ordinances and regulations. This includes providing healthy indoor air quality environments for all users of the facilities.

The District shall have an Indoor Air Quality Program that supports providing healthy environments and that provides a mechanism to address indoor air quality concerns. The Director of Facilities shall be responsible for the development and maintenance of the District Indoor Air Quality Program.

LEGAL REF.: Wisconsin Statutes

Sections	101.11	[Provision of safe workplace]
	101.123	[Smoking prohibited]
	<b>118.075(3)</b>	<b>[Indoor environmental quality in schools; model management plan]</b>
	<b>118.075(4)</b>	<b>[Indoor environmental quality in schools; district plans]</b>
	120.12(1)	[Board duty; care, control and management of district property]
	121.02(1)(i)	[Safe and healthful facilities standard]
	254.22	[Indoor air quality]
	PI 8.01(2)(i), Wisconsin Administrative Code [Safe and healthful facilities regulations]	

CROSS REF.: 3600 School Safety

3651 Hazardous Chemicals

3710 Facilities Maintenance

3711 Improvement or Maintenance Projects

7200 Facilities Planning

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 25, 2007

REVISED: December 18, 2008

POLICY 7200  
FACILITIES PLANNING

School facilities should provide an environment for effective educational development for all students for a diverse student population.

Long-range plans should exist that provide a **sustainable** basis for meeting District facilities needs in an orderly manner and ~~making~~ **which make** school facilities available at the time and in the place needed. Planning of school facilities will be consistent with the best acceptable current methods for the practical implementation of educational programs. Educational, diversity and community needs shall be considered in the planning of school facilities.

A continuing effort shall be made to provide facilities that will enable all District students to have a suitable educational environment. Before renovating or adding to existing school buildings, careful consideration shall be given to whether present and future needs can best be met in this manner. Existing school buildings shall be evaluated in terms of instructional developments and their ability to meet future enrollment and educational needs.

The Superintendent of Schools or designee shall have primary responsibility for the development and administration of major facility construction, additions or remodeling ~~programs~~ **projects**. Planning of major facility construction additions or remodeling shall involve staff members and Board members. The District shall comply with federal, state and local laws, codes and ordinances relating to design and construction.

The public shall be kept informed of District facilities needs and plans.

LEGAL REF.: Wisconsin Statutes

- Sections 120.10(5) [Annual meeting power; designating building sites]
- 120.10(10m) [Annual meeting power; school capitalization expansion fund]
- 120.12(1) [Board duty; care, control and management of district property]
- 120.12(5) [Board duty; repair of school buildings]
- 120.12(21) [Board duty; consideration of effects on historic properties]
- 120.13(1) [Board power; do all things reasonable for cause of education]

CROSS REF.: Policy 6010, Mission of Instructional Program  
Policy 7210, Forecasting Enrollments and Evaluating Existing Buildings  
Policy 7320, Consultant Services  
Policy 7340, Site Selection and Acquisition

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: September 25, 2001  
September 25, 2007

RULE 7200  
FACILITIES PLANNING

A. Long-Range Planning

1. The Superintendent of Schools or designee shall establish a Long-Range Facilities Planning Committee for the purpose of developing a ~~five-year~~ plan that will be reviewed ~~annually~~ **as necessary** to determine long-range district facility needs and be presented to the School Board periodically as directed by the School Board.
2. A comprehensive long-range facilities plan should consider several factors, including the following:
  - a. The educational program to be offered.
  - b. The number and location of individuals to be served by the school system.
  - c. The space needs required beyond existing facilities.
  - d. The financial implications to the community.
  - e. ~~The organization of attendance units.~~ **Attendance boundaries**
  - f. ~~The geographic and~~ **Population** demographic characteristics of the District **and the specific attendance boundaries.**
  - g. The adequacy of existing facilities to meet program needs.
  - h. ~~The minority/majority of populations within the attendance area.~~

B. Instructional Design

1. Educational specifications shall be compiled by an instructional design committee appointed by the Superintendent of Schools when deemed necessary, when new facilities, additions or remodels are being considered. Members of this committee will represent the various instructional and service areas of the District and represent the Districts diverse student population (i.e. minority, special needs, majority, etc.). The educational specifications shall be submitted to the School Board for approval and referred to the facilities design committee.
2. Specifications for educational facility construction, additions or remodeling shall include:
  - a. Program considerations
  - b. Characteristics of the community
  - c. Instructional program
  - d. Other administrative considerations, such as:
    - i. Enrollment data
    - ii. Financial considerations
    - iii. Interrelationship of facility to District
    - iv. Description of curriculum organization
    - v. Personnel requirements
    - vi. Diversity of the student population
  - e. Relationship of spaces
  - f. Facilities required

C. Facilities Design **Committee**

1. A planning committee, consisting of staff members appointed by the Superintendent of Schools or designee, Board members, and members of the community that reflects the diverse demographics of the District shall ~~review educational specifications and construction plans at the various stages of development~~ **be convened for the purpose of assisting in the design of a comprehensive building plan.** Staff members representing the various instructional and service areas of the District, in addition to the architect/engineer, and other consultants may be invited for ~~review development and review of~~ plans for specific **building program** areas.

RULE 7200  
FACILITIES PLANNING  
Page 2

2. Major facilities planning shall be based on the educational specifications and/or evaluation of existing buildings. "Major facility construction, additions and remodeling" shall be defined to include any projects that (a) are new construction or remodeling which would substantially change the nature of an existing building, and (b) would require funding other than the normal, annual District budgetary provisions.
3. The Superintendent of Schools **or Designee** shall have decision-making authority to revise plans and specifications recommended by the planning committee to avoid cost overruns and to ensure timely completion of the project, subject to School Board approval. Approval of plans at the various stages of development shall be by School Board action.
4. A milestone schedule for the entire project shall be developed and submitted to the School Board for approval.
5. An estimate of the costs of major construction, additions or remodeling shall be submitted to the School Board and based upon information furnished by the architect/engineer and/or the general contractor/construction manager. A total project cost estimate shall be prepared and include:
  - a. Construction cost including fixed equipment and site development
  - b. Architectural services
  - c. Movable equipment (**Furniture, Fixtures and Equipment**)
  - d. Special assessments for sewer, water and paving
  - e. Contingency

POLICY 7311

**PRELIMINARY DESIGN DEVELOPMENT AND ~~WORKING~~ CONSTRUCTION DOCUMENT  
DRAWINGS**

~~Preliminary plans~~ **Architectural Design Development** and **Construction Document** ~~working~~ drawings shall be developed in accordance **with standard architectural practice methods and** with established District procedures **standards.** ~~and submitted to the School Board for approval.~~ **Preliminary Architectural Design Development floor plans and evaluations, will be developed under the guidance of the appointed KUSD Facilities Design Committee, and** shall give a clear idea of the basic design of the building, materials, built-in equipment and the approximate cost. **Upon completion of the Design Development phase of the building design and by the recommendation of the facilities design committee, plans, specification and cost estimates will be submitted to the Board for approval. The Superintendent of Schools or Designee shall make recommendations to the Board to proceed with the development of final Construction Documents.**

Complete **architectural, structural, mechanical and civil engineered drawings which detail details** of the building layout, design and construction materials shall be included in the ~~working~~ **Construction Document** drawings.

CROSS REF.: 7200, Facilities Planning  
7221, Determination of Costs  
7310, Educational Specifications

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: September 11, 2001  
September 25, 2007

RULE 7311  
~~PRELIMINARY AND WORKING DRAWINGS~~

~~Preliminary plans shall be developed by the architect/engineer with the input of the staff and the community. These plans shall be based on the educational specifications developed for the educational facility.~~

~~Working drawings and specifications shall be prepared by the architect/engineer. The Superintendent shall make recommendations to the School Board, following a review and inspection of these documents by the Director of Facilities Services.~~

POLICY 7320  
CONSULTANT SERVICES

Consultant services may be used to assist the District staff in development of major construction, additions or remodeling programs consistent with School Board policy and approved budget. Specifically, consultant services may be obtained to assist in educational planning, design, projecting building needs, soil testing, site development, engineering services, **cost estimating**, bond referendums, and bond sales among other services.

LEGAL REF.: Wisconsin Statutes  
Section 120.13(9) [Board power; employ architect/engineer]

CROSS REF.: Policy 7200, Facilities Planning  
Policy 7220, Facilities Capitalization  
Policy 7310, Educational Specifications  
Policy 7321, Architects/Engineers  
Policy 7322, Legal Services  
Policy 7330, Construction Contracts, Bidding and Awards

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: September 11, 2001

POLICY 7321  
ARCHITECT/ENGINEERS

In accordance with state law, a properly registered and licensed architect or engineer shall design District buildings.

The School Board shall designate an architect/engineer for major facility construction, additions or remodeling projects. Selection shall be on the basis of general qualifications including design ability, technical competence **in the design of educational facilities, and reliability, and past work experience with the District.** A ~~contract~~ **modified AIA contract** between the architect/engineer and the School Board shall be promptly executed upon selection. This contract shall define in detail the rights and obligations of both parties.

LEGAL REF.: Wisconsin Statutes  
Section 120.13(9) [Board power; employ architect or engineer]

CROSS REF.: Policy 7200, Facilities Planning  
Policy 7310, Educational Specifications  
Policy 7320, Consultant Services  
Policy 7330, Construction Contracts, Bidding and Awards  
Policy 7350, Project Administration/Supervision  
Policy 7360, Facilities Records and Reports

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: February 13, 2001  
November 13, 2001  
September 25, 2007

RULE 7321  
ARCHITECT/ENGINEER

The process for selection of an architectural and/or engineering firm shall be:

1. Administration shall develop and distribute a request for proposal (RFP) for architectural/engineering services which will include, at a minimum, the scope of services, information on the project(s), and a copy of the American Institute of Architects (AIA) standard contract as modified by the District.

Other information that may be requested from the prospective firms in the RFP includes, but is not limited to:

- Relevant experience – including details on project such as size of school, general contractor, construction costs, etc.
  - Services firm will supply.
  - Sub-consultants that the firm is proposing using for the project(s).
  - Information on change order quantity and cost on projects they designed.
  - Legal cases between firm and clients.
  - Experience working with the applicable municipality where the school will be built.
  - Primary contact for project.
  - References from school projects.
  - Actual bid versus cost estimates for school projects.
2. All architectural and/or engineering firms as part of their proposal will either have to accept the AIA standard contract as modified by the District or identify in writing any exceptions requested. All exceptions will be required to be resolved prior to being interviewed by the School Board.
  3. Administration will narrow the field of architects/engineers to 3-5 semi-finalists to be interviewed by the School Board.
  4. Administration shall provide the School Board with copies of the semi-finalists' proposals received and a summary indicating how the semi-finalists were determined.
  5. The School Board will interview the semi-finalists at a Special Meeting. Each firm will be given a short period of time to introduce their firm and summarize their qualifications. This will be followed by each firm responding to pre-selected questions developed by the School Board and Administration.

The other semi-finalists will not be allowed to watch their competitors being interviewed, and all of the semi-finalists must remain in the building until a firm is hired by the School Board. All negotiations and discussions on the selection process will be conducted in closed session.

POLICY 7330

CONSTRUCTION CONTRACTS, BIDDING AND AWARDS, AND CHANGE ORDERS

Bids shall be received for major facility construction, additions or remodeling in accordance with established rules and regulations.

Bids may be withdrawn prior to the opening of bids. Withdrawals will be allowed after the opening of bids only upon proof of substantial, unintentional error or omission, based on the recommendation of the Superintendent of Schools and subject to School Board approval.

The Board shall make final award of the contract based on recommendations of the Superintendent and receipt of the protection and guarantees required by law and School Board policy and regulations. The protection and guarantees may include certificate of insurance and performance bond.

At the time the School Board makes a final award or contract or at any other time deemed appropriate by the School Board, the School Board may set a fixed dollar amount as an owner's contingency and the same or a lesser amount of that contingency as that which can be used upon the approval of the Superintendent of Schools or designee. When change orders or other expenses not included in the base award exceed the fixed dollar amount established by the School Board, the Superintendent shall recommend acceptance or rejection of the change to the School Board. The School Board shall make the final decision in such cases.

LEGAL REF.: Wisconsin Statutes

Sections 779.14 [Public works; form of contract, bond or remedy]

CROSS REF.: 3326, Payment for Supplies, Equipment or Services

3520, Maintenance of District Facilities

3521, Improvement or Maintenance Projects

3523, Emergency Maintenance Projects

3710, Criteria for Determining Capital Improvement Projects

7331, Protection and Guarantees

7332, Change Orders

7370, Equipment and Furniture

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: February 13, 2001

October 22, 2002

September 25, 2007

RULE 7330  
BIDDING AND AWARDING OF CONSTRUCTION CONTRACTS

1. The Director of Facilities shall be responsible for handling bidding in accordance with established rules and regulations.
2. Advertisements and Solicitation of Bids  
~~The advertisement and solicitation of bids shall include proper instructions on such items as bid security and deposit for plans. The amount of the plan deposit shall be determined by the extent of the project and shall be included in the advertisement and specification.~~ Advertisement and solicitation of **competitive** bids ~~may~~ **shall** be made in various **appropriate** trade publications or newspapers. ~~for competitive bidding.~~
3. Submission of Bids  
All bids shall be submitted in a sealed envelope with an indication of the work classification for which the bid is submitted and shall be in accordance with the bid specifications. All alternative bids submitted by a bidder shall be in accordance with the bid specifications.
  - a. All bids shall be properly signed by an authorized partner or authorized officer of the company. All partners shall sign the bid if being submitted by a partnership, or by the president on bids submitted by a corporation and stamped with their corporate seal. If others sign the bid, a power-of-attorney affidavit shall be attached to the bid evidencing authority to sign the bid in the name of the person for whom the bid is signed.
  - b. All bids shall be accompanied by a bid security in an amount determined by the Superintendent of Schools or designee payable to the District. Acceptable bid securities are: bid bond executed by the bidder and a surety company, certified check or money order.
  - c. Each bidder shall submit a complete list of sub-contractors with his/her proposal on the form included in the bid specification. No change of sub-contractors shall be permitted by the successful contractor without the written approval of the Superintendent of Schools or designee.
  - d. Bids shall be mailed or delivered to the office or area as designated by the bid specifications before the scheduled opening of bids.
4. Bid Substitution  
Substitution bids as suggested by the bidder may be stated on the bid form if listed separately and as a deduction from the base bid for the School Board's consideration. Substitutions shall not be used to determine the low bidder unless all bidders have submitted the same substitution, in which case the substitution will be considered a specified alternate. All substitute bids shall be studied and may be considered as a change order from the successful contractor.
5. Withdrawal of Bids  
Prior to the bid closing time and date, a bidder may withdraw the bid upon request to the Purchasing Agent. Subsequent to the bid closing time and date, a bidder may withdraw the bid only in accordance with Board policy. A request for a withdrawal of a bid after the bid closing time and date shall be submitted in writing to the Director of Facilities outlining the necessity and reason for the request. Withdrawal of a bid may result in forfeiture of the contractor's bid bond.

RULE 7330  
BIDDING AND AWARDING OF CONSTRUCTION CONTRACTS  
Page 2

6. Opening of Bids  
Bids shall be opened in accordance with Board policy.
7. Awarding of Contracts
  - a. Design-Bid-Build Method - The contract shall be awarded to the lowest responsible and qualified bidder, except that the Board reserves the right to accept or reject any or all bids presented or to accept in part or as a whole any bid advantageous to the Board. The low bidder shall be determined solely on the basis of the base bid and specified alternates as accepted by the Board. However, should all contractors in any phase of the work submit the same substitution in the same manner, this substitution will be considered to be a specified alternate in awarding of the contract to the lowest bidder. Regulations concerning low bidder shall be made a part of the instructions to bidders in all specifications.
  - b. Negotiated or Design-Build Method – In the event that a building project is engaged utilizing a negotiated or design-build method, the administrative staff shall pre-qualify firms determined to be most capable and present these firms to the Board for interview and selection using a process similar to that described in Rule 7321 for hiring architects. When either of these methods are selected, the bidding policies described in item 3 are waived in the selection of subcontractors to the general contractor. It is implicit within these methods that the general contractor or construction manager may use the most appropriate means of obtaining the best overall price and value for the District.

POLICY 7340  
SITE SELECTION AND ACQUISITION

The Superintendent of Schools shall make recommendations to the School Board concerning future school building sites. Sites shall be selected for future construction based on accessibility, environment, suitability for school program, availability of utilities, suitability for construction, diverse student demographics and attractiveness. Such sites shall be submitted to various planning commissions for approval.

The Board shall purchase or take options on possible school sites based on the long-range facilities plans of the District. In accordance with state law, the School Board shall use the power of condemnation, if necessary, in the best interests of the District.

The Superintendent of Schools or designee shall provide the School Board with a summary of existing school district vacant properties and a review of available properties ~~annually no later than the first School Board meeting in February each year~~ periodically as directed by the School Board.

LEGAL REF.: Wisconsin Statutes

- |                    |   |
|--------------------|---|
| Sections 120.10(5) | [Annual meeting power; designate sites for district buildings]  |
| 120.10(5m)         | [Annual meeting power; authorize board to acquire, purchase or condemn real estate/facilities necessary for school district purposes] |
| 120.13(18)         | [Board power; acquisition of property for ecological, agricultural  |
| 120.13(20)         | [Board power; options to purchase real property]  |

CROSS REF.: Policy 7200, Facilities Planning  
Policy 7220, Facilities Capitalization

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: September 11, 2001  
September 25, 2007

RULE 7340  
SITE SELECTION AND ACQUISITION

A. Site Selection

1. The need and general location of school sites shall be evaluated and recommended by the Superintendent of Schools or designee.
  - a. School sites shall conform to applicable state and federal guidelines.
  - b. Soil conditions, including soil test borings where necessary, shall be considered in site selection. Any necessary environmental assessments shall also be considered.
  - c. The selection of a school site may be subject to a complete topographical survey of the property by a licensed surveyor.
  - d. Before final selection by the School Board, the City of Kenosha, Village of Pleasant Prairie, or Town of Somers planning staff should be consulted with respect to use of the property for institutional purposes and consideration of state law and local ordinances.
2. Prior to proceeding with site acquisition, the District shall present to the electorate at an annual or special meeting for approval of purchase.

B. Site Acquisition

1. Legal documents for the option or purchase of a site shall be prepared for the District by an attorney as requested by the Superintendent of Schools or designee. Following examination of the abstract of title or other title evidence, the attorney shall prepare a written opinion of the site.
2. The procedure and extent of negotiations and purchase of a site shall be directed by the School Board through the Superintendent of Schools or designee.
3. Formal contracts shall exist in the acquisition of sites.

POLICY 7360  
FACILITIES PROJECT RECORDS AND REPORTS

The architect/engineer shall maintain necessary records, as required in accordance with the contract, to substantiate **Application and Certificate of Payment** payment by the School Board for services rendered.

Any unusual conditions shall be reported immediately by the architect/engineer to the Superintendent of Schools or designee.

CROSS REF.: Policy 3326, Payment for Supplies, Equipment or Services  
Policy 7321, Architect/Engineer  
Policy 7350, Project Administration/Supervision

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: September 11, 2001  
September 25, 2007

POLICY 7500  
ACCEPTANCE OF COMPLETED PROJECT

The School Board may accept a major construction, additions or remodeling project when **a Certificate of Occupancy has been granted by the building department of the local governing body.** ~~final inspection has found construction to be completed in accordance with the plans, specifications and building codes. A~~ **Certificate of Substantial Completion which records the date of substantial completion of the work by the contractor or substantial completion of a designated portion; thereof shall be issued by the project architect in conjunction with a “Punch list” to the Director of Facilities.**

CROSS REF.: Policy 7350, Project Administration/Supervision  
Policy 7360, Facilities Project Records and Reports  
Policy 7411, Advertisements and Solicitations  
Policy 7417, Withdrawal of Bids  
Policy 7418, Awarding Contracts

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: September 11, 2001  
September 25, 2007

RULE 7500  
ACCEPTANCE OF COMPLETED PROJECT

The architect/engineer shall prepare a complete list of all items related to the construction of the building and site which have not been completed in accordance with the plans, specifications and building codes. A copy of the inspection list shall be sent to the Director of Facilities Services.

All warranties, guarantees, operating manuals or spare parts, as required by the specifications, shall be submitted to the Director of Facilities Services prior to acceptance of the project. The above shall be included in the inspection list if such items have not been previously submitted.

The architect/engineer shall notify the Director of Facilities Services when all items on the inspection list have been completed.

Upon final review and inspection by the Director of Facilities Services, a recommendation shall be made to the Superintendent of Schools for acceptance of the project.

The contractor and architect/engineer shall be entitled to final payment following acceptance of the project.



**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT AUDIT/BUDGET/FINANCE AND**  
**PERSONNEL/POLICY MEETING**  
Educational Support Center – Room 110  
October 8, 2013  
**MINUTES**

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Personnel/Policy Committees chaired by Mr. Bryan was called to order at 6:24 P.M. with the following Committee members present: Mr. Flood, Mrs. Snyder, Ms. Burns, Ms. Butler, Ms. Hamilton, Mr. Wamboldt, Mrs. Dahl, Mr. Kent, Mr. Aceto, Mr. Coleman, Mr. Dawson, Mr. Holdorf, Ms. London, and Mr. Bryan. Dr. Hancock was also present. Ms. Marcich and Mr. Nuzzo were excused. Ms. Morgan was absent.

**Official Third Friday Enrollment Report**

Mr. Kristopher Keckler, Executive Director of Information Systems, Data Management & Evaluation, distributed and presented the Official Third Friday Enrollment Report. He noted a slight overall enrollment increase of 37 students this year after two years of declining enrollment. An increase of 269 students was reported at the elementary level which mainly was due to the universal expansion of the four-year old kindergarten (4K) program, a decrease of 183 students at the middle school level, and an increase of 23 students at the high school level. Per a request, Mr. Keckler also distributed and presented supplemental information pertaining to District open enrollments for the last three years along with information pertaining to District students exiting.

Mrs. Coleman moved to forward the Official Third Friday Enrollment Report to the full Board for review and acceptance. Mr. Flood seconded the motion. Unanimously approved.

**School Board Policy/Rule 3110 – Annual Operating Budget**

Mrs. Taube indicated that Policy/Rule 3110 was being brought forward for review to make sure the policy is being followed, that everyone has a clear understanding, and to see if any revisions need to be made to it.

Ms. Stevens suggested that the policy be revised to add wording ensuring that all questions, suggestions, and input from Board members be reviewed prior to adoption of a budget as she did not feel Board members have had a chance in the past to ask questions. She also suggested that the guidelines, time frame, and budget calendar motioned in paragraph two of the policy be clarified in more detail.

**School Board Policy/Rule 3112 – Budget Administration**

Mrs. Stevens stressed the importance of Administration keeping the Board informed of any budget variances and any budget transfers related to variances.

Mrs. Coleman suggested that Board members forward their suggested changes to the policies to the Superintendent's Office. Mrs. Stevens indicated that the main purpose

of bringing the policies forward was for review with the new Interim Chief Financial Officer and Committee

members to make sure everyone has a clear understanding of the policies and to see if any changes needed to be made.

### **School Board Policy/Rule 3113 – Fiscal Impact Statement**

Ms. Stevens stressed the importance of Administration providing periodic review and updates of the annual operating, capital improvement, special projects, and grant budgets.

Mrs. Taube indicated that the use of the fiscal note template is very helpful when considering a recommendation and noted that the policy states that no recommendation shall be presented without it.

### **School Board Policy/Rule 3121 – Financial Accounting**

Ms. Stevens noted that last sentence of Policy 3121 includes budget variances.

### **School Board Policy/Rule 3122 – Accounts Receivable/Uncollectible Accounts**

Mrs. Taube requested information pertaining to student meal accounts, more specifically:

- Is there a policy/procedure in relation to collection of unpaid student meal accounts?
- At what amount are parents notified of delinquencies?
- How are parents notified of delinquent accounts?
- At what point do students get offered a substituted lunch?
- What is the status of uncollected lunch accounts?

Mr. Hamdan indicated that the student meal accounts are handled directly by the Food Service department; therefore, the information would have to be provided at a future meeting.

Mrs. Taube noted that the policy states that all accounts declared uncollectable shall be reported to the Board.

### **School Board Policy/Rule 3323 – Fund Balance**

Mrs. Taube suggested that the last sentence of the policy be reworded so that it can be understood more easily.

Meeting adjourned at 7:21 P.M.

Stacy Schroeder Busby  
School Board Secretary



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

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Bryan was called to order at 7:22 P.M. with the following Committee members present: Mr. Flood, Mrs. Snyder, Ms. Burns, Ms. Butler, Ms. Hamilton, Mrs. Morrison, Mr. Wamboldt, Mrs. Dahl, and Mr. Bryan. Dr. Hancock was also present. Ms. Morgan was absent.

Mr. Bryan welcomed Ms. Burns and Ms. Butler to the Committee and they gave a brief introduction of themselves.

**Approval of Minutes – September 10, 2013**

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

**Information Items**

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

**Future Agenda Items**

Mr. Flood requested that Policy 5431 – Student Dress Code be added to next month's meeting agenda. He indicated that he would email his proposed changes to Mr. Bryan and the Superintendent's Office.

Ms. Stevens asked that Policy 3111 - School Board Budget be added to a future agenda for review.

Ms. Burns requested an update from the Bullying Committee when available.

Ms. Butler requested the review of the policy and/or procedure in relation to student meal accounts as it relates to alternative lunches.

Ms. Dahl requested that Policy 1400 – Gifts, Grants and Bequests be added to a future agenda for review.

Meeting adjourned at 7:29 P.M.

Stacy Schroeder Busby  
School Board Secretary



**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT PERSONNEL/POLICY AND**  
**CURRICULUM/PROGRAM MEETING**  
Educational Support Center – Room 110

October 8, 2013

**MINUTES**

A joint meeting of the Kenosha Unified Personnel/Policy and Curriculum/Program Committees chaired by Mr. Bryan was called to order at 7:32 P.M. with the following Committee members present: Mr. Flood, Mrs. Snyder, Ms. Burns, Ms. Butler, Ms. Hamilton, Mrs. Morrison, Mr. Wamboldt, Mrs. Dahl, Mr. Flood, Mrs. Taube, Mrs. Coleman, Mrs. Daghfal, Ms. Karabetsos, Ms. Kenefick, Ms. Santoro, Mrs. Renish-Ratellis, Ms. Galli, and Mr. Bryan. Dr. Hancock was also present. Ms. Morgan was absent.

**Policy/Rule 6300 – Curriculum Development and Improvement**

Mr. Flood indicated that this policy was brought forward due to the fact that several months ago the policy was revised; however, the policy listed on the District's website does not reflect the changes. Ms. Busby indicated that she would follow up on this and make sure the policy on the website is corrected to reflect the revised policy.

Meeting adjourned at 7:34 P.M.

Stacy Schroeder Busby  
School Board Secretary

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Kenosha, Wisconsin**

**November 12, 2013**  
**Personnel/Policy Standing Committee**

**WISCONSIN EDUCATOR EFFECTIVENESS SYSTEM IMPLEMENTATION**

**Background**

On April 17, 2012, the 2011 Wisconsin Act 166 took effect. In part, the Act requires Wisconsin DPI to develop an educator effectiveness evaluation system (state system) and to develop, by rule, an equivalency process aligned with the state system (equivalency process) to assist school districts in the evaluation of the performance of teachers and principals in the district.

Under the state system, fifty percent (50%) of the total evaluation score assigned to a teacher or principal must be based on measures of student performance, and fifty percent (50%) of the total evaluation score must be based upon the extent to which the teacher's or principal's practice meets standards established under the 2011 Interstate Teacher Assessment and Support Consortium or under the 2008 Interstate School Leaders Licensure Consortium Educational Leadership Policy Standards, respectively. The equivalency process must be based upon the same interstate standards as the state system and must evaluate a teacher with reference to the following four domains: (a) planning and preparation; (b) the classroom environment; (c) instruction; and (d) professional responsibilities and development.

Act 166 specifies that teachers and principals evaluated under both the state system and the equivalency process must be placed in one of multiple categories. Each school district and independent charter school must begin evaluating teachers and principals using either the state system or the equivalency process in the 2014-2015 school year.

**Wisconsin State Progress**

Educator Effectiveness is the new evaluation system being implemented by DPI to:

- help measure educator effectiveness
- be credible, reliable, comparable and uniform across the state
- documents evidence of fifty percent (50%) teacher practice and fifty percent (50%) student outcomes
- Informs districts of the need for professional development and preparation programs
- Supports decisions made by human resources

This program has been developed by Wisconsin educators and education leaders. The program uses Charlotte Danielson's "Framework for Teaching", which is already used by KUSD for evaluations, and can identify teachers who produce higher or lower student achievement results and aligns with the Common Core standards. It also incorporates multiple measures of student outcomes to help provide

students with highly qualified and effective teachers. By using a combination of components, the Educator Effectiveness tool helps provide a framework that is fair, valid, and reliable.

The currently approved equivalency process was developed through a Cooperative Educational Service Agency, CESA 6. Approximately 130 small districts throughout the state have chosen this evaluation system out of 460 school districts.

### **KUSD Progress**

In early June of 2013, a representative from Wisconsin DPI presented to district Leadership Council. A summary of the state progress was shared along with the Educator Effectiveness system supported by Teachscape.

During the August Board agenda review discussions, an update was provided to School Board members regarding the state system and timeline. All administrators were part of a presentation by DPI on August 12 at the annual administrator kick-off to the new school year.

A team of educators within the district came together representing various areas of interest and employee groups (a list of team members is attached at the end of this report, Appendix A). The purpose of this Evaluation Team would be to:

- Investigate the state system and equivalency process to determine KUSD's course of action.
- Complete a Readiness Survey provided by DPI to understand our greatest areas of need to prepare for training, system readiness, communication, funding and implementation.
- Create an implementation timeline and action plan to prepare the district for state implementation by the 2014-2015 school year.

The team has met three times thus far to gather information about both systems and complete the Readiness Survey on the following dates:

- September 25
- October 3
- November 6

Our KUSD grant application must be submitted to DPI prior to November 30 in order to receive initial funding for user licenses on the evaluation system. The evaluation model must be identified in that grant application.

### **Evaluation System Comparison**

#### **Teachscape DPI State Model**

Presentations by the Educator Effectiveness and the CESA 6 models were shared with the Evaluation Team. Our District currently utilizes the Charlotte Danielson model for educator evaluation. In addition, our District professional development system utilizes My Learning Plan for sharing courses, signing up for them and tracking a professional development database.

The DPI state model includes Teachscape, a nationally calibrated model over 24 years of research across the country aligned with the Charlotte Danielson evaluation instrument covering four domains that includes 22 components of effective performance. The training requires evaluators to view 40-60 hours

of videos compiled in a national bank of information, followed by a rigorous certification exam online. Four of the five largest urban districts in Wisconsin are utilizing this system and monthly meetings of the CESA network along with the five urban districts meet regularly to share progress, gather insights and remark on feedback from districts that are piloting the system. Finally, feedback is provided after an evaluation to reflect on practice where educators can then access and view specific videos regarding suggestions for improvement. This provides embedded professional development as an enhancement to this model. Currently, the teacher evaluation instrument is in place through pilots for feedback and the principal evaluation instrument is being finalized. Evaluation instruments for support personnel are not yet developed and a clear timeline has not been identified for all the specialty groups yet since they are not identified in Wisconsin Act 166.

### CESA 6 Equivalency Model

The state equivalency system was created and approved through CESA 6 as a state model. This model is aligned with James Stronge and utilizes My Learning Plan with six standards of effective performance measurements. My Learning Plan has been difficult to utilize for the applications we now use because of the size of our district and the complex nature of multiple sites, multiple needs to coordinate authorization, and support resources/funding of professional development among multiple sources. Out of 460 districts across the state, the model has been adopted by approximately 130 districts throughout the state and can be customized for each district. The training is completed with face to face presentations over 5 days with hands on training. This model is supported by CESA 6 staff and others who have been trained in the state. There is no defined method to certify evaluators on this system yet, but it will be required to be as vigorous as the state model. The instruments available include teachers, principals and support staff. The support staff instrument summarizes all support staff rather than delineating specialized employee groups.

### Recommendation

As a result of our Evaluation Team comparison study, monthly meetings with DPI, discussions with the large urban school districts, and Leadership Council review, the recommendation is to move forward with DPI state model utilizing Teachscape and bring this forward to the Board at its November regular meeting.

It is further recommended that permission be granted to submit the state grant application and indicate our intent to utilize Teachscape so that licenses can be secured for all employees to begin training and evaluator certification processes in time for the Evaluation Team to proceed along our aggressive timeline ahead, provide further training, and plan remediation as necessary to prepare KUSD for state mandated utilization by the 2014-2015 school year.

It is recommended that the Personnel/Policy Committee forward this report to the School Board for consideration.

Dr. Michele Hancock  
Superintendent of Schools

Ms. Sheronda Glass  
Executive Director of Business Services

Mr. Edward M. Kupka  
Director of Human Resources

Ms. Kathleen Lacy  
Coordinator of Human Resources

## **APPENDIX A**

### **2012-2013 Educator Evaluation Team**

Jonathan Bar-Din, elementary principal  
Chad Dahlk, middle school principal  
Meg Fisher, elementary teacher  
Shane Gayle, elementary principal  
Juan Jimenez, Asst. Director of KEA  
Kristopher Keckler, Executive Director of Info Systems, Data & Evaluation  
Anne Knapp, elementary teacher  
Ed Kupka, Director of Human Resources  
Kathy Lacy, Human Resources Coordinator  
April Nelson, elementary principal  
Bethany Ormseth, Asst. Superintendent for Secondary Leadership  
Sue Savaglio-Jarvis, Asst. Superintendent for Teaching & Learning  
Peggy Schofield, Coordinator for Special Education & Student Support  
Gina Schwartz, elementary teacher  
Diane Sockness, elementary teacher/instructional coach  
Daniel Tenuta, high school principal  
David Tuttle, Talent Development Coordinator  
Susan Valeri, Director of Special Education & Student Support  
Ruth Walls, elementary teacher/instructional coach  
Floyd Williams, Asst. Superintendent for Elementary Leadership

## Fiscal, Facilities and Personnel Impact Statement

**Title:** Educator Effectiveness Grant from DPI

**Budget Year:** 2013-2014

**Department:** Human Resources

**Budget Manager:** Ed Kupka

### REQUEST

As a result of our Evaluation Team comparison study, monthly meetings with DPI, discussions with the large urban school districts, and Leadership Council review, the recommendation is to move forward with DPI state model utilizing Teachscape and bring this forward to the Board at its November regular meeting.

It is further recommended that permission be granted to submit the state grant application and indicate our intent to utilize Teachscape so that licenses can be secured for all employees to begin training and evaluator certification processes in time for the Evaluation Team to proceed along our aggressive timeline ahead, provide further training, and plan remediation as necessary to prepare KUSD for state mandated utilization by the 2014-2015 school year.

It is recommended that the Personnel/Policy Committee forward this report to the School Board for consideration.

### RATIONALE/ INSTRUCTIONAL FOCUS

On April 17, 2012, the 2011 Wisconsin Act 166 took effect. In part, the Act requires Wisconsin DPI to develop an educator effectiveness evaluation system (state system) and to develop, by rule, an equivalency process aligned with the state system (equivalency process) to assist school districts in the evaluation of the performance of teachers and principals in the district.

Under the state system, fifty percent (50%) of the total evaluation score assigned to a teacher or principal must be based on measures of student performance, and fifty percent (50%) of the total evaluation score must be based upon the extent to which the teacher's or principal's practice meets standards established under the 2011 Interstate Teacher Assessment and Support Consortium or under the 2008 Interstate School Leaders Licensure Consortium Educational Leadership Policy Standards, respectively. The equivalency process must be based upon the same interstate standards as the state system and must evaluate a teacher with reference to the following four domains: (a) planning and preparation; (b) the classroom environment; (c) instruction; and (d) professional responsibilities and development.

Act 166 specifies that teachers and principals evaluated under both the state system and the equivalency process must be placed in one of multiple categories. Each school district and independent charter school must begin evaluating teachers and principals using either the state system or the equivalency process in the 2014-2015 school year.

### IMPACT

Our KUSD grant application must be submitted to DPI prior to November 30 in order to receive initial funding for user licenses on the evaluation system. The evaluation model must be identified in that grant application. This grant will initially approve 1479 licenses for district teachers and principals, allowing initial training modules to begin in December through next September when full implementation across the state is mandated.

### BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$0.00
200's	Fringes	\$0.00
300's	Purchased Services	\$118,320.00
400's	Non-Capital Objects	\$0.00
500's	Capital Objects	\$0.00
		\$0.00
	<b>TOTAL</b>	<b>\$118,320.00</b>

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

### FUNDING SOURCES

Select Funding Sources: New Funds Requested  
Grant funded from DPI

POLICY 1400  
GIFTS, GRANTS AND BEQUESTS

The District may receive, accept and use gifts, grants or bequests of furniture, books, equipment, supplies, money, securities or other property, real or personal, used or new, for school research and educational purposes. Prior approval of the Superintendent of Schools or designee shall be required before such items can be accepted by any District representative. Consideration shall be given to such factors as suitability, appropriateness, safety, repair and replacement costs before gifts, grants or bequests are accepted. Upon acceptance, gifts, grants and bequests from individuals or organizations, shall become the property of the District.

In order to be accepted, gifts, grants and bequests must satisfy the following criteria:

1. It does not discriminate in any prohibitive manner.
2. It can be used in a positive manner in correlation with the existing educational program.
3. It is offered by a donor acceptable to the District. (Consideration may be given to the source of the gift.)
4. It will not begin a program that the District would be unwilling to take over when the gift or grant funds are exhausted.
5. It will not bring undesirable or hidden costs to the District.
6. It places no restrictions on the school program.
7. It will not be inappropriate or harmful to the education of students.
8. It will not require or imply endorsement of any business or product.
9. It will not be in conflict with any provisions of school regulations or law.
10. The District will not give special privileges or considerations to the donor.

It is also the policy of the District that with respect to gifts, grants and bequests:

1. The District does not consider the acceptance of donations to be a testimonial or endorsement.
2. Individuals or groups wishing to make donations are especially encouraged to consider equipment or services that are not likely to be acquired from public fund expenditures.
3. If at any time the Board deems that any donation is no longer advantageous or appropriate for the District, the Board may return or dispose of any unused portion of the donation in a manner that will best serve the interests of the District.
4. Donations that are oriented mainly toward the solicitation of business or the collection of resources for a vendor's own purposes are not acceptable.
5. Recognition of vendors making donations determined to be advantageous to the schools are allowed on a case-by-case basis.
6. The custodian or trustee of all donated funds received by the District shall be the Superintendent/designee.

In the exception that the criteria listed is not met, the Superintendent may bring a recommendation to the Board for approval.

The District shall not discriminate in the acceptance and administration of gifts, bequests, scholarships and other aids, benefits or services to students from private agencies, organizations or individuals on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

GIFTS, GRANTS AND BEQUESTS

Page 2

LEGAL REF.: Wisconsin Statutes

Sections 118.13 [Student discrimination prohibited]

118.27 [Acceptance of gifts to the schools]

PI 9.03(1), Wisconsin Administrative Code [Student nondiscrimination policy  
Requirements]

CROSS REF.: 1131, Memorials and Dedications within the Schools

1410, Free Materials

1500, Solicitations/Fundraising

1812, Relations with Parent-Teacher Organizations

3220, Funding Proposals and Grants

5110, Equal Educational Opportunity/Student Discrimination Complaint

6100, Mission, Beliefs, and Learning Objectives

6110, Instructional Program Mission and Beliefs

6740, Student Fundraising Activities

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 26, 1991

REVISED: January 14, 2003  
February 25, 2003  
December 19, 2006

Kenosha Unified School District  
Kenosha, Wisconsin

November 12, 2013  
Personnel/Policy Standing Committee

School Board Policy/Rule 5431 – Student Dress Code

**Rationale:**

These policy changes will be fair to students while reducing burden on administration and other staff by making the policy easier to enforce. Many of these changes are already happening at the building level.

Kyle Flood  
School Board Member

POLICY 5431  
STUDENT DRESS CODE

The Kenosha Unified School District Board is committed to providing students with an educational environment that is safe and conducive to learning free from distractions. The District retains the right to monitor and take action when such distractions, in the sole judgment of the District, present a health or safety hazard, or disrupt classroom settings or decorum.

All exceptions to this policy and rule, based on religious beliefs or medical conditions, requested by the parent or guardian must be documented and approved by the Superintendent/designee.

**LEGAL REF.:** Wisconsin Statutes

Sections: 118.001 Duties and powers of school boards; construction of statutes  
20.13(1)(a) School board powers  
First Amendment, U.S. Constitution

**CROSS REF.:** 5431.1 School Uniforms  
5438 Gangs and Gang-Related Activities

**AFFIRMED:** August 13, 1991

**REVISED:** January 11, 1994  
September 9, 1997  
May 22, 2007  
September 22, 2009  
October 26, 2010

RULE 5431  
STUDENT DRESS CODE

All students are expected to exemplify appropriate hygiene and dress standards in a manner that projects an appropriate image for the student, school, and District. The District shall not require specific brands of clothing. No student shall be permitted to wear any clothing which is normally identified with a gang or gang-related activity (including gang-related colors if for purposes of gang identification), or clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, illegal drugs, bigoted epithets, harassment/hate messages, or messages of hostility toward race, ethnicity, religion, or sexual orientation. If there is a disagreement between students and/or parents and the staff regarding the appropriateness of clothing, the principal will make the final determination.

Students at the middle and high school levels will be required to ~~wear~~ **produce** student identification (I.D.'s) during the school day and have them easily accessible during all school activities (academic, extra-curricular, co-curricular). **Students in sixth and ninth grade must wear their I.D.'s for the first 30 days of the school year.**

Bottoms (dress pants, capris, shorts, skirts, skorts, dresses, jeans, khakis, sweat pants, **leggings/yoga pants**)

Must fit appropriately and not be **excessively** baggy, tight, or drag on the floor **as determined by building administration;**

Must be at the waist and appropriately fastened with belts when needed;

Must be neat, clean and in appropriate repair, no ~~holes,~~ **or excessive** tears **as determined by building administration;**

Underwear must be covered at all times, when standing or seated;

Dresses, skirts, skorts, and shorts must be at least fingertip length when standing.

**If leggings or yoga pants are worn as bottoms, tops must be long enough to cover the mid-section.**

Tops

Must be long enough to be tucked in, no skin showing between bottoms and tops when seated or standing;

Must cover chest at all times;

Must have sleeves **except in special weather related circumstances as determined by building administration;**

Must be neat, clean and in appropriate repair, no holes or tears; and

Must fit appropriately and not be **excessively** tight or baggy **as determined by building administration.**

Footwear

Athletic shoes, laced shoes, shoe boots, loafers, dress shoes, or sandals.

RULE 5431  
STUDENT DRESS CODE  
PAGE 2

Inappropriate attire:

- See through fabric without opaque fabric lining;
- Pajamas, undershirts or undergarments as outerwear;
- ~~Leggings worn as bottoms;~~
- Attire that may be considered weapons, including but not limited to chain belts or wallet chains;
- Jewelry, piercing, tattoos or similar artifacts that are obscene or may cause disruptions to the educational environment;
- Hoods, hats, caps, bandanas, sweatbands, skullcaps, plastic hair bags, hair nets, or do rags within the building;
- House slippers, or any other type of footwear that could constitute a safety hazard;
- Steel-toed boots or shoes;
- Any type of footwear with wheels;
- Hobnails, spurs or cleats on belts, boots, or shoes;
- Flip flops, clogs or sandals without back strap in PK – 5<sup>th</sup> grade.

It shall be left to the discretion of the principal/designee whether or not a student is in compliance with the student dress code policy. Students who violate the rules for school attire will have the options to put on clothing that is appropriate, ~~or to contact parent or guardian to bring in appropriate clothing or to change into appropriate clothing and return to school.~~ The principal/designee may call a conference with the parent/guardian, students and counselor to assist with compliance. Repeated violations of school attire rules will constitute disciplinary action.

**Kenosha Unified School District**  
**Kenosha, WI**  
**November 12, 2013**

The Human Resources recommendations regarding the following actions:

<b>ACTION</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SCHOOL/DEPT</b>	<b>POSITION</b>	<b>STAFF</b>	<b>DATE</b>	<b>FTE</b>	<b>SALARY</b>
Appointment	Vaughn	Kimberly	Mahone Middle School	Special Education	ESP	10/07/2013	1	\$14.02
Appointment	Seis	Madelyn	Bradford High School	Special Education-Cross Categorical	Instructional	10/10/2013	1	\$48,916.00
Appointment	Diaz	Christina	Lincoln Middle School	Scheduling Secretary - 12 Months	Secretarial	10/14/2013	1	\$16.66
Appointment	Cruz	Diana	Lincoln Middle School	Special Educational	ESP	10/09/2013	1	\$13.02
Appointment	Chiappetta	Emiko	Southport Elementary School	Kindergarten	Instructional	10/14/2013	1	\$38,377.00
Appointment	Metzger	Pamela	Harvey Elementary School	Special Education	ESP	10/14/2013	1	\$14.02
Appointment	Villalobos	Maria	Bradford High School	Student Support Specialist	Miscellaneous	10/21/2013	1	\$15.64
Appointment	Williams	Rebecca	Vernon Elementary School	Special Education (IDEA)	ESP	10/17/2013	1	\$14.02
Appointment	Quezada	Zachariah	Tremper High School	Special Education	ESP	10/21/2013	1	\$13.02
Appointment	Pedicone	Kathryn	Frank Elementary School	Grade 4	Instructional	10/21/2013	1	\$42,266.00
Appointment	Bilotti	Mary Sue	EBSOLA-Dual Language	Grade 3	Instructional	10/21/2013	1	\$43,432.00
Appointment	Sutton	Sonya	ITA	Counselor	Instructional	08/12/2013	1	\$55,231.00
Resignation	Smith	Stephanie	Brass Community School	Kindergarten	Instructional	10/22/2013	1	\$38,377.00
Appointment	Johnson	Susan	Lance Middle School	ELL Teacher	Instructional	10/15/2013	0.5	\$26,359.00
Appointment	MacKenzie	Clinton	Bradford High School	Security	ESP	10/21/2013	1	\$13.02

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POLICY 3110  
ANNUAL OPERATING BUDGET

The School Board shall establish an annual operating budget in accordance with state law. This budget is the financial plan for the operation of the District. It provides the framework for both expenditures and revenues for the year and translates into financial terms the educational programs and priorities for the District. The purpose of the annual operating budget is to identify financial resources for the educational program of the District and to provide a basis for accountability in fiscal management. Budgets will be developed to include funds categorized under the Wisconsin Uniform Financial Accounting Requirements (WUFAR).

The Superintendent of Schools and staff will assume responsibility for the preparation of the budget for presentation and review by the Board. The budget shall be developed in accordance with established **guidelines goals set by the Board of Education** ~~and~~ within the time frame outlined in the annual decision-making and budget calendar.

The Board shall hold a public hearing on the proposed budget and annual meeting with sufficient advance notice. The Chief Financial Officer shall be responsible for providing this notice and for publishing a summary of the proposed budget in accordance with state law requirements. The Board shall adopt the final operating budget at a Board meeting held after the budget hearing and annual meeting, no later than November 1<sup>st</sup> of each year.

Following adoption, the Chief Financial Officer shall be responsible for the administration of the budget in accordance with state law and District policies. The Board expects the administrative staff to manage the District within the budget amounts established for their particular school, department, or program.

**LEGAL REF.: Wisconsin Statutes**

Sections 65.90 (School district) budgets  
125.08(1) (Annual meeting)  
120.10 (Annual meeting powers)  
120.11(3) Board review of district accounts/report to annual meeting)

**CROSS REF.: Exhibit 3110 Annual Operating Budget (Calendar)**

3111 School Board Budget  
3112 Budget Administration  
3113 Fiscal Impact Statement  
3121 Financial Accounting3220Funding Proposals and Grants  
3230 Borrowing, Bonds and Promissory Notes  
3323 Fund Balance  
3420 Purchasing  
3711 Improvement for Maintenance Projects  
8750 Annual School District Meeting

POLICY 3110  
ANNUAL OPERATING BUDGET  
Page 2

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 26, 1991

REVISED: February 14, 1995  
December 17, 1996  
March 24, 1998  
November 9, 1999  
November 26, 2002  
October 28, 2003  
December 18, 2007  
September 25, 2012

RULE 3110  
ANNUAL OPERATING BUDGET

The District shall adhere to the following guidelines and decision-making procedures and develop an annual budget based on an annual budget calendar. The following administrative decision-making and budget development responsibilities shall be completed according to the prescribed time frame.

A. Budget Document(s)

1. The annual operating budget shall be the financial plan for the operation of the District and shall provide authority for the obligation of funds, except for School Board expenditures and all major maintenance projects. Separate budgets shall be developed for the Board and major maintenance projects.
2. The budget document shall include all existing indebtedness, anticipated revenues, proposed appropriations for the following year, and include all anticipated unexpended or un-appropriated balances and surpluses for each budgetary fund. It also must show actual revenues and expenditures for the preceding year.

B. Budget Preparation

1. The Chief Financial Officer shall be responsible to the Superintendent for the preparation of the budget.
2. The Finance Office shall provide guidance and budgeting parameters to be used by all District budget managers as they build their respective budgets.
3. All major maintenance projects, shall be submitted to the School Board in priority order for approval. Any subsequent changes to the ranking of priorities must be communicated to the Board in writing and approved by a majority vote of the Board before any work begins except emergency maintenance conditions which may endanger persons, land, physical plant or equipment. Emergency maintenance may be carried out with the approval of the Director of Facilities and timely reporting to the Board at the next regular School Board meeting.

C. Budget Review/Adoption

1. The Superintendent shall review the proposed budget with the Board according to the time line listed on the annual operating budget calendar. The District will account for all eligible activities within the community service fund 80. Administration will annually designate the services/programs that are eligible. A fiscal report will be attached to recommendations for new programs or revisions of existing programs.
2. A summary of the proposed budget, notice of the place where the detailed budget may be examined, and notice of the time and place of the public hearing on the proposed budget will be published as a Class I notice (one insertion) at least 10 days prior to the time of the public hearing on the budget and the annual meeting. The Chief Financial Officer is responsible to the Superintendent for providing this notice.

RULE 3110  
ANNUAL OPERATING BUDGET  
Page 2

3. The budget hearing and annual meeting shall be conducted in accordance with state law. Only those residents of the Kenosha Unified School District who attend may speak, make or second motions, and vote at the annual meeting of the District electors.
4. The Board shall, after the public hearing and annual meeting, adopt the annual operating budget for the District by November 1st of each year. Certification of the tax levy required by the budget shall be made to the clerks of the District's municipalities, in accordance with state law. The Chief Financial Officer will prepare the necessary tax levy certification forms for the signature of the School District Clerk and deliver them to the appropriate municipal clerks.
5. Following adoption of the budget, the Finance Office shall prepare and publish the adopted budget and supporting detail as soon as possible.

D. Budget Implementation

1. The Chief Financial Officer will be responsible to the Superintendent for the supervision of the adopted budget.
2. **Designated Budget Managers will be responsible to the Superintendent for the application of their respective allocations.**

POLICY 3111  
SCHOOL BOARD BUDGET

In addition to the District's annual operating budget, the School Board shall establish annually a separate and distinct Board budget consistent with state law. This budget shall be the financial plan for the operation and expenditure of separate Board funds and shall provide authority for the obligation of such funds. The budget is for sole use by the Board.

It is the responsibility of the Board to adopt the annual Board budget, to ensure compliance with the Board's short and long-term strategic goals and objectives, and to approve and initiate all measures necessary to react to variances in the actual budget performance.

The Board budget shall be developed in accordance with the same budget development process; i.e., standard format, preparation and presentation format and time frame development, used for the District's annual operating budget. ~~The Board budget will also include a line item entitled, "School Board Special Projects Reserve Account".~~ The Administration shall be responsible for presenting the requested budget and expense items to the Board for approval and for implementing any modifications necessary.

The Board President and Treasurer shall approve and sign off on all payment requests and requisitions to be applied against the Board accounts. The Board President and Treasurer shall receive a monthly detailed expenditure report of all transactions to the Board accounts.

Following budget adoption, the Board and the Superintendent will be responsible for the administration of the budget in accordance with state law and District policies.

LEGAL REF.: Wisconsin Statutes

Sections 65.90 [School district budgets]  
120.08(1) [Annual meeting]  
120.10 [Annual meeting powers]  
120.11(3) [Board review of district accounts/report to annual meeting]  
120.12(3) [Board duty; operation and maintenance tax authority]

CROSS REF.: 3110 Annual Operating Budget  
3112 Budget Administration  
3121 Financial Accounting  
3323 Fund Balance  
3420 Purchasing  
8850 Board Committees  
District Strategic Plans

ADMINISTRATIVE REGULATIONS: None

AFFIRMED IN PART: January 27, 1998

REVISED: March 24, 1998  
October 28, 2003  
December 18, 2007

RULE 3111  
SCHOOL BOARD BUDGET

~~A. School Board Special Projects Reserve Account~~

- ~~1. The School Board Special Projects Reserve Account will be under the control of the Board (801 account). The cost of Board-approved projects will be charged to this account.~~
- ~~2. The amount appropriated to the Special Projects Reserve Account will be that established as part of the annual budget development process. The unexpended balance of this account will not carryover to the subsequent year at the end of the District's fiscal year, but shall be placed in the District's fund balance.~~
- ~~3. The Superintendent of Schools may make recommendations regarding the use of this fund and forward such recommendations to the Board.~~

B.A. Budget Implementation

1. Following adoption of the Board budget, the ~~Executive Director of Business Services~~ **Chief Financial Officer** shall prepare and distribute copies of the budget and supporting detail as soon as possible.
2. The ~~Executive Director of Business Services~~ **Chief Financial Officer** will be responsible for the management of the adopted budget.
3. The Board Treasurer shall be responsible for reviewing all requests of Board budget expenditures in excess of \$5,000 to ensure funds are allocated appropriately and for making recommendations to the full Board for approval. All expenditures must be accompanied with sufficient reporting detail.
4. Adjustments to the Board budget shall be made in accordance with District policies and procedures and state law requirements.

POLICY 3112  
BUDGET ADMINISTRATION

The Superintendent of Schools and/or designee is granted authority by the School Board to make transfers of budgetary appropriations within similar account types ~~such as salary or non-salary items~~ **(function levels)** within the control group.

Transfers of budgetary appropriations between dissimilar ~~account types~~ **function levels occurring after adoption** may be made only by a two-thirds vote of the full Board. Notice of such transfer shall be published as required by state law.

LEGAL REF.: Wisconsin Statutes  
Section 65.90(5)(a) [Budget appropriation transfer requirements]

CROSS REF.: 3110 Annual Operating Budget  
3111 School Board Budget  
3113 Fiscal Impact Statement  
3121 Financial Accounting  
3323 Fund Balance  
3420 Purchasing

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 26, 1991

REVISED: March 24, 1998  
June 12, 2001  
October 22, 2002  
October 28, 2003  
March 22, 2005  
December 18, 2007  
September 25, 2012

RULE 3112  
BUDGET ADMINISTRATION

Budget transfers within control groups, commonly budgetary locations, may be approved by the Chief Financial Officer, ~~within salary/benefit and non-salary/benefit categories~~, with the exception of capital appropriation budgets.

Administering Capital Appropriations

For purposes of this rule, capital appropriation budgets shall be defined as those items budgeted and accounted for in budgetary codes that require capitalization under rules, policies or guidelines of the District, Department of Public Instruction and/or United States Government. Transfers to or from such budgetary accounts would be approved using the process for transferring between dissimilar account types.

All capital appropriation budgets must maintain a three year plan that shall be reviewed, amended and approved by the Superintendent or designee as necessary as part of the annual budget process. The Chief Financial Officer shall establish guidelines in the development of such plans and approve changes throughout the year that have a financial impact on the District. Any plan modifications require the approval of the Superintendent.

All budgeted and planned capital appropriations must be made by January 1<sup>st</sup> of each budget year.

POLICY 3113  
FISCAL IMPACT STATEMENT

The District annually prepares and approves annual operating, capital improvement, special projects and grant budgets. Once approved by the School Board, these budgets are regularly monitored to ensure the appropriate and timely expenditure of District funds. During this budget preparation and approval period, the Board evaluates the various budget assumptions, alternative funding recommendations, and current programs to allocate the available financial, human and physical resources to effectively implement the policies and programmatic objectives of the District. After the budget is approved, the Board periodically, on an as needed basis, considers various resolutions and programmatic recommendations related to the current budget year and future annual budgets.

To ensure that each of these recommendations is evaluated in a consistent manner, and in terms of its specific budgeting impact on the current and future District budgets, it is recommended that all such actions include a fiscal note prepared by administration. Said fiscal note will delineate, in detail, the fiscal impact of the recommended action and the recommended source or sources, currently and prospectively. The fiscal note should include the cost of staffing, facilities, administration, etc. No recommendations shall be presented to the Board without the fiscal note.

LEGAL REF.: Wisconsin Statutes  
Section 65.90 [School district budgets]

CROSS REF.: 3110 Annual Operating Budget  
3111 School Board Budget  
3112 Budget Administration  
3121 Financial Accounting

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 13, 2001

REVISED: October 28, 2003



# Kenosha Unified School District No. 1

## Fiscal, Facilities and Personnel Impact Statement

Title:  Budget Year:

Department:  Budget Manager:

### REQUEST

### RATIONALE/ INSTRUCTIONAL FOCUS

Insert narrative (*relate to District goals, student achievement and student population served*)

### IMPACT

Enter Impact (*Programmatic, personnel, fiscal and/or facility*)

### BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$
200's	Fringes	\$
300's	Purchased Services	\$
400's	Non-Capital Objects	\$
500's	Capital Objects	\$
TOTAL		\$ 0.00

\*Note: To calculate the Total in the Amount column, select the Total Amount and press the F9 key.

Is this a ☐ one time or ☐ recurring expenditure?

### FUNDING SOURCES

Enter Funding Sources (*Additional revenues, re-allocation of existing budgeted funds, donations and/or request for new funds*)

POLICY 3121  
FINANCIAL ACCOUNTING

The Chief Financial Officer shall be responsible for maintaining accurate and current financial accounts for the District and making necessary changes to those accounts. The accounts shall be maintained to meet the needs of the District. In addition to providing financial information for the District, the accounts will also provide necessary information for state and federal reports and for budgeting purposes.

District accounts shall be maintained in such a way as to meet all the requirements of the Department of Public Instruction and give assurance to the School Board and its constituents that funds are being accounted for and administered in a proper manner. The accounts will show the appropriated budgetary amount, actual revenues, actual expenditures, encumbrances and the account fund balances.

**Periodic-Monthly** reports of the financial condition of the District and status of the expenditure of funds shall be provided to the Board by the Superintendent of Schools. **Changes that have an impact across function levels will not be made once the Board has received final statements for that reporting period.**

LEGAL REF.: Wisconsin Statutes

Sections 115.28(13) [Uniform financial fund accounting]  
115.30(1) [Uniform recording of accounts]  
120.18 [Annual school district report]  
121.05 [Budget and membership report]

CROSS REF.: 3110 Annual Operating Budget

3112 Budget Administration

3122 Accounts Receivable

3124 Annual Financial Audit

3240 Investments

3430 Payments for Supplies, Equipment and Services

3440 Fixed Charges

3800 District Asset Management

WUFAR Accounting Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 26, 1991

REVISED: October 28, 2003

December 18, 2007

September 25, 2012

RULE 3121  
FINANCIAL ACCOUNTING

| The Chief Financial Officer shall be responsible for providing the School Board, and staff with **access to** monthly financial reports. The financial reports will show the appropriated amount for each District financial account, the expenditure to date, encumbrances and the account balance. These reports will be prepared as soon after the close of the month as possible.

POLICY 3122

ACCOUNTS RECEIVABLE/UNCOLLECTIBLE ACCOUNTS

A central accounts receivable system shall be maintained to meet the needs of the District and provide necessary accounting information for financial reports. The Superintendent of Schools shall have the authority to declare any accounts receivable uncollectible and direct such to be properly recorded in all account books. All accounts so declared shall be reported to the School Board.

LEGAL REF.: Wisconsin Statutes

Sections 115.28(13) [Uniform financial fund accounting]

115.30(1) [Uniform recording of accounts]

CROSS REF.: 3121 Financial Accounting

3280 Student Fees

3313 Non-Sufficient Fund Checks (NSF)

3321 Student Activity Funds

3340 Monies in the Schools

5126.4 School Sale of Student Supply Items

WUFAR Accounting Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 9, 1991

REVISED: October 28, 2003

December 18, 2007

RULE 3122

ACCOUNTS RECEIVABLE/UNCOLLECTIBLE ACCOUNTS

- | 1. ~~Financial Services-~~ **The Finance Department** shall invoice and maintain accurate and appropriate accounts receivable records on a current basis. District staff authorized to create accounts receivable transactions shall provide necessary information to the ~~Director of Finance-~~ **Accounting Manager** for invoicing purposes.
- | 2. Uncollectible Accounts —~~The Executive Director of Business Services-~~ **Chief Financial Officer** shall be responsible to the Superintendent of Schools for handling all uncollectible accounts receivable cancellations from financial records.
  - | a. The Accounting Manager shall review and investigate outstanding accounts receivable. After all reasonable attempts to collect accounts receivable fail, the Accounting Manager may recommend to the ~~Executive Director of Business Services-~~ **Chief Financial Officer** that collection procedures be discontinued and the unpaid items be recorded in all account books as uncollectible.
  - b. The debtor may be required to advance pay in the future and/or make payment for previous uncollected accounts receivable.

POLICY 3323  
FUND BALANCE

Kenosha Unified School District recognizes that an adequate operating fund balance ~~(unrestricted net assets)~~ is necessary to maintain a strong fiscal position in order to meet unanticipated expenditures or emergencies and to reduce the costs of borrowed funds. ~~Operating fund balance is defined as total assets minus total liabilities of the General Fund.~~

**Fund balances will be reported in the classifications established by the Governmental Accounting Standards Board Statement 54 (GASB 54). The applicable classifications for fund balance designations are:**

***Non-spendable Fund Balance* includes amounts not in spendable form, such as inventory, or amounts required to be maintained intact legally or for a contractually imposed purpose by external parties.**

***Restricted Fund Balance* includes amounts constrained for a specific purpose by external parties.**

***Committed Fund Balance* includes amounts constrained for a specific purpose by a government using its highest level of decision making authority.**

***Assigned Fund Balance* includes general fund amounts constrained for a specific purpose by a governing board or by an official that has been delegated authority to assign amounts.**

***Unassigned Fund Balance* is the residual classification for the general fund.**

**The School Board will annually review and determine the amount of any fund balance to be committed for specific purposes as deemed important by the Board with a resolution prior to June 30<sup>th</sup> (year-end).**

**The Chief Financial Officer is designated by the School Board to annually review** ~~As part of the budget development process, the administration shall annually review~~ and determine the amount to be ~~designated assigned~~ for appropriate encumbrances ~~, outstanding contractual commitments,~~ and the carryover of unexpended funds for ~~specific projects as approved by the Superintendent of Schools.~~ The Administration's recommended budget to the School Board will include **an assigned** ~~reserve~~ fund balance recommendation for carryover of unexpended funds for specified ~~projects purposes,~~ **a reserve** for encumbrances **(if any)**, and ~~a designated~~ **an identified residual unassigned** fund balance for cash flow purposes.

LEGAL REF.: Wisconsin Statutes  
Section 65.90 [School district budgets]

CROSS REF.: 3110 Annual Operating Budget  
3111 School Board Budget  
3711 Improvement of Maintenance Projects

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: January 12, 1999

REVISED: December 12, 2000  
October 28, 2003  
December 14, 2004  
December 18, 2007

|

|

RULE 3323  
FUND BALANCE

The District will strive to maintain an **unassigned** fund balance in the **general** operating fund equal to a minimum of 15% of budgeted appropriation, ~~representing approximately 45 days of operations.~~ At most, Kenosha Unified will maintain a maximum fund balance in the operating fund equal to 20% of budgeted appropriation, ~~representing approximately 90 days of operations.~~ **The Board discourages the maintenance of unassigned fund balance in excess of the amounts needed to fund operational cash flow.**

These ~~unrestricted net assets~~ **unassigned fund balance** ~~are~~ **is** to provide for:

- Adequate working cash for budgeted operating activities with **limited or no** ~~out~~ cash flow borrowing.
- Unanticipated expenditures.
- Orderly adjustment resulting from termination or reduction of revenue sources.
- Unanticipated fluctuations in revenues.

To maintain the required operating fund balance at the desired level, the District shall:

- Eliminate the budgeted use of fund balance (deficit spending) if said use would reduce fund balance below established minimums.
- Require a one million dollar budget surplus in the annual operating budget if the fund balance is below ten percent.
- ~~• Apply remaining unexpected general fund resources at the end of each fiscal year to add the cash flow portion of to the reserve for designation for operations, if necessary to meet established minimums.~~
- ~~• Designate a portion of the annual operating budget to add to the reserve for operations, if necessary to meet policy minimums.~~
- ~~• Designate a portion of the annual operating budget to reduce the general fund tax levy, if necessary to meet policy maximums.~~

To provide the best fiscal management of the operating fund balance, any appropriation of expenditures from fund balance must be adopted by, at least, a majority of the Board present at the meeting that the appropriation is considered.

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Kenosha Unified School District  
Kenosha, Wisconsin

November 8, 2013

Joint Personnel/Policy & Audit/Budget/Finance Standing Committees

**Negative Balance Lunch Information**

At the Committee meetings on October 8, 2013, information was requested regarding the collection of lunch fees and any related policy and/or procedure. A summary of the information requested is provided.

Q: At what amount are parents notified of delinquencies?

A: Low balance letters are generated when accounts hit \$12.50, and continue until accounts are brought above that amount.

Q: How are parents notified of delinquent accounts?

A: Letters are printed each Tuesday afternoon and sent to the schools Wednesday morning for distribution through Wednesday folders.

Q: When do students get offered the substituted lunch (graham crackers/apple sauce)?

A: When their accounts are -\$20.00 and they have not brought a lunch from home.

Q: What is the collection process for delinquent accounts?

A: Final letter is sent to families.

Q: What is the status of uncollected lunch accounts?

Prior to this year uncollected accounts were written off. Going forward, unpaid balances will be carried over from year to year.

**Negative Lunch Balance Procedure**

1. Every afternoon a negative balance list is printed in the office. The school secretary will pull the student's meal cards if they are negative -\$20.00 or more. If the student does not bring a bag lunch to school the next day, the school secretary will write them a "Credit Lunch Pass". If a student hands you a "Credit Lunch Pass" you must give them a package of graham crackers, an applesauce cup and milk.
2. Students will be charged \$.50 cents for each negative balance snack.
3. Send all Credit Lunch Passes to Food Service weekly.

## Letter to Parents

The following letter was sent home to parents:

*Dear Parent or Guardian,*

*Several years ago, the District eliminated the “Negative Balance Snack” which consisted of an applesauce cup, graham cracker package and milk. This was done as an effort to not single out students whose meal account was more than 6 lunches behind and to ensure that every child receives a healthy, balanced lunch. Since we eliminated the practice of “Negative Balance Snack”, the District has noticed a significant increase in unpaid lunches.*

*Unfortunately, the District has realized that it is unable to continue this practice and will be reinstating the Negative Balance Snack beginning this school year. Once a student’s meal account is -\$18.20, their meal card will be pulled and if the student has not brought a lunch from home they will be provided a snack consisting of an applesauce cup, package of graham crackers and milk. They will continue to receive this snack until their lunch account is brought back to a positive balance.*

*Our goal is to provide your students with a balanced and nutritious meal and we are more than willing to work through this process with you. The District encourages all families to fill out a Free/Reduced Price Meal Application. If you have any questions or concerns, need help completing the Free/Reduced Price Meal Application, please do not hesitate to call us at 262-359-6382 or 262-359-7451*

*Payments can be made by cash or by check. Please make checks payable to K.U.S.D. Food Service Department. If you choose, you can mail your payment directly to K.U.S.D., Attn: Food Service Dept., 3600-52<sup>nd</sup> Street, Kenosha, WI 53144. You may also sign up to pay your student’s account at [www.mylunchmoney.com](http://www.mylunchmoney.com).*

This information is being provided for information purposes only.

Dr. Michele Hancock  
Superintendent of Schools

Sheronda Glass  
Executive Director, Business Services

Cindy Gossett  
Director, Food Services



**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT PLANNING/FACILITIES/EQUIPMENT &**  
**AUDIT/BUDGET/FINANCE MEETING**  
Educational Support Center – Room 110  
October 8, 2013  
**MINUTES**

A joint meeting of the Kenosha Unified Planning/Facilities/Equipment and Audit/Budget/Finance Committees chaired by Mr. Bryan was called to order at 5:40 P.M. with the following Committee members present: Mrs. Coleman, Mrs. Snyder, Mr. Valeri, Mrs. Bothe, Mr. Zielinski, Mrs. Taube, Mr. Kent, Mr. Aceto, Ms. Dawson, Mr. Holdorf, and Mr. Bryan. Dr. Hancock was also present. Mr. Nuzzo and Mrs. Marcich were excused. Ms. Iqbal, Mr. Coleman, and Ms. London were absent.

**Information Item**

Mr. Patrick Finnemore, Director of Facilities; Mr. William Hittman, Principal at LakeView Technology Academy; Mr. Bryan Albrecht, President at Gateway Technical College (GTC); and Mr. Todd Battle, President of the Kenosha Area Business Alliance (KABA), presented the Proposed Expansion of LakeView Technology Academy. They indicated that due to enrollment numbers growing from 184 students in 2002 to a current enrollment of 427, excellent test scores, and the fact that this year there was a total of 94 students who had to be turned away by the school because of lack of space to serve them, a study was done to evaluate a possible expansion of the building. The proposed financing plan is for KABA to fund the construction of the addition, remodeling, and associated improvements and then passing those costs along to KUSD (and GTC through our sublease to them) via a new lease that would most likely be for 20 years. A preliminary timeline, based on the approval process taking place in the summer of 2014, targets a project completion date in time for the 2015-2016 school year. The intent of the report is to begin the public discussion of the proposed project. More information will be brought forward at future Committee and Board meetings prior to Board consideration of a recommendation related to the project. In addition to Board approval, Elector approval will be required for any associated lease agreement. It is expected that this would be done at a Special Meeting of Electors sometime in 2014. Questions of Committee members were then answered by the presenters.

Meeting adjourned at 6:16 P.M.

Stacy Schroeder Busby  
School Board Secretary



**KENOSHA UNIFIED SCHOOL BOARD**  
**AUDIT/BUDGET/FINANCE MEETING**  
Educational Support Center – Room 110  
October 8, 2013  
**MINUTES**

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mrs. Taube was called to order at 6:17 P.M. with the following Committee members present: Mr. Bryan, Mr. Kent, Mr. Aceto, Mr. Coleman, Ms. Dawson, Mr. Holdorf, Ms. London, and Mrs. Taube. Dr. Hancock was also present. Mr. Nuzzo and Mrs. Marcich were excused.

Mrs. Taube welcomed the new student advisor, Kami London, to the Committee.

**Approval of Minutes – September 10, 2013**

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

**Information Items**

Mr. Tarik Hamdan, Interim Chief Financial Officer, presented the Monthly Financial Statements and noted that the statements were still marked “preliminary” as the final budget will not be adopted until later in the month. There were no questions by Committee members.

**Future Agenda Items**

There were no future agenda items were noted.

Meeting adjourned at 6:20 P.M.

Stacy Schroeder Busby  
School Board Secretary



**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT AUDIT/BUDGET/FINANCE AND**  
**PERSONNEL/POLICY MEETING**  
Educational Support Center – Room 110  
October 8, 2013  
**MINUTES**

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Personnel/Policy Committees chaired by Mr. Bryan was called to order at 6:24 P.M. with the following Committee members present: Mr. Flood, Mrs. Snyder, Ms. Burns, Ms. Butler, Ms. Hamilton, Mr. Wamboldt, Mrs. Dahl, Mr. Kent, Mr. Aceto, Mr. Coleman, Mr. Dawson, Mr. Holdorf, Ms. London, and Mr. Bryan. Dr. Hancock was also present. Ms. Marcich and Mr. Nuzzo were excused. Ms. Morgan was absent.

**Official Third Friday Enrollment Report**

Mr. Kristopher Keckler, Executive Director of Information Systems, Data Management & Evaluation, distributed and presented the Official Third Friday Enrollment Report. He noted a slight overall enrollment increase of 37 students this year after two years of declining enrollment. An increase of 269 students was reported at the elementary level which mainly was due to the universal expansion of the four-year old kindergarten (4K) program, a decrease of 183 students at the middle school level, and an increase of 23 students at the high school level. Per a request, Mr. Keckler also distributed and presented supplemental information pertaining to District open enrollments for the last three years along with information pertaining to District students exiting.

Mrs. Coleman moved to forward the Official Third Friday Enrollment Report to the full Board for review and acceptance. Mr. Flood seconded the motion. Unanimously approved.

**School Board Policy/Rule 3110 – Annual Operating Budget**

Mrs. Taube indicated that Policy/Rule 3110 was being brought forward for review to make sure the policy is being followed, that everyone has a clear understanding, and to see if any revisions need to be made to it.

Ms. Stevens suggested that the policy be revised to add wording ensuring that all questions, suggestions, and input from Board members be reviewed prior to adoption of a budget as she did not feel Board members have had a chance in the past to ask questions. She also suggested that the guidelines, time frame, and budget calendar motioned in paragraph two of the policy be clarified in more detail.

**School Board Policy/Rule 3112 – Budget Administration**

Mrs. Stevens stressed the importance of Administration keeping the Board informed of any budget variances and any budget transfers related to variances.

Mrs. Coleman suggested that Board members forward their suggested changes to the policies to the Superintendent's Office. Mrs. Stevens indicated that the main purpose

of bringing the policies forward was for review with the new Interim Chief Financial Officer and Committee

members to make sure everyone has a clear understanding of the policies and to see if any changes needed to be made.

### **School Board Policy/Rule 3113 – Fiscal Impact Statement**

Ms. Stevens stressed the importance of Administration providing periodic review and updates of the annual operating, capital improvement, special projects, and grant budgets.

Mrs. Taube indicated that the use of the fiscal note template is very helpful when considering a recommendation and noted that the policy states that no recommendation shall be presented without it.

### **School Board Policy/Rule 3121 – Financial Accounting**

Ms. Stevens noted that last sentence of Policy 3121 includes budget variances.

### **School Board Policy/Rule 3122 – Accounts Receivable/Uncollectible Accounts**

Mrs. Taube requested information pertaining to student meal accounts, more specifically:

- Is there a policy/procedure in relation to collection of unpaid student meal accounts?
- At what amount are parents notified of delinquencies?
- How are parents notified of delinquent accounts?
- At what point do students get offered a substituted lunch?
- What is the status of uncollected lunch accounts?

Mr. Hamdan indicated that the student meal accounts are handled directly by the Food Service department; therefore, the information would have to be provided at a future meeting.

Mrs. Taube noted that the policy states that all accounts declared uncollectable shall be reported to the Board.

### **School Board Policy/Rule 3323 – Fund Balance**

Mrs. Taube suggested that the last sentence of the policy be reworded so that it can be understood more easily.

Meeting adjourned at 7:21 P.M.

Stacy Schroeder Busby  
School Board Secretary

**Budget to Actual Comparison Report by Fund Groups****2013 - 2014 Fund Summary Budget**

For the Period Ended 9/30/2013

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**Fund 10 General Fund**

----- 2014 -----						----- 2013 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	27,109,475	27,109,475				15,683,728	15,683,728				
200 Local revenues	77,724,093	1,019,277		76,704,816	1.31	77,667,217	994,469		76,672,747	1.28	77,070,376
300 Interdistrict revenues	350,000	0		350,000	0.00	300,000	0		300,000	0.00	351,557
500 Intermediate revenues	24,376	0		24,376	0.00	32,500	299		32,201	0.92	25,950
600 State aid	151,496,515	21,712,928		129,783,587	14.33	150,466,803	20,968,381		129,498,422	13.94	150,545,880
700 Federal aid	9,346,928	24,944		9,321,984	0.27	10,439,218	811		10,438,406	0.01	9,236,820
800 Debt proceeds	0	350		-350		0	0		0		0
900 Revenue adjustments	646,996	-42,050		689,045	-6.50	575,887	395,128		180,760	68.61	2,373,538
<b>Total Revenues</b>	<b>239,588,908</b>	<b>22,715,449</b>		<b>216,873,459</b>	<b>9.48</b>	<b>239,481,625</b>	<b>22,359,089</b>		<b>217,122,536</b>	<b>9.34</b>	<b>239,604,121</b>
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	118,071,682	12,278,296	0	105,793,386	10.40	110,915,026	11,781,629		99,133,397	10.62	107,314,036
200 Benefits	54,040,379	3,605,201	1,000	50,434,178	6.67	59,763,460	4,360,657	3,501	55,399,303	7.30	57,761,038
300 Purchased Services	21,129,172	3,204,729	2,493,848	15,430,595	26.97	19,225,971	2,355,467	2,385,916	14,484,589	24.66	17,468,737
400 Supplies	11,311,343	3,158,779	1,099,581	7,052,982	37.65	9,821,192	1,741,874	1,136,543	6,942,776	29.31	8,105,801
500 Capital Outlay	2,263,529	464,327	304,289	1,494,913	33.96	2,500,522	290,619	411,331	1,798,572	28.07	2,529,750
600 Debt Services	506,588	170,826	17,000	318,762	37.08	450,093	117,176	0	332,917	26.03	636,843
700 Insurance	926,707	500,464		426,243	54.00	2,326,707	937,867	0	1,388,840	40.31	1,342,151
800 Operating Transfers Out	30,002,283	0		30,002,283	0.00	31,289,473	0		31,289,473	0.00	32,416,742
900 Other objects	1,337,225	61,109	3,979	1,272,137	4.87	189,180	61,987	903	126,291	33.24	603,275
<b>Total Expenditures</b>	<b>239,588,908</b>	<b>23,443,731</b>	<b>3,919,698</b>	<b>212,225,479</b>	<b>11.42</b>	<b>236,481,625</b>	<b>21,647,275</b>	<b>3,938,193</b>	<b>210,896,157</b>	<b>10.82</b>	<b>228,178,374</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-728,282</b>				<b>3,000,000</b>	<b>711,814</b>				<b>11,425,747</b>
<b>Fund Balance - Ending</b>	<b>27,109,475</b>	<b>26,381,193</b>				<b>18,683,728</b>	<b>16,395,542</b>				<b>27,109,475</b>

**Budget to Actual Comparison Report by Fund Groups****2013 - 2014 Fund Summary Budget**

For the Period Ended 9/30/2013

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**Fund 25 Head Start**

----- 2014 -----						----- 2013 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
700 Federal aid	1,924,997	0		1,924,997	0.00	1,956,394	166,929		1,789,465	8.53	1,736,967
<b>Total Revenues</b>	<b>1,924,997</b>	<b>0</b>		<b>1,924,997</b>	<b>0.00</b>	<b>1,956,394</b>	<b>166,929</b>		<b>1,789,465</b>	<b>8.53</b>	<b>1,736,967</b>
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	1,046,552	115,191		931,361	11.01	944,729	78,887		865,842	8.35	880,040
200 Benefits	641,308	40,950		600,358	6.39	605,818	32,607		573,211	5.38	610,889
300 Purchased Services	132,170	7,794	55,702	68,673	48.04	132,170	6,330	3,007	122,833	7.06	123,385
400 Supplies	103,485	25,141	1,995	76,349	26.22	94,529	13,530	16	80,983	14.33	80,170
500 Capital Outlay	0	0		0		177,667	41,000		136,667	23.08	41,000
900 Other objects	1,482	0		1,482	0.00	1,482	1,482	0	0	100.00	1,482
<b>Total Expenditures</b>	<b>1,924,997</b>	<b>189,077</b>	<b>57,698</b>	<b>1,678,222</b>	<b>12.82</b>	<b>1,956,394</b>	<b>173,836</b>	<b>3,023</b>	<b>1,779,535</b>	<b>9.04</b>	<b>1,736,967</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-189,077</b>				<b>0</b>	<b>-6,907</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>-189,077</b>				<b>0</b>	<b>-6,907</b>				<b>0</b>

**Budget to Actual Comparison Report by Fund Groups****2013 - 2014 Fund Summary Budget**

For the Period Ended 9/30/2013

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**Fund 27 Special Education**

----- 2014 -----						----- 2013 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	0	0				0	0				
100 Operating Transfers In	29,502,083	0	29,502,083	0.00		29,983,235	0	29,983,235	0.00	31,110,504	
200 Local revenues	10,000	1,040	8,960	10.40		10,064	1,950	8,114	19.38	8,681	
300 Interdistrict revenues	20,000	0	20,000	0.00		20,000	0	20,000	0.00	0	
600 State aid	10,390,000	0	10,390,000	0.00		10,405,000	0	10,405,000	0.00	11,019,398	
700 Federal aid	5,592,254	268,169	5,324,085	4.80		7,710,576	0	7,710,576	0.00	4,578,040	
<b>Total Revenues</b>	<b>45,514,337</b>	<b>269,209</b>	<b>45,245,128</b>	<b>0.59</b>		<b>48,128,875</b>	<b>1,950</b>	<b>48,126,925</b>	<b>0.00</b>	<b>46,716,623</b>	
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	27,388,923	2,122,020		25,266,903	7.75	27,124,930	2,108,469		25,016,461	7.77	26,352,529
200 Benefits	14,497,108	821,912		13,675,196	5.67	17,136,466	1,053,499		16,082,966	6.15	16,818,598
300 Purchased Services	3,360,080	128,396	544,693	2,686,991	20.03	3,158,312	742,909	290,360	2,125,042	32.72	3,280,623
400 Supplies	261,325	81,086	37,906	142,333	45.53	574,796	34,331	19,895	520,571	9.43	256,548
500 Capital Outlay	6,900	9,790	0	-2,890	141.88	8,500	1,492	1,539	5,469	35.65	8,248
900 Other objects	0	0		0		125,871	0		125,871	0.00	78
<b>Total Expenditures</b>	<b>45,514,337</b>	<b>3,163,205</b>	<b>582,599</b>	<b>41,768,533</b>	<b>8.23</b>	<b>48,128,875</b>	<b>3,940,700</b>	<b>311,794</b>	<b>43,876,381</b>	<b>8.84</b>	<b>46,716,623</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-2,893,996</b>				<b>0</b>	<b>-3,938,750</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>-2,893,996</b>				<b>0</b>	<b>-3,938,750</b>				<b>0</b>

**Budget to Actual Comparison Report by Fund Groups****2013 - 2014 Fund Summary Budget**

For the Period Ended 9/30/2013

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**Fund 30-39 Debt Services Fund**

----- 2014 -----					----- 2013 -----				
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	950,971	950,971			24,177	24,177			
100 Operating Transfers In	500,000	0	500,000	0.00	1,156,895	0	1,156,895	0.00	1,156,895
200 Local revenues	16,159,147	804	16,158,343	0.00	15,626,548	1,700	15,624,848	0.01	15,635,768
800 Debt proceeds	6,616,812	6,616,812	0	100.00	0	0	0		0
900 Revenue adjustments	1,772,817	951,607	821,210	53.68	966,723	0	966,723	0.00	1,227,403
Total Revenues	25,048,776	7,569,222	17,479,554	30.22	17,750,166	1,700	17,748,466	0.01	18,020,066

----- 2014 -----					----- 2013 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	24,059,106	1,399,173		22,659,933	5.82	16,908,485	1,291,094		15,617,391	7.64	16,908,485
900 Other objects	0	0		0		184,786	184,786		0	100.00	184,786
Total Expenditures	24,059,106	1,399,173		22,659,933	5.82	17,093,271	1,475,880		15,617,391	8.63	17,093,271
Net Revenue/Expenses	989,670	6,170,050				656,895	-1,474,180				926,794
Fund Balance - Ending	1,940,641	7,121,021				681,072	-1,450,003				950,971

**Budget to Actual Comparison Report by Fund Groups****2013 - 2014 Fund Summary Budget**

For the Period Ended 9/30/2013

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**Fund 40-49 Capital Project Fund**

----- 2014 -----						----- 2013 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	0	0				341,397	341,397				
100 Operating Transfers In	0	0	0			149,343	0	149,343	0.00	149,343	
200 Local revenues	12,000	171	11,829	1.43		0	0	0		0	
800 Debt proceeds	16,690,000	16,690,000	0	100.00		0	0	0		0	
900 Revenue adjustments	0	0	0			184,786	184,786	0	100.00	184,786	
<b>Total Revenues</b>	<b>16,702,000</b>	<b>16,690,171</b>	<b>11,829</b>	<b>99.93</b>		<b>334,130</b>	<b>184,786</b>	<b>149,343</b>	<b>55.30</b>	<b>334,130</b>	
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	4,350,000	0		4,350,000	0.00	675,527	11,191	132,883	531,453	21.33	675,527
<b>Total Expenditures</b>	<b>4,350,000</b>	<b>0</b>		<b>4,350,000</b>	<b>0.00</b>	<b>675,527</b>	<b>11,191</b>	<b>132,883</b>	<b>531,453</b>	<b>21.33</b>	<b>675,527</b>
<b>Net Revenue/Expenses</b>	<b>12,352,000</b>	<b>16,690,171</b>				<b>-341,397</b>	<b>173,595</b>				<b>-341,397</b>
<b>Fund Balance - Ending</b>	<b>12,352,000</b>	<b>16,690,171</b>				<b>0</b>	<b>514,992</b>				<b>0</b>

**Budget to Actual Comparison Report by Fund Groups****2013 - 2014 Fund Summary Budget**

For the Period Ended 9/30/2013

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**Fund 50 Food Service**

----- 2014 -----						----- 2013 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	1,646,432	1,646,432				560,079	560,079				
200 Local revenues	2,640,239	279,295		2,360,944	10.58	2,834,551	299,436		2,535,115	10.56	2,652,744
600 State aid	140,000	0		140,000	0.00	142,370	0		142,370	0.00	140,005
700 Federal aid	5,719,761	37,212		5,682,549	0.65	5,142,850	72,381		5,070,469	1.41	5,757,694
<b>Total Revenues</b>	<b>8,500,000</b>	<b>316,507</b>		<b>8,183,493</b>	<b>3.72</b>	<b>8,119,771</b>	<b>371,817</b>		<b>7,747,954</b>	<b>4.58</b>	<b>8,550,443</b>
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	1,982,202	188,960		1,793,243	9.53	2,121,141	172,766		1,948,375	8.14	1,928,908
200 Benefits	668,345	51,681		616,665	7.73	1,193,987	54,715		1,139,273	4.58	704,882
300 Purchased Services	257,275	30,324	49,312	177,638	30.95	213,097	32,488	170,290	10,319	95.16	112,396
400 Supplies	5,363,177	434,427	3,523,560	1,405,190	73.80	4,369,552	414,429	3,325,545	629,578	85.59	4,607,228
500 Capital Outlay	104,000	398	8,668	94,934	8.72	151,264	1,054	946	149,264	1.32	18,089
900 Other objects	125,000	2,768		122,232	2.21	70,730	2,735		67,994	3.87	92,589
<b>Total Expenditures</b>	<b>8,500,000</b>	<b>708,559</b>	<b>3,581,540</b>	<b>4,209,901</b>	<b>50.47</b>	<b>8,119,771</b>	<b>678,187</b>	<b>3,496,781</b>	<b>3,944,803</b>	<b>51.42</b>	<b>7,464,090</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-392,052</b>				<b>0</b>	<b>-306,370</b>				<b>1,086,353</b>
<b>Fund Balance - Ending</b>	<b>1,646,432</b>	<b>1,254,381</b>				<b>560,079</b>	<b>253,709</b>				<b>1,646,432</b>

**Budget to Actual Comparison Report by Fund Groups****2013 - 2014 Fund Summary Budget**

For the Period Ended 9/30/2013

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**Fund 60 Student Activity Fund**

----- 2014 -----					----- 2013 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	0	0			0	0					
200 Local revenues	0	44	-44		0	0	0		0		
Total Revenues	0	44	-44		0	0	0		0		
----- 2014 -----					----- 2013 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	0		0		0	3,109		-3,109		0
200 Benefits	0	0		0		0	571		-571		0
300 Purchased Services	0	0		0		0	0		0		0
400 Supplies	0	-336,320	36,050	300,270		0	-346,674	49,125	297,550		0
Total Expenditures	0	-336,320	36,050	300,270		0	-342,995	49,125	293,870		0
Net Revenue/Expenses	0	336,364				0	342,995				0
Fund Balance - Ending	0	336,364				0	342,995				0

**Budget to Actual Comparison Report by Fund Groups****2013 - 2014 Fund Summary Budget**

For the Period Ended 9/30/2013

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**Fund 70-79 Trust Funds**

----- 2014 -----					----- 2013 -----						
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	8,790,735	8,790,735				8,351,997	8,351,997				
200 Local revenues	14,000	548		13,452	3.92	4,398,798	47		4,398,751	0.00	13,709
900 Revenue adjustments	9,986,000	0		9,986,000	0.00	0	0		0		8,574,740
Total Revenues	10,000,000	548		9,999,452	0.01	4,398,798	47		4,398,751	0.00	8,588,450

----- 2014 -----					----- 2013 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	0	612,141	2,952,306	-3,564,447		3,370,000	1,004,667		2,365,333	29.81	0
300 Purchased Services	0	0		0		310,000	1,110		308,890	0.36	14,914
400 Supplies	0	0		0		0	282		-282		0
900 Other objects	9,500,000	0		9,500,000	0.00	0	0		0		8,134,626
Total Expenditures	9,500,000	612,141	2,952,306	5,935,553	37.52	3,680,000	1,006,059		2,673,941	27.34	8,149,540
Net Revenue/Expenses	500,000	-611,593				718,798	-1,006,012				438,910
Fund Balance - Ending	9,290,735	8,179,142				9,070,795	7,345,985				8,790,735

**Budget to Actual Comparison Report by Fund Groups****2013 - 2014 Fund Summary Budget**

For the Period Ended 9/30/2013

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**Fund 81 Recreation Services Program**

----- 2014 -----						----- 2013 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	232,729	232,729				241,277	241,277				
200 Local revenues	428,000	10,464		417,536	2.44	428,000	7,279		420,721	1.70	426,470
<b>Total Revenues</b>	<b>428,000</b>	<b>10,464</b>		<b>417,536</b>	<b>2.44</b>	<b>428,000</b>	<b>7,279</b>		<b>420,721</b>	<b>1.70</b>	<b>426,470</b>
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	306,652	63,016		243,635	20.55	291,773	62,631		229,142	21.47	246,246
200 Benefits	141,205	13,385		127,820	9.48	141,719	13,202		128,517	9.32	135,991
300 Purchased Services	45,400	4,782	11,282	29,335	35.38	45,400	8,577	9,587	27,236	40.01	36,895
400 Supplies	24,793	1,799	272	22,723	8.35	15,300	1,209	1,180	12,911	15.61	9,388
500 Capital Outlay	7,000	0		7,000	0.00	7,000	0	6,000	1,000	85.71	3,870
900 Other objects	4,000	417		3,583	10.43	4,000	390	0	3,610	9.75	2,628
<b>Total Expenditures</b>	<b>529,050</b>	<b>83,400</b>	<b>11,554</b>	<b>434,096</b>	<b>17.95</b>	<b>505,192</b>	<b>86,009</b>	<b>16,767</b>	<b>402,416</b>	<b>20.34</b>	<b>435,018</b>
<b>Net Revenue/Expenses</b>	<b>-101,050</b>	<b>-72,935</b>				<b>-77,192</b>	<b>-78,730</b>				<b>-8,548</b>
<b>Fund Balance - Ending</b>	<b>131,679</b>	<b>159,794</b>				<b>164,085</b>	<b>162,547</b>				<b>232,729</b>

**Budget to Actual Comparison Report by Fund Groups****2013 - 2014 Fund Summary Budget**

For the Period Ended 9/30/2013

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**Fund 82 Athletic Venues**

----- 2014 -----						----- 2013 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	4,117	4,117				7,999	7,999				
200 Local revenues	29,125	12,245		16,880	42.04	29,125	20,307		8,818	69.72	32,452
<b>Total Revenues</b>	<b>29,125</b>	<b>12,245</b>		<b>16,880</b>	<b>42.04</b>	<b>29,125</b>	<b>20,307</b>		<b>8,818</b>	<b>69.72</b>	<b>32,452</b>
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	10,000	632		9,368	6.32	10,000	1,525		8,475	15.25	15,326
200 Benefits	0	97		-97		0	223		-223		2,384
300 Purchased Services	10,000	386		9,614	3.86	10,000	949		9,051	9.49	18,624
400 Supplies	380	0		380	0.00	2,148	0		2,148	0.00	0
<b>Total Expenditures</b>	<b>20,380</b>	<b>1,115</b>		<b>19,265</b>	<b>5.47</b>	<b>22,148</b>	<b>2,697</b>		<b>19,451</b>	<b>12.18</b>	<b>36,334</b>
<b>Net Revenue/Expenses</b>	<b>8,745</b>	<b>11,130</b>				<b>6,977</b>	<b>17,610</b>				<b>-3,882</b>
<b>Fund Balance - Ending</b>	<b>12,862</b>	<b>15,248</b>				<b>14,976</b>	<b>25,609</b>				<b>4,117</b>

**Budget to Actual Comparison Report by Fund Groups****2013 - 2014 Fund Summary Budget**

For the Period Ended 9/30/2013

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**Fund 83 Community Services Program**

----- 2014 -----						----- 2013 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	1,249,488	1,249,488				-6,293	-6,293				
200 Local revenues	1,130,000	0		1,130,000	0.00	1,680,267	0		1,680,267	0.00	1,685,342
900 Revenue adjustments	0	30		-30		0	0		0		230
<b>Total Revenues</b>	<b>1,130,000</b>	<b>30</b>		<b>1,129,970</b>	<b>0.00</b>	<b>1,680,267</b>	<b>0</b>		<b>1,680,267</b>	<b>0.00</b>	<b>1,685,572</b>
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	251,703	74,575		177,129	29.63	96,372	57,225		39,146	59.38	99,519
200 Benefits	68,279	18,538		49,741	27.15	20,101	16,976		3,125	84.45	21,718
300 Purchased Services	286,369	9,588	16,907	259,874	9.25	284,291	6,976	21,359	255,956	9.97	281,998
400 Supplies	17,770	8,458	7,548	1,764	90.07	21,768	1,502	6,843	13,422	38.34	25,789
500 Capital Outlay	397,173	0		397,173	0.00	742,019	0		742,019	0.00	0
900 Other objects	0	0		0		602	0		602	0.00	767
<b>Total Expenditures</b>	<b>1,021,295</b>	<b>111,159</b>	<b>24,455</b>	<b>885,681</b>	<b>13.28</b>	<b>1,165,152</b>	<b>82,679</b>	<b>28,203</b>	<b>1,054,270</b>	<b>9.52</b>	<b>429,791</b>
<b>Net Revenue/Expenses</b>	<b>108,705</b>	<b>-111,129</b>				<b>515,115</b>	<b>-82,679</b>				<b>1,255,782</b>
<b>Fund Balance - Ending</b>	<b>1,358,194</b>	<b>1,138,360</b>				<b>508,822</b>	<b>-88,972</b>				<b>1,249,488</b>

**Budget to Actual Comparison Report by Fund Groups****2013 - 2014 Fund Summary Budget**

For the Period Ended 9/30/2013

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**Fund 85 CLC After School Program**

----- 2014 -----						----- 2013 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	78,344	78,344				34,756	34,756				
200 Local revenues	0	4,593	-4,593			0	5,515	-5,515		55,464	
500 Intermediate revenues	0	315	-315			0	0	0		31,934	
<b>Total Revenues</b>	<b>0</b>	<b>4,908</b>	<b>-4,908</b>			<b>0</b>	<b>5,515</b>	<b>-5,515</b>		<b>87,398</b>	
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	0	0		0		0	72		-72		72
300 Purchased Services	16,400	0		16,400	0.00	0	0		0		43,738
<b>Total Expenditures</b>	<b>16,400</b>	<b>0</b>		<b>16,400</b>	<b>0.00</b>	<b>0</b>	<b>72</b>		<b>-72</b>		<b>43,810</b>
<b>Net Revenue/Expenses</b>	<b>-16,400</b>	<b>4,908</b>				<b>0</b>	<b>5,443</b>				<b>43,588</b>
<b>Fund Balance - Ending</b>	<b>61,944</b>	<b>83,252</b>				<b>34,756</b>	<b>40,198</b>				<b>78,344</b>

# Kenosha Unified School District No 1

## Budget to Actual Comparison Report

2013 - 2014 District Summary Budget

For the Period Ended 9/30/2013

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### All Funds

----- 2014 -----						----- 2013 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	40,062,293	40,062,293				25,239,116	25,239,116				
100 Operating Transfers In	30,002,083	0		30,002,083	0.00	31,289,473	0		31,289,473	0.00	32,416,742
200 Local revenues	98,146,604	1,328,481		96,818,123	1.35	102,674,570	1,330,703		101,343,866	1.30	97,581,006
300 Interdistrict revenues	370,000	0		370,000	0.00	320,000	0		320,000	0.00	351,557
500 Intermediate revenues	24,376	315		24,061	1.29	32,500	299		32,201	0.92	57,885
600 State aid	162,026,515	21,712,928		140,313,587	13.40	161,014,173	20,968,381		140,045,792	13.02	161,705,283
700 Federal aid	22,583,940	330,326		22,253,614	1.46	25,249,038	240,121		25,008,916	0.95	21,309,522
800 Debt proceeds	23,306,812	23,307,162		-350	100.00	0	0		0		0
900 Revenue adjustments	12,405,813	909,587		11,496,226	7.33	1,727,397	579,914		1,147,483	33.57	12,360,697
<b>Total Revenues</b>	<b>348,866,142</b>	<b>47,588,799</b>		<b>301,277,343</b>	<b>13.64</b>	<b>322,307,151</b>	<b>23,119,419</b>		<b>299,187,731</b>	<b>7.17</b>	<b>325,782,692</b>

----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	149,057,715	14,842,691	0	134,215,024	9.96	141,503,971	14,266,241		127,237,730	10.08	136,836,604
200 Benefits	70,056,625	5,163,906	2,953,306	61,939,413	11.59	82,231,550	6,537,188	3,501	75,690,862	7.95	76,055,572
300 Purchased Services	29,586,866	3,386,000	3,171,746	23,029,121	22.16	24,054,768	3,165,997	3,013,402	17,875,369	25.69	22,056,837
400 Supplies	17,082,274	3,373,371	4,706,911	9,001,992	47.30	14,899,285	1,860,482	4,539,146	8,499,657	42.95	13,084,924
500 Capital Outlay	2,778,602	474,515	312,957	1,991,130	28.34	3,586,971	334,165	419,816	2,832,991	21.02	2,600,956
600 Debt Services	24,565,694	1,569,999	17,000	22,978,695	6.46	17,358,577	1,408,270	0	15,950,308	8.11	17,545,327
700 Insurance	926,707	500,464		426,243	54.00	2,326,707	937,867	0	1,388,840	40.31	1,342,151
800 Operating Transfers Out	30,002,283	0		30,002,283	0.00	31,289,473	0		31,289,473	0.00	32,416,742
900 Other objects	10,967,707	64,295	3,979	10,899,433	0.62	576,651	251,381	903	324,368	43.75	9,020,230
<b>Total Expenditures</b>	<b>335,024,472</b>	<b>29,375,239</b>	<b>11,165,899</b>	<b>294,483,334</b>	<b>12.10</b>	<b>317,827,954</b>	<b>28,761,591</b>	<b>7,976,767</b>	<b>281,089,597</b>	<b>11.56</b>	<b>310,959,344</b>
<b>Net Revenue/Expenses</b>	<b>13,841,670</b>	<b>18,213,560</b>				<b>4,479,196</b>	<b>-5,642,171</b>				<b>14,823,348</b>
<b>Fund Balance - Ending</b>	<b>53,903,963</b>	<b>58,275,853</b>				<b>29,718,313</b>	<b>19,596,945</b>				<b>40,062,293</b>

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**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT PERSONNEL/POLICY AND**  
**CURRICULUM/PROGRAM MEETING**  
Educational Support Center – Room 110  
October 8, 2013  
**MINUTES**

A joint meeting of the Kenosha Unified Personnel/Policy and Curriculum/Program Committees chaired by Mr. Bryan was called to order at 7:32 P.M. with the following Committee members present: Mr. Flood, Mrs. Snyder, Ms. Burns, Ms. Butler, Ms. Hamilton, Mrs. Morrison, Mr. Wamboldt, Mrs. Dahl, Mr. Flood, Mrs. Taube, Mrs. Coleman, Mrs. Daghfal, Ms. Karabetsos, Ms. Kenefick, Ms. Santoro, Mrs. Renish-Ratelis, Ms. Galli, and Mr. Bryan. Dr. Hancock was also present. Ms. Morgan was absent.

**Policy/Rule 6300 – Curriculum Development and Improvement**

Mr. Flood indicated that this policy was brought forward due to the fact that several months ago the policy was revised; however, the policy listed on the District's website does not reflect the changes. Ms. Busby indicated that she would follow up on this and make sure the policy on the website is corrected to reflect the revised policy.

Meeting adjourned at 7:34 P.M.

Stacy Schroeder Busby  
School Board Secretary

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Flood was called to order at 7:35 P.M. with the following Committee members present: Mrs. Taube, Mrs. Coleman, Mrs. Daghfal, Mrs. Karabetsos, Ms. Kenefick, Mrs. Santoro, Mrs. Renish-Ratelis, Ms. Galli, and Mr. Flood. Dr. Hancock was also present.

### **Approval of Minutes – August 13, 2013**

Mrs. Coleman moved to approve the minutes as contained in the agenda. Mrs. Renish-Ratelis seconded the motion. Unanimously approved.

### **Information Items**

Mr. Kristopher Keckler, Executive Director of Information & Accountability, presented the Information and Technology Literacy Plan Update as contained in the agenda. He indicated that the current Information & Technology Literacy Plan is set to expire at the end of the 2013-14 school year. Consistent with DPI expectations, the District will work over the next several months to build and adopt a new three-year plan by June, 2014. Although Wisconsin has no formal law or administrative rule requiring a Local Education Agency (LEA) to create/submit a combined Information & Technology Plan for certification, DPI strongly encourages LEAs to continue the process. A planning committee will work to review the expiring 2011-14 plan and work to identify the needs and action steps for the next plan. A formal presentation of the Plan will take place in the spring, prior to the formal Board adoption in May, 2014. There were no questions from Committee members.

Mr. David Tuttle, Coordinator of Talent Development, presented the Advanced Placement Update, as contained in the agenda which included information on the history, future action steps to improve the program, and various five-year scoring summaries for the different schools and subjects. Mr. Tuttle and Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, answered questions from Committee members.

### **Future Agenda Items**

Dr. Savaglio-Jarvis indicated that she would have a Next Generation Science Standards Update and a Summer School Update for next month's meeting.

Mrs. Coleman moved to adjourn the meeting. Mrs. Santoro seconded the motion. Unanimously approved.

Meeting adjourned at 8:25 P.M.

Stacy Schroeder Busby  
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

November 12, 2013  
Curriculum/Program Standing Committee

**Request to implement the Youth Risk Behavior Survey  
Grades 7 and 8**

**Background**

In 1999, 2002, 2005 and 2009 the District implemented the Search Institute Profile of Student Life: Attitudes and Behavior survey in grades 7 and 8. Community and District programs used the survey results in many ways; to revise programs in order to address problems students face, to assess strategies for positive youth development, to set program priorities, to affirm effective programs already in place, write for funding, and to share with other youth-serving organizations in order to improve programs and services to our families and young people. Individual school reports provided important data, which assists in further developing programs.

A District partnership in the planning, implementation and funding for the survey was secured with the Concerned Citizens Coalition and Kenosha County Department of Human Services. The cost of the individual student survey forms (\$2.00) and individual school reports (\$500) were funded through the Drug Free Communities Support Grant awarded to the Concerned Citizens Coalition which serves as the county-wide alcohol and drug prevention alliance. The Coalition contracted with the Kenosha County Department of Human Services for the fiscal management of the grant. This grant has since been completed and no additional funds have been secured to continue with the Search Institute Survey.

The school district has not collected 7<sup>th</sup> and 8<sup>th</sup> grade data relating to safety, alcohol and other drug use, health issues and social support since 2009. Eighth grade students who participated in the 2009 survey graduated this year from high school and seventh grade students will participate next year. The information, while valuable, is outdated.

The District has been conducting the Youth Risk Behavior Survey in grades 9 and 11 through the Wisconsin Safe and Supportive School Project. This four year project, from October 1, 2010 to September 30, 2014, was awarded to the District along with 18 other school districts that were selected due to numbers and/or rates of disruptive drugs and violence related incidents.

**Request**

The District's Community School Relations Program requests approval to implement a random sample sizing of the Wisconsin Youth Risk Behavior Survey in grades 7<sup>th</sup> and 8<sup>th</sup>. This online anonymous survey would be conducted in three middle schools. The survey would cover demographics, traffic and personal safety, weapons, tobacco use, alcohol use, marijuana use, eating habits, physical activity, health issues and social support.

The approved district protocol for conducting the Youth Risk Behavior Survey will be followed. Informational letters will be sent to the parents of the students in grades 7<sup>th</sup> and 8<sup>th</sup> of the schools selected to participate.

Included in this informational packet to parents is:

- 1) Passive Parental Permission Form
- 2) 2013 Youth Risk Behavior Survey Questionnaire

The Youth Risk Behavior Questionnaire will also be on the District's website for parents to view.

There is no cost associated with this online survey.

### **Recommendation**

Administration recommends that the Curriculum/Program Committee forward this report to the Board of Education for consideration to approve the request to implement a sample sizing of the Wisconsin Youth Risk Behavior Survey in grades 7 and 8.

Dr. Michele Hancock  
Superintendent

Dr. Bethany Ormseth  
Assistant Superintendent of Secondary  
School Leadership

Susan Valeri  
Director of Special Education and  
Student Support

Peggy Schofield  
Coordinator of Special Education and  
Student Support

Patricia Demos  
Coordinator of Community School Relations

## Survey

Survey Name: Middle School Youth Risk Behavior Survey  
Survey ID: 3358

### Question # 1

Cluster: Demographics

How old are you?

- 1 : 10 years old or younger
- 2 : 11 years old
- 3 : 12 years old
- 4 : 13 years old
- 5 : 14 years old
- 6 : 15 years old
- 7 : 16 years old or older

### Question # 2

Cluster: Demographics

What is your sex?

- 1 : Female
- 2 : Male

### Question # 3

Cluster: Demographics

In what grade are you?

- 1 : 6th grade
- 2 : 7th grade
- 3 : 8th grade
- 4 : Other

### Question # 4

Cluster: Demographics

Are you Hispanic or Latino?

- 1 : Yes
- 2 : No

### Question # 5

Cluster: Demographics

What is your race? (Select one or more responses.)

- 1 : American Indian or Alaska Native
- 2 : Asian

- 3 : Black or African American
- 4 : Native Hawaiian or Other Pacific Islander
- 5 : White

Question # 6

Cluster: Demographics

During the past 12 months, how would you describe your grades in school?

- 1 : Mostly A's
- 2 : Mostly B's
- 3 : Mostly C's
- 4 : Mostly D's
- 5 : Mostly F's
- 6 : None of these grades
- 7 : Not sure

Question # 7

Cluster: Traffic Safety

When you ride a bicycle, how often do you wear a helmet?

- 1 : I do not ride a bicycle
- 2 : Never wear a helmet
- 3 : Rarely wear a helmet
- 4 : Sometimes wear a helmet
- 5 : Most of the time wear a helmet
- 6 : Always wear a helmet

Question # 8

Cluster: Traffic Safety

When you rollerblade or ride a skateboard, how often do you wear a helmet?

- 1 : I do not rollerblade or ride a skateboard
- 2 : Never wear a helmet
- 3 : Rarely wear a helmet
- 4 : Sometimes wear a helmet
- 5 : Most of the time wear a helmet
- 6 : Always wear a helmet

Question # 9

Cluster: Traffic Safety

How often do you wear a seat belt when riding in a car?

- 1 : Never
- 2 : Rarely
- 3 : Sometimes

4 : Most of the time

5 : Always

Question # 10

Cluster: Traffic Safety

Have you ever ridden in a car driven by someone who had been drinking alcohol?

1 : Yes

2 : No

3 : Not sure

Question # 11

Cluster: Weapons

Have you ever carried a weapon, such as a gun, knife, or club?

1 : Yes

2 : No

Question # 12

Cluster: Weapons

Have you ever carried a weapon, such as a gun, knife, or club on school property?

1 : Yes

2 : No

Question # 13

Cluster: Threats and Personal Safety

Have you ever been in a physical fight?

1 : Yes

2 : No

Question # 14

Cluster: Threats and Personal Safety

Have you ever not gone to school because you felt unsafe at school?

1 : Yes

2 : No

Question # 15

Cluster: Threats and Personal Safety

Have you ever not gone to school because you felt unsafe on your way to or from school?

1 : Yes

2 : No

Question # 16

Cluster: Bullying

Have you ever been bullied on school property ?

1 : Yes

2 : No

Question # 17

Cluster: Bullying

Have you ever been electronically bullied? (Count being bullied through e-mail, chat rooms, instant messaging, web sites, or texting.)

1 : Yes

2 : No

Question # 18

Cluster: Bullying

Do you agree or disagree that bullying by other students is a problem at your school?

1 : Strongly agree

2 : Agree

3 : Not Sure

4 : Disagree

5 : Strongly disagree

Question # 19

Cluster: Tobacco Use

Have you ever tried cigarette smoking, even one or two puffs?

1 : Yes

2 : No

Question # 20

Cluster: Tobacco Use

How old were you when you smoked a whole cigarette for the first time?

1 : I have never smoked a whole cigarette

2 : 8 years old or younger

3 : 9 years old

4 : 10 years old

5 : 11 years old

6 : 12 years old

7 : 13 years old or older

Question # 21

Cluster: Tobacco Use

During the past 30 days, on how many days did you smoke cigarettes?

- 1 : 0 days
- 2 : 1 or 2 days
- 3 : 3 to 5 days
- 4 : 6 to 9 days
- 5 : 10 to 19 days
- 6 : 20 to 29 days
- 7 : All 30 days

Question # 22

Cluster: Tobacco Use

During the past 30 days, how did you usually get your own cigarettes? (Select only one response.)

- 1 : I did not smoke cigarettes during the past 30 days
- 2 : I bought them in a store such as a convenience store, supermarket, discount store, or gas station
- 3 : I bought them from a vending machine
- 4 : I gave someone else money to buy them for me
- 5 : I borrowed (or bummed) them from someone else
- 6 : A person 18 years old or older gave them to me
- 7 : I took them from a store or family member
- 8 : I got them some other way

Question # 23

Cluster: Tobacco Use

During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?

- 1 : I did not smoke cigarettes during the past 30 days
- 2 : Less than 1 cigarette per day
- 3 : 1 cigarette per day
- 4 : 2 to 5 cigarettes per day
- 5 : 6 to 10 cigarettes per day
- 6 : 11 to 20 cigarettes per day
- 7 : More than 20 cigarettes per day

Question # 24

Cluster: Tobacco Use

During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?

- 1 : 0 days
- 2 : 1 or 2 days
- 3 : 3 to 5 days
- 4 : 6 to 9 days
- 5 : 10 to 19 days

6 : 20 to 29 days

7 : All 30 days

Question # 25

Cluster: Tobacco Use

During the past 30 days, on how many days did you smoke cigars, cigarillos, or little cigars?

1 : 0 days

2 : 1 or 2 days

3 : 3 to 5 days

4 : 6 to 9 days

5 : 10 to 19 days

6 : 20 to 29 days

7 : All 30 days

Question # 26

Cluster: Tobacco Use

How wrong do your parents feel it would be for you to smoke cigarettes?

1 : Very wrong

2 : Wrong

3 : A little bit wrong

4 : Not at all wrong

5 : Not sure

Question # 27

Cluster: Alcohol Use

Have you ever had a drink of alcohol, other than a few sips?

1 : Yes

2 : No

Question # 28

Cluster: Alcohol Use

How old were you when you had your first drink of alcohol other than a few sips?

1 : I have never had a drink of alcohol other than a few sips

2 : 8 years old

3 : 9 years old

4 : 10 years old

5 : 11 years old

6 : 12 years old

7 : 13 years old or older

Question # 29

Cluster: Alcohol Use

During the past 30 days, did you have at least one drink of alcohol other than a few sips?

1 : Yes

2 : No

Question # 30

Cluster: Alcohol Use

During the past 30 days, did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?

1 : Yes

2 : No

Question # 31

Cluster: Alcohol Use

How wrong do your parents feel it would be for you to drink alcohol?

1 : Very wrong

2 : Wrong

3 : A little bit wrong

4 : Not at all wrong

5 : Not sure

Question # 32

Cluster: Marijuana Use

Have you ever used marijuana?

1 : Yes

2 : No

Question # 33

Cluster: Marijuana Use

During the past 30 days, did you use marijuana?

1 : Yes

2 : No

Question # 34

Cluster: Marijuana Use

How wrong do your parents feel it would be for you to smoke marijuana?

1 : Very wrong

2 : Wrong

3 : A little bit wrong

4 : Not at all wrong

5 : Not sure

Question # 35

Cluster: Weight Loss

Have you ever increased your physical activity to lose weight or to keep from gaining weight?

1 : Yes

2 : No

Question # 36

Cluster: Weight Loss

Have you ever chosen healthier foods (fruit, vegetables, whole grains) to lose weight or to keep from gaining weight?

1 : Yes

2 : No

Question # 37

Cluster: Eating Habits

Today did you eat breakfast?

1 : Yes

2 : No

Question # 38

Cluster: Eating Habits

Yesterday, how many times did you drink a can, bottle, or glass of soda or pop, such as Coke, Pepsi, or Sprite? (Do not include diet soda or diet pop)?

1 : I did not drink soda or pop yesterday

2 : 1 time

3 : 2 times

4 : 3 times

5 : 4 times

6 : 5 or more times

Question # 39

Cluster: Eating Habits

During the past 7 days, how many times did you drink a can, bottle, or glass of a sugar-sweetened beverage such as lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, or Sunny Delight? (Do not count soda or pop, energy drinks, or 100% fruit juice.)

1 : I did not drink sugar-sweetened beverages during the past 7 days

2 : 1 to 3 times during the past 7 days

3 : 4 to 6 times during the past 7 days

4 : 1 time per day

5 : 2 times per day

6 : 3 times per day

7 : 4 or more times per day

Question # 40

Cluster: Physical Activity

During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)

1 : 0 days

2 : 1 day

3 : 2 days

4 : 3 days

5 : 4 days

6 : 5 days

7 : 6 days

8 : 7 days

Question # 41

Cluster: Physical Activity

On an average school day, how many hours do you watch TV?

1 : I do not watch TV on an average school day

2 : Less than 1 hour per day

3 : 1 hour per day

4 : 2 hours per day

5 : 3 hours per day

6 : 4 hours per day

7 : 5 or more hours per day

Question # 42

Cluster: Physical Activity

On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet.)

1 : I do not play video or computer games or use a computer for something that is not school work

2 : Less than 1 hour per day

3 : 1 hour per day

4 : 2 hours per day

5 : 3 hours per day

6 : 4 hours per day

7 : 5 or more hours per day

Question # 43

Cluster: Physical Activity

In an average week when you are in school, on how many days do you go to physical education (PE) classes?

- 1 : 0 days
- 2 : 1 day
- 3 : 2 days
- 4 : 3 days
- 5 : 4 days
- 6 : 5 days

Question # 44

Cluster: Physical Activity

During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups.)

- 1 : 0 teams
- 2 : 1 team
- 3 : 2 teams
- 4 : 3 or more teams

Question # 45

Cluster: Health Check-Up

Has a doctor or nurse ever told you that you have asthma?

- 1 : Yes
- 2 : No
- 3 : Not sure

Question # 46

Cluster: Health Practices

On an average school night, how many hours of sleep do you get?

- 1 : 4 or less hours
- 2 : 5 hours
- 3 : 6 hours
- 4 : 7 hours
- 5 : 8 hours
- 6 : 9 hours
- 7 : 10 or more hours

Question # 47

Cluster: Social Support

Do you agree or disagree that your family loves you and gives you help and support when you need it?

- 1 : Strongly agree
- 2 : Agree
- 3 : Disagree
- 4 : Strongly disagree
- 5 : Not sure

Question # 48

Cluster: Social Support

Do you agree or disagree that your teachers really care about you and give you a lot of encouragement?

- 1 : Strongly agree
- 2 : Agree
- 3 : Disagree
- 4 : Strongly disagree
- 5 : Not sure

Question # 49

Cluster: Social Support

Do you agree or disagree that you feel like you belong at this school.

- 1 : Strongly agree
- 2 : Agree
- 3 : Disagree
- 4 : Strongly disagree
- 5 : Not sure

Question # 50

Cluster: Social Support

Is there at least one teacher or other adult in this school that you can talk to if you have a problem?

- 1 : Yes
- 2 : No
- 3 : Not sure

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Kenosha Unified School District  
Kenosha, Wisconsin

November 12, 2013  
Curriculum/Program Standing Committee

**UPDATE ON THE NEXT GENERATION SCIENCE STANDARDS**

**Background**

The Next Generation Science Standards (NGSS) are a new set of standards developed to guide science instruction across the United States. They were developed through a collaborative, state-led process. The final standards were released nationally in April 2013. States, including Wisconsin, are in the process of reviewing them and adopting them as state science standards. As of October 2013, the states of Rhode Island, Kansas, Kentucky, Maryland, Vermont, California, Delaware, and Washington have adopted the Next Generation Science Standards.

The Next Generation Science Standards were developed in two steps:

- Step one, getting the science right: This step began with the development of a framework for science education by the National Research Council. The framework identified the science all kindergarten through twelfth grade students should know. The resulting publication, *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*, is grounded in the most current research on science and science learning.
- Step two, development of the standards: This was a collaborative state led process managed by Achieve, a bipartisan, non-profit organization led by a board of governors and business leaders. Achieve regularly conducts research to promote college and career readiness. The organization strives to help states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship. They worked closely with the National Science Teachers Association and the American Association for the Advancement of Science to develop and publish the *Next Generation Science Standards: For States, By States*.

Although the process for developing the Next Generation Science Standards was similar to the one used in the development of the Common Core State Standards for mathematics, English language arts and literacy, these standards are not called “Common Core” science standards. The table below compares the process used to develop each set of standards.

	<b>NEXT GENERATION SCIENCE STANDARDS</b>	<b>COMMON CORE STATE STANDARDS</b>
<b>Initiated, Researched and Supported by:</b>	<ul style="list-style-type: none"> <li>• Carnegie Foundation</li> <li>• National Research Council</li> <li>• National Science Teachers Association</li> <li>• American Association for the Advancement of Science</li> </ul>	<ul style="list-style-type: none"> <li>• Council of Chief State School Officers</li> <li>• National Governors Association</li> </ul>
<b>Writing of Standards Managed by:</b>	Achieve	Achieve

### **Conceptual Shifts Required to Implement The Next Generation Science Standards:**

1. Kindergarten through twelfth grade science education must reflect how science and engineering are done in the *real world*. Content and practice are interconnected.
2. The Next Generation Science Standards are listed as performance expectations to inform assessment. They are not a curriculum.
3. The Next Generation Science Standards are constructed as learning progressions that reflect developmentally appropriate topics in a focused and coherent manner from grades K-12.
4. The Next Generation Science Standards call for a deeper understanding and application of the core ideas of science and engineering.
5. Science, technology, engineering and math (STEM) content are integrated in kindergarten through twelfth grade. STEM content is not something separate from the content of next generation science courses.
6. The Next Generation Science Standards are designed to prepare ALL students for college, career, and citizenship. Context is vital. Instruction must be culturally relevant.
7. The authors of the Next Generation Science Standards carefully considered the content of the Common Core State Standards for English/language arts, literacy and mathematics. The two sets of standards are well aligned and support the same critical thinking skills.

### **Structure of the Next Generation Science Standards: Three Dimensions**

#### **DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES**

1. Asking questions (science) and defining problems (engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (science) and designing solutions (engineering)

7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

## **DIMENSION 2: CROSS CUTTING CONCEPTS**

1. Patterns
2. Cause and effect: Mechanism and explanation
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter: Flows, cycles, and conservation
6. Structure and function
7. Stability and change

## **DIMENSION 3: DISCIPLINARY CORE IDEAS**

### Physical Sciences

- PS1: Matter and its interactions
- PS2: Motion and stability: Forces and interactions
- PS3: Energy
- PS4: Waves and their applications in technologies for information transfer

### Life Sciences

- LS1: From molecules to organisms: Structures and processes
- LS2: Ecosystems: Interactions, energy, and dynamics
- LS3: Heredity: Inheritance and variation of traits
- LS4: Biological evolution: Unity and diversity

### Earth and Space Sciences

- ESS1: Earth's place in the universe
- ESS2: Earth's systems
- ESS3: Earth and Human Activity

### Engineering, Technology, and Application of Science

- ETS1: Engineering design
- ETS2: Links among engineering, technology, science and society

The three dimensions are woven together at every grade level to create performance expectations.

The Next Generation Science Standards outline a clear progression of what students should know from kindergarten through grade twelve. They are rigorous, internationally benchmarked, and contain content and processes to support technology, engineering and math

integration. The Next Generation Science Standards are aligned with the College Board's *Standards for College Success* and the ACT *Standards for College and Career Readiness*. They are superior to the current Wisconsin Model Academic Standards for Science.

### **Next Steps**

The Wisconsin Science Education Leaders Association and the Science Education Consultant for the Wisconsin Department of Public Instruction are encouraging districts to learn as much as they can about the Next Generation Science Standards in anticipation of their adoption by July of 2014. With this in mind, copies of *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* have been provided to Kenosha Unified School District building leadership teams and teacher leaders. Copies of the *Next Generation Science Standards: For States, By States* will also be distributed. Both publications are also available for free download at <http://www.nextgenscience.org/>. This link is available to teachers on the science My Big Campus pages and on the science page of the district web site.

Implementation of the Next Generation Science Standards could provide Kenosha Unified School District science teachers with a unique transformational and collaborative opportunity. One of the most positive outcomes of common standards from state to state is the vast amount of high quality curriculum and instructional strategy development that occurs when educators and students across the nation are all working toward the same standards. As the Next Generation Science Standards are adopted by states, we will see a collaborative phenomenon similar to what we are now seeing with the Common Core State Standards. With the high level of professional networking possible (due to our technology resources) teachers can and do collaborate with their colleagues from across the district and from all over the United States.

With careful planning and thoughtful implementation, The Next Generation Science Standards could provide an important opportunity to improve science achievement in Kenosha Unified School District. The purpose of this update is to share a suggested timeline for employing an ad hoc district science committee to update the district science curriculum and implement the Next Generation Science Standards when and if approved by the Department of Public Instruction. The timeline is found in Appendix A.

#### **Appendix A: Next Generation Science Standards Implementation Timeline**

This is an informational agenda item update.

Dr. Michele Hancock  
Superintendent of Schools

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

Christine Pratt  
Coordinator of Science



## **TEACHING AND LEARNING**

### **NEXT GENERATION SCIENCE STANDARDS IMPLEMENTATION TIMELINE**

#### **APPENDIX A**

##### **Key Outcomes**

1. Instructional Practices: Advance science instruction and learning to maximize college and career readiness for all students.
2. Curriculum: Revise the science curriculum to reflect the expectations of the Next Generation Science Standards and the state standards for literacy in all subjects.
3. Resources and Instructional Materials: Identify, secure, and implement instructional materials to support the Next Generation Science Standards based curriculum.

##### **August 13, 2013**

- Curriculum/Program Standing Committee Update
  - Update on Next Generation Science Standards
  - Shared the intention to create a District Science Committee

##### **November 12, 2013**

- Curriculum/Program Standing Committee Update
  - Update on status of Next Generation Science Standards in Wisconsin
  - Shared a proposed Next Generation Science Standards implementation timeline

**SUGGESTED TIMELINE AS OUTLINED BY WISCONSIN CESAS  
IN COLLABORATION WITH  
THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**

**PHASE 1: AWARENESS AND UNDERSTANDING**

**Who is involved and how is it done?**

**November-December, 2013**

- Create a District Science Committee for the purpose of studying the Next Generation Science Standards, communicating information to colleagues, and planning for implementation.  
Committee membership:
  - Kenosha Unified School District Science Coordinator
  - Elementary members—one per school
  - Middle school members—one per school
  - High school members—one per school
  - High school administrator(s)
  - Middle school administrator(s)
  - Elementary administrator(s)
  - Teaching and Learning resource clerk
  - Board of Education science curriculum committee member(s)
  - Community members
  - STEM industry member(s)
  - Member each from Gateway, Carthage, Parkside
  - High school student(s)
- Each meeting will include an expectation of presenting information to colleagues at the school building level.
- Committee members will attend 16 hours of meetings.
- Each participant will receive a copy of *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* and *Next Generation Science Standards: For States, By States*.
- Approximate Teaching and Learning budget impact for 2013-14, \$15,600:

**2014 Science Committee Meeting Dates**

**January 16, 5:30 P.M. to 7:30 P.M.**

*Guiding Assumptions for K-12 Science Education and Organization of the Framework*

**February 6, 5:30 P.M. to 7:30 P.M.**

*Next Generation Science Standards Science and Engineering Practices and Cross Cutting Concepts*

**February 20, 5:30 P.M. to 7:30 P.M.**

*Next Generation Science Standards Disciplinary Core Ideas for Physical and Life Science*

**March 6, 5:30 P.M. to 7:30 P.M.**

*Next Generation Science Standards Disciplinary Core Ideas for Earth/Space Science and Engineering, Technology, and Application*

**March 20, 5:30 P.M. to 7:30 P.M.**

*Next Generation Science Standards Integrating the Three Dimensions into Performance Expectations*

**April 10, 5:30 P.M. to 7:30 P.M.**

*Equity and Diversity in STEM Education in Kenosha*

**May 1, 5:30P.M. to 7:30 P.M.**

*Understanding the Need for a System-based Curriculum*

**May 15, 4:30 P.M. to 6:30 P.M.**

*Developing a Plan for Curriculum Review and Redesign*

Phase 2-5 details are to be determined by the District Science Committee.

<b>Phase 1 2013-2014</b>	<b>Phase 2 2014-2015</b>	<b>Phase 3 2015-2016</b>	<b>Phase 4 2016-2017</b>	<b>Phase 5 2017-2018</b>
<p>Awareness and Understanding Among all Stakeholders (5 goals)</p> <ul style="list-style-type: none"> <li>Understand the conceptual shifts of the Next Generation Science Standards</li> <li>Understand the structure and progressions of the Next Generation Science Standards</li> <li>Understand college and career readiness</li> <li>Understand the relationship between the Next Generation Science Standards, the State Standards for Literacy in all Subjects, the Smarter Balanced Assessments, and the ACT suite of assessments</li> <li>Compare current preK-12 science curriculum and instructional practices to the Next Generation Science Standards</li> </ul>	<p>Science Curriculum Program Review and Re-Design (3 goals)</p> <ul style="list-style-type: none"> <li>Design and build preK-12 curriculum guides and assessments based on the Next Generation Science Standards performance expectations and the State Standards for Literacy in all Subjects</li> <li>Vet new preK-12 instructional resources and textbooks using Next Generation Science Standards based curriculum rubrics</li> <li>Design, build and implement professional learning opportunities specific to the new curriculum guides, assessments, and Next Generation Science Standards instructional practices</li> </ul>	<p>Next Generation Science Standards Curriculum Program Pilot (4 goals)</p> <ul style="list-style-type: none"> <li>Implement and refine preK-12 curriculum guides, assessments, and instructional practices aligned with the Next Generation Science Standards</li> <li>Conduct a pilot of the vetted instructional resources and textbooks</li> <li>Purchase and distribute chosen instructional resources and textbooks</li> <li>Design, build, and implement professional learning opportunities specific to the chosen instructional resources and textbooks</li> </ul>	<p>Next Generation Science Standards Curriculum Program Implementation (2 goals)</p> <ul style="list-style-type: none"> <li>Implement new preK-12 instructional resources and textbooks</li> <li>Provide personalized and on-going professional learning opportunities specific to implementation of the instructional resources and textbooks</li> </ul>	<p>Refine, Strengthen, and Extend the use of the Next Generation Science Standards Curriculum (3 goals)</p> <ul style="list-style-type: none"> <li>Facilitate on-going reflection on instructional practice and provide professional learning opportunities as necessary.</li> <li>Facilitate on-going revision of curriculum materials as necessary.</li> <li>Facilitate ongoing selection of supplementary resources as necessary.</li> </ul>

<b>Phase 1 2013-2014</b>	<b>Phase 2 2014-2015</b>	<b>Phase 3 2015-2016</b>	<b>Phase 4 2016-2017</b>	<b>Phase 5 2017-2018</b>
<p>What do teachers do?</p> <ul style="list-style-type: none"> <li>Continue existing curriculum using existing resources</li> <li>Reflect on current instructional practices compared to the State Standards for Literacy in all Subjects and the conceptual shifts of the Next Generation Science Standards</li> <li>Use available assessment data to guide instruction</li> </ul>	<p>What do teachers do?</p> <ul style="list-style-type: none"> <li>Continue existing curriculum using existing resources</li> <li>Work collaboratively to align instructional practice with the conceptual shifts of the Next Generation Science Standards</li> <li>Work collaboratively to provide feedback on the development of curriculum guides and assessments</li> <li>Use available assessment data to guide instruction</li> </ul>	<p>What do teachers do?</p> <ul style="list-style-type: none"> <li>Work collaboratively to design, implement and reflect on units, lessons and assessments based on new curriculum guides and instructional strategies aligned with Next Generation Science Standards</li> <li>Pilot and provide feedback on new instructional resources</li> <li>Use available assessment data to guide instruction</li> </ul>	<p>What do teachers do?</p> <ul style="list-style-type: none"> <li>Work collaboratively to implement and provide feedback on new instructional resources and textbooks</li> <li>Use available assessment data to guide instruction</li> </ul>	<p>What do teachers do?</p> <ul style="list-style-type: none"> <li>Adjust implementation of curriculum and instructional practice based on student need and necessary refinements.</li> <li>Use available assessment data to guide instruction.</li> </ul>

<b>Phase 1 2013-2014</b>	<b>Phase 2 2014-2015</b>	<b>Phase 3 2015-2016</b>	<b>Phase 4 2016-2017</b>	<b>Phase 5 2017-2018</b>
<p>Connections to 2013-14 District Professional Learning Objectives*</p> <ul style="list-style-type: none"> <li>Teachers will collaborate with colleagues.</li> <li>Teachers will view their instruction through the shifts of the State Standards for Literacy in all Subjects and the Next Generation Science Standards.</li> </ul>	<p>Connections to 2014-15 District Professional Learning Objectives*</p> <ul style="list-style-type: none"> <li>Teachers will use the Next Generation Science Standards and the Standards for Literacy in all Subjects to plan for and implement recommended strategies for using informational text and acquiring academic vocabulary.</li> <li>Teachers will routinely and systematically use data to drive instruction.</li> <li>Teachers will collaboratively design unit and lesson plans.</li> </ul>	<p>Connections to 2015-16 District Professional Learning Objectives*</p> <ul style="list-style-type: none"> <li>Teachers will collaborate to support all students in learning based on the Next Generation Science Standards and the State Standards for Literacy in all Subjects.</li> <li>Teachers will use data from the newly implemented state assessments to align curriculum, instruction and assessment</li> </ul>	<p>Connections to District Professional Learning Objectives to be determined</p>	<p>Connections to District Professional Learning Objectives to be determined</p>
<p>Professional Learning Opportunity</p> <ul style="list-style-type: none"> <li>Two participants from each building, Community members and Board of Education members will serve on a District Science Committee to develop awareness and understanding of the Next Generation Science Standards.</li> </ul>	<p>Professional Learning Opportunity</p> <ul style="list-style-type: none"> <li>The Science Coordinator and the Department of Organizational Training and Development will work with District Science Committee members to provide information, training, opportunities for practice, and feedback for teachers in their buildings.</li> </ul>	<p>Professional Learning Opportunity</p> <ul style="list-style-type: none"> <li>The Science Coordinator and the Department of Organizational Training and Development will work with District Science Committee members to provide information, training, opportunities for practice, and feedback for teachers in their buildings.</li> </ul>	<p>Professional Learning Opportunity</p> <p>To Be Determined</p>	<p>Professional Learning Opportunity</p> <p>To Be Determined</p>

\*From page 7 of the Professional Learning Three-Year Plan 2013-2016

## REFERENCES

- <http://www.nextgenscience.org/next-generation-science-standards>
- [http://www.cesa2.org/programs/wiNext Generation Science Standards/](http://www.cesa2.org/programs/wiNext%20Generation%20Science%20Standards/)
- <http://www.ksde.org/Default.aspx?tabid=5675>
- [http://www.achieve.org/publications/Next Generation Science Standards-adoption-and-implementation-workbook](http://www.achieve.org/publications/Next%20Generation%20Science%20Standards-adoption-and-implementation-workbook)
- [http://cal.dpi.wi.gov/cal\\_science](http://cal.dpi.wi.gov/cal_science)

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Kenosha Unified School District  
Kenosha, Wisconsin

November 12, 2013  
Curriculum/Program Standing Committee

**SUMMER SCHOOL UPDATE**

**Historical Background**  
**2009-2013**

Summer School 2009

The district used a Regional Site Partner-School Plan at the elementary level. An additional elementary site was added with the opening of Brass Community School. Elementary enrichment programs were limited to Nash Elementary School, Edward Bain School of Language and Art, and Frank Elementary School due to budget constraints.

Middle schools continued at their own buildings with the implementation of the Forward Progress program. This program moved fifth grade students to their middle school building to help ease the transition to middle school.

Programs for elementary and middle school students grades 3 through 8 mandated students attend Summer School in reading and math if their scale scores, using the Wisconsin Knowledge and Concepts Examination-Criterion Reference Test (WKCE—CRT) placed them in the minimal and basic proficiency score range. Students in grades 1 and 2 were not tested, but recommended by their teachers. Principals could also mandate students to attend Summer School as a condition of promotion. Principals were also able to waive mandatory Summer School attendance for students who had shown sufficient academic progress.

Elementary and middle school level schedules created two sessions, blocked into four-hour classes, for 12 days each.

Getting Reading for Kindergarten and Getting Ready for First Grade continued using the curriculum based on the standards and benchmarks used in kindergarten and first grade math, reading, and language arts. All elementary reading students in grades 1-5 used Houghton Mifflin's summer reading materials. The first and second grade students used Early Success. The third and fourth grade students used Soar to Success, with the exception of Brass Community School and Strange Elementary School, who used their own programs. English as a Second Language (ESL) classrooms at Edward Bain School of Language and Art and Frank Elementary School supplemented instruction with their own resources.

The elementary Summer School math curriculum was developed as a reinforcement of the regular school year math program. This curriculum was based on the Everyday Mathematics program taught in the elementary school math classrooms during the regular school year.

All middle school reading programs used Scholastic's summer reading programs. Students entering grade 6 used Early Success and Summer Success was used in grades 7 and 8.

The math curriculum was built for the seventh and eighth grade middle school math students based on the curriculum used during the school year, Holt Mathematics.

High school programs were offered at Bradford High School, Indian Trail Academy, and Tremper High School. Students entering grade 9 took part in a program at the high school buildings called Early Start. Instruction for these students focused on language arts skills. High school students had the opportunity to make up one-half to one full class credit. They could also obtain credit in physical education and health.

Accelerated Independent Study (AIS) was offered in all subject areas for students who were credit deficient. AIS students could make up multiple credits. The course offerings through eSchool were expanded.

The Life, Learning, and Leisure Program is designed for students with significant developmental needs. Students whose Individual Education Plans (IEP) indicated Extended School Year (ESY) services, enrolled in Life, Learning, and Leisure. Students participated in activities that focused on the skills that related to each student's Individual Education Plan. Students were bussed to the school sites.

The Summer School music program provided instructional opportunities for students beginning at the third grade level with string instruments and at the fourth grade level with wind and percussion instruments. At the middle and high school levels, students advanced their individual and group performance skills.

The theater arts summer program, Kenosha Youth Performing Arts Company (KYPAC), was available for students from kindergarten through twelfth grade.

The Recreation Department Summer Activities for Children held an instructional program for students. Swimming, soccer, basketball, tennis and baseball/softball were offered. Certified teaching staff developed lessons and provided instruction based on physical education standards.

The 21st Century Community Learning Center (CLC) summer programs were located at Brass Community School, Edward Bain School of Language and Art, and Frank Elementary School. Enrollment was offered to Summer School students as well as others in nearby neighborhoods.

In collaboration between Kenosha Unified School District, the Boys and Girls Club, and Kenosha County Division of Children and Family Services, the Employability Skills program provided children at risk with opportunities which link academic and occupational standards to workplace skills and experiences. Students had eight weeks of two-hours per week classroom instruction on work readiness. Students were employed for 20 hours per week at various worksites. Students who successfully completed the program received one-half elective credit.

Staffing at the elementary and middle levels was increased from a teacher-student ratio of 13:1 in reading to 15:1 and 15:1 in math to 18:1. Support of special education staffing at all levels was increased. Every building site hired at least one special education teacher. Four teacher consultants were hired to support the teachers at elementary and middle school sites.

Before Summer School began, a two-hour staff development was conducted to inservice new teachers on the current Summer School reading program.

The budget for the 2009 Summer School program was \$1,036,737.80.

### Summer School 2010

The schedule for the elementary and middle school math and reading programs was changed to a 2-hour, 24-day block schedule from a 4-hour, 12-day block schedule. Elementary and middle school Summer School was conducted five days a week for five weeks, rather than four days a week for six weeks.

The Assistant Superintendent of Teaching and Learning, teacher consultants, and elementary principals determined that the existing Summer School curriculum was not meeting the needs of Summer School program students. The teacher consultants explored various programs that would focus on the most essential benchmarks identified as areas of need for students and developed a lesson framework for teachers that could be used for instruction. In elementary school, Moving with Math—Extensions and Summer Success: Reading were selected because each aligned with and extended the same skills and concepts learned during the regular school year. The middle school math curriculum did not change and the middle school reading curriculum was realigned to the reading curriculum to better address the needs of all students. In addition, Read 180 and System 44 were used at Washington Middle School.

The 21st Century Community Learning Center summer program also provided support for students in grades K-8 at Coleman Chapel, where two certified teachers worked with students directly on math, reading, and study skills.

In previous years it was determined that the Summer School credit recovery programs for students that failed at least one of the four core academic class had not been effective. The secondary teacher consultants in language arts, math, science, and social studies worked with high school teachers in their content areas to develop a framework for the Summer School credit recovery program.

Teaching and Learning was given the supervision and management of the Summer School program. The Assistant Superintendent of Teaching and Learning served as the administrator in charge of all programs. Additionally there were two full-time teacher coordinators, three full-time teacher consultants, and five part-time teacher consultants supporting the program. Inservice sessions were offered to Summer School teachers at all levels during May and June to receive training on the curriculum.

The recommended staffing ratio continued as 15:1 in reading and 18:1 in math, but classes that had 20 or more students, had an educational assistant hired to help the teacher.

The rate of pay for certified teachers was increased from \$18 per hour to \$25 per hour. The Summer School budget was decentralized, giving sites control of their own budgets. The budget amount was based on each school's Summer School attendance for the past five years. The budget for the 2010 Summer school program was \$1,559,396.

## Summer School 2011

Due to the adoption of the extended school year calendar for Frank and Wilson Elementary Schools, those schools did not participate in the KUSD Summer Program. Instead, each school offered their students extended learning opportunities during their enrichment weeks.

Summer School attendance, while not mandated as in the past, was highly encouraged for students in grades 3 through 8 whose scale scores on the Wisconsin Knowledge and Concepts Examination Criterion Reference Test (WKCE-CRT) placed them in the minimal and/or basic proficiency score range in reading and/or math. Students in grades 1 and 2 are not tested using the WKCE and were encouraged to attend Summer School based on teacher and principal recommendation.

The elementary program focused on personalized math and literacy enrichment opportunities for all students. It was up to each site to provide engaging, high quality programs, which addressed most essential benchmarks based on the student need. The focus of Summer School was not remediation, but acceleration. Many schools adopted a theme-based approach.

The middle school math curriculum provided the foundation for instruction. Bullen Middle School added a summer math enrichment program for students entering algebra in the fall.

Middle school reading focused on developing the most essential strategies used by good readers and writers, including reading stamina. Instruction was provided to accommodate the student's skill level and learning style and incorporated a variety of media and teaching strategies while using a balance of nonfiction and fiction texts.

With the adoption of the theme-based approach at the elementary level, enrichment opportunities were embedded in the curriculum at all elementary schools except Edward Bain School of Language and Art who offered classes in music and art.

Each site was responsible for their own hiring based on the Summer School parameters and budget provided. It was up to each site administrator to determine how much to allocate for salaries and benefits for both certified and noncertified staff, supplies, and purchased services. The recommended staffing ratio continued as 15:1 in reading and 18:1 in math, but classes that had 20 or more students, no longer had an educational assistant to help the teacher. Summer School Department staff was reduced to one teacher-coordinator and two teacher consultants.

The total amount budgeted for Summer School was \$1,322,920.

## Summer School 2012

The Department of Organizational Training and Development brought in two trainers from the Illinois Mathematics and Science to provide a three-day problem-based learning (PBL) training for a team of teachers from each elementary and middle school. Teachers attending the training developed a PBL unit to incorporate into their summer curriculum.

Assessment and Learning in Knowledge Spaces (ALEKS) a web-based, intelligent assessment and learning system was used to personalize math instruction for middle school students. Teachers were offered the opportunity to attend a two-hour training session by ALEKS trainers prior to Summer School. Susan Mirsky, Coordinator of Literacy, offered middle school reading teachers a two-hour training on using Reading/Writing Workshop to personalize reading instruction.

World language classes were offered at the high school level to allow students to make the transition from semester classes to year-long classes. Students were given the chance to enroll in Spanish, French or German at Tremper and Chinese or Spanish at Indian Trail. Due to low enrollment numbers, the only class to run was Spanish at Indian Trail.

Due to the growth in the number of students registering for the summer band program, American Band was formed. American Band took only students entering 8<sup>th</sup> grade. Rambler band, previously for students entering grades 8 and 9, was now only for students entering 9<sup>th</sup> grade.

Due to the results of the finance audit, all Summer School fees were eliminated. If a district claims state aid, DPI doesn't allow any cost to students beyond incidental supplies

Due to district funding setbacks, the budget was reduced by 20 percent. The recommended staffing ratio was raised to 20:1 for both math and reading. 40 fewer teachers were hired – 20 elementary, 15 middle school and 5 high school. In order to keep staffing ration below 28:1, schools created waiting lists. Brass, EBSOLA, Whittier and Lincoln Middle had waiting lists for students. Unduplicated student enrollment decreased by 400 students.

The total amount budgeted for Summer School was \$1,058,336.00.

### **2013 Program Overview**

The goal of the summer school program was to provide interventions and enrichment consistent with the approved curriculum of the Kenosha Unified School District. In the programs at the elementary and middle school levels, the objective was to provide opportunities for personalized learning in reading and math that encompassed collaboration, creativity, critical thinking, and communication around meaningful learning targets. At the high school level, the objective was to provide high school students credit recovery opportunities and to improve the graduation rate. In addition, summer school provided learning opportunities in the areas of music, theater, and Recreation Department Summer Activities for Children programs.

The district continued to use a Regional Site Partner-School Plan at the elementary level for the 2013 Summer School program. Elementary schools either held summer school at their site or used the partner school plan.

Middle level programs were held at each of the buildings and included future sixth graders enrolled in the Forward Progress program. High school programs were offered at Bradford High School, Indian Trail High School and Academy, Kenosha eSchool, Reuther

Central High School, and Tremper High School. The high school program included future ninth graders enrolled in the Early Start program.

See APPENDIX A for summer school sites and student enrollment figures.

## **Elementary Program**

### Getting Ready For Kindergarten

Getting Ready for Kindergarten classes were available for students at Bose, Brass, EBSOLA, Jefferson, Southport, Stocker, Curtis Strange and Whittier. Sites offered either two-hour or four-hour sessions. Two-hour sessions were offered at Bose, EBSOLA, Southport, Curtis Strange and Whittier. Four-hour sessions were offered at Brass, Jefferson, and Stocker. The curriculum is based on state standards used in kindergarten math, reading, and language arts, as well as physical development, readiness skills, conduct, and work habits.

### Getting Ready For First Grade

Getting Ready for First Grade classes were available for all students entering first grade. Sites offered either two-hour or four-hour sessions. Two-hour sessions were offered at Bose, EBSOLA, Southport, Pleasant Prairie, Curtis Strange and Whittier. Four-hour sessions were offered at Brass, Jefferson, Nash and Stocker. The curriculum is based on state standards used in first grade math, reading, and language arts, as well as physical development, readiness skills, conduct, and work habits.

### Grades 2-5

Summer reading and math programs for elementary were available to students entering grades 2 through 5. Summer school attendance was open to all students, but highly encouraged for students who met the identification criteria. This year data triangulation was used to identify students. Students meeting two or more of the identification criteria were recommended for Summer School.

#### Identification Criteria:

- Scoring minimal or basic on Wisconsin Knowledge and Concepts Examination Criterion Reference Test (WKCE-CRT)
- Scoring below the 40<sup>th</sup> percentile on Measure of Academic Progress (MAP)
- Below grade level mastery of standards as reported by teacher

The elementary program focused on personalized learning in math and literacy. It was up to each site to provide engaging, high quality programs, which addressed Common Core State Standards for English Language Arts and math, based on student need. A variety of resources were used for instruction.

#### Resources

- Moving with Math—Extensions
- Summer Success: Reading
- Journeys
- Everyday Math
- Fraction Nation
- FASTT Math
- Accelerated Reader
- myOn
- KUSD online resources for students

See APPENDIX B for summary of site programs

## **Middle School Program**

Summer reading and math programs for middle school were available to students entering grades 6 through 8. Summer school attendance was open to all students, but highly encouraged for students who met the identification criteria. This year data triangulation was used to identify students. Students meeting two or more of the identification criteria were recommended for Summer School.

Identification criteria:

- Scoring minimal or basic on Wisconsin Knowledge and Concepts Examination Criterion Reference Test (WKCE-CRT)
- Scoring below the 40<sup>th</sup> percentile on Measure of Academic Progress (MAP)
- D or F on report card in math or English

The middle school math program focused on Common Core State Standards aimed at improving student skills in computation, number sense, and problem solving through a variety of activities. Personalized learning opportunities were provided for students through the use of Compass Learning, Study Island and Moby Math.

The middle school reading focused on meeting the Common Core standards for literacy. This included developing the most essential strategies used by good readers and writers, including making connections, asking questions, making predictions, summarizing both fiction and non-fiction texts, and building reading stamina. Instruction was provided to accommodate the student's skill level and learning style and incorporated a variety of media and teaching strategies, while using a balance of non-fiction and fiction texts.

In addition, a core group of Summer School teachers from each middle school attended a two-day training workshop with trainers from the Illinois Math and Science Academy. Through their work with the trainers, the teachers created problem-based learning units to incorporate into their summer curriculum. Through this work three middle school units were produced.

#### Problem-based Units:

- Bullying Prevention
- Healthy Living
- Financial Literacy

See APPENDIX B for summary of site programs

#### **High School Program**

At the high school level, students had the opportunity to recover credits. Credit Recovery and Accelerated Independent Study (AIS) credits could be obtained at Bradford High School, Indian Trail High School and Academy, Reuther Central High School, and Tremper High School. Bradford High School, Indian Trail High School and Academy, Kenosha eSchool and Tremper High School offered physical education and health for credit. Additionally, Early Start Math and English Language Arts was available to incoming ninth graders.

#### Early Start Math and English Language Arts

The Early Start classes provided students with the opportunity to improve their skills in algebra, geometry, non-fiction reading, writing, and study techniques. Students who successfully completed both courses received a 0.5 elective credit.

These classes were open to all students, but highly encouraged for students who met the identification criteria. This year data triangulation was used to identify students. Students meeting two or more of the identification criteria were recommended for Summer School.

#### Identification Criteria:

- Scoring minimal or basic on Wisconsin Knowledge and Concepts Examination Criterion
- Reference Test (WKCE-CRT)
- Scoring below the 40<sup>th</sup> percentile on Measure of Academic Progress (MAP)
- D or F on report card in math or English

#### High School Credit Recovery

The credit recovery program used district developed curriculum and Compass Learning. Once students successfully completed the course of study, they were awarded credit for the failed course. Credits for recovery were available in English language arts, math, science and social studies.

#### Employability Skills Programs

In collaboration between KUSD, the Boys and Girls Club, and Kenosha County Division of Children and Family Services, the Employability Skills program provided children at risk with opportunities which link academic and occupational standards to workplace skills and

experiences. The course included 6 weeks of classroom instruction on work readiness skills including money and banking, social skills, higher education opportunities, resume writing and interviewing, conflict management, job seeking skills, safety in the workplace, and employer expectations. Students were employed for 20 hours a week for 8 weeks at the Kenosha County Park System and other work sites. Of the 167 high school students who participated, 117 successfully completed the program and received the 0.5 elective credit.

### **Life, Learning, and Leisure Program**

The Life, Learning, and Leisure Program is designed for students with significant developmental needs. Students whose Individual Education Plans (IEP) indicated Extended School Year (ESY) services, enrolled in Life, Learning, and Leisure. Students participated in activities that focused on the skills that related to each student's Individual Education Plan. Students were bussed to the school sites.

### **Fine Arts Programs**

#### Instructional Music

Instructional music labs were available for orchestra students entering grades 4-12. 489 students attended the summer orchestra music labs. All four strings groups held a final concert.

1. Beginning Strings (Grades 3-6)
2. Intermediate Strings (Grades 5-6)
3. Middle School Strings (Grades 7-9)
4. High School Strings (Grades 10-12)

Music instruction was offered for band students entering grades 6-12. 428 students enrolled in the summer band program. The bands rehearsed and performed at various venues throughout the summer. Summer bands marched in parades in Kenosha, Waterford, Somers, Bristol, and Geneva, Illinois. Concert performances included the Verzal Memorial Concert, the Ice Cream Social and the Festival of Arts and Flowers.

1. K-L Band (Grade 6)
2. Continental Band (Grade 7)
3. American Band (Grade 8)
4. Rambler Band (Grade 9)
5. Band of the Black Watch (Grades 10-12)

#### Theater Arts

The Kenosha Youth Performing Arts Company (KYPAC) Theater arts programs involved 204 students in kindergarten through twelfth grade. KYPAC presented six performances of Seussical Jr.

See APPENDIX A for student enrollment figures.

### **Recreation Department Summer Activities for Children**

Recreation Department Summer Activities for Children offered swimming, tennis, soccer, baseball/softball and basketball. Certified teaching staff developed lessons and instruction was provided in each of these areas following the guidelines established in the physical education curriculum. With the exception of swimming, students could attend six, one-hour classes during the six-week period these classes were offered.

See APPENDIX A for student enrollment figures.

### **Summer School Advisory Groups**

An advisory group made up of principals, Teaching and Learning Coordinators, and the Summer School Teacher-Coordinator was created at each level – elementary, middle, and high – to review information from the 2012 Summer School program to help plan for 2013 Summer School program year. These groups made the following enhancements to the 2012 Summer School program:

#### **Enhancements for 2013 Summer School**

##### **Elementary School**

- New identification criteria
- New progress report

##### **Middle School**

- New identification criteria
- Problem-based learning units

##### **High School**

- Problem-based learning units

### **Summer School 2013 Staffing**

Each site was responsible for their own hiring based on the Summer School parameters and budget provided. The recommended staffing ratio was 15:1 in elementary math and reading classes. This was a reduction from 2012 recommendation of the 24:1.

The Summer School department was staffed by one part-time teacher-coordinator and supported by one Teaching and Learning secretary.

See APPENDIX C for staffing by position.

### **Summer School 2013 Evaluation Feedback**

Through the use of surveys, site visits, and round table sessions, data was gathered from students, parents, teachers, administrators and clerks. Separate online surveys were created for each group. 550 surveys were completed. Due to size, results of the surveys are available upon request.

## **Summer School 2013 Budget**

The total amount budgeted for Summer School was \$1,241,336. This was an increase of \$183,000 over the 2012 budget of \$1,058,336. A budget assumption was created for this increase. The decentralized Summer School budget gave sites and departments control of their own budgets. The budget amount was based on each school's Summer School attendance for the previous years. It was up to each site administrator to determine how much to allocate for salaries and benefits for both certified and noncertified staff, supplies, and purchased services.

See APPENDIX D for additional budget information.

### **The following sections are included in the Appendices:**

#### **APPENDIX A – Summer School Enrollments by Site**

- 2012 and 2013 enrollment at elementary regional sites
- 2012 and 2013 enrollment at middle schools
- 2012 and 2013 enrollment at high schools
- 2012 and 2013 enrollment in summer fine arts
- 2012 and 2013 enrollment in Recreation Department Summer Activities for Children

#### **APPENDIX B – Program Highlights**

- Elementary program highlights
- Middle school program highlights
- High School program highlights

#### **APPENDIX C – Comparison of 2012-2013 Summer School Staffing**

- Teachers
- Educational Support Personnel
- Interpreters
- Non-certified fine arts
- Non-certified recreation
- Substitutes
- Summer School department

#### **APPENDIX D – 2013 Summer School Budget**

- Individual schools
- Athletics ( Department Summer Activities for Children)
- Teaching and Learning
- Fine Arts
- Special Education

## **2014 SUMMER SCHOOL PROGRAM ADMINISTRATIVE RECOMMENDATIONS**

### 2014 Calendar

We propose that elementary and middle schools continue to run on a 24-day schedule and high schools offer two sessions of 15 days each.

- Teacher workday-June 20
- Elementary and middle school: June 23-July25
- High school session 1: June 23-July 14
- High school session 2: July 15-August 4
- No school for staff or students: July 4

### 2014 Budget

We propose that the 2014 Summer School budget remains at the current budgeted amount of \$1,241,336. With this amount for 2013, class sizes were decreased and waiting lists eliminated. We will be able to retain class size as 15:1 in reading and math at the elementary level. This amount will also allow staff to be paid to write curriculum which is personalized and encompasses collaboration, creativity, critical thinking, and communication around meaningful learning targets. We will also be able to provide Summer School staff with professional learning opportunities.

Administration recommends that the Curriculum/Program Standing Committee forward the proposed dates and budget to the School Board for a first read on December 17, 2013.

Dr. Michele Hancock  
Superintendent of Schools

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

Mrs. Debra Giorno  
Summer School Teacher-Coordinator

# **APPENDIX A**

## **Summer School Enrollments by Site**

### Summer School Enrollments by Site

<b>ELEMENTARY SCHOOL</b>			
<b>Host School</b>	<b>Partner School(s)</b>	<b>2012 Student Enrollment</b>	<b>2013 Student Enrollment</b>
Bose	Harvey Somers	125	150
EBSOLA		107	125
Brass	Roosevelt	92	208
Jefferson	Grant	68	86
Nash		75	79
Pleasant Prairie		47	56
Southport	Grewenow Vernon	100	137
Stocker	Forest Park	156	193
Strange	McKinley	133	222
Whittier	Jeffery Prairie Lane	86	103
Life, Learning, and Leisure - Stocker		28	28
<b>STUDENT TOTALS</b>		<b>1017</b>	<b>1387</b>
Based on Zangle data, unduplicated count			

With the increased budget, more teachers were hired to keep classes at an average of 15:1.

<b>MIDDLE SCHOOL</b>		
<b>School</b>	<b>2012 Student Enrollment</b>	<b>2013 Student Enrollment</b>
Bullen	107	122
Lance	55	107
Lincoln	51	74
Mahone	69	93
Washington	108	99
Life, Learning, and Leisure - Mahone	45	53
<b>STUDENT TOTALS</b>	<b>435</b>	<b>548</b>
Based on Zangle data, unduplicated count		

<b>HIGH SCHOOL</b>		
<b>School</b>	<b>2012 Student Enrollment</b>	<b>2013 Student Enrollment</b>
Bradford	441	537
Indian Trail	233	420
Reuther/Harborside	203	176
Kenosha eSchool	88	83
Tremper	454	487
<b>STUDENT TOTALS</b>	<b>1419</b>	<b>1703</b>
Based on Zangle data, unduplicated count		

<b>FINE ARTS</b>		
	<b>2012 Student Enrollment</b>	<b>2013 Student Enrollment</b>
Band	484	426
Orchestra	546	489
Theater	207	204
<b>STUDENT TOTALS</b>	<b>1237</b>	<b>1119</b>
Based on instructor attendance sheets, unduplicated count		

<b>RECREATION DEPARTMENT SUMMER ACTIVITIES FOR CHILDREN</b>		
	<b>2012 Student Enrollment</b>	<b>2013 Student Enrollment</b>
Swimming	1119	1117
Baseball/softball	218	182
Basketball	238	199
Tennis	342	289
Soccer	231	192
<b>STUDENT TOTALS</b>	<b>2148</b>	<b>1979</b>
Based on instructor attendance sheets, unduplicated count		

## **APPENDIX B**

### **Program Highlights**

### Elementary Program Highlights

SITE	PROGRAM HIGHLIGHTS
Brass	<ul style="list-style-type: none"> <li>• Getting Ready For Kindergarten</li> <li>• Getting Ready for First Grade</li> <li>• Integrated math and reading grades 2-5</li> <li>• School wide theme: Community and Working Together</li> </ul>
Bose	<ul style="list-style-type: none"> <li>• Getting Ready for Kindergarten</li> <li>• Getting Ready for First Grade</li> <li>• Reading grades 2-5</li> <li>• Math grades 2-5</li> </ul>
Curtis Strange	<ul style="list-style-type: none"> <li>• Getting Ready for Kindergarten</li> <li>• Getting Ready for First Grade</li> <li>• Math grades 2-5</li> <li>• Reading grades 2-5</li> <li>• Math Camp</li> <li>• School wide theme: Strawberries</li> </ul>
EBSOLA	<ul style="list-style-type: none"> <li>• Getting Ready for Kindergarten</li> <li>• Getting Ready for First Grade</li> <li>• Math grades 2-5</li> <li>• Reading grades 2-5</li> </ul>
Jefferson	<ul style="list-style-type: none"> <li>• Getting Ready for Kindergarten</li> <li>• Math grades 1-5</li> <li>• Reading grades 1-5</li> <li>• Garden project with Harborside</li> </ul>
Nash	<ul style="list-style-type: none"> <li>• Getting Ready for First Grade</li> <li>• Math grades 2-5</li> <li>• Reading grades 2-5</li> </ul>
Pleasant Prairie	<ul style="list-style-type: none"> <li>• Getting Ready for First Grade</li> <li>• Math 2-5</li> <li>• Reading 2-5</li> <li>• School wide theme: Outdoor Adventure</li> </ul>

Southport	<ul style="list-style-type: none"> <li>• Getting Ready for Kindergarten</li> <li>• Getting Ready for First Grade</li> <li>• Math 2-5</li> <li>• Reading 2-5</li> <li>• Employed personalized learning</li> <li>• Cornell University's Seed to Salad Program</li> </ul>
Stocker	<ul style="list-style-type: none"> <li>• Getting Ready for Kindergarten</li> <li>• Getting Ready for First Grade</li> <li>• Math 2-5</li> <li>• Reading 2-5</li> <li>• Technology and science integration - building bridges, gardening and creating solar ovens</li> </ul>
Whittier	<ul style="list-style-type: none"> <li>• Getting Ready for Kindergarten</li> <li>• Getting Ready for First Grade</li> <li>• Math 2-5</li> <li>• Reading 2-5</li> <li>• School wide theme: Leadership</li> <li>• myOn</li> </ul>

### Middle School Program Highlights

SITE	PROGRAM HIGHLIGHTS
Bullen	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> <li>• Compass Learning</li> </ul>
Lance	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> <li>• Problem based learning: Financial Literacy</li> </ul>
Lincoln	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> <li>• Problem-based Learning: Healthy Living</li> <li>• Study Island</li> <li>• Moby Math</li> </ul>
Mahone	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> <li>• Problem/project based learning</li> <li>• Compass Learning</li> </ul>

Washington	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> </ul>
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### High School Program Highlights

SITE	PROGRAM HIGHLIGHTS
Bradford	<ul style="list-style-type: none"> <li>• Early Start English Language Arts and Math</li> <li>• Physical Education</li> <li>• Credit Recovery (English language arts, math, science, social Studies)</li> <li>• Accelerated Independent Study (AIS)</li> <li>• Compass Learning</li> </ul>
Indian Trail	<ul style="list-style-type: none"> <li>• Early Start English Language Arts and Math</li> <li>• Physical Education</li> <li>• Credit Recovery (English language arts, math, science, social Studies)</li> <li>• Accelerated Independent Study (AIS)</li> <li>• Compass Learning</li> </ul>
Kenosha eSchool	<ul style="list-style-type: none"> <li>• Physical education</li> <li>• Health</li> </ul>
Reuther/Harborside	<ul style="list-style-type: none"> <li>• Credit Recovery (English language arts, math, science, social Studies)</li> <li>• Accelerated Independent Study (AIS)</li> <li>• Physical education</li> </ul>
Tremper	<ul style="list-style-type: none"> <li>• Early Start English Language Arts and Math</li> <li>• Physical Education</li> <li>• Credit Recovery (English language arts, math, science, social Studies)</li> <li>• Accelerated Independent Study (AIS)</li> <li>• Compass Learning</li> <li>• Problem-based learning (PBL) – Ethical Treatment of Animals</li> </ul>

**APPENDIX C**  
**Comparison of 2012-2013 Summer School**  
**Staffing**

### Comparison of 2012-2013 Summer School Staffing

	2012	2013
Teacher	240	262
Educational Support Personnel (Clerk, special education, security)	53	66
Interpreter	2	2
Fine arts, non-certified instructor	11	9
Recreation, non-certified instructor	15	15
Substitutes	31	54
Summer School Department	3	1

# **APPENDIX D**

## **2013 Summer School Budget**

### 2013 Summer School Budget

<b>Location</b>	<b>Sum of Budget</b>
146-Frank	\$4,323.00
153-Jefferson 8	\$23,525.00
156-Pleasant Prairie	\$23,525.00
161-Southport	\$45,140.00
162-Strange	\$45,140.00
165-Brass	\$45,140.00
166-Whittier	\$34,330.00
167-Wilson	\$2,594.00
168-Bose	\$45,140.00
169-Stocker	\$45,140.00
175-EBSOLA	\$45,140.00
178-Nash	\$34,330.00
330-Lance	\$22,365.00
331-Lincoln	\$22,365.00
333-Washington	\$22,365.00
334-Bullen	\$22,365.00
337-Mahone	\$22,365.00
421-E-School	\$9,000.00
424-Indian Trail	\$65,900.00
425-Bradford	\$65,900.00
426-Tremper	\$65,900.00
427-Reuther	\$44,000.00
810-Athletics	\$58,500.00
811-Teaching and Learning	\$38,844.00
812-Fine Arts	\$88,000.00
999-Special Education	\$300,000.00
<b>Grand Total</b>	<b>\$1,241,336.00</b>