



MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

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

February 11, 2014

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

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

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

- A) Approval of Minutes – January 14, 2014 Pages 1-2
- B) 2014-15 Capital Projects Plan Pages 3-7
- C) Information Item
 - 1) Capital Projects Update..... Pages 8-10
 - 2) Utility Budget & Energy Savings Program Update..... Pages 11-12
- D) Future Agenda Items
- E) Adjournment

**AUDIT/BUDGET/FINANCE – 6:00 P.M. OR IMMEDIATELY FOLLOWING
CONCLUSION OF PRECEDING MEETING**

- A) Approval of Minutes – January 14, 2014 Page 13
- B) Request to Submit 21st Century Community Learning
Center (CLC) Program Grant Application for
2014-2015 School Year..... Pages 14-17
- C) Information Items
 - 1) Monthly Financial Statements Pages 18-30
 - 2) Cash and Investment Quarterly Investment Report Page 31
 - 3) Quarterly Summary of Grant Activity Page 32
 - 4) Cash Flow Summary..... Pages 33-39
- D) Future Agenda Items
- E) Adjournment

**PERSONNEL/POLICY – 6:30 P.M. OR IMMEDIATELY FOLLOWING
CONCLUSION OF PRECEDING MEETING**

- A) Approval of Minutes – January 14, 2014 Page 40
- B) School Board Policy Regarding Registered
Sex Offender Pages 41-43
- C) Information Item
 - 1) Recommendations Concerning Appointments, Leaves
of Absence, Retirements and Resignations..... Page 44
 - 2) School Year 2014-15 Preliminary Enrollment
Projections Pages 45-49
- D) Future Agenda Items
- E) Adjournment

**JOINT PERSONNEL/POLICY AND CURRICULUM/PROGRAM – 7:00 P.M. OR
IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING**

- A) Approval of Minutes – January 14, 2014 (Joint
Personnel/Policy & Curriculum/Program) Pages 50-51
- B) Policy and Rule 5240 – Accommodations of Private
School and Home Based Educational Program
Students Pages 52-54
- C) Policy 6520 – Field/Co-Curricular Trips Pages 55-56
- D) Future Agenda Items
- E) Adjournment

**CURRICULUM/PROGRAM – 7:20 P.M. OR IMMEDIATELY FOLLOWING
CONCLUSION OF PRECEDING MEETING**

- A) Request to Submit 21st Century Community Learning Center (CLC) Grant Application for 2014-2015 School Year Pages 57-60
- B) Rosetta Stone Pages 61-94
- C) Hockey Cooperative Team Expansion..... Pages 95-96
- D) Gymnastics Cooperative Team Expansion..... Pages 97-98
- E) New Course Proposal: Advanced Placement Art History Pages 99-106
- F) New Course Proposals: Advanced Placement Physics 1 and 2 Pages 107-116
- G) New Course Proposal: Advanced Placement Human Geography Pages 117-128
- H) New Course Proposal: Teen Leadership Pages 129-150
- I) Gateway Transcribed Course Proposal: Foundations of Early Childhood Development Pages 151-162
- J) Gateway Transcribed Course Addition Proposal: Accounting Principles Pages 163-180
- K) Information Item
 - 1) Head Start Semi-Annual Report..... Pages 181-186
- L) Future Agenda Items
- M) 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
January 14, 2014
MINUTES

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Mr. Nuzzo was called to order at 5:30 P.M. with the following Committee members present: Mrs. Coleman, Mrs. Snyder, Mrs. Bothe, Mr. Zielinski, and Mr. Nuzzo. Dr. Mangi was also present. Mr. Valeri was excused. Ms. Iqbal was absent.

Approval of Minutes – November 12, 2013 (2 sets) and December 3, 2013 (2 sets)

Mrs. Coleman moved to approve the minutes as presented. Mrs. Bothe seconded the motion. Unanimously approved.

Proposed Outdoor Athletic Facility Evaluation

Mr. Patrick Finnemore, Director of Facilities, and Mr. Steven Knecht, Coordinator of Athletics/Physical Education, presented the Proposed Outdoor Athletic Facility Evaluation. They explained that in the fall of 2000 the Board authorized the formation of a Sports Advisory Committee which was the primary driver to 1) the inclusion of the high school competition track as part of the design and construction of Mahone Middle School and 2) the successful 2005 referendum which included athletic additions to both Bradford and Tremper High Schools. Since then, great strides have been made to improve the outdoor athletic facilities through a combination of general fund dollars, fundraising, donations, and the Indian Trail referendum project; however, the desire to have an equal complement of facilities at each of the boundary high schools is still present. A team of facilities and athletics personnel toured and evaluated the exterior athletic facilities in the District and came up with a long term conceptual plan for possible improvements. Administration recommends that a Sports Advisory Committee be formed to evaluate and give a recommendation on the outdoor athletic facilities. The recommendation would include a scope of work, cost estimates, a proposed funding plan, as well as a schedule for the Committee and the Board to consider. It was noted that the final report would be expected to be completed no later than one year after the formation of the Sports Advisory Committee, that Mr. Hamdan would be an advisor and resource to the Sports Advisory Committee, and that a large portion of the funding would most likely have to come through a referendum.

Mrs. Coleman moved to forward the Proposed Outdoor Athletic Facility Evaluation to the full Board for consideration. Mr. Zielinski seconded the motion. Unanimously approved.

Information Items

Mr. Finnemore presented the Capital Projects Update as contained in the agenda. He noted the addition of a "Special Projects" category in the report which includes other projects approved or being contemplated by the Board, i.e. eSchool relocation, the expansion of KTEC, and the expansion of LakeView. He also noted that the 2014-2015 Major Maintenance Capital Plan would be presented next month.

Mr. Finnemore presented the Utility Budget & Energy Savings Program as contained in the agenda. He noted that during the recent extreme temperatures, building temperatures were left at occupied mode as opposed to being set back which will most likely reflect an increase. He also informed the Committee of a recent pipe break at Lincoln Middle School.

Future Agenda Items

As noted above, Mr. Finnemore indicated that he would have the 2014-2015 Major Maintenance Capital Plan for the Committee next month.

Dr. Mangi requested that Wilson Air Conditioning be added to the agenda for next month.

Meeting adjourned at 6:03 P.M.

Stacy Schroeder Busby
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 11, 2014

2014-15 CAPITAL PROJECTS PLAN

Background:

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1st of each year. This report includes the proposed major maintenance and energy savings projects plans for 2014-15 as well as a proposed project in the Central Kitchen.

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

The major maintenance budget is \$2,000,000; however \$500,000 will be used to continue to pay off the loan used to fund the Reuther masonry restoration project, and an additional \$500,000 will be used to fund security improvements at all of our facilities. The three-year security project and related funding was approved by the Board at the June 25, 2013 meeting. This leaves \$1,000,000 for major maintenance projects this year.

The 2014-15 capital projects plan is provided as the attachment to this report. The plan is a continuation of the overall major maintenance plan initiated thirteen years ago, and the energy savings project program started eleven years ago. The major maintenance plan includes a proposed contingency of \$25,000 or 2.5% of the available budget for projects that will be performed this year. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past thirteen years.

As mentioned earlier, this report also includes a proposed project in the Central Kitchen housed at the Educational Support Center. This improvement, which is also described in greater detail in the attachment to this report, includes the procurement and installation of a new pre-pack meal line for packaging food sent to our schools from the Central Kitchen. This project would be funded entirely from the Food Service Fund.

Administration Recommendation:

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

Dr. Joseph T. Mangi
Interim Superintendent of Schools

Mr. Patrick M. Finnemore, PE
Director of Facilities

Ms. Cindy L. Gossett, RD
Director of Food Services

Mr. John E. Setter, AIA
Project Architect

PROPOSED 2014-15 CAPITAL PROJECTS PLAN

MAJOR MAINTENANCE PROJECTS:

Asphalt/Concrete Replacement/Repair:

This is an annual project to replace asphalt and concrete in areas that are in the poorest condition or to better facilitate access to the school site or building. The proposed projects for this year include replacement of the combined north playground/ parent drop-off area at Somers Elementary School, and replacement of the west access drive and associated staff parking lots at Bullen Middle School on the west and north side. The Bullen project is a two phase project that will improve drainage, make parking more efficient and upgrade the access drive to handle the load of the garbage and recycling vehicles. It is expected that all of Phase 1 and a portion of Phase 2 will be completed this summer and the remainder in a subsequent summer. In addition money in this account is reserved to pay for any City mandated or requested sidewalk or curb and gutter replacements at schools. The estimated cost for the overall asphalt/concrete projects is \$325,000.

Flooring Projects:

We are proposing one flooring project for this coming summer:

- Replacement of the carpeting in the library at Jeffery Elementary School.

The estimated cost of the flooring project is \$10,000

Building Exterior Wall Major Maintenance:

The biggest component of this category is the \$500,000 payment of a portion of the Reuther Central exterior masonry project. The other main project is the tuck-pointing and refurbishment of masonry walls at Whittier Elementary School. The estimated cost for the overall building exterior wall project is \$620,000.

Roof Replacements and Major Repairs:

This is an annual project to replace the oldest and most troublesome roofs in the District. The roof sections in need of replacement or major repair are determined by the comprehensive roof assessment program that the District initiated thirteen years ago. The main project for this summer is the address flashing issues at Stocker Elementary School.

The estimated cost is \$110,000 for engineering and survey fees, roofing replacement, and other repair work that will be determined after the spring surveys are completed.

Asbestos Abatement Projects:

This project will be performed in conjunction with the energy projects being performed at Bose, Forest Park, Grant, Grewenow, and Harvey Elementary Schools this year. The project will remove all of the asbestos that needs to be removed to support those projects whether the asbestos is in the form of pipe insulation, floor tile, mastic, flashings or sealants, etc. Performance contractors do not get involved in asbestos abatement so we made the decision prior to the process to consider a performance contract that we would address the asbestos abatement separate from the performance contract and fund with our major maintenance budget.

We are currently in the design phase for the abatement work and have estimated the full cost of the project at between \$375,000 and \$475,000. This will be the first project bid and awarded for the summer, depending on actual bids, we may implement a couple of other projects if funds are available, those projects would be:

Clock System Replacements:

This would be the second year of a multi-year project that will replace the hard-wired clock systems (generally Simplex systems) with wireless clock systems. The school that is being targeted for this year is Tremper High School. The estimated cost for the clock project is \$50,000.

Exterior Door Replacement Projects:

This is another annual-type project that replaces the oldest wood and steel exterior doors in the District with well-insulated, vandal-resistant doors. Selection of the doors is based on an evaluation performed by our maintenance department. The estimated cost for the exterior door replacement projects for this year is \$20,000.

Toilet Partition Projects:

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

ENERGY SAVINGS PROJECTS:

The largest single project will be the replacement of single pane windows and metal panels at Forest Park Elementary School with brick and energy efficient windows. This project will be done in conjunction with the other energy projects at Forest Park being funded through the Act 32 funding. The other energy savings projects will be lighting related and we are currently working on a proposed project list.

The estimated cost for the energy savings projects is \$475,000 which is funded through the savings generated in our energy savings programs.

FOOD SERVICES PROJECT:

The Food Service department purchased its current large high-speed "over-wrap" pre-pack line in SY 1999-2000. The function of the large/main pre-pack line is to package and wrap approximately 15,000 pre-pack meal components each day. Product from this line primarily supplies the elementary schools breakfast and lunch program in what has historically been called "hot" and "cold" packs. All containers that move through this line must have the dimensions of: 6 ½"x5"x1 ¾"

In 2010 the Food Service department purchased a small "lidding" pre-pack line to supplement production on the main line. Product from this line provides our middle and high schools with pre-made salads, sub and wrap sandwiches, and now many of our fruit and vegetable "sides" for the elementary program. Production on this line averages 6,000 to 8,000 units per day in containers that can vary in dimension based upon switching the plate formation. This small lidding machine runs at half the speed of the large machine.

In 2010 Congress passed the Healthy Hunger Free Kids Act of 2010 which significantly changed the required meal pattern. The amount of fruits and vegetables that were required to be offered doubled, but students were not required to take the full amount. When the new regulations were implemented last year, our packing and staffing schedules became much more complicated and inefficient. In order to efficiently meet the new meal pattern requirements, increase efficiency and allow for future flexibility and growth/ increased capacity, Food Service will be bidding and purchasing a new pre-pack line that will have the capability of running different sized containers at a high speed.

The estimated cost for new pre-pack line is \$500,000. This purchase will be funded from Fund 50, the Food Service Fund. Food Service has been saving in anticipation of this purchase.

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 11, 2014

Informational Report

CAPITAL PROJECTS UPDATE

2013-14 Major Maintenance Projects:

The majority of the major maintenance projects for the 2013-14 fiscal year have been completed. We do have some minor roof and exterior wall work that will take place in the spring.

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.

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

- Bids were received for the following key scope areas of the projects for the 5 schools scheduled for this summer: The exterior wall/window project at Harvey and the lighting projects at all 5 schools.
- We also received the bids for the window replacement project at Forest Park which will be funded by our energy saving project budget. We have decided to implement the window project at Grewenow in 2015 instead of 2014 because of cash flow purposes and better balancing the amount of work scheduled for each of the two years.
- The low bid contractors and equipment suppliers for all major areas have been notified and contracts are being finalized.
- The asbestos project design is in the final stages and will be going out to bid in the next month.

Here is a brief summary of the budget vs. bids for the 5 schools that will have projects performed this summer as well as a comparison by major scope area. We are still evaluating a couple of small alternates that we may accept between now and the completion of the projects this summer. We also are still finalizing the costs for the vestibule installation projects at Harvey and Bose so the budgets and bid numbers for those two projects were not included in the table on the following page. Greater detail will be provided in the form of a Job Cost Summary in future reports.

School	Budget	Bid
Bose	\$1,524,611	\$1,479,246
Forest Park	\$2,689,212	\$2,738,361
Grant	\$1,558,513	\$1,687,671
Grewenow	\$911,862	\$774,514
Harvey	\$1,555,852	\$1,505,467
Total	\$8,240,050	\$8,185,259

Area	Budget	Bid
Roofs	\$2,507,716	\$2,348,774
Masonry	\$125,834	\$82,497
HVAC	\$4,168,192	\$4,238,504
Lighting	\$520,245	\$520,125
Harvey Walls	\$918,063	\$995,359
Total	\$8,240,050	\$8,185,259

Security Projects:

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 continues to move at a rapid pace. Some of the key accomplishments since the last project update include:

- We completed the installation of the VoIP gateways at all of the schools that did not have VoIP. This included the final tie-ins at the elementary schools on January 24, 2014.
- We have begun the design of the protocol for the Informacast notification system and have selected a beta test school. The KUSD Safety/Security Advisory Committee which includes local law enforcement and fire protection professionals as well as KUSD staff will serve as the expert review panel for the design of the system.

Special Projects:

The project associated with the eSchool relocation to the Jefferson Annex is going very well. All of the demolition has been completed as has much of the wall construction work. The focus of the expansion of KTEC to the former McKinley Middle School building is related to consolidating the useful furniture and equipment into the gym including excess furniture being relocated from the former Jefferson Annex (which has been a storage building for the district the past couple of years). Construction work will begin on or around March 1st to minimize utility costs during the heart of the winter. In regards to the proposed project at Lakeview, we have finalized draft new proposed lease agreements

amongst the three parties (KUSD, KABA, and GTC) and will be forwarding them to KABA and GTC for review.

Dr. Joseph Mangi
Interim Superintendent of Schools

Mr. Patrick Finnemore, PE
Director of Facilities

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 11, 2014

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 December.

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 \$42,804 more on natural gas this year as compared to last year.
- We have spent \$72,231 more on electricity this year as compared to last year.
- We have spent 43% of the overall utility budget as compared to 40% last year at this time.

Operational Energy Program Update:

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

	2013-14	2012-13
Electricity Saved (KWh)	3,421,537	3,364,511
Gas Saved (Therms)	233,556	185,835
Dollars Saved	\$475,496	\$436,305

Dr. Joseph T. Mangi
Interim 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 - 12															
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	\$				
Bradford H		914,353	2,772	56,275	\$133,493	1,275,406	3,315	73,098	\$174,786	361,053	543	16,823	\$41,293	23.6%	300,401	81.5	84.1
Hillcrest H		28,160	-	6,165	\$7,757	33,718	-	6,802	\$8,880	5,558	0	637	\$1,123	12.6%	22,405	80.0	83.7
Indian Trail H		1,065,600	4,088	38,718	\$156,621	1,694,462	6,068	47,122	\$236,876	628,862	1,980	8,404	\$80,255	33.9%	408,519	57.1	53.5
Lakeview H		135,040	594	4,514	\$21,860	280,388	720	5,375	\$33,529	145,348	126	861	\$11,669	34.8%	40,000	57.6	55.9
Reuther H		313,500	1,422	53,455	\$70,513	391,741	1,695	62,220	\$84,312	78,241	273	8,765	\$13,799	16.4%	143,366	109.3	126.6
Tremper H		702,901	2,027	65,026	\$107,900	1,029,143	2,548	82,302	\$143,096	326,242	521	17,276	\$35,195	24.6%	313,802	87.2	78.2
HS Subtotal:		3,159,554	10,903	224,153	\$498,144	4,704,858	14,346	276,919	\$681,479	1,545,304	3,443	52,766	\$183,335	26.9%			
Bullen M		241,033	834	16,870	\$40,176	405,535	965	35,451	\$63,571	164,502	131	18,581	\$23,394	36.8%	121,962	68.4	56.0
Lance M		204,151	812	17,649	\$37,264	240,501	888	23,977	\$44,224	36,350	77	6,328	\$6,960	15.7%	137,290	57.3	52.4
Lincoln M		341,384	1,444	24,446	\$59,598	418,665	1,500	36,612	\$71,134	77,281	56	12,166	\$11,536	16.2%	134,038	78.6	75.0
Mahone M		504,000	2,154	22,494	\$79,772	609,218	2,202	35,818	\$93,910	105,218	48	13,324	\$14,138	15.1%	175,053	67.8	68.5
McKinley M		24,000	56	769	\$3,637	249,254	898	28,831	\$44,193	225,254	842	28,062	\$40,556	91.8%	101,622	59.9	3.3
Washington M		164,851	638	18,488	\$32,607	218,426	905	20,334	\$41,279	53,575	268	1,846	\$8,672	21.0%	99,643	73.3	73.1
MS Subtotal:		1,479,419	5,937	100,716	\$253,054	2,141,599	7,358	181,023	\$358,310	662,180	1,421	80,307	\$105,256	29.4%			
Bain E		227,400	1,308	8,662	\$40,762	305,499	1,372	18,158	\$52,791	78,099	64	9,496	\$12,029	22.8%	126,900	36.6	37.0
Bose E		74,400	309	10,188	\$16,431	136,177	415	14,268	\$25,614	61,777	106	4,080	\$9,183	35.8%	45,109	79.5	79.3
Brass E		138,000	660	4,954	\$23,679	180,027	949	9,695	\$32,918	42,027	290	4,741	\$9,239	28.1%	72,887	47.2	45.4
Dimensions E		28,428	-	7,608	\$8,698	32,178	-	7,092	\$8,998	3,750	0	(516)	\$300	3.3%	30,509	74.6	76.4
Forest Park E		67,253	257	17,953	\$19,744	86,188	282	17,647	\$21,755	18,935	25	(306)	\$2,011	9.2%	53,830	106.6	103.6
Frank E		221,520	931	8,699	\$36,002	301,773	974	12,002	\$44,032	80,253	43	3,303	\$8,029	18.2%	82,956	58.9	60.8
Grant E		52,880	201	10,500	\$13,540	62,201	257	13,533	\$16,681	9,321	56	3,033	\$3,141	18.8%	43,040	90.6	78.1
Grewenow E		71,360	254	10,889	\$15,917	110,830	341	14,982	\$22,848	39,470	87	4,093	\$6,931	30.3%	49,230	90.4	84.2
Harvey E		54,117	217	10,776	\$13,965	87,894	320	16,672	\$21,660	33,777	102	5,896	\$7,694	35.5%	47,980	92.6	82.5
Jefferson E		54,322	194	11,345	\$14,487	94,861	269	14,985	\$21,665	40,539	75	3,640	\$7,179	33.1%	49,528	86.2	71.1
Jeffery E		69,927	296	5,180	\$12,765	125,218	427	5,196	\$19,417	55,291	131	16	\$6,653	34.3%	45,209	57.2	54.1
Ktech (Lincoln)		78,960	322	4,994	\$13,802	70,662	319	7,416	\$14,448	(8,298)	(4)	2,422	\$646	4.5%	43,390	18.5	18.4
McKinley E		54,640	238	8,158	\$12,525	64,846	250	10,965	\$15,428	10,206	11	2,807	\$2,902	18.8%	35,085	85.4	79.7
Nash E		144,960	655	6,795	\$25,580	177,301	854	14,843	\$34,911	32,341	199	8,048	\$9,331	26.7%	73,636	62.4	51.1
Pleasant Prairie E		216,640	806	8,437	\$32,946	257,735	783	9,298	\$35,622	41,095	(23)	861	\$2,676	7.5%	73,306	56.5	66.5
Prairie Lane E		94,600	392	5,177	\$16,087	136,426	439	8,807	\$23,003	41,826	47	3,630	\$6,916	30.1%	65,778	49.6	45.7
Roosevelt E		62,160	234	10,310	\$14,698	88,069	316	12,167	\$18,975	25,909	82	1,857	\$4,277	22.5%	47,994	84.6	77.1
Somers E		146,560	504	11,872	\$25,265	196,890	659	15,149	\$33,250	50,330	155	3,277	\$7,985	24.0%	69,100	62.8	64.5
Southport E		81,440	432	7,402	\$16,307	116,577	474	8,850	\$21,003	35,137	42	1,448	\$4,696	22.4%	53,200	67.3	65.3
Stocker E		145,440	506	6,317	\$22,421	234,482	807	8,473	\$34,206	89,042	302	2,156	\$11,785	34.5%	80,621	43.2	44.9
Strange E		96,740	356	6,276	\$16,767	149,305	442	9,647	\$24,460	52,565	86	3,371	\$7,693	31.5%	57,192	55.5	61.2
Vernon E		139,733	529	23,911	\$31,694	191,511	684	30,641	\$40,744	51,778	156	6,730	\$9,050	22.2%	88,280	103.3	99.5
Whittier E		123,240	614	3,817	\$21,213	243,722	984	5,132	\$35,130	120,482	370	1,315	\$13,917	39.6%	63,888	48.4	42.5
Wilson E		46,880	172	0	\$6,746	79,789	299	5,721	\$14,761	32,909	127	5,721	\$8,014	54.3%	38,200	66.3	56.7
ELEM Subtotal:		2,491,600	10,387	210,220	\$472,042	3,530,161	12,915	291,339	\$634,320	1,038,561	2,528	81,119	\$162,278	25.6%			
Cesar Chavez		54,880	213	2,325	\$9,483	91,981	267	3,610	\$14,211	37,101	54	1,285	\$4,728	33.3%	20,500	73.9	60.8
ESC		393,200	1,239	14,999	\$54,216	529,375	1,586	22,822	\$72,474	136,175	347	7,823	\$18,258	25.2%	128,000	75.3	71.2
Recreation		31,124	164	3,064	\$6,592	33,340	183	3,320	\$8,233	2,216	19	256	\$1,641	19.9%	13,090	84.3	80.6
Other Subtotal:		479,204	1,616	20,388	\$70,291	654,696	2,036	29,752	\$94,919	175,492	420	9,364	\$24,628	25.9%			
Totals:		7,609,777	28,843	555,477	\$1,293,531	11,031,314	36,655	779,033	\$1,769,027	3,421,537	7,812	223,556	\$475,496	26.9%			



KENOSHA UNIFIED SCHOOL BOARD
AUDIT/BUDGET/FINANCE MEETING
Educational Support Center – Room 110
January 14, 2014
MINUTES

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mrs. Taube was called to order at 6:09 P.M. with the following Committee members present: Mr. Nuzzo, Mr. Bryan, Mrs. Marcich, Mr. Kent, Mr. Aceto, Mr. Coleman, Mrs. Dawson, Mr. Holdorf, Ms. London, and Mrs. Taube. Dr. Mangi was also present.

Approval of Minutes – November 12, 2013 (2 sets)

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

Information Items

Mr. Tarik Hamdan, Interim Chief Financial Officer, distributed a copy of the Annual Financial Report and the Management Communications. Ms. Heather Kraeuter, Accounting & Payroll Manager, presented the Annual Financial Report and answered questions from Committee members. Mrs. Lisa Salo, CPA, of Schenck, S.C., presented the Management Communications document. She noted a deficiency in internal controls surround the filing of a verification report for the free and reduced lunch program. Mrs. Salo answered questions from Committee members.

Mr. Haman distributed and presented the Adopted 2013-2014 Budget. He noted that the document was provided prior to the meeting via an electronic link. There were no questions from Committee members.

Mr. Hamdan presented the Monthly Financial Statements and answered questions from Committee members.

Future Agenda Items

Mr. Aceto requested a Cash Flow Expectancy Report next month. Mr. Hamdan noted that the hotel expense breakdown report previously requested by the Board is almost complete.

Meeting adjourned at 7:06 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin

February 11, 2014
Audit/Budget/Finance and Curriculum/Program Standing Committees

**Request to Submit 21st Century Community Learning Center (CLC) Program
Grant Application for 2014-2015 School Year**

School Board approval is requested to submit the following grants:

- Continuation grants: **Brass** (50K), **Grant** (100K), **Jefferson** (100K), **Vernon** (100K), **Wilson** (50K) and **Frank** (50k)
- Cycle Three Grants: **EBSOLA** (50K), **Wilson** (50K)
- Total amount of request: \$550,000

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

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

Grant Time Period: July 01, 2014 – June 30, 2015 with an opportunity to maintain each funded proposal for five years pending state funding and successful completion of grant requirements

Type of Project

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

Program Description

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

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

also benefit from many incentive based projects surrounding attendance, behavior, and active participation.

Rationale

Embedded within The Kenosha Unified School District's Transformation Plan are three goals surrounding improving student achievement, expanding collaborative partnerships, and securing resources to support learning. A close examination of the CLC program's Annual Performance Review (APR) illustrates the role CLCs plays in helping Kenosha Unified School District reach the goals outlined in the Transformation Plan. Outcomes for the CLC program include:

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

2014-2015 Anticipated Funding

21 st CCLC Grants	\$550,000
District Support – Fund 10	\$ 50,000
Title I	\$100,000
In Kind Support/Community Organizations	\$ 28,000
Total for CLC Project	\$728,000

Recommendation

It is recommended that the Audit/Budget/Finance and Curriculum/Program Standing Committees forward this request to submit the 21st Century Community Learning Center (CLC) Program Grant Application for 2014-2015 School Year to the Board of Education for approval at the February 25, 2014 meeting.

Dr. Joseph Mangi
Interim Superintendent of Schools

Mr. Kris Keckler
Executive Director of Information and Technology

Ms. Julie Housaman
Director of Title Programs

Fiscal, Facilities and Personnel Impact Statement

Title:	21st Century Community Learning Center (CLC) Grant	Budget Year:	2014-2015
Department:	Title I	Budget Manager:	Julie Housaman

REQUEST

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

RATIONALE/ INSTRUCTIONAL FOCUS

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

IMPACT

This grant will provide:

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

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

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

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

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$300,000.00
200's	Fringes	\$70,000.00
300's	Purchased Services	333,000.00
400's	Non-Capital Objects	\$25,000.00
500's	Capital Objects	\$0.00
	TOTAL	\$728,000.00

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

FUNDING SOURCES	
21 st Century Community Learning Center Grant:	\$550,000.00
District Support-Fund 10:	\$ 50,000.00
Title I:	\$100,000.00
In Kind Support/Community Organizations:	\$ 28,000.00
Total:	\$728,000.00

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

For the Period Ended 12/31/2013

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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	77,755,814	77,031,161		724,653	99.07	77,667,217	76,512,571		1,154,646	98.51	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	631		23,745	2.59	32,500	299		32,201	0.92	25,950
600 State aid	151,614,835	57,672,550		93,942,285	38.04	150,466,803	57,963,249		92,503,554	38.52	150,545,880
700 Federal aid	10,423,849	736,783		9,687,066	7.07	10,439,218	66,257		10,372,961	0.63	9,236,820
800 Debt proceeds	0	350		-350		0	0		0		0
900 Revenue adjustments	647,252	4,153		643,099	0.64	575,887	395,699		180,188	68.71	2,373,538
Total Revenues	240,816,126	135,445,628		105,370,498	56.24	239,481,625	134,938,075		104,543,549	56.35	239,604,121
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	118,349,014	49,605,155	1,760	68,742,099	41.92	110,915,026	46,363,251	26,671	64,525,104	41.82	107,314,036
200 Benefits	54,069,390	19,496,758	0	34,572,632	36.06	59,763,460	22,018,159	0	37,745,301	36.84	57,761,038
300 Purchased Services	22,270,206	7,770,758	2,365,528	12,133,919	45.52	19,225,971	6,176,758	2,298,641	10,750,572	44.08	17,468,737
400 Supplies	10,444,184	5,385,066	960,923	4,098,195	60.76	9,821,192	3,573,374	852,876	5,394,942	45.07	8,105,801
500 Capital Outlay	2,122,408	1,049,511	125,432	947,464	55.36	2,500,522	816,420	426,242	1,257,859	49.70	2,529,750
600 Debt Services	506,588	214,767	17,000	274,821	45.75	450,093	289,676	0	160,417	64.36	636,843
700 Insurance	970,207	539,808		430,399	55.64	2,326,707	1,151,101	0	1,175,606	49.47	1,342,151
800 Operating Transfers Out	30,081,634	14,751,041		15,330,593	49.04	31,289,473	15,491,617		15,797,856	49.51	32,416,742
900 Other objects	2,002,494	131,354	21,896	1,849,244	7.65	189,180	69,151	1,296	118,733	37.24	603,275
Total Expenditures	240,816,126	98,944,219	3,492,540	138,379,367	42.54	236,481,625	95,949,508	3,605,726	136,926,390	42.10	228,178,374
Net Revenue/Expenses	0	36,501,408				3,000,000	38,988,567				11,425,747
Fund Balance - Ending	27,109,475	63,610,884				18,683,728	54,672,295				27,109,475

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

For the Period Ended 12/31/2013

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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	1,857,747	624,686		1,233,061	33.63	1,956,394	410,645		1,545,749	20.99	1,736,967
Total Revenues	1,857,747	624,686		1,233,061	33.63	1,956,394	410,645		1,545,749	20.99	1,736,967
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	905,838	439,031		466,807	48.47	944,729	385,178		559,551	40.77	880,040
200 Benefits	671,766	270,946		400,820	40.33	605,818	237,409		368,408	39.19	610,889
300 Purchased Services	174,395	21,069	55,053	98,272	43.65	132,170	31,063	44,854	56,252	57.44	123,385
400 Supplies	104,266	28,936	1,084	74,246	28.79	94,529	19,705	1,772	73,051	22.72	80,170
500 Capital Outlay	0	0		0		177,667	41,000		136,667	23.08	41,000
900 Other objects	1,482	1,404		78	94.73	1,482	1,482	0	0	100.00	1,482
Total Expenditures	1,857,747	761,385	56,137	1,040,224	44.01	1,956,394	715,837	46,626	1,193,930	38.97	1,736,967
Net Revenue/Expenses	0	-136,699				0	-305,192				0
Fund Balance - Ending	0	-136,699				0	-305,192				0

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

For the Period Ended 12/31/2013

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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	29,581,634	14,751,041		14,830,593	49.87	29,983,235	14,991,617		14,991,617	50.00	31,110,504
200 Local revenues	10,000	2,616		7,384	26.16	10,064	3,146		6,918	31.26	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	3,131,714		7,258,286	30.14	10,405,000	3,079,080		7,325,920	29.59	11,019,398
700 Federal aid	7,854,033	1,276,230		6,577,803	16.25	7,710,576	54,019		7,656,557	0.70	4,578,040
Total Revenues	47,855,667	19,161,601		28,694,066	40.04	48,128,875	18,127,862		30,001,013	37.67	46,716,623
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	27,544,687	11,546,865		15,997,822	41.92	27,124,930	11,066,928		16,058,002	40.80	26,352,529
200 Benefits	14,596,167	5,218,888		9,377,280	35.76	17,136,466	6,346,576		10,789,890	37.04	16,818,598
300 Purchased Services	3,420,080	1,497,067	401,027	1,521,987	55.50	3,158,312	1,755,299	305,346	1,097,667	65.25	3,280,623
400 Supplies	386,046	158,527	11,594	215,926	44.07	574,796	50,497	21,589	502,711	12.54	256,548
500 Capital Outlay	6,900	8,543	0	-1,643	123.82	8,500	3,031	0	5,469	35.65	8,248
900 Other objects	1,901,787	0		1,901,787	0.00	125,871	0		125,871	0.00	78
Total Expenditures	47,855,667	18,429,889	412,620	29,013,158	39.37	48,128,875	19,222,330	326,935	28,579,610	40.62	46,716,623
Net Revenue/Expenses	0	731,712				0	-1,094,468				0
Fund Balance - Ending	0	731,712				0	-1,094,468				0

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

For the Period Ended 12/31/2013

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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	500,000	656,895	43.22	1,156,895
200 Local revenues	16,159,147	16,154,007	5,139	99.97	15,626,548	15,629,213	-2,665	100.02	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	282,027	684,697	29.17	1,227,403
Total Revenues	25,048,776	23,722,426	1,326,350	94.70	17,750,166	16,411,240	1,338,926	92.46	18,020,066

----- 2014 -----					----- 2013 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	24,059,106	9,008,457		15,050,649	37.44	16,908,485	2,485,103		14,423,382	14.70	16,908,485
900 Other objects	0	0		0		184,786	184,786		0	100.00	184,786
Total Expenditures	24,059,106	9,008,457		15,050,649	37.44	17,093,271	2,669,889		14,423,382	15.62	17,093,271
Net Revenue/Expenses	989,670	14,713,969				656,895	13,741,350				926,794
Fund Balance - Ending	1,940,641	15,664,940				681,072	13,765,527				950,971

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

For the Period Ended 12/31/2013

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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	1,233		10,767	10.28	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
Total Revenues	16,702,000	16,691,233		10,767	99.94	334,130	184,786		149,343	55.30	334,130
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	4,350,000	15,415	2,944	4,331,641	0.42	675,527	120,399	119,194	435,934	35.47	675,527
Total Expenditures	4,350,000	15,415	2,944	4,331,641	0.42	675,527	120,399	119,194	435,934	35.47	675,527
Net Revenue/Expenses	12,352,000	16,675,818				-341,397	64,387				-341,397
Fund Balance - Ending	12,352,000	16,675,818				0	405,784				0

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

For the Period Ended 12/31/2013

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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	2,647,589	1,041,799		1,605,790	39.35	2,834,551	1,123,642		1,710,909	39.64	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	5,712,411	1,816,937		3,895,474	31.81	5,142,850	1,824,353		3,318,497	35.47	5,757,694
Total Revenues	8,500,000	2,858,736		5,641,264	33.63	8,119,771	2,947,995		5,171,776	36.31	8,550,443
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	1,978,052	872,648		1,105,405	44.12	2,121,141	863,067		1,258,075	40.69	1,928,908
200 Benefits	668,520	283,292		385,228	42.38	1,193,987	295,568		898,419	24.75	704,882
300 Purchased Services	268,275	73,361	24,330	170,584	36.41	213,097	56,663	168,025	-11,590	105.44	112,396
400 Supplies	5,356,152	1,638,356	2,388,045	1,329,751	75.17	4,369,552	1,743,070	2,103,545	522,936	88.03	4,607,228
500 Capital Outlay	104,000	398	8,668	94,934	8.72	151,264	1,851	2,150	147,264	2.64	18,089
900 Other objects	125,000	27,350		97,650	21.88	70,730	28,523		42,207	40.33	92,589
Total Expenditures	8,500,000	2,895,405	2,421,043	3,183,552	62.55	8,119,771	2,988,742	2,273,720	2,857,310	64.81	7,464,090
Net Revenue/Expenses	0	-36,669				0	-40,747				1,086,353
Fund Balance - Ending	1,646,432	1,609,763				560,079	519,332				1,646,432

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

For the Period Ended 12/31/2013

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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	0	0		0	172	-172		0		
Total Revenues	0	0	0		0	172	-172		0		
----- 2014 -----					----- 2013 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	61		-61		0	5,614		-5,614		0
200 Benefits	0	215		-215		0	1,002		-1,002		0
300 Purchased Services	0	0		0		0	0		0		0
400 Supplies	0	-292,054	47,208	244,846		0	-333,113	55,254	277,859		0
Total Expenditures	0	-291,777	47,208	244,569		0	-326,496	55,254	271,242		0
Net Revenue/Expenses	0	291,777				0	326,668				0
Fund Balance - Ending	0	291,777				0	326,668				0

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

For the Period Ended 12/31/2013

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Fund 70-79 Trust Funds

----- 2014 -----					----- 2013 -----						
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	8,791,235	8,791,235				8,351,297	8,351,297				
200 Local revenues	14,000	10,984		3,016	78.45	4,398,798	1,662,662		2,736,136	37.80	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	10,984		9,989,016	0.11	4,398,798	1,662,662		2,736,136	37.80	8,588,450

----- 2014 -----					----- 2013 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	0	1,705,932	2,072,318	-3,778,250		3,370,000	2,382,775	2,851,992	-1,864,768	155.33	0
300 Purchased Services	0	0		0		310,000	13,860		296,140	4.47	14,914
400 Supplies	0	0		0		0	473		-473		0
900 Other objects	9,500,000	0		9,500,000	0.00	0	0		0		8,134,626
Total Expenditures	9,500,000	1,705,932	2,072,318	5,721,750	39.77	3,680,000	2,397,109	2,851,992	-1,569,101	142.64	8,149,540

Net Revenue/Expenses	500,000	-1,694,948				718,798	-734,447				438,910
Fund Balance - Ending	9,291,235	7,096,287				9,070,095	7,616,850				8,790,735

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

For the Period Ended 12/31/2013

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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	390,255		37,745	91.18	428,000	388,133		39,867	90.69	426,470
Total Revenues	428,000	390,255		37,745	91.18	428,000	388,133		39,867	90.69	426,470
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	306,779	132,373		174,406	43.15	291,773	123,110		168,663	42.19	246,246
200 Benefits	141,231	56,926		84,305	40.31	141,719	57,233		84,485	40.39	135,991
300 Purchased Services	45,400	12,737	7,858	24,805	45.36	45,400	16,076	6,391	22,933	49.49	36,895
400 Supplies	23,959	2,364	485	21,111	11.89	15,300	2,634	223	12,443	18.68	9,388
500 Capital Outlay	7,680	7,680	0	0	100.00	7,000	3,870	2,130	1,000	85.71	3,870
900 Other objects	4,000	976		3,024	24.40	4,000	895	0	3,105	22.38	2,628
Total Expenditures	529,050	213,056	8,343	307,650	41.85	505,192	203,819	8,744	292,629	42.08	435,018
Net Revenue/Expenses	-101,050	177,199				-77,192	184,314				-8,548
Fund Balance - Ending	131,679	409,928				164,085	425,591				232,729

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

For the Period Ended 12/31/2013

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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	14,074		15,051	48.32	29,125	27,610		1,515	94.80	32,452
Total Revenues	29,125	14,074		15,051	48.32	29,125	27,610		1,515	94.80	32,452
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	10,000	4,858		5,142	48.58	10,000	5,067		4,933	50.67	15,326
200 Benefits	0	584		-584		0	740		-740		2,384
300 Purchased Services	10,000	3,736		6,264	37.36	10,000	15,326	0	-5,326	153.26	18,624
400 Supplies	380	667		-287	175.42	2,148	0		2,148	0.00	0
Total Expenditures	20,380	9,845		10,535	48.31	22,148	21,133	0	1,015	95.42	36,334
Net Revenue/Expenses	8,745	4,229				6,977	6,477				-3,882
Fund Balance - Ending	12,862	8,347				14,976	14,476				4,117

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

For the Period Ended 12/31/2013

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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	1,130,000		0	100.00	1,680,267	1,680,267		0	100.00	1,685,342
900 Revenue adjustments	0	30		-30		0	0		0		230
Total Revenues	1,130,000	1,130,030		-30	100.00	1,680,267	1,680,267		0	100.00	1,685,572

----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	232,209	122,728		109,481	52.85	96,372	155,793		-59,422	161.66	99,519
200 Benefits	68,320	36,640		31,680	53.63	20,101	67,908		-47,807	337.84	21,718
300 Purchased Services	294,585	27,731	263,535	3,319	98.87	284,291	119,206	181,766	-16,681	105.87	281,998
400 Supplies	29,249	17,813	8,088	3,348	88.55	21,768	11,572	6,533	3,662	83.18	25,789
500 Capital Outlay	396,932	0		396,932	0.00	742,019	361,363		380,656	48.70	0
900 Other objects	0	0		0		602	0		602	0.00	767
Total Expenditures	1,021,295	204,912	271,623	544,760	46.66	1,165,152	715,843	188,299	261,010	77.60	429,791
Net Revenue/Expenses	108,705	925,118				515,115	964,424				1,255,782
Fund Balance - Ending	1,358,194	2,174,607				508,822	958,131				1,249,488

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

For the Period Ended 12/31/2013

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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	4,670	-4,670		0	18,240	-18,240		55,464		
500 Intermediate revenues	0	315	-315		0	11,752	-11,752		31,934		
Total Revenues	0	4,985	-4,985		0	29,992	-29,992		87,398		
----- 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
Total Expenditures	16,400	0		16,400	0.00	0	72		-72		43,810
Net Revenue/Expenses	-16,400	4,985				0	29,920				43,588
Fund Balance - Ending	61,944	83,329				34,756	64,675				78,344

Kenosha Unified School District

Budget to Actual Comparison Report

2013 - 2014 District Summary Budget

For the Period Ended 12/31/2013

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All Funds

----- 2014 -----						----- 2013 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	40,062,793	40,062,793				25,238,416	25,238,416				
100 Operating Transfers In	30,081,634	14,751,041		15,330,593	49.04	31,289,473	15,491,617		15,797,856	49.51	32,416,742
200 Local revenues	98,185,675	95,780,799		2,404,875	97.55	102,674,570	97,045,654		5,628,915	94.52	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	946		23,430	3.88	32,500	12,051		20,449	37.08	57,885
600 State aid	162,144,835	60,804,264		101,340,571	37.50	161,014,173	61,042,329		99,971,844	37.91	161,705,283
700 Federal aid	25,848,040	4,454,636		21,393,404	17.23	25,249,038	2,355,274		22,893,764	9.33	21,309,522
800 Debt proceeds	23,306,812	23,307,162		-350	100.00	0	0		0		0
900 Revenue adjustments	12,406,069	955,790		11,450,279	7.70	1,727,397	862,512		864,885	49.93	12,360,697
Total Revenues	352,367,441	200,054,639		152,312,802	56.77	322,307,151	176,809,439		145,497,712	54.86	325,782,692

----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	149,326,579	62,723,719	1,760	86,601,100	42.01	141,503,971	58,968,007	26,671	82,509,293	41.69	136,836,604
200 Benefits	70,215,395	27,070,180	2,072,318	41,072,897	41.50	82,231,550	31,407,443	2,851,992	47,972,115	41.66	76,055,572
300 Purchased Services	30,849,342	9,421,874	3,120,276	18,307,192	40.66	24,054,768	8,304,650	3,124,217	12,625,901	47.51	22,056,837
400 Supplies	16,344,237	6,939,675	3,417,426	5,987,136	63.37	14,899,285	5,068,214	3,041,792	6,789,278	54.43	13,084,924
500 Capital Outlay	2,637,920	1,066,133	134,100	1,437,687	45.50	3,586,971	1,227,535	430,522	1,928,915	46.22	2,600,956
600 Debt Services	24,565,694	9,223,224	17,000	15,325,470	37.61	17,358,577	2,774,779	0	14,583,798	15.99	17,545,327
700 Insurance	970,207	539,808		430,399	55.64	2,326,707	1,151,101	0	1,175,606	49.47	1,342,151
800 Operating Transfers Out	30,081,634	14,751,041		15,330,593	49.04	31,289,473	15,491,617		15,797,856	49.51	32,416,742
900 Other objects	13,534,763	161,085	21,896	13,351,782	1.35	576,651	284,838	1,296	290,517	49.62	9,020,230
Total Expenditures	338,525,771	131,896,739	8,784,776	197,844,256	41.56	317,827,954	124,678,185	9,476,491	183,673,279	42.21	310,959,344
Net Revenue/Expenses	13,841,670	68,157,899				4,479,196	52,131,254				14,823,348
Fund Balance - Ending	53,904,463	108,220,692				29,717,613	77,369,670				40,062,293

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Kenosha Unified School District
CASH AND INVESTMENT QUARTERLY REPORT
As of December 31, 2013

Financial Institution	Total Fiscal Year <i>to-Date</i> 2013 - 2014			Total Fiscal Year 2012 - 2013			Total Fiscal Year 2011 - 2012		
	Cash Balance	Interest Earned*	Rate	Cash Balance	Interest Earned*	Rate	Cash Balance	Interest Earned*	Rate
General (Funds 10, 20s, 50, & 80s)									
Johnson Bank Checking	\$ 1,500,000	\$ -	0.00%	\$ 4,575,966	\$ -	0.00%	\$ 1,538,915	\$ -	0.00%
Johnson Bank Repurchase Account	3,955,029	773	0.02%	4,000,000	1,331	0.02%	2,174,767	1,091	0.03%
U.S. Bank Savings	10,273	2	0.01%	10,297	4	0.01%	10,317	4	0.01%
Petty Cash Accounts	5,074			6,090			6,090		
Local Government Investment Pool	43,546	21	0.09%	43,525	10,365	0.08%	23,133,163	13,871	0.16%
Wisconsin Investment Series Coop	23,711,031	16,435	(a)	53,498,734	28,171	(a)	15,071,279	13,843	(a)
	\$ 29,224,953	\$ 17,231		\$ 62,134,612	\$ 39,871		\$ 41,934,530	\$ 28,808	
Debt Service (Fund 30s)									
Local Government Investment Pool	2,041,115	1,157	0.09%	4,322,736	5,090	0.08%	4,519,971	3,417	0.16%
Wisconsin Investment Series Coop	596,070	154	(c)	8,817	4,130	(c)	4,686	4,971	(a)
	\$ 2,637,185	\$ 1,311		\$ 4,331,553	\$ 9,220		\$ 4,524,657	\$ 8,388	
Capital Projects (Fund 40s)									
Wisconsin Investment Series Coop	16,698,636	1,233	(c)	7,429	-	0.01%	6,859	34,415	0.05%
	\$ 16,698,636	\$ 1,233		\$ 7,429	\$ -		\$ 6,859	\$ 34,415	
OPEB (Fund 73)									
Wisconsin Investment Series Coop (CDO)	570	-	0.13%	570	-	0.13%	570	4,896	0.13%
Wisconsin Investment Series Coop	13,498,609	10,983	(b)	4,458,461	13,709	(b)	4,444,752	12,719	(b)
	\$ 13,499,179	\$ 10,983		\$ 4,459,030	\$ 13,709		\$ 4,445,321	\$ 17,615	

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

(a) Rate varies by fund and investment term. Lowest return is .04% and highest return is .13%.

(b) Rate varies by fund and investment term. Lowest return is .04% and highest return is .75%.

Kenosha Unified School District
Summary of Grant Activity
As of January 29, 2014

PROJECT NUMBER		2012-2013		2013-2014		FY 2013 - FY 2014
		BUDGET	ACTUAL	BUDGET *	ACTUAL AS OF 01/29/2014	
	GRANT TITLE					CHANGE IN BUDGET
623	21ST CENTURY LEARNING CENTER	\$700,000	\$700,000	\$450,000	\$164,257	(\$250,000)
430	CARL PERKINS	\$222,145	\$222,140	\$202,216	\$132,452	(\$19,929)
141	ESEA TITLE I-A	\$6,597,684	\$5,845,394	\$6,731,450	\$2,803,600	\$133,766
145	ESEA TITLE I-A FOCUS SCHOOLS	\$84,000	\$76,856	\$84,000	\$125	\$0
140	ESEA TITLE I-D NEGLECTED/DELINQUENT	\$86,883	\$83,396	\$64,205	\$31,204	(\$22,678)
604	ESEA TITLE II-A TEACHER & PRINCIPAL TRAINING	\$934,654	\$784,111	\$1,031,972	\$378,521	\$97,318
391	ESEA TITLE III-A ENGLISH LANGUAGE ACQUISITION	\$291,299	\$252,770	\$301,506	\$104,951	\$10,207
601/611	HEAD START - FEDERAL PROGRAM	\$2,030,346	\$1,788,256	\$1,924,997	\$904,225	(\$105,349)
335	HOMELESS CHILDREN	\$52,000	\$44,268	\$45,000	\$25,060	(\$7,000)
345	IDEA EARLY INTERVENTION SERVICES	\$408,712	\$333,329	\$657,290	\$191,838	\$248,578
341	IDEA FLOWTHROUGH	\$5,572,251	\$3,421,569	\$5,814,309	\$1,785,637	\$242,058
347	IDEA PRESCHOOL ENTITLEMENT	\$329,740	\$212,595	\$254,701	\$64,787	(\$75,039)
342	IDEA SECLUSION AND RESTRAINT TRAINING	\$9,408	\$9,408	\$0	\$0	(\$9,408)
592	SAFE AND SUPPORTIVE SCHOOLS	\$487,528	\$366,015	\$468,983	\$172,094	(\$18,545)
376/594	USDA FRESH FRUIT AND VEGETABLE PROGRAM	\$229,850	\$227,508	\$222,411	\$92,119	(\$7,439)
334/568	WISCONSIN PARTNERSHIP FOR CHILDHOOD FITNESS	\$4,483	\$1,830	\$2,653	\$1,355	(\$1,830)
	TOTAL FEDERAL FUNDED GRANTS	\$18,040,983	\$14,369,443	\$18,255,693	\$6,852,225	\$214,710
395	AODA	\$25,000	\$25,000	\$25,000	\$11,457	\$0
399	HEAD START - WISCONSIN STATE PROGRAM	\$340,725	\$312,966	\$340,725	\$165,113	\$0
583	EDUCATOR EFFECTIVENESS	\$0	\$0	\$118,320	\$0	\$118,320
614	YOUTH OPPORTUNITIES (KABA)	\$22,500	\$17,970	\$14,376	\$631	(\$8,124)
	TOTAL STATE FUNDED GRANTS	\$388,225	\$355,935	\$498,421	\$177,201	\$110,196
750	DONATIONS AND EFK GRANTS	\$79,023		\$43,476		(\$35,547)
751	MINI-GRANTS	\$214,680		\$155,020		(\$59,660)
	TOTAL DONATIONS / MINI-GRANTS	\$293,703		\$198,496		(\$95,207)
	GRAND TOTAL	\$18,722,911	\$14,725,379	\$18,952,610	\$7,029,426	\$229,698

* FY14 Budget Amounts may contain carryover from FY13.

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

1	Cash Flow Projection-Annual FY 2013-14	FY 2013-14 Projected	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
2	Beginning Cash Balance	\$ 8,575,965.74	\$ 8,575,965.74	\$ 3,931,695.01	\$ 6,046,288.78	\$ 8,058,307.98	\$ 5,557,483.73	\$ 2,971,367.66	\$ 7,164,848.58	\$ 1,797,180.72	\$ 12,821,036.67	\$ 10,039,674.89	\$ 1,373,094.59	\$ 2,725,625.28
3			Actual	Actual	Actual	Actual	Actual	Actual	Current Month	Projected	Projected	Projected	Projected	Projected
4	REVENUES													
5	Operating Funds (10,25,27,46,81-85)													
6	Property Taxes	95,981,637.79	-	20,592,940.36	-	-	-	-	37,291,500.29	24,797,998.52	-	1,308,278.30	11,990,920.32	-
7	Bank Fees (net of Investment Interest)	(12,937.24)	131.48	(572.97)	(774.63)	(843.62)	(1,334.90)	(1,128.88)	60.15	(1,685.50)	(1,800.00)	(1,705.32)	(1,683.05)	(1,600.00)
8	Head Start	1,852,935.11	-	167,770.32	-	-	442,068.98	182,617.13	162,478.68	-	266,000.00	366,000.00	266,000.00	-
9	DPI-Equalization Aid	146,704,116.44	2,712,122.00	-	21,712,928.00	-	-	35,831,904.00	-	-	36,019,651.02	-	-	50,427,511.42
10	DPI-Special Ed Aid	10,656,088.00	-	-	-	-	1,565,857.00	1,565,857.00	1,749,374.00	1,575,000.00	1,575,000.00	-	-	2,625,000.00
11	DPI-Misc Aid	11,667,423.38	340,712.35	1,854,984.51	1,398,681.28	72,664.63	332,772.88	1,301,846.12	683,973.61	1,136,357.60	1,136,357.60	1,136,357.60	1,136,357.60	1,136,357.60
12	School Deposits-cash / check	3,801,121.52	353,303.64	381,144.89	287,080.68	261,605.46	128,085.60	142,540.58	242,360.67	530,000.00	358,000.00	200,000.00	390,000.00	527,000.00
13	School Deposits-credit cards	503,285.20	12,241.29	367,901.59	29,144.28	13,716.77	6,750.90	4,313.54	7,216.83	19,000.00	12,000.00	10,000.00	18,000.00	3,000.00
14	Medicaid	2,068,012.81	200,061.02	68,108.15	-	-	46,642.99	53,200.65	-	300,000.00	300,000.00	300,000.00	300,000.00	500,000.00
15	Small Grants	85,554.42	5,223.14	2,658.67	5,223.14	5,223.14	5,492.39	5,221.89	8,512.05	6,000.00	8,000.00	12,000.00	14,000.00	8,000.00
16	Miscellaneous Revenues	734,539.07	33,061.67	9,889.81	264,973.34	4,666.67	22,778.95	4,667.67	44,834.29	64,666.67	50,000.00	50,000.00	50,000.00	135,000.00
17	Proprietary Fund (50)													
18	DPI-Foods Aid	4,194,807.26	792,882.29	20,708.96	37,212.49	37,141.22	541,004.48	636,819.32	483,114.00	329,184.90	329,184.90	329,184.90	329,184.90	329,184.90
19	School Deposits	889,509.05	15,109.94	46,825.59	109,216.69	119,462.23	83,870.59	68,497.49	76,526.52	120,000.00	75,000.00	55,000.00	90,000.00	30,000.00
20	myLunchMoney.com Deposits	1,405,464.52	(1,244.94)	16,013.85	161,177.05	201,740.54	143,893.34	121,094.83	128,789.85	165,000.00	150,000.00	108,000.00	177,000.00	34,000.00
21	Miscellaneous Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-
36	TOTAL REVENUES	\$ 280,531,557.33	\$ 4,463,603.88	\$ 23,528,373.73	\$ 24,004,862.32	\$ 715,377.04	\$ 3,317,883.20	\$ 39,917,451.34	\$ 40,878,740.94	\$ 29,041,522.19	\$ 40,277,393.52	\$ 3,873,115.48	\$ 14,759,779.77	\$ 55,753,453.92
37														
38	EXPENDITURES													
39	PAYROLL & BENEFIT EXPENDITURES (objects 100,200)													
41	Net Payroll - Gen	93,193,196.18	6,756,201.28	6,702,334.23	6,734,976.02	10,234,081.91	6,794,019.59	6,878,519.91	7,820,183.24	7,504,160.00	7,504,160.00	7,504,160.00	11,256,240.00	7,504,160.00
42	Federal Taxes	41,173,646.51	2,788,198.98	2,669,640.64	2,712,998.69	4,021,579.14	2,652,677.42	2,687,632.08	3,303,528.56	3,043,162.00	3,043,162.00	3,043,162.00	4,564,743.00	6,643,162.00
43	State Taxes	7,960,840.74	564,507.30	539,161.67	542,452.14	809,603.82	541,069.07	533,034.33	846,433.41	615,378.00	615,378.00	615,378.00	923,067.00	815,378.00
44	Flexible Spending Payments	357,888.71	25,253.29	28,441.22	26,269.04	19,443.22	36,288.94	22,877.91	39,815.09	29,000.00	29,000.00	29,000.00	43,500.00	29,000.00
45	TSA Payments	3,733,396.95	161,646.82	459,912.36	284,049.51	312,941.58	301,450.81	392,806.71	335,589.16	270,000.00	270,000.00	270,000.00	405,000.00	270,000.00
46	WI Retirement	22,084,235.93	-	2,631,678.67	-	2,627,959.98	2,116,175.51	-	3,123,421.77	1,717,000.00	1,717,000.00	-	3,434,000.00	4,717,000.00
47	Health Insurance Premiums	49,466,478.04	3,698,063.00	4,028,186.00	-	7,820,739.94	4,627,739.00	4,246,665.58	4,258,798.99	4,206,285.53	4,145,000.00	4,145,000.00	4,145,000.00	4,145,000.00
48	Other Insurance Premiums	(108,889.23)	(23,623.05)	(12,838.76)	(11,677.52)	(10,947.25)	(14,252.30)	(23,615.56)	(11,934.79)	-	-	-	-	-
51	TOTAL PAYROLL EXP.	217,860,793.83	13,970,247.62	17,046,516.03	10,289,067.88	25,835,402.34	17,055,168.04	14,737,920.96	19,715,835.43	17,384,985.53	17,323,700.00	15,606,700.00	24,771,550.00	24,123,700.00
52	NON-PAYROLL EXPENDITURES (objects 300,400,500,700)													
65	Actual Checks Cleared	43,657,144.48	2,919,046.94	3,147,011.38	3,355,169.84	3,087,279.89	4,499,961.91	2,568,968.08	3,636,931.61	3,193,512.43	3,134,453.76	5,445,042.24	3,420,379.06	5,249,387.34
66	ACH Payments Made:													
67	KABA Lease Payment	209,441.98	17,453.58	17,453.54	17,453.54	34,907.08	-	17,453.54	34,907.08	17,453.54	-	17,453.54	17,453.54	17,453.00
68	US Bank P-card Payment	2,668,775.97	201,126.47	602,799.01	231,151.86	258,611.98	248,869.32	249,627.84	135,537.97	371,714.74	200,601.54	-	97,866.48	70,868.76
69	Aegis Workers' Comp Payment	750,000.00	-	100,000.00	100,000.00	-	100,000.00	150,000.00	100,000.00	-	100,000.00	-	100,000.00	-
70	Debt Payments - F30	-	-	-	-	-	-	-	-	-	-	-	-	-
71	Miscellaneous Out	2,941,000.00	-	-	-	-	-	-	1,470,500.00	-	-	1,470,500.00	-	-
72	TOTAL NON-PAYROLL EXP.	50,226,362.43	3,137,626.99	3,867,263.93	3,703,775.24	3,380,798.95	4,848,831.23	2,986,049.46	5,377,876.66	3,582,680.71	3,435,055.30	6,932,995.78	3,635,699.08	5,337,709.10
73	TOTAL EXPENDITURES	268,087,156.26	17,107,874.61	20,913,779.96	13,992,843.12	29,216,201.29	21,903,999.27	17,723,970.42	25,093,712.09	20,967,666.24	20,758,755.30	22,539,695.78	28,407,249.08	29,461,409.10
74														
75	NET CASH FLOW IN(OUT)	\$ 21,020,366.81	\$ (4,068,304.99)	\$ 6,546,288.78	\$ 16,058,307.98	\$ (20,442,516.27)	\$ (13,028,632.34)	\$ 25,164,848.58	\$ 22,949,877.43	\$ 9,871,036.67	\$ 32,339,674.89	\$ (8,626,905.41)	\$ (12,274,374.72)	\$ 29,017,670.10
76	Cash Flow Transfers to/from WISC (F10)	7,200,000.00	8,000,000.00	(500,000.00)	(8,000,000.00)	26,000,000.00	16,000,000.00	(18,000,000.00)	(5,000,000.00)	13,000,000.00	(22,300,000.00)	10,000,000.00	15,000,000.00	(27,000,000.00)
77	Cash Flow Transfers to/from LGIP (F10)	-	-	-	-	-	-	-	-	-	-	-	-	-
78	Cash Transfers to/from WISC (F46)	-	-	-	-	-	-	-	-	-	-	-	-	-
79	Transfers to/from Investments (other Fu	(26,202,696.71)	-	-	-	-	-	-	(16,152,696.71)	(10,050,000.00)	-	-	-	-
80	Ending Cash Balance	\$ 2,017,670.10	\$ 3,931,695.01	\$ 6,046,288.78	\$ 8,058,307.98	\$ 5,557,483.73	\$ 2,971,367.66	\$ 7,164,848.58	\$ 1,797,180.72	\$ 12,821,036.67	\$ 10,039,674.89	\$ 1,373,094.59	\$ 2,725,625.28	\$ 2,017,670.10

Property Tax Collections Schedule

Taxes Receivable - Acct #10-713100
FY 2013-14



		City of Kenosha 2014	Date Received	Pct of Total	Village of Pleasant Prairie 2014	Date Received	Pct of Total	Town of Somers 2014	Date Received	Pct of Total	TOTALS
January		25,245,371.28		43.42%	7,449,998.61		28.88%	4,596,130.40		49.00%	\$37,291,500.29
February				0.00%			0.00%			0.00%	\$0.00
April				0.00%			0.00%			0.00%	\$0.00
May				0.00%			0.00%			0.00%	\$0.00
August	see payment detail below			0.00%			0.00%			0.00%	\$0.00

Total Collected	\$25,245,371.28	To Date: 43.42%	\$7,449,998.61	To Date: 28.88%	\$4,596,130.40	To Date: 49.00%	
		Thru June: 43.42%		Thru June: 28.88%		Thru June: 49.00%	
Total due from Municipality	\$58,142,074.00		\$25,795,555.00		\$9,379,497.00		\$93,317,126.00

***Total includes Lottery Credit of: \$0.00

# 10-713100	Uncollected Balance	\$32,896,702.72	Taxes Receivable	\$18,345,556.39	Taxes Receivable	\$4,783,366.60	Taxes Receivable	(over)under collected	\$56,025,625.71
	Percent Uncollected	56.58%		71.12%		51.00%		prior yr-(over)under collected	
								Adjust #10-713100	\$56,025,625.71

Due to General Fund	\$75,664,429.00
Prior Year Chargebacks	\$0.00
Collected - General	\$37,291,500.29
Uncollected Balance General	\$38,372,928.71
Percent Uncollected General	50.71%
Due to Debt Service Fund 38	\$3,853,284.00
Collected - Debt Fund 38	
Due to Debt Service Fund 39	\$12,299,413.00
Collected - Debt Fund 39	
Due to Recreation	\$1,500,000.00
Collected - Recreation	

^ August payments:

City of Kenosha

Village of Pleasant Prairie

Kenosha County

City

Village

Town

Property Tax Collections Schedule

Taxes Receivable - Acct #10-713100
FY 2012-13



		City of Kenosha 2013	Date Received	Pct of Total	Village of Pleasant Prairie 2013	Date Received	Pct of Total	Town of Somers 2013	Date Received	Pct of Total	TOTALS
January		\$25,357,990.97		43.32%	\$5,567,591.86		22.70%	\$4,507,071.52		48.17%	\$35,432,654.35
February		\$12,761,944.84		21.80%	\$8,835,758.74		36.02%	\$2,213,348.44		23.65%	\$23,811,052.02
April		\$773,276.59		1.32%	\$253,370.95		1.03%	\$131,619.37		1.41%	\$1,158,266.91
May		\$7,404,500.99		12.65%	\$4,025,893.37		16.41%	\$0.00		0.00%	\$11,430,394.36
August	see payment detail below	\$12,240,176.61		20.91%	\$5,847,794.08		23.84%	\$2,504,969.67		26.77%	\$20,592,940.36
				0.00%			0.00%			0.00%	\$0.00
Total Collected		\$58,537,890.00	To Date:	100.00%	\$24,530,409.00	To Date:	100.00%	\$9,357,009.00	To Date:	100.00%	
			Thru June:	79.09%		Thru June:	76.16%		Thru June:	73.23%	
Total due from Municipality		\$58,537,890.00			\$24,530,409.00			\$9,357,009.00			\$92,425,308.00

***Total includes Lottery Credit of: \$0.00

# 10-713100	Uncollected Balance	\$0.00	Taxes Receivable	\$0.00	Taxes Receivable	\$0.00	Taxes Receivable	(over)under collected	\$0.00
	Percent Uncollected	0.00%		0.00%		0.00%		prior yr-(over)under collected	
								Adjust #10-713100	\$0.00

Due to General Fund	\$74,684,161.00
Prior Year Chargebacks	\$64,333.00
Collected - General	\$74,684,161.00
Uncollected Balance General	\$0.00
Percent Uncollected General	0.00%
Due to Debt Service Fund 38	\$2,886,123.00
Collected - Debt Fund 38	\$2,886,123.00
Due to Debt Service Fund 39	\$12,740,424.00
Collected - Debt Fund 39	\$12,740,424.00
Due to Recreation	\$2,050,267.00
Collected - Recreation	\$2,050,267.00

^ August payments:

City of Kenosha \$ 10,876,781.50

Village of Pleasant Prairie \$ 5,623,078.79

Kenosha County \$ 4,093,080.07

City \$ 1,363,395.11

Village \$ 224,715.29

Town \$ 2,504,969.67

4,093,080.07

Equalization Aid Payment Estimates

FY2013-14

As of 10.15.2013

estimate as of 9.4.2013 146,779,344.00
estimate as of 7.22.2013 149,832,407.00

2012-13 Final Equalization Aid Certification 144,825,402.00
 2013-14 Equalization Aid Estimate 146,490,566.00 *(certified)*

September delay 1.78%
 Other months delay 1.79%

September 16, 2013, payment estimate	15.0%	21,723,810.30	
Less: delay		<u>(386,683.82)</u>	\$ 21,337,126.48
December 2, 2013, payment estimate	40.0%	58,596,226.40	
Less: delay		(1,048,872.45)	
Less: Sept payment		<u>(21,337,126.48)</u>	\$ 36,210,227.47
March 24, 2014, payment estimate	25.0%	36,622,641.50	
Less: delay		<u>(655,545.28)</u>	\$ 35,967,096.22
June 16, 2014, payment estimate	35.0%	51,271,698.10	
Less: delay		<u>(917,763.40)</u>	\$ 50,353,934.70
July 21, 2014, payment estimate	1.79%		\$ 2,622,181.13
	1.79%		
Total 2013-14 Equalization Aid			<u><u>\$ 146,490,566.00</u></u>

State Aids Payment Schedule

2013-2014 DIRECT STATE AIDS PAYMENT SCHEDULE

Note: Due to the statutory requirement to delay payment of \$75,000,000 of 2013-2014 Equalization Aid to July 21, 2014, the September, December, March and June equalization aid payments are reduced by approximately 1.79 percent.

JULY 2013

July 22: 2012-2013 Delayed Equalization Aid (approximately 1.84%); s. 121.15(1m)2 Wis. Stats.; 4th Monday. \$75,000,000 Delayed Payment, Must be recorded as 2012-2013 revenue. (s. 121.15(1m)3(b) Wis. Stats.)

July 22: 2012-2013 Computer Exemption Aid (Src 691) Payment (Payment will be made electronically by the Department of Revenue); 4th Monday, Must be recorded as 2012-2013 revenue. (ss. 79.095(4))

AUGUST 2013

No Direct Aid Payments

SEPTEMBER 2013

September 16: State Equalization Aid (15.0% of 2012-2013 certified amount (less estimated delay of 1.78% of this amount)) (s. 121.15 Wis. Stats.); 3rd Monday

September 16: Sparsity Aid Program (s. 115.436 Wis. Stats.); 3rd Monday

OCTOBER 2013

2013-2014 General State Aid Payment Amounts Certified 10-15-2013*

*(2013 Act 46 – October Certified of 2013-2014 Aid 10-23-2013)

NOVEMBER 2013

November 18 : SAGE Aid (33% of amount due) (s. 118.43(6) Wis. Stats.); 3rd Monday

November 18: Special Ed. and School Age Parents Aids (15% of amount due) (s. 115.88 Wis. Stats.); 3rd Monday

November 25: Public Library System Aid; s. 43.24 (3) Wis. Stats. On or Before December 1st

DECEMBER 2013

December 02: State Equalization Aid and Special Adjustment (40.0% of 2013-2014 certified amount, less delayed (estimated 1.79%), less Sept payment); 1st Monday

December 16: Special Ed. and School Age Parents Aids (15% of amount due) (s. 115.88 Wis. Stats.); 3rd Monday

JANUARY 2014

January 21: Special Ed. and School Age Parents Aids (15% of amount due) (s. 115.88 Wis. Stats.); 3rd Monday (holiday) Paid on Tuesday

January 27: General Transportation Aid (s. 121.58 Wis. Stats.); Last Monday

FEBRUARY 2014

February 18: SAGE Aid (33% of amount due) (s. 118.43(6) Wis. Stats.); 3rd Monday (holiday) Paid on Tuesday

February 18: Special Ed. and School Age Parents Aids (15% of amount due) (s. 115.88 Wis. Stats.); 3rd Monday (holiday) Paid on Tuesday

MARCH 2014

March 17: Special Ed. and School Age Parents Aids (15% of amount due) (s. 115.88 Wis. Stats.); 3rd Monday

March 24: State High Poverty School District Aid (s. 121.136 Wis. Stats.); 4th Monday

March 24: State Equalization and Special Adjustment Aid (25% of certified amount (less estimated 1.79% delay) (s. 121.15 Wis. Stats.); 4th Monday

March 24: Per Pupil Aid (s. 115.437 Wis. Stats.); 4th Monday

APRIL 2014

April 28: Public Library System Aid; s. 43.24 (3) Wis. Stats. On or before April 30th

April 28: Common School Fund Library Aid (s. 43.70 Wis. Stats.); Last Monday in April

MAY 2014

No Direct Aid Payment

JUNE 2014

June 02: State Tuition Payments (s. 121.79 Wis. Stats.); 1st Monday

June 09: Special Ed. and School Age Parents Aids (25% of amount due) (s. 115.88 Wis. Stats.); 2nd Monday

June 09: SAGE Aid (33% of amount due) (s. 118.43(6) Wis. Stats.); 2nd Monday

June 09: Four Year Old Kindergarten (s. 115.445 Wis. Stats.); 2nd Monday

June 16: State Equalization and Special Adjustment Aid (35% of certified amount (less estimated 1.79% delay)); 3rd Monday

June 16: Supplemental Special Education Aid (s. 115.883 Wis. Stats.); 3rd Monday

June 16: Aid for Transporting Pupils Over Ice (s. 121.58(2)(d) Wis. Stats.); 3rd Monday

June 16: General Transportation Aid (2011 WI Act 105 - Residual Balance of Allocation); 3rd Monday

June 16: High Cost Transportation (s. 121.59 Wis. Stats.); 3rd Monday

June 16: Special Transfer Aid (s. 121.85 Wis. Stats.); 3rd Monday

June 16: CCDEB Aid; 3rd Monday

June 16: High Cost Special Ed. and School Age Parents Aids (s. 115.881 Wis. Stats.); 3rd Monday

June 23: SAGE Debt Service Aid (s. 118.43(8) Wis. Stats.); 4th Monday

JULY 2014

July 21: 2013-2014 Delayed Equalization Aid (approximately 1.79%); (s. 121.15(1m)2 Wis. Stats.; 4th Monday. \$75,000,000 Delayed Payment, Must be recorded as 2013-2014 revenue. (s. 121.15(1m)3(b) Wis. Stats.)

July 21: 2013-2014 Computer Exemption Aid (Src 691) Payment (Payment will be made electronically by the Department of Revenue); 4th Monday, Must be recorded as 2013-2014 revenue. (s. 79.095(4) Wis. Stats.)

s. 121.15(2)(a) Wis. Stats. No state aid payments may be made to any district until the annual report under s. 120.18 has been filed with the department. (b) No state aid payments may be made to any district in the months of November to June until the budget and membership report under s. 121.05 is filed with the department. (c) If the state superintendent notifies a school district that a state aid payment may be withheld under par. (a) or (b), he or she shall notify each member of the school board or the school district clerk, the school district clerk shall promptly distribute a copy of the notice to each member of the school board.

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A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Bryan was called to order at 8:00 P.M. with the following Committee members present: Mr. Flood, Mrs. Snyder, Mrs. Butler, Mrs. Hamilton, Mrs. Dahl, and Mr. Bryan. Dr. Mangi was also present. Mrs. Burns was excused. Mrs. Morrison and Ms. Morgan were absent.

School Board Policy Regarding Registered Sex Offenders

Mrs. Sheronda Glass, Executive Director of Business, presented the School Board Policy Regarding Registered Sex Offenders. She indicated that Wisconsin Act 88, which went into effect on December 15, 2013, requires that registered sex offenders notify the District in advance of being in any school building, on any school grounds, school recreation area, or school athletic field or on any school property owned, used, or operated for school administration. She distributed a revised copy of the proposed policy and indicated that the last paragraph of the policy (#4 under “exceptions”) was revised to better mirror Wisconsin Act 88. She also noted that #1 under “procedures” of the policy has an option to specify a time frame for a Registrant to notify a Principal in advance of a visit. She indicated that her recommendation is 72 hours but that she is open to any suggestions.

Discussion took place regarding the following concerns the Committee had:

- Will contracted personnel supervising students at a school and/or at an alternative location, i.e. CAADD Program be included under #4 of the “procedures”?
- How will Registrants go about, and know how to go about, giving notice of a visit to a school and/or program, i.e. CAADD Program, which is not housed at a traditional school building and/or is housed at an alternative location?
- How do local law enforcement and/or child welfare agencies plan on notifying the District of Registrants that they are supervising?

Mrs. Hamilton moved that Administration consider the concerns discussed by the Committee and bring the policy back to the Committee at next month’s meeting with any proposed revisions. Mrs. Butler seconded the motion. Motion passed. Mr. Flood abstaining.

Future Agenda Items

Mr. Flood requested that Policy 6520 - Field/Co-curricular Trips be added to the agenda next month.

Meeting adjourned at 8:15 P.M.

Stacy Schroeder Busby
School Board Secretary

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**Kenosha Unified School District
Kenosha, Wisconsin**

**February 11, 2014
Personnel/Policy Standing Committee**

School Board Policy Regarding Registered Sex Offender

2013 Wisconsin Act 88 (Act 88) requires the registered sex offender to notify the District Administrator (Superintendent) or his/her designee (Administrator) of the specific date, time and place of the visit and his/her status as a registered sex offender. This new law, which is effective as of December 15, 2013, prohibits registered sex offenders from being in any school building, on any school grounds, school recreation area, or school athletic field, or on any school property owned, used, or operated for school administration unless the registered sex offender notifies the Administrator.

During discussion at the January 14, 2014, Personnel/Policy Committee meeting, a number of questions were raised regarding off-site programs, Registrant notification, contracted employees and requirements of local law enforcements and/or child welfare agencies providing notification. The policy was sent back to legal counsel to provide direction as it relates to the concerns raised. The updated policy is provided for your consideration. Additional wording since the January 14, 2014, committee meeting is shown in red.

Recommendation:

Administration recommends that the Personnel/Policy Committee consider the Registered Sex Offender Policy and forward to the School Board for a first and second reading.

Dr. Joseph Mangi
Interim Superintendent of Schools

Sheronda Glass
Executive Director, Business Services

Policy XXXX
Registered Sex Offender

The Kenosha Unified School District (“the District”) recognizes its responsibility for the health and safety of all students. Therefore, the Board is mindful of taking appropriate precautionary measures in situations where the District has been notified that a registered sex offender (“Registrant”) wishes to visit a school building or other school premises.

With limited exceptions, a Registrant may not be on any school premises unless the Registrant has followed the procedures below and has obtained prior approval from the Superintendent.

“School premises” includes any school building, grounds, recreation area, athletic field, or any other property owned, used, or operated for school administration.

All Contractors who provide services to the District must certify to the District that they have reviewed all of their employees who will be on district property for any reason and that none of the employees appear on any sex offender registry. This certification must be renewed annually and provided to the Superintendent. Each contract will contain the requirements as stated herein.

Procedures:

1. Before visiting school premises, a Registrant shall notify the Principal **or Site Administrator** in writing of the specific date, time, and place of the visit, and of the Registrant’s status as a registered sex offender. [*Optional*: Notice must be given at least _____ days in advance of each visit.]
2. The Principal **or Site Administrator** shall forward the Registrant’s notice to the Superintendent or his or her designee for review and approval.
3. The Superintendent of Schools will notify the Registrant and Principal in writing of whether the Registrant’s visit is approved, and what conditions will apply to the visit, if any. Any approval by the Superintendent will only apply to the specific date, time, and place referenced in the Registrant’s notice.
4. The Principal **or Site Administrator** may notify additional school personnel of the visit as necessary, including, but not limited to: appropriate administrative and teaching staff; security personnel; volunteers or paraprofessionals with in the student’s classroom; counselors; coaches; advisors; nurses; bus drivers; custodians; district daycare providers; and playground supervisors.

Exceptions:

1. A Registrant who is a voter may to visit school premises without providing advance notice or obtaining prior approval if: (a) an election is being held that day; (b) the Registrant’s polling place is on school premises; and (c) the Registrant is visiting school premises for the sole purpose of voting.
2. A Registrant may visit school premises without providing advance notice or obtaining prior approval if the Registrant is attending an event or activity that is not sponsored by the school.

3. A Registrant who is the parent or guardian of a child enrolled at the school must notify the Principal of his or her status as a registered sex offender only as follows: (a) at the beginning of each school year; or (b) if the child is not enrolled at the beginning of the school year, when the child is first enrolled; or (c) if the parent/guardian is not a registered sex offender at the beginning of the school year or when the child first enrolls, when the parent/guardian first becomes a registered sex offender.
4. A Registrant who is a student enrolled in the District is not required to provide advance notice or obtain prior approval before each visit, as long as the department, child welfare agency, or other person supervising the student under a dispositional order under Wis. Stat. Section 938.34 works with the Principal and Superintendent to ensure the safety of other students. It is the responsibility of the student to verify whether the department, agency, or person has made the appropriate contact with the District. The District and the department, agency, or person shall follow protocols, established by the District on a case-by-case basis, for ensuring the safety of other students. If the conditions of this exception are not met, the student is required to follow this Policy's procedures for providing advance notice and obtaining prior approval before each visit.

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Kenosha Unified School District

Kenosha, WI

February 11, 2014

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Early, Early Retirement	Ramirez	Tamara	Brass Community School	Grade 2	Instructional	06/12/2014	1	\$75,500.00
Resignation	Eisenhauer	Brett	Harborside Academy	Spanish	Instructional	06/12/2014	1	\$38,377.00
Resignation	Gram	Irene	Lincoln Middle School	Grade 6	Instructional	01/24/2014	1	\$52,251.00
Resignation	Stanonik	Zachary	Tremper High School	Technology Education	Instructional	01/24/2014	1	\$38,377.00
Retirement	Dunn	Rodger	Tremper High School	Special Education	ESP	01/24/2014	1	\$18.33

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 11, 2014

Personnel/Policy Standing Committee

School Year 2014-15 Preliminary Enrollment Projections

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

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

Preliminary enrollment projections for School Years 2014-15, 2015-16 and 2016-17 are being submitted to the School Board utilizing enrollment trends, birth rates, and cohort survival rates. In the past, new housing development plans that were generated through collaborative efforts with the local municipalities of Kenosha, Pleasant Prairie, and Somers were incorporated into the projections. However, new housing development plans were not considered in the projections for this cycle because of the instability of the current local housing market and the decline of new families moving into this community.

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

Summary

- The preliminary projections include all students in grades PK-12. This includes students in the following categories: Regular Education, Special Education, ESL, Enrichment Program, HeadStart, Charter Schools, Special Schools, and 4 Year Old Kindergarten.
- Appendix A illustrates actual student enrollment by building for the past two (2) years and projected enrollment for the next three (3) years. For staffing purposes, enrollment is disaggregated by pre-kindergarten and K-12.
- Appendix B is a comparison of the SY 2013-14 from the Official Third Friday count and the projected SY 2014-15 enrollments for each building. Variances are listed by grade level and school.
- Appendix C is a grade level enrollment comparison of the previous seventeen (17) years of actual student enrollment, together with preliminary projections for the next three years. The projected enrollment for SY 2014-15 is 22,424 students, a decrease of 252 from the SY 2013-14 Official Third Friday Pupil Count (22,676).

- The projections indicate that student enrollment at the elementary level will be 9,463, a decrease of 535 students when compared to this year. The primary factor contributing to this decrease is the KTEC expansion which will draw from the enrollment at the traditional elementary schools. The secondary factor is the decrease in infant births in 2010 and 2011 which will result in a decrease in pre-kindergarten enrollment.
- The projected middle school enrollment is 4,267 students, a decrease of 71 when compared to this school year.
- At the high school level, the projected enrollment of 6,295 students is 26 students higher than this school year.
- The total enrollment counts for Special Schools are expected to increase by 328 students in SY 2014-15, mainly due to the approved KTEC expansion.
- The following methods are used to calculate the enrollment projections:
 - Pre-kindergarten projected enrollments are calculated using a “*Birth-to-4K Survival Rate Method*”, comparing the number of infant births to preschool enrollment of the same cohort group. Due to the universal expansion of the 4 year old kindergarten program, participation, based on birth rates, increased from 50% in 2012-13 to 65% in 2013-14. The higher 65% participation rate was used for the 2014-15 projections.
 - Kindergarten projected enrollments are calculated using a “*Birth-to-Kindergarten Survival Rate Method*”, with enrollment distributed to schools based on ratios from the past three years.
 - Projections for grades 1 thru 5, 7 and 8 are calculated by using the “*Grade Progression Ratio Method*”, which moves students diagonally from one grade level to the next. Adjustments are made to the projections by applying the “*Cohort Survival Rate Method*”, which uses trended grade progression ratios from one grade to the next that are attributed to migration trends, transfers to and from private schools, transfers between schools in the district, new residential developments, and dropout, graduation, and retention rates.
 - Projections for grades 6, 9, 10, 11, and 12 are calculated by applying the “*Cohort Survival Rate Method*”. At grade 6, enrollment is distributed based on the current and previous year ratios. High school enrollment is distributed based on trends from the past three school years.

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

Dr. Joseph Mangi
Interim Superintendent of Schools

Mr. Kristopher Keckler
Executive Director
Information and Accountability

Ms. Renee Blise
Research Coordinator

APPENDIX A

KENOSHA UNIFIED SCHOOL DISTRICT
Actual Building Enrollment and Projected Enrollment

	Actual Enrollment						Projected Enrollment								
	2012-13			2013-14			2014-15			2015-16			2016-17		
School	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total
Bose	47	372	419	60	321	381	54	295	349	54	291	345	54	278	332
Brass	30	413	443	53	402	455	48	394	442	48	391	439	48	375	423
Ed Bain - Creative Arts	62	466	528	102	439	541	92	439	531	92	438	530	92	416	508
Ed Bain - Dual Language		348	348		338	338		317	317		308	308		298	298
Forest Park	44	429	473	46	419	465	41	408	449	41	406	447	41	397	438
Frank	35	437	472	75	435	510	67	428	495	67	426	493	67	415	482
Grant	23	247	270	29	243	272	26	238	264	26	239	265	26	232	258
Grewenow	34	350	384	53	358	411	47	342	389	47	336	383	47	335	382
Harvey	26	285	311	30	253	283	27	225	252	27	207	234	27	195	222
Jefferson	28	261	289	31	274	305	28	272	300	28	267	295	28	271	299
Jeffery	29	307	336	40	303	343	36	307	343	36	320	356	36	327	363
McKinley	30	301	331	59	308	367	53	294	347	53	288	341	53	287	340
Nash	26	615	641	62	602	664	55	581	636	55	564	619	55	539	594
Pleasant Prairie	14	581	595	62	603	665	55	566	621	55	560	615	55	540	595
Prairie Lane	38	456	494	48	389	437	43	371	414	43	374	417	43	376	419
Roosevelt	27	415	442	37	445	482	33	429	462	33	438	471	33	437	470
Somers	26	422	448	58	422	480	52	400	452	52	398	450	52	380	432
Southport	31	422	453	48	416	464	43	392	435	43	396	439	43	379	422
Stocker	33	479	512	65	483	548	58	447	505	58	442	500	58	438	496
Strange	31	472	503	82	487	569	73	447	520	73	413	486	73	377	450
Vernon	32	349	381	36	321	357	32	283	315	32	266	298	32	254	286
Whittier	54	391	445	52	409	461	46	395	441	46	389	435	46	370	416
Wilson	29	182	211	32	168	200	29	155	184	29	140	169	29	132	161
TOTAL (Elem)	729	9,000	9,729	1,160	8,838	9,998	1,038	8,425	9,463	1,038	8,297	9,335	1,038	8,048	9,086
Bullen		874	874		847	847		838	838		778	778		764	764
Lance		1060	1,060		989	989		972	972		900	900		886	886
Lincoln		779	779		765	765		738	738		681	681		664	664
Mahone		1188	1,188		1149	1,149		1141	1,141		1090	1,090		1048	1,048
Washington		620	620		588	588		578	578		566	566		550	550
TOTAL (Middle)		4,521	4,521		4,338	4,338		4,267	4,267		4,015	4,015		3,912	3,912
Bradford		1,645	1,645		1,476	1,476		1,485	1,485		1,479	1,479		1,452	1,452
Indian Trail		1,911	1,911		2,167	2,167		2,202	2,202		2,238	2,238		2,159	2,159
LakeView		421	421		427	427		427	427		527	527		577	577
Reuther		450	450		428	428		425	425		425	425		425	425
Tremper		1,819	1,819		1,771	1,771		1,756	1,756		1,758	1,758		1,709	1,709
TOTAL (High)		6,246	6,246		6,269	6,269		6,295	6,295		6,427	6,427		6,322	6,322
4 Yr Kindergarten *	246		246	139		139	130		130	130		130	130		130
Chavez	166		166	171		171	157		157	157		157	157		157
Brompton		199	199		216	216		216	216		216	216		216	216
Dimensions of Learning		226	226		226	226		226	226		226	226		226	226
KTEC	31	436	467	32	438	470	28	780	808	28	914	942	28	1,042	1,070
Harborside		606	606		607	607		608	608		609	609		607	607
Hillcrest		57	57		58	58		56	56		56	56		56	56
Kenosha eSchool		141	141		151	151		167	167		171	171		174	174
Phoenix Project		35	35		33	33		31	31		31	31		31	31
TOTAL (Special)	443	1,700	2,143	342	1,729	2,071	315	2,084	2,399	315	2,223	2,538	315	2,352	2,667
TOTALS	1,172	21,467	22,639	1,502	21,174	22,676	1,353	21,071	22,424	1,353	20,962	22,315	1,353	20,634	21,987
DISTRICT		22,639			22,676			22,424			22,315			21,987	
Change		-339			+37			-252			-109			-328	

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

APPENDIX B

KENOSHA UNIFIED SCHOOL DISTRICT

2014-15 Enrollment Projections vs. 2013-14 Actual Third Friday Enrollment

School Name	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	14-15 Proj	13-14 Actual	Diff
Bose Elementary School	54	48	46	52	53	50	46								349	381	-32
Brass Community School	48	68	75	59	61	69	62								442	455	-13
Brompton Elementary School		22	22	22	24	24	24	26	26	26					216	216	0
Chavez Learning Station	157														157	171	-14
Dimensions of Learning Academy		22	22	26	26	26	26	27	26	25					226	226	0
Edward Bain Creative Arts	92	76	77	69	63	79	75								531	541	-10
Edward Bain Dual Language		54	57	47	56	52	51								317	338	-21
Forest Park Elementary School	41	70	69	66	69	70	64								449	465	-16
Frank Elementary School	67	78	71	80	69	66	64								495	510	-15
Grant Elementary School	26	44	43	33	43	39	36								264	272	-8
Grewenow Elementary School	47	63	58	63	56	48	54								389	411	-22
Harvey Elementary School	27	34	32	37	45	33	44								252	283	-31
Jefferson Elementary School	28	60	54	38	36	35	49								300	305	-5
Jeffery Elementary School	36	55	66	44	48	47	47								343	343	+0
Kenosha 4-Yr Old Kindergarten	130														130	139	-9
KTEC	28	100	110	110	96	104	104	52	52	52					808	470	+338
McKinley Elementary School	53	60	57	43	47	39	48								347	367	-20
Nash Elementary School	55	88	95	94	104	101	99								636	664	-28
Pleasant Prairie Elementary Schl	55	84	92	101	102	98	89								621	665	-44
Prairie Lane Elementary School	43	64	59	80	56	55	57								414	437	-23
Roosevelt Elementary School	33	62	63	88	68	80	68								462	482	-20
Somers Elementary School	52	69	73	59	75	68	56								452	480	-28
Southport Elementary School	43	67	66	61	70	73	55								435	464	-29
Stocker Elementary School	58	77	73	79	79	66	73								505	548	-43
Strange Elementary School	73	64	65	74	72	86	86								520	569	-49
Vernon Elementary School	32	55	47	53	46	38	44								315	357	-42
Whittier Elementary School	46	66	66	62	62	76	63								441	461	-20
Wilson Elementary School	29	30	26	27	19	24	29								184	200	-16
Bullen Middle School								282	257	299					838	847	-9
Lance Middle School								327	296	349					972	989	-17
Lincoln Middle School								245	228	265					738	765	-27
Mahone Middle School								387	375	379					1,141	1,149	-8
Washington Middle School								203	191	184					578	588	-10
Bradford High School											443	372	361	309	1,485	1,476	+9
Harborside Academy								52	57	51	117	114	112	105	608	607	+1
Hillcrest School								1	2	6	19	10	13	5	56	58	-2
Indian Trail H.S. & Academy											671	567	573	391	2,202	2,167	+35
Kenosha eSchool		6	6	5	2	3	4	7	8	12	30	23	38	23	167	151	+16
Lakeview Technology Academy											112	105	115	95	427	427	+0
Phoenix Project (Reuther)											1	3	18	9	31	33	-2
Reuther Central High School											68	87	165	105	425	428	-3
Tremper High School											499	449	441	367	1,756	1,771	-15
2014-15 Enrollment Projections	1,353	1,586	1,590	1,572	1,547	1,549	1,517	1,609	1,518	1,648	1,960	1,730	1,836	1,409	22,424	22,676	-252
2013-14 3rd Friday Enrollment	1,502	1,586	1,587	1,535	1,546	1,530	1,645	1,517	1,640	1,686	1,982	1,576	1,855	1,489	22,676		
Difference	-149	0	3	37	1	19	428	92	-122	-38	-22	154	-19	-80	-252		

APPENDIX C

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

	Year					Grade Levels															Year to Year Difference	
		Head Start	EC Peers	4 Yr Kinder	PK SpEd (EC/SP)	Total PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	% Students	# Students
Actual	1997-98					633	1,475	1,534	1,638	1,570	1,420	1,376	1,471	1,426	1,347	1,474	1,579	1,485	917	19,345		
	1998-99					613	1,432	1,572	1,558	1,628	1,548	1,435	1,405	1,487	1,412	1,441	1,642	1,293	1,099	19,565	1.14%	220
	1999-00					612	1,474	1,476	1,535	1,525	1,626	1,566	1,452	1,411	1,461	1,760	1,480	1,293	986	19,657	0.47%	92
	2000-01					649	1,484	1,514	1,502	1,567	1,562	1,630	1,581	1,479	1,436	1,836	1,562	1,300	1,056	20,158	2.55%	501
	2001-02	383	94	24	174	675	1,475	1,494	1,535	1,537	1,600	1,592	1,667	1,620	1,495	1,931	1,446	1,472	1,061	20,600	2.19%	442
	2002-03	370	87	85	193	735	1,494	1,534	1,511	1,581	1,569	1,638	1,629	1,709	1,598	1,990	1,538	1,490	1,130	21,146	2.65%	546
	2003-04	369	90	107	206	772	1,578	1,501	1,535	1,512	1,587	1,577	1,659	1,637	1,719	2,051	1,596	1,638	1,142	21,504	1.69%	358
	2004-05	381	82	118	223	804	1,651	1,585	1,480	1,541	1,564	1,632	1,585	1,662	1,662	2,098	1,472	1,889	1,234	21,859	1.65%	355
	2005-06	381	93	141	230	845	1,654	1,693	1,583	1,488	1,578	1,585	1,641	1,583	1,681	2,096	1,751	1,734	1,304	22,216	1.63%	357
	2006-07	376	84	128	216	804	1,706	1,683	1,715	1,630	1,527	1,596	1,592	1,670	1,627	2,123	1,694	1,882	1,336	22,585	1.66%	369
	2007-08	396	105	128	209	838	1,600	1,719	1,704	1,717	1,641	1,556	1,616	1,618	1,699	2,043	1,745	1,864	1,409	22,769	0.81%	184
	2008-09	398	326		228	952	1,676	1,594	1,693	1,682	1,734	1,646	1,537	1,645	1,623	2,028	1,722	1,899	1,407	22,838	0.30%	69
	2009-10	390	753			1,143	1,580	1,689	1,571	1,703	1,675	1,726	1,647	1,528	1,634	1,919	1,764	1,882	1,558	23,019	0.79%	181
	2010-11					1,238	1,603	1,592	1,667	1,615	1,723	1,691	1,693	1,661	1,538	1,904	1,722	2,059	1,416	23,122	0.45%	103
	2011-12					1,151	1,612	1,619	1,606	1,690	1,608	1,691	1,688	1,711	1,645	1,785	1,735	1,918	1,519	22,978	-0.62%	-144
	2012-13					1,172	1,600	1,567	1,584	1,567	1,685	1,566	1,630	1,687	1,694	1,868	1,571	1,937	1,511	22,639	-1.48%	-339
	2013-14					1,502	1,586	1,587	1,535	1,546	1,530	1,645	1,517	1,640	1,686	1,982	1,576	1,855	1,489	22,676	0.16%	37
Projected	2014-15					1,353	1,586	1,590	1,572	1,547	1,549	1,517	1,609	1,518	1,648	1,960	1,730	1,836	1,409	22,424	-1.11%	-252
Projected	2015-16					1,353	1,417	1,597	1,581	1,586	1,554	1,538	1,486	1,610	1,526	1,925	1,748	2,000	1,394	22,315	-0.49%	-109
Projected	2016-17					1,353	1,308	1,430	1,589	1,596	1,586	1,548	1,509	1,488	1,618	1,738	1,693	2,015	1,516	21,987	-1.47%	-328

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

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

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

Diagonal Increases (+) or Decreases (-)

	Year	Head Start	EC Peers	4 Yr Kinder	PK SpEd (EC/SP)	Total PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Diagonal Increases (+) or Decreases (-) are calculated by determining the differences in enrollment by moving grade levels of students from one year to the next. For example, the difference between the Kindergarten class of 1997-98 (1,475 students) and the grade 1 class of 1998-99 (1,572 students) is 6.58%, located in the grade 1 cell for 1999-99.
Actual	1997-98																				
	1998-99							6.58%	1.56%	-0.61%	-1.40%	1.06%	2.11%	1.09%	-0.98%	6.98%	11.40%	-18.11%	-25.99%	1.14%	
	1999-00							3.07%	-2.35%	-2.12%	-0.12%	1.16%	1.18%	0.43%	-1.75%	24.65%	2.71%	-21.25%	-23.74%	0.47%	
	2000-01							2.71%	1.76%	2.08%	2.43%	0.25%	0.96%	1.86%	1.77%	25.67%	-11.25%	-12.16%	-18.33%	2.55%	
	2001-02							0.67%	1.39%	2.33%	2.11%	1.92%	2.27%	2.47%	1.08%	34.47%	-21.24%	-5.76%	-18.38%	2.19%	
	2002-03							4.00%	1.14%	3.00%	2.08%	2.38%	2.32%	2.52%	-1.36%	33.11%	-20.35%	3.04%	-23.23%	2.65%	
	2003-04							0.47%	0.07%	0.07%	0.38%	0.51%	1.28%	0.49%	0.59%	28.35%	-19.80%	6.50%	-23.36%	1.69%	
	2004-05							0.44%	-1.40%	0.39%	3.44%	2.84%	0.51%	0.18%	1.53%	22.05%	-28.23%	18.36%	-24.66%	1.65%	
	2005-06							2.54%	-0.13%	0.54%	2.40%	1.34%	0.55%	-0.13%	1.14%	26.11%	-16.54%	17.80%	-30.97%	1.63%	
	2006-07							1.75%	1.30%	2.97%	2.62%	1.14%	0.44%	1.77%	2.78%	26.29%	-19.18%	7.48%	-22.95%	1.66%	
	2007-08							0.76%	1.25%	0.12%	0.67%	1.90%	1.25%	1.63%	1.74%	25.57%	-17.80%	10.04%	-25.13%	0.81%	
	2008-09							-0.38%	-1.51%	-1.29%	0.99%	0.30%	-1.22%	1.79%	0.31%	19.36%	-15.71%	8.83%	-24.52%	0.30%	
	2009-10							0.78%	-1.44%	0.59%	-0.42%	-0.46%	0.06%	-0.59%	-0.67%	18.24%	-13.02%	9.29%	-17.96%	0.79%	
	2010-11							0.76%	-1.30%	2.80%	1.17%	0.96%	-1.91%	0.85%	0.65%	16.52%	-10.27%	16.72%	-24.76%	0.45%	
	2011-12							1.00%	0.88%	1.38%	-0.43%	-1.86%	-0.18%	1.06%	-0.96%	16.06%	-8.88%	11.38%	-26.23%	-0.62%	
	2012-13							-2.79%	-2.16%	-2.43%	-0.30%	-2.61%	-3.61%	-0.06%	-0.99%	13.56%	-11.99%	11.64%	-21.22%	-1.48%	
	2013-14							-0.81%	-2.04%	-2.40%	-2.36%	-2.37%	-3.13%	0.61%	-0.06%	17.00%	-15.63%	18.08%	-23.13%	0.16%	
Projected	2014-15							0.25%	-0.95%	0.78%	0.19%	-0.85%	-2.19%	0.07%	0.49%	16.25%	-12.71%	16.50%	-24.04%	-1.11%	
Projected	2015-16							0.69%	-0.57%	0.89%	0.45%	-0.71%	-2.04%	0.06%	0.53%	16.81%	-10.82%	15.61%	-24.07%	-0.49%	
Projected	2016-17							0.92%	-0.50%	0.95%	0.00%	-0.39%	-1.89%	0.13%	0.50%	13.89%	-12.05%	15.27%	-24.20%	-1.47%	

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KENOSHA UNIFIED SCHOOL BOARD
JOINT PERSONNEL/POLICY AND
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
January 14, 2014
MINUTES

A joint meeting of the Kenosha Unified Personnel/Policy and Curriculum/Program Committees chaired by Mr. Bryan was called to order at 7:14 P.M. with the following Committee members present: Mr. Flood, Mrs. Snyder, Mrs. Butler, Mrs. Dahl, Mrs. Taube, Mrs. Coleman, Mrs. Daghfal, Mrs. Karabetsos, Mrs. Kenefick, Mrs. Santoro, and Mr. Bryan. Dr. Mangi was also present. Mrs. Burns was excused. Mrs. Morrison, Ms. Morgan, Mrs. Renish-Ratelis, and Ms. Galli were absent.

Approval of Minutes – December 3, 2013 (3 sets)

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

Standards Based Grading

Mr. Flood indicated that concerns have been brought forward by two Committee members, Mrs. Karabetsos and Mrs. Dahl, in regards to Standards Based Grading; therefore, he asked for the item to be added to the agenda.

Discussion took place pertaining to the following concerns that were shared:

- Grading is not consistent.
 - Some teachers are picking the best pieces of work the student had while other teachers are picking the worst pieces of work of students. Likewise, some teachers are inputting all of the assignments while other are inputting only a few assignments.
 - Some teachers are stating that student aren't allowed to get 4's until the fourth quarter.
- Parents are not getting enough information.
 - Parents cannot look at the assignments and know their child's grades.
 - Parents want to know how their child is doing academically. i.e., what their child needs to work on at home, what they are weak in, what they excel in and the parent cannot determine that with the standards based grading.

Mr. Flood moved that a recommendation be forwarded to the Board to end the implementation of the standards based grading at the end of the 2013-2014 school year and that the District return to the grading system used before standards based grading

was implemented until Administration brings a proposal to the Board based on the findings of the Curriculum audit.

Administration noted that standards based grading has only been implemented for one full quarter and that they felt more information and discussion was needed before discarding standards based grading.

Committee members discussed the use of a survey to gather input from Principals, teachers, and parents.

Mr. Flood withdrew his motion to forward a recommendation to the Board to end the implementation of the standards based grading at the end of the 2013-2014 school year and that the District return to the grading system used before standards based grading was implemented until Administration brings a proposal to the Board based on the findings of the Curriculum audit.

Administration indicated that they would conduct a survey and look into alternative grading methods, i.e. the use of standards based grading together with the use of letter grading, and return to the Committee in March with a report.

Future Agenda Items

Dr. Savaglio-Jarvis indicated that in February she would be bringing a Course Offering Proposal, a Co-Ed Hockey Agreement, a Co-Ed Gymnastics Agreement, and a Middle School Honors Update.

Meeting adjourned at 7:59 P.M.

Stacy Schroeder Busby
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT

February 11, 2014

Curriculum/ Program & Personnel/Policy Joint Standing Committee

Policy and Rule 5240 – Accommodation of Private School and Home Based Educational Program Students

Policy and Rule 5240 – Accommodation of Private School and Home Based Educational Program Students provides limited enrollment options for Kenosha resident students who are enrolled full time in a private school or home based (homeschool) setting. Act 20 (2013) greatly expanded the opportunities for resident and non-resident homeschooled pupils. Act 20 and the new part-time attendance law (Wis. Stats 118.53) allow homeschooled pupils in any grade to attend any public school on a part-time basis. The previous rule was limited to just resident students in high school grades. A school district is required, space permitting, to allow resident and non-resident homeschooled pupils to take up to two (2) courses per semester at any public school. Pupils must satisfy the minimum standards for admission to a course offered by the school district. The school board of a district shall determine the minimum standards for admission to a course offered by the school district at each grade.

Kenosha resident students who are enrolled full time in a private school are still limited to part time KUSD enrollment at grades 9-12. This option was not changed by the recent legislation. All students participating under the revised rule will be factored into the district membership report for state aid reporting. KUSD Policy and Rule 5240 needs to align with the updated state requirements.

Administrative Recommendation:

Administration recommends that the Curriculum/ Program and Personnel/Policy joint Standing Committee forward the proposed revisions to Policy and Rule 5240 – Accommodations of Private School and Home Based Educational Program Students to the Board of Education for approval as a first and second reading at the February 25, 2014 and March 25, 2014 regular school board meetings.

Dr. Joseph Mangi
Interim Superintendent of Schools

Kristopher Keckler
Executive Director of Information & Accountability

POLICY 5240

**ACCOMMODATION OF PRIVATE SCHOOL AND
HOME BASED EDUCATIONAL PROGRAM STUDENTS**

The District shall accommodate ~~resident~~ parents/guardians who wish to have their children receive education in an alternative setting to a public school, including those participating in private schools or home-based private educational programs.

LEGAL REF.: Wisconsin Statutes

Sections	115.001(3g)	Home-based private educational program definition
	115.001(3r)	Private school definition
	115.001(3r)	Private school definition
	118.145(3)	Private school and home-based student enrollment in high school courses
	118.15(4)	Home based private educational program as alternative to public or private school enrollment
	118.53	Attendance by pupils enrolled in a home-based private educational program
	120.13	Broad board power to do all things reasonable to promote education of students
	121.004(2)	Inclusion of private and home-based educational program students in membership report for state aid purposes
	121.004(7)(em)	Inclusion of pupils attending school outside or in his or her district shall be counted accordingly

CROSS REF.: 5200 School Admissions

AFFIRMED: December 28, 1990

REVISED: January 27, 1998

RULE 5240

ACCOMMODATING PRIVATE SCHOOL AND
HOME BASED EDUCATIONAL PROGRAM STUDENTS

To accommodate private school and home based educational program students, the District shall:

1. Provide assistance and information to parents/guardians who seek information on alternative educational programs, including private schools and home-based educational programs.
2. Allow a student enrolled in a private school or home based educational program to enroll in not more than two courses during the school ~~year~~ **semester** in a District school provided the following conditions are met:

Private School Student:

1. the **private school** student is eligible for high school admission, and
2. the **private school** student resides in the Kenosha Unified School District, and
3. **the private school pupil meets the minimum standards for each course, and**
4. there is sufficient space in the classroom.

Home based/Homeschool Student:

1. **the resident/non-resident homeschool student is eligible for admission at any grade, and**
 2. **the resident/non-resident homeschool student meets the minimum standards for each course, and**
 3. **there is sufficient space in the classroom.**
3. Accommodate other requests from students enrolled in a private school or home-based educational program to enroll in a class or co-curricular activity in the District where space is available and the District would not incur any additional cost due to such accommodation. The rules of the Wisconsin Interscholastic Athletic Association (WIAA) and other co-curricular activity regulatory entities will be followed where applicable when making decisions regarding student enrollment in a co-curricular activity.
 4. Determine grade and/or class placement for students who transfer into a District school from a private school or home-based educational program primarily based on the student's mastery of the District's subject matter content standards. The school principal/designee shall evaluate the student's records to determine the amount of credit that will be granted for the alternative education experience. Evaluative criteria may include but is not limited to: grade transcripts, progress reports, portfolios of completed work, curriculum reviews, recommendations and assessments administered by the receiving school.

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**Kenosha Unified School District
Kenosha, Wisconsin**

February 11, 2014

Personnel/Policy & Curriculum/Program Standing Committee Meeting

POLICY 6520 – FIELD/CO-CURRICULAR TRIPS

Background

Kenosha Unified School District lies in a unique location with many wonderful learning opportunities for students within the city limits as well as outside of the city and state limits. The Board of Education requested that the Department of Teaching and Learning review current School Board Policy 6520 - Field/Co-Curricular Trips to ensure it meets the needs of staff and students when considering an extended learning opportunity off school grounds. The request also included a close examination of Kenosha Public Museums in regards to their alignment with Kenosha Unified's curriculum and standards.

Kenosha Unified School District's School Board Policy 6520 highlights the importance of providing extensions within the learning environment to enhance student learning. The following link (<http://www.kusd.edu/docs/EducProgServ.pdf>) provides a closer examination of the current educational programs and services provided by the Kenosha Public Museums.

Evaluation

Upon review, the current policy as written is properly worded in order for district staff to adequately address field trips and offer extending and enriching off campus learning opportunities for all students. Upon further review, the educational programs and services being offered by the Kenosha Public Museums meet Kenosha Unified standards and curriculum.

Recommendation

Administration recommends that wording in current Board Policy 6520 be retained and to encourage the many wonderful learning opportunities inside the city limits as well as outside the city and state limits for student growth and learning. Kenosha Public Museums would be an enriching and engaging opportunity for students as the current educational programs and services offered via the museums are aligned to current grade (kindergarten through eighth) standards and curriculum. It is recommended that the Joint Personnel/Policy & Curriculum/Program Committees forward this recommendation to the School Board for consideration.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

POLICY 6520
FIELD/CO-CURRICULAR TRIPS

A field/co-curricular trip is an extension of the classroom/co-curricular experience. Trips should be considered an expansion or enrichment of the regular curriculum. One day trips within Wisconsin that are related to specific curricular or co-curricular objectives and provide educational enrichment for participating students must be approved by the building principal. Overnight and out of state trips must be approved by the Assistant Superintendent/designee. To be educationally beneficial, a field trip/co-curricular trip requires thoughtful selection, careful advance preparation of the class/activity group, and a plan to assist students in assimilating the experience during and after the conclusion of the trip.

As it pertains to International Educational Tours, the Superintendent of Schools/designee will give written approval to a teacher to take District students on an international educational tour. No District resources, including personnel, will be committed to an international educational tour that has not been approved.

All district rules and student handbook policies are in force and need to be adhered to while on co-curricular trips.

LEGAL REF.: Wisconsin Statutes

- Sections 118.13 [Student discrimination prohibited]
- 120.13 [Board power to do all things reasonable for the cause of education]
- 121.54(7) [Extracurricular transportation]

CROSS REF.: 3280, Student Fees

- 3340, Monies in School Buildings
- 3511, Transportation
- 3514, Use of Privately Owned Vehicles to Transport Students
- 3545.4, Non-Public School Students
- 3545.6, Student Transportation Services
- 5110, Equal Educational Opportunity/Discrimination Complaint
- 5126.3, Management of Funds
- 5132, Motor Vehicle Use
- 5430, Student Conduct and Discipline
- 5531, Emergency Care Services
- 5534, Medication
- 6700, Extracurricular Activities and Programs
- 6730, Social Events/Student Reward Trips
- Classroom Code of Conduct*
- Teaching and Learning Practices and Forms

ADMINISTRATIVE REGULATIONS: 5531, Guidelines for Building Emergency Plans

AFFIRMED:

REVISED: September 14, 1999
January 29, 2002
December 14, 2004
July 24, 2012

Kenosha Unified School District
Kenosha, Wisconsin

February 11, 2014
Audit/Budget/Finance and Curriculum/Program Standing Committees

**Request to Submit 21st Century Community Learning Center (CLC) Program
Grant Application for 2014-2015 School Year**

School Board approval is requested to submit the following grants:

- Continuation grants: **Brass** (50K), **Grant** (100K), **Jefferson** (100K), **Vernon** (100K), **Wilson** (50K) and **Frank** (50k)
- Cycle Three Grants: **EBSOLA** (50K), **Wilson** (50K)
- Total amount of request: \$550,000

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

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

Grant Time Period: July 01, 2014 – June 30, 2015 with an opportunity to maintain each funded proposal for five years pending state funding and successful completion of grant requirements

Type of Project

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

Program Description

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

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

also benefit from many incentive based projects surrounding attendance, behavior, and active participation.

Rationale

Embedded within The Kenosha Unified School District's Transformation Plan are three goals surrounding improving student achievement, expanding collaborative partnerships, and securing resources to support learning. A close examination of the CLC program's Annual Performance Review (APR) illustrates the role CLCs plays in helping Kenosha Unified School District reach the goals outlined in the Transformation Plan. Outcomes for the CLC program include:

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

2014-2015 Anticipated Funding

21 st CCLC Grants	\$550,000
District Support – Fund 10	\$ 50,000
Title I	\$100,000
In Kind Support/Community Organizations	\$ 28,000
Total for CLC Project	\$728,000

Recommendation

It is recommended that the Audit/Budget/Finance and Curriculum/Program Standing Committees forward this request to submit the 21st Century Community Learning Center (CLC) Program Grant Application for 2014-2015 School Year to the Board of Education for approval at the February 25, 2014 meeting.

Dr. Joseph Mangi
Interim Superintendent of Schools

Mr. Kris Keckler
Executive Director of Information and Technology

Ms. Julie Housaman
Director of Title Programs

Kenosha Unified School District No. 1

Fiscal, Facilities and Personnel Impact Statement

Title:	21st Century Community Learning Center (CLC) Grant	Budget Year:	2014-2015
Department:	Title I	Budget Manager:	Julie Housaman

REQUEST

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

RATIONALE/ INSTRUCTIONAL FOCUS

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

IMPACT

This grant will provide:

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

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

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

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

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$300,000.00
200's	Fringes	\$70,000.00
300's	Purchased Services	333,000.00
400's	Non-Capital Objects	\$25,000.00
500's	Capital Objects	\$0.00
	TOTAL	\$728,000.00

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

FUNDING SOURCES

21st Century Community Learning Center Grant: \$550,000.00

District Support-Fund 10: \$ 50,000.00

Title I: \$100,000.00

In Kind Support/Community Organizations: \$ 28,000.00

Total: \$728,000.00

**Kenosha Unified School District
Kenosha, Wisconsin**

**February 11, 2014
Curriculum/Program Standing Committee Meeting**

ROSETTA STONE

Background

The elementary schools in the Kenosha Unified School District utilized Rosetta Stone as an exploratory world language program. The program was designed to be exploratory and offer another language to kindergarten through fifth grade students.

Evaluation

The Rosetta Stone program was evaluated during the 2012-13 school year. The Office of Teaching and Learning conducted a student, administrative, and teacher survey, which was presented at the June 11, 2013, Curriculum/Program Standing Committee Meeting (Appendix A) and reviewed by all elementary principals in fall 2013.

Recommendation

Based on the feedback received, administration recommends eliminating the Rosetta Stone world language exploratory program at the elementary school level effective with the 2014-15 school year. Administration further recommends continued investigation of establishing a district kindergarten through twelfth grade world language program that supports a blended model of highly qualified staff and the use of technology to support student learning.

It is recommended that this report be forwarded to the School Board for consideration at its February 25, 2014, meeting.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mrs. Sarah Smith
Coordinator of World Languages and Language Acquisition Program

**Kenosha Unified School District
Kenosha, Wisconsin**

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

WORLD LANGUAGE PROGRAM UPDATE

Background

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

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

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

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

World Language Program Offerings for 2013-14

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

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

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

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

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

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

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

Online Language Program Surveys Overview

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

ELEMENTARY LEARNER SURVEY RESULTS FOR ROSETTA STONE

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

Graph 1

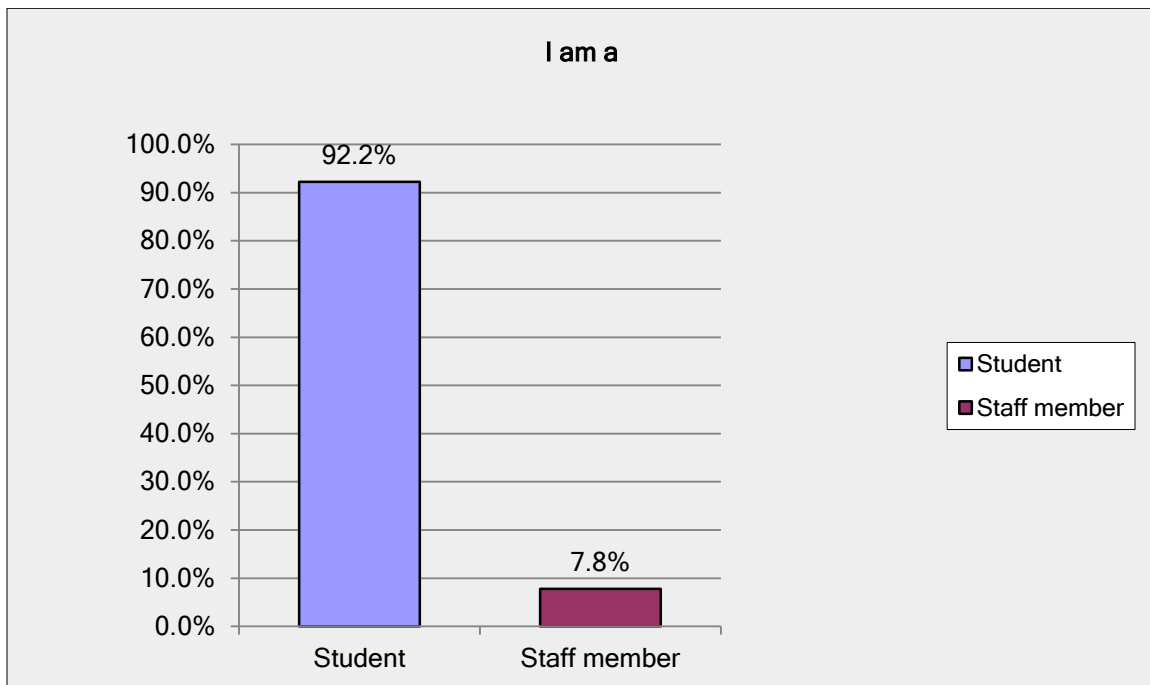


Chart 1

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

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

Graph 2

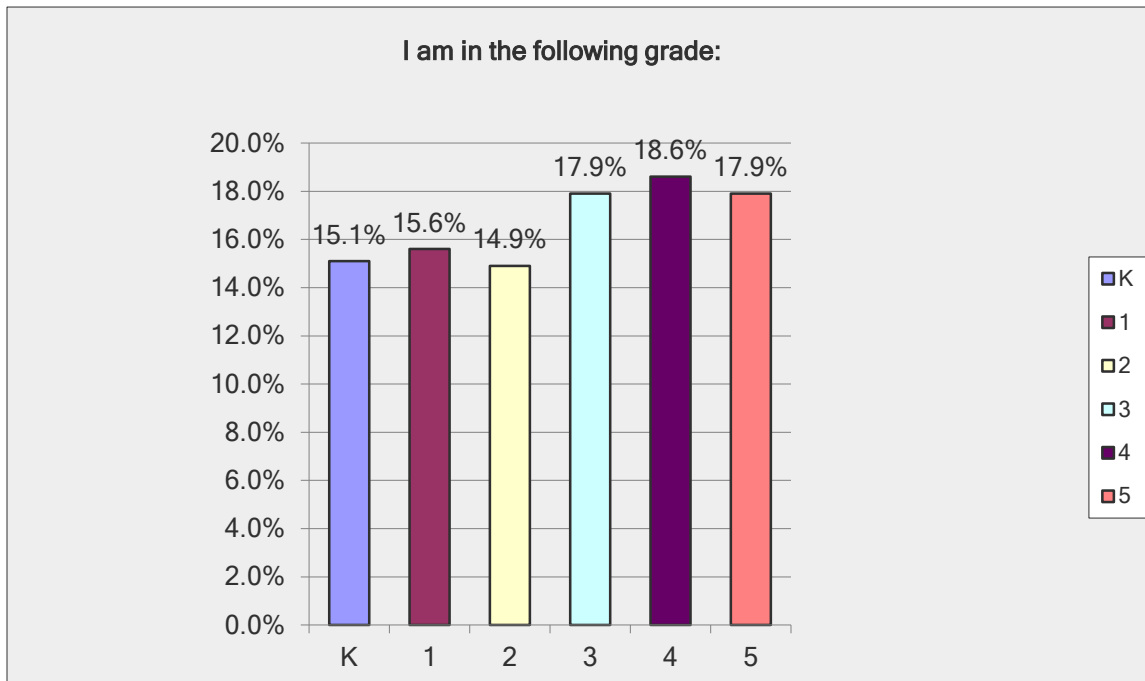


Chart 2

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

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

Graph 3

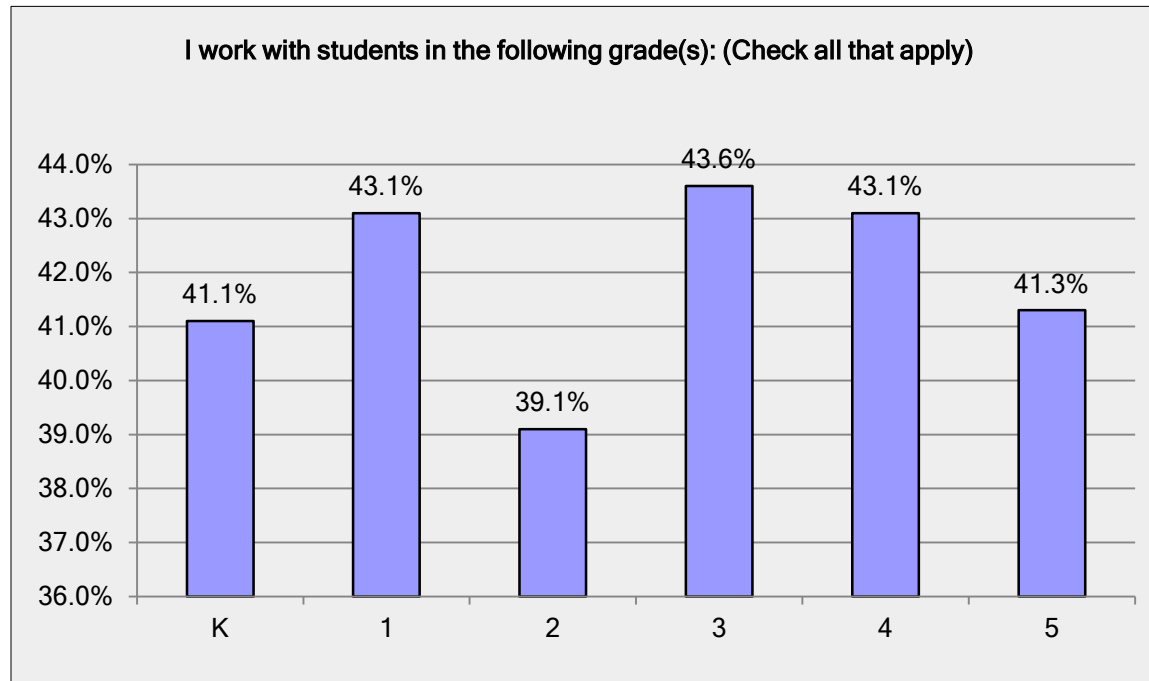


Chart 3

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

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

Graph 4

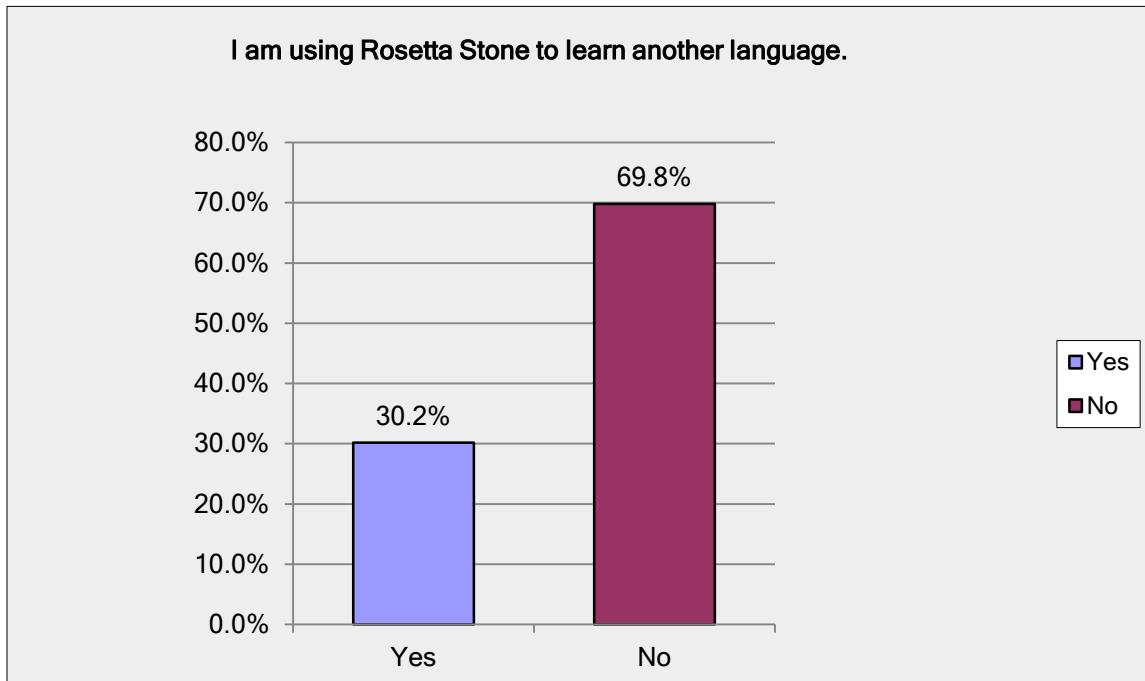


Chart 4

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

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

Graph 5

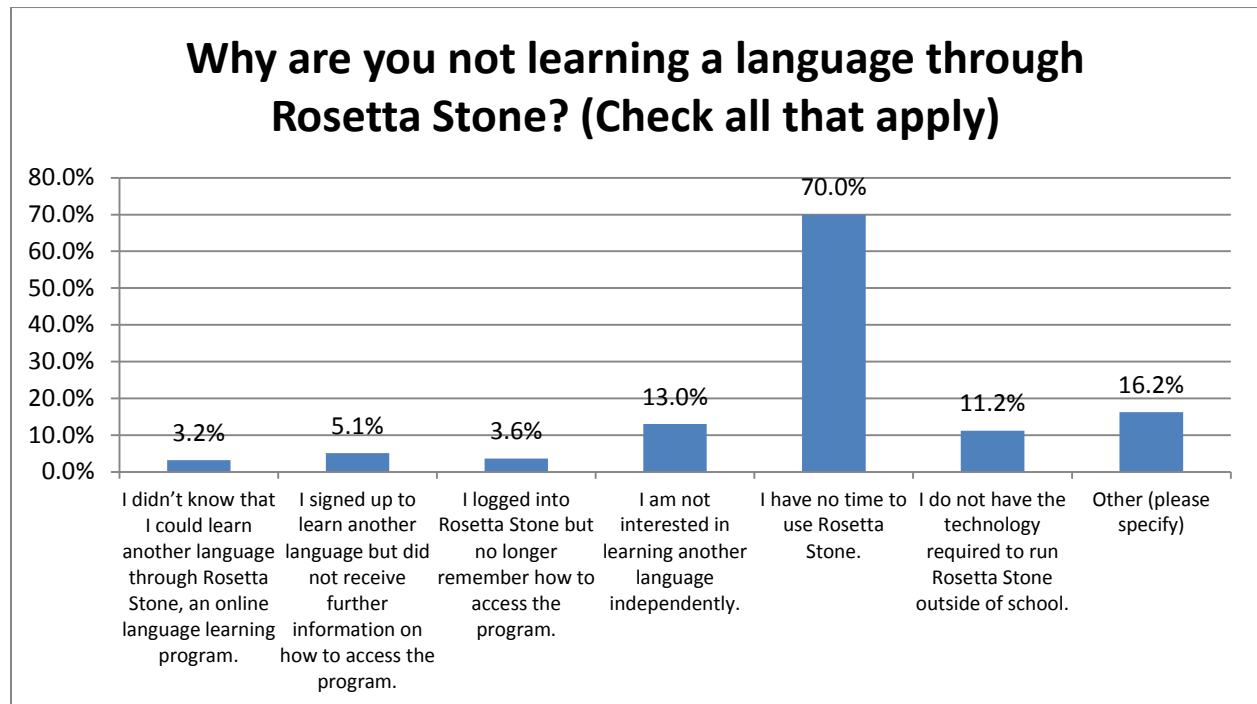


Chart 5

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

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

Graph 6

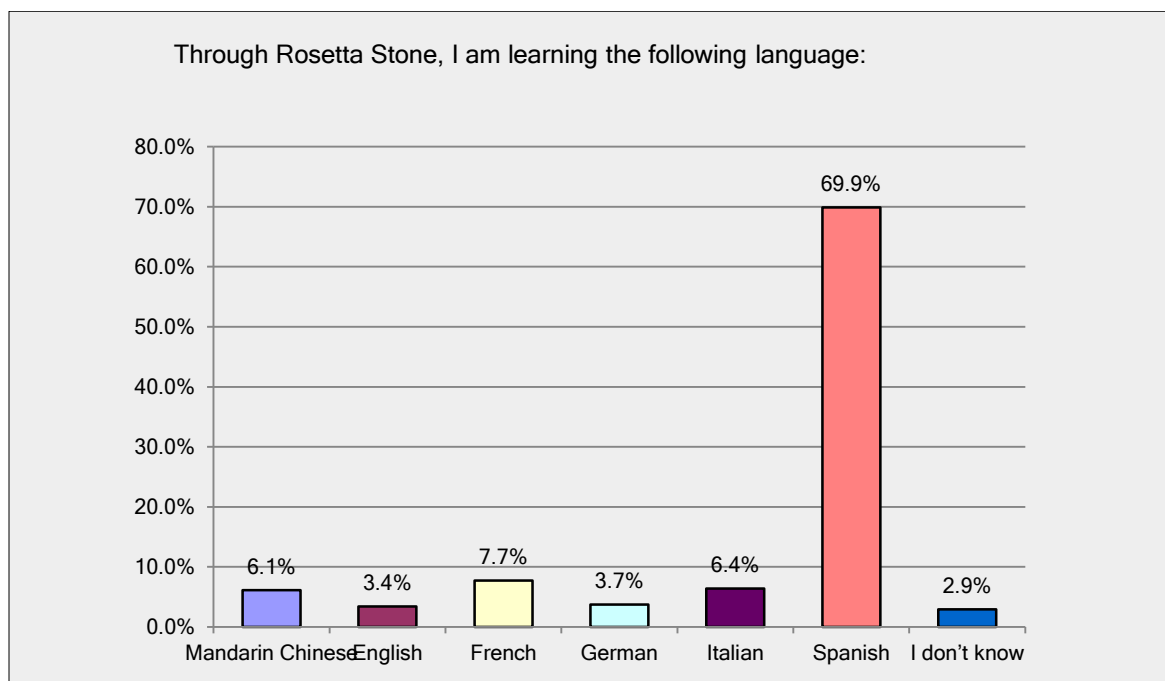


Chart 6

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

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

Graph 7

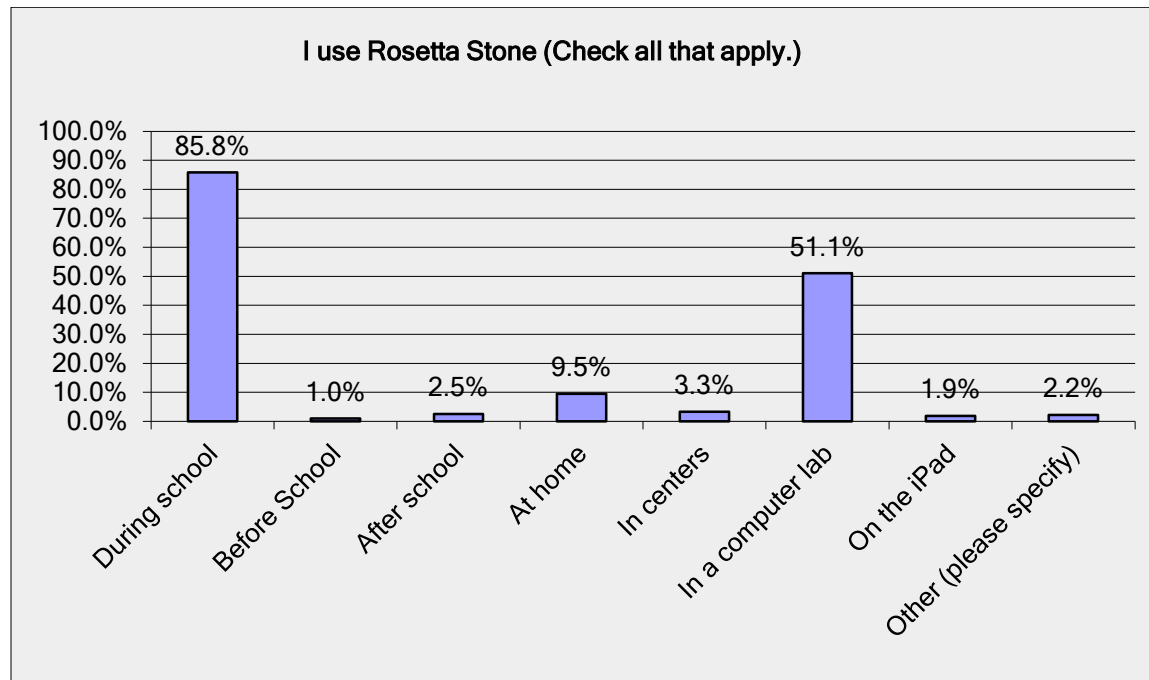


Chart 7

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

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

Graph 8

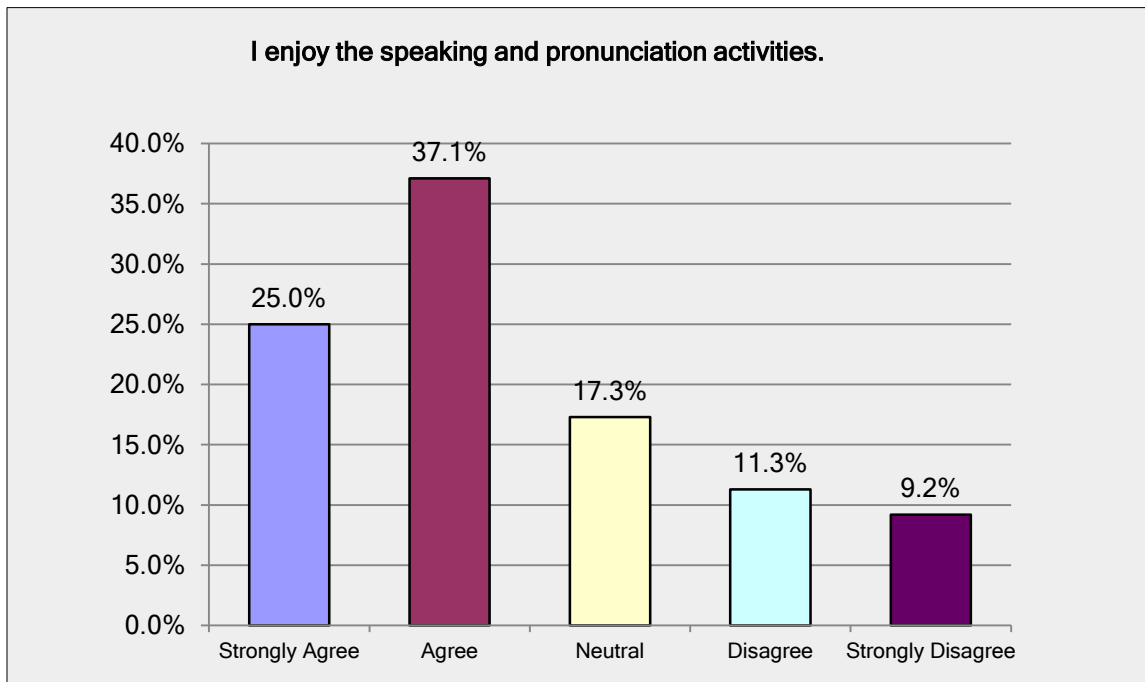


Chart 8

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

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

Graph 9

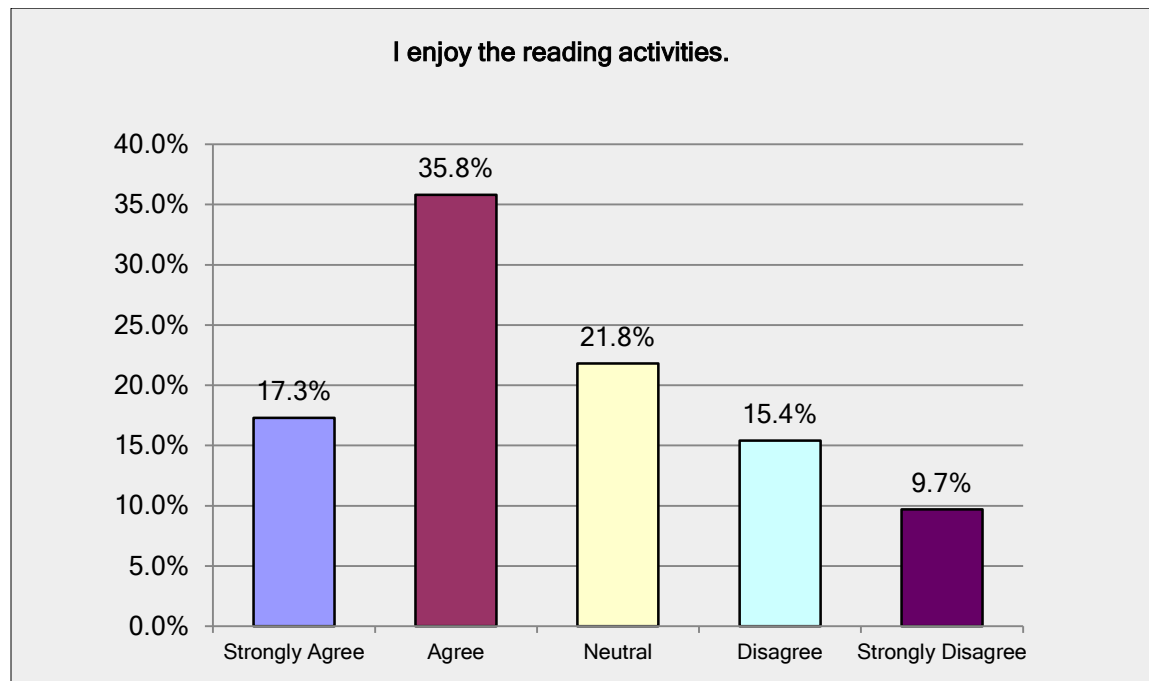


Chart 9

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

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

Graph 10

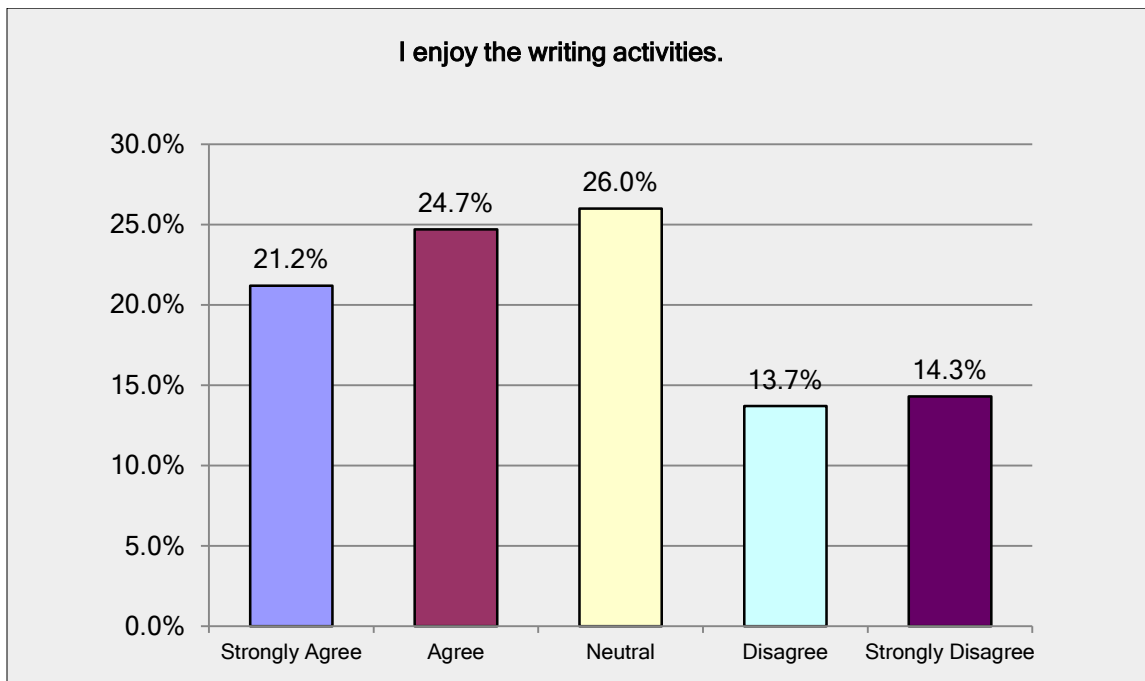


Chart 10

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

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

Graph 11

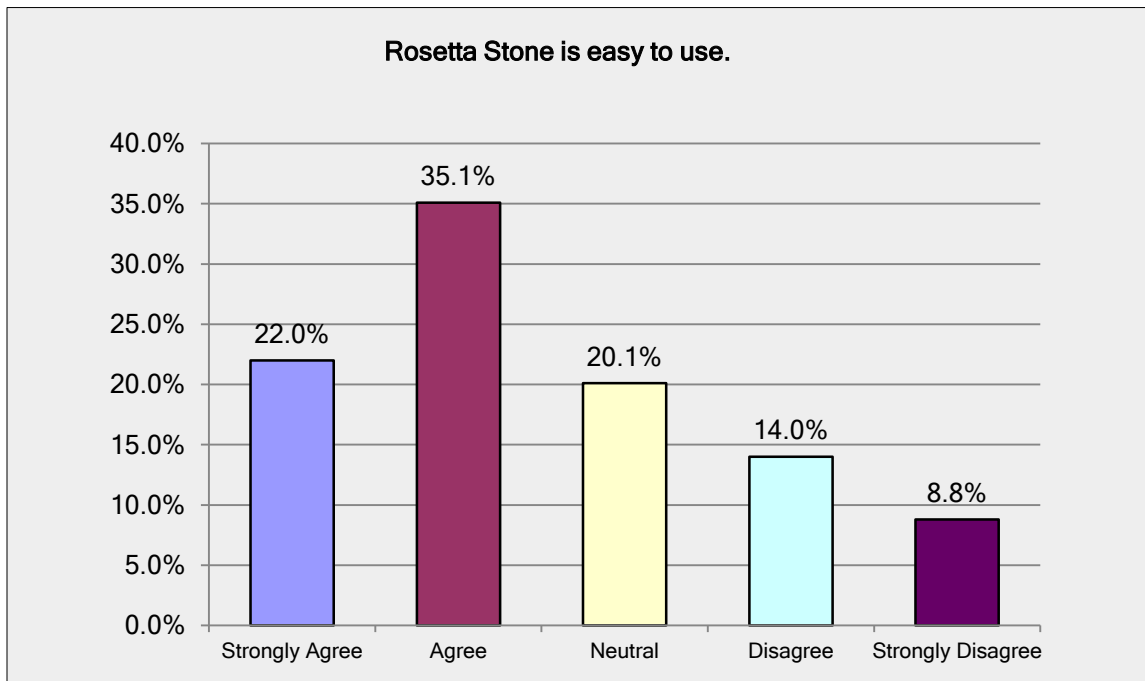


Chart 11

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

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

Graph 12

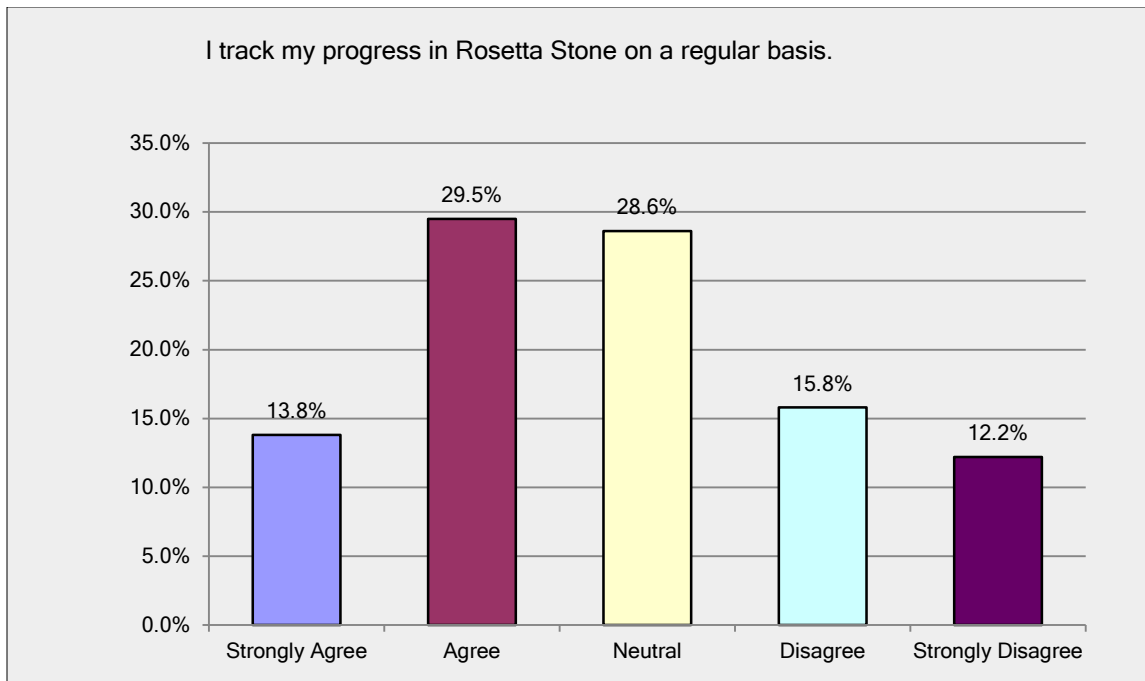


Chart 12

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

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

Graph 13

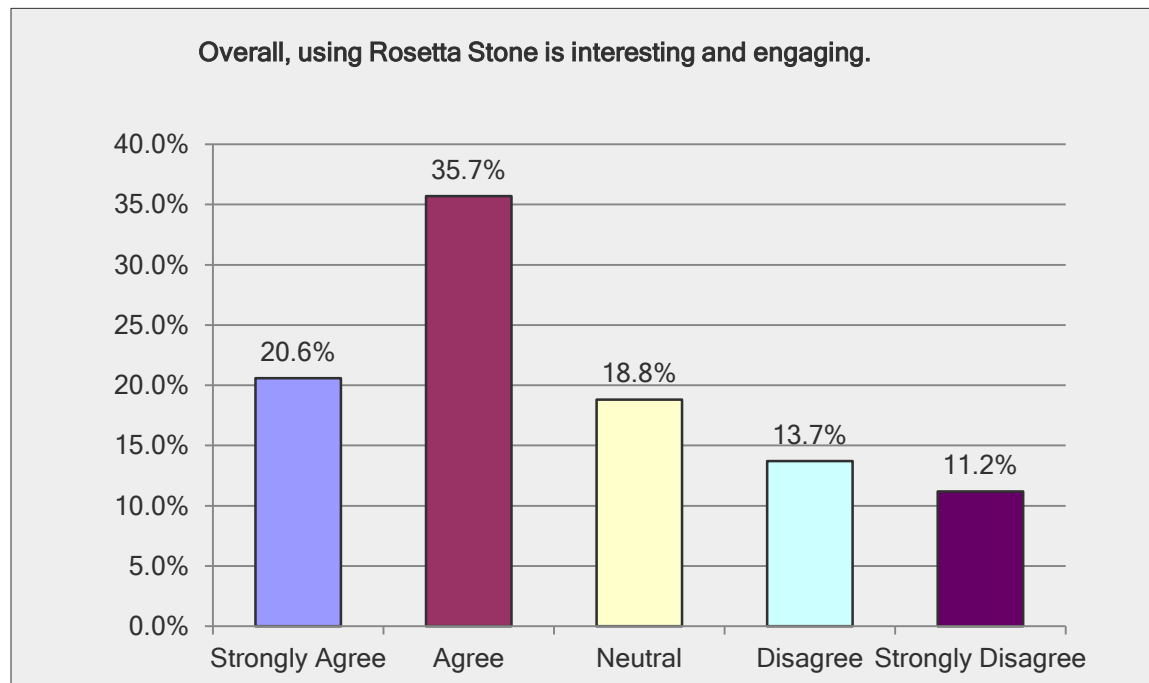


Chart 13

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

MIDDLE SCHOOL LEARNER SURVEY FOR TELL ME MORE

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

Graph 14

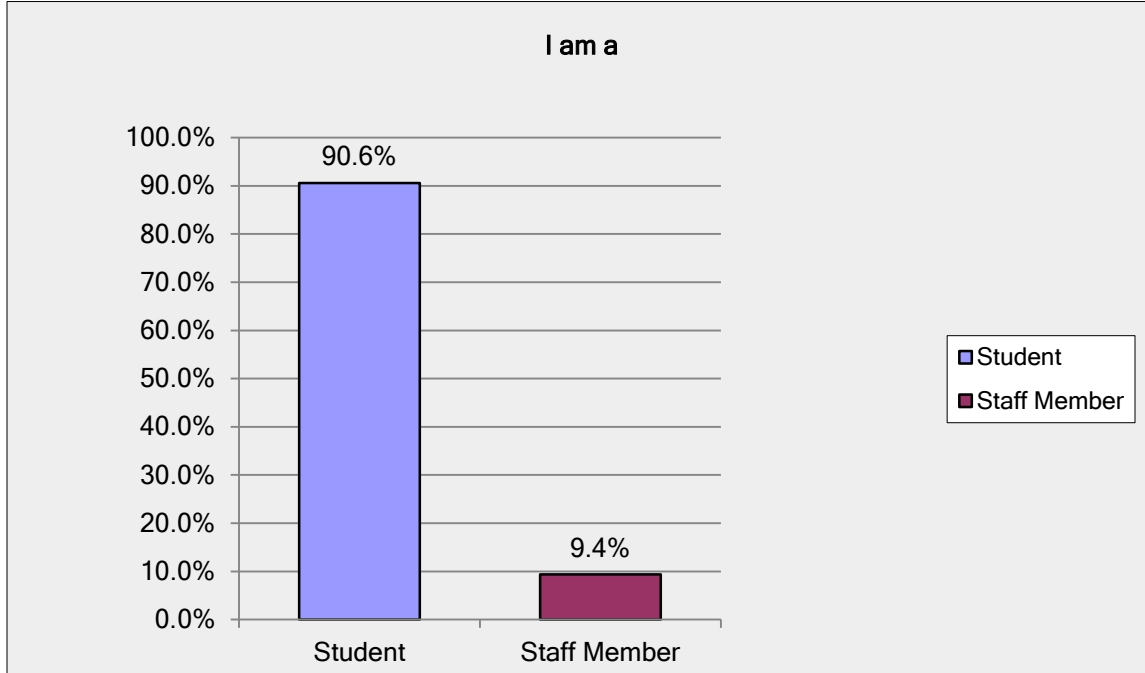


Chart 14

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

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

Graph 15

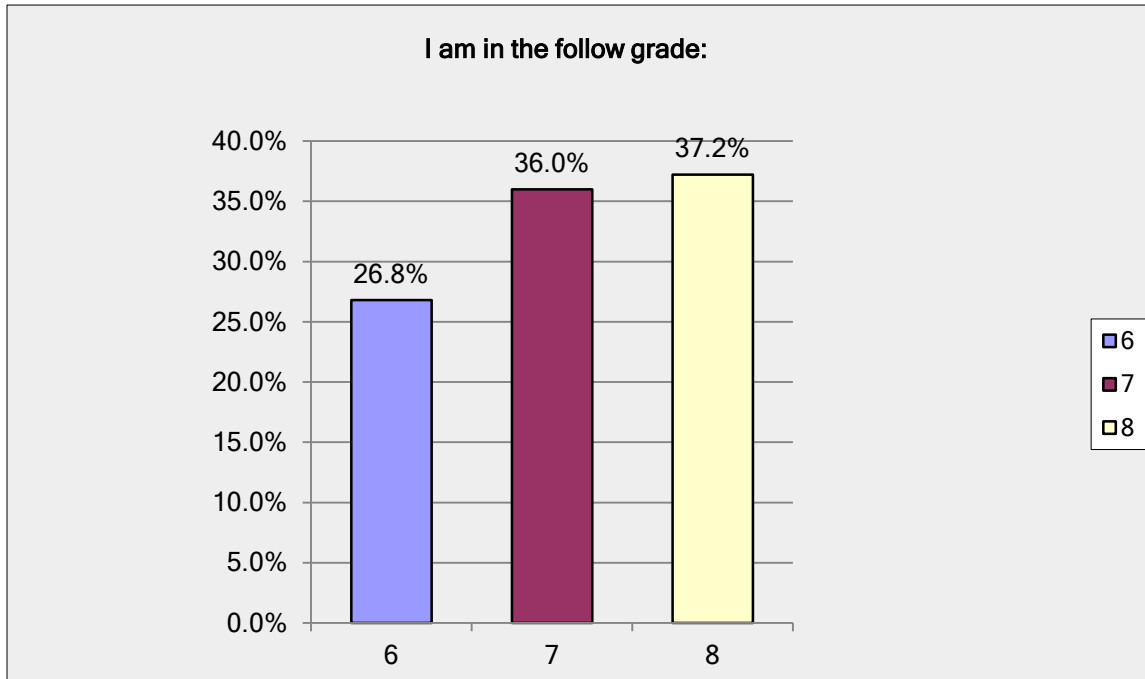


Chart 15

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

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

Graph 16

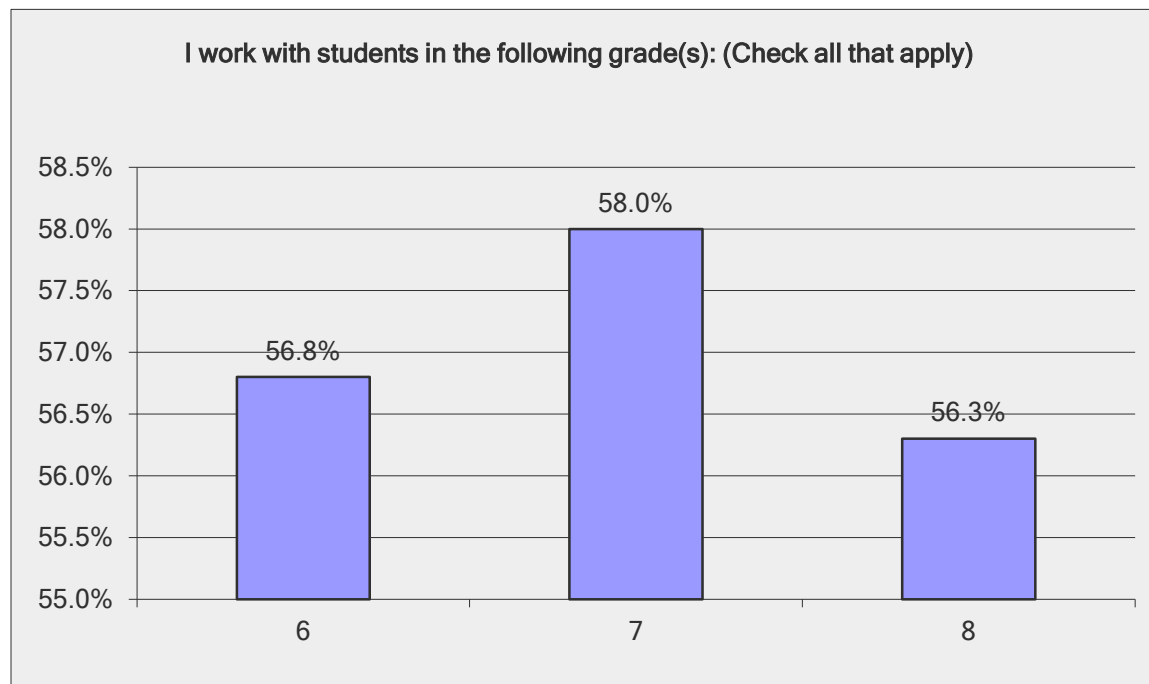


Chart 16

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

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

Graph 17

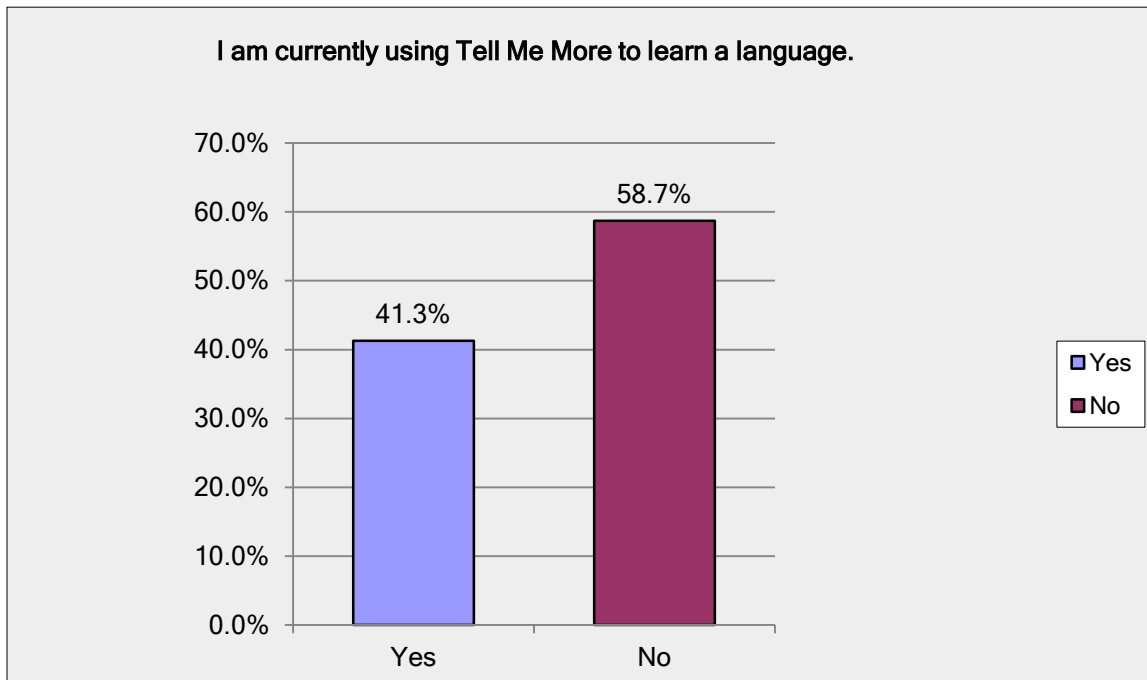


Chart 17

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

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

Graph 18

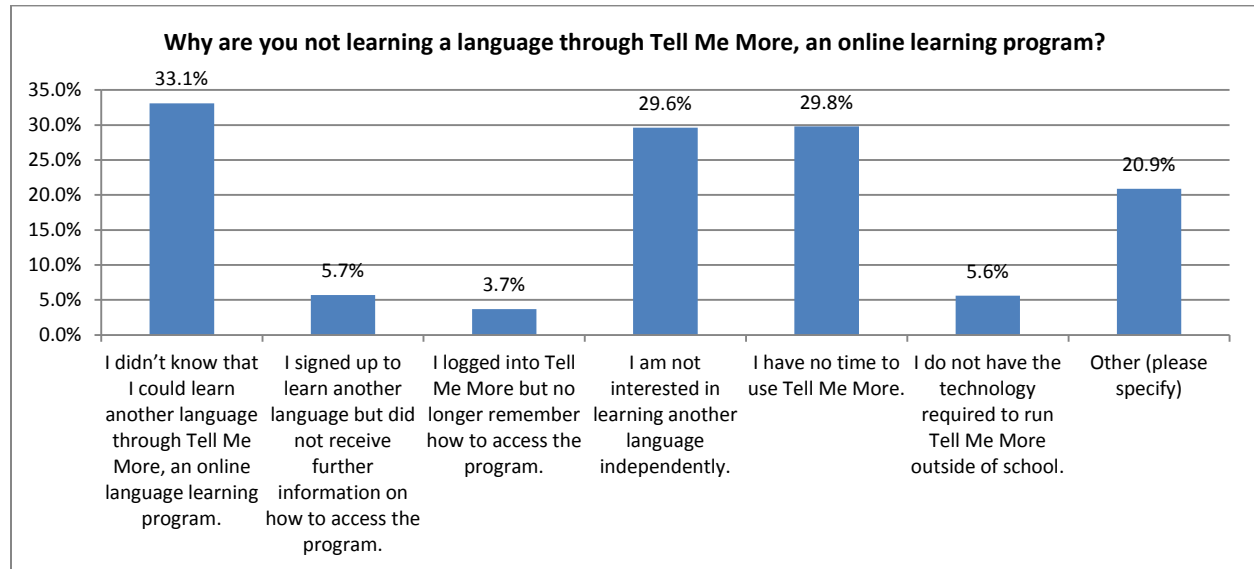


Chart 18

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

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

Graph 19

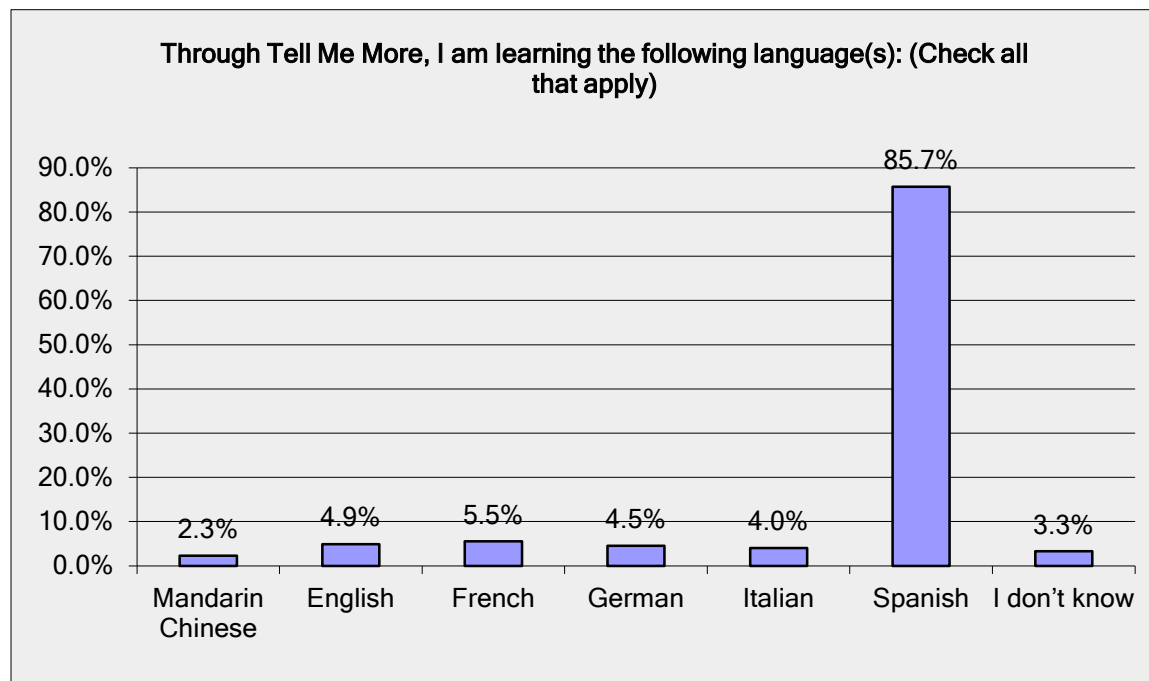


Chart 19

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

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

Graph 20

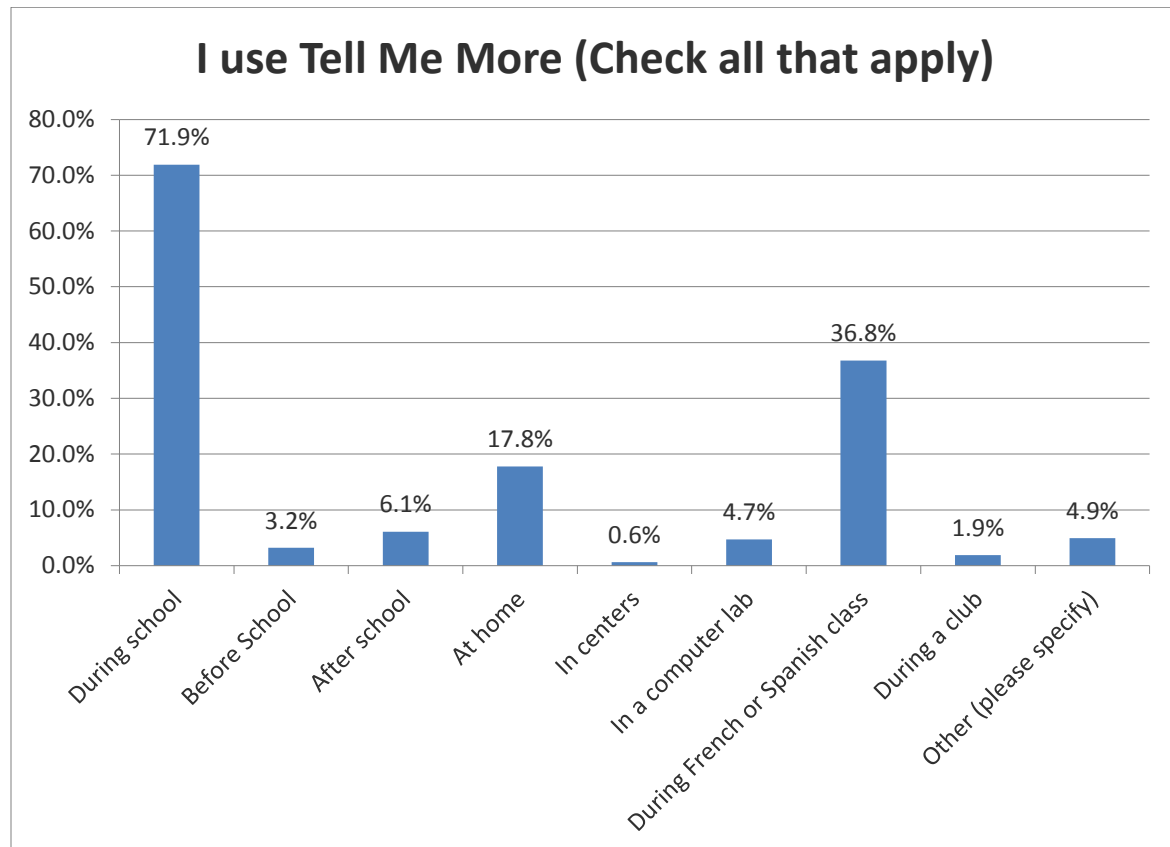


Chart 20

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

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

Graph 21

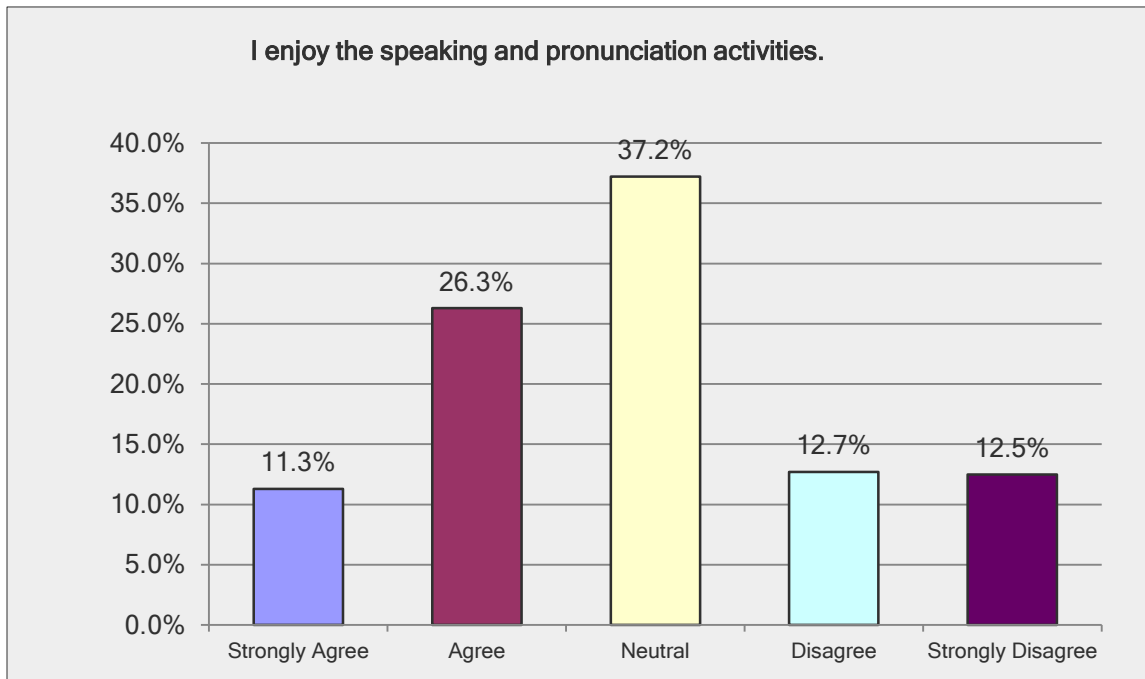


Chart 21

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

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

Graph 22

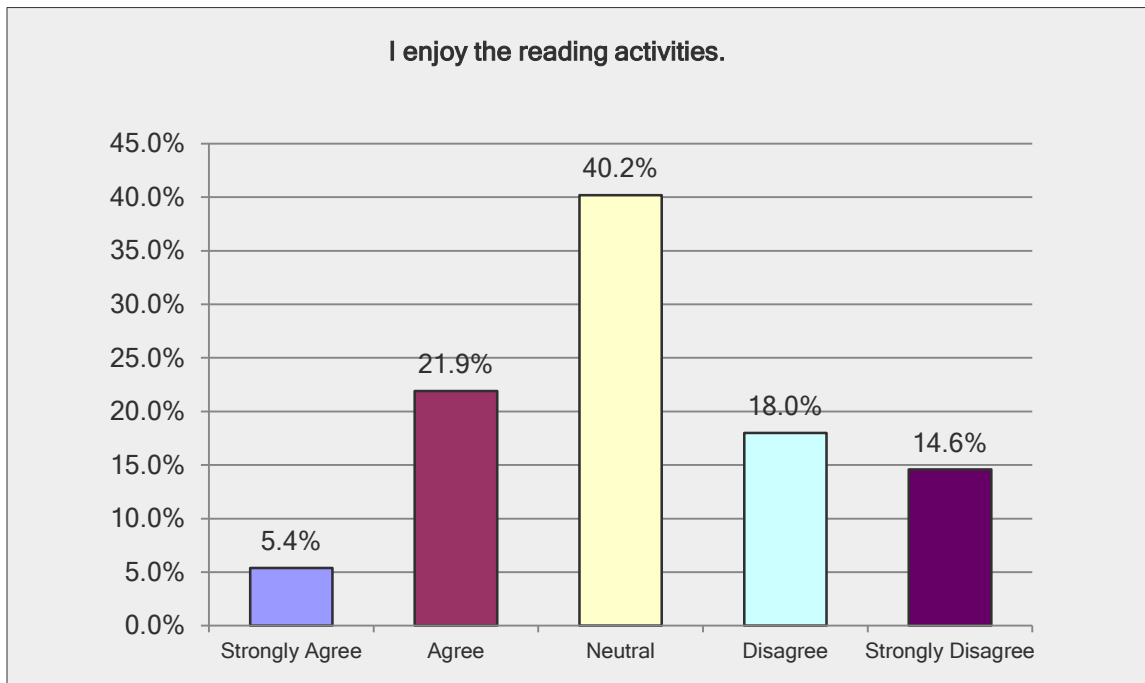


Chart 22

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

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

Graph 23

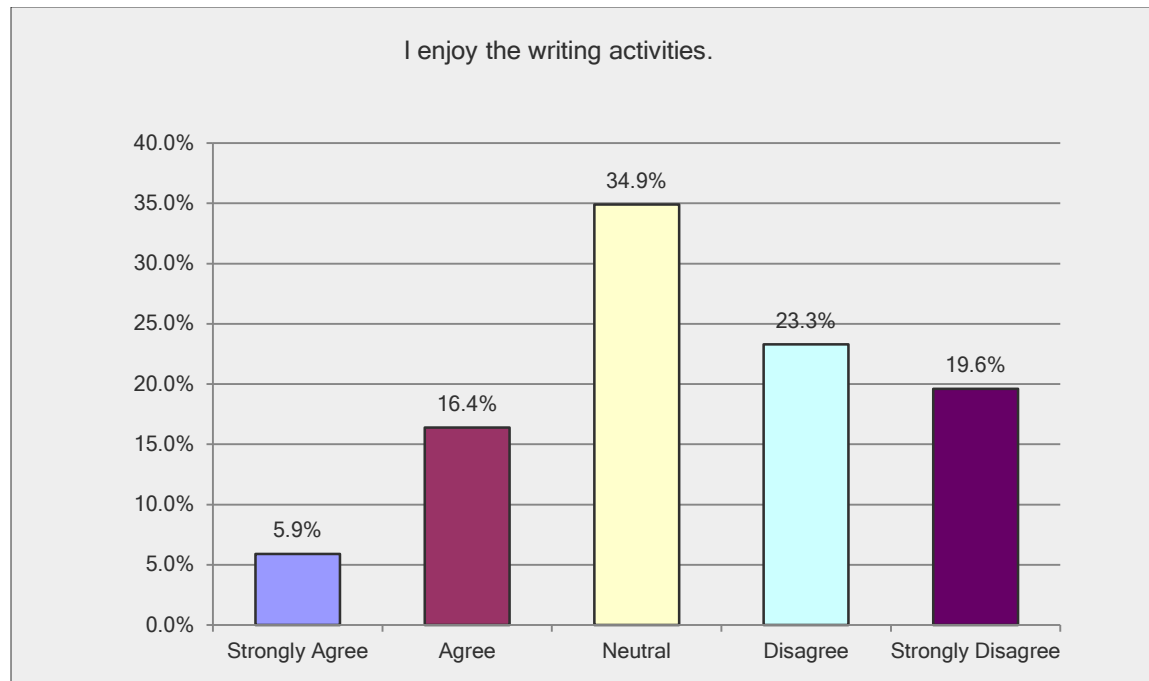


Chart 23

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

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

Graph 24

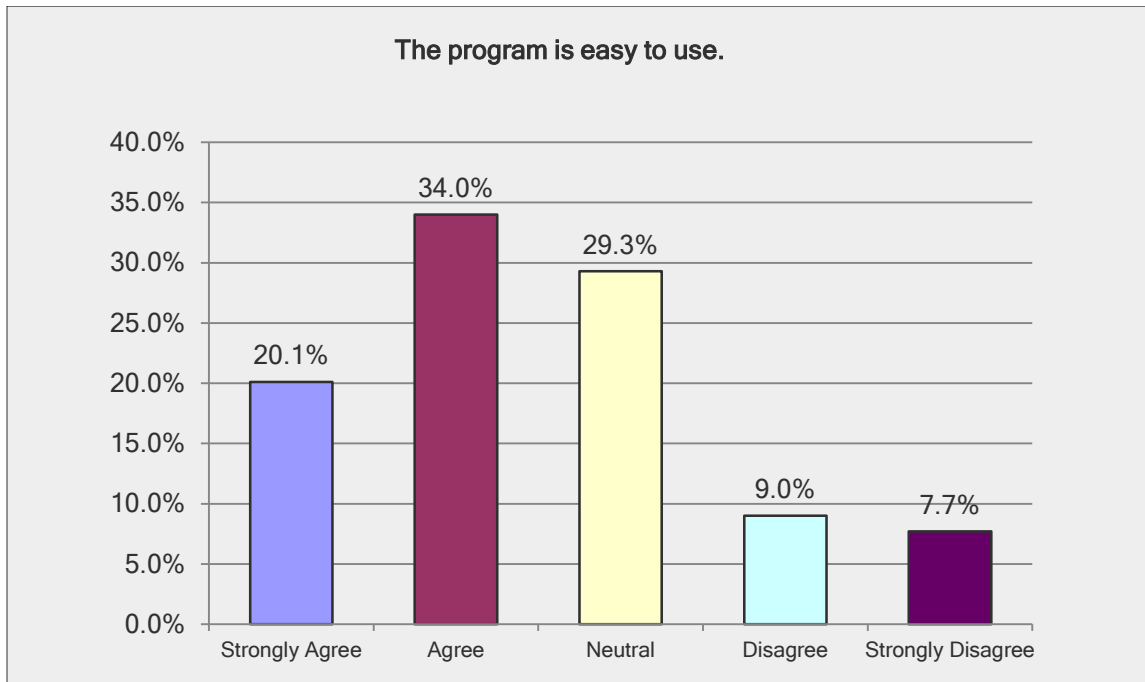


Chart 24

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

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

Graph 25

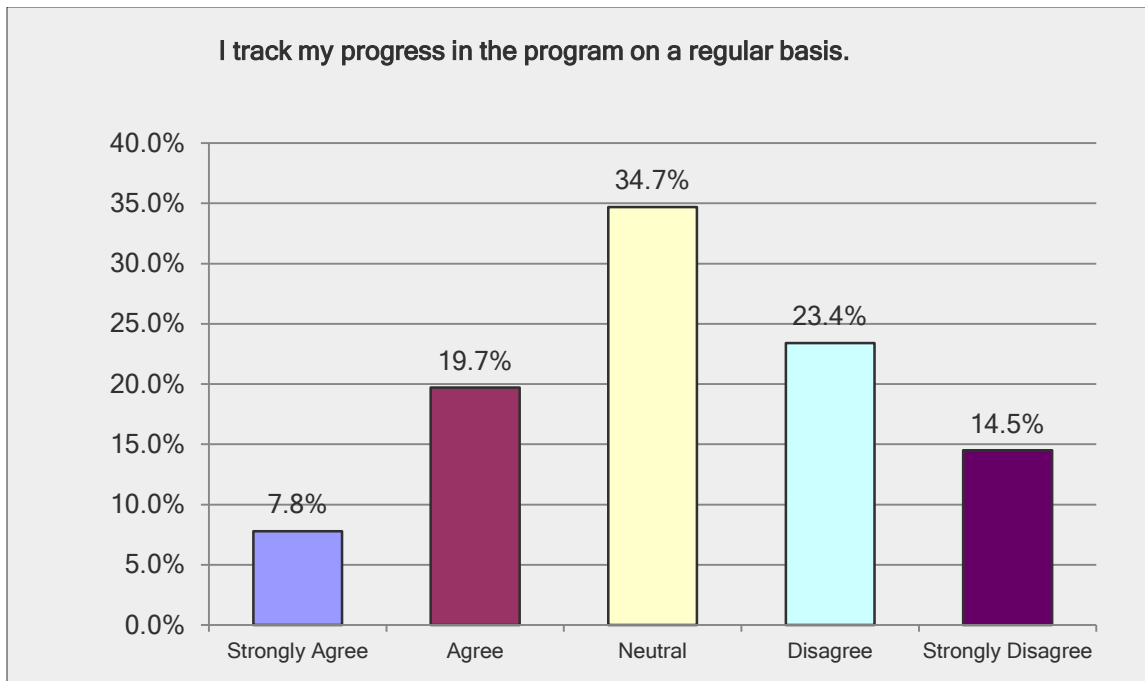


Chart 25

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

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

Graph 26

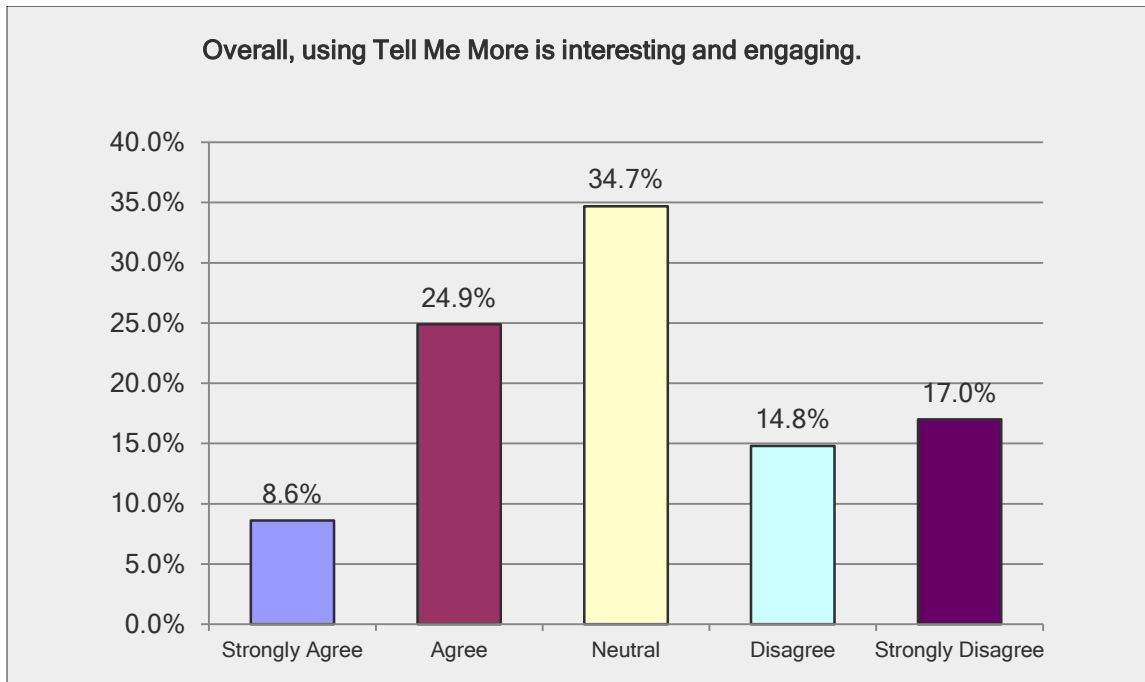


Chart 26

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

Elementary World Language Curriculum

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

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

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

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

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

Middle School World Language Curriculum

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

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

Conclusion

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

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

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

Dr. Michele Hancock
Superintendent of Schools

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

Mrs. Iva Plumley
Coordinator of Language Acquisition Programs

**Kenosha Unified School District
Kenosha, Wisconsin**

**February 11, 2014
Curriculum/Program Standing Committee Meeting**

HOCKEY COOPERATIVE TEAM EXPANSION

Background

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

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

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

In February 2013 Wilmot Union High School moved forward with approval from their school board and, with the approval of the Kenosha Unified School District Board of Education, became a member of the Kenosha Hockey Co-op in the 2013-14 school year. During the 2012-13 standing committee meetings and school board meetings, it was stated that in 2014 Westosha Central High School would most likely be ready to move forward and ask to be part of the Kenosha Hockey Co-op; and they have done so. Appropriate information has been shared (financials, code of conduct, etc.), and Westosha Central School District has approved Westosha Central High School to co-op in hockey with Kenosha Unified School District and the Kenosha Thunder hockey team. Now that this process has been approved by the Westosha Central School District, the WIAA application process requires Kenosha Unified School District approval before it can act upon the request.

Rationale

The Kenosha Thunder Hockey Co-op Team is running its program but is not near capacity. Adding this fifth Kenosha County high school, will strengthen the program in numbers

and add additional opportunities to students in another community. Additionally, and more importantly for Kenosha Unified School District, this is fiscally responsible as it will reduce the cost of hockey for the district.

Westosha Central School District will financially support their students in the program. For example, on the 2012-13 Kenosha Thunder Hockey Team there were 23 members; and the total cost to the district was \$27,368.86. This covered officials, salaries, transportation, equipment, and game workers and resulted in a \$1,189.95 expenditure per student. Hypothetically, during that same 2012-13 school year, if four team members were added from Westosha Central High School, Westosha Central School District would have paid Kenosha Unified School District \$4,054.64. This would have resulted in a total cost to the Kenosha Unified School District of \$23,314.22, rather than the \$27,368.86 that was actually paid.

Recommendation

It is recommended that the Curriculum/Program Committee forward this report to the board for approval to expand the district's hockey program into a co-op agreement with Westosha Central School District beginning in the 2014-15 school year.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mr. Steven Knecht
Coordinator of Athletics/Physical Education

**Kenosha Unified School District
Kenosha, Wisconsin**

**February 11, 2014
Curriculum/Program Standing Committee Meeting**

GYMNASTICS COOPERATIVE TEAM EXPANSION

Background

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

In the 1993-94 school year, Kenosha Unified School District began sponsoring gymnastics as a co-op team. The original members of the co-op team were Tremper High School and Bradford High School. Since then Indian Trail High School was added to the co-op. From the existence of the program, the team has been recognized as the Kenosha Combined Gymnastics Team.

During summer 2013 the Westosha Central High School Athletic Department contacted the Kenosha Unified School District Office of Athletics/Physical Education about a gymnastics co-op between the district's combined team and Westosha Central High School. Due to time-lines with the WIAA, this opportunity cannot be afforded for this school year but could be made possible beginning with the 2014-15 school year.

Appropriate information has been shared (financials, code of conducts, etc.), and Westosha Central School District has approved Westosha Central High School to co-op in gymnastics with Kenosha Unified School District and the Kenosha Combined Gymnastics Team. Now that this process has been approved by the Westosha Central School District, the WIAA application process requires Kenosha Unified School District approval before it can act upon the request.

Rationale

The Kenosha Combined Gymnastics Team is running its program but is not near capacity. Numbers in both programs in Kenosha and in Westosha are low, and combining Kenosha's team with Westosha Central would provide stability to the district's programs and continue to give its female athletes a sport to compete in during the winter. Additionally, and more importantly for Kenosha Unified School District, this is fiscally responsible change as it will reduce the cost of gymnastics for the district.

Westosha Central School District will financially support their students in the program. For example, on the 2012-13 Kenosha Combined Gymnastics Team there were 13 members; and the total cost to the district was \$13,709.45. This covered officials, salaries, transportation, equipment, and game workers and resulted in a \$1,054.57 expenditure per student. Hypothetically, during that same 2012-13 school year, if six team members were added from Westosha Central High School, Westosha Central School District would have paid Kenosha Unified \$4,329.30. This would have resulted in a total cost to the Kenosha Unified School District of \$9,380.15, rather than the \$13,709.45 that was actually paid.

Recommendation

It is recommended that the Curriculum/Program Committee forward this report to the board for approval to expand the district's gymnastics program into a co-op agreement with Westosha Central School District beginning in the 2014-15 school year.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mr. Steven Knecht
Coordinator of Athletics/Physical Education

**Kenosha Unified School District
Kenosha, Wisconsin**

**February 11, 2014
Curriculum/Program Standing Committee Meeting**

NEW COURSE PROPOSAL: ADVANCED PLACEMENT ART HISTORY

Background

The College Board, the organization that administers the Advanced Placement (AP) program to promote college readiness, offers a fine arts course currently not available in Kenosha Unified School District. The AP Art History course is a popular course in many other school districts. Students across the district have expressed interest in this course.

Course Change Proposal

In order to implement this change in the 2014-15 school year, the Office of Teaching and Learning is proposing, for board of education approval, the Course Program Change Proposal: Senior High School. The form is attached in appendix A. The form is complete and explains the rationale for the new course addition. It will also provide a description of the course, course standards, and a sample pacing guide.

The following table shows the available Advanced Placement courses in the Fine Arts area:

CURRENT COURSE OPPORTUNITIES	PROPOSED COURSE ADDITION
AP Studio Art: Drawing	AP Art History
AP Studio Art: 2-D Design	
AP Studio Art: 3-D Design	
AP Music Theory	

Recommendation

Administration recommends that the Curriculum/Program Standing Committee review and accept the Course/Program Change Proposal for the AP Art History course and forward the report to the school board for approval.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mr. Scott Plank
Coordinator of Fine Arts

Mr. David Tuttle
Coordinator of Talent Development

Mrs. Maria Kotz
Principal of Indian Trail High School and Academy

Ms. Andrea Farchmin-Baumgart
Indian Trail High School and Academy Instructional Coach

APPENDIX A

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated 1/4/2014

Name(s) Andrea Farchmin-Baumgart, David Tuttle & Scott Plank

Title(s) ITHSA Instructional Coach, Coordinator of Talent Development & Coordinator of Fine Arts

Department & School Indian Trail HS and Academy, Teaching & Learning / ESC

Proposed Course Name AP Art History

X New Course ___ New Name Length: ___ Quarter Credits: ___ 1/2 credit
___ Removal/Replacement of Course 2 Semester X 1 credit

Recommended Prerequisites (if any):

2 Credits of Art or Teacher Permission

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? *Does this course fit the District's approved curriculum cycle?* (If this is a course removal, only fill out this section.)

The students at Indian Trail High School and Academy have expressed an interest in this AP course. The AP Art History course can be viewed on the College Board website at: <http://apcentral.collegeboard.com/apc/public/repository/ap-art-history-course-description.pdf>.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

Advanced Placement (AP) Art History emphasizes understanding works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, function, and ethnicity. Because these contextual issues cannot be ascertained about prehistoric art, prehistoric art does not appear in the exam. Prehistoric examples such as the *Woman of Willendorf*, the Caves of Lascaux, and Stonehenge are not accepted as appropriate examples in Section II of the exam.

The AP Art History course also teaches students visual analysis of works of art. The course teaches students to understand works of art through both visual and contextual analysis.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Benchmarks:

College Board has identified the following key concepts and skills as key to understanding any work of art or architecture and stresses their development during the APP Art History course:

- Identification/Attribution
- Visual Analysis
- Contextual Analysis
- Finding Meaning in Art
- Interdisciplinary Awareness
- Writing Skills
- Reading Comprehension Skills.

Additionally, this course works to meet the standards and benchmarks set by:

- Common Core State Standards for Reading in History/Social Studies
- Common Core State Standards for Writing
- Wisconsin's Model Academic Standards for Art and Design Education.

Course Perspective (from College Board):

To prevent students from writing essays that simply describe a work of art, teachers should encourage students to focus on five areas for class discussion: subject matter, function, artistic decision making, contextual analysis, and cultural impact. Contemplating these five factors will help students to see art as a meaningful part of their lives. The following questions apply not only to masterpieces but also to images and objects found in our everyday world that we consider to be art.

Subject Matter Subject: What does the work depict? Who does the artist depict in the work?
Iconography: What do the figures and objects in the work represent or symbolize?
What event or series of events does the artist present to the viewer? **Function** Why did the artist create the work?

Narration:

- For religious worship?
- To entertain or to please the eye?
- For propagandistic purposes?
- To address a social issue?
- To commemorate an event?
- To commemorate the life of a famous person?
- As an expression of wealth and status?
- To savor a memory?
- To document a place and time?
- To promote an artistic theory or philosophical idea?
- To tell a story?
- To express some human emotion (such as love, grief, or anger)?

- To establish a personal or cultural identity?
- To impress others with technical skill?
- As a gift to a god or another person?
- As a form of scientific study?
- For private enjoyment?
- For practical reasons only (that is, to provide shelter, to hunt with, or to document something for legal purposes)?

For whom was the work created?

Who was the patron?

Why did the patron commission the work?

Was the patron upper class or middle class?

To what degree could you describe the patron as "religious" or "secular"?

To what degree was the patron involved in the artistic decision-making process?

Did the artist create the work of art for the mass market?

Did the artist create the work for himself or herself?

Where did the artist originally intend to place their work?

- In a church or place of religious worship?
- In a private home or a public place?
- In a dramatic outdoor setting or an interior space?
- In a particular viewpoint (for example, down below or high above)?
- With a particular kind of lighting?
- As a complement to another nearby work of art (such as a building or a sculpture)?
- To compete with another nearby work of art?
- In a competitive exhibition?
- In a portable object (such as a book or a reliquary)?

Artistic Decision Making

What decisions did the artist or architect make while creating this work of art?

What medium did the artist use, and why?

What technique did the artist use (for example, alla prima, impressionistic, trompe l'oeil, or grisaille), and why?

What format did the artist use (for example, relief, freestanding, two-dimensional, horizontal, or vertical), and why?

What type of color scheme did the artist use (for example, neutral, intense, arbitrary, monochromatic, symbolic, warm, or cool), and why?

What type of lighting did the artist use, and why?

What type of texture did the artist employ, and why?

What type of line did the artist use (for example, vertical, horizontal, diagonal, calligraphic, undulating, curvilinear, agitated, arabesque, or gestural), and why?

What so-called principles of design (such as balance, rhythm, movement, unity, emphasis, scale, and variety) did the artist employ, and why so?

What mode of representation did the artist use (such as representational, abstract, naturalistic, schematic, stylized, idealized, or distorted), and why?

What rules did the artist follow in accordance with the style of a particular time and place?

What rules did the artist break away from in order to innovate or experiment?

Did the artist make preparations before creating the work?

Did the artist observe from nature or conform to archetypal forms?

How did the artist or architect compose or structure the work (for example, symmetrical, asymmetrical, radial, random, proportional, bilateral, open, or closed), and why?

How large (or small) is the work, and why?

How much time did the artist spend on the work, and why?

Did the artist or architect choose to emulate the work of another artist or architect?

Contextual Analysis

How does the work reflect the following cultural aspects of a particular time and place?

- Religious beliefs?
- Political ideologies?
- Philosophical ideologies?
- Attitudes toward social class and gender?
- A culture's concept of aesthetic beauty?
- A culture's concept of power and authority?
- A culture's concept of morality?
- A culture's changing tastes?
- A culture's concept of normality, perhaps with a view into the daily life of "ordinary" people?
- A culture's concept of nature and man's relationship with nature?
- A cultural view of history and tradition?
- Cross-cultural influences?
- The status of the artist or architect?
- The impact of subcultures existing within a larger, mainstream culture?
- The impact of new scientific discoveries or inventions?
- The lifestyle and milieu of the artist or architect?

Cultural Impact

What impact did the work of art or architecture have on the history of art?

- Inspire or influence other artists or architects?
- Dramatically rise in value?
- Seen by a large number of people?
- Cause controversy or raise complex questions?
- Alter visual perception in some way (such as the invention of linear perspective)?
- Popularize a particular medium or technique?
- Provide a sense of cultural or national identity?
- Make a particular person famous or infamous?
- Popularize a particular ideology?
- Alter fashion and taste?
- Alter the way artists were trained?
- Dramatically alter the art market?

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

A team of district art teachers will begin meeting in January 2014. They will develop detailed Pacing Guides and a Scope and Sequence based on the Planning and Pacing Guide samples from the College Board.

Attached in Appendix A is a sample Scope and Sequence from College Board.

A potential sequence could include:

- **Quarter 1 – Ancient through Medieval**
- **Quarter 2 – Fourteenth through Eighteenth Centuries**
- **Quarter 3 – Nineteenth through Twenty-First Centuries**

- **Quarter 4 – Beyond European Artistic Traditions**

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

The course needs listed will be included for the course proposal for one class of 30 students (one teacher) at Indian Trail High School and Academy only. AP Summer Institute training through College Board prepares teachers to teach the AP Art History course.

- | | |
|---|---|
| a. Teaching Staff \$ 0 | c. Supplementary \$ 2,000.00 est. |
| b. Textbooks/kits \$ 5,918.40 est. | d. Facilities/Space \$ 0 |
| | e. Teacher Training \$ 1,500.00 est. |

<u>Approvals:</u>	Name(s)	Date
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Created March 2001

Course Content

The AP Art History Development Committee periodically conducts curriculum surveys to determine course content at the institutions that accept AP scores. College courses generally cover the various art media in the following proportions: 40–50 percent painting and drawing, 25 percent architecture, 25 percent sculpture, and 5–10 percent other media. The AP Art History Exam reflects these distributions through multiple-choice questions and long and short essay questions.

Art history emphasizes understanding works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, function, and ethnicity. Because these contextual issues cannot be ascertained about prehistoric art, prehistoric art does not appear in the exam. Prehistoric examples such as the *Woman of Willendorf*, the Caves of Lascaux, and Stonehenge are not accepted as appropriate examples in Section II of the exam.

The AP Art History course also teaches students visual analysis of works of art. The course teaches students to understand works of art through both visual and contextual analysis. The AP Art History Exam contains an increasing number of multiple-choice questions and essays that reflect these evolving emphases.

The following content table reflects other results of the most recent college curriculum surveys, showing the content areas generally covered in these college courses and a percentage range of course time devoted to each content area. This information may be especially helpful for teachers who are beginning their first AP Art History course. The AP Art History Exam generally reflects this coverage.

College Course Coverage

<i>Content</i>	<i>Approximate Percentages</i>	<i>Total</i>
I. Ancient Through Medieval A. Greece and Rome B. Early Christian, Byzantine, Early Medieval C. Romanesque D. Gothic	10–15% 5–10% 3–7% 7–10%	30%
II. Renaissance to Present A. Fourteenth Through Sixteenth Centuries B. Seventeenth and Eighteenth Centuries C. Nineteenth Century D. Twentieth and Twenty-first Centuries	12–17% 10–15% 10–15% 10–15%	50%
III. Beyond European Artistic Traditions – Africa – the Americas – Asia – Near East – Oceania – global Islamic traditions		20%

**Kenosha Unified School District
Kenosha, Wisconsin**

**February 11, 2014
Curriculum/Program Standing Committee**

NEW COURSE PROPOSALS: ADVANCED PLACEMENT PHYSICS 1 AND 2

Background

The College Board, the organization that administers the Advanced Placement (AP) program to promote college readiness, has announced a change in their Advanced Placement Physics B course. This change will impact the Advanced Placement Physics courses offered at Kenosha Unified School District high schools. Two one-credit algebra-based courses called AP Physics 1 and AP Physics 2 will replace the current two-credit AP Physics B.

Course Change Proposal

In order to implement this change in the 2014-15 school year, the Office of Teaching and Learning is proposing, for board of education approval, course removal and course addition forms. They are attached in Appendix A. The attached forms are completed in full and explain the rationale for the change. They also provide descriptions of the new courses, course standards, and sample pacing guides.

The following table shows a comparison between the current and proposed new course sequence leading to AP Physics courses:

CURRENT COURSE SEQUENCE	PROPOSED COURSE SEQUENCE
Grade 9 Biology Honors	Grade 9 Biology Honors
Grade 10 Chemistry Honors	Grade 10 Chemistry Honors
Grade 11 Physics Honors	Grade 11 Physics Honors -or- AP Physics 1
Grade 12 AP Physics B	Grade 12 AP Physics 1 -or- AP Physics 2

Recommendation

Administration recommends that the Curriculum/Program Standing Committee review the Course/Program Change Proposals for Advanced Placement Physics courses and forward the report to the school board for approval.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mrs. Christine Pratt
Coordinator of Science

Mr. David Tuttle
Coordinator of Talent Development

APPENDIX A

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated 12/4/2013

Name(s) David Tuttle & Christine Pratt

Title(s) Coordinator of Talent Development & Coordinator of Science

Department & School Teaching & Learning / ESC

Proposed Course Name AP Physics 1

☒ New Course ☐ New Name Length: ☐ Quarter Credits: ☐ 1/2 credit

☐ Removal/Replacement of Course ☒ Semester ☒ 1 credit

Recommended Prerequisites (if any):

Grade 9 and 10 Science Requirement, Geometry, current enrollment in or prior completion of Algebra II

Note: (College Board recommendation) “Students should have completed geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. No prior course work in physics is necessary.”

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? *Does this course fit the District’s approved curriculum cycle?* (If this is a course removal, only fill out this section.)

Since College Board is replacing the AP Physics B course with AP Physics 1 and AP Physics 2 in the 2014-15 school year, it will be necessary to add AP Physics 1. AP Physics 1 will be a one-credit course that will run for a full school year. (AP Physics B was a two-credit course that was taught in a double block in one school year. The AP Physics 1 courses can be viewed on the College Board website at: <http://advancesinap.collegeboard.org/math-and-science/physics>.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

Advanced Placement (AP) Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-

on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Big Ideas (from College Board):

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interaction of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

Science Practices (from College Board):

- Science Practice 1: The student can use representations and models to communicate scientific phenomena and solve scientific problems.
- Science Practice 2: The student can use mathematics appropriately.
- Science Practice 3: The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course.
- Science Practice 4: The student can plan and implement data collection strategies in relation to a particular scientific question.
- Science Practice 5: The student can perform data analysis and evaluation of evidence.
- Science Practice 6: The student can work with scientific explanations and theories.
- Science Practice 7: The student is able to connect and relate knowledge across various scales, concepts, and representations in and across domains.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

A team of district physics teachers will begin meeting in January 2014. They will develop detailed Pacing Guides and a Scope and Sequence based on the Planning and Pacing Guide samples from the College Board.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

The course needs listed will be included for both course proposals (for AP Physics 1 and AP Physics 2) as common textbooks and supplies will be used. AP Summer Institute training through College Board prepares teachers to teach both AP courses.

a. Teaching Staff \$ 0

c. Supplementary \$ 6000 est.

b. Textbooks/kits \$ 187,725 est.

d. Facilities/Space \$ 0

e. Teacher Training \$ 7500 est.

<u>Approvals:</u>	Name(s)	Date
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Created March 2001

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated 12/4/2013

Name(s) David Tuttle & Christine Pratt

Title(s) Coordinator of Talent Development & Coordinator of Science

Department & School Teaching & Learning / ESC

Proposed Course Name AP Physics 2

☒ New Course ☐ New Name Length: ☐ Quarter Credits: ☐ 1/2 credit
☐ Removal/Replacement of Course 2 Semester ☒ 1 credit

Recommended Prerequisites (if any):

AP Physics 1 and concurrent or prior enrollment in Pre-Calculus

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? *Does this course fit the District's approved curriculum cycle?* (If this is a course removal, only fill out this section.)

Since College Board is replacing the AP Physics B course with AP Physics 1 and AP Physics 2 in the 2014-15 school year, it will be necessary to add AP Physics 2. AP Physics 2 will be a one-credit course that will run for a full school year. (AP Physics B was a two-credit course that was taught in a double block in one school year. The AP Physics 2 course can be viewed on the College Board website at: <http://advancesinap.collegeboard.org/math-and-science/physics>.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

Advanced Placement (AP) Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Big Ideas (from College Board):

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interaction of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.
- The mathematics of probability can be used to describe the behavior of complex systems and to interpret the behavior of quantum mechanical systems.

Science Practices (from College Board):

- Science Practice 1: The student can use representations and models to communicate scientific phenomena and solve scientific problems.
- Science Practice 2: The student can use mathematics appropriately.
- Science Practice 3: The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course.
- Science Practice 4: The student can plan and implement data collection strategies in relation to a particular scientific question.
- Science Practice 5: The student can perform data analysis and evaluation of evidence.
- Science Practice 6: The student can work with scientific explanations and theories.
- Science Practice 7: The student is able to connect and relate knowledge across various scales, concepts, and representations in and across domains.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

Sample course planning and pacing guides for AP Physics 2 will be available from the College Board in the spring of 2014. A team of teachers will meet at that time to develop detailed Pacing Guides and a Scope and Sequence based on the Planning and Pacing Guide samples from the College Board.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

The course needs listed will be included for both course proposals (for AP Physics 1 and AP Physics 2) as common textbooks and supplies will be used. AP Summer Institute training through College Board prepares teachers to teach both AP courses.

- | | |
|--------------------------|----------------------------|
| a. Teaching Staff \$ 0 | c. Supplementary \$ 0 * |
| b. Textbooks/kits \$ 0 * | d. Facilities/Space \$ 0 |
| | e. Teacher Training \$ 0 * |

* The course needs listed are already included in the first proposal for AP Physics 1.

<u>Approvals:</u>	Name(s)	Date
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Created March 2001

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 12/4/2013

Name(s) David Tuttle & Christine Pratt

Title(s) Coordinator of Talent Development & Coordinator of Science

Department & School Teaching & Learning / ESC

Removed Course Name AP Physics B

☐ New Course ☐ New Name Length: ☐ Quarter Credits: ☐ 1/2 credit

☒ Removal/Replacement of Course 2 Semesters ☐ 1 credit

☒ 2 credit

Recommended Prerequisites (if any):

Successful completion of Physics-Honors and concurrent enrollment in Pre-Calculus - Honors

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? *Does this course fit the District's approved curriculum cycle?* (If this is a course removal, only fill out this section.)

College Board is replacing AP Physics B with two courses: AP Physics 1 and AP Physics 2 beginning with the 2014-15 school year. These courses can be viewed on the College Board website at: <http://advancesinap.collegeboard.org/math-and-science/physics> .

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

Does not apply – dropped course.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Does not apply – dropped course.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

Does not apply – dropped course.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

Does not apply – dropped course.

(New course needs will be included in the new course proposals for AP Physics 1 and AP Physics 2.)

a. Teaching Staff \$ 0

c. Supplementary \$ 0

b. Textbooks/kits \$ 0

d. Facilities/Space \$ 0

e. Teacher Training \$ 0

Approvals:

Name(s)

Date

Department head & Principal _____/_____

Building Review Committee _____

District Review Committee _____

Central Office _____

Created March 2001

**Kenosha Unified School District
Kenosha, Wisconsin**

**February 11, 2014
Curriculum/Program Standing Committee Meeting**

NEW COURSE PROPOSAL: ADVANCED PLACEMENT HUMAN GEOGRAPHY

Background

The College Board, the organization that administers the Advanced Placement (AP) program to promote college readiness, offers a social studies course currently not available in Kenosha Unified School District. The AP Human Geography course is a popular course in many other school districts. Students across the district have expressed interest in this course.

Course Change Proposal

In order to implement this change in the 2014-15 school year, the Office of Teaching and Learning is proposing, for board of education approval, the Course/Program Change Proposal: Senior High School. The form is attached in Appendix A. The form explains the rationale for the new course addition. It also provides a description of the course, course standards, and a sample pacing guide.

The following table shows the available AP social studies courses:

CURRENT COURSE OPPORTUNITIES	PROPOSED COURSE ADDITION
AP United States History	AP Human Geography
AP World History	
AP United States Government and Politics	
AP Psychology	
AP Macroeconomics (Kenosha eSchool)	
AP Microeconomics (Kenosha eSchool)	

Recommendation

Administration recommends that the Curriculum/Program Standing Committee review and accept the Course/Program Change Proposal for the AP Human Geography course and forward the report to the school board for approval.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mr. Mark Hinterberg
Coordinator of Social Studies/Career and Technical Education

Mr. David Tuttle
Coordinator of Talent Development

Mrs. Maria Kotz
Principal of Indian Trail High School and Academy

Ms. Andrea Farchmin-Baumgart
Indian Trail High School and Academy Instructional Coach

APPENDIX A

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated 1/4/2014

Name(s) Andrea Farchmin-Baumgart, David Tuttle & Mark Hinterberg

Title(s) ITHSA Instructional Coach, Coordinator of Talent Development & Coordinator of Social Studies and Career and Technical Education

Department & School Indian Trail HS and Academy, Teaching & Learning / ESC

Proposed Course Name

AP Human Geography

X New Course ___ New Name Length: ___ Quarter Credits: ___ 1/2 credit

___ Removal/Replacement of Course 2 Semester X 1 credit

Recommended Prerequisites (if any):

Honors United States History or Teacher Permission

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? *Does this course fit the District's approved curriculum cycle?* (If this is a course removal, only fill out this section.)

The students at Indian Trail High School and Academy have expressed an interest in this AP course. The AP Human Geography course can be viewed on the College Board website at: <http://apcentral.collegeboard.com/apc/public/repository/ap-human-geography-course-description.pdf>.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

The purpose of the Advanced Placement (AP) Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Benchmarks:

College Board has identified the following college-level goals that will lead to successful completion of the course:

- Interpret maps and analyze geospatial data
- Understand and explain the implications of associations and networks among phenomena in places
- Recognize and interpret the relationships among patterns and processes at different scales of analysis
- Define regions and evaluate the regionalization process
- Characterize and analyze changing interconnections among places.

Additionally, this course works to meet the standards and benchmarks set by:

- Common Core State Standards for Reading in History/Social Studies
- Common Core State Standards for Writing
- Wisconsin's Model Academic Standards for Geography.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

A team of district social studies teachers will begin meeting in January 2014. They will develop detailed Pacing Guides and a Scope and Sequence based on the Planning and Pacing Guide samples from the College Board.

Attached in Appendix A is a sample Scope and Sequence from an approved AP Human Geography course syllabus (#1058837v1) available from College Board. (Note: The entire course syllabus may be viewed at: http://media.collegeboard.com/digitalServices/pdf/ap/ap-human-geo-sample_4_1058837v1.pdf .

A potential sequence could include:

Semester 1: Cultural Geography

- **Geography: Its Nature and Perspectives (2 weeks)**
- **Population Geography (6 weeks)**
- **Cultural Patterns and Processes (9 weeks).**

Semester 2:

- **Political Geography (3 weeks)**
- **Development (3 weeks)**
- **Agriculture (3 weeks)**
- **Industrialization (3 weeks)**
- **Settlement and Services (2 weeks)**
- **Urban Patterns (2 weeks)**
- **Resource Issues (1 week)**
- **Careers in Geography (1 week).**

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

The course needs listed will be included for the course proposal for one class of 30 students (one teacher) at Indian Trail High School and Academy only. AP Summer Institute training through College Board prepares teachers to teach the AP Human Geography course.

a. Teaching Staff \$ 0

c. Supplementary \$ 1,000.00 est.

b. Textbooks/kits \$ 4,620.00 est.

d. Facilities/Space \$ 0

e. Teacher Training \$ 1,500.00 est.

Approvals:

Name(s)

Date

Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Created March 2001

AP[®] Human Geography: Syllabus 4

Syllabus 1058837v1



Scoring Components	Page(s)
SC1 The course provides a systematic study of the nature of Geography.	2
SC2 The course provides a systematic study of perspectives of Geography.	2
SC3 The course provides a systematic study of population geography.	3
SC4 The course provides a systematic study of cultural patterns and processes.	3
SC5 The course provides a systematic study of political organization of space.	4
SC6 The course provides a systematic study of agriculture and rural land use.	5
SC7 The course provides a systematic study of industrialization and economic development.	5
SC8 The course provides a systematic study of cities and urban land use.	6
SC9 The course teaches the use of landscape analysis to examine human organization of space.	3, 5–6
SC10 The course teaches spatial relationships at different scales ranging from the local to the global.	4, 6
SC11 The course teaches students how to use and interpret maps and spatial data.	3, 5
SC12 The course teaches students how to use and interpret geographical models.	3, 5–6

Course Units

The curriculum for this two-semester AP® Human Geography course consists of topics drawn from seven interrelated units of study outlined in the *AP Human Geography Course Description* booklet published by the College Board.

1. Geography: Its Nature and Perspectives
2. Population Geography
3. Cultural Patterns and Processes
4. Political Organization of Space
5. Economic Development
6. Agriculture and Rural Land Use
7. Industrialization
8. Settlement and Services
9. Cities and Urban Land Use
10. Resource Management
11. Careers in Geography

Textbooks:

- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 8th ed. Upper Saddle River, NJ: Pearson Education, Inc., 2005.
- Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 4th ed. New York: John Wiley, Inc., 2007.

Daily Assignments

For each unit, students receive an assignment sheet. The length of the assignment varies on a day-to-day basis, but students can expect to have some form of homework, most often reading, every evening.

Assessment:

The assessment of students' performance is based on tests, quizzes, short papers, essays, class projects, and daily participation.

First Semester: Cultural Geography

Extended Term Project: Collect two current events articles related to human geography from a national newspaper or news magazine each week. Summarize the articles and apply key spatial concepts of human geography to analyze the significance of each event.

Correct citations are required. Over the course of the semester, articles that illustrate key spatial concepts operating at different scales should be selected.

I. Geography: Its Nature and Perspectives (2 weeks) [SC1 & SC2]

- A. Thinking about space
- B. Thinking about place
- C. Thinking about region
- D. Thinking about scale
- E. Thinking about connections

SC1—The course provides a systematic study of the nature of Geography.

SC2—The course provides a systematic study of perspectives of Geography.

Required Reading

- Rubenstein, Chapter 1: “Thinking Geographically”
- Kuby, Harner, and Gober, Chapter 1: “True Maps, False Impressions”

II. Population Geography (6 weeks) [SC3]

- Where the world’s population is distributed
- Where the world’s population has increased
- Population is increasing at different rates in different countries
- Demographic transition model [SC12]
- The world might face an overpopulation problem
- Why people migrate
- Distribution of migrants
- Obstacles faced by migrants
- People migrate within a county

SC3—The course provides a systematic study of population geography.

SC12—The course teaches students how to use and interpret geographical models.

Required Reading and Activities

- Rubenstein, Chapters 2 and 3: “Population” and “Migration”
- Kuby, Harner, and Gober, Chapters 3, 4, and 5: “Tracking the AIDS Epidemic in the United States: Diffusion Through Space and Time”; “Newton’s First Law of Migration: The Gravity Model”; and “One Billion and Counting” The Hidden Momentum of Population Growth in India”
- PRB website: “Making Population Real: New Lesson Plans and Classroom Activities” (www.prb.org/Educators)

Obituary Activity: [SC11]

Using obituaries from the local newspaper, have students plot on a map where people were born and where they died.

Have them use the following key to sort data according when people were born: Before 1920, 1920–1945, 1946–1965, 1966 to present. Draw lines, using the color for the birth year, from places of birth to the local region. Have students analyze the patterns and relate them to migration trends.

(For example, most people born before 1920 came to Oregon from the Midwest while more people who were born from 1966 to the present came from Latin America and Asia.)

SC11—The course teaches students how to use and interpret maps and spatial data.

Helpful reading for teacher: Bailey, Adrian, *Making Population Geography*. London: Hodder & Stoughton Educational, 2005.

III. Cultural Patterns and Processes (9 Weeks) [SC4]

- Folk and Pop Culture
 - Where folk and popular cultures originate and diffuse
 - Folk and popular culture and the cultural landscape [SC9]
 - Folk culture is clustered
 - Popular culture is widely distributed
 - Globalization of popular culture causes problems

SC4—The course provides a systematic study of cultural patterns and processes.

SC9—The course teaches the use of landscape analysis to examine human organization of space.

Required Reading and Activities

- Rubenstein, Chapter 4: “Folk and Popular Culture”

- Kuby, Harner, and Gober, Chapter 2: “Layers of Tradition: Culture Regions at Different Scales” **[SC10]**
- Larmer, Brook, “Latino America,” *Newsweek* (July 12, 1999): 48–51.
- Leland, John, and Veronica Chambers, “Generation Ñ,” *Newsweek* (July 12, 1999): 53–58.
- Haubergger, Christy, “The Legacy of Generation Ñ,” *Newsweek* (July 12, 1999): 61.

SC10—The course teaches spatial relationships at different scales ranging from the local to the global.

B. Language

1. Where English language speakers are distributed
2. Indo-European languages
3. Where other language families are distributed
4. People preserve local languages

Required Reading

- Rubenstein, Chapter 5: “Language”

C. Religion

1. Universalizing and ethnic religions
2. Origin and diffusion of religions
3. Religions organize space
4. Territorial conflicts arise among religious groups

Required Reading

- Rubenstein, Chapter 6: “Religion”
- Szulc, Tad, “Abraham: Journey of Faith,” *National Geographic* (December, 2001): 90–129.
- “Islam: An Introduction,” special pull-out section, *Saudi Aramco World* (January/February 2002).
- El-Moslimany, Samia, interviewer, “Welcoming God’s Guests,” *Saudi Aramco World* (May/June 2002): 8–29.

D. Ethnicity

1. Distribution of ethnicities
2. Why some ethnicities have been transformed into nationalities
3. The clash of ethnicities

Required Reading

- Rubenstein, Chapter 7: “Ethnicity”
- Kuby, Harner, and Gober, Chapter 12: “Do Orange and Green Clash? Residential Segregation in Northern Ireland”
- Individual articles from *Refugees* magazine, published by the UN Refugee Agency (UNHCR), online at <http://www.unhcr.org>

Second Semester: Political and Economic Geography

Term Paper Required. Topic must relate to a key concept of Human Geography

IV. Political Geography (3 weeks) **[SC5]**

- A. The difference between a state and a nation
- B. Boundaries
- C. Boundary problems

SC5—The course provides a systematic study of political organization of space.

- D. Cooperation between states
- E. A look at terrorism

Required Reading and Activities

- Kuby, Harner, and Gober, Chapter 13: “Breaking Up Is Hard to Do: Nations, States, and Nation-States”
- Rubenstein, Chapter 8: “Political Geography”

Helpful reading for the teacher

- M. Jones, R. Jones, and M. Woods, *An Introduction to Political Geography*. London and New York: Routledge, 2004.

V. Development (3 Weeks)

- A. Economic, social, and demographic indicators
- B. More developed regions versus less developed regions
- C. Obstacles to development

Required Reading and Activities

- Rubenstein, Chapter 9: “Development”
- Kuby, Harner, and Gober, Chapter 7: “Rags and Riches: The Dimensions of Development”
- Friedman, Thomas L., *The World is Flat [Updated and Expanded]: A Brief History of the Twenty-First Century*. New York: Farrar, Straus and Giroux, 2006. Chapters 1 and 2 are required.

VI. Agriculture and Rural Land Use (3 weeks) [SC6]

- A. Agricultural hearths
- B. Classification of agricultural regions
- C. Agriculture in less developed countries
- D. Agriculture in more developed countries
- E. Economic issues involving agriculture
- F. Rural land use
- G. Rural landscape analysis [SC9]

Lecture Notes: “Geography of Modern Agriculture” from David A. Lanegran, Macalester College, St. Paul, Minnesota, 2005.

Required Reading and Activities

- Rubenstein, Chapter 10: “Agriculture”
- Kuby, Harner, and Gober, Chapter 8: “Food for Thought: The Globalization of Agriculture”

Rural Land Use Project: This project requires fieldwork.

Groups of students are assigned different sections of the school district to explore, observe, and collect data from. They then analyze the data they collected and give presentations. The presentations must include a map of their area. This can be a hand-drawn map, an aerial photo with explanation, or a GIS-generated map. [SC11] They must apply the principles of Von Thünen’s Model in their analysis. [SC12]

VII. Industrialization (3 weeks) [SC7]

- A. Origins of the Industrial Revolution
- B. Distribution of industry
- C. Situation factors and site factors
- D. Weber’s industrial location model [SC12]

SC6—The course provides a systematic study of agriculture and rural land use.

SC9—The course teaches the use of landscape analysis to examine human organization of space.

SC11—The course teaches students how to use and interpret maps and spatial data.

SC12—The course teaches students how to use and interpret geographical models.

SC7—The course provides a systematic study of industrialization and economic development.

- E. Obstacles to optimum locations
- F. Problems faced by industry
- G. A look at NAFTA

Required Reading and Activity

- Rubenstein, Chapter 11: “Industry”
- Kuby, Harner, and Gober, Chapter 6: “Help Wanted: The Changing Geography of Jobs”

Students take a field trip to a nearby town to observe and evaluate the site, the situation, and the types of industry. The field trip follow-up includes a discussion of the relocation of a local industry and consideration of the differences between the original industry and the new replacement industry in terms of jobs, wages, and impact on the local economy and landscape.

VIII. Settlement and Services (2 weeks)

- A. Where services originated
- B. Rural settlements
- C. Distribution of services
- D. 1. Central place theory
2. Market area analysis
- E. Business services in large settlements
- F. Central business district

Required Reading and Activities

- Rubenstein, Chapter 12: “Services”
- Kuby, Harner, and Gober, Chapter 9: “Take Me Out to the Ball Game: Market Areas and the Urban Hierarchy”

IX. Urban Patterns (2 weeks) [SC8]

- A. Origin and location of urban areas at multiple scales [SC10]
- B. Urban models [SC12]
- C. Problems of inner cities
- D. Problems in suburbs

Required Reading and Activities

- Rubenstein, Chapter 13: “Urban Patterns”
- Kuby, Harner, and Gober, Chapters 10 and 11: “Reading the Urban Landscape: Census Data and Field Observation”; “The Disappearing Front Range: Urban Sprawl in Colorado”
- Field trip to a nearby city to analyze urban patterns [SC9]

X. Review for AP Human Geography Exam

XI. Resource Issues (1 week)

- A. Fossil fuel depletion
- B. Source of pollution
- C. Global food resources

Required Reading and Activities

- Rubenstein, Chapter 14: “Resource Issues”
- Kuby, Harner, and Gober, Chapter 14: “Preserving the Planet: Human Impact on Environmental Systems”

XII. Careers in Geography (2 weeks)

Required Reading and Activities

SC8—The course provides a systematic study of cities and urban land use.

SC10—The course teaches spatial relationships at different scales ranging from the local to the global.

SC12—The course teaches students how to use and interpret geographical models.

SC9—The course teaches the use of landscape analysis to examine human organization of space.



- “Geography: Finding Your Place,” Association of American Geographers, Washington, DC, www.aag.org
- An introduction to ArcView
- Term paper due

**Kenosha Unified School District
Kenosha, Wisconsin**

**February 11, 2014
Curriculum/Program Standing Committee Meeting**

NEW COURSE PROPOSAL: TEEN LEADERSHIP

Background

Creating a positive school culture for all students has been a top priority for Indian Trail High School and Academy. By collaborating with Flippen Group, Indian Trail High School and Academy has made great gains towards creating a safe and supportive culture and environment for all. One major effort to improve the culture and climate of Indian Trail High School and Academy was embedding Capturing Kids' Hearts into the organization. Capturing Kids' Hearts is a learning experience that provides administrators, faculty, and staff with the knowledge, tools, and ability to build positive, productive, trusting relationships—among themselves and with their students. These practices can transform the classroom and school environment, paving the way for high performance.

Capturing Kids' Hearts has several courses available, one of which is Teen Leadership. These courses have shown to increase the academic achievement of students by more than ten percentile points as well as dramatically decrease discipline problems. Flippen Group uses re-lational strategies and discipline management methods that are grounded in scientifically based research.

Course Addition Proposal

In order to implement this addition for the 2014-15 school year, the Office of Teaching and Learning is proposing, for board of education approval, the Course/Program Change Proposal: Senior High School. This is attached in Appendix A. The form explains the rationale for the new course. It also provides a description of the new course, course standards, and a sample pacing guide.

Recommendation

Administration recommends that the Curriculum/Program Standing Committee review the Course/Program Change Proposal for the Teen Leadership course and forward the report to the school board for approval.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mr. Paris Echoles
Coordinator of Student Engagement
and Equity

Mrs. Maria Kotz
Principal of Indian Trail High School
and Academy

Ms. Andrea Baumgart
Indian Trail High School and Academy
Instructional Coach

APPENDIX A

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated 10/17/2013

Name(s) Maria Kotz, Dr. Bethany Ormseth, Andrea Baumgart & Paris Echoles

Title(s) Principal, Assistant Superintendent of Secondary School Leadership, Instructional Coach
& Coordinator of Student Engagement and Equity

Department & School Indian Trail High School and Academy, Secondary School Leadership &
Teaching & Learning / ESC

Proposed Course Name Teen Leadership

X New Course ___ New Name Length: ___ Quarter Credits: ___ 1/2 credit

___ Removal/Replacement of Course 2 Semester X 1 credit

Recommended Prerequisites (if any): **None**

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? *Does this course fit the District's approved curriculum cycle?* (If this is a course removal, only fill out this section.)

KUSD offers a variety of academic course choices. However, few of our course offerings are designed specifically to teach lifelong learning skills and improve school culture and climate. Educators and Administrators across KUSD will agree that school culture defines the context in which teaching and learning take place and has a profound effect on academic progress and student interactions with peers and adults. Schools that encourage social and emotional development see rewards for their students, including greater academic success, fewer at-risk behaviors, and improved relationships for students both at school and in the home. In a survey study of over 90,000 adolescents, the researchers found that student connectedness to a parent and connectedness to a school-based person, such as a teacher, were the only factors that lowered risk in four negative behavior categories of adolescent health and morbidity: emotional health, violence, substance use, and sexuality (JAMA September 10, 1997).

Creating a positive school culture for all students has been a top priority for Indian Trail High School and Academy. By collaborating with Flippen Group, Indian Trail High School and Academy has made great gains towards creating a safe and supportive culture and environment for all. One major effort to improve the culture and climate of Indian Trail High School and Academy was embedding Capturing Kids' Hearts into the organization. Capturing Kids' Hearts is learning experience that provides administrators, faculty and

staff with the knowledge, tools and ability to build positive, productive, trusting relationships among themselves and with their students. These practices can transform the classroom and school environment, paving the way for high performance.

Capturing Kids' Hearts has several courses available, one of which is **Teen Leadership**. **Teen Leadership** is the student curriculum that has proven to enhance students' attachment to teachers, build relational capacity and improve student outcomes. Building upon Indian Trail High School and Academy's dedication to creating a positive school culture for all students, **Teen Leadership** is the student curriculum that will help our district to close the achievement gap and provide students an environment of safety and support that is culturally sensitive, with shared expectations among all students.

Teen Leadership is a research-based curriculum that has been linked to positive behavioral outcomes in mental health or substance use, an increase in self-esteem and a decrease in loneliness, and increased passing rate in core curricular areas, an increase in teacher and school connectedness, and a decrease in disciplinary referrals. **Teen Leadership** brings the skills of self-understanding, financial planning, public speaking, adult relationships, character development, goal setting, and citizenship together in one course designed to create successful students and successful future adults.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

Teen Leadership is a course in which students develop leadership, professional and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. They will develop an understanding of emotional intelligence and the skills it measures, which include self-awareness, self-control, self-motivation, and social skills. Students will develop skills in public speaking and communication and an understanding of personal image. They will develop an understanding of the concept of principle-based decision-making and learn to make responsible financial decisions. They will develop an understanding of the effects of peer pressure, will develop skills to counteract those effects, and will develop problem-solving skills. They will develop an understanding of the principles of parenting, enabling them to become better family members and citizens. They will also develop an understanding of the need for vision in personal and professional goal setting.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

- **Kenosha Unified School District Lifelong Learning Standards**
- **Common Core State Standards for Literacy (Writing, Listening, & Speaking and Reading for Science & Technical Subjects):**
 - **CCSS.ELA-Literacy.CCRA.R.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - **CCSS.ELA-Literacy.CCRA.R.6:** Assess how point of view or purpose shapes the content and style of a text.
 - **CCSS.ELA-Literacy.CCRA.R.8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **CCSS.ELA-Literacy.CCRA.R.9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **CCSS.ELA-Literacy.CCRA.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- **CCSS.ELA-Literacy.CCRA.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.CCRA.W.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **CCSS.ELA-Literacy.CCRA.W.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.CCRA.SL.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **CCSS.ELA-Literacy.CCRA.SL.4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.CCRA.SL.6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- **Wisconsin Common Career Technical Standards:**
 - **4C2:** Students will formulate and defend judgments and decisions by employing critical thinking skills.
 - **4C3:** Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.
 - **CD1:** Students will consider, analyze and apply an awareness of self-identity and culture to identify skills and talents.
 - **LE1:** Students will apply leadership skills in real-world, family, community, and business and industry applications.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

Quarter 1: Chapters 1 and 2

Quarter 2: Chapters 3, 4, and 5

Quarter 3: Chapters 6, 7, and 8

Quarter 4: Chapters 9, 10, and 11

Detailed quarter and chapter information is included.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff: \$ 0*

c. Supplementary: \$ 195.00 est. (Leader's Guide)*

b. Textbooks/kits: \$ 218.75 est.*

d. Facilities/Space: \$ 0

***Based upon one section of 25 students (to be paid out of building funds)**

Approvals:

Name(s)

Date

Department head & Principal _____/_____

Building Review Committee _____

District Review Committee _____

Central Office _____

Created March 2001

Teen Leadership Course Scope and Sequence

Quarter 1

I. Chapter 1 – Laying the Foundation

A. Lesson 1: Getting Acquainted

1. Students will begin to create relationships with the Course Leader and the class.
2. Students will understand the concept and components of the Social Contract.
3. Students will determine the purpose of Teen Leadership.
4. Students will understand the concept of journaling.

B. Lesson 2: Attitude

1. Students will determine the meaning of attitude and how it affects performance.
2. Students will understand the importance of attitude as a component of leadership.
3. Students will begin building confidence to speak before a group.

C. Lesson 3: Introductory Speeches

1. Students will deliver a 1 ½ minute speech about themselves.
2. Students will provide specific feedback to classmates about their speeches.

D. Lesson 4: Developing Relationships

1. Students will understand the importance of first impressions.
2. Students will understand the importance of developing relationships.
3. Students will develop techniques to remember names.
4. Students will use letter-writing as a process to build relationships.

E. Lesson 5: Goals for the Course

1. Students will comprehend the concept of “personal mastery” as a component of leadership.
2. Students will identify personal goals for the course.
3. Students will learn to use the “hamburger bun” method of developing a speech.

F. Lesson 6: Goals for the Course

1. Students will deliver a one-minute speech about “My Goals for the Course and Two Specific Things I’m Going to Do to Help Me Achieve Them”.
2. Students will provide specific feedback to classmates about their speeches.

II. Chapter 2 – Looking at Ourselves

A. Lesson 7: Self-Concept

1. Students will develop an understanding of self-concept.
2. Students will understand how social experiences, social comparisons, and reflected appraisals affect self-concept.

B. Lesson 8: Self-Concept and Self-Confidence

1. Students will understand the importance of accepting positive comments.

2. Students will understand the problem of basing one's self-concept on performance.
3. Students will develop an understanding of self-confidence.
- C. Lesson 9: Reframing
 1. Students will understand the process of reframing.
 2. Students will understand how reframing affects self-concept.
- D. Lesson 10: First Impressions
 1. Students will understand the importance of first impressions.
 2. Students will identify the eight cues that form an initial impression.
 3. Students will write a letter to the school principal describing their thoughts about Teen Leadership.
- E. Lesson 11: Self-Confidence for Leaders
 1. Students will learn how to respond in professional settings.
 2. Students will understand the internal qualities leaders need.
 3. Students will understand how body language and tone of voice affect self-presentation.
- F. Lesson 12: Speeches
 1. Students will deliver a one-minute speech about "A Memorable Experience".
 2. Students will use an evaluation form to provide specific feedback to classmates about their speeches.

Quarter 2

III. Chapter 3 – Understanding Ourselves

- A. Lesson 13: Emotional Intelligence
 1. Students will understand the difference between I.Q. (Intelligence Quotient) and Emotional Intelligence.
 2. Students will develop an understanding of Emotional Intelligence and the skills it measures.
- B. Lesson 14: Persistence and Optimism
 1. Students will comprehend the concept of "Persistence" as one of the Emotional Intelligence scales, and develop an understanding of the concept through role plays.
 2. Students will comprehend the concept of "Optimism" as one of the Emotional Intelligence scales, and develop an understanding of the concept through role plays.
- C. Lesson 15: Self-Awareness
 1. Students will comprehend the concept of "Self-Awareness" as one of the Emotional Intelligence scales.
 2. Students will learn what it means to become self-aware.
- D. Lesson 16: Self-Control and Empathy

1. Students will understand the concept of “Self-Control” as it relates to their lives.
 2. Students will understand the concept of “Empathy” and its importance in relating to others.
- E. Lesson 17: Social Skills and Interpersonal Skills
1. Students will comprehend the importance of “Social Skills”.
 2. Students will understand how “Interpersonal Skills” are a combination of empathy and social skills.
- F. Lesson 18: Self-Motivation
1. Students will comprehend the importance of being Self-Motivated.
 2. Students will understand that Self-Motivation is essential to leadership.
- G. Lesson 19: Speeches
1. Students will deliver a one-minute speech about “A Relationship That’s Important to Me and Why”.
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

IV. Chapter 4 – Presenting Ourselves

- A. Lesson 20: Public Speaking
1. Students will understand the tools of effective communication.
 2. Students will examine how to become an effective communicator and the importance of doing so.
- B. Lesson 21: Image
1. Students will comprehend the difference between image and self-concept.
 2. Students will understand impression management.
 3. Students will ascertain why it is important for a leader to make a good impression.
- C. Lesson 22 – Public vs. Private Self
1. Students will understand that they represent many groups.
 2. Students will see the relationship between the public self and the private self.
 3. Students will comprehend some of the motivations of great leaders.
 4. Students will realize the cost of leadership.
- D. Lesson 23 – Speeches
1. Students will deliver a one-minute speech about “An Important Lesson I Learned” or “Something That’s Important to Me and Why”.
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

V. Chapter 5 – Getting It Together

- A. Lesson 24: Values

1. Students will determine the meaning of values.
 2. Students will examine the importance of values to leaders.
 3. Students will explore how our values are determined.
 4. Students will examine the ways our values are demonstrated to others.
- B. Lesson 25: Standards
1. Students will define standards and how they affect our values.
 2. Students will understand moral relativism.
 3. Students will analyze what they value and why.
- C. Lesson 26: Principles
1. Students will determine what it means to live a principled life.
 2. Students will decide on principles for their lives.
 3. Students will write their personal mission statements.
- D. Lesson 27: Speeches
1. Students will deliver a one-minute speech about “A Principle I Want to Live My Life By and Why” or “My Mission Statement and What it Means to Me”.
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

Quarter 3

VI. Chapter 6 – Managing Our Money

- A. Lesson 28: Free Enterprise
1. Students will understand the importance of speech preparation.
 2. Students will understand the principles of the free-enterprise system.
 3. Students will develop an understanding of the importance of competition in the free-enterprise system.
 4. Students will examine the role financial decisions play in leadership.
- B. Lesson 29: Debt and Credit
1. Students will understand the aspects of deficit spending.
 2. Students will understand the aspects of credit spending.
- C. Lesson 30: Buying a Car
1. Students will understand the costs involved in purchasing and owning a car.
 2. Students will understand the meaning of depreciation and its effect on the consumer.
 3. Students will define and understand terms used in financial transactions.
- D. Lesson 31: Buying a Home
1. Students will define and comprehend the terms involved in purchasing a home.
 2. Students will examine the process of purchasing a home.
- E. Lesson 32: Budgets
1. Students will define and explain the concept of budgeting.

2. Students will evaluate the importance of budgeting to achieve their goals.
- F. Lesson 33: Savings
 1. Students will understand the concepts of financial planning.
 2. Students will understand the importance of personal savings.
 3. Students will understand the concept of compound interest.
- G. Lesson 34: Speeches
 1. Students will deliver a one-minute speech about “An Important Financial Lesson I Learned” or “What Money Means to Me”.
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

VII. Chapter 7 – Interactions with Others

- A. Lesson 35: Peer Pressure
 1. Students will identify the different forms of peer pressure.
 2. Students will understand the ways peer pressure influences our actions.
 3. Students will understand what social learning/modeling is.
 4. Students will understand how to screen information.
 5. Students will evaluate ways to handle peer pressure.
- B. Lesson 36: Defending Skills I
 1. Students will understand the concept of “P to the 5th”.
 2. Students will explain the concept of physical and emotional space.
 3. Students will demonstrate acceptable ways to handle inappropriate comments.
- C. Lesson 37: Defending Skills II
 1. Students will demonstrate ways to handle inappropriate behavior.
 2. Students will understand the concept of touch as function of position.
 3. Students will be able to explain the “broken record technique” and its purpose.
- D. Lesson 38: Rescuing Skills
 1. Students will demonstrate rescuing skills.
 2. Students will assess their progress on their personal goals for the course.
- E. Lesson 39: Speeches
 1. Students will deliver a one-minute speech about “Something in My School or Community that Needs to Change and What I’m Going to Do About It.”
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

VIII. Chapter 8 – Creative Thinking

- A. Lesson 40: Lateral Thinking

1. Students will demonstrate an understanding of lateral thinking, vertical thinking, and brainstorming.
 2. Students will understand the concept and effectiveness of team problem solving.
 3. Students will understand the importance of lateral thinking in today's economic environment.
- B. Lesson 41: Paradigm Shift
1. Students will define and understand "paradigm".
 2. Students will demonstrate the use of lateral-thinking skills.
- C. Lesson 42: Problem Solving
1. Students will demonstrate lateral-thinking skills.
 2. Students will demonstrate affirming skills.
 3. Students will determine the impact of attitude on our performance.
- D. Lesson 43: Speeches
1. Students will deliver a one-minute speech about "A Difficult Victory."
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

Quarter 4

IX. Chapter 9 – Taking Responsibility

- A. Lesson 44: Your Thoughts
1. Students will understand that they are responsible for their own thoughts.
 2. Students will define and understand the concept of automatic thoughts.
- B. Lesson 45: Your Attitudes
1. Students will understand that they are responsible for their own attitudes.
 2. Students will understand how "thought replacement" can change attitude.
 3. Students will define and explain "Rational-Emotive Theory."
- C. Lesson 46: Your Actions
1. Students will understand that they are responsible for their own actions.
- D. Lesson 47: Choices Have Consequences
1. Students will determine the difference between immediate and delayed consequences.
 2. Students will understand that choices have consequences.
 3. Students will evaluate the effect of their choices on themselves, their families, and their future.
- E. Lesson 48: Accepting Responsibility
1. Students will discuss how to become more responsible for their lives.
 2. Students will write a letter to someone who has had a positive influence on their lives.
- F. Lesson 49: Speeches

1. Students will deliver a one-minute speech about “Something I Want to Say to This Class.”
2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
3. Students will provide specific feedback to classmates about their speeches.

X. Chapter 10 – Relationships

A. Lesson 50: Family and Personal Relationships

1. Students will identify ways to make a family relationship more meaningful.
2. Students will understand the importance of affirming and listening.
3. Students will demonstrate affirming and listening skills.

B. Lesson 51: Improving the Quality

1. Students will identify the four ways to make a family relationship more meaningful.
2. Students will explore ways to defend our beliefs without devaluing others.
3. Students will understand the difference between saying “I’m sorry” And asking for forgiveness.
4. Students will determine the importance of spending time to build relationships.

C. Lesson 52a: Family Dynamics I

1. Students will demonstrate their understanding of the types of families described in the Circumplex Model.
2. Students will evaluate how they see themselves and their families, using the Circumplex Model.

D. Lesson 52b: Family Dynamics II

1. Students will use the Circumplex Model to understand why family tension occurs.
2. Students will determine what kind of family they want to have in the future.
3. Students will write a letter of appreciation to their parents.

E. Lesson 53: Speeches

1. Students will deliver a one-minute speech about “Something I’ve Learned in Teen Leadership” or “Something I’m Going to Change Because of Teen Leadership”.
2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
3. Students will provide specific feedback to classmates about their speeches.

XI. Chapter 11 – Getting a Vision

A. Lesson 54: What Leaders See

1. Students will be able to define vision.
2. Students will understand how leaders turn their visions into reality.
3. Students will describe how vision influences the future.
4. Students will understand how to develop a vision for their lives.

B. Lesson 55: Being Proactive

1. Students will be able to compare and contrast the fatalistic and proactive approaches to life.
2. Students will understand how our approach to life determines how we accept responsibility.
3. Students will understand how our approach to life affects how we react to people and events around us.

C. Lesson 56: Developing Our Vision

1. Students will be able to identify the five steps necessary to develop a vision.
2. Students will be able to assess their success in achieving their goals for the course.

D. Lesson 57: Speeches and Conclusion

1. Students will deliver a one-minute speech about “How I Plan to Make a Difference with My Life” or “What I Want My Life to Stand For”.
2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
3. Students will provide specific feedback to classmates about their speeches.
4. Students will understand the concept of creating a vision twice.
5. Students will describe ways to balance dreams and reality.
6. Students will understand the importance of a sense of purpose.

Teen Leadership Course Scope and Sequence

Quarter 1

I. Chapter 1 – Laying the Foundation

A. Lesson 1: Getting Acquainted

1. Students will begin to create relationships with the Course Leader and the class.
2. Students will understand the concept and components of the Social Contract.
3. Students will determine the purpose of Teen Leadership.
4. Students will understand the concept of journaling.

B. Lesson 2: Attitude

1. Students will determine the meaning of attitude and how it affects performance.
2. Students will understand the importance of attitude as a component of leadership.
3. Students will begin building confidence to speak before a group.

C. Lesson 3: Introductory Speeches

1. Students will deliver a 1 ½ minute speech about themselves.
2. Students will provide specific feedback to classmates about their speeches.

D. Lesson 4: Developing Relationships

1. Students will understand the importance of first impressions.
2. Students will understand the importance of developing relationships.
3. Students will develop techniques to remember names.
4. Students will use letter-writing as a process to build relationships.

E. Lesson 5: Goals for the Course

1. Students will comprehend the concept of “personal mastery” as a component of leadership.
2. Students will identify personal goals for the course.
3. Students will learn to use the “hamburger bun” method of developing a speech.

F. Lesson 6: Goals for the Course

1. Students will deliver a one-minute speech about “My Goals for the Course and Two Specific Things I’m Going to Do to Help Me Achieve Them”.
2. Students will provide specific feedback to classmates about their speeches.

II. Chapter 2 – Looking at Ourselves

A. Lesson 7: Self-Concept

1. Students will develop an understanding of self-concept.
2. Students will understand how social experiences, social comparisons, and reflected appraisals affect self-concept.

B. Lesson 8: Self-Concept and Self-Confidence

1. Students will understand the importance of accepting positive comments.

2. Students will understand the problem of basing one's self-concept on performance.
3. Students will develop an understanding of self-confidence.
- C. Lesson 9: Reframing
 1. Students will understand the process of reframing.
 2. Students will understand how reframing affects self-concept.
- D. Lesson 10: First Impressions
 1. Students will understand the importance of first impressions.
 2. Students will identify the eight cues that form an initial impression.
 3. Students will write a letter to the school principal describing their thoughts about Teen Leadership.
- E. Lesson 11: Self-Confidence for Leaders
 1. Students will learn how to respond in professional settings.
 2. Students will understand the internal qualities leaders need.
 3. Students will understand how body language and tone of voice affect self-presentation.
- F. Lesson 12: Speeches
 1. Students will deliver a one-minute speech about "A Memorable Experience".
 2. Students will use an evaluation form to provide specific feedback to classmates about their speeches.

Quarter 2

III. Chapter 3 – Understanding Ourselves

- A. Lesson 13: Emotional Intelligence
 1. Students will understand the difference between I.Q. (Intelligence Quotient) and Emotional Intelligence.
 2. Students will develop an understanding of Emotional Intelligence and the skills it measures.
- B. Lesson 14: Persistence and Optimism
 1. Students will comprehend the concept of "Persistence" as one of the Emotional Intelligence scales, and develop an understanding of the concept through role plays.
 2. Students will comprehend the concept of "Optimism" as one of the Emotional Intelligence scales, and develop an understanding of the concept through role plays.
- C. Lesson 15: Self-Awareness
 1. Students will comprehend the concept of "Self-Awareness" as one of the Emotional Intelligence scales.
 2. Students will learn what it means to become self-aware.
- D. Lesson 16: Self-Control and Empathy

1. Students will understand the concept of “Self-Control” as it relates to their lives.
 2. Students will understand the concept of “Empathy” and its importance in relating to others.
- E. Lesson 17: Social Skills and Interpersonal Skills
1. Students will comprehend the importance of “Social Skills”.
 2. Students will understand how “Interpersonal Skills” are a combination of empathy and social skills.
- F. Lesson 18: Self-Motivation
1. Students will comprehend the importance of being Self-Motivated.
 2. Students will understand that Self-Motivation is essential to leadership.
- G. Lesson 19: Speeches
1. Students will deliver a one-minute speech about “A Relationship That’s Important to Me and Why”.
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

IV. Chapter 4 – Presenting Ourselves

- A. Lesson 20: Public Speaking
1. Students will understand the tools of effective communication.
 2. Students will examine how to become an effective communicator and the importance of doing so.
- B. Lesson 21: Image
1. Students will comprehend the difference between image and self-concept.
 2. Students will understand impression management.
 3. Students will ascertain why it is important for a leader to make a good impression.
- C. Lesson 22 – Public vs. Private Self
1. Students will understand that they represent many groups.
 2. Students will see the relationship between the public self and the private self.
 3. Students will comprehend some of the motivations of great leaders.
 4. Students will realize the cost of leadership.
- D. Lesson 23 – Speeches
1. Students will deliver a one-minute speech about “An Important Lesson I Learned” or “Something That’s Important to Me and Why”.
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

V. Chapter 5 – Getting It Together

- A. Lesson 24: Values

1. Students will determine the meaning of values.
 2. Students will examine the importance of values to leaders.
 3. Students will explore how our values are determined.
 4. Students will examine the ways our values are demonstrated to others.
- B. Lesson 25: Standards
1. Students will define standards and how they affect our values.
 2. Students will understand moral relativism.
 3. Students will analyze what they value and why.
- C. Lesson 26: Principles
1. Students will determine what it means to live a principled life.
 2. Students will decide on principles for their lives.
 3. Students will write their personal mission statements.
- D. Lesson 27: Speeches
1. Students will deliver a one-minute speech about “A Principle I Want to Live My Life By and Why” or “My Mission Statement and What it Means to Me”.
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

Quarter 3

VI. Chapter 6 – Managing Our Money

- A. Lesson 28: Free Enterprise
1. Students will understand the importance of speech preparation.
 2. Students will understand the principles of the free-enterprise system.
 3. Students will develop an understanding of the importance of competition in the free-enterprise system.
 4. Students will examine the role financial decisions play in leadership.
- B. Lesson 29: Debt and Credit
1. Students will understand the aspects of deficit spending.
 2. Students will understand the aspects of credit spending.
- C. Lesson 30: Buying a Car
1. Students will understand the costs involved in purchasing and owning a car.
 2. Students will understand the meaning of depreciation and its effect on the consumer.
 3. Students will define and understand terms used in financial transactions.
- D. Lesson 31: Buying a Home
1. Students will define and comprehend the terms involved in purchasing a home.
 2. Students will examine the process of purchasing a home.
- E. Lesson 32: Budgets
1. Students will define and explain the concept of budgeting.

2. Students will evaluate the importance of budgeting to achieve their goals.
- F. Lesson 33: Savings
 1. Students will understand the concepts of financial planning.
 2. Students will understand the importance of personal savings.
 3. Students will understand the concept of compound interest.
- G. Lesson 34: Speeches
 1. Students will deliver a one-minute speech about “An Important Financial Lesson I Learned” or “What Money Means to Me”.
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

VII. Chapter 7 – Interactions with Others

- A. Lesson 35: Peer Pressure
 1. Students will identify the different forms of peer pressure.
 2. Students will understand the ways peer pressure influences our actions.
 3. Students will understand what social learning/modeling is.
 4. Students will understand how to screen information.
 5. Students will evaluate ways to handle peer pressure.
- B. Lesson 36: Defending Skills I
 1. Students will understand the concept of “P to the 5th”.
 2. Students will explain the concept of physical and emotional space.
 3. Students will demonstrate acceptable ways to handle inappropriate comments.
- C. Lesson 37: Defending Skills II
 1. Students will demonstrate ways to handle inappropriate behavior.
 2. Students will understand the concept of touch as function of position.
 3. Students will be able to explain the “broken record technique” and its purpose.
- D. Lesson 38: Rescuing Skills
 1. Students will demonstrate rescuing skills.
 2. Students will assess their progress on their personal goals for the course.
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1. Students will demonstrate their understanding of the types of families described in the Circumplex Model.
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2. Students will be able to assess their success in achieving their goals for the course.

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1. Students will deliver a one-minute speech about “How I Plan to Make a Difference with My Life” or “What I Want My Life to Stand For”.
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3. Students will provide specific feedback to classmates about their speeches.
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5. Students will describe ways to balance dreams and reality.
6. Students will understand the importance of a sense of purpose.

Materials Order Form



Keystone Curriculum

Description	Quantity	Cost per Unit	Total Cost
Kindergarten Complete Kit		\$149	
1 st Grade Complete Kit		\$149	
2 nd Grade Complete Kit		\$149	
3 rd Grade Complete Kit		\$149	
4 th Grade Complete Kit		\$149	
5 th Grade Complete Kit		\$149	

Teen Leadership Curriculum

Please note: School must have completed Capturing Kids' Hearts and a certified Teen Leadership Course Leader before ordering Teen Leadership materials. The cost of the Course Leader's Guide is included in the registration fee of the Teen Leadership Certification class for new Course Leaders.

Student manuals (consumable)

1-99	\$8.75
100-499	\$7.75
500+	\$6.75

Description	Quantity	Cost per Unit	Total Cost
Middle School Student Manual			
High School Student Manual			
Middle School Course Leader's Guide		\$195	
High School Course Leader's Guide		\$195	

The Flip Side: Break Free of the Behaviors that Hold You Back

^ New York Times and USA Today Best Seller

by Flip Flippen and Dr. Chris White

Available in hard back only.

Book Prices (each)

1-49	\$15.50
50-99	\$15.00
100-999	\$14.50
1000+	\$14.00

Description	Quantity	Cost per Unit	Total Cost
The Flip Side: Break Free of the Behaviors That Hold You Back			

Subtotal from Above: _____

Domestic Shipping—Add 10% for regular (5-7 bus. days) and 20% for express (2-4 bus. days): _____

Call us for international shipping rates.

Please make checks payable to The Flippen Group.

Prices are subject to change.

Add sales tax, if applicable: _____

Overall Total: _____

Please Specify Approximate Delivery Date Preferred: _____

Please Print

Primary Contact Information (REQUIRED)

Primary Contact _____

Primary Contact Position _____

Primary Contact Phone _____

Primary Contact E-mail Address _____

Campus for These Materials _____

School District _____

Teen Leadership Course Leader (if applicable) _____

Billing Information (REQUIRED)

Purchase Order # _____

Bill To (billing contact name) / Phone _____

Billing Address _____

City, State, Zip _____

Shipping Address _____

City, State, Zip _____

Shipping Phone _____

Call us with any questions at 1.800.316.4311 or fax this form to 1.877.941.4700
The Flippen Group, 1199 Haywood Drive, College Station, Texas 77845 E-mail: julie.new@flippengroup.com

rev. 10/1/10

**Kenosha Unified School District
Kenosha, Wisconsin**

**February 11, 2014
Curriculum/Programming Standing Committee Meeting**

**GATEWAY TRANSCRIPTED COURSE PROPOSAL:
FOUNDATIONS OF EARLY CHILDHOOD DEVELOPMENT**

Background

Transcribed courses are taught by a qualified Kenosha Unified School District teacher who uses Gateway Technical College's syllabus, textbooks, materials, and grading system. Students taking a transcribed course earn credit that is transferrable to Gateway Technical College and the University of Wisconsin—Parkside. In addition, students earn elective credits toward high school graduation requirements. Currently, the following transcribed courses are available within some Kenosha Unified School District high schools:

- Entrepreneurship I (taught at Indian Trail High School and Academy),
- Intro to Business (taught at Indian Trail High School and Academy),
- Intro to Healthcare Computing (taught at Indian Trail High School and Academy),
- IT in Business (taught at LakeView Technology Academy), and
- Intro to Networking/Web Concepts (taught at LakeView Technology Academy).

For the past two years, Indian Trail High School and Academy also has been the home of the Parent and Child Education (PACE) program, which includes the Infant Lab. Students from all high schools will have access to this course through scheduling options. Additionally, this course can be made available at all comprehensive high schools (if there are enrollment numbers to support it).

Course Addition Proposal

Childcare is a Career Pathway in Human Services, one the 16 Career Clusters. In order for students to compete in a rigorous academic setting the Office of Teaching and Learning is proposing, for board of education approval, adding the course Foundations of Early Childhood Development. Forms in Appendix A explain the rationale for the addition. They also provide

descriptions of the new course and include Gateway Technical College's syllabus and requirements. The table below indicates course options for students who may want to follow this career pathway.

COURSE	SUGGESTED GRADE LEVEL
Child Development 1	9
Child Development 2	10/11
Parenting	10/11
Foundations of Early Childhood Development	11/12

Recommendations

Administration recommends that the Curriculum/Program Standing Committee review the Course/Program Change Proposals for the Gateway Technical College transcribed course, Accounting Principles, and forward the report to the school board for approval.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mr. Mark Hinterberg
Coordinator of Social Studies/Career and Technical Education

Ms. Marsha Nelson
Interim Coordinator of Career and Technical Education

APPENDIX A

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated **12/20/13**

Name(s) **Marsha Nelson/Mark Hinterberg**

Title (s) **CTE Coordinators**

Department – **Teaching & Learning/ESC/**

School(s)

Bradford High School

Indian Trail High School & Academy

Tremper High School

Proposed Course Name Foundation of Early Childhood Development (307-148)

☒ **New Course**

☐ Removal/Replacement of Course

Length: ☐ Quarter

☒ **2 Semesters**

Credits: ☐ ½ credit

☒ **.75 HS credit**

3 transcribed credits

Recommended Prerequisites (if any)

Child Delopment 1

Child Development 2

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
(If this is a course removal, only fill out this section.)

Assisting KUSD students in becoming Career and College ready is a shared goal. Foundations in Early Childhood is in the Human Services Career Cluster and Early Childhood Development & Services Pathway. This adds an extended course sequence for students interested in pursuing a career in Childcare. It is recommended that this course be open to juniors and seniors. Any district student around the district is eligible to enroll, although transportation will not be provided, if the course is not scheduled, due to lack of enrollment at one of the other high schools.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet. **(From Gateway's Course Description Booklet)**

This course introduces students to the early childhood profession. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; investigate the history of early childhood education; summarize types of early childhood education settings; identify the components of a quality early childhood education program; summarize responsibilities of early childhood professionals and explore early childhood curriculum models.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. **Course competencies –**

- **Students will integrate knowledge, skills and practices required for careers in early childhood, education and services.**

- Investigate the necessity for and purpose of quality group care for young children
- Apply theories of developmentally appropriate practice to classroom situations
- Cultivate positive relationships with children in a child care setting
- Guide children in appropriate behaviors
- Create and facilitate developmentally appropriate activities for a variety of child care curricular areas.
- Develop a career portfolio.
- Adhere to current USDA Guidelines and Wisconsin State Licensing Regulations.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. **SEE ATTACHED.**

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. **Teaching Staff:** School's FTE (current building teacher with DPI license 210)

b. **Textbooks/kits:** \$200.00 per student – Perkins Funded.

c. **Technical Requirements:**

d. Facilities/Space \$ 0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
District Office	_____	_____

Topics and Assignments

Date	Topic	Assignment
Sept. 3 – Sept. 8	Getting to know you	Log in to course, thoroughly read the syllabus, play around with the menu tabs to familiarize yourself with this Blackboard class. Complete all activities in Start Here menu button by Sept. 8.
Sept. 9 – Sept. 15	The Teacher and the Early Childhood Profession	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Sept. 15. Census date: 9/12
Sept. 16 – Sept. 22	The Field of Early Childhood Education	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Sept. 22. Sept 20 is last day to drop class.
Sept. 23 – Sept. 29	History & Models or Approaches	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Sept. 29.
Sept. 30 – Oct. 6	Development	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Oct. 6.
Oct. 7 – Oct. 13	Observing & Assessing Development	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Oct. 13.
Oct. 14 – Oct. 20	Relationships & Guidance	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Oct. 20. 10/18: Mid-term grades
Oct. 21 – Oct. 27	Health & Safety	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Oct. 27.
Oct. 28 – Nov. 3	Environments	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Nov. 3.
Nov. 4 – Nov. 10	Play	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Nov. 10.
Nov. 11 – Nov. 17	Curriculum	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Nov. 17.

Nov. 18 – Nov. 24	Curriculum Planning	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Nov. 24. Nov. 19 is last day to withdraw from class.
Nov. 25 – Dec. 1	Inclusion	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Dec. 1.
Dec. 2 – Dec. 8	Families	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Dec. 8.
Dec. 9 – Dec. 10		Check your grades and notify me by email if you think there is any error. Participate in the final “Good-bye & Good Luck” discussion. Use this as an opportunity to sign off for the semester. Enjoy the winter break, and I hope to see you in 2014!
The instructor may modify schedule and/or assignments based on student needs.		

Foundations of Early Childhood Education

This is an internet class offered through Blackboard. For any questions related to the course content, email pirnstillb@gtc.edu. For technical assistance contact Distance Learning by phone 262.564.3202 between 7 a.m. and 6:30 p.m. or email distancelearning@gtc.edu at any time.

Course information

Fall semester, 2013

Course number: 307-148-2W7A

Credits: 3

Class meets:

Sept. 3—Dec. 10

In this internet class offered through Blackboard, you can complete assignments and other work for the class on days and times of your choice as long as you meet the due dates. In addition, some assignments require observations and interviews that you will need to plan for and schedule.

Important dates:

Census date: 9/12/13

Last day for students to drop: 9/20/13

Instructor drop period: 9/21/13-9/27/13

Midterm grades due: 10/18

Last day for students to withdraw: 11/19/13

Textbook:

Feeney, Moravik, Nolte, & Christensen Who Am I in the Lives of Children?

Ninth edition, and Derman-Sparks, Anti-Bias Curriculum: Tools for Empowering Young Children

You will be viewing video clips through My Education Lab. You will receive a code packaged with the textbook for accessing My Education Lab and further instructions for using the code and accessing the web site found in the Course Documents menu tab. If you purchase your book from a source other than Follett Bookstore on the Gateway campuses, be sure it is packaged with the code. Otherwise, there will be an additional charge.

You will also be using the Wisconsin Licensing Rules book and NAEYC Accreditation Standards that can be accessed online. Links to those books are included in the To Learn More tab in Blackboard and are also included on each assignment sheet.

There are additional resources you will be expected to read/review. Links to those resources are included in the To Learn More or the course documents tab in Blackboard.

Instructor information

Brenda Pirstill

Office: Racine Building, Room 230

Phone: 619-6590 (office)

E-mail: pirstillb@gtc.edu

Office hours: Mondays 11:00-12 noon, Tuesdays 3:45-5:45 p.m. and Wednesdays 11:30-1:30 p.m.

Course description

This 3-credit course introduces you to the early childhood profession.

Course competencies

1. Integrate of strategies that support diversity and anti-bias perspectives.
2. Investigate the history of early childhood education.
3. Summarize types of early childhood education settings.
4. Identify the components of a quality early childhood education program.
5. Summarize responsibilities of early childhood education professionals.
6. Explore early childhood curriculum models.

Core abilities

Gateway believes students need both technical knowledge and skills, and core abilities in order to succeed in a career and in life. The following nine core abilities are the general attitudes and skills promoted and assessed in all Gateway programs; those followed by an asterisk are promoted and assessed in this course.

1. Act responsibly*	2. Communicate clearly and effectively*	3. Demonstrate essential computer skills*
4. Demonstrate essential mathematical skills	5. Develop job-seeking skills	6. Respect self and others as members of a diverse society*
7. Think critically and creatively*	8. Work cooperatively*	9. Value learning.*

Supplies & Equipment

Students will need access to a computer with Internet access, browser software, Microsoft Word, and an e-mail account. Although having your own equipment is highly

recommended, you can use computers in open labs at any Gateway Technical College campus. This is also an alternative if your own equipment fails because *equipment failures are not accepted as an excuse for late assignments*. Expect that technology will fail from time to time, and have an alternate plan.

Please refer to Student Support, Hardware and Software requirement in Blackboard to be sure you have the needed requirements to successfully complete this course.

Drops, Withdrawals & Incompletes

You may drop or withdraw this course at any time up until the date specified in the Semester Course Schedule by contacting Gateway Registration. You will be administratively dropped if you do not participate in this class prior to the last day for students to drop this class. Participation is determined by postings in the Discussion Board and submitting all assignments due by the Sunday following the last day for students to drop the class. You will be dropped from the class for no or poor attendance unless you have submitted **all** assignments, participated in **all** wikis, and **made all required posts and responses in the discussion forums**.

An incomplete grade in this class is rarely an option. If unforeseen circumstances arise preventing your participation and successful completion of the class, you will need to drop or withdraw, depending upon how much time has elapsed from the beginning of the class. See late work policy under Attendance for additional information.

Course requirements

All assignments must be completed in Microsoft Word and submitted through the assignment feature in Blackboard for grading by the due date. Please do not write your assignment in the comment section. Anyone considering a career in early childhood education should consider revising and editing assignments as needed and saving them in a folder to be used for your own professional portfolio that you will develop and add to with each of the classes you take.

Weekly discussion board questions must be responded to. In addition to submitting your own ideas, thoughts and questions, you must also respond to at least two other student's ideas, thoughts and questions. To receive the maximum number of points, you will need to enter the Discussion Board and make your responses by the due date. You will also need to contribute substantial comments/questions that further the discussion. Please see the grading rubrics for further information.

Due dates for assignments and discussion forums are found in the syllabus and on the calendar found in the schedule menu tab.

Attendance

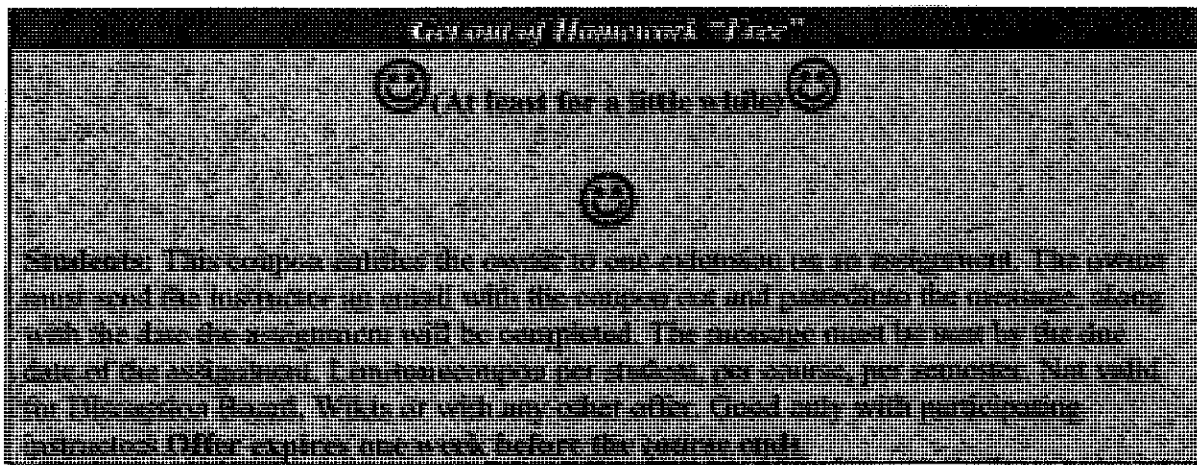
Students are expected to attend every class. This means logging into Blackboard each and every week. Research shows that students who log in several times a week are generally more successful in an online class. Although I do not have a specific number of times

each week you must log in, due dates must be honored. You will find that all assignments are due by midnight Sunday of each week. Any assignment or discussion posting/responses not submitted by the due date will receive 0 points.

Late work policy:

Assignments are accepted and graded only if they are submitted on time. No late work is accepted. All assignments must be turned in by the due date or you will receive a 0. This includes any wikis you are expected to contribute to. Since all assignments must be submitted via the assignment feature, the time and date will automatically be posted. **Discussion Board** assignments are accepted and graded only if they are submitted on time. No late work is accepted. All discussion board postings must be completed by the due date or you will receive a 0. Discussion Board postings are also time-stamped.

A **one-time exception** can be made to the late work policy. Below is a "Get out of Homework Free" coupon. If you decide to use it, please cut and paste it into an email message to me which is sent by the assignment due date. **Add the date that you will have the assignment completed.** Please note that this coupon does not apply to the wikis or discussion forum. It does not apply if you send it after the due date, and it expires one week before the course ends.



Pandemic Emergency Preparedness

Should there be a public health pandemic emergency, the student is responsible for:

1. Being prepared and able to adapt if there is an unplanned absence due to a pandemic emergency;
2. Being present when classes are in session and manage your time so that you can complete your assignments and assessments on or before the date they are due.

This online class should be able to proceed as planned in such an event. If you are ill due to the flu, then you would be expected to use your late work coupon and negotiate with the instructor a new due date.

Grading

Your grade will be determined by the points you earn on assignments, wikis, and the discussion board. It is important to **first read the assigned material in the textbook and other resources and view the video clips.** Reading and understanding the material is essential to producing quality work for both the written assignments and the discussion boards.

Each written assignment (including the wikis) is worth 20 points based on the following criteria:

3	2	1	0
		Completed by due date	Not completed by due date
Few grammatical, spelling and/or punctuation errors	Some grammatical, spelling and/or punctuation errors	Many grammatical, spelling and/or punctuation errors	Grammatical, spelling and/or punctuation errors affect readability.
Content completely and thoroughly meets the requirements of the assignment	Content meets nearly all of the requirements of the assignment.	Content adequately meets the requirements of the assignment.	Content minimally meets the requirements of the assignment
Content includes information that reflects a thorough understanding of the assigned reading and/or other material	Content includes information that reflects a good understanding of assigned reading and/or other material	Content includes information that reflects an adequate understanding of assigned reading and/or other material	Content does not reflect an understanding of assigned reading and/or other material

*Points earned are doubled for final score.

Each discussion board is worth 10 points based on the following criteria:

3	2	1	0
		Entered discussion board by due date.	Did not enter discussion board by due date.
		Discussion board entry is written clearly.	Discussion board entry is not written clearly.
Discussion board entry includes a complete and	Discussion board entry includes a discussion of	Discussion board entry includes a discussion of some of	Discussion board entry includes a discussion of only a

thorough discussion of all of the items and reflects a great deal of understanding of the assigned reading and/or other material.	most of the items and reflects good understanding of the assigned reading and/or other material.	the items and reflects some understanding of the assigned reading and/or other material.	few of the items and reflects minimal understanding of the assigned reading and/or other material
		Responded to at least two other students by the due date.	Did not respond to at least two other students by the due date.
		Responses to other students are respectful.	One or more responses were disrespectful.
Discussion board responses include questions to further your understanding of someone else's ideas and comments that support and/or challenge someone else's ideas. Comments and questions further or deepen discussion of the topic.	Discussion board responses include questions to further your understanding of someone else's ideas or comments that support and/or challenge someone else's ideas. Comments or questions further or deepen discussion of the topic.	Responses are posted but neither questions nor supportive/challenging comments are included.	No response is posted.

Points are accumulated throughout the semester, and your final grade is determined by the percentage of possible points earned. The scale used for assigning letter grades is as follows:

94-100%	A	74-77%	C
90-94%	A-	70-74%	C-
87-90%	B+	67-70%	D+
84-87%	B	64-67%	D
80-84%	B-	60-64%	D-
77-80%	C+		

Grade includes lower level in percentage range and up to but not including the higher percentage. For example, If you received 84% of the total possible points, your grade would be a B.

**Kenosha Unified School District
Kenosha, Wisconsin**

**February 11, 2014
Curriculum/Programming Standing Committee Meeting**

**GATEWAY TRANSCRIPTED COURSE ADDITION PROPOSAL:
ACCOUNTING PRINCIPLES**

Background

Transcripted courses are taught by a qualified Kenosha Unified School District teacher who uses Gateway Technical College's syllabus, textbooks, materials, and grading system. Students taking a transcripted course earn credit that is transferrable to Gateway Technical College and the University of Wisconsin—Parkside—upon enrollment. In addition, students earn credits toward high school graduation requirements. Currently, the following transcripted courses are available within two Kenosha Unified School District high schools:

- Entrepreneurship I (taught at Indian Trail High School and Academy),
- Intro to Business (taught at Indian Trail High School and Academy),
- Intro to Healthcare Computing (taught at Indian Trail High School and Academy),
- Informational Technology in Business (taught at LakeView Technology Academy), and
- Introduction to Networking/Web Concepts (taught at LakeView Technology Academy).

Course Addition Proposal

Accounting is a Career Pathway in Finance, one the 16 Career Clusters. In order for students to compete in a rigorous academic setting and provide more equal opportunities at each of the comprehensive high schools, the Office of Teaching and Learning is proposing, for board of education approval, to add Accounting Principles. The forms in Appendix A explain the rationale for the change. They also provide descriptions of the new course and include Gateway Technical College's syllabus and requirements. The table below suggests course options for students who may want to follow this career pathway.

COURSE	SUGGESTED GRADE LEVEL
---------------	------------------------------

Business & Economy	9
Personal Finance + Honors	10 (required for graduation)
Accounting	10/11
Advanced Accounting	11/12
Accounting Principles	11/12

Recommendation

Administration recommends that the Curriculum/Program Standing Committee review the Course/Program Change Proposal for a Gateway transcribed course, Accounting Principles, and forward the report to the school board for approval.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mr. Mark Hinterberg
Coordinator of Social Studies/Career and Technical Education

Ms. Marsha Nelson
Interim Coordinator of Career and Technical Education

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated **12/20/13**Name(s) **Marsha Nelson/Mark Hinterberg**Title (s) **CTE Coordinators**Department – **Teaching & Learning/ESC/**

School(s)

Bradford High School

Indian Trail High School & Academy

Tremper High School

Proposed Course Name **Accounting Principles (Gateway # 101/114)**☒ **New Course**☐ Removal/Replacement of CourseLength: ☐ QuarterCredits: ☐ ½ credit☒ **2 Semesters**☒ **1.0 HS credit****4 transcribed credits**

Recommended Prerequisites (if any)

Accounting 1

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? **Does this course fit the District's approved curriculum cycle?**
(If this is a course removal, only fill out this section.)

Assisting KUSD students in becoming Career and College ready is a shared goal. Accounting Principles adds an extended course sequence for students interested in pursuing a career in Accounting. Students in this course will be challenged by the rigor of a Gateway College course. Since this course is transcribed through Gateway Technical College, it provides 4 credits that are transferrable to other colleges including Gateway Technical College and UW –Parkside. Additionally, high school students earn 1.0 elective credit toward their high school graduation requirements. As Accounting is a growing career-maker, this course assists students in the career pathways in the field of Finance.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet. **Accounting Principles is an introduction to the field of accounting. It is designed for students majoring in accounting. The accounting cycle – analyzing, journalizing, posting, adjusting entries, worksheet preparation financial statements, and closing entries will be covered. Details of accounting for receivables, payables, cash, subsidiary ledgers, corporate organization, stock transactions, and dividends will be studied. Accounting Principles illustrates accounting methods for service and merchandising firms, partnerships, and corporations.**

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. **Course competencies –
Prepare Journal Entries**

Maintain Ledgers
Prepare financial statements
Differentiate between the different types of businesses
Account for cash
Demonstrate accounting for receivables
Demonstrate accounting for noncurrent assets
Demonstrate accounting for payables
Demonstrate accounting for payroll
Demonstrate knowledge of the Sarbanes-Oxley Act of 2002
Demonstrate accounting for partnership equity transactions
Demonstrate accounting for corporate equity transactions

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. **SEE ATTACHED.**

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

- a. **Teaching Staff:** School's FTE (current building teacher with DPI license 250)
- b. **Textbooks/kits** \$100.00 per student- the Carl Perkins Grant monies pay for student texts.
- c. **Technical Requirements:** MS Office 2010, Windows 7 or XP.
- d. **Facilities/Space** \$ 0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
District Office	_____	_____



Gateway Technical College

10-101-114 Accounting Principles

Course Outcome Summary

Course Information

Description Fundamental concepts of the accounting process including financial statement preparation, journal entries, posting, adjusting and closing entries. Payroll, notes and interest, and depreciation methods are also covered.

Total Credits 4.00

Total Hours 90.00

Types of Instruction

Instruction Type

Credits/Hours

Lecture

Lab

Pre/Corequisites

Prerequisite None

Course Competencies

1 Prepare journal entries.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You prepare journal entries according to the correct format

You use the correct accounts

You use the correct dollar amounts

You correctly prepare a manual comprehensive practice set

2 Maintain ledgers.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You have the correct normal balance in the accounts

You correctly post journal entries to the ledger

3 Prepare financial statements.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You prepare the financial statements in the correct order via the textbook
You have the correct dollar amounts in the financial statements
You complete the financial statements using the correct form

4 Differentiate between the different types of businesses.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You accurately prepare the financial statements for sole proprietorships
You accurately prepare the financial statements for corporations
You accurately prepare the financial statements for partnership

5 Account for cash.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You correctly control cash receipts and disbursements by using a voucher system
You correctly control cash by using a petty cash system
You correctly control cash by preparing bank reconciliations

6 Demonstrate accounting for receivables.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You correctly control receivables by using the proper valuation
You correctly control receivables by preparing a schedule of accounts receivable

7 Demonstrate accounting for noncurrent assets.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You will record noncurrent assets at the correct cost
You will depreciate noncurrent assets
You will amortize noncurrent assets
You will deplete noncurrent assets
You will properly dispose of noncurrent assets

8 Demonstrate accounting for payables.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

- You will correctly record accounts payable for goods and services
- You will correctly record accounts payable for payroll
- You will correctly record accounts payable for estimated liabilities

9 Demonstrate accounting for payroll.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

- You calculate payroll taxes correctly
- You prepare the payroll register correctly
- You prepare the employee earnings register correctly
- You prepare the journal entries correctly

10 Demonstrate knowledge of the Sarbanes-Oxley Act of 2002.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

- You correctly identify the components of the act.
- You accurately describe the consequences of not following the act

11 Demonstrate accounting for partnership equity transactions.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

- You will correctly record the initial creation of a partnership
- You will correctly record partner admissions and withdrawals
- You will correctly record partnership liquidations
- You will correctly prepare the statement of partnership equity

12 Demonstrate accounting for corporate equity transactions.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

- You will correctly record stock transactions.
- You will correctly record dividend transactions
- You will correctly record treasury stock transactions
- You will correctly record stock splits
- You will correctly prepare the statement of stockholders' equity

Course Learning Plans and Performance Assessment Tasks

Type	Title	Source
PAT	(No Title)	Course

Course Competencies	<ul style="list-style-type: none"> • Prepare journal entries. • Maintain ledgers. • Prepare financial statements. • Differentiate between the different types of businesses. • Account for cash. • Demonstrate accounting for receivables. • Demonstrate accounting for noncurrent assets. • Demonstrate accounting for payables. • Demonstrate accounting for payroll. • Demonstrate knowledge of the Sarbanes-Oxley Act of 2002. • Demonstrate accounting for partnership equity transactions. • Demonstrate accounting for corporate equity transactions.
Core Ability Statement and List	<p>Gateway believes students need both technical knowledge and skills and core abilities in order to succeed in a career and in life. The following 9 core abilities are the general attitudes and skills promoted and assessed in all Gateway programs. The 5 competencies marked with asterisks are specifically promoted and assessed in this course.</p> <ul style="list-style-type: none"> Act Responsibly* Communicate clearly and effectively* Demonstrate essential computer skills* Demonstrate essential mathematical skills* Develop job-seeking skills Respect self and others as members of a diverse society Think critically and creatively* Work cooperatively Value Learning

Course Policies	
Communication	<p>Check your Gateway student e-mail every day for class communication. Check the class Blackboard (Bb) web site daily or at least every other day.</p> <p>Course communication will be automatically, and only, sent to the Gateway student email.</p>
Course Help and Questions	<p>Course Questions: Post assignment and course questions to the Bb Discussion board. You may post questions at any time to the appropriate Bb discussion board thread. The instructor will respond to online postings within 48 hours during normal school calendar days. Gateway instructors are not online on weekends and days that Gateway is not in session. You may contact your instructor during office hours or by posting a question to the discussion board.</p> <p>Personal: Email your course instructor if there is a personal issue/question. Include class/section name in the email subject and sign with your full name and section #. Utilize only Gateway email for all course correspondence. <i>Emails sent from other sources or without proper subject and identification may be treated as undeliverable spam.</i></p> <p>Virtual Instructor Office Hours: Access your instructor “in real time” using gmail’s chat feature during the instructor’s posted virtual office hours—as described in the Course’s “Office Hours/Tutoring” Bb section.</p> <p>Virtual/online Academic Support Center (ASC)/Accounting Tutors: are available “in real time” using gmail’s chat feature during the posted ASC Accounting Tutor days / hours as described in the Course’s “Office Hours/Tutoring” section in Bb.</p> <p>Tutoring on Campus: Student tutor assistance is also available in person at <i>Academic Support Centers</i> on all Gateway Technical College campuses. Follow the link below for information for each campus’ ASC phone #'s (<i>click on LEFT menu for each Campus</i>) and to verify specific hours and appointment requirements. http://www.gtc.edu/tutoring</p>
Blackboard (Bb) Access	<p>Access Bb by going to www.gtc.edu — and click on Blackboard. Use your student ID# as username and your “Gateway Password” as your password. (<i>You may request a new password via WebAdvisor if necessary</i>). A list of your Bb courses will appear on the right side of the Bb homepage. Click on the appropriate course name.</p> <p>There are known issues with Internet Explorer and Blackboard, so it is recommended that you use Google Chrome (this is a free download).</p>

Technical Problems	<p>If there is a technology problem: For Blackboard: reach the Gateway Technology Support Center in one of two ways:</p> <ol style="list-style-type: none"> 1. by entering a support request on the ticketing system at https://support.gtc.edu 2. by calling us at x3695 or 1.262.564.3695 or 1.800.353.3153. <p>For MyAccountingLab: contact Pearson Support by going online at http://247pearsoned.custhelp.com/. There you will find instructions how to contact support via email, live chat, phone, or use their FAQ for quick/simple answers.</p> <p>Notify your instructor if you are having technical problems, but accessibility to above technical requirements is the student's responsibility at all times. Due dates are not extended due to technical problems.</p> <p>PCs, software and internet access is available, as necessary, in all Gateway computer labs. Accordingly, students must plan necessary access as needed in order to accomplish course requirements by established due dates.</p>
Late Assignments	<p>Assignments that are submitted late will receive a 50% penalty if they are submitted within 72 hours of the deadline. Assignments submitted more than 72 hours late will receive a zero grade. No assignments will be accepted after the last day of the course. The instructor reserves the right to adjust this late policy due to extenuating circumstances.</p>
Participation Policy	<p>Your participation is important. You are a vital resource with unique experience and perspective. Thoughtful "discussion" cannot occur without your participation. Since interaction is intended to provide information, stimulation and inspiration, it is a component of your semester grade.</p> <p>Your success in the course depends greatly on your presence in class. Attendance means "being here" mentally as well as physically. During the course of the program, you will be expected to be in attendance just as you would be on a job-both physically and mentally.</p>
Instructor Drop Policy	<p>The instructor reserves the right to remove or drop a student for improper behavior, poor participation, or for non-attendance. If a student does not turn in or complete ANY assignment by the end of the 4th week of class, he/she will be automatically dropped from the class for non-attendance by the instructor. Students who complete very few of the required assignments as of the end of the 4th week of class will be dropped for poor attendance. There is no refund for an instructor drop.</p>

Gateway Policies

Plagiarism Academic Integrity	<p>Academic integrity is submitting one's own work and properly acknowledging the contributions of others. Any violation of this principle constitutes academic dishonesty and is liable to result in a failing grade and disciplinary action. Forms of academic dishonesty include:</p> <p>Plagiarism - submitting all or part of another's work as one's own in an academic exercise such as an examination, a computer program, or written assignment.</p> <p>Cheating - using or attempting to use unauthorized materials on an examination or assignment, such as using unauthorized texts or notes or improperly obtaining (or attempting to obtain) copies of an examination or answers to an examination.</p> <p>Facilitating Academic Dishonesty - helping another commit an act of dishonesty, such as substituting for an examination or completing an assignment for someone else.</p> <p>Fabrication - altering or transmitting, without authorization, academic information or records.</p> <p>Penalty for Academic Dishonesty - Step 1: Faculty can issue an "F" for the assignment; or Step 2: A violation will be reported to the dean of campus affairs or designee, who will determine what, if any, disciplinary action is appropriate. Action may be taken to temporarily suspend a student pending an investigation when the student's continued presence might endanger the student.</p>
Improper Usage / Subject Matter	<p>Use of copyrighted images or offensive subject matter is strictly prohibited.</p>
Financial aid Census Date Explanation	<p>Financial Aid Census Date for Fall 2013 is September 12, 2013.</p> <p>The actual amount of financial aid funding will be determined for the fundable number of enrolled credits on the Census Date (the 10th calendar day of each term at Gateway). After this date:</p> <ul style="list-style-type: none"> • Adjustments will not be made for additional enrollment • Award may be recalculated for classes with no attendance and/or, • A repayment may be charged for all or a portion of funds received <p>Gateway highly encourages students to register for all classes for a term prior to the Census Date. [Reference 2013/2014 Student Handbook, page 45]</p> <p>All students must check in by Friday, September 6, 2013. Check in must be complete by 11:59 p.m.</p> <p>How to Check In:</p> <ol style="list-style-type: none"> 1. Introduce yourself on the Blackboard Discussion Board, and 2. Request to chat with instructor via Gateway email, and 3. Acknowledge you have reviewed the class syllabus by completing a short Blackboard assignment located under the "Syllabus" section, and 4. Take the Smarter Measure Assessment and post the results to Blackboard.

Course Refunds	Action	Timeline	Refer	To Effect
	Drop	Before the first class meeting	Last Refund Drop Date column on the front side of student's class schedule	100% refund
	Drop	1-10% of class meetings elapsed	Last Refund Drop Date Column on the front side of student's class schedule	80% Refund
	Drop	11-20% of class meeting elapsed	Last Refund Drop Date column on the front side of student's class schedule	60% Refund
	Withdrawal	21-80% of class meetings elapsed	Contact Student Services for withdrawal dates, instructions and information	No Refund
	Nonattendance	Definition: Student doesn't attend or discontinues attendance without completing and submitting drop or withdrawal paperwork.		No refund
NO REFUND FOR INSTRUCTOR DROPS A student who registers for a class but who fails to attend, or stops attending during the refund period without dropping, may be dropped by the instructor. As an instructor drop is administrative and not student initiated, the student is not eligible to receive a refund. (Reference Student Handbook pg. 53)				
Student Leadership Roles	Students may miss class without penalty to attend college-sponsored field trips, competitions, or other educational activities if pre-arranged with their instructors. See instructor to see how to make up class participation.			
	Students with disputes related to instructors' attendance policies shall follow the Student Due Process procedures outlined in the student handbook. For more information regarding attendance, please see: Gateway Technical College Administrative Procedures & College Practices Manual J – 111 -295-			

**Disability
Support
Services and
Student
Support
Services**

If you have any special educational needs or concerns, please contact one of the Student Support Services departments below.

Disability Support Services

Kenosha Campus

Dawn Kaiser	kaiserd@gtc.edu	262-564-2570
Barbara Yousefian	yousefianb@gtc.edu	262-564-2448
Lisa Sadowski, Deaf/Hard of Hearing Specialist	sadowskil@gtc.edu	262-564-2564

Elkhorn/Burlington Campus

Sue Stokes-Nelson	stokes-nelsons@gtc.edu	262-741-8420
Patty Nesheim	nesheimp@gtc.edu	262-767-5342
Lisa Sadowski, Deaf/Hard of Hearing Specialist	sadowskil@gtc.edu	262-564-2564

Please note that (Elkhorn) Disability Support Services Office is now located in the Learning Success Center in the North building Room 208 – (262)741-8020

Racine Campus

Pam Herr	herrp@gtc.edu	262-619-6520
Elizabeth Mulhollon	mulhollon@gtc.edu	262-619-6478
Lisa Sadowski, Deaf/Hard of Hearing Specialist	sadowskil@gtc.edu	262-564-2564

TRIO Program

Katherine Saunders for Elkhorn & Burlington	saundersk@gtc.edu	262-767-5410
Doreen Bratt for Kenosha & Racine	brattd@gtc.edu	262-564-2318

Support Services Programs

Vanessa Perez (Multicultural) - Racine	perezv@gtc.edu	262-619-6440
Julani Bayan (Multicultural) – Kenosha	bayani@gtc.edu	262-564-2546
Ken Riley (Displaced Homemaker/NTD) – Racine	rilevk@gtc.edu	262-619-6450

Student Support Counselors

Nicole Gustafson Binger (Kenosha)	gustafsonbingern@gtc.edu	262-564-2332 (Office) 262-564-2300 (Appt.)
Nicole Wheatley (Racine)	wheatleyn@gtc.edu	262-619-6586 (Office) 262-619-6300 (Appt.)
Ann Witte (Elkhorn/Burlington)	wittea@gtc.edu	262-741-8354 (Office) 262-741-8300 (Appt.)

Internet Warning	The Internet and social networking sites, including but not limited to Twitter, YouTube, Facebook, MySpace or Second Life, are not controlled by Gateway Technical College. While there can be educational value to these sites, there is potential for offensive language, adult content and situations. If you have concerns, please consult with your instructor.
Pandemic Emergency Preparedness	Should there be a public health pandemic emergency, the student is responsible for being prepared and able to adapt if there is an unplanned absence (pandemic emergency), being present when classes are in session and manage your time so that you can complete your assignments and assessments on or before the date they are due. Complete work missed due to an absence within the time frame determined by the instructor. <i>Note:</i> Does not apply to online classes.
Student Code of Conduct	See pages 65-66 in the Student Handbook. https://www.gtc.edu/sites/default/files/files/Publications/Student%20Handbook%202013.pdf Unacceptable behavior: We want to treat everyone with respect which means we will not have outbursts, harass others, disrespect others thoughts, opinions, or beliefs. [Having stated this we agree that: cell phones will be off or on vibrate. No answering of cells or texting during any class time. No improper dress code per student handbook. <i>Note:</i> Does not apply to online classes.] Failure to comply with these rules can result in being asked to leave the class and receiving a zero on all assignments due that day. Repeated offenders will be asked to see the dean of before returning to the classroom. The above being said, I realize emergencies happen. IF you need to take an emergency call, please go into the hallway to answer the phone and deal with the emergency. <i>Note:</i> Does not apply to online classes.
Student Due Rights Process	Should you have a problem with the class, instructor or your grades, please follow the Student Due Rights Process outlined on page 67 of the Student Handbook. https://www.gtc.edu/sites/default/files/files/Publications/Student%20Handbook%202013.pdf
Incomplete Grades	An incomplete grade is given only in extenuating circumstances. 1. No incomplete grade will be given without 80% of official coursework completed. 2. The faculty member and student will come up with a plan and timetable when unfinished work will be due. Maximum period of time within 2 weeks of end of class. 3. Incomplete will be done electronically through WebAdvisor along with the date of expected completion. 4. The incomplete grade can hold up a student's financial aid for the next semester – resulting in financial aid probation until the course is complete and a final grade is given.

Course Content and Grading																											
Course Content	1	Course Check in Procedures	20 points																								
	31	Chapter Assignments via MyAccountingLab online homework management system.	20 pts each 620 points																								
	1	Practice Set – 4 parts	Pts vary each part 200 points																								
	1	Mid-term Exam	100 points																								
	1	Final Exam	100 points																								
		Total Points	1,040 points																								
	<p>The final grade is determined by taking the total points earned and dividing by 1,000 points to obtain the average percentages used in the grade scale below.</p> <p>There are 1,040 potential points in the course but your final grade is only based on 1,000. To ensure uniform opportunity and grade attainment for all students, no additional extra credit is available beyond the extra 40 points built into the course.</p>																										
Grade Scale	<table><tr><td>A</td><td>95-100%</td><td>B+</td><td>87-89.9%</td><td>C+</td><td>77-79.9%</td><td>F</td><td>0-69.9%</td></tr><tr><td>A-</td><td>90- 94.9%</td><td>B</td><td>83-86.9%</td><td>C</td><td>70-76.9%</td><td></td><td></td></tr><tr><td></td><td></td><td>B-</td><td>80-82.9%</td><td></td><td></td><td></td><td></td></tr></table>			A	95-100%	B+	87-89.9%	C+	77-79.9%	F	0-69.9%	A-	90- 94.9%	B	83-86.9%	C	70-76.9%					B-	80-82.9%				
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		B-	80-82.9%																								
Disclaimer	This syllabus is subject to modification with notice.																										

The Assignment Schedule below and continued on the next page is included as a part of this Syllabus

Assignment Schedule – 101-114 Accounting Principles**			
Subject to change with notice			
All Assignments are due by 6:00 pm on the due date (Except the check-in assignment due Friday 9/6/2013, 11:59 pm)			
Date	Chapter/Study Requirements	Graded Assignments for week	Due Date
Prior to class start and Week 1	<p>Purchase Textbook & MyAccountingLab access code as indicated no later than Friday #1 (if needed)</p> <p>MAL = MyAccountingLab homework management system website</p> <p>Go to the Start Here area of Bb & follow the instructions. Register at MyAccountingLab.</p>	<p>Check-In to Class</p> <ol style="list-style-type: none"> 1. Introduce yourself on the Blackboard Discussion Board, and 2. Request to chat with your instructor through Google Chat, and 3. Acknowledge you have reviewed the class syllabus by completing a short Blackboard assignment located under the <i>Syllabus</i> section, and 4. Take the SmarterMeasures assessment and upload the results to Blackboard. 	Check-In due Friday 9/6/13, 11:59 p.m.
9/4/13	Read Chapter 1: Accounting & the Business Environment <i>Do all MAL Practice Exercises</i>	Ch 1 MAL Assignments (7 practice & 3 graded assignments, 60 pts)	9/11/13
9/9/13			
9/11/13	Read Chapter 2: Recording Business Transactions <i>Do all MAL Practice Exercises</i>	Ch 2 MAL Assignments (6 practice and 3 graded assignments, 60 pts)	9/18/13

Date	Chapter/Study Requirements	Graded Assignments for week	Due Date
9/16/13			
9/18/13	Read Chapter 3: The Adjusting Process <i>Do all MAL Practice Exercises</i>	Ch 3 MAL Assignments (6 practice and 3 graded assignments, 60 pts)	9/25/13
9/23/13			
9/25/13	Read Chapter 4: Completing the Accounting Cycle <i>Do all MAL Practice Exercises</i>	Ch 4 MAL Assignments (6 practice and 2 graded assignments, 40 pts)	10/2/13
9/30/13			
10/2/13	Read Chapter 5: Merchandising Operations <i>Do all MAL Practice Exercises</i>	Ch 5 MAL Assignments (7 practice and 3 graded assignments, 60 pts)	10/9/13
10/7/13			
10/9/13	Complete the Practice Set in MAL, Chapters 2 – 3	Practice Set in MyAccountingLab – 4 parts (200 points)	10/14/13
10/14/13	Complete the Practice Set in MAL, Chapters 4 - 5		10/21/13
10/16/13	Employee In-service – No classes		
10/21/13	Mid-term Exam (Chapters 1-5)	Taken in class, 2 ½ hours (100 points)	10/21/13
10/23/13	Read Chapter 8: Internal Control and Cash <i>Do all MAL Practice Exercises</i>	Ch 8 MAL Assignments (6 practice and 3 graded assignments, 60 pts)	10/30/13
10/28/13			
10/30/13	Read Chapter 9: Receivables <i>Do all MAL Practice Exercises</i>	Ch 9 MAL Assignments (6 practice and 4 graded assignments, 80 pts)	11/6/13
11/4/13			
11/6/13	Read Chapter 10: Plant Assets and Intangibles <i>Do all MAL Practice Exercises</i>	Ch 10 MAL Assignments (9 practice and 4 graded assignments, 80 pts)	11/13/13
11/11/13			
11/13/13	Read Chapter 11: Current Liabilities and Payroll <i>Do all MAL Practice Exercises</i>	Ch 11 MAL Assignments (5 practice and 2 graded assignments, 40 pts)	11/20/13
11/18/13			
11/20/13	Read Chapter 12: Partnerships <i>Do all MAL Practice Exercises</i>	Ch 12 MAL Assignments (6 practice and 2 graded assignments, 40 pts)	11/27/13
11/25/13			
11/27/13	Read Chapter 13: Corporations <i>Do all MAL Practice Exercises</i>	Ch 13 MAL Assignments (10 practice and 2 graded assignments, 40 pts)	12/4/13
12/2/13			
12/4/13	Review for Final Exam		
12/9/13	Final Exam (Chapters 8-13)	Taken in class, 2 ½ hours (100 points)	12/9/13
12/11/13			



CREATE Your Future

Gateway Technical College

101-114 Accounting Principles

On Campus Course Syllabus

Course Information	Instructor Information
Course #: 101-114	Ken Haling, CPA, CMA Gateway Technical College 400 County Road H Elkhorn, WI 53121, Rm. 101 halingk@gtc.edu , 262-741-8342
Sections: 2E11	
Pre-Requisites / Co-Requisites: None	
Credits: 4 credits	
Course Location: Elkhorn, N218	Office Hours: Mondays, 9:00 – 10:00 p.m. (virtual only) Tuesdays, 11:00 a.m. – 1:00 p.m. (virtual only) Wednesdays, 5:00 – 6:00 p.m. (virtual and in office) Wednesdays, 9:00 – 10:00 p.m. (virtual only) Also see <i>Office Hours/Tutoring</i> in Blackboard
Course Dates: Monday/Wednesday, 6:00 – 8:30 p.m. (9/4 – 12/11/2013)	
Due Dates: The weekly schedule is located at the end of the syllabus.	

Important Dates

Start Date: 9/4/2013
Census Date: 9/12/2013
Last Date for Students to Drop: 9/23/2013
Instructor Drop Period: 9/24 – 9/30/2013
Midterm Grade Due Date: 10/18/2013
Last Date for Students to Withdraw: 11/20/2013
End Date: 12/11/2013

(More information regarding the Financial Aid Census Date can be found further down in the syllabus.)

Midterm Grades: Midterm grades will be posted by the current course instructor to Web Advisor by Friday of Week #7. The grade will be a midterm snapshot and calculated as a percent of the total available assignment points (per the syllabus grade scale) for work through week 7 assignments. Midterm grades do not appear on student transcripts and do not affect GPA. Instructor progress comments may also be provided via Web Advisor.

Course Information and Requirements

Textbook	<p>Choose 1 from the following 3 options:</p> <ol style="list-style-type: none"> Textbook: Horngren's Accounting, The Financial Chapters, 10 ed., with MyAccountingLab (both are required); Pearson. Bundled ISBN (text and MyAccountingLab access code) #9780133129540 <p>Or</p> <ol style="list-style-type: none"> Textbook: Horngren's Accounting, The Financial Chapters, 10 ed., Student Value Edition (loose leaf) with MyAccountingLab (both are required); Pearson. Bundled ISBN (text and MyAccountingLab access code) # 9780133451221 Used textbook alone: ISBN#: 9780133117561 and MyAccountingLab Access Code alone: ISBN: # 9780133127096. Access code purchased directly from Pearson Publishing, \$100.00 Digital Textbook Rental: not available for this course <p>Textbook option 2 is available at Elkhorn, Kenosha and Racine campus bookstores, or online at the bookstore http://www.efollett.com/ .</p> <p>Caution: If you purchase your textbooks and materials from any source other than Follett Bookstores, be sure you are purchasing the correct and complete edition including any required on-line access codes, or you may need to purchase the correct books later. This will ultimately add to your cost and may result in assignments being submitted late.</p>
Technical Requirements	<p>Basic PC, Blackboard (Bb), MS Word & Excel knowledge is required to appropriately utilize online learning materials and to prepare and submit online assignments.</p> <p>Computer, email, and web browser (<i>Google Chrome, Firefox, Internet Explorer</i>) and internet access as well as MS Office 2010 or higher software is required at all times. Windows 7 or XP operating systems are compatible. See the Bb "Syllabus" section for any additional file downloading and operating system settings and requirements.</p> <p>Accessibility to above technical requirements is the student's responsibility at all times. Due dates are not extended due to technical problems. PCs, software and internet access is available, as necessary, in all Gateway computer labs. Accordingly, students must plan necessary access as needed in order to accomplish course requirements by established due dates.</p> <p>MS Office 2010 software (Word, Excel, and PowerPoint) is required by the accounting department for all accounting classes. Students may purchase current MS Office software at a significant discount at http://wiscsoftware.wisc.edu/wisc/</p>
Course Description	<p>Accounting Principles is an introduction to the field of accounting. It is designed for students majoring in Accounting. The accounting cycle – analyzing, journalizing, posting, adjusting entries, worksheet preparation, financial statements, and closing entries will be covered. Details of accounting for receivables, payables, cash, subsidiary ledgers, corporate organization, stock transactions, and dividends will be studied. Accounting Principles illustrates accounting methods for service and merchandising firms, partnerships, and corporations.</p>

**Kenosha Unified School District
Kenosha, Wisconsin**

**February 11, 2014
Curriculum/Program Standing Committee**

HEAD START SEMI ANNUAL REPORT

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

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

Head Start is housed in 13 locations.

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

Head Start Activities

Head Start activities are based on the components that are the framework for every Head Start Program. The three Head Start components include: program design and management, family and community partnership, and the early childhood development and health services. This report focuses on activities that occurred in each of these components during the period of July 1, 2013 – December 30, 2013.

PROGRAM DESIGN AND MANAGEMENT

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

Annual Report

Head Start Performance Standards require that an annual report is compiled and published. The purpose of this document is to inform the community of the quality that Head Start program brings to children and families. The Head Start Annual Report 2012-13 was published in October 2013. The document can be found online at <http://www.kusd.edu/sites/default/files/document-library/english/head-start-report-2012-13.pdf>. A paper copy is available upon request.

Risk Management Meeting

Risk Management Meetings are held by the Head Start Regional Office with each grantee through quarterly conference phone calls. These calls are intended to provide the opportunity for the federal program specialists and grantees to discuss what is occurring at the program level to support the Head Start child outcomes. The first quarterly call on December 11, 2013 consisted of an update on current student achievement data, newly appointed Head Start administration, budget and Head Start Family Engagement.

Sequestration

Federal government spending cuts called sequestration, cut 5 percent (\$101,517.00) of the anticipated Head Start federal funding. To address this budget cut and avoid a decrease in the number of students/families that receive federal Head Start services, KUSD Head Start elected to cut two projected staff positions; an instructional coach and a family outreach position. This retained current staffing and the current enrollment so that quality services would continue to be provided.

Five Year Project Period

Beginning July 1, 2013, KUSD Head Start was awarded a five year project period for the operation of the Head Start program. This is a non-competitive five year grant award meaning that the Kenosha Unified School District will remain the grantee of Head Start through June 30, 2018; the grant cannot be put up for competition with other agencies. Prior to this it was possible for the federal government to put the grant up for competition every third year. The opportunity for a non-competitive five year grant was awarded to grantees that passed a federal review in 2012.

FAMILY AND COMMUNITY PARTNERSHIP

The family and community partnership component of Head Start focuses on strengthening families by making the connection between school and home, and strengthening community awareness, collaboration, and outreach. This supports the Kenosha Unified School District

Transformation Plan to expand collaborative partnerships with families, community, and industry. Key activities for this report include:

Parent Outreach

Head Start sponsored informational meetings, activities, and trainings for parents provided throughout fall 2013 included:

- **What is Head Start?**
An informational meeting for parents to learn what is available to their family and their child through their participation in the Head Start program.
- **Eating Smart and Being Active**
A seven-session training offered through collaboration with UW-Extension and presented by the Racine-Kenosha Nutrition Education Program.
- **English Language Learning Civics**
These classes are available to families interested in Learning English and/or interested in learning more about community resources available in Kenosha. They are offered through collaboration with and sponsored by the Kenosha Literacy Council.
- **Car Seat Giveaway**
Car seats are provided, free of charge, to Head Start families. This opportunity is available to parents through a collaborative effort with the Kenosha County Department of Health.
- **Monthly Opportunities provided by Family Service Providers**
Head Start Family Service Providers have the responsibility of collaborating with Head Start families to ensure that they are strong enough to support their child's learning. This year monthly opportunities for the entire family have been offered. Topics have included Come and Meet Your FSP, How to Complete a Background Check, and Family Night. Activities are provided for both parents and children during these events. Based on the number of families participating, these events are well received.

EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES

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

School-Based Health Clinic Initiative

The Chavez Learning Station participates in the District school-based health clinic initiative. The clinic is available for Head Start children to receive health checks, immunizations, address medical needs, and offer referrals if needed. Having the clinic on the school premises has been extremely valuable to meeting Head Start performance standards. Performance standards require that every Head Start child receive an initial physical examination, any follow-up care that might be determined as a result of the physical, and be current with their immunizations. Having these services located at the

Chavez Learning Station and the additional collaboration with the Kenosha Community Health Center has significantly impacted the program as evidenced by the increased percentages in health and dental examinations from November 2013 as compared to fall 2011.

These services have significantly impacted the program as evidenced by the increased percentages in health and dental exams shown in the chart below:

	November 2011	November 2012	November 2013
Completed Health Checks	67 %	87 %	93 %
Completed Dental Checks	63 %	93 %	92 %

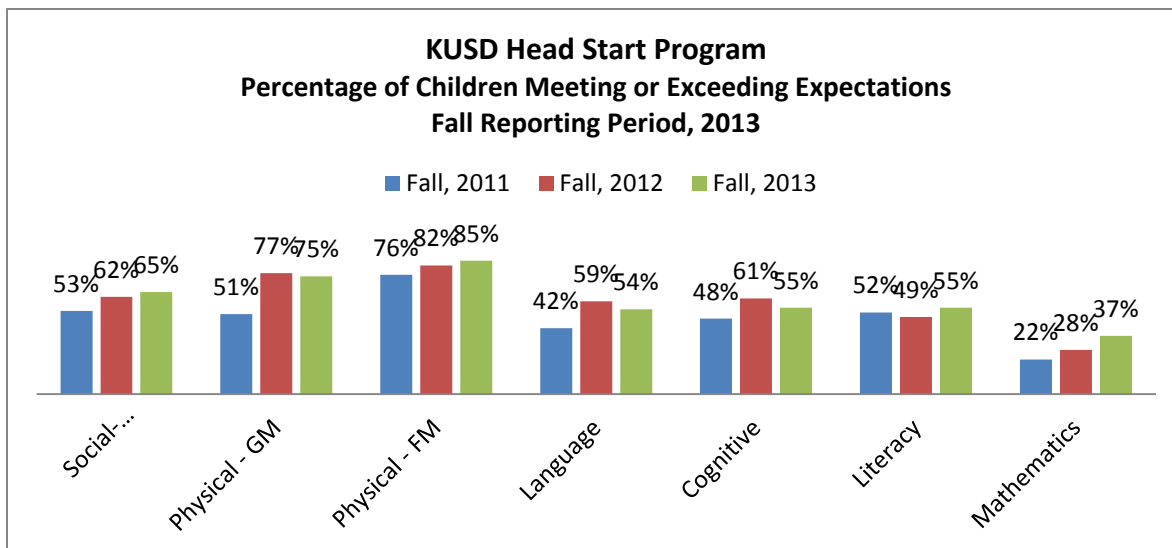
Kenosha Community Health Center

Head Start's community partners for health and dental services are the Kenosha Community Health Center (KCHC) and Gateway Technical College. To address the continual need to improve oral health services to the children, a meeting with KCHC and Head Start staff was held to discuss barriers to meeting Head Start goals relating to services. An agreement was made to double the number of appointments available per month to Head Start families and to provide an appointment for any necessary treatment for these children without delay. In addition, a KCHC liaison has been identified, and appointments will be scheduled six months before children's one-year expiration date. This agreement allows Head Start to ensure that it will meet the 90 percent threshold of children that have initial and follow-up dental treatment.

Gateway Technical College supported Head Start through holding a dental clinic for Head Start students. The clinic supported the Performance Standard requirement that every child have an initial dental exam within 90 days of school.

Student Outcomes

The Kenosha Unified School District Early Education program (including Head Start) reports student progress three times per year using Teaching Strategies GOLD™, a web-based tool used to collect and organize documentation of student achievement and to generate reports. The chart below shows student progress in the Head Start program for fall 2013 in comparison to fall 2011 and fall 2012.



HEAD START PROGRAM			
	Fall 2011	Fall 2012	Fall 2013
Social-emotional	53 %	62 %	65 %
Physical—gross motor	51 %	77 %	75 %
Physical—fine motor	76 %	82 %	85 %
Language	42 %	59 %	54 %
Cognitive	48%	61%	55 %
Literacy	52%	49%	55 %
Mathematics	22%	28%	37 %

As evidenced by the graph, first reporting out data indicates that children are achieving higher in Social-Emotional Development, Fine Motor Development, Literacy and Math than they were at this time last year. Continuing the trend from last year, the highest area of achievement is Fine Motor Development. The program's lowest areas of achievement for Fall 2013 are Language and Math. In Fall 2012 the lowest areas of achievement were Language and Math.

Within specific demographic groups, some trends emerged:

Gender:

- Girls are out-achieving boys in every learning domain except Math Development.
- At this time last year, girls were out-achieving boys in all domains except Gross Motor Development.

Race:

- Blacks are out-achieving all racial groups (White, Hispanic, and Multi-racial) in Social-Emotional Development, Fine Motor Development and Cognitive Development.
- Whites are achieving highest in Gross Motor Development, Language Development and Math.
- Hispanic children are significantly below the program average in the domains of Language Development, Cognitive Development, Literacy and Math, with the most significant gap occurring in the domain of Language Development. This trend was the same last fall.
- This year Multi-Racial children represent just over 6 percent of the Head Start population and data was collected on them as a group as well. This group of children is achieving significantly below the program average in all learning domains except Literacy and Math.

Language:

- English-speaking children are out-achieving English Language Learners (ELLs) in all learning domains except Gross Motor Development (compared to all learning domains at this time last year).
- The most significant gap again occurs in the domain of Language Development.

Age:

- Three-year-olds are meeting/exceeding expectations at a higher rate than four-year-olds in all learning domains except Literacy (compared to all learning domains at this time last year), with the most significant gap occurring in the domain of Social-Emotional Development.

The Early Education program has identified Language as the learning domain with the greatest achievement gap. Throughout this school year Early Education teachers are collaborating to increase their understanding of the state standards in Language and to strengthen the strategies that they use to teach Language in their classrooms. This professional development will support student growth in the Language learning domain.

Recommendation

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

Dr. Joseph Mangi
Interim Superintendent of Schools

Dr. Floyd Williams
Assistant Superintendent of Elementary
School Leadership

Ms. Belinda Grantham
Director of Early Education

Ms. Lisa KC
Assistant Director Head Start