



MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

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

June 10, 2014

5:30 P.M. – Planning/Facilities/Equipment
6:00 P.M. – Audit/Budget/Finance
6:45 P.M. – Personnel/Policy
7:45 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 – May 13, 2014Page 1
- B) Town of Somers Easement – Sewer Main Pages 2-7
- C) Information Item
 - 1) Sports Advisory Committee Update Pages 8-13
 - 2) Capital Projects Update..... Pages 14-16
 - 3) Utility Budget & Energy Savings Program Update..... Pages 17-18
- D) Future Agenda Items
- E) Adjournment

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

- A) Approval of Minutes – April 8, 2014, and May 13, 2014
Joint Audit/Budget/Finance and Personnel/Policy Pages 19-21
- B) Information Items
 - 1) Monthly Financial Statements Pages 22-34
 - 2) Summary of Grant Activity Page 35
 - 3) Budget Assumption Update
- C) Future Agenda Items
- D) Adjournment

**PERSONNEL/POLICY – 6:45 P.M. OR IMMEDIATELY FOLLOWING
CONCLUSION OF PRECEDING MEETING**

- A) Approval of Minutes – May 13, 2014 Joint Audit/
Budget/Finance & Personnel/Policy and Joint
Personnel/Policy and Curriculum/Program..... Pages 36-38
- B) Bullying Ad Hoc Committee Update and Policy 5111-
Anti-Bullying/Harassment/Hate..... Pages 39-50
- C) School Board Policy 5431 –
Student Dress Code Pages 51-54
- D) Information Items
 - 1) Recommendations Concerning Appointments, Leaves
of Absence, Retirements and Resignations Page 55
- E) Future Agenda Items
- F) Adjournment

**CURRICULUM/PROGRAM – 7:45 P.M. OR IMMEDIATELY FOLLOWING
CONCLUSION OF PRECEDING MEETING**

- A) Approval of Minutes – April 8, 2014, and May 13, 2014 Pages 56-58
- B) Shoreland Lutheran High School
Cooperative Expansion Pages 59-60
- C) Adding Boys and Girls Lacrosse as a Sponsored
Sport in Kenosha Unified School District..... Pages 61-62
- D) Discontinuing Middle School Membership Within
The Wisconsin Interscholastic Athletic Association..... Pages 63-64
- E) Implementation of the Next Generation Science
Standards: Phase Two Pages 65-76
- F) Information Items
 - 1) Middle School Science and Social Studies
Honors Distinction Update Page 77-95

F) Information Items - Continued

- 2) Summer School Update..... Pages 96-113
- 3) Talent Development Program Update..... Pages 114-119

G) Future Agenda Items

H) Adjournment

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

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KENOSHA UNIFIED SCHOOL BOARD
PLANNING/FACILITIES/EQUIPMENT MEETING
Educational Support Center – Room 110
May 13, 2014
MINUTES

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Mr. Flood was called to order at 5:31 P.M. with the following Committee members present: Mr. Kunich, Mr. Valeri, Mrs. Bothe, Mr. Zielinski, and Mr. Flood. Dr. Mangi was also present. Ms. Stevens was excused. Ms. Iqbal was absent.

Approval of Minutes – February 11, 2014

Mr. Zielinski moved to approve the minutes as presented. Mr. Valeri seconded the motion. Unanimously approved.

Information Items

Mr. Patrick Finnemore, Director of Facilities, presented the Safety/Security Advisory Committee Update as contained in the agenda. He noted that the Informacast system was now operational on the KUSD server and will be piloted at Brass Community School. He said that KUSD will participate in a county-wide emergency exercise and noted that Voice over IP installation is complete in all school offices. The next goal is full school Voice over IP installation at the middle schools. Camera installation continues with replacement of the oldest and least effective cameras during 2014-15, and once the project is complete, the district will have approximately 1,200 cameras all integrated in the new system within the District.

Mr. Finnemore presented the Capital Projects Update. He gave a brief update on the status of energy efficiency projects, security projects, the eSchool relocation, and the KTEC expansion as contained in the agenda. Mr. William Hittman, Principal at LakeView Technology Academy, presented an update on the LakeView expansion. He indicated that it has been decided to postpone any action on this project for one month. The Committee will be updated at an upcoming Committee meeting once a decision is made on whether or not the project will move forward this year or be postponed until next year.

Future Agenda Items

Mr. Finnemore noted that he would have a Town of Somers Easement and an Athletics Committee Update for the agenda next month.

Mrs. Bothe moved to adjourn the meeting. Mr. Valeri seconded the motion. Unanimously approved.

Meeting adjourned at 6:04 P.M.

Stacy Schroeder Busby
School Board Secretary

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 10, 2014
Planning/Facilities/Equipment Standing Committee

TOWN OF SOMERS EASEMENT – SEWER MAIN

Background:

The Town of Somers has requested School Board approval of an easement associated with the installation of a sewer main scheduled for this fall. The easement would be on the north and west sides of the Somers Elementary School property. Currently the Town has an easement running on the north side of the property along County Highway E for a water main installed several years ago. The new easement would run 20 feet inside of the current easement along Highway E for the full length of the north side of our property and then head south along Highway EA for the full length of the west side of our property.

This is a significant project for the Town of Somers and has been under consideration for the better part of the past decade. The work on our property is scheduled to take place this fall sometime after the start of the school year and will probably run about 1 month in duration. Because the project will take place during the school year and disrupt the school grounds, the Town has agreed to the following stipulations as part of the scope of their work:

- They will keep open all access points to the school parking lots, driveways, and playgrounds during the school day including the times associated with student drop-off and pick-up.
- Because KUSD has a project scheduled for this summer to replace the driveway and parking/playground area used for parent drop-off and pick-up, we have coordinated the work so that new asphalt is not destroyed within a few months for the sewer project. KUSD will stop our work approximately 60 feet short of Highway E this summer. The Town will use its crews to patch the worst portions of the remaining 60 feet this summer, and then completely replace that 60 feet of driveway in the summer of 2015 after completion of the project and settling of the base material has occurred.
- The Town will modify the fence near the parent drop-off driveway to make a 45 degree section connecting the east and north fence and then will relocate the fire hydrant adjacent to the driveway to allow for more room for plowing operations and vehicle access. Other sections of fence will be removed and reinstalled in the same location.
- There are two monument signs at the school, one on the corner of EA and E and the other at the south entrance off of EA. The sign and associated landscaping will be protected and/or removed and reinstalled by the Town as part of the project.
- The Town will install temporary fencing between the school and the work areas in order to maintain the safety of the students and others using the school grounds.

- The Town will restore all of the areas impacted by the project whether they be grass, asphalt or concrete.
- We have provided the Town with a location drawing and contact information related to the fiber connection to the building on the west side of the school, so that the work does not impact internet service to the school. The Town will locate all utilities and take appropriate precautions.
- Finally, the Town has agreed to open up and make repairs to the drain tile on the north side of the property in the area of the easement.

A copy of the proposed easement agreement is included in the attachment. Because there are no financial terms associated with this easement and it is with a municipality, Elector approval is not required.

Administration Recommendation:

Administration recommends that the Planning/Facilities/Equipment Committee forward the proposed easement agreement with the Town of Somers on to the full Board for their consideration.

Dr. Joseph Mangi
Superintendent of Schools

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

**SANITARY SEWER
EASEMENT**

Document Number

Document Title

The undersigned Grantor, School District No. 1, Town of Somers, a/k/a Unified School District No. 1, a/k/a Kenosha Unified School District No. 1, of Kenosha, Wisconsin, being the record owner of the real property described below, for and in consideration of the sum of Ten (\$10.00) Dollars, duly paid, the receipt of which is hereby acknowledged, and the further consideration of the performance of the covenants and agreements by the Town of Somers, hereinafter "Grantee", as set out and expressed below, do hereby grant, demise and relinquish to the Town of Somers, and any Town of Somers Utility, it or their successors and assigns, collectively the Grantee herein, the right, privilege and easement to use and occupy and to permanently place in such area completed sanitary sewer improvements, over and across the following described real property:

Part of the Northwest 1/4 of Section 15, Town 2 North, Range 22 East, Town of Somers, Kenosha County, Wisconsin, described as:

A 20-foot wide permanent sanitary sewer easement described as follows:

Commencing at the northwest corner of said Section 15; thence South 01°47'16" East, along the west line of said northwest 1/4, 33.01 feet; thence North 89°16'47" East 33.01 feet to the east right-of-way line of CTH EA (72nd Avenue); thence South 01°47'16" East 40 feet along said east right-of-way and Grantor's west property line to the point of beginning; thence continue North 89°16'47" East, parallel to the south right-of-way line of CTH E (12th Street), 632.55 feet to Grantor's east property line; thence South 01°44'15" East, along said east property line, 20.00 feet; thence South 89°16'47" West, 632.55 feet more or less, parallel with the south right-of-way line of CTH E; thence North 01°47'16" West, along said east right-of-way line, 20.00 feet to the point of beginning as shown on Exhibit "A".

In addition, the Grantor hereby grants to the Grantee a temporary construction easement for use during the construction of sanitary sewer improvements, for the accommodation of construction equipment, materials, excavated earth and the like 20 feet in width, over lands adjacent to the East line of CTH EA (72nd Avenue) along the entire west line of Grantor's property and 20 feet in width, over lands adjacent to the South line of the above described permanent sanitary sewer easement, all as is described with more particularity on the attached Exhibit "A" which is incorporated herein by reference.

Recording Area

Name and Return Address

Davison Law Office, Ltd.
1207 55th Street
Kenosha, WI 53140

80-4-222-152-0250

Parcel Identification Number (PIN)

Following completion of construction, Grantee will cause the prompt restoration of the property described above to the condition to which such property was in prior to the commencement of construction at Grantee's expense. Grantor grants to Grantee the right and privilege to perform maintenance or repairs to the sanitary sewer improvements, once completed on the above described easement.

This instrument and the covenants and agreements contained in this instrument shall inure to the benefit of and be binding upon the heirs, personal representatives, administrators, successors and assigns of the respective parties, and shall be a covenant running with the land.

IN WITNESS WHEREOF, each party to this instrument has caused it to be executed at Somers, Wisconsin, on the date indicated below.

SCHOOL DISTRICT NO. 1, TOWN OF SOMERS,
a/k/a UNIFIED SCHOOL DISTRICT NO. 1, a/k/a
KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

By: _____
Printed Name: _____

STATE OF WISCONSIN)
) SS.
COUNTY OF KENOSHA)

Personally came before me this _____ day of _____, 2014, the above named _____, on behalf of School District No. 1, Town of Somers, a/k/a Unified School District No. 1, a/k/a Kenosha Unified School District No. 1, to me known to be the person who executed the foregoing instrument and acknowledged the same.

Printed Name: _____
Notary Public; Kenosha County, WI
My Commission expires _____.

TOWN OF SOMERS

By: _____
Benjamin Harbach, Chairperson

By: _____
Timothy Kitzman, Clerk/Treasurer

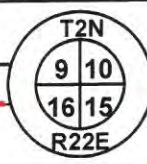
STATE OF WISCONSIN)
) SS.
COUNTY OF KENOSHA)

Personally came before me this ____ day of _____, _____, the above named Benjamin Harbach, Chairperson of the Town of Somers and Timothy Kitzman, Clerk/Treasurer of the Town of Somers, to me known to be the persons who executed the foregoing instrument and acknowledged the same.

Printed Name: _____
Notary Public; Kenosha County, WI
My Commission expires _____.

THIS INSTRUMENT DRAFTED BY:

Attorney Jeffrey J. Davison
DAVISON LAW OFFICE, LTD.



CTH E - 12TH STREET

N LINE OF THE NW 1/4 OF SECTION 15-2-22

S 01°47'16" E 33.01'
N 89°16'47" E 33.01'
S 01°47'16" E 20.00'
N 01°47'16" W 20.00'

POB

20' WIDE TEMPORARY LIMITED EASEMENT FOR CONSTRUCTION PURPOSES

S 01°44'15" E 20.00'

EXISTING 20' PERMANENT WATER MAIN EASEMENT

20' WIDE PERMANENT SANITARY SEWER EASEMENT

N 89°16'47" E 632.55'
S 89°16'47" E 632.55'

CTH EA - 72ND AVENUE

S 01°45'47" E 1253.32'

80-4-222-152-0250
SCHOOL DISTRICT NO. 1, TOWN OF SOMERS
AKA KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
1245 - 72ND AVENUE
SOMERS, WI 53171

20' WIDE TEMPORARY LIMITED EASEMENT FOR CONSTRUCTION PURPOSES

POE

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 10, 2014

Informational Report

SPORTS ADVISORY COMMITTEE UPDATE

Background:

At the January 28, 2014 regular meeting, the Board approved the formation of a new Sports Advisory Committee for the purpose of evaluating and making recommendations related to the outdoor athletic facilities at the three boundary high schools with the majority of the attention being focused on Bradford and Tremper. A committee was formed shortly after Board approval and has been meeting periodically ever since. Committee members were solicited in a number of ways and the membership includes a general committee as well as subcommittees for each of the three comprehensive high schools. The committee is chaired by Steve Knecht and includes athletic directors, coaches, principals, parents, community members, Board members, and other elected officials.

The Committee has been working on developing detailed conceptual site plans for the athletic facilities at the comprehensive high schools focusing most of the attention on Bradford and Tremper. Here are the key topics being considered and evaluated by the Committee:

- Locating the football/soccer/track stadium on the Bradford site instead of the Bullen site. There are some cost saving opportunities with this related to site preparation and it would allow funds to replace the aging Bradford parking lot instead of building a new lot at Bullen and still having to replace the Bradford lot. This does mean relocating tennis courts, softball field and practice soccer fields to the Bullen site, but the tennis courts need to be completely redone with whatever option we choose.
- One of the big topics has been to evaluate the merits of synthetic turf for the infields of the varsity baseball and softball fields at all three comprehensive high schools. We are looking at what the price impact of that option is and will be weighing that against some of the other improvements as well as the operating costs and restrictions related to natural grass and infield mix.
- The attachment contains the current conceptual plans for the three schools including the Bullen and Anderson Park improvements related to Bradford and Tremper respectively.
- Currently we are re-evaluating the price estimates related to the proposed conceptual plans. Once the cost estimates have been updated, we will be sitting down as a Committee to work on prioritization and proposed funding sources for each of the improvements. It is expected that a large portion of the funding would have to come through a referendum, and so the timing of such will be very important. Once a proposed referendum has been agreed

upon by the Committee we will evaluate the associated cost versus the current debt retirement schedule to identify a reasonable schedule for a possible referendum.

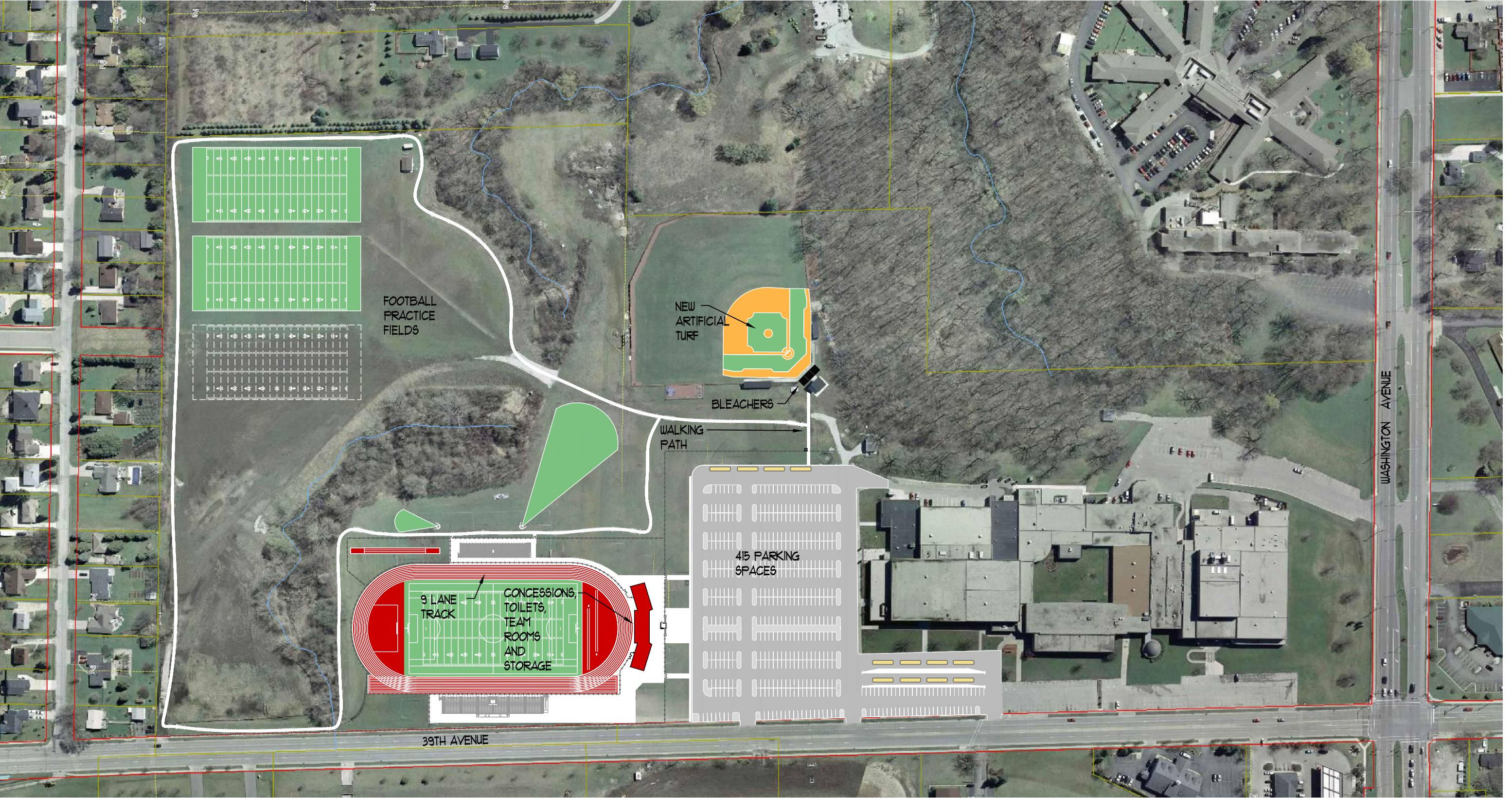
- A final report will be made to the Planning/Facilities/Equipment Standing Committee and also the Audit/Budget/Finance Committee and later the full board on recommendations related to the outdoor athletic facilities. These recommendations will include a scope of work, cost estimates, a proposed funding plan, as well as a schedule for the committees and the board to consider. Our current plan is to bring this report forward sometime this fall.

Dr. Joseph Mangi
Superintendent of Schools

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

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

Mr. Steven Knecht
Coordinator of Athletics/Physical Education



Bradford Site

Kenosha Unified School District - 2014 Sports Advisory Committee

Kenosha Unified School District - 2014 Sports Advisory Committee



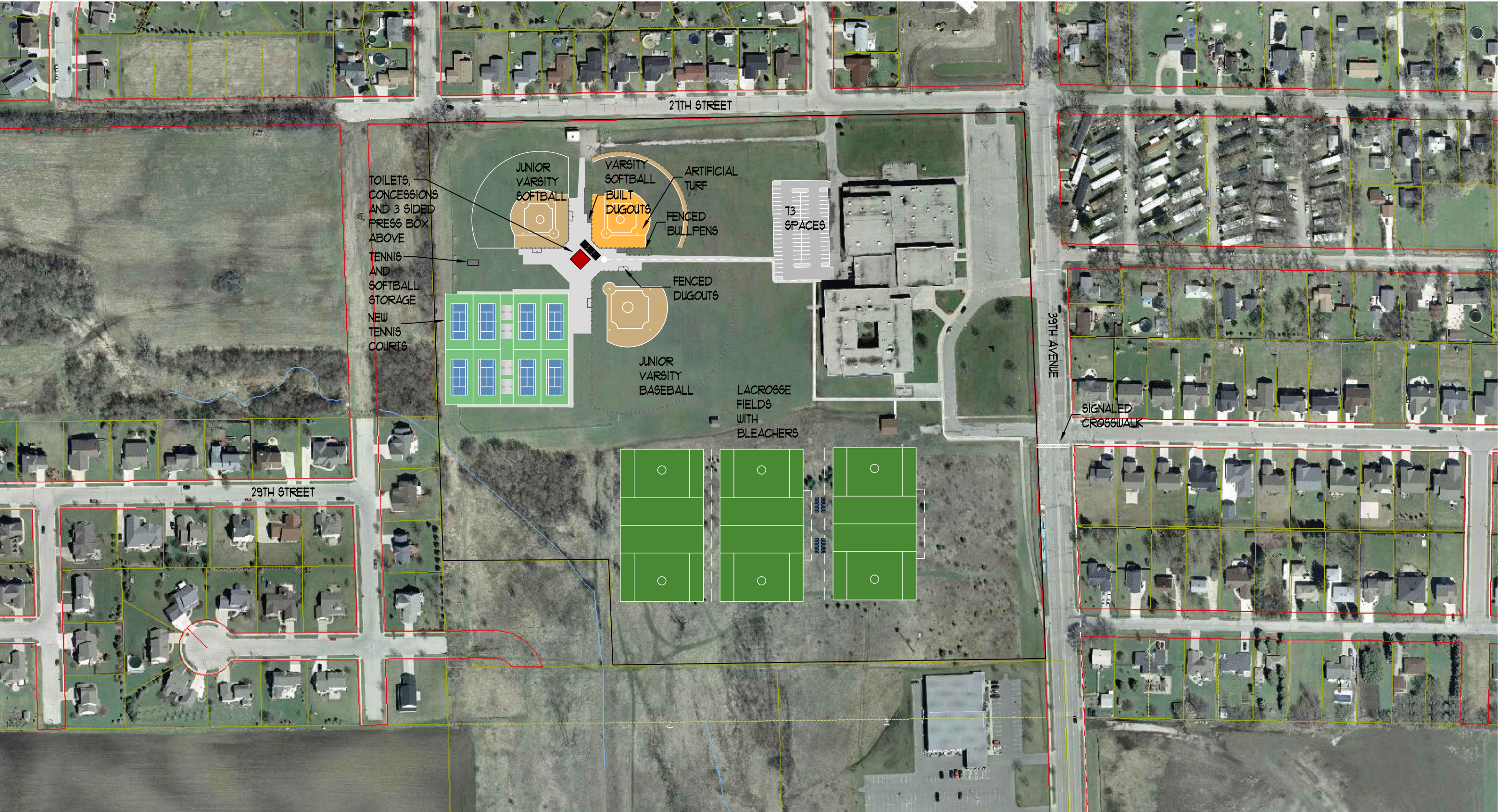
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Kenosha, WI

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Bullen Site

Kenosha Unified School District - 2014 Sports Advisory Committee

Kenosha Unified School District - 2014 Sports Advisory Committee



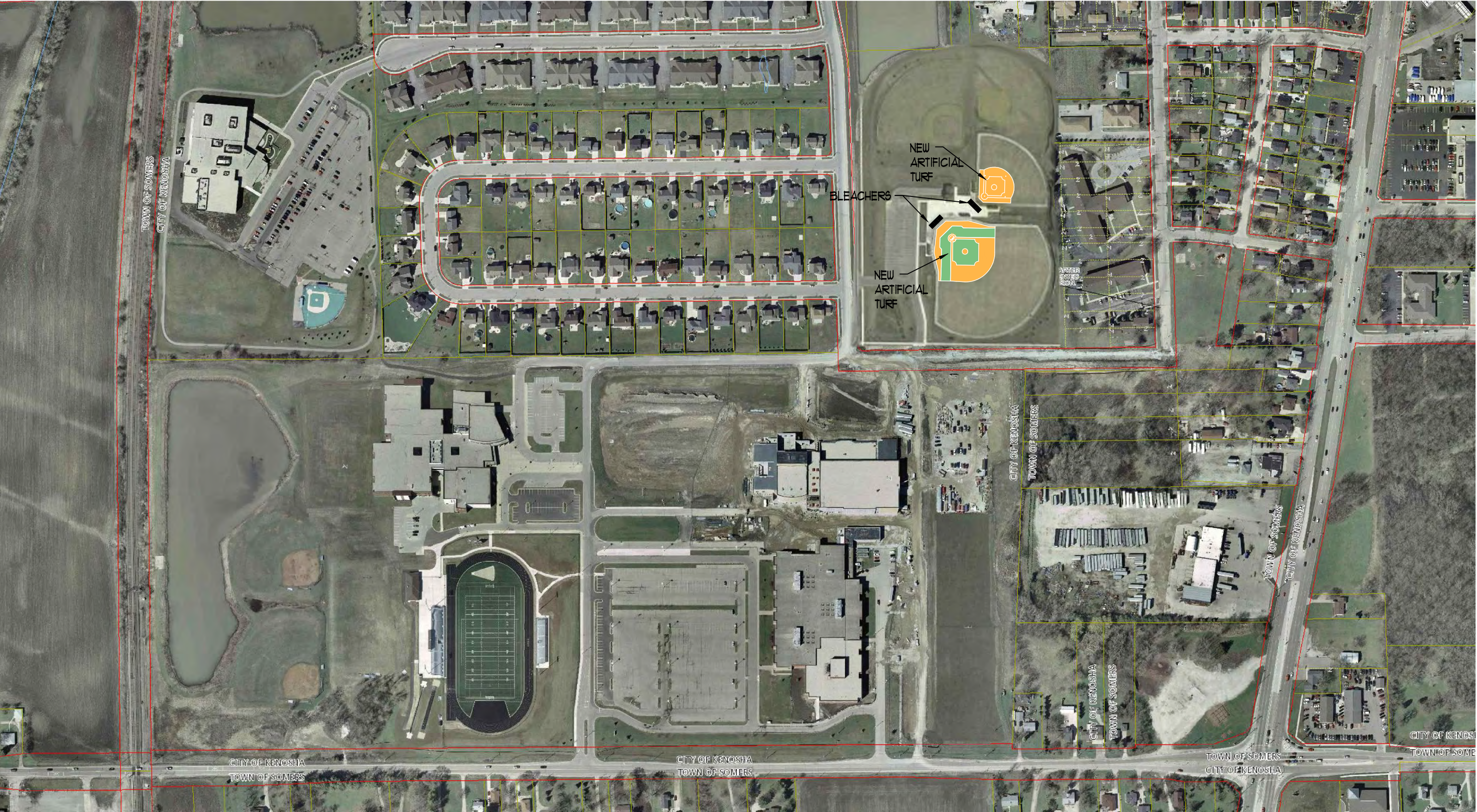
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Indian Trail Site

Kenosha Unified School District - 2014 Sports Advisory Committee

Kenosha, WI



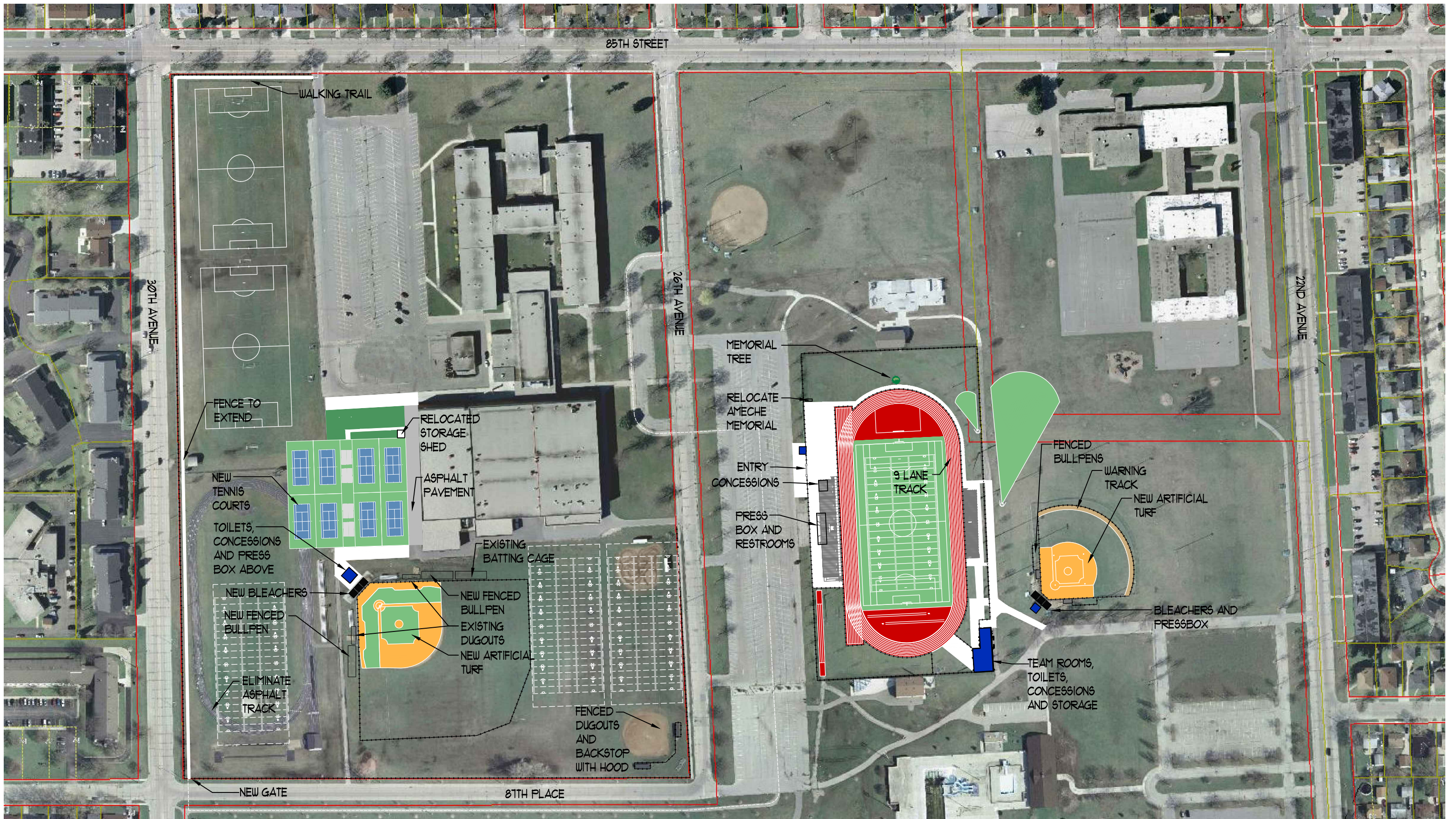
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Tremper Site

Kenosha Unified School District - 2014 Sports Advisory Committee

Kenosha Unified School District - 2014 Sports Advisory Committee



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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

June 10, 2014
Planning/Facilities/Equipment Standing Committee

CAPITAL PROJECTS UPDATE
Informational Report

2013-14 Major Maintenance Projects:

The majority of the major maintenance projects for the 2013-14 fiscal year have been completed. With the available remaining funds, we are addressing water infiltration issues at a handful of schools as a result of the effects of this winter. The two most notable issues are associated with the roof over a portion of Whittier Elementary School and exterior walls and roof at Washington Middle School. The majority of the work at Washington was completed over the week of spring break. The design work for the 2014-15 projects has all been completed and we are in various stages of the contractor hiring process. In most cases contractors have already been hired.

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. The following is an update on the latest status of the projects:

- Outside of work that can only be done in the summer (work associated with window projects, etc.), the asbestos abatement work has been completed by Robinson Brothers out of Waunakee. This work is being funded out of the 2013-14 and 2014-15 major maintenance budgets.
- The attachment to this report is a Job Cost Summary of the project financials based on the bids for the 2014 projects and revised estimates for the 2015 projects. We have included a handful of alternates in the 2014 scope of work because funds were available beyond the base bid scope.
- Demo of the boilers and heating systems began on May 19th and will be done before the end of the school year. The majority of this work is being performed on second shift.
- Some of the lighting projects are commencing on second shift the last week of May. This is being done to minimize construction conflicts in the classrooms with major HVAC work planned.

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 has been completed. The second year projects have been bid out and will commence at the end of the school year. This includes camera installation in the schools without camera systems and additional cameras in schools with minimal camera coverage. In addition, the oldest cameras in the district will be replaced with the current technology. VoIP installations have begun at several middle schools with the goal to have the middle schools completed by the end of the summer.

Special Projects:

Kenosha eSchool – Work associated with the eSchool relocation to the former Jefferson Annex is complete except for the parking lot project which will occur in the summer.

KTEC - The project for the expansion of KTEC to the former McKinley Middle School is in full swing. Work in the basement level has been completed as has work in the cafeteria and main office. The roof replacement project for the roof over the gym and cafeteria began in early May. The parking lot replacement project is scheduled to start in June.

Lakeview Expansion – This project has been put on hold for one additional year pending the development of a financing plan agreeable to KABA, GTC and KUSD. An update on this project will be provided to the PFE Committee later this summer.

Long Range Planning – We will be bringing a recommendation forward in the coming months to reconvene our Long Range Facilities Planning Committee to evaluate some potential future capital projects. This recommendation will be brought to the PFE Committee and then eventually the School Board this summer.

Dr. Joseph Mangi
Superintendent of Schools

Mr. Patrick Finnemore, PE
Director of Facilities

2014-15 Performance Contract Job Cost Summary
June 10, 2014

2014 Projects:	Revised Budget	2014 Actual	Rev. Est. for 2015	Est. Balance	Notes
Bose	\$ 1,561,313	\$ 1,512,169			
Forest Park	\$ 2,689,212	\$ 2,744,189			1
Grant	\$ 1,558,513	\$ 1,713,413			
Grewenow	\$ 911,862	\$ 838,910			2
Harvey	\$ 1,613,526	\$ 1,545,871			
Subtotal	\$ 8,334,426	\$ 8,354,552			
2015 Projects:					3
Jefferson	\$ 1,480,144		\$ 1,645,000		
Jeffery	\$ 631,791		\$ 700,000		4
Roosevelt	\$ 2,750,553		\$ 2,760,000		
Vernon	\$ 3,245,895		\$ 3,205,000		
Subtotal	\$ 8,108,383		\$ 8,310,000		
Other:					
Contingency	\$ 246,731	\$ -			
Legal Fees	\$ -	\$ 18,359			5
TOTAL	\$ 16,689,540	\$ 8,372,911	\$ 8,310,000	\$ 6,629	

Notes:

1. Window project at Forest Park funded by 2014 energy savings account
2. Window project at Grewenow will be funded by 2015 energy savings account
3. Revised estimates for 2015 projects are based on actual costs for sister schools or comparable projects from 2014 scope
4. Roof project at Jeffery moved to major maintenance
5. Legal fees added to this account per Board President

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

June 10, 2014
Planning/Facilities/Equipment Standing Committee

UTILITY BUDGET & ENERGY SAVINGS PROGRAM UPDATE
Informational Report

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

Utilities Budget Update:

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

- We have spent \$473,491 more on natural gas this year as compared to last year. The increase in natural gas expenditures was caused by an increase in the spot market price of gas and purchased gas adjustment (PGA) combined with cold weather. Prices have stabilized after the run up in March. Pipeline problems and other factors caused a precipitous rise in gas cost.
- We have spent \$112,205 more on electricity this year as compared to last year.
- We have spent 86% of the overall utility budget as compared to 73% last year at this time primarily because of the gas price and usage spike this winter.

Operational Energy Program Update:

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

	2013-14	2012-13
Electricity Saved (KWh)	6,628,653	6,732,953
Gas Saved (Therms)	548,741	491,980
Dollars Saved	\$1,186,572	\$975,066

Dr. Joseph T. Mangi
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: 2014 - 04															
BUILDING		ACTUAL				BASEYEAR				SAVINGS vs. BASEYEAR				% Savings Relative to Base Year	Facility Avg Sq Ft	Weather Adjusted 5Yr Avg Energy Use	1yr Avg Energy Use
		kWh	kW	therms	\$	kWh	kW	therms	\$	kWh	kW	therms	\$				
Bradford H		1,796,216	5,136	169,212	\$325,718	2,483,200	6,384	195,889	\$410,226	686,984	1,248	26,677	\$84,509	20.6%	300,401	85.3	89.7
Hillcrest H		55,320	-	15,496	\$20,235	65,802	-	16,639	\$22,423	10,482	0	1,143	\$2,189	9.8%	22,405	84.4	82.9
Indian Trail H		2,026,400	6,984	112,614	\$331,745	3,115,751	11,078	132,138	\$490,079	1,089,351	4,094	19,524	\$158,333	32.3%	408,519	58.6	56.6
Lakeview H		255,840	982	11,054	\$43,023	561,057	1,349	12,586	\$69,234	305,217	366	1,532	\$26,211	37.9%	40,000	57.8	58.3
Reuther H		581,760	2,343	135,934	\$174,337	726,949	2,888	160,358	\$210,567	145,189	545	24,424	\$36,230	17.2%	143,366	117.2	132.6
Tremper H		1,424,112	3,989	182,557	\$281,511	2,056,587	5,080	226,061	\$366,055	632,475	1,090	43,504	\$84,544	23.1%	313,802	90.8	84.8
HS Subtotal:		6,139,648	19,435	626,867	\$1,176,568	9,009,346	26,778	743,671	\$1,568,584	2,869,698	7,343	116,804	\$392,016	25.0%			
Bullen M		506,542	1,665	53,533	\$103,584	791,809	1,945	100,245	\$162,435	285,267	280	46,712	\$58,851	36.2%	121,962	68.9	63.7
Lance M		413,814	1,629	56,593	\$97,847	511,456	1,811	69,788	\$116,298	97,642	182	13,195	\$18,451	15.9%	137,290	59.7	55.7
Lincoln M		627,968	2,524	72,739	\$139,535	785,305	2,757	99,740	\$171,445	157,337	233	27,001	\$31,910	18.6%	134,038	81.1	80.2
Mahone M		867,600	3,686	53,708	\$157,620	1,166,278	3,957	95,233	\$211,030	298,678	271	41,525	\$53,410	25.3%	175,053	68.8	65.5
McKinley M		140,400	56	16	\$19,238	501,979	1,813	85,220	\$190,869	361,579	1,757	85,204	\$171,631	89.9%	101,622	53.7	5.6
Washington M		331,930	1,270	65,297	\$94,849	431,617	1,836	61,504	\$106,126	99,687	566	(3,793)	\$11,277	10.6%	99,643	77.9	81.2
MS Subtotal:		2,888,254	10,830	301,886	\$612,674	4,188,444	14,118	511,730	\$958,204	1,300,190	3,288	209,844	\$345,530	36.1%			
Bain E		444,600	2,043	27,095	\$86,156	563,980	2,329	43,872	\$110,881	119,380	286	16,777	\$24,725	22.3%	126,900	37.9	39.2
Bose E		154,080	634	31,505	\$46,132	294,261	870	41,110	\$68,994	140,181	237	9,605	\$22,862	33.1%	45,109	83.9	86.7
Brass E		281,280	1,149	24,281	\$58,608	355,934	1,502	31,853	\$73,458	74,654	353	7,572	\$14,849	20.2%	72,887	52.5	54.5
Dimensions E		54,999	-	21,797	\$24,928	62,160	-	24,394	\$28,311	7,161	0	2,597	\$3,383	11.9%	30,509	81.2	80.0
Forest Park E		134,741	511	51,156	\$57,694	177,215	577	56,394	\$66,472	42,474	66	5,238	\$8,778	13.2%	53,830	110.2	107.5
Frank E		431,520	1,570	30,694	\$81,054	580,185	1,860	39,054	\$101,759	148,665	290	8,360	\$20,705	20.3%	82,956	62.1	63.8
Grant E		101,320	397	30,547	\$38,019	122,834	521	38,650	\$47,493	21,514	123	8,103	\$9,474	19.9%	43,040	92.6	83.7
Grewenow E		146,640	517	35,607	\$47,218	257,913	760	50,033	\$71,476	111,273	243	14,426	\$24,258	33.9%	49,230	93.6	88.2
Harvey E		118,280	448	37,801	\$45,860	181,353	649	47,686	\$61,494	63,073	200	9,885	\$15,634	25.4%	47,980	94.7	91.4
Jefferson E		114,698	391	33,216	\$42,476	201,189	572	44,452	\$62,053	86,491	181	11,236	\$19,577	31.5%	49,528	87.9	78.8
Jeffery E		151,892	620	23,462	\$39,243	265,109	875	26,244	\$54,989	113,217	256	2,782	\$15,746	28.6%	45,209	69.1	67.3
Ktech (Lincoln)		152,240	644	19,149	\$36,649	147,610	655	25,704	\$41,183	(4,630)	11	6,555	\$4,534	11.0%	43,390	18.3	17.8
McKinley E		101,760	454	24,731	\$33,824	130,066	504	32,239	\$43,225	28,306	49	7,508	\$9,401	21.7%	35,085	88.8	86.0
Nash E		291,840	1,099	24,019	\$59,295	345,768	1,370	38,381	\$77,527	53,928	271	14,362	\$18,231	23.5%	73,636	62.3	54.5
Pleasant Prairie E		420,640	1,474	30,669	\$77,331	528,028	1,505	31,269	\$84,885	107,388	31	600	\$7,553	8.9%	73,306	60.2	73.8
Prairie Lane E		186,000	734	18,344	\$39,950	279,892	829	32,171	\$61,135	93,892	94	13,827	\$21,185	34.7%	65,778	51.5	42.8
Roosevelt E		121,080	474	30,830	\$40,997	182,017	642	39,133	\$54,957	60,937	168	8,303	\$13,960	25.4%	47,994	87.8	77.1
Somers E		298,240	979	32,562	\$61,686	379,125	1,326	43,300	\$81,578	80,885	347	10,738	\$19,892	24.4%	69,100	65.7	69.6
Southport E		168,320	781	27,101	\$45,104	231,768	908	31,431	\$55,982	63,448	127	4,330	\$10,878	19.4%	53,200	70.0	67.5
Stocker E		273,440	977	19,558	\$51,325	429,800	1,467	23,883	\$72,662	156,360	491	4,325	\$21,357	29.4%	80,621	44.1	43.6
Strange E		191,434	728	24,338	\$44,980	308,346	901	32,319	\$64,040	116,912	173	7,981	\$19,060	29.8%	57,192	58.7	59.6
Vernon E		275,461	1,022	71,279	\$88,632	410,405	1,373	89,500	\$115,925	134,944	351	18,221	\$27,292	23.5%	88,280	104.9	103.0
Whittier E		236,280	1,018	22,301	\$52,342	495,434	1,827	26,725	\$84,587	259,154	809	4,424	\$32,245	38.1%	63,888	56.4	54.2
Wilson E		95,760	393	30,978	\$38,366	158,688	603	45,608	\$61,260	62,928	209	14,630	\$22,893	37.4%	38,200	89.8	94.6
ELEM Subtotal:		4,946,545	19,056	723,020	\$1,237,871	7,089,080	24,422	935,405	\$1,646,345	2,142,535	5,367	212,385	\$408,474	24.8%			
Cesar Chavez		130,080	434	7,327	\$24,052	219,199	522	11,144	\$36,437	89,119	88	3,817	\$12,385	34.0%	20,500	75.9	64.3
ESC		753,360	2,345	55,352	\$131,061	969,871	2,870	60,571	\$155,472	216,511	525	5,219	\$24,411	15.7%	128,000	77.8	75.8
Recreation		60,132	238	7,696	\$15,080	70,732	337	8,368	\$18,836	10,600	99	672	\$3,756	19.9%	13,090	88.3	83.9
Other Subtotal:		943,572	3,016	70,375	\$170,194	1,259,802	3,728	80,083	\$210,746	316,230	712	9,708	\$40,552	19.2%			
Totals:		14,918,019	52,337	1,722,148	\$3,197,307	21,546,672	69,046	2,270,889	\$4,383,879	6,628,653	16,709	548,741	\$1,186,572	27.1%			



KENOSHA UNIFIED SCHOOL BOARD
AUDIT/BUDGET/FINANCE MEETING
Educational Support Center – Room 110
May 13, 2014
MINUTES

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mrs. Snyder was called to order at 6:07 P.M. with the following Committee members present: Mr. Flood, Mrs. Marcich, Mr. Aceto, Mr. Holdorf, and Mrs. Snyder. Dr. Mangi was also present. Mr. Wade, Mr. Bryan, and Mrs. Dawson were excused. Mr. Coleman and Ms. London were absent.

Mrs. Snyder noted that a quorum was not present; therefore, no action on items would be taken and that necessary items would be moved forward to the full Board for consideration.

Approval of Minutes – April 8, 2014

No action was taken due to a quorum not being present. This item will be brought back next month for action.

Education for Homeless Children and Youth Grant

Ms. Susan Valeri, Director of Special Education/Student Support, presented the Education for Homeless Children and Youth Grant. She noted that the Wisconsin DPI is committed to the implementation of the McKinney-Vento Homeless Education Assistance Act which requires school districts to provide services and assistance for homeless students and their families. Any money received for this grant would be used towards the salary and benefits for a liaison to work with the identified students and their families to try to alleviate any educational barriers such as school enrollment, attendance, or academic achievement.

No action was taken due to a quorum not being present. This item will be forwarded to the full Board for consideration.

Three-Year Information & Technology Plan

Mr. Kristopher Keckler, Executive Director of Information and Accountability, presented the Three-Year Information & Technology Plan as contained in the agenda. He noted that the Department of Public Instruction (DPI) has modified the Information Technology Plan development process inasmuch as there is no formal law or administrative rule requiring the creation or submission of an Information Technology Plan for certification or that a certified plan will be needed for certain eRate or federal funding. DPI is, however, strongly encouraging districts to move forward with the process; therefore, the district is doing exactly that. Mr. Keckler presented the four goals of the plan and then answered questions from Committee members.

No action was taken due to a quorum not being present. This item will be forwarded to the full Board for consideration.

Information Items

Mr. Tarik Hamdan, Interim Chief Financial Officer, presented the Monthly Financial Statements as contained in the agenda. He noted that a spike in salaries and benefits would most likely be recognized on next month's report due the change in pay periods. He also noted that he is predicting a preliminary surplus in the vacancy and long-term leave budgets.

Mr. Hamdan presented the Cash and Investment Quarterly Report as contained in the agenda and there were no questions from Committee members.

Future Agenda Items

There were no future agenda items noted.

Meeting adjourned at 6:37 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
JOINT AUDIT/BUDGET/FINANCE AND
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
May 13, 2014
MINUTES

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Personnel/Policy Committees chaired by Mr. Kunich was called to order at 6:40 P.M. with the following Committee members present: Mr. Flood, Mrs. Marcich, Mr. Aceto, Mr. Holdorf, Mrs. Snyder, Mrs. Butler, Mrs. Hamilton, Mrs. Morrison, Mrs. Dahl, and Mr. Kunich. Dr. Mangi was also present. Mr. Bryan and Mrs. Burns were excused. Ms. Morgan was absent.

Proposed Classification and Compensation Study

Mrs. Sheronda Glass, Executive Director of Business, presented the Proposed Classification and Compensation Study as contained in the agenda. She indicated that the last comprehensive classification and compensation study was conducted over a decade ago and that classification specifications are outdated and need to be made current with regard to Americans with Disabilities Act requirements, working environments, essential functions and corresponding knowledge, skills, and abilities. She also noted that over the past year several employees and/or their unit representative have made requests for reclassification of their positions. In responding to these requests, new job descriptions were created that do not necessarily align with past practices. She explained that it is Administration's recommendation that approval be given for Crowe Horwath LLP to conduct a Classification and Compensation Study for the Administrative/Supervisory/Technical, Secretarial/Clerical, and Miscellaneous groups at a cost of \$85,000. Questions from Committee members were answered by Mrs. Glass.

Mr. Flood moved to forward the Proposed Classification and Compensation Study to the full Board for consideration. Mrs. Marcich seconded the motion. Unanimously approved.

Future Agenda Items

There were no future agenda items noted.

Mr. Flood moved to adjourn the meeting. Mrs. Marcich seconded the motion. Unanimously approved.

Meeting adjourned at 6:48 P.M.

Stacy Schroeder Busby
School Board Secretary

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

For the Period Ended 4/30/2014

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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				
100 Operating Transfers In	0	0		0		0	0		0		0
200 Local revenues	77,840,559	77,638,656		201,903	99.74	77,667,217	76,988,028		679,189	99.13	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	39,376	16,428		22,948	41.72	32,500	8,711		23,789	26.80	25,950
600 State aid	151,616,796	97,974,962		53,641,834	64.62	150,466,803	95,371,256		55,095,547	63.38	150,545,880
700 Federal aid	10,446,225	6,177,313		4,268,912	59.13	10,439,218	4,516,334		5,922,884	43.26	9,236,820
800 Debt proceeds	0	350		-350		0	0		0		0
900 Revenue adjustments	648,320	574,476		73,844	88.61	575,887	871,266		-295,379	151.29	2,373,538
Total Revenues	240,941,276	182,382,185		58,559,091	75.70	239,481,625	177,755,594		61,726,030	74.23	239,604,121
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	118,428,864	95,327,314	0	23,101,550	80.49	110,915,026	82,838,881	400	28,075,745	74.69	107,314,036
200 Benefits	54,065,435	40,821,159	0	13,244,276	75.50	59,763,460	42,751,237	0	17,012,223	71.53	57,761,038
300 Purchased Services	22,620,539	14,626,424	1,536,838	6,457,277	71.45	19,225,971	11,735,482	1,861,681	5,628,809	70.72	17,468,737
400 Supplies	11,206,339	7,775,472	1,442,483	1,988,384	82.26	9,821,192	5,784,279	1,946,805	2,090,108	78.72	8,105,801
500 Capital Outlay	2,120,362	1,678,358	474,848	-32,843	101.55	2,500,522	1,993,604	411,340	95,577	96.18	2,529,750
600 Debt Services	506,588	281,262	17,000	208,326	58.88	450,093	495,093	0	-45,000	110.00	636,843
700 Insurance	970,207	624,269		345,938	64.34	2,326,707	1,308,236	25	1,018,446	56.23	1,342,151
800 Operating Transfers Out	30,089,571	22,626,562		7,463,009	75.20	31,289,473	22,987,426		8,302,047	73.47	32,416,742
900 Other objects	933,371	206,215	8,818	718,339	23.04	189,180	93,043	2,471	93,667	50.49	603,275
Total Expenditures	240,941,276	183,967,034	3,479,987	53,494,256	77.80	236,481,625	169,987,280	4,222,722	62,271,622	73.67	228,178,374
Net Revenue/Expenses	0	-1,584,849				3,000,000	7,768,314				11,425,747
Fund Balance - Ending	27,109,475	25,524,627				18,683,728	23,452,042				27,109,475

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

For the Period Ended 4/30/2014

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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	1,317,873		539,874	70.94	1,956,394	1,221,532		734,862	62.44	1,736,967
Total Revenues	1,857,747	1,317,873		539,874	70.94	1,956,394	1,221,532		734,862	62.44	1,736,967
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	908,438	830,343		78,094	91.40	944,729	690,717		254,011	73.11	880,040
200 Benefits	671,766	547,898		123,868	81.56	605,818	470,882		134,936	77.73	610,889
300 Purchased Services	152,086	73,311	32,900	45,875	69.84	132,170	81,517	28,946	21,706	83.58	123,385
400 Supplies	119,152	76,414	11,826	30,912	74.06	94,529	49,817	22,209	22,503	76.19	80,170
500 Capital Outlay	0	0		0		177,667	41,000		136,667	23.08	41,000
900 Other objects	6,305	6,305	0	0	100.00	1,482	1,482	0	0	100.00	1,482
Total Expenditures	1,857,747	1,534,272	44,726	278,749	85.00	1,956,394	1,335,415	51,155	569,824	70.87	1,736,967
Net Revenue/Expenses	0	-216,399				0	-113,883				0
Fund Balance - Ending	0	-216,399				0	-113,883				0

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

For the Period Ended 4/30/2014

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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	29,589,571	22,126,562	7,463,009	74.78		29,983,235	22,487,426	7,495,809	75.00	31,110,504	
200 Local revenues	10,000	6,802	3,198	68.02		10,064	6,520	3,544	64.79	8,681	
300 Interdistrict revenues	20,000	0	20,000	0.00		20,000	0	20,000	0.00	0	
500 Intermediate revenues	0	88	-88			0	0	0		0	
600 State aid	10,390,000	8,135,147	2,254,853	78.30		10,405,000	7,802,160	2,602,840	74.98	11,019,398	
700 Federal aid	7,862,072	3,214,797	4,647,275	40.89		7,710,576	2,747,142	4,963,435	35.63	4,578,040	
Total Revenues	47,871,643	33,483,396	14,388,247	69.94		48,128,875	33,043,248	15,085,627	68.66	46,716,623	
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	27,631,204	22,839,150		4,792,055	82.66	27,124,930	20,468,808		6,656,122	75.46	26,352,529
200 Benefits	14,678,090	11,057,621		3,620,469	75.33	17,136,466	12,540,488		4,595,978	73.18	16,818,598
300 Purchased Services	3,999,093	3,182,486	296,332	520,275	86.99	3,158,312	2,906,692	204,773	46,846	98.52	3,280,623
400 Supplies	1,553,918	249,308	66,057	1,238,553	20.29	574,796	164,697	88,838	321,261	44.11	256,548
500 Capital Outlay	9,338	10,372	0	-1,034	111.07	8,500	8,248	913	-660	107.77	8,248
900 Other objects	0	129,425		-129,425		125,871	0		125,871	0.00	78
Total Expenditures	47,871,643	37,468,361	362,389	10,040,893	79.03	48,128,875	36,088,933	294,524	11,745,418	75.60	46,716,623
Net Revenue/Expenses	0	-3,984,965				0	-3,045,686				0
Fund Balance - Ending	0	-3,984,965				0	-3,045,686				0

Kenosha Unified School District

Budget to Actual Comparison Report by Fund Groups

2013 - 2014 Fund Summary Budget

For the Period Ended 4/30/2014

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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	500,000		0	100.00	1,156,895	500,000		656,895	43.22	1,156,895
200 Local revenues	16,159,147	16,155,826		3,321	99.98	15,626,548	15,635,164		-8,616	100.06	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	1,789,219		-16,402	100.93	966,723	1,227,403		-260,679	126.97	1,227,403
Total Revenues	25,048,776	25,061,857		-13,081	100.05	17,750,166	17,362,566		387,600	97.82	18,020,066

----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	24,059,106	24,059,106		0	100.00	16,908,485	16,908,485		0	100.00	16,908,485
800 Operating Transfers Out	0	0		0		0	0		0		0
900 Other objects	0	0		0		184,786	184,786		0	100.00	184,786
Total Expenditures	24,059,106	24,059,106		0	100.00	17,093,271	17,093,271		0	100.00	17,093,271
Net Revenue/Expenses	989,670	1,002,751				656,895	269,295				926,794
Fund Balance - Ending	1,940,641	1,953,722				681,072	293,472				950,971

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

For the Period Ended 4/30/2014

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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	8,677	3,323	72.31		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	16,698,677	3,323	99.98		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	1,682,960	1,085,558	1,581,482	63.64	675,527	653,930	22,299	-702	100.10	675,527
Total Expenditures	4,350,000	1,682,960	1,085,558	1,581,482	63.64	675,527	653,930	22,299	-702	100.10	675,527
Net Revenue/Expenses	12,352,000	15,015,718				-341,397	-469,143				-341,397
Fund Balance - Ending	12,352,000	15,015,718				0	-127,746				0

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

For the Period Ended 4/30/2014

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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	2,006,817		640,772	75.80	2,834,551	2,183,548		651,003	77.03	2,652,744
600 State aid	140,000	135,136		4,864	96.53	142,370	140,005		2,365	98.34	140,005
700 Federal aid	5,712,411	3,910,026		1,802,385	68.45	5,142,850	3,384,348		1,758,502	65.81	5,757,694
900 Revenue adjustments	0	152		-152		0	0		0		0
Total Revenues	8,500,000	6,052,131		2,447,869	71.20	8,119,771	5,707,902		2,411,869	70.30	8,550,443
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	1,991,165	1,680,706		310,459	84.41	2,121,141	1,491,307		629,834	70.31	1,928,908
200 Benefits	668,520	576,156		92,364	86.18	1,193,987	555,194		638,794	46.50	704,882
300 Purchased Services	268,275	101,595	13,426	153,254	42.87	213,097	85,985	156,314	-29,201	113.70	112,396
400 Supplies	5,343,039	3,034,151	1,346,794	962,094	81.99	4,369,552	3,509,994	1,159,255	-299,697	106.86	4,607,228
500 Capital Outlay	104,000	35,166	75,506	-6,672	106.42	151,264	5,004	1,017	145,243	3.98	18,089
900 Other objects	125,000	55,570		69,430	44.46	70,730	58,090		12,640	82.13	92,589
Total Expenditures	8,500,000	5,483,344	1,435,726	1,580,930	81.40	8,119,771	5,705,573	1,316,585	1,097,613	86.48	7,464,090
Net Revenue/Expenses	0	568,787				0	2,329				1,086,353
Fund Balance - Ending	1,646,432	2,215,219				560,079	562,408				1,646,432

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

For the Period Ended 4/30/2014

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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	0		0		0
Total Revenues	0	0		0		0	0		0		0
----- 2014 -----					----- 2013 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	61		-61		0	5,886		-5,886		0
200 Benefits	0	215		-215		0	1,043		-1,043		0
300 Purchased Services	0	0		0		0	775		-775		0
400 Supplies	0	-323,997	42,019	281,978		0	-380,941	48,631	332,311		0
900 Other objects	0	0	532	-532		0	0		0		0
Total Expenditures	0	-323,720	42,551	281,170		0	-373,238	48,631	324,607		0
Net Revenue/Expenses	0	323,720				0	373,238				0
Fund Balance - Ending	0	323,720				0	373,238				0

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

For the Period Ended 4/30/2014

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Fund 70-79 Trust Funds

----- 2014 -----					----- 2013 -----						
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	8,791,346	8,791,346				8,354,165	8,354,165				
200 Local revenues	14,000	17,690		-3,690	126.35	4,398,798	2,688,181		1,710,617	61.11	13,709
900 Revenue adjustments	9,986,000	2,589,339		7,396,661	25.93	0	0		0		8,574,740
Total Revenues	10,000,000	2,607,029		7,392,971	26.07	4,398,798	2,688,181		1,710,617	61.11	8,588,450

----- 2014 -----					----- 2013 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	0	4,228,077	777,319	-5,005,396		3,370,000	3,658,410	1,534,703	-1,823,113	154.10	0
300 Purchased Services	0	701		-701		310,000	14,914	0	295,086	4.81	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	4,228,778	777,319	4,493,903	52.70	3,680,000	3,673,797	1,534,703	-1,528,500	141.54	8,149,540
Net Revenue/Expenses	500,000	-1,621,749				718,798	-985,616				438,910
Fund Balance - Ending	9,291,346	7,169,597				9,072,963	7,368,549				8,790,735

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

For the Period Ended 4/30/2014

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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	419,929		8,071	98.11	428,000	422,445		5,555	98.70	426,470
Total Revenues	428,000	419,929		8,071	98.11	428,000	422,445		5,555	98.70	426,470
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	306,779	220,992		85,787	72.04	291,773	188,930		102,843	64.75	246,246
200 Benefits	141,231	115,497		25,734	81.78	141,719	108,109		33,609	76.28	135,991
300 Purchased Services	45,400	27,282	2,709	15,409	66.06	45,400	29,866	1,866	13,668	69.89	36,895
400 Supplies	23,959	5,519	2,791	15,650	34.68	15,300	8,456	843	6,001	60.77	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	2,372		1,628	59.30	4,000	2,019	0	1,981	50.48	2,628
Total Expenditures	529,050	379,342	5,500	144,208	72.74	505,192	341,251	4,838	159,103	68.51	435,018
Net Revenue/Expenses	-101,050	40,588				-77,192	81,195				-8,548
Fund Balance - Ending	131,679	273,317				164,085	322,472				232,729

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

For the Period Ended 4/30/2014

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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	14,474		14,651	49.70	29,125	27,445		1,680	94.23	32,452
Total Revenues	29,125	14,474		14,651	49.70	29,125	27,445		1,680	94.23	32,452
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	10,000	9,110		891	91.10	10,000	7,273		2,727	72.73	15,326
200 Benefits	0	1,174		-1,174		0	1,090		-1,090		2,384
300 Purchased Services	10,000	5,057		4,943	50.57	10,000	17,261	0	-7,261	172.61	18,624
400 Supplies	380	667		-287	175.42	2,148	0		2,148	0.00	0
Total Expenditures	20,380	16,007		4,373	78.54	22,148	25,625	0	-3,477	115.70	36,334
Net Revenue/Expenses	8,745	-1,533				6,977	1,820				-3,882
Fund Balance - Ending	12,862	2,584				14,976	9,819				4,117

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

For the Period Ended 4/30/2014

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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	1,685,267		-5,000	100.30	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	1,685,267		-5,000	100.30	1,685,572
----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	229,238	182,714		46,524	79.71	96,372	299,066		-202,695	310.33	99,519
200 Benefits	67,022	46,845		20,177	69.90	20,101	137,927		-117,826	686.17	21,718
300 Purchased Services	294,090	256,672	28,653	8,765	97.02	284,291	186,901	149,091	-51,701	118.19	281,998
400 Supplies	34,013	28,171	2,476	3,366	90.11	21,768	34,563	10,515	-23,310	207.09	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	71		531	11.80	767
Total Expenditures	1,021,295	514,402	31,129	475,764	53.42	1,165,152	1,019,890	159,607	-14,345	101.23	429,791
Net Revenue/Expenses	108,705	615,628				515,115	665,377				1,255,782
Fund Balance - Ending	1,358,194	1,865,116				508,822	659,084				1,249,488

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

For the Period Ended 4/30/2014

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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	5,901	-5,901			0	46,772	-46,772		55,464	
500 Intermediate revenues	0	2,641	-2,641			0	32,226	-32,226		31,934	
Total Revenues	0	8,542	-8,542			0	78,998	-78,998		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	8,542				0	78,926				43,588
Fund Balance - Ending	61,944	86,886				34,756	113,682				78,344

Kenosha Unified School District Budget to Actual Comparison Report

2013 - 2014 District Summary Budget

For the Period Ended 4/30/2014

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All Funds

----- 2014 -----						----- 2013 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	40,062,904	40,062,904				25,241,284	25,241,284				
100 Operating Transfers In	30,089,571	22,626,562		7,463,009	75.20	31,289,473	22,987,426		8,302,047	73.47	32,416,742
200 Local revenues	98,270,420	97,404,773		865,647	99.12	102,674,570	99,683,370		2,991,200	97.09	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	39,376	19,157		20,219	48.65	32,500	40,937		-8,437	125.96	57,885
600 State aid	162,146,796	106,245,245		55,901,551	65.52	161,014,173	103,313,421		57,700,752	64.16	161,705,283
700 Federal aid	25,878,455	14,620,009		11,258,446	56.49	25,249,038	11,869,356		13,379,682	47.01	21,309,522
800 Debt proceeds	23,306,812	23,307,162		-350	100.00	0	0		0		0
900 Revenue adjustments	12,407,138	4,953,217		7,453,921	39.92	1,727,397	2,283,455		-556,058	132.19	12,360,697
Total Revenues	352,508,568	269,176,124		83,332,443	76.36	322,307,151	240,177,965		82,129,185	74.52	325,782,692

----- 2014 -----						----- 2013 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	149,505,689	121,090,391	0	28,415,298	80.99	141,503,971	105,990,871	400	35,512,700	74.90	136,836,604
200 Benefits	70,292,064	57,394,642	777,319	12,120,103	82.76	82,231,550	60,224,451	1,534,703	20,472,397	75.10	76,055,572
300 Purchased Services	31,755,882	19,956,488	2,996,416	8,802,979	72.28	24,054,768	15,713,322	2,424,971	5,916,475	75.40	22,056,837
400 Supplies	18,280,801	10,845,704	2,914,446	4,520,650	75.27	14,899,285	9,171,337	3,277,095	2,450,853	83.55	13,084,924
500 Capital Outlay	2,638,313	1,731,576	550,353	356,384	86.49	3,586,971	2,413,088	415,400	758,484	78.85	2,600,956
600 Debt Services	24,565,694	24,340,368	17,000	208,326	99.15	17,358,577	17,403,577	0	-45,000	100.26	17,545,327
700 Insurance	970,207	624,269		345,938	64.34	2,326,707	1,308,236	25	1,018,446	56.23	1,342,151
800 Operating Transfers Out	30,089,571	22,626,562		7,463,009	75.20	31,289,473	22,987,426		8,302,047	73.47	32,416,742
900 Other objects	10,568,677	399,887	9,350	10,159,441	3.87	576,651	339,491	2,471	234,689	59.30	9,020,230
Total Expenditures	338,666,897	259,009,886	7,264,885	72,392,126	78.62	317,827,954	235,551,800	7,655,064	74,621,090	76.52	310,959,344
Net Revenue/Expenses	13,841,670	10,166,238				4,479,196	4,626,165				14,823,348
Fund Balance - Ending	53,904,574	50,229,142				29,720,480	29,867,449				40,062,293

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Kenosha Unified School District
Summary of Grant Activity
As of May 20, 2014

PROJECT NUMBER		GRANT TITLE	2012-2013		2013-2014		FY 2013 - FY 2014
			BUDGET	ACTUAL	BUDGET *	ACTUAL AS OF 05/20/2014	CHANGE IN BUDGET
623		21ST CENTURY LEARNING CENTER	\$700,000	\$700,000	\$450,000	\$319,079	(\$250,000)
430		CARL PERKINS	\$222,145	\$222,140	\$232,631	\$200,229	\$10,486
141		ESEA TITLE I-A	\$6,597,684	\$5,845,394	\$6,731,450	\$5,078,867	\$133,766
145		ESEA TITLE I-A FOCUS SCHOOLS	\$84,000	\$76,856	\$84,000	\$31,726	\$0
140		ESEA TITLE I-D NEGLECTED/DELINQUENT	\$86,883	\$83,396	\$64,205	\$54,128	(\$22,678)
604		ESEA TITLE II-A TEACHER & PRINCIPAL TRAINING	\$934,654	\$784,111	\$1,031,972	\$551,532	\$97,318
391		ESEA TITLE III-A ENGLISH LANGUAGE ACQUISITION	\$291,299	\$252,770	\$301,506	\$212,981	\$10,207
601/611		HEAD START - FEDERAL PROGRAM	\$2,030,346	\$1,788,256	\$1,924,997	\$1,634,660	(\$105,349)
335		HOMELESS CHILDREN	\$52,000	\$44,268	\$45,000	\$43,302	(\$7,000)
345		IDEA EARLY INTERVENTION SERVICES	\$408,712	\$333,329	\$657,290	\$339,055	\$248,578
341		IDEA FLOWTHROUGH	\$5,572,251	\$3,421,569	\$5,790,043	\$3,062,505	\$217,792
347		IDEA PRESCHOOL ENTITLEMENT	\$329,740	\$212,595	\$278,967	\$111,173	(\$50,773)
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	\$302,532	(\$18,545)
376/594		USDA FRESH FRUIT AND VEGETABLE PROGRAM	\$229,850	\$227,508	\$222,411	\$187,427	(\$7,439)
334/568		WISCONSIN PARTNERSHIP FOR CHILDHOOD FITNESS	\$4,483	\$1,830	\$2,653	\$1,616	(\$1,830)
		TOTAL FEDERAL FUNDED GRANTS	\$18,040,983	\$14,369,443	\$18,286,108	\$12,130,812	\$245,125
395		AODA	\$25,000	\$25,000	\$25,000	\$17,455	\$0
399		HEAD START - WISCONSIN STATE PROGRAM	\$340,725	\$312,966	\$340,725	\$277,068	\$0
583		EDUCATOR EFFECTIVENESS	\$0	\$0	\$118,320	\$123,320	\$118,320
614		YOUTH OPPORTUNITIES	\$22,500	\$17,970	\$14,376	\$1,989	(\$8,124)
		TOTAL STATE FUNDED GRANTS	\$388,225	\$355,935	\$498,421	\$419,831	\$110,196
750		DONATIONS AND EFK GRANTS	\$122,627	\$73,029	\$144,653	\$48,120	\$22,026
751		MINI-GRANTS	\$219,723	\$190,941	\$224,498	\$151,933	\$4,775
		TOTAL DONATIONS / MINI-GRANTS	\$342,350	\$263,970	\$369,151	\$200,053	\$26,801
		GRAND TOTAL FEDERAL AND STATE FUNDED GRANTS	\$18,771,558	\$14,725,379	\$19,153,680	\$12,550,643	\$382,121

* FY14 Budget Amounts may contain carryover from FY13.

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

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KENOSHA UNIFIED SCHOOL BOARD
JOINT AUDIT/BUDGET/FINANCE AND
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
May 13, 2014
MINUTES

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Personnel/Policy Committees chaired by Mr. Kunich was called to order at 6:40 P.M. with the following Committee members present: Mr. Flood, Mrs. Marcich, Mr. Aceto, Mr. Holdorf, Mrs. Snyder, Mrs. Butler, Mrs. Hamilton, Mrs. Morrison, Mrs. Dahl, and Mr. Kunich. Dr. Mangi was also present. Mr. Bryan and Mrs. Burns were excused. Ms. Morgan was absent.

Proposed Classification and Compensation Study

Mrs. Sheronda Glass, Executive Director of Business, presented the Proposed Classification and Compensation Study as contained in the agenda. She indicated that the last comprehensive classification and compensation study was conducted over a decade ago and that classification specifications are outdated and need to be made current with regard to Americans with Disabilities Act requirements, working environments, essential functions and corresponding knowledge, skills, and abilities. She also noted that over the past year several employees and/or their unit representative have made requests for reclassification of their positions. In responding to these requests, new job descriptions were created that do not necessarily align with past practices. She explained that it is Administration's recommendation that approval be given for Crowe Horwath LLP to conduct a Classification and Compensation Study for the Administrative/Supervisory/Technical, Secretarial/Clerical, and Miscellaneous groups at a cost of \$85,000. Questions from Committee members were answered by Mrs. Glass.

Mr. Flood moved to forward the Proposed Classification and Compensation Study to the full Board for consideration. Mrs. Marcich seconded the motion. Unanimously approved.

Future Agenda Items

There were no future agenda items noted.

Mr. Flood moved to adjourn the meeting. Mrs. Marcich seconded the motion. Unanimously approved.

Meeting adjourned at 6:48 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
JOINT PERSONNEL/POLICY AND
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
May 13, 2014
MINUTES

A joint meeting of the Kenosha Unified Personnel/Policy and Curriculum/Program Committees chaired by Mr. Kunich was called to order at 6:53 P.M. with the following Committee members present: Mrs. Snyder, Mrs. Butler, Mrs. Hamilton, Mrs. Morrison, Mrs. Dahl, Mrs. Kenefick, Mrs. Renish-Ratelis, and Mr. Kunich. Dr. Mangi was also present. Mr. Bryan, Mrs. Burns, Ms. Stevens, Mr. Wade, Mrs. Daghfal, Mrs. Karabetos, and Mrs. Santoro were excused. Ms. Morgan and Ms. Galli were absent.

Personnel/Policy:

Information Item

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

Joint Personnel/Policy and Curriculum/Program:

Approval of Minutes – April 8, 2014 Joint Personnel/Policy and Curriculum/Program

A revised set of the April 8, 2014 Joint Personnel/Policy and Curriculum/Program minutes were distributed. It was noted that the revision consisted of the addition of Christine Pratt's name and title under the Elementary Standards Based Grading section. It was further noted that her title was noted wrong in the revised minutes. Her correct title is Coordinator of Science.

Mrs. Dahl moved to approve the revised minutes with the corrected title to Coordinator of Science. Mrs. Kenefick seconded the motion. Unanimously approved.

Information Item

Mr. Kristopher Keckler, Executive Director of Information Systems, Data Management & Evaluation, indicated that an Update Report on MAP Assessments was being given in response to Board inquiry. A PowerPoint presentation was then given by Mr. Keckler and Mrs. Ann Fredriksson, Coordinator of Instructional Technology and Library Media, which covered the following topics: cost of MAP assessments, assessment impact, sharing MAP data, benefits of MAP assessments, MAP reports, student growth summary, alpha student list, KUSD website resources, college/career readiness is a system issue, and college readiness benchmarks by institution type. During the presentation, Committee members received a copy of a "Reports Portfolio for Web-

Based MAP Users” booklet, 2013-2014 fall and winter MAP test reports, and samples of MAP test data available via Student/Parent Connect and Zangle. Questions from Committee members were asked and answered.

Mrs. Hamilton departed the meeting at 7:30 P.M.

Future Agenda Items

There were no future agenda items noted.

Mrs. Butler moved to adjourn the meeting. Mrs. Dahl seconded the motion. Unanimously approved.

Meeting adjourned at 7:35 P.M.

Stacy Schroeder Busby
School Board Secretary

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 10, 2014
Personnel/Policy Standing Committee

BULLYING AD HOC COMMITTEE UPDATE AND POLICY 5111

Background

In late spring of 2013, the school board president at the time, Rebecca Stevens, recommended to commission an ad hoc committee to address bully prevention. On Monday, August 26, 2013, Kenosha Unified School District (KUSD) invited members of the public to participate on an ad hoc bullying prevention committee. An advertisement was placed in the Kenosha News and a press release was issued. The community expressed interest via application, and all interested applicants were invited to participate. All selected community members were notified of the first meeting held on September 26, 2013. The expectation to attend monthly meetings for up to two hours was shared, along with the following meeting schedule:

- Wednesday, November 6, 2013
- Wednesday, November 20, 2013
- Thursday, December 19, 2013
- Thursday, January 30, 2014
- Wednesday, February 19, 2014
- Wednesday, March 19, 2014
- Wednesday, April 17, 2014
- Thursday, May 22, 2014

Upon the conclusion of the first meeting, team norms and committee purposes were defined. Four subcommittees were created to further study and refine efforts:

1. Definition Subcommittee
2. Policy Subcommittee
3. Procedures Subcommittee
4. Prevention Program Subcommittee

Throughout the fall of 2013, subcommittees met in small groups and reported out to the full ad hoc committee. A number of outside resources were researched to help bring clarity to the work of each subcommittee. A full list of ad hoc committee members is attached in Appendix A.

Definition Subcommittee

The definition of bullying subcommittee members includes: Kyle Flood (school board), Sarah Aguilar (teacher), Patricia Demos (district), Kathy Grasty (community), Contina Hester (community), Peggy Schofield (district), and Maxwell Seebeck (community). This committee met on November 6, 2013, November 20, 2013, December 19, 2013, January 20, 2014, February 19, 2014, March 19, 2014, and April 17, 2014.

The committee, in their first session, determined it was important to ensure the Policy objectives would be defined and aligned with the District Bullying Prevention procedures. In setting a framework to design an updated policy, members first reviewed the current Bullying/Harassment/Hate Policy 5111. The group researched nine other school district Bullying/Harassment/Hate policies (see websites below in Policy section). In reviewing the individual school district policies, members examined similarities, differences and things to consider adding to the current district policy. Members discussed the value of each category and came to a consensus as to what was important to add or delete from the current language in the district's policy.

The committee proposed adding information to the policy to provide clarity and address concerns that are new since the policy was last revised in 2011, further defining areas related to technology, unwanted aggressive behavior and sexual harassment. The committee also considered information from the Centers for Disease Control. The newly defined policy proposal was developed through discussing, reviewing and providing language in Policy 5111 that is pertinent to student learning and school climate in the 21st Century, including the impacts of cyber-bullying.

Policy Subcommittee

The policy subcommittee members includes: Chad Dahlk (principal), Teresa Giampietro (principal), Rebecca Stevens (school board), Gayle Clark-Taylor (counselor), Grant Enwright (student), and Tony Garcia (community). This committee met on November 20, 2013, December 19, 2013, January 16, 2014, January 30, 2014, February 19, 2014, March 19, 2014 and April 16, 2014.

After reviewing the current KUSD policy (5111) on bullying, the sub-committee divided the state up by Cooperative Education Support Agency (CESA) regions to research other district policies on bullying. The following policies were reviewed by this sub-committee to determine new language:

- Marshfield School District (www.marshfield.k12.wi.us/)
- Wisconsin Dells School District (www.sdwd.k12.wi.us/)
- New Lisbon School District (www.newlisbon.k12.wi.us/)
- Kewaskum School District (www.kewaskumschools.org/pages/Kewaskum)
- Madison School District (www.madison.k12.wi.us/)

- Milwaukee Public Schools
(http://mpsportal.milwaukee.k12.wi.us/portal/server.pt/comm/mps_home/335)
- Fond du lac School District (www.fonddulac.k12.wi.us/)
- Waukegan Community Unit School District No. 60 (www.wps60.org/)
- Wisconsin Department of Public Instruction – Model Bullying Policy
- DeForest Area School District (www.deforest.k12.wi.us/)
- Kenosha Unified School District (www.kusd.edu)

Procedures Subcommittee

The procedures subcommittee members includes: Victoria Froh (parent), William Haithcock (principal), Jackie Hartley (community), Terri Huck (principal) and Mike Kehoe (community). This committee met on November 6, 2013, November 20, 2013, December 19, 2013, January 20, 2014, February 19, 2014, March 19, 2014, and April 17, 2014.

The subcommittee reflected on a number of components that would bring meaning to comprehensive procedures both proactively and reactively:

- A signed document highlighting the policy expectations that is reviewed with parents and the student.
- An opportunity for students to formally report an alleged incident.
- An opportunity for staff to formally report an alleged incident.
- A formal means and structure to investigate an alleged incident, along with guidelines to record responses.
- A reflection form for students that have committed an act of bullying to record thoughts.
- A written warning letter documenting the conclusion of a formal investigation and the parties involved.
- A connection with the district administrative review due process for instances that warrant escalated consequences.
- A counseling plan document to identify potential further follow up for students after an identified incident.

While many documents, workflow and responsibilities for procedure steps were identified, further refinement will need to take place. Further consideration needs to focus on availability of forms, streamlining roles and responsibilities within schools, and uniting collected data with our district student information system efficiently and within legal parameters of rights to privacy of personal records.

Prevention Subcommittee

The prevention subcommittee members includes: Jill Boyd (counselor), Tamarra Coleman (school board), Jacqueline Grajera (principal), Ed Kupka (district), Jane Larsen (district), Donna Rhodes (community), Jolene Schneider (principal), Chris Schoen (community) and Dr. Floyd Williams (district). This committee met on November 6, 2013, November 20, 2013, December 19, 2013, January 20, 2014, February 19, 2014, March 19, 2014, and April 17, 2014.

Several prevention programs were gathered for comparison:

- Bullying and Harassment Solutions for Schools, by Mary Jo McGrath
- Children's Hospital Act Now
- Department of Public Instruction, Rethink
- KiVa International, University of Turku, Finland
- Olweus Bullying Prevention Program
- Positive Behavior Interventions and Support, Education and Community Supports
- Second Step, Bully Prevention Unit

An investigative phone call was placed with Beth Herman-Ikasick, Wisconsin Department of Public Instruction to further appreciate the landscape of prevention programs across the country and what criteria should be considered. Initially, criteria that were gathered included grade level availability, delivery method, training available, sustainability, and cost.

Moving forward, criteria will need to be further defined and weighted so that an effective evaluation of programs can come together along with any potential formal presentations. A meta-analysis of bully prevention program assessment literature shows that all bullying prevention programs work if they are implemented with comprehensive fidelity.

Future Work Ahead

Moving forward, the committee will focus on three primary efforts:

1. Educate the school community, students, parents and staff on the definition and policy regarding bullying. (May 2014 – January 2015)
2. Incorporate the bullying response procedures into usable formats for schools, including appropriate communication and documentation for school record keeping. (August 2014 – April 2015)
3. Identify a district-wide bully prevention program that is implemented universally and based on committee criteria selected as determining a robust and effective program. (August 2014 – April 2015)

Recommendation

Administration recommends that the Policy/Personnel Standing Committee forward this report and updated Policy/Rule 5111 – Anti-Bullying/Harassment/Hate to the School Board for a first reading at its June 24, 2014, meeting and a second reading at its July 22, 2014, meeting.

Dr. Joseph Mangi
Superintendent of Schools

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

Mr. Edward Kupka
Coordinator of Student Support

APPENDIX A

2013-2014 Bully Prevention Ad Hoc Committee

Last Name	First Name	Group
Aguilar	Sarah	Staff
Benzaquen	Eitan	Staff
Boyd	Jill	Staff
Clark-Taylor	Gayle	Staff
Coleman	Tamarra	Board
Dahlk	Chad	Staff
DeLabio	Kathy	Staff
Demos	Pat	Staff
Doyle-Rudin	Jessica	Staff
Enwright	Grant	Student
Flood	Kyle	Board
Froh	Victoria	Parent
Garcia	Tony	Community
Giampietro	Terri	Staff
Gajera	Jacqueline	Staff
Grasty	Kathy	Parent
Haithcock	Bill	Staff
Hartley	Jackie	Community
Hester	Contina	Community
Huck	Terri	Staff
Johnson	Sarah	Staff
Kehoe	Michael	Community
Kupka	Ed	Staff
Larsen	Jane	Staff
Nelson	Kathy	Staff
Ormseth	Dr. Beth	Staff
Rhodes	Donna	Community
Ruder	Tanya	Staff
Savaglio-Jarvis	Sue	Staff
Schneider	Jolene	Staff
Schoen	Chris	Community
Schofield	Peggy	Staff
Seebeck	Maxwell	Student
Smith	AA'Jahniue	Student
Stevens	Rebecca	Board
Williams	Dr. Floyd	Staff

POLICY 5111
ANTI-BULLYING/HARASSMENT/HATE

Purpose/Introduction:

The Kenosha Unified School District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, in school buses and at school-sponsored activities. **Bullying/harassment/hate has a harmful social, physical, psychological and academic impact on those choosing to bully, the targets of bullying and bystanders. The school district consistently and vigorously addresses bullying/harassment/hate with the goal of eliminating disruption to the learning environment and learning process.** Bullying/harassment/hate behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision.

~~Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying, harassment/hate, may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age, sex, ancestry, creed, pregnancy, marital status, parental status, race, ethnicity, religion; sexual orientation, physical attributes, physical or mental ability or disability, and social, economic or family status. Bullying, harassment/hate has a harmful social, physical, psychological and academic impact on children, targets of bullying and bystanders.~~

Bullying/harassment/hate is defined as unwanted aggressive behavior(s) by a Kenosha Unified student or group of Kenosha Unified students, which involves an observed or perceived power imbalance and may be repeated multiple times or is highly likely to be repeated, as determined by the building administrator. Bullying/harassment/hate may inflict substantial harm or distress on the targeted youth including physical, psychological, social and/or educational harm.

The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age, sex, ancestry, creed, pregnancy, marital status, parental status, race, ethnicity, religion, sexual orientation, gender identity, gender expression, physical attributes, physical or mental ability or disability, and social, economic or family status.

Bullying/harassment/hate behavior can be, but is not limited to:

1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior, **limiting freedom of movement**)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Written (e.g. graffiti, notes, signs, epithet)
4. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion)
5. Electronic (e.g. Cyber bullying, mean vulgar messages, images, video, posting sensitive private information)

Bullying/harassment/hate can occur in person and/or through technology. Electronic aggression, or cyber bullying, happens through email, chat rooms, instant messaging, websites, text messages, digital applications or social media. Cyber bullying can take place at school, or outside of school and impacts student learning.

POLICY 5111
ANTI-BULLYING/HARASSMENT/HATE
PAGE 2

Sexual harassment can include, but is not limited to: sexual comments, jokes, display of sexually offensive materials, sex-oriented name-calling (i.e. fag, gay, dyke); inappropriate staring at another individual or touching of his/her clothing, hair, or body; asking personal questions about another individual's sex life; or repeatedly asking someone out who has stated that he/she is not interested.

Bullying/Harassment/Hate:

The District also prohibits all forms of student **bullying**/harassment and/or hate activities; actions, or speech on school premises, at school activities; or on sites normally considered to be under school control. **Bullying/Harassment and/or hate activities, actions and/or speech** are defined as any acts or attempted acts of speech intended to cause physical injury, emotional suffering, or property damage through intimidation, hazing, harassment, stress, bigoted epithets, vandalism, force or threat of any of the above, motivated all or in part out of hostility to the victim's real or perceived race, ethnicity, religion, sexual orientation, disability; or individual circumstances— such as appearance, social, economic or family status.

Training:

~~Students, parents and employees shall be informed of this policy annually.~~ Employee training shall also be provided as necessary/appropriate to help employees implement the District's policy and procedures.

LEGAL REF.: Wisconsin Statutes
Sections 118.01(2)(d)8 Instructional Programs
118.02 (9t) Special observance days
118.13 Student discrimination, including harassment, prohibited
118.46 (2) Policy on bullying
120.13 (1) Board power to set student conduct rules
947.0125 Unlawful use of computerized communication systems
947.013 Harassment prohibited
948.51 (2) Hazing
Wisconsin Administrative Code
PI 9, Wisconsin Administrative Code (Rules implementing student nondiscrimination law)
Title IX, Educational Amendments of 1972 (Sex discrimination, including sexual harassment, prohibited)

CROSS REF.: 2810, Incident Reporting
4111, Employee Harassment
4226, On-Line Forum
5110, Equal Educational Opportunities/Discrimination Complaint
5430, Student Conduct and Discipline
5435, Electronic Devices
5437, Threats/Assaults
5438, Gangs and Gang-Related Activities

POLICY 5111
ANTI-BULLYING/HARASSMENT/HATE
PAGE 3

5473, Student Suspensions
5474, Student Expulsions
5475, Students with Disabilities
5540, Abused/Neglect

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: January 11, 1994

REVISED: October 8, 1996
January 29, 2002
February 22, 2011

RULE 5111
ANTI-BULLYING/HARASSMENT/HATE

Reporting Bullying Behavior:

All school employees and school officials who observe an act of bullying/harassment/hate are expected to intervene. Following an observation or becoming aware of acts of bullying-/harassment/hate employees are required to report these acts to an administrator/designee. Any other person, **who feels s/he is being bullied or who witnesses the bullying of others is encouraged to notify a building staff member** ~~including a student who is either a target of the bullying or is aware of the bullying of any other concerned individual is encouraged to report the conduct to a school staff member or administrator/designee.~~

Confidentiality:

The District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, take appropriate action, and conform to any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Procedures for Investigating Reports of Bullying:

Reports of bullying/harassment/hate may be made verbally or in writing and may be made confidentially. All such documented reports, whether verbal or in writing, will be taken seriously, investigated, and a clear account of the incident ~~is to~~ **will** be documented. A written record of the report, including all pertinent details, will be made by the receipt of the report. **There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.**

Parents and/or guardians of each pupil involved in the bullying/harassment/hate will be notified as soon as possible, but always prior to the conclusion of the investigation. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

If it is determined that someone participated in bullying-/harassment/hate acts or retaliated against anyone due to the reporting of ~~bullying~~ **such** acts, the ~~sSchool d~~District administration/~~sSchool b~~Board will take disciplinary action, including but not limited to: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Student Support staff will provide ~~support~~ **assistance** for the ~~to~~ identified targets, and follow-up interventions ~~as needed,~~ for the **alleged suspect** ~~students who bullied.~~

Sanctions and Supports:

If it is determined that students participated in bullying/harassment/hate behavior or retaliated against anyone due to the reporting of such behavior, the school district administration/designee and School Board may take disciplinary action, including:

- Official warnings to cease the offending behavior

RULE 5111
ANTI-BULLYING/HARASSMENT/HATE
PAGE 2

- Class schedule changes
- Limitations to computer access at school and to school electronic resources
- Detention
- Exclusion from certain areas of school premises
- Short-term in-school suspension
- Out-of-school suspension
- Expulsion
- Referral to law enforcement
- Other Appropriate disciplinary actions

Supports:

If it is determined that students were victims of or participated in bullying/harassment/hate behavior, the following supports may be provided as applicable:

- Immediate opportunity to discuss the experience with a school counselor/school social worker or other staff of their choice
- Ongoing support with the goal of restoring self-esteem and confidence, including developing strategies to handle difficult peer situations
- Assistance in discovering why students became involved
- Assistance in identifying bullying/harassment/hate behavior(s), motivations and the need to change

Parents may contact the Assistant Superintendent of Elementary or Assistant Superintendent of Secondary Schools to appeal any sanction and support decisions made by the school district administration/designee.

Disclosure and Public Reporting:

Students, parents and employees shall be informed of this policy annually. ~~The policy will be disseminated annually to all students enrolled in the school district, their parents and/or guardians, and employees.~~ **This policy will be posted on the District and school websites.** It will also be distributed to organizations in the community having cooperative agreements with the schools and any person who requests it. Records will be maintained on the number and types of reports made, and intervention or sanctions imposed for incidents found to be in violation of this policy.

RULE 5111
ANTI-BULLYING/HARASSMENT/HATE
PAGE 3

Monitoring, Evaluation and Review:

Each school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school district by all employees.

**Kenosha Unified School District
Kenosha, Wisconsin**

**June 10, 2014
Personnel/Policy Standing Committee**

School Board Policy 5431 – Student Dress Code

Background

The Board of Education moved to create an Ad Hoc Committee to revise School Board Policy 5431 – Student Dress Code on November 13, 2013. The Ad Hoc Committee was formed and included committee members, parents, students, administrators, teachers, high school security staff and school board members.

Process

The Ad Hoc Committee met a total of three times. The group revisited all aspects of Policy 5431 – Student Dress Code.

The updated policy recommendations are included in this report.

Recommendation

Administration recommends that the Personnel/Policy Committee forward School Board Policy 5431 to the full Board for a first reading on June 24, 2014, and a second reading on July 28, 2014.

Dr. Joseph Mangi
Superintendent of Schools

Dr. Bethany Ormseth
Interim Assistant Superintendent –
Secondary School Leadership

Dr. Floyd Williams
Assistant Superintendent –
Elementary School Leadership

POLICY 5431
STUDENT DRESS CODE

The Kenosha Unified School District Board is committed to providing students with an educational environment that is safe and conducive to learning ~~free from distractions~~.

The District retains the right to monitor and take action when ~~such distractions, in the sole judgment of the District,~~ student **attire** presents a health or safety hazard, or disrupts classroom settings or decorum **the educational environment.**

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

LEGAL REF.: Wisconsin Statutes

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

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

AFFIRMED: August 13, 1991

REVISED: January 11, 1994
September 9, 1997
May 22, 2007
September 22, 2009
October 26, 2010
December 17, 2013

RULE 5431
STUDENT DRESS CODE

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

Students at the middle and high school levels will be required to wear student identification (I.D.'s) during the school day and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).

~~Bottoms (dress pants, capris, shorts, skirts, skorts, dresses, jeans, khakis, sweat pants)~~

Bottoms will not be see-through

Must fit appropriately and ~~not be baggy, tight, or~~ **not** drag on the floor;

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

Must be ~~neat, clean and in appropriate repair, no holes, or tears;~~ **and rips below mid-thigh are permissible.**

~~Underwear clothing must be covered at all times, when standing or seated;~~ **the waist and must be covered at all times**

Dresses, skirts, skorts, and shorts must be at least ~~fingertip~~ **mid-thigh** length ~~when standing~~ **at all times**

Leggings may be worn beneath dresses, skirts, skorts, shorts and tunics

Leggings not worn as bottoms

No yoga pants

Factory made holes above mid-thigh must not show skin

Tops

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

Must cover chest at all times ~~/~~**must cover undergarment**

~~Must have~~ **Sleeves must hit shoulder**

Sleeveless shirts are acceptable if they reach edge of shoulder, arm opening cannot be excessive

Must be ~~neat, clean and in appropriate repair,~~ **with** no holes or tears; and must fit appropriately

~~Must fit appropriately and not be tight or baggy.~~

RULE 5431
STUDENT DRESS CODE
PAGE 2

Footwear

Athletic shoes, laced shoes, shoe boots, loafers, dress shoes, or sandals **(are permissible)**

Shoes must be secured on the feet

No house slippers are allowed

Elementary: shoes must have a strap around heel (no flip-flops)

Inappropriate attire:

See through fabric without opaque fabric lining;

Pajamas, undershirts or undergarments as outerwear;

~~Leggings worn as bottoms;~~

Attire that may be considered weapons, including but not limited to chain belts or wallet chains;

Jewelry, piercing, tattoos or similar artifacts that are obscene or may cause disruptions to the educational environment;

Hoods, hats, caps, bandanas, sweatbands, skullcaps, plastic hair bags, hair nets, or do rags **are not allowed** within the building;

Grooming items (hair pics, combs, etc.) may not be worn in the hair

No outerwear: coats, hats, gloves/mittens, scarves may not be worn inside unless there is administrative approval

Face coverings; (sunglasses, masks, etc.) may not be worn in building

At the secondary level, students must have an ID in their possession at all times

Student must show ID upon request by staff member

Backpacks may be used at high school level

At elementary and middle school levels, backpacks may not be used during the school day without administrative approval

~~House slippers, or any other type of footwear that could constitute a safety hazard;~~

~~Steel-toed boots or shoes;~~

~~Any type of footwear with wheels;~~

~~Hobnails, spurs or cleats on belts, boots, or shoes;~~

~~Flip-flops, clogs or sandals without back strap in PK-5th grade~~

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

Kenosha Unified School District
Kenosha, WI
June 10, 2014

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Resignation	Herron	Julia	Reuther Central High School	Cross Categorical	Instructional	06/12/2014	1	\$52,718.00
Resignation	Keckler	Kip	Harborside/Reuther	Instructional Technology Teacher	Instructional	06/06/2014	1	\$74,190.00
Resignation	Gonzales	Ericka	Indian Trail Academy	Security	ESP	06/12/2014	1	\$15.08
Resignation	Kloiber	Julia	4K Program	4K Teacher	Instructional	06/12/2014	1	\$22,569.71
Separation	Vite	Carmen	HR Leave Status	Service Employee on Leave	Service	04/23/2014	0.5	\$25.08

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KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
April 8, 2014
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Flood was called to order at 5:34 P.M. with the following Committee members present: Mrs. Taube, Mrs. Coleman, Mrs. Daghfal, Mrs. Karabetsos, Ms. Kenefick, Mrs. Santoro, Mrs. Renish-Ratelis, and Mr. Flood. Dr. Mangi was also present. Ms. Galli was absent.

Approval of Minutes – March 11, 2014, Joint Audit/Budget/Finance & Curriculum/Program

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

Information Items

Mr. Daniel Tenuta, Principal at Kenosha eSchool, presented the eSchool Utilization Update as contained in the agenda. He indicated that Kenosha eSchool was officially approved by the Board on May 23, 2006, to serve students in grades 9-12 with subsequent approved expansions on September 27, 2011, to serve students grades in 6-12 and on May 22, 2012, to serve students in K-5. Enrollment numbers for eSchool as of February 27, 2014, were noted as 150 full time students and 768 part time students for a grand total enrollment number of 918. Mr. Tenuta noted that the enrollment numbers were broken down by grade level, ethnicity, and category/program in the report. Questions from Committee members were answered by Mr. Tenuta.

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, presented the Curriculum Timeline and indicated that the information was being provided per a request made at the March 11, 2014, committee meeting. She indicated that in November, 2013 a timeline was developed under the direction of the lead auditor, Dr. Randall Glegg; Board President, Rebecca Stevens; Board Vice President, Jo Ann Taube; and Dr. Savaglio-Jarvis. The timeline identified the need, under the direction of the new Superintendent, to appoint a system-wide coordinator of curriculum to facilitate and manage the audit. Once the coordinator is appointed by the new Superintendent, he/she would facilitate all facts, findings, and recommendations to the Board, including a 5-7 year action plan. It is anticipated that the coordinator would need at least six to eight months to finalize an action plan.

Future Agenda Items

Dr. Savaglio-Jarvis indicated that she would have the following agenda items for next month's meeting agenda: 1) Math Sequence Report, 2) Math Textbook Adoption Report; and 3) a Three Year Technology Plan.

Meeting adjourned at 6:03 P.M.

Stacy Schroeder Busby
School Board Secretary

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Snyder was called to order at 7:41 P.M. with the following Committee members present: Mrs. Kenefick, Mrs. Renish-Ratelis, and Mrs. Snyder. Dr. Mangi was also present. Ms. Stevens, Mr. Wade, Mrs. Daghfal, Mrs. Karabetsos, and Mrs. Santoro were excused. Ms. Galli was absent.

Mrs. Snyder noted that a quorum was not present; therefore, no action on items would be taken and that necessary items would be moved forward to the full Board for consideration.

Approval of Minutes – April 8, 2014

No action was taken due to a quorum not being present. This item will be brought back next month for action.

Adoption of Instructional Materials for Secondary Mathematics

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, introduced the Adoption of Instructional Materials for Secondary Mathematics and indicated that Mrs. Jennifer Lawler, Coordinator of Mathematics, along with members of the Secondary Mathematics Teacher Resource Review Team would be providing information on this item. Mrs. Lawler introduced Mrs. Stacy Corez, Mrs. Shannon Higgins, Mrs. Hillary Fioravanti, Mr. Alan Skripsky, and Mrs. Kristin Demuysere and they gave a PowerPoint presentation which covered the following topics: rationale, ad hoc committee members, ad hoc committee meetings, philosophical statement, math curriculum gap analysis, instructional materials review process, teacher teams, timeline, initial review, criteria for initial review, top three programs, criteria for intensive review, tools: 1) mathematics content alignment, 2) use of mathematical practices, and 3) general overarching considerations, recommendations, why not GO Math, why not Carnegie Learning, and final review. During the presentation, Committee members received a copy and an explanation of tools 1, 2, and 3 that were used during the review process. Questions from Committee members were asked and answered.

No action was taken due to a quorum not being present. This item will be forwarded to the full Board for consideration.

Course Sequence Proposal for Mathematics in Grades 6 Through 12

Dr. Savaglio-Jarvis introduced the Course Sequence Proposal for Mathematics in Grades 6 Through 12 and indicated that Mrs. Lawler would be presenting information on this item. Mrs. Lawler gave a PowerPoint presentation which covered the following topics: current course sequence, rationale, and the proposed course sequence. Questions from Committee members were asked and answered.

No action was taken due to a quorum not being present. This item will be forwarded to the full Board for consideration.

Three-Year Information and Technology Plan

Mrs. Snyder indicated that due to time limitations and no quorum being present, this item would be forwarded to the full Board for consideration.

Future Agenda Items

No future agenda items were noted.

Meeting adjourned at 8:45 P.M.

Stacy Schroeder Busby
School Board Secretary

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**Kenosha Unified School District
Kenosha, Wisconsin**

**June 10, 2014
Curriculum/Program Standing Committee**

SHORELAND LUTHERAN HIGH SCHOOL COOPERATIVE EXPANSION

Background

In 1982 the Wisconsin Interscholastic Athletic Association 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.

On January 31, 2014 Shoreland Lutheran High School formally requested to have an opportunity to Co-op with Kenosha Unified School District in the sports of: girls golf, boys gymnastics, girls gymnastics, hockey, boys swimming, girls swimming, boys and girls tennis. There are currently five families within Shoreland Lutheran High School requesting to participate on Co-op teams with Kenosha Unified School District in the aforementioned sports. If the Co-op opportunity were to be available, administration at Shoreland Lutheran believes additional students would seek the opportunity to participate.

Shoreland Lutheran High School has not requested to participate with a specific high school and has left that decision up to Kenosha Unified School District to determine what high school would be appropriate. Shoreland Lutheran requests that a Co-op opportunity would be with one high school as opposed to multiple high schools. Additionally, Shoreland Lutheran fully understands that a Co-op opportunity would come with a cost per student fee to their school.

Rationale

Currently we have Co-op teams within the Kenosha Unified School District. The positive value of these Co-op agreements is budgetary relief. The same budgetary relief would be true for a Co-op agreement with Shoreland Lutheran High School.

Negative aspects of Co-op teams need to be considered. Kenosha Unified School District provides practically every sport that is offered in the Wisconsin Interscholastic Athletic Association. Due to the size of our school district and student-athlete participation numbers we are able to field a full complement of athletic teams. Kenosha Unified School District athletic programming is an attraction for the school district and community. If a Co-op opportunity is offered to other non-public schools in our community, the attraction of attending a Kenosha

Unified School District high school and participating in athletics may be diminished and may result in a negative budgetary impact to the District.

Recommendation

It is recommended that the Curriculum/Program Standing Committee forward this report to the board with the recommendation that we do not pursue this opportunity to Co-op a Kenosha Unified School District high school with Shoreland Lutheran High School at this time.

Dr. Joseph Mangi
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**

**June 10, 2014
Curriculum/Program Standing Committee**

**ADDING BOYS AND GIRLS LACROSSE AS A SPONSORED SPORT IN
KENOSHA UNIFIED SCHOOL DISTRICT**

Background

The sport of lacrosse is one of the fastest growing sports in the United States of America. The popularity of lacrosse has reached the Midwest. The growth of lacrosse has begun in Kenosha. Currently, in the Kenosha Community, a lacrosse club named “Raptors” has gained momentum with the participation of students from grades two through twelve. As of October 2013, the Raptors organization has a total of 102 boys (50 high school aged) and 39 girls (28 high school aged). Lacrosse is a sport that has different rules and equipment for the boys and the girls; therefore is not played in a coeducational setting. Boys lacrosse and girls lacrosse are stand-alone programs within the Raptors organization.

On October 2, 2013, per the Raptors organization request, a meeting was held with the Coordinator of Athletics, Physical Education, Health and Recreation and the leaders of the Raptors organization. During that meeting, leaders from the Raptor organization presented: participation data in their programs, state community participation data, national participation data, and estimated costs of funding a lacrosse program. During the meeting, a request was made that the Kenosha Unified School District begin sponsoring lacrosse for boys and girls as a district Co-op high school level team.

Rationale

Participation in educationally based athletics is a valued and popular aspect among high school students nationally. Kenosha Unified School District is no exception to the national popularity when it comes to students participating in athletics. In fact, research shows that students who are involved with extracurricular athletics tend to have more academic success than students who are not involved in extracurricular activities during their years in high school. Adding an additional athletic program for our students has potential for attracting students to participate in athletics that would not be participating without a newly acquired sport offering.

There are challenges that arise with the addition of new sport programs. First and foremost is the burden of additional costs to a district when sponsoring a program. A lacrosse program is estimated to cost \$25,000 to \$30,000 per year (transportation, coaching salaries, officials, equipment, and game management) per program. Facilities are needed for practice, competition, and storage of equipment. Transportation to and from events for the additional

teams is a further need. Bus transportation is already very limited in the spring due to the number of athletic and school field trips. The District is allowed eight buses daily during prime time.

Historically, Kenosha Unified School District has only sponsored sport programs that the Wisconsin Interscholastic Athletic Association (WIAA) governs and provides a tournament series. To date, the Wisconsin Interscholastic Athletic Association does not govern boys or girls lacrosse and is not considering adopting boys and girls lacrosse in the near future. Lacrosse is a spring sport for both boys and girls. The potential of current Kenosha Unified School District and Wisconsin Interscholastic Athletic Association athletic programs losing participants to lacrosse is a concern among coaches in our district. If lacrosse is added, then the following spring sports could lose participants: girls softball, soccer, track, and boys baseball, golf, tennis and track.

Recommendation

It is recommended that the Curriculum/Program Standing Committee forward this report to the board with the recommendation that we do not pursue this opportunity to add boys and girls lacrosse as a sponsored sport in Kenosha Unified School District at this time.

It is further recommended that the Coordinator of Athletics, Physical Education, Health, and Recreation further his relationship with the lacrosse community and take a more active role in becoming educated regarding the growing interest of lacrosse in the state.

Dr. Joseph Mangi
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**

**June 10, 2014
Curriculum/Program Standing Committee**

**DISCONTINUING MIDDLE SCHOOL MEMBERSHIP WITH THE WISCONSIN
INTERSCHOLASTIC ATHLETIC ASSOCIATION**

Background

The Kenosha Unified School District is a current member of the Wisconsin Interscholastic Athletic Association for: Bullen, Lance, Lincoln, Mahone, and Washington. The purpose of belonging to the Wisconsin Interscholastic Athletic Association is to have a governing body that provides rules for interscholastic participation. In the state of Wisconsin, there are 680 middle/junior high schools. Only 62 of the 680 schools are members.

Rationale

The Wisconsin Interscholastic Athletic Association charges an annual membership fee of \$50 per middle school. Schools are to follow the rules and expectations set forth by the membership. An advantage of being a member of the Wisconsin Interscholastic Athletic Association is that students are covered with catastrophic insurance through the membership and districts experience a cost savings.

Being a member of the Wisconsin Interscholastic Athletic Association at the middle school/junior high school level commits members to adhere to rules that are in place at the high school level as well. One of the most controversial issues surrounding the middle school student's participation is the school loyalty rule. This rule prohibits student-athletes from participating in a same sport outside of school during the school-sponsored season. For example, if a student chooses to wrestle for one of our middle schools, they may not wrestle for any other program outside of the middle school during the wrestling season. Competing in both a club sport and a school sport would render the student-athlete ineligible for the school sport; the school would forfeit any games or matches in which that student participated simultaneously. Due to facility availability, middle school seasons do not mesh well with traditional club seasons; therefore, students are forced to choose between participating for their school or club opportunity.

Discontinuing Wisconsin Interscholastic Athletic Association membership at the middle school/junior high level will cost the Kenosha Unified School District approximately \$4,500.00 annually for catastrophic insurance coverage of our middle school athletes. Middle school athletic programs would move forward following sport specific bylaws which would not alter current practices or competitions. Officials would not have to be Wisconsin Interscholastic

Athletic Association certified to officiate competitions which would provide for a larger pool of officials, and students would not have to choose between club sports and school-sponsored sports providing more opportunity for our middle school athletes.

Recommendation

It is recommended that the Curriculum/Program Standing Committee forward this report to the board with the recommendation that we end the district's involvement with the Wisconsin Interscholastic Athletic Association at the middle school level. The \$4,500 catastrophic insurance fee for athletes at the middle school level will be assumed by the Kenosha Unified School District athletic budget.

Dr. Joseph Mangi
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**

**JUNE 10, 2014
Curriculum/Program Standing Committee**

**IMPLEMENTATION OF THE
NEXT GENERATION SCIENCE STANDARDS: PHASE TWO**

Introduction and Background

The Next Generation Science Standards were released in April, 2013. They are the culmination of a joint undertaking by the National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve, Inc., with support from the Carnegie Corporation of New York. A consortium of twenty-six states authored the Next Generation Science Standards during a three-year, multi-step process. The standards are based on *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. The National Research Council released the *Framework* in July, 2011. These high quality “next generation” standards improve upon, and are superior to, the previous National Science Education Standards (published in 1996), the Wisconsin Model Academic Standards for Science (published in 1997), and the Kenosha Unified School District Standards and Benchmarks for Science (adopted in 2007).

As of the writing of this report, the Next Generation Science Standards have been adopted by Rhode Island, Kentucky, Kansas, Maryland, Vermont, California, Delaware, Washington, District of Columbia, Nevada, Oregon, and Illinois. The Wisconsin Department of Public Instruction has not yet mandated the Next Generation Science Standards. Their website describes them this way, The Next Generation Science Standards “are rigorous, and college or career ready standards, are standards for Wisconsin students, and offer specific middle level and high school course pathways for teachers, schools, and districts.” The Wisconsin Science Education Leaders Association recommends that Wisconsin school districts begin implementing the Next Generation Science Standards.

On November 12, 2013 a five-phase plan for exploring and implementing the Next Generation Science Standards was shared with the Kenosha Unified School District Board of Education Curriculum/Program Standing Committee. An update to this plan, based on recommendations from the Kenosha Unified School District Science Committee, is attached in Appendix A. Phase 1 of the plan, *Awareness and Understanding of the Next Generation Science Standards*, is complete. During Phase 1, the Kenosha Unified School District Science Committee engaged in an in-depth study of the Next Generation Science Standards. Committee members are listed in Appendix B. A brief outline of each meeting and the findings of the study are outlined below.

- January 16, 2014: Reviewing the current state of science education in Kenosha Unified School District intermediate grades. Exploring the structure of the National Research Council's *A Framework for K-12 Science Education*.
- February 6, 2014: Reviewing the current state of science education in Kenosha Unified School District primary grades. Exploring the Next Generation Science Standards Science and Engineering Practices.
- February 20, 2014: Reviewing the current state of science education in Kenosha Unified School District middle school grades. Exploring the Next Generation Science Standards Cross Cutting Concepts.
- March 6, 2014: Reviewing the current state of science education in Kenosha Unified School District high school grades. Exploring the Next Generation Science Standards Disciplinary Core Ideas.
- March 20, 2014: Assessing our understanding of the Next Generation Science Standards framework. Integrating the three dimensions of the framework into performance expectations.
- April 10, 2014: Understanding the conceptual shifts of the Next Generation Science Standards. Exploring the meaning of “all standards, all students” and the case studies of Appendix D. Diving into Kenosha Unified School District science achievement data and trends.
- May 1, 2014: Building shared knowledge, consensus and commitment. Reviewing the Fordham Institute evaluation of the Next Generation Science Standards.
- May 22, 2014: Understanding the need for a system-based curriculum. Understanding college and career readiness, the future of assessment in Wisconsin, and the ACT suite. Building curriculum design teams.

Conceptual Shifts Required to Implement The Next Generation Science Standards:

1. Kindergarten through twelfth-grade science education must reflect how science and engineering are done in the *real world*. Content and practice are interconnected.
2. The Next Generation Science Standards are listed as performance expectations to inform assessment. They are not a curriculum.
3. The Next Generation Science Standards are constructed as learning progressions that reflect developmentally appropriate topics in a focused and coherent manner from grades K-12.

4. The Next Generation Science Standards call for a deeper understanding and application of the core ideas of science and engineering.
5. Science, technology, engineering and mathematics (STEM) content are integrated in kindergarten through twelfth grade. STEM content is not something separate from the content of next generation science courses.
6. The Next Generation Science Standards are designed to prepare ALL students for college, career, and citizenship. Context is vital. Instruction must be culturally relevant.
7. The authors of the Next Generation Science Standards carefully considered the content of the Common Core State Standards for English/language arts, literacy and mathematics. The two sets of standards are well aligned and support the same critical thinking skills.

Structure of the Next Generation Science Standards: Three Dimensions

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

1. Asking questions (science) and defining problems (engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (science) and designing solutions (engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

DIMENSION 2: CROSS CUTTING CONCEPTS

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

DIMENSION 3: DISCIPLINARY CORE IDEAS

Physical Sciences

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

Life Sciences

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

Earth and Space Sciences

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

Engineering, Technology, and Application of Science

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

The three dimensions are woven together at every grade level to create performance expectations, the assessable statements of what students should know and be able to do. All students should be held accountable for achieving proficiency with respect to all of the performance expectations.

Committee Findings

The Next Generation Science Standards outline a clear progression of what students should know from kindergarten through grade twelve. They are rigorous, internationally benchmarked, and contain content and processes to support technology, engineering and mathematics integration. The Next Generation Science Standards are aligned with the College Board's *Standards for College Success* and the ACT *Standards for College and Career Readiness*. They are superior to the current Wisconsin Model Academic Standards for Science and the Kenosha Unified School District Standards and Benchmarks for Science.

Therefore, the Kenosha Unified School District Science Curriculum Committee supports moving to Phase 2 of the five-phase plan for implementing the Next Generation Science Standards in Kenosha Unified School District. Phase 2, *Science Curriculum Program Review and Redesign*, involves three important steps:

1. Designing, building, and implementing preK-12 science curriculum guides and assessments based on the Next Generation Science Standards and following the recommendations of *A Curriculum Audit of the Kenosha Unified School District*, a document provided by the International Curriculum Management Audit Center Phi Delta Kappa International.

2. Monitoring the development of commercially available instructional resources based on the Next Generation Science Standards and beginning a comprehensive resource review process.
3. Designing and implementing professional learning opportunities specific to the new science curriculum guides and assessments, and the Next Generation Science Standards conceptual shifts.

Forty-seven of the fifty-one committee members signed a document in support of using the Next Generation Science Standards to guide the science curriculum program review and redesign. Three members were supportive but were not able to be present at the meeting when the document was signed. One committee member chose not to support moving forward with the Next Generation Science Standards. The signed document is attached in Appendix B.

Rationale

Many of the skills required for successful employment in the twenty-first century are driven by the integration of science, technology, engineering, and mathematics. The curriculum designed for the students of Kenosha Unified School District should reflect this integration.

Occupations that require skills in science, technology, engineering and mathematics, often referred to as STEM occupations, typically have mean wages significantly above the United States average. According to a 2011 report issued by the U. S. Department of Commerce, STEM occupations are projected to grow by seventeen percent from 2007 through 2018. STEM workers earn twenty-six percent more than their non-STEM counterparts. STEM workers are less likely to experience joblessness and play a key role in sustained economic growth for a local economy. STEM workers drive Kenosha's and Wisconsin's potential for innovation and global competitiveness.

The current Kenosha Unified School District STEM curriculum provides high quality learning opportunities in STEM subjects for *some* of our students, specifically, those who choose elective courses in the Career and Technical Education Department and those who attend select charter or choice schools within our district. It is imperative that Kenosha Unified School District expands and improves its current STEM curriculum to include *all* of our students by integrating more technology, engineering, and mathematics into the science courses all of our students experience.

The Next Generation Science Standards support high levels of integration of technology, engineering, and mathematics into the science curriculum. The authors of the Next Generation Science Standards designed them as performance expectations that intertwine science core ideas, cross cutting concepts, and the practices of science and engineering. They created standards that support high quality STEM teaching and learning. Implementing the Next Generation Science Standards for Kenosha Unified School District students will equip them with the STEM skills necessary to improve their chances of postsecondary success and prepare them for the high-demand jobs of the future.

There is an additional sense of urgency to begin the work of redesigning the Kenosha Unified School District science curriculum. Several key findings from *A Curriculum Audit of the Kenosha Unified School District* completed by the International Curriculum Management Audit Center Phi Delta Kappa International point to this urgency:

- Finding 1.2: The lack of a centrally defined and adopted curriculum has resulted in a fragmented instructional program that lacks sufficient coordination and consistency to focus instruction, assessment, professional development, and deployment of resources.
- Finding 2.2: The scope of the written curriculum is inadequate at all instructional levels to provide a cohesive framework of goals and objectives for student learning.
- Finding 2.3: The quality of all Kenosha Unified School district curriculum guides is inadequate to direct delivery of the written, taught, and tested curricula.
- Finding 2.4: Curriculum guides are inadequate to support effective instruction and student success on state assessments.

On May 22, 2014, the Kenosha Unified School District Science Committee completed its study of the Next Generation Science Standards and outlined the next steps for creating science curriculum design teams. These teams will review and redesign the district science curriculum documents based on the findings of the curriculum audit. It is the desire of the Kenosha Unified School District Science Committee that all further science curriculum work be based on the Next Generation Science Standards. With careful planning and thoughtful implementation, The Next Generation Science Standards will provide an important opportunity to increase access to STEM curriculum, improve science achievement, and better prepare the Kenosha Unified School District students for Twenty-first Century college and careers.

Recommendation

Based on the findings and rationale set forth by the Kenosha Unified School District Science Committee, after an in depth study of the Next Generation Science Standards, the administration recommends that the Curriculum/Program Standing Committee forward this report with the request to adopt the Next Generation Science Standards to the full board of education on June 24, 2014, for approval.

Appendix A: Next Generation Science Standards Implementation Timeline

Appendix B: District Science Committee Members and Signatures of Support

Appendix C: References

Dr. Joseph Mangi
Superintendent of Schools

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

Mrs. Christine Pratt
Coordinator of Science

Phase 1 2013-2014	Phase 2 2014-2015	Phase 3 2015-2016	Phase 4	Phase 5
<p>Awareness and Understanding Among all Stakeholders (5 goals)</p> <ul style="list-style-type: none"> Understand the conceptual shifts of the Next Generation Science Standards. Understand the structure and progressions of the Next Generation Science Standards. Understand college and career readiness. Understand the relationship between the Next Generation Science Standards, the State Standards for Literacy in all Subjects, the Smarter Balanced Assessments, and the ACT suite of assessments. 	<p>Science Curriculum Program Review and Re-Design (3 goals)</p> <ul style="list-style-type: none"> Convene curriculum design teams to design, build, and facilitate the implementation of preK-12 curriculum guides and assessments based on the Next Generation Science Standards performance expectations, the State Standards for Literacy in all Subjects, and the recommendations from the district curriculum audits. Monitor the development of commercially available instructional resources based on the Next Generation Science Standards and begin a comprehensive resource review process. 	<p>Next Generation Science Standards Curriculum Resource Review (4 goals)</p> <ul style="list-style-type: none"> Refine and continue implementing preK-12 curriculum guides, assessments, and instructional practices aligned with the Next Generation Science Standards. Continue high-quality professional learning opportunities specific to the Next Generation Science Standards conceptual shifts for all teachers of science. Reconvene the Kenosha Unified School District Science Curriculum Committee and add any additional new interested staff to begin a thorough review of new instructional resources based on the Next Generation Science Standards as released by publishers. 	<p>Next Generation Science Standards New Instructional Resource Implementation</p> <ul style="list-style-type: none"> Dates and Goals regarding the possibility of implementation to be determined based on availability of instructional resources and guided by the board approved curriculum review and selection process. 	<p>Refine, Strengthen, and Extend the use of the Next Generation Science Standards Curriculum</p> <ul style="list-style-type: none"> Dates and Goals regarding the on-going monitoring of implementation to be determined based on availability of instructional resources and guided by the board approved curriculum review and selection process.

Phase 1 continued 2013-2014	Phase 2 continued 2014-2015	Phase 3 continued 2015-2016	Phase 4 continued	Phase 5 continued
<ul style="list-style-type: none"> ▪ Compare current preK-12 science curriculum and instructional practices to the Next Generation Science Standards. 	<ul style="list-style-type: none"> • Design, build and implement professional learning opportunities specific to the new curriculum guides, assessments, and Next Generation Science Standards conceptual shifts. 	<ul style="list-style-type: none"> ▪ Develop a plan, including projected budget amounts, for obtaining and implementing high quality, Next Generation Science Standards-based instructional resources as appropriate, based on availability. ▪ Bring budget assumption recommendation to the Board of Education for approval. 		

District Science Committee

APPENDIX B

School/Site	Committee Member
EBSOLA CA	Lynne Steren
EBSOLA DL	Mariano Escobedo
Bose	Deanna Jansen
Brass	Brenda Raab
Forest Park	Natalie Marciniak Heidi Prior Luanne Rohde
Frank	Beth Smith
Grant	Heidi Jones
Grewenow	Katherine Radeck
Harvey	Shey Zwiég
Jefferson	Genesis Gruenke
Jeffery	Mary (Melissa) Andrews
McKinley	Linda Swanson
Nash	Kim Schmitt
Pleasant Prairie	Ellen Wilson
Prairie Lane	Jean Johnson
Roosevelt	Diane Wood
Somers	Robert Glinski
Southport	Nathan McCray
Stocker	Bernadette Gagliardi Ruth Walls
Strange	Jessica Roscioli
Vernon	Autumn Cutler
Whittier	Matt Dahl
Bullen	Chris Strangberg
Lance	Sheila Flox
Lincoln	Damon Blise Stacy Cortez
Mahone	Sarah Renish
Washington	Mary Witt
Bradford	Jean Lee
Indian Trail and Academy	Nick Goergen
LakeView	CarrieAnn Glembocki
Reuther	Nichole Thomas
Tremper	Patrick Gazarkiewicz Valerie Taylor
Harborside	Leslie Jensen
Hillcrest	April Solms
Brompton	Elizabeth Williams
Chavez	Kristine Dial
Early Childhood	Judy Hutchins
Dimensions of Learning	Crystal Rapinchuk
KTEC	Michelle Zazula Sarah McMillian
Educational Support Center	Amy Garrigan Jenny Adams
Institutes of Higher Education	Gateway: Pat Hoppe Carthage: Prisca Moore
Parents	Karen Sens

I participated in the work of the Kenosha Unified School District, District Science Curriculum Committee from January 2014 through May 2014, and I **support** the request to move to **Phase 2 of the Next Generation Science Standards Implementation Timeline** (Appendix A) presented to the Board of Education Curriculum/Program Standing Committee on November 12, 2013.

Committee Member	Yes (✓)	No (✓)	Not Present at time of signing	Signature
Adams, Jenny	✓			Jenny Adams
Andrews, Mary	✓			Mary Andrews
Blise, Damon	✓			Damon Blise
Cortez, Stacy	✓			Stacy Cortez
Cutler, Autumn	✓			Autumn Cutler
Dahl, Matt	✓			Matt Dahl
Dial, Kristine	✓			Kristine Dial
Escobedo, Mariano	✓			Mariano Escobedo
Flox, Sheila	✓			Sheila Flox
Gagliardi, Bernadette	✓			Bernadette Gagliardi
Garrigan, Amy	✓			Amy Garrigan
Gazarkiewicz, Patrick	✓			Patrick Gazarkiewicz
Glembocki, CarrieAnn	✓			CarrieAnn Glembocki
Glinski, Robert			✓	
Goergen, Nick	✓			Nick Goergen
Gruenke, Genesis	✓			Genesis Gruenke
Hoppe, Pat			✓	
Hutchins, Judy	✓			Judy Hutchins
Jansen, Deanna	✓			Deanna Jansen
Jensen, Leslie	✓			Leslie Jensen
Johnson, Jean	✓			Jean Johnson
Jones, Heidi	✓			Heidi Jones
Lee, Jean	✓			Jean Lee
Marciniak, Natalie	✓			Natalie Marciniak
McCray, Nathan		✓		
McMillian, Sarah	✓			Sarah McMillian
Moore, Prisca			✓	
Pratt, Christine	✓			Christine Pratt
Prior, Heidi	✓			Heidi Prior
Raab, Brenda	✓			Brenda Raab
Radeck, Katherine	✓			Katherine Radeck
Rapinchuk, Crystal	✓			Crystal Rapinchuk
Renish, Sarah	✓			Sarah Renish
Rohde, Luanne	✓			Luanne Rohde
Roscioli, Jessica	✓			Jessica Roscioli
Schmitt, Kim	✓			Kim Schmitt
Sens, Karen	✓			Karen Sens

Committee Member	Yes (✓)	No (✓)	Not Present at time of signing	Signature
Smith, Beth	✓			Beth Smith
Solms, April	✓			April Solms
Steren, Lynn	✓			Lynn Steren
Strangberg, Christopher	✓			Christopher Strangberg
Swanson, Linda	✓			Linda Swanson
Taylor, Val	✓			Val Taylor
Thomas, Nichole	✓			Nichole Thomas
Walls, Ruth	✓			Ruth Walls
Williams, Elizabeth	✓			Elizabeth Williams
Wilson, Ellen	✓			Ellen Wilson
Witt, Mary	✓			Mary Witt
Wood, Diane	✓			Diane Wood
Zazula, Michelle	✓			Michelle Zazula
Zwieg, Shey	✓			Shey Zwieg

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- <http://www.nextgenscience.org/next-generation-science-standards>
- [http://www.cesa2.org/programs/wiNext Generation Science Standards/](http://www.cesa2.org/programs/wiNext%20Generation%20Science%20Standards/)
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- *Wisconsin STEM navigators to the future* [Brochure]. (n.d.) Milwaukee, WI: Wisconsin Technology Council.

**Kenosha Unified School District
Kenosha, Wisconsin**

JUNE 10, 2014

Curriculum/Program Standing Committee

MIDDLE SCHOOL SCIENCE AND SOCIAL STUDIES HONORS DISTINCTION UPDATE

Background

The honors distinction philosophy and process were presented to the Curriculum/Program Standing Committee on September 11, 2012. The desired outcome for honors distinction was to provide engaging extension opportunities for all students in need of or desiring enrichment in the four core content areas, mathematics, English language arts, social studies, and science. Honors distinction opportunities were available each quarter to all grade 7 and 8 students at the five non-charter middle schools. The goal of the honors distinction experience was to include the application of higher-order and critical-thinking skills, inquiry, research, creativity, leadership, relevance to global settings, and/or other twenty-first century skills. The honors experience included work that was different, not simply in addition to, regular classroom expectations. Problem-based and project-based learning were encouraged.

In order to facilitate success for grade 7 and 8 teachers in implementing honors distinction, content coordinators from the Office of Teaching and Learning visited each middle school to present the philosophy and process. The following documents were provided:

- A framework for middle school honors distinction work,
- A commitment statement form,
- A rubric outlining the criteria for success for honors distinction work,
- Rubrics for persuasive, opinion, narrative, and informational text-based writing, and
- Sample honors distinction lessons and projects.

The above documents are attached in Appendix A. A history of the changes in honors offerings from 2010 to present is attached in Appendix B.

Science and Social Studies Honors Distinction Update

The Curriculum//Program Standing Committee requested additional information on the Grade 7 and 8 science and social studies honors distinction offerings. Grade 7 and 8 science and social studies teachers were surveyed in May of 2014. The purpose was to gather information regarding the honors distinction opportunities provided in science and social studies courses during the 2013-2014 school year. The survey questions are listed in Appendix C.

Science Survey Findings

Science teachers provided a range of assignments and activities as extensions of lessons, labs, presentations, projects, and writing assignments. These opportunities were provided in a variety of settings:

- As part of daily lessons and assignments,
- As separate projects, presentations, or research papers, and
- As blended learning opportunities (combined on-line and traditional learning opportunities).

Criteria for awarding honors distinction were based on score proficiency on a rubric and/or project completion. Parents were informed of the available honors distinction opportunities in a variety of ways:

- Written communication from the school office or teacher at the beginning of the year,
- Presentation at open house and parent-teacher conferences, and
- Written communication from the school office or teacher at the beginning of each quarter.

Students received notification of honors distinction opportunities through oral and written explanation from teachers. In some cases the assignments were posted on My Big Campus. Positive outcomes of instituting the honors distinction opportunities are:

- Teachers collaborated and shared ideas in their grade level planning meetings.
- Teachers discussed how to differentiate instruction and assignments so that students could be challenged and stretch their learning.
- Some cross-curricular discussions occurred between math and science teachers, so that math concepts could be embedded in science labs, quizzes, and projects.
- Honors distinction opportunities were dramatically better when the honors component was embedded in each class and activity.

Areas for growth:

- Sustain student interest throughout the school year.
- Increase uniformity throughout the district so that students across the district have similar honors experiences.
- Provide clear and consistent criteria for success.
- Increase opportunities for connecting honors distinction work to the regular curriculum.

Social Studies Survey Findings:

The social studies opportunities paralleled the opportunities provided in science. Social studies teachers provided a range of assignments and activities as extensions of lessons, projects, presentations, and research writing. In addition, students also had opportunities to debate, perform skits, and take differentiated assessments. These opportunities were provided in a variety of settings:

- As part of daily lessons and assignments,
- As separate projects, presentations, or research papers, and
- As blended learning opportunities (combined on-line and traditional learning opportunities).

Criteria for awarding honors distinction were based on score proficiency on a rubric and/or project completion. Parents were informed of the available honors distinction opportunities in a variety of ways:

- Written communication from the school office or teacher at the beginning of the year,
- Presentation at open house and parent conferences, and
- Written communication from the school office or teacher at the beginning of each quarter.

Students received notification of honors distinction opportunities through oral and written explanation from teachers. Positive outcomes of instituting the honors distinction opportunities:

- Increased collaboration among grade level social studies teachers,
- Shared ideas for extending student learning through enrichment activities, assessment questions, projects and research,
- Increased understanding among teachers of differentiated instruction, and
- Increased rigor in the classroom environment.

Areas for growth:

- Increase the number of students participating in honors distinction opportunities.
- Increase the honors distinction completion rate.
- Increase uniformity throughout the district so that students across the district have similar honors experiences.
- Provide clear and consistent district-wide honors distinction guidelines.
- Improve the process for informing parents of honors distinction opportunities.

Next Steps

- The science and social studies coordinators from the Office of Teaching and Learning will meet with middle school instructional coaches and grade 7 and 8 science and social studies teachers to review the framework for honors distinction and rubrics for assessing student work.
- Enrichment and extension activities will become part of the ongoing curriculum work being undertaken as a result of the district curriculum audit.
- Curriculum design teacher teams will gather student exemplars and share best practice strategies for differentiation as part of the professional learning provided for all teachers.

- Efforts will be made to increase communication with parents about the opportunities for honors distinction through school newsletters, parent letters, emails, and school websites.

This is an informational agenda item update.

Dr. Joseph Mangi
Superintendent of Schools

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

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

Mrs. Christine Pratt
Coordinator of Science

FRAMEWORK FOR MIDDLE SCHOOL HONORS DISTINCTION WORK



Students, with the guidance of their teachers, will have the opportunity each quarter to conduct an in-depth investigation anchored in the curriculum. This work may be problem based, project based, or an activity that allows students to go deeper into the unit of study. The three components of honors distinction work are: 1) inquiry/investigation/research, 2) creation of the work, and 3) presentation. of the work. These components are outlined in the table below.

Honors distinction work promotes the application of higher order thinking skills, inquiry and research, creativity, leadership, relevance to global settings, and/or other twenty-first century skills.

<p><u>Design/Inquire</u> <i>What drives student thought?</i></p>	<p><u>Conduct/Create</u> <i>What does the student do?</i></p>	<p><u>Present</u> <i>How does the student deliver his/her message?</i></p>
<p>A student's investigation should be seated in higher level thinking skills. It should consider several of the following as methods of inquiry:</p> <ul style="list-style-type: none"> • An original question (i.e., What if . . .?) • Generate a hypothesis (educated guess) and defend/prove the hypothesis. • Issues of debate (past or present) • Review different points of view (past or present). • Applications in the world today • If-then situations • Analysis of a problem/paradox • Synthesis of information about a situation or problem • Evaluate a situation or problem, and propose a solution using a question. • Prove or disprove a theory or accepted practice. • Application of past experience on present or future situations (what if . . . now?) • Application of current experience to a past setting (what if . . . then?) • Apply concepts and/or theories to events or situations. 	<p>The student's work reflects multiple areas of investigation and a variety of resources. The creation of the work could include several of the following:</p> <ul style="list-style-type: none"> • Interview an "expert in the field." • Make use of extensions and resources within the current curriculum. • Find and use credible sources (i.e., Internet, periodicals, biographies, etc.) and other text, pictures, video, images, etc. • Evaluate the research methods to determine the "best fit" for the inquiry. • Break down the inquiry ideas into simple parts, and find evidence to support the claim(s). • Compile evidence that supports alternative solutions. • Defend claims from various sources, such as on-site visits, interviews, investigation of credible resources, etc. 	<p>In the delivery of the student's presentation, he/she will be expected to:</p> <ul style="list-style-type: none"> • Present his/his findings to one or more of several audiences, including: <ul style="list-style-type: none"> ○ His/Her class; ○ The public (i.e., parents, teachers, community members, etc.); and/or ○ A "panel of experts" (i.e., a group of scientists, city council members, board of education, business leaders, college professors, etc.) • Select the platform of delivery (i.e., PowerPoint, video presentation, debate, visual display, etc.)



Commitment Statement
Kenosha Unified School District
Middle School
Honors Distinction Learning Opportunity

Dear Parent/Guardian;

Your child will be able to choose Honors Distinction in any of the core academic subjects. Opportunities will be available to **all** 7th and 8th grade students *each* quarter of the school year in the subjects of English/Language Arts, Social Studies, Mathematics and Science.

The Honors Distinction is a personalized learning system that provides enriching, extending and challenging learning targets for those who select this opportunity. Students will be exposed to critical thinking skills, inquiry, knowledge based learning, problem solving and the use of research and technology. A high level of motivation and commitment will be expected as part of the requirements to obtain the Honors Distinction.

In personalized learning,

- Instruction is customized to individual learning styles and preferences and builds on learner strength,
- Learning can take place anytime, utilizing a wide variety of delivery methods,
- Curriculum is dynamic, individually paced and acknowledges learner interests,
- All students are encouraged to find areas of interest and expertise,
- Students are stretched to think critically, be creative, communicate effectively, collaborate, and make global connections and
- Students increase confidence.

The classroom teacher will assess the Honors Distinction extension as an integrated component of the curriculum. Rubrics are clearly designed for each learning opportunity. Students meeting the requirements will receive Honors Distinction on their report card for the quarter in which they participated.

The student, parent and teacher listed below, agree to make a commitment to participate in the Middle School Honors Distinction learning opportunity.

_____ Quarter of the 20____-20____ school year in _____ (subject area).

Teacher's Name: _____

School: _____

 (Student Signature / Date)

 (Parent / Guardian Signature / Date)

 (Teacher Signature / Date)

Rubric/Criteria for Success
KUSD Middle School Honors Distinction Work

Components of Honors Distinction Work	<i>Inquire</i>	<i>Design/Create</i>	<i>Present</i>
<i>Receives Honors Distinction</i>	<p>Formulates and adequately develops an investigable question, hypothesis or claim.</p> <p>The question is an extension of the curriculum.</p>	<p>Plans and carries out an investigation that skillfully develops and supports the question, hypothesis, or claim.</p> <p>Uses and cites credible resources and/or original work.</p> <p>Organizes findings such as quotations, facts, details and/or data to create an effective product.</p>	<p>The product effectively communicates the student's work by matching the purpose and audience.</p> <p>The student effectively presents the information clearly, with smooth transitions and a logical flow of information.</p>
<i>Re-submit after revision</i>	<p>The question, hypothesis or claim needs modification.</p>	<p>The investigation requires further development to support the question, hypothesis or claim.</p> <p>The product needs more effective organization or additional findings to support the question, hypothesis, or claim.</p> <p>Resources and/or original work need further validation.</p>	<p>The product needs revision to better communicate the student's purpose.</p> <p>The presentation needs modification to more clearly communicate the student's intended message.</p>

Persuasive/Opinion Text-Based Writing Rubric

	Advanced/ Honors	Proficient	Basic	Minimal
Reading/ Research	The writing / project <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	The writing / project <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	The writing / project <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources* 	The writing / project <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development	The writing / project <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused response ▪ establishes the significance of a claim or proposal ▪ effectively acknowledges and distinguishes the claim(s) from alternate or opposing claims ▪ skillfully supports claim(s) with logical reasoning and relevant and sufficient evidence 	The writing / project <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ establishes a plausible claim or proposal ▪ acknowledges and distinguishes the claim(s) from alternate or opposing claims ▪ supports claim(s) with logical reasoning and relevant and sufficient evidence 	The writing / project <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ attempts to establish a plausible claim or proposal ▪ inconsistently supports claim(s) with logical reasoning and relevant and sufficient evidence 	The writing / project <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ attempts to establish a claim or proposal ▪ supports claim(s) using evidence that is insufficient and/or irrelevant
Organization	The writing / project <ul style="list-style-type: none"> ▪ creatively introduces a claim (metaphors, paradoxes) ▪ effectively organizes the reasons and evidence logically ▪ effectively acknowledges and distinguishes the claim(s) from alternate or opposing claims and effectively uses word, phrases and clauses for effective transition ▪ strong conclusion tying in the key points 	The writing / project <ul style="list-style-type: none"> ▪ introduces the claim(s) ▪ organizes the reasons and evidence logically ▪ uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence ▪ provides a concluding statement or section that follows from and supports the argument presented 	The writing / project <ul style="list-style-type: none"> ▪ introduces the claim(s); however, may fail to distinguish the claim(s) from alternate or opposing claim(s) ▪ organizes reasons and evidence in a manner that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses words, phrases, and/or clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence ▪ provides a sense of closure 	The writing / project <ul style="list-style-type: none"> ▪ identifies the claim(s) ▪ has little or no evidence of purposeful organization

Language/ Conventions	The writing / project <ul style="list-style-type: none"> demonstrates an exemplary command of standard English conventions skillfully employs language and tone appropriate to audience and purpose has sentences that are skillfully constructed with appropriate variety in length and structure follows standard format for citation with few errors* 	The writing / project <ul style="list-style-type: none"> demonstrates a command of standard English conventions; errors do not interfere with understanding employs language and tone appropriate to audience and purpose has sentences that are generally complete with sufficient variety in length and structure follows standard format for citation with few errors* 	The writing / project <ul style="list-style-type: none"> demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding inconsistently employs language and tone appropriate to audience and purpose has some sentence formation errors and/or a lack of sentence variety follows standard format for citation with several errors* 	The writing / project <ul style="list-style-type: none"> demonstrates a weak command of standard English conventions; errors interfere with understanding employs language and tone that are inappropriate to audience and purpose has frequent and severe sentence formation errors and/or a lack of sentence variety follows standard format for citation with significant errors*
Presentation Delivery	<ul style="list-style-type: none"> effective choice of presentation application/visuals for purpose and audience effectively demonstrates knowledge of the subject matter by presenting information clearly with smooth transitions and a logical flow of information (strong intro, body and conclusion) effective use of the presentation tool using graphics to support main points and keeping the audience focused on the intended message 	<ul style="list-style-type: none"> good choice of presentation application/visuals for purpose and audience demonstrates knowledge of the subject matter by presenting information clearly with transitions and a logical flow of information (good intro, body and conclusion) good use of the presentation tool using graphics to support main points and keeping the audience focused on the intended message 	<ul style="list-style-type: none"> basic choice of presentation application/visuals for purpose and audience demonstrates some knowledge of the subject matter limited transitions and basic flow of information (intro, body and conclusion) basic use of the presentation tool using some graphics to support main points and keeping the audience focused on the intended message 	<ul style="list-style-type: none"> ineffective choice of presentation application/visuals for purpose and audience demonstrates limited knowledge of the subject matter little to no transitions and a limited flow of information (lack of depth with intro, body and conclusion) limited use of the presentation tool using few if any graphics to support main points and keeping the audience focused on the intended message

Narrative Text-Based Writing Rubric

	Advanced / Honors	Proficient	Basic	Minimal
Reading/ Research	The writing / project <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	The writing / project <ul style="list-style-type: none"> ▪ makes adequate use of available Resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	The writing / project <ul style="list-style-type: none"> ▪ makes limited use of available Resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources* 	The writing / project <ul style="list-style-type: none"> ▪ makes inadequate use of available Resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development	The writing / project <ul style="list-style-type: none"> ▪ skillfully develops real or imagined experiences or events using relevant descriptive details ▪ skillfully uses narrative techniques (such as dialogue, pacing, description and reflection) to develop experiences, events, and/or characters ▪ skillfully uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 	The writing / project <ul style="list-style-type: none"> ▪ develops real or imagined experiences or events using relevant descriptive details ▪ uses narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters ▪ uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 	The writing / project <ul style="list-style-type: none"> ▪ develops real or imagined experiences or events using insufficient descriptive details ▪ inconsistently uses narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters ▪ inconsistently uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 	The writing / project <ul style="list-style-type: none"> ▪ develops real or imagined experiences or events using little or no descriptive detail ▪ uses few, if any, narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters ▪ uses few, if any, precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
Organization	The writing / project <ul style="list-style-type: none"> ▪ skillfully engages and orients the reader by establishing a context, a point of view, and, when appropriate, introducing a narrator and/or characters ▪ skillfully organizes an event sequence that unfolds naturally and logically ▪ skillfully uses a variety of transition words, phrases, and/or clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events ▪ skillfully provides a conclusion that follows from the narrated experiences or events 	The writing / project <ul style="list-style-type: none"> ▪ engages and orients the reader by establishing a context, a point of view, and, when appropriate, introducing a narrator and/or characters ▪ organizes an event sequence that unfolds naturally and logically ▪ uses a variety of transition words, phrases, and/or clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events ▪ provides a conclusion that follows from the narrated experiences or events 	The writing / project <ul style="list-style-type: none"> ▪ inconsistently engages and orients the reader by ineffectively establishing a context, a point of view, and, when appropriate, introducing a narrator and/or characters ▪ inconsistently organizes an event sequence that unfolds naturally and logically ▪ inconsistently uses a variety of transition words, phrases, and/or clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events ▪ provides a conclusion that ineffectively follows from the narrated experiences or events 	The writing / project <ul style="list-style-type: none"> ▪ fails to engage and orient the reader by ineffectively establishing a context, a point of view, and, when appropriate, introducing a narrator and/or characters ▪ fails to organize an event sequence in a manner that unfolds naturally and/or logically ▪ uses few, if any, transition words, phrases, and/or clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events ▪ may lack a conclusion that follows from the narrated experiences or events

Language/ Conventions	The writing / project <ul style="list-style-type: none"> demonstrates an exemplary command of standard English conventions skillfully employs language and tone appropriate to audience and purpose has sentences that are skillfully constructed with appropriate variety in length and structure follows standard format for citation with few errors* 	The writing / project <ul style="list-style-type: none"> demonstrates a command of standard English conventions; errors do not interfere with understanding employs language and tone appropriate to audience and purpose has sentences that are generally complete with sufficient variety in length and structure follows standard format for citation with few errors* 	The writing / project <ul style="list-style-type: none"> demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding inconsistently employs language and tone appropriate to audience and purpose has some sentence formation errors and/or a lack of sentence variety follows standard format for citation with several errors* 	The writing / project <ul style="list-style-type: none"> demonstrates a weak command of standard English conventions; errors interfere with understanding employs language and tone that are inappropriate to audience and purpose has frequent and severe sentence formation errors and/or a lack of sentence variety follows standard format for citation with significant errors*
Presentation Delivery	<ul style="list-style-type: none"> effective choice of presentation application/visuals for purpose and audience effectively demonstrates knowledge of the subject matter by presenting information clearly with smooth transitions and a logical flow of information (strong intro, body and conclusion) effective use of the presentation tool using graphics to support main points and keeping the audience focused on the intended message 	<ul style="list-style-type: none"> good choice of presentation application/visuals for purpose and audience demonstrates knowledge of the subject matter by presenting information clearly with transitions and a logical flow of information (good intro, body and conclusion) good use of the presentation tool using graphics to support main points and keeping the audience focused on the intended message 	<ul style="list-style-type: none"> basic choice of presentation application/visuals for purpose and audience demonstrates some knowledge of the subject matter limited transitions and basic flow of information (intro, body and conclusion) basic use of the presentation tool using some graphics to support main points and keeping the audience focused on the intended message 	<ul style="list-style-type: none"> ineffective choice of presentation application/visuals for purpose and audience demonstrates limited knowledge of the subject matter little to no transitions and a limited flow of information (lack of depth with intro, body and conclusion) limited use of the presentation tool using few if any graphics to support main points and keeping the audience focused on the intended message

Informational Text-Based Writing Rubric

	Advanced / Honors	Proficient	Basic	Minimal
Reading/ Research	The writing –/ project <ul style="list-style-type: none"> ▪ makes effective use of available Resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	The writing / project <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	The writing / project <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources* 	The writing / project <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development	The writing / project <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused and detailed response ▪ skillfully develops the topic using well-chosen facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	The writing –/ project <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ develops the topic using well-chosen facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	The writing / project <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ inconsistently develops the topic using well-chosen facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient 	The writing / project <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient
Organization	The writing / project <ul style="list-style-type: none"> ▪ effectively introduces the topic ▪ effectively organizes complex ideas, concepts, and information into broader categories and supports the writing task ▪ uses effective and varied transitions to create cohesion and clarify the relationships among ideas and concepts ▪ provides an effective concluding statement or a section that follows from and supports the information or explanation presented 	The writing / project <ul style="list-style-type: none"> ▪ introduces the topic clearly ▪ organizes ideas, concepts, and information into broader categories ▪ uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts ▪ provides a concluding statement or section that follows from and supports the information or explanation presented 	The writing / project <ul style="list-style-type: none"> ▪ introduces the topic ▪ organizes ideas, concepts, and information in a manner that may lack cohesion (ideas may be rambling and/ or repetitive) ▪ inconsistently uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts ▪ provides a sense of closure 	The writing / project <ul style="list-style-type: none"> ▪ identifies the topic ▪ has little or no evidence of purposeful organization

Language/ Conventions	The writing / project <ul style="list-style-type: none"> demonstrates an exemplary command of standard English conventions skillfully employs language and tone appropriate to audience and purpose has sentences that are skillfully constructed with appropriate variety in length and structure follows standard format for citation with few errors* 	The writing / project <ul style="list-style-type: none"> demonstrates a command of standard English conventions; errors do not interfere with understanding employs language and tone appropriate to audience and purpose has sentences that are generally complete with sufficient variety in length and structure follows standard format for citation with few errors* 	The writing / project <ul style="list-style-type: none"> demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding inconsistently employs language and tone appropriate to audience and purpose has some sentence formation errors and/or a lack of sentence variety follows standard format for citation with several errors* 	The writing / project <ul style="list-style-type: none"> demonstrates a weak command of standard English conventions; errors interfere with understanding employs language and tone that are inappropriate to audience and purpose has frequent and severe sentence formation errors and/or a lack of sentence variety follows standard format for citation with significant errors*
Presentation Delivery	<ul style="list-style-type: none"> effective choice of presentation application/visuals for purpose and audience effectively demonstrates knowledge of the subject matter by presenting information clearly with smooth transitions and a logical flow of information (strong intro, body and conclusion) effective use of the presentation tool using graphics to support main points and keeping the audience focused on the intended message 	<ul style="list-style-type: none"> good choice of presentation application/visuals for purpose and audience demonstrates knowledge of the subject matter by presenting information clearly with transitions and a logical flow of information (good intro, body and conclusion) good use of the presentation tool using graphics to support main points and keeping the audience focused on the intended message 	<ul style="list-style-type: none"> basic choice of presentation application/visuals for purpose and audience demonstrates some knowledge of the subject matter limited transitions and basic flow of information (intro, body and conclusion) basic use of the presentation tool using some graphics to support main points and keeping the audience focused on the intended message 	<ul style="list-style-type: none"> ineffective choice of presentation application/visuals for purpose and audience demonstrates limited knowledge of the subject matter little to no transitions and a limited flow of information (lack of depth with intro, body and conclusion) limited use of the presentation tool using few if any graphics to support main points and keeping the audience focused on the intended message

MIDDLE SCHOOL SCIENCE AND SOCIAL STUDIES HONORS DISTINCTION

History of Grade 7 and 8 Honors Offerings

School Year 2010-11:

- Grade 7 mathematics and grade 7 pre-algebra honors
- Grade 8 mathematics and grade 8 algebra honors
- Grade 7 and grade 8 English and English honors offered at Lance, Mahone, McKinley, and Washington
- Lincoln Middle School offered two levels of English but did not indicate English honors on student report cards
- Bullen Middle School did not offer English honors
- There were no middle school honors offerings in science or social studies.

School Year 2011-12:

- Grade 7 pre-algebra for all students
- Grade 8 mathematics and grade 8 algebra honors
- Grade 7 and 8 English offerings remained as they were in 2010-11
- There were no middle school honors offerings in science or social studies.

September 11, 2012:

- The honors distinction philosophy and process were presented to the Curriculum/Program Standing Committee.
- Content Coordinators from the Department of Teaching and Learning visited each middle school to present the philosophy and process.
- The following documents were provided:
 - A framework for middle school honors distinction work,
 - A commitment statement form,
 - A rubric outlining the criteria for success for honors distinction work,
 - Rubrics for persuasive, opinion, narrative, and informational text based writing,
 - Sample honors distinction lessons and projects.

School Year 2012-13:

- Grade 7 pre-algebra for all students
- Grade 8 algebra for all students
- Grades 7 and 8 English—No separate honors sections offered
- Grades 7 and 8—Honors distinction opportunities provided in mathematics, English, science and social studies.

March 12, 2013:

- The Curriculum/Program Standing Committee requested that the Department of Teaching and Learning and middle school principals meet to revisit middle school honors opportunities and consider offering more advanced levels of math and English.

May 14, 2013:

- The outcomes of the March 12 request were presented to the Curriculum/Program Standing Committee:
 - Grade 7 mathematics courses
 - Pre-algebra
 - Advanced pre-algebra
 - Grade 8 mathematics courses
 - Algebra
 - Advanced algebra
 - Grades 7 and 8 English—No separate honors sections offered
 - Grades 7 and 8 Science and Social Studies—No separate honors sections offered
 - Continue the honors distinction opportunity in all core classes: science, social studies, English, and mathematics
 - Investigate the establishment of a gifted and talented program for grades 6-8.

March 11, 2014:

- Dr. Bethany Ormseth, Interim Assistant Superintendent of Secondary School Leadership provided a more detailed report on middle school honors as requested by the Curriculum/Program Standing Committee.
- The report included data on participation in advanced math, key findings from Hanover Research, and a recommendation that no changes be made in regard to middle school honors.
- The Curriculum/Program Standing Committee forwarded the report to the full board for approval with the following changes:
 - The honors distinction opportunity will continue, but will be offered only in science and social studies
 - A Grade 7 and grade 8 English honors course will be developed and implemented.

March 25, 2014:

- The board of education approved the exploration of a gifted and talented sixth through eighth grade middle school program for the 2015-16 school year.
- The board of education approved a seventh and eighth grade honors English course for the 2014-15 school year.

[Edit this form](#)

Middle School Honors Distinction Survey -- Science

* Required

What types of assignments and activities do you provide for students to earn honors distinction in science? *

Check all that apply. If you choose "other," please explain.

- ☐ Project
- ☐ Presentation
- ☐ Writing assignment
- ☐ Lesson or unit enrichment extension
- ☐ Assessment
- ☐ Other:

Which of the following describes the honors distinction opportunities you provide? *

Check one. If you choose "other," please explain.

- ☐ They are embedded in your lessons as extensions of what all students are learning.
- ☐ They are activities/projects that are separate from the instruction all students receive.
- ☐ Other:

Please provide any additional information regarding honors distinction projects/enrichment activities you provide. *

What criteria do you use to award honors distinction to a student? *

Check all that apply. If you choose "other," please explain.

- ☐ Proficiency level/score on a rubric
- ☐ Proficiency level/score on an assessment
- ☐ Project completion
- ☐ Other:

How do you communicate honors distinction opportunities to parents? *

Check all that apply. If you choose "other," please explain.

- ☐ Teacher email/letter/flier to parents at the beginning of the school year only
- ☐ Teacher email/letter/flier to parents each quarter.

- ☐ Office Email/letter/flier to parents at the beginning of the school year only
- ☐ Office email/letter/flier to parents each quarter
- ☐ Phone call to parents at the beginning of the school year
- ☐ Phone call to parents each quarter
- ☐ Principals newsletter
- ☐ Other:

How do you communicate honors distinction opportunities to students? *

Check all that apply. If you choose "other," please explain.

- ☐ In class explanation of each activity
- ☐ Written information/flier for each activity
- ☐ In class explanation once at the beginning of the year
- ☐ Written information/flier once at the beginning of the year
- ☐ Other:

Please add anything else you would like to share about middle school honors distinction for science.

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Middle School Honors Distinction Survey -- Social Studies

* Required

What types of assignments and activities do you provide for students to earn honors distinction in social studies? *

Check all that apply. If you choose "other," please explain.

- ☐ Project
- ☐ Presentation
- ☐ Writing assignment
- ☐ Lesson or unit enrichment extension
- ☐ Assessment
- ☐ Other:

Which of the following describes the honors distinction opportunities you provide? *

Check one. If you choose "other," please explain.

- ☐ They are embedded in your lessons as extensions of what all students are learning.
- ☐ They are activities/projects that are separate from the instruction all students receive.
- ☐ Other:

Please provide any additional information regarding honors distinction projects/enrichment activities you provide. *

What criteria do you use to award honors distinction to a student? *

Check all that apply. If you choose "other," please explain.

- ☐ Proficiency level/score on a rubric
- ☐ Proficiency level/score on an assessment
- ☐ Project completion
- ☐ Other:

How do you communicate honors distinction opportunities to parents? *

Check all that apply. If you choose "other," please explain.

- ☐ Teacher email/letter/flier to parents at the beginning of the school year only
- ☐ Teacher email/letter/flier to parents each quarter
- ☐ Office Email/letter/flier to parents at the beginning of the school year only
- ☐ Office email/letter/flier to parents each quarter
- ☐ Phone call to parents at the beginning of the school year
- ☐ Phone call to parents each quarter
- ☐ Principals newsletter
- ☐ Other:

How do you communicate honors distinction opportunities to students? *

Check all that apply. If you choose "other," please explain.

- ☐ In class explanation of each activity
- ☐ Written information/flier for each activity
- ☐ In class explanation once at the beginning of the year
- ☐ Written information/flier once at the beginning of the year
- ☐ Other:

Please add anything else you would like to share about middle school honors distinction for social studies. *

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Kenosha Unified School District
Kenosha, Wisconsin

June 10, 2014
Curriculum/Program Standing Committee

SUMMER SCHOOL UPDATE

Introduction and Background

During the month of April (2014), the school board president, Ms. Rebecca Stevens, requested an informational update on the Kenosha Unified School District's 2014 Summer School program. Since the last full Board report on November 26, 2013, the following bullets highlight current action:

- Training for middle school teachers on the problem-based learning process
March-April 2014
- Ongoing summer communication regarding parent letters and student registration
March-May 2014
- Interviewing and hiring summer staff
April-June 2014
- Training for elementary teachers on the inquiry process
May 2014
- Training for high school credit recovery teachers on *Compass Learning Odyssey*
June 2014

The goal of the summer school program is to provide interventions and enrichment consistent with the approved curriculum of the Kenosha Unified School District.

Elementary Program

The objective at the elementary level is to provide opportunities for personalized learning in reading and math that encompass collaboration, creativity, critical thinking, and communication around meaningful learning targets. The Regional Site Partner-School Plan is continuing at the elementary level. Brass Community School, Curtis Strange, Edward Bain School of Language and Art, Jefferson, Nash, Pleasant Prairie, Somers, Southport, Stocker, and Whittier Elementary Schools are hosting the summer program at their sites. See Appendix A for regional sites.

Getting Ready For Kindergarten

Getting Ready for Kindergarten curriculum is based on state standards used in kindergarten math, reading, and language arts, as well as physical development, readiness skills, conduct, and work habits.

Getting Ready For First Grade

Getting Ready for First Grade curriculum is based on state standards used in first grade math, reading, and language arts, as well as physical development, readiness skills, conduct, and work habits.

Grades 2-5

The elementary program is focused on personalized learning in math and literacy. Common Core State Standards for English language arts and math are being addressed through reading workshop, math workshop, and inquiry circles. Enrollment is open to all students, but students who have not mastered current grade-level standards are encouraged to attend.

The addition of inquiry-based learning units is new this summer (2014). Essential questions to help drive the inquiry have been identified by Curriculum Coordinators. Summer school teachers participated in professional development on the use of inquiry circles. See Appendix B for inquiry essential questions.

Instructional Staffing

The number of classroom teachers varies by site based on enrollment based on averages for the past three years. Recommended class size is an 18:1 student to teacher ratio. An interventionist position is added to each elementary site this year. The interventionist provides focused interventions to individual students and small groups. Additionally, the interventionist works with teachers on developing intervention strategies for the classroom teacher and helps with assessments and data reviews. Also new this summer is the addition of a library media teacher to each elementary site. The library media teacher's primary role is to help students locate, evaluate, and use resources for their inquiry processes as well as assist students in selecting appropriate independent choice reading books. The library media teacher works as an instructional partner with teachers during the inquiry-based learning units.

Instructional Resources

- Primary Comprehension Toolkit, K-2
- Comprehension Toolkit, 3-5
- Compass Learning Pathways
- Moving with Math-Extensions
- Summer Success: Reading
- Journeys

- Everyday Math
- Fraction Nation
- FASTT Math
- Accelerated Reader
- myON
- Manipulative kits
- KUSD online resources for students
- Math Work Stations: Independent Learning You Can Count On, K-2
- Minds on Mathematics, Using Math Workshop to Develop Deep Understanding , 3-5
- Teaching the Qualities of Writing: Getting Started with Teaching the Qualities of Writing, 3 – 5

Middle School Program

The objective at the middle school level is to provide opportunities for personalized learning in reading and math that encompass collaboration, creativity, critical thinking, and communication around meaningful learning targets. The middle school program focuses on personalized learning in math and literacy. Common Core State Standards for English language arts and math are being addressed through reading workshop, math workshop, and problem-based learning units. A variety of resources are being used for instruction. Enrollment is open to all students, but students who have not mastered current grade-level standards are encouraged to attend.

Project-based learning is a teaching method which allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Problem-based learning units were created by a planning team at each site to address the interest and needs of their students.

Programs are held at Bullen, Lance, Lincoln, Mahone, and Washington for students entering sixth through eighth grade. Mahone and Bullen Middle Schools are adding a course completion component to their program similar to that offered at the high school level. Students entering seventh and eighth grade who did not earn passing grades in core classes must show mastery of current grade level state standards. Harborside Middle School is only offering course completion.

Instructional staffing

The number of classroom teachers varies by site based on enrollment from the averages for past three years. Recommended class size is a 20:1 student to teacher ratio. New this summer is the addition of a library media teacher to each middle school site. The library media teacher's primary role is to help students locate, evaluate, and use resources for problem-based learning units as well as assist students in selecting appropriate independent choice reading books. The library media teacher works as an instructional partner with teachers during the problem-based learning process.

High School Program

The objective at the high school level is to provide students credit recovery opportunities, thus improving the graduation rate. Bradford, Harborside, Indian Trail, Reuther, and Tremper High Schools run credit recovery classes to give students the opportunity to recover credits using an on-line learning platform called Compass Learning Odyssey. Physical education and health are offered for credit at Bradford, Harborside, Indian Trail, and Temper High Schools. Strategies for Success, which replaces Early Start Math and English language arts, is available to incoming ninth graders at Bradford, Harborside, Indian Trail, and Temper High Schools.

Strategies for Success

Strategies for Success, which integrates skills that students need to be successful in high school, is open to all students, but highly encouraged for students who have not mastered current grade-level standards. The literacy component focuses on nonfiction strategies, note taking, study skills, and vocabulary strategies. The math portion focuses on problem solving and vocabulary. Students also have the opportunity to become familiar with high school procedures. Students who successfully complete the course will receive a .5 elective credit.

Employability Skills Programs

In collaboration between Kenosha Unified School District, the Boys and Girls Club, and Kenosha County Division of Children and Family Services, the Employability Skills program provides at-risk high school students with opportunities that link academic and occupational standards to workplace skills and experiences. The course includes both six weeks of classroom instruction on work readiness skills and eight weeks of job experience at a work site.

Life, Learning, and Leisure Program

The Life, Learning, and Leisure Program is offered for students with significant developmental needs. Students whose Individual Education Plans (IEP) indicated Extended School Year (ESY) services enroll in Life, Learning, and Leisure. Students are participating in activities that focus on the skills that relate to each student's individual education plan. Elementary students are bussed to Stocker Elementary School. Middle and high school students are bussed to Mahone Middle School.

Fine Arts Programs

Instructional music is available for orchestra students entering fourth through twelfth grade and for band students entering sixth through twelfth grade. The Kenosha Youth Performing Arts Company (KYPAC) theater arts program for students in first through twelfth grade are producing Joseph and the Amazing Technicolor Dreamcoat.

Recreation Department Summer Activities for Children

Recreation Department Summer Activities for Children will continue to be swimming, tennis, soccer, baseball/softball and basketball.

The following sections are included in the Appendices:

APPENDIX A-Elementary Regional Sites

APPENDIX B-Summer School Elementary Inquiry Essential Questions

APPENDIX C-November 26, 2013, Summer School Board Report

This is an informational item update.

Dr. Joseph Mangi
Superintendent of Schools

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

Mrs. Debra Giorno
Summer School Teacher-Coordinator

Host School	Partner School(s)
Bose	Harvey Somers
Edward Bain School of Language and Art – Creative Arts	Edward Bain School of Language and Arts – Dual Language
Brass	Roosevelt
Jefferson	Grant
Nash	
Pleasant Prairie	
Southport	Grewenow Vernon
Stocker	Forest Park
Strange	McKinley
Whittier	Jeffery Prairie Lane

APPENDIX A

Elementary Regional Sites

Summer School Elementary Inquiry Essential Questions

Students Entering	Life Science Essential Questions	Physical Science Essential Questions	Social Studies Essential Questions • Supporting questions
Grade 2	How do plants and insects in the world around me use and provide resources? (needs of plants and animals, human interaction with plants and animals)	How does heating and cooling affect materials found in the world around me? (changes in materials, weather, forces caused by heating and cooling air)	How does location impact how I live? <ul style="list-style-type: none"> • What physical attributes and resources make up our community? • How does Lake Michigan impact our community? • What part (s) of our environment help me?
Grade 3	How do animals use and provide resources in the world around me? (needs of animals, human interaction with other animals)	How can pushes and pulls help me get work done? (simple machines)	How do I gather information about my community and world? <ul style="list-style-type: none"> • How does my environment define me? • How are children around the world (selected locations) like me? Different from me? I wonder what it is like to live there?
Grade 4	How do people use water and earth's materials? (natural resource use and conservation)	How are forces related to motion and energy? (collisions, magnets, electricity, sound)	How do I gather information about the region where I live and compare that information to another region in the country? <ul style="list-style-type: none"> • What are our regions dominant physical features? • How does our climate and weather affect how we live? • How do the regions' resources affect our economic activity?
Grade 5	How do people affect the environment in which they live? (human impact on environments and other living things)	How can I design investigations to measure and record the motion and actions of objects? (Experiments and Variables)	How does my ancestry affect the way I live (customs, beliefs, and norms)? <ul style="list-style-type: none"> • I wonder what it was like when my grandfather was my age?

Kenosha Unified School District
Kenosha, Wisconsin

November 26, 2013

SUMMER SCHOOL UPDATE AND RECOMMENDATIONS

HISTORICAL BACKGROUND 2009-2013

Summer School 2009

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Staffing at the elementary and middle levels was increased from a teacher-student ratio of 13:1 in reading to 15:1 and 15:1 in math to 18:1. Support of special education staffing at all levels was increased. Every building site hired at least one special education teacher. Four teacher consultants were hired to support the teachers at elementary and middle school sites. Before Summer School began, a two-hour staff development was conducted to inservice new teachers on the current Summer School reading program.

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

Summer School 2010

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

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

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

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

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

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

The rate of pay for certified teachers was increased from \$18 per hour to \$25 per hour. The Summer School budget was decentralized, giving sites control of their own budgets. The

budget amount was based on each school's Summer School attendance for the past five years. The budget for the 2010 Summer school program was \$1,559,396.

Summer School 2011

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

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

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

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

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

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

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

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

Summer School 2012

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

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

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

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

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

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

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

2013 PROGRAM OVERVIEW

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

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

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

Elementary Program

Getting Ready For Kindergarten

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

Getting Ready For First Grade

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

Grades 2-5

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

Identification Criteria:

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

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

Resources

- Moving with Math—Extensions
- Summer Success: Reading
- Journeys
- Everyday Math

- Fraction Nation
- FASTT Math
- Accelerated Reader
- myON
- KUSD online resources for students

Middle School Program

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

Identification criteria:

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

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

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

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

Problem-based Units:

- Bullying Prevention
- Healthy Living
- Financial Literacy

High School Program

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

Early Start Math and English Language Arts

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

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

Identification Criteria:

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

High School Credit Recovery

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

Employability Skills Programs

In collaboration between KUSD, the Boys and Girls Club, and Kenosha County Division of Children and Family Services, the Employability Skills program provided children at risk with opportunities which link academic and occupational standards to workplace skills and experiences. The course included 6 weeks of classroom instruction on work readiness skills including money and banking, social skills, higher education opportunities, resume writing and interviewing, conflict management, job seeking skills, safety in the workplace, and employer expectations. Students were employed for 20 hours a week for 8 weeks at the Kenosha County Park System and other work sites. Of the 167 high school students who participated, 117 successfully completed the program and received the 0.5 elective credit.

Life, Learning, and Leisure Program

The Life, Learning, and Leisure Program is designed for students with significant developmental needs. Students whose Individual Education Plans (IEP) indicated Extended

School Year (ESY) services, enrolled in Life, Learning, and Leisure. Students participated in activities that focused on the skills that related to each student's Individual Education Plan. Students were bussed to the school sites.

Fine Arts Programs

Instructional Music

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

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

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

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

Theater Arts

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

See APPENDIX A for student enrollment figures.

Recreation Department Summer Activities for Children

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

Summer School Advisory Groups

An advisory group made up of principals, Teaching and Learning Coordinators, and the Summer School Teacher-Coordinator was created at each level – elementary, middle, and high –

to review information from the 2012 Summer School program to help plan for 2013 Summer School program year. These groups made the following enhancements to the 2012 Summer School program:

Enhancements for 2013 Summer School

Elementary School

- New identification criteria
- New progress report

Middle School

- New identification criteria
- Problem-based learning units

High School

- Problem-based learning units

Summer School 2013 Staffing

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

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

Summer School 2013 Evaluation Feedback

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

Summer School 2013 Budget

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

2014 SUMMER SCHOOL PROGRAM ADMINISTRATIVE RECOMMENDATIONS

2014 Calendar

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

- Teacher workday-June 20
- Elementary and middle school: June 23-July 25
- High school session 1: June 23-July 14
- High school session 2: July 15-August 4
- No school for staff or students: July 4

2014 Budget

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

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

Dr. Michele Hancock
Superintendent of Schools

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

Mrs. Debra Giorno
Summer School Teacher-Coordinator

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 10, 2014
Curriculum/Program Standing Committee

TALENT DEVELOPMENT PROGRAM UPDATE

Background

As requested at the Curriculum Standing Committee in March 2014, this report will provide an update on the Talent Development Program in KUSD as well as new recommendations from the Department of Public Instruction (DPI). While there are no changes in state policy or statutes, a new philosophy of gifted and talented education (GaTE) is becoming best practice across the state and the nation. This philosophy will be outlined and addressed in this report.

History of, and Basis for, the current Kenosha Unified School District Talent Development (Gifted and Talented Education) Program

In May 2006, the Talent Development Long-Range Report was presented and approved by the school board to review the gifted and talented education (GaTE) program in Kenosha Unified School District. Full implementation of most parts of this report was to be completed within the last 8 years. A copy of the plan is included in Appendix A as a reference. This plan was also part of an agreement to settle a complaint from the Office of Civil Rights (OCR).

Some changes have occurred in the past years, which prohibited the plan to be fully implemented. Some of the changes were necessary, but unintended, due to the financial constraints of the district while others were issues of staffing. In addition, recommendations have recently been made at the state level through the Department of Public Instruction (DPI), which may shift the focus of the intent of the plan.

Students and their parents continue to question the validity of the Talent Development program due to the partial implementation of this plan. Some of the components of the plan were never initiated while others were started but discontinued. This report is presented as information regarding the changes at the state level and to review the Talent Development Long-Range Plan. With the consent of the school board, it will also allow for the investigation, analysis and alignment of the Talent Development program to state statutes and policy as well as school board policy and expectations. A preliminary timeline to study the direction and focus of the gifted and talented education program in KUSD will be provided at the conclusion of the report.

WISCONSIN STATE STATUTES

As listed on the DPI website, the Wisconsin State Statutes defining gifted and talented education state:

Wisconsin Statute 121.02(1)(t): Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.

Wisconsin Statute: s. 118.35, Wis. Stats. Programs for gifted and talented pupils.

1. In this section, "gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
2. The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
3. Each school board shall:
 - a) Ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
4. From appropriations under s. 20.255(2)(FY), the department shall award grants to nonprofit organizations, cooperative educational service agencies (CESAs), institutions within the University of Wisconsin System, and the school district operating under ch. 119 for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities.

Administrative Rule 8.01(2)(t)2. Each school district shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented pupils shall be identified as required in s. **118.35(1)**, Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. **118.35(1)**, Stats. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115, Stats. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. **118.35(3)** and **121.02(1)(t)**, Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming.

The website continues by defining the following key terms:

Definitions of Terms

Access. An opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and postsecondary education institutions (from PI 8.001, Wis. Admin. Code).

Appropriate program. A systematic and continuous set of instructional activities or learning experiences which expand the development of the pupils identified as gifted and talented (from PI 8.01(2)(t), Wis. Admin. Code).

Gifted and talented. Pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not

ordinarily provided in a regular school program in order to fully develop such capabilities (from s. 118.35(1), Wis. Stats.).

As the statute and policy state, districts may develop their own program to serve gifted and talented students, provided that it meets the definition above. Many districts across the state and nation are now utilizing a new format that is more fluid and responsive to student needs. This format often coincides with the Response to Intervention (RtI) model for identifying and serving student needs.

The Response to Intervention (RtI) system is often thought of as a Special Education initiative, while in fact, it is designed to serve all students, including those identified as gifted and talented. In the RtI model, student needs are identified and interventions are designed to meet those needs. If a student's needs are not being met by regular classroom instruction and activities, the student should have interventions or enrichment activities planned to meet those needs. At times, a student may be struggling to meet grade level expectations and interventions are planned to improve the learning situation. In the same respect, a student who has already mastered the grade level expectations should have interventions planned to meet his/her needs. This may require some small group work to enrich the curriculum for a few students or may become an intervention designed specifically for the individual student. In a few cases, acceleration, either horizontal or vertical, may be the needed intervention.

Unfortunately, for many years, especially since the inception of No Child Left Behind, the focus has been on our struggling students and not on those with the highest potential. While everyone agrees that every student should receive an appropriate education and achieve to the highest potential, we, as a nation, have inadvertently ignored many of our brightest, most highly capable students. Many recent studies have indicated the lack of growth of our nation highest achieving students. Some of this research will be cited later in this report.

REVIEW OF DISTRICT POLICY AND THE TALENT DEVELOPMENT LONG-RANGE PLAN

Kenosha Unified School District has a policy and an administrative regulation related to the Talent Development program. Policy 6423 and Administrative Regulation 6423ar address the Talent Development program. Both were last revised in 2002, prior to the adoption of the Talent Development Long-Range Plan, and are outdated and in serious need of revision. The policy and administrative regulation are attached in Appendix B.

The Talent Development Long-Range Plan had started to be implemented until such time as the district encountered financial difficulties in 2011. The Magnet Enrichment Program, which had existed at two sites, Harvey Elementary and Roosevelt Elementary, were consolidated into one location. The four teacher positions from the Harvey Elementary were intended to become four Talent Development Itinerant Teacher positions. These teachers would serve the student populations at all elementary and middle schools in the capacity of gifted and talented instructional coaches. Two of these positions were put into place in 2010, only to be eliminated when the district encountered financial difficulties. The positions were reinstated in 2011 but then eliminated again and not restored. If the plan had been fully implemented at this time, there

would be four itinerant teachers to serve gifted and talented students and assist teachers in meeting students' needs.

A QUESTION OF ALIGNMENT

A thorough analysis and review of district policy and the Talent Development Long-Range Plan is needed to see if each are aligned with state statute and policy. As provided by DPI, a Gifted Education Gap Analysis Chart needs to be completed and reviewed by a team of parents, teachers, administrators and community members. Additional research and input from all stake-holding parties should be collected as well. If alignment would be required, the Coordinator of Talent Development would make recommendations on behalf of the team, which would reflect state statutes and policy and current best practices in the field of gifted and talented education.

REVIEW OF RECENT STUDIES

In the 2010, a study called *High Achieving Students in the Era of NCLB*, conducted by the Thomas B. Fordham Institute, described the performance of the nation's top students as "languid". The report states that "While the nation's lowest-achieving youngsters made rapid gains from 2000 to 2007, those at the 90th percentile (the top 10 percent) have made minimal gains." Many other studies also note that while these students often are our highest achievers, the rate of growth diminishes as the student progresses through our educational systems. While it may be hard to believe, many of the most capable students in our schools will drop out before graduating high school due to lack of challenge. In recent studies according to NAGC, between 18 and 25 percent of gifted and talented students drop out of school. An anonymous quote states: "Some students drop out of school as early as third grade. They just wait until high school to walk out the door."

In a study published in 2010 on the effects of acceleration, "*A Nation Deceived: How Schools Hold Back America's Brightest Students*", the Executive Summary presents the following reasons for why schools hold back America's brightest kids:

- Limited familiarity with the research on acceleration
- Philosophy that children must be kept with their age group
- Belief that acceleration hurries children out of childhood
- Fear that acceleration hurts children socially
- Political concerns about equity
- Worry that other students will be offended if one child is accelerated.

This report shows that these reasons are simply not supported by research.

In another recent article "*Who Rises to the Top? Early Indicators*", published in Psychological Science, the following conclusion was reached: "Young adolescents with profound talent in mathematical and verbal reasoning hold extraordinary potential for enriching society by contributing creative products and competing in global economies. Many hold important leadership roles and are entrusted with obligations and responsibilities essential for

individual and organizational well-being. Above-level assessment techniques are an efficient means of identifying large numbers of profoundly talented young adolescents. The evidence examined here suggests that they constitute the far edge of a population whose continued success will be further emphasized—globally—for the foreseeable future.”

In a publication from the National Association of Gifted Children (NAGC), the Gifted Programming Standards have been outlined. A copy of these standards is included in Appendix C.

REVIEW OF CHANGES FROM DPI

Just as the Curriculum and Math Audits indicated gaps in the respective programs in KUSD, gaps also exist in KUSD’s Talent Development Program.

On April 17, 2014, Chrystyna Mursky, DPI Consultant for Gifted and Talented Education, Advanced Placement and International Baccalaureate programs, visited and shared insights with the coordinators in the Teaching and Learning Department. Her recommendations are reflected as critical components of this report.

As part of this report, a (powerpoint) presentation will be provided, highlighting state statutes and DPI policies, recommendations and best practices in the field of gifted and talented education. It will also provide resources from the research on gifted students, their potential, and achievement (or lack thereof) as described in recent educational studies.

WORK WITH TEACHERS, ADMINISTRATORS AND PARENTS TO PROMOTE THE VALUE OF THE MAGNET ENRICHMENT PROGRAM

Identified students may participate in the Magnet Enrichment Program at Roosevelt Elementary School if parents choose this option. Transportation is not provided to the program. Approximately 50 percent of the parents of identified students choose not to participate. There are a variety of reasons for their choices, including siblings at the resident school, consolation and feeling of comfort with the resident school and lack of transportation to Roosevelt.

Work continues with the elementary building principals and their staffs to provide for the needs of gifted and talented students whose parents choose not to have them participate in the Magnet Enrichment Program at Roosevelt Elementary. Work also continues with middle and high school principals and their staffs to provide for the needs of all of the highly capable students whether they have been identified as gifted and talented or not. A large portion of the work at the high school level centers on the Advanced Placement (AP) program and the Youth Options Program (YOP). While these programs support gifted and talented students in meeting their needs, they do not suffice as a gifted and talented program.

CONTINUE AND IMPROVE THE MONITORING OF IDENTIFIED STUDENTS

The Kenosha Unified School District continues to monitor the students who have been identified as they progress through their educational careers in KUSD. With the beginning of MAP testing last year, we can determine whether the identified gifted and talented students in KUSD are making adequate growth, not just achieving at high levels.

Next Steps

The Coordinator of Talent Development will explore the revision (if necessary) and continued implementation of the Talent Development Long-Range Plan. Prior to this revision, a committee of interested stakeholders will complete the Gifted Education Gap Analysis Chart to determine the area(s) of the plan that may need revision. A list of resources, including online links, is provided in Appendix D. These resources are available through national and state organizations as well as the Department of Public Instruction (DPI).

The Coordinator of Talent Development will also conduct “listening sessions” over the next 6 months to receive input from all stakeholders on how to meet the needs of gifted and talented students in KUSD. These listening sessions will be conducted with students, parents, community members, teachers, and administrators as well as organizations that represent students of commonly under-represented populations (such as NAACP, LULAC, etc.). A tentative timeline of study will be developed to begin work this summer and next fall.

The Coordinator of Talent Development will work in collaboration with building leaders (one administrator from each elementary, middle and high school level) and teacher teams to develop plans for increasing the awareness of the needs of gifted students and how to plan to serve those needs. This will include principals, AP (building) coordinators, and content area coordinators planning for opportunities for teachers to work collectively to develop common enrichment and acceleration interventions and opportunities for students whose needs are currently not being met by the regular classroom curriculum and activities.

The Coordinator of Talent Development along with the content area coordinators will assist teachers with the most effective strategies to engage gifted and talented students.

This is an information item update.

Link to Appendices

www.kusd.edu/docs/TalDevProgUpdateCompApp.pdf

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