



REGULAR MONTHLY BOARD MEETING

June 24, 2014

7:00 P.M.

**Educational Support Center
Board Meeting Room
3600-52nd Street
Kenosha, Wisconsin**



Regular School Board Meeting
June 24, 2014
Educational Support Center
7:00 PM

REVISED

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| I. Pledge of Allegiance | |
| II. Roll Call of Members | |
| III. Awards/Recognition | |
| A. WIAA State Team Champion | |
| IV. Administrative and Supervisory Appointments | |
| V. Legislative Report | |
| VI. Views and Comments by the Public | |
| VII. Response and Comments by Board Members (Three Minute Limit) | |
| VIII. Remarks by the President | |
| IX. Superintendent's Report | |
| X. Consent Agenda | |
| A. Consent/Approve Recommendations | 4 |
| Concerning Appointments, Leaves of Absence, Retirements and Resignations | |
| B. Consent/Approve | 5 |
| Minutes of 5/27/14, 5/28/14, 6/2/14, 6/5/14, and 6/12/14 Special Meeting and Executive Session, 5/27/14 Regular Meeting and 6/5/14 and 6/12/14 Special Meetings | |
| C. Consent/Approve | 26 |
| Summary of Receipts, Wire Transfers and Check Registers | |
| XI. Old Business | |
| A. Discussion/Action | 34 |
| Implementation of the Next Generation Science Standards: Phase Two | |
| B. Discussion/Action | 46 |
| Report of Contracts in Aggregate of \$25,000 | |
| C. Discussion/Action | 82 |

| | |
|---|-----|
| Town of Somers Easement - Sewer Main | |
| D. Discussion/Action | 88 |
| Adding Boys and Girls Lacrosse as a Sponsored Sport in Kenosha Unified School District | |
| E. Discussion/Action | 90 |
| Discontinuing Middle School Membership with the Wisconsin Interscholastic Athletic Association | |
| F. Discussion/Action | 92 |
| Bullying Ad Hoc Committee Update and Policy 5111 (First Reading) | |
| G. Discussion/Action | 104 |
| Request for Proposal - Legal Services | |
| XII. New Business | |
| A. Discussion/Action | 105 |
| Hearing Officers | |
| B. Discussion/Action | 106 |
| Community Eligibility Provision - National School Breakfast and Lunch Programs | |
| C. Discussion/Action | 109 |
| Department of Education National Data Study | |
| D. Discussion | 114 |
| Educator Effectiveness System Implementation | |
| E. Discussion/Action | 117 |
| Employee Benefit and Retirement Age Recommendation - Effective July 1, 2014 | |
| F. Discussion/Action | 119 |
| 8.0 Hour Instructional Workday | |
| G. Discussion/Action | 120 |
| Authorization of 2014-2014 Expenditures Prior to Formal Adoption of the Budget | |
| H. Discussion/Action | 121 |
| Donations to the District | |
| XIII. Other Business as Permitted by Law Tentative Schedule of Reports, Events and Legal Deadlines For School Board (June-July) | 122 |
| XIV. Predetermined Time and Date of Adjourned Meeting, If Necessary | |
| XV. Adjournment | |

Kenosha Unified School District

Kenosha, WI

June 24, 2014

The Human Resources recommendations regarding the following actions:

| ACTION | LAST NAME | FIRST NAME | SCHOOL/DEPT | POSITION | STAFF | DATE | FTE | SALARY |
|------------------|------------------|-------------------|-----------------------------|----------------------------------|---------------|-------------|------------|---------------|
| Early Retirement | Thomson | Rae Ellen | Dept. of Special Education | Special Education (IDEA) | ESP | 12/19/2014 | 1 | \$17.31 |
| Leave of Absence | Schneider | Rita | Washington Middle School | Grade 6 | Instructional | 08/25/2014 | 1 | \$52,370.65 |
| Leave of Absence | Dorey | Marie | Stocker Elementary School | Grade 1 | Instructional | 05/25/2014 | 1 | \$65,965.00 |
| 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 |
| Resignation | Ellertson | Kevin | Facility Services | Night Custodian - Second Shift | Service | 05/28/2014 | 1 | \$20.92 |
| Resignation | Woolum | Siovahn | Bullen Middle School | Intervention Specialist | Instructional | 06/12/2014 | 1 | \$35,381.47 |
| Resignation | Bold | Adam | Washington Middle School | Science | Instructional | 06/12/2014 | 1 | \$38,188.50 |
| Resignation | Bradford | Lonzo | Bradford High School | Security | ESP | 06/12/2014 | 1 | \$14.06 |
| Resignation | Heckner | Andrea | Lincoln Middle School | E.D. | Instructional | 06/12/2014 | 1 | \$68,710.00 |
| Resignation | Demski | Caroleah | Lincoln Middle School | Performing Arts | Instructional | 06/12/2014 | 1 | \$35,564.03 |
| Resignation | Nealy | Carolyn | Headstart | Family Literacy Service Provider | Miscellaneous | 06/30/2014 | 1 | \$14.75 |
| Resignation | Katsis | Paraskevi | HR Leave Status | HR Teacher on Leave | Instructional | 06/06/2014 | 1 | \$43,625.00 |
| Resignation | Chlum | Molly | Roosevelt Elementary School | Cross Categorical | Instructional | 06/12/2014 | 1 | \$38,377.00 |
| Resignation | Nuoffer | Abbey | HR Leave Status | HR Teacher on Leave | Instructional | 06/12/2014 | 1 | \$61,720.00 |
| Resignation | Sullivan | Amy | HR Leave Status | HR Teacher on Leave | Instructional | 06/12/2014 | 1 | \$48,715.00 |
| Resignation | Pederson | Melissa | HR Leave Status | HR Teacher on Leave | Instructional | 06/09/2014 | 1 | \$60,623.00 |
| Resignation | Johnson | Jessica | Wilson Elementary School | Multi-Aged 2/3 | Instructional | 06/12/2014 | 1 | \$38,377.00 |
| Resignation | Aiello | Peter | Indian Trail Academy | CBD | Instructional | 06/12/2014 | 1 | \$54,518.00 |
| Separation | Vite | Carmen | HR Leave Status | Service Employee on Leave | Service | 04/23/2014 | 0.5 | \$25.08 |
| Separation | Phillips | Ryan | HR Leave Status | HR Teacher on Leave | Instructional | 06/06/2014 | 1 | \$47,127.00 |
| Separation | Tessman | Cynthia | HR Leave Status | HR ESP on Leave | ESP | 06/06/2014 | 1 | \$17.31 |
| Separation | Werve | Charles | HR Leave Status | HR ESP on Leave | ESP | 05/30/2014 | 1 | \$18.33 |
| Separation | McCarthy | Becky | HR Leave Status | HR ESP on Leave | ESP | 06/06/2014 | 1 | \$16.29 |

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD MAY 27, 2014

A special meeting of the Kenosha Unified School Board was held on Tuesday, May 27, 2014, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:52 P.M. with the following members present: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Mangi was also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Litigation and Personnel: Position Assignments.

Mr. Wade moved that the executive session be held. Mrs. Snyder seconded the motion.

Roll call vote. Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mr. Flood moved to adjourn to executive session. Mr. Kunich seconded the motion. Unanimously approved.

1. Personnel: Position Assignments

Dr. Floyd Williams, Assistant Superintendent of Elementary School Leadership; Dr. Angela Andersson, Principal at Kenosha School of Technology Enhanced Curriculum (KTEC); Ms. Nicole Mayes, Teacher at Lincoln Middle School; and Mr. Scott Hodges, Teacher at Kenosha School of Technology Enhanced Curriculum arrived at 5:53 P.M.

Ms. Mayes and Mr. Hodges answered questions from Board members.

Dr. Williams and Dr. Anderson provided their input pertaining to the position assignments and answered questions from Board members.

Dr. Floyd Williams, Dr. Andersson, Ms. Mayes, and Mr. Hodges were excused at 6:07 P.M.

Board members discussed the position assignments.

Meeting adjourned at 6:36 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD MAY 27, 2014

A regular meeting of the Kenosha Unified School Board was held on Tuesday, May 27, 2014, at 7:00 P.M. in the Board Room of the Educational Support Center. Mrs. Coleman, President, presided.

The meeting was called to order at 7:00 P.M. with the following Board members present: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Mangi was also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District. Notice of this regular meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

Mrs. Tanya Ruder, Executive Director of Community Partnerships and Media Relations, presented the FBLA State Leadership Conference Awards, the War of the Roses National Women Wrestling Championship Awards, the Duden Award – Wisconsin German Teacher of the Year, the AATG National Exam and Wisconsin DSSV Essay Contest Award, the US News and World Report Best High Schools in the US Award, the Noon Lions Peace Poster Contest Award, the Wisconsin State PTA Reflections Awards, the KUSD PTA Council Reflections Awards, the Gateway Technical College Earth Day Poster Contest Awards, the National Geographic Bee Award, and the International Society for Technology in Education Award. Mr. Scott Plank, Coordinator of Fine Arts presented the 2014 District Wide Student Art Exhibit Awards, the Sterling House Art Awards, the WSMA State Solo Ensemble Awards, the Heritage Music Festival Competition Awards, the Festival of Music Awards, the Music in the Parks Festival Awards, and the Festival Disney Awards.

The Board recessed at 7:33 P.M. and reconvened at 7:39 P.M.

Mrs. Coleman presented Resolution No. 300 – Resolution of Appreciation to Jo Ann Taube which read as follows:

“WHEREAS, Jo Ann Taube was elected to the Board of Education of the Kenosha Unified School District in April 2008, and served two, three-year terms on the Board; and

WHEREAS, she held the positions of treasurer, clerk and vice president during her terms on the Board; and

WHEREAS, during her tenure on the Board she served on every KUSD committee and chaired both the Curriculum/Program and Audit/Budget/Finance Committees; and

WHEREAS, during her term the district executed the renovation of Indian Trail High School and Academy; and

WHEREAS, the board approved \$17 million in energy efficiency projects for nine elementary schools and \$1.5 million for school security improvements; and

WHEREAS, she has been a strong supporter of providing exceptional educational opportunities to all students in the Kenosha Unified School District;

NOW, THEREFORE, BE IT RESOLVED, that this expression of appreciation for service as a Board Member be adopted, and

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education, and that a signed copy be presented to Jo Ann Taube in recognition of her service to the Kenosha Unified School District.”

Dr. Mangi presented Resolution No. 301 – Resolution of Appreciation to Robert Nuzzo which read as follows:

“*WHEREAS*, Robert Nuzzo was elected to the Board of Education of the Kenosha Unified School District in April 2011, and served one, three-year term on the Board; and

WHEREAS, during his tenure on the Board he served on the Planning/Facilities/Equipment and Audit/Budget/Finance Committees; and

WHEREAS, during his time as chairman of the Planning/Facilities/Equipment Committee the board approved \$17 million in energy efficiency projects for nine elementary schools and \$1.5 million for school security improvements; and

WHEREAS, he has been a strong supporter of providing exceptional educational opportunities to all students in the Kenosha Unified School District;

NOW, THEREFORE, BE IT RESOLVED, that this expression of appreciation for service as a Board Member be adopted, and

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education, and that a signed copy be presented to Robert Nuzzo in recognition of his service to the Kenosha Unified School District.”

Mr. Bryan moved to approve Resolution No. 300 – Resolution of Appreciation to Jo Ann Taube and Resolution No. 301 – Resolution of Appreciation to Robert Nuzzo as presented. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Mangi presented two Administrative appointments.

Ms. Stevens moved to approve Ms. Nicole Mays as the Assistant Principal of Kenosha School of Technology Enhanced Curriculum effective July 1, 2014. Mrs. Snyder seconded the motion. Unanimously approved.

Ms. Stevens moved to approve Mr. Scott Hodges as the Assistant Principal of Kenosha School of Technology Enhanced Curriculum effective July 1, 2014. Mr. Wade seconded the motion. Unanimously approved.

Mr. Bryan introduced the Student Ambassador, Rehnaz Jiwani, from LakeView Technology Academy and she made her comments.

There was no Legislative Report.

There were views and comments by the public.

Board members made their responses and comments.

Mrs. Coleman made her Board President remarks.

Dr. Mangi presented the Superintendent's Report.

The Board considered the following Consent-Approve items:

Consent-Approve item XI-A – Recommendations Concerning Appointments, Leaves of Absence, Retirements, and Resignations as contained in the agenda.

Consent-Approve item XI-B – Minutes of the 5/05/14 Special Meeting and Executive Session, 4/28/14 Organizational Meeting, 4/28/14 Regular Meeting, and the 5/5/14, 5/9/14, 5/10/14, and 5/19/14 Special Meetings.

Consent-Approve item XI-C – Summary of Receipts, Wire Transfers, and Check Registers submitted by Ms. Heather Kraeuter, Accounting & Payroll Manager; Mr. Hamdan, Interim Chief Financial Officer; and Dr. Joseph Mangi, excerpts follow:

"It is recommended that the April 2014 cash receipt deposits totaling \$511,099.40, and cash receipt wire transfers-in totaling \$3,383,124.75, be approved.

Check numbers 506697 through 507944 totaling \$3,975,041.16, and general operating wire transfers-out totaling \$425,428.56, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the April 2014 net payroll and benefit EFT batches totaling \$15,573,299.34, and net payroll check batches totaling \$5,611.94, be approved."

Ms. Stevens moved to approve the Consent Agenda as contained in the agenda. Mr. Flood seconded the motion. Unanimously approved.

Dr. Mangi introduced the Report of Contracts in Aggregate of \$25,000 submitted by Mr. Hofer, Mr. Hamdan, and Dr. Mangi, excerpts follow:

"School Board Policy 3420 requires that all contracts and renewals of contracts in aggregate of \$25,000 in a fiscal year shall be approved by the School Board except in the event of an emergency as determined and reported to the School Board monthly by the Purchasing Agent.

The following contracts/agreement has not been added to the Contract Management Database and is being presented to the Board at this time for Board Approval:

- Responsive Classroom - \$32,500.”

Ms. Stevens moved to approve the Report of Contracts in Aggregate of \$25,000. Mr. Bryan seconded the motion. Unanimously approved.

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, presented School Board Policy 6452 – Student Progress Reporting submitted by Mr. Kristopher Keckler, Executive Director of Information Systems, Data Management, and Evaluation; Dr. Savaglio; and Dr. Mangi, excerpts follow:

“On April 8, 2014, an Elementary Standards-Based Grading: Progress Monitoring and Assessing for Student Learning informational report was presented at the Curriculum/Program Standing Committee Meeting. On April 16, 2014, board president Ms. Rebecca Stevens requested that Policy 6452: Student Progress Reporting be brought forward to the full board for a first reading on April 28, 2014. Ms. Stevens indicated the policy was discussed in depth at the committee meeting and should be forwarded to the full board for an update to reflect the changes which have been in place for nearly a year.

The Elementary Standards-Based Grading: Progress Monitoring and Assessing for Student Learning report that was presented at the April 8, 2014, Curriculum/Program Standing Committee Meeting is attached to this report as Appendix A. The report contains background information, an explanation of and comparison between traditional grading and standards-based grading, guiding principles, a timeline, and information on previous Curriculum/Program Standing Committee Meetings at which standards-based grading was discussed.

A revised copy of Policy 6452: Student Progress Reporting is provided as Appendix B.

Policy 6452: Student Progress Reporting had its first reading by the board on April 28, 2014. Following that April 28 meeting, administration began to develop an implementation plan that would involve increased communication to all stakeholders. That plan is being presented along with the second reading of Policy 6452.

Administration recommends that the board of education approve the revised Policy 6452: Student Progress Reporting as a second reading.”

Ms. Stevens moved to approve revised Policy 6452 – Student Progress Reporting as a second reading.

Roll Call: Ayes: Mr. Kunich, Ms. Stevens, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: Mr. Flood. Motion passed.

Ms. Susan Valeri, Director of Special Education/Student Support presented the Education for Homeless Children and Youth Grant submitted by Mr. Edward Kupka, Coordinator of Student Support; Ms. Valeri; Dr. Savaglio-Jarvis; and Dr. Mangi, excerpts follow:

“Children and youth experiencing homelessness face many challenging issues on a daily basis. To alleviate any educational barriers such as school enrollment, attendance or academic achievement, the Wisconsin DPI is committed to the implementation of the McKinney-Vento Homeless Education Assistance Act. This federal act requires school districts to provide services and assistance for homeless students and their families. The Education for Homeless Children and Youth (EHCY) grant program receives an annual grant award from the United States Department of Education (USDE). EHCY grant funds are competitive and discretionary. The EHCY grant program is based on a three-year grant cycle. Grantees strive to enhance the educational experience homeless students receive by successfully implementing at least two academic and six legislative compliance goals. Furthermore, funded districts submit timely reports on the educational and financial administration of their program. Compliance monitoring and evaluation of these reports provide a basis for measuring the success of local McKinney-Vento goals and establish the foundation for future funding. Public school districts, consortia, and CESAs on behalf of districts, have the option to apply for an EHCY program grant.

The Kenosha Unified School District program for homeless children serves over 470 children currently. For the previous two-year cycle of this grant, KUSD received \$60,000 in 2012-2013 and \$45,000 in 2013-2014.

This report was presented to the Audit/Budget/Finance Committee at its May 13, 2014, meeting, however, a quorum was not present so no motions were made. It is recommended that the School Board approve the Education for Homeless Children and Youth Grant as presented.”

Ms. Stevens moved to approve the Education for Homeless Children and Youth Grant as presented. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Adoption of Instructional Materials for Secondary Mathematics submitted by Mrs. Jennifer Lawler, Coordinator of Mathematics; Dr. Savaglio-Jarvis; and Dr. Mangi, excerpts follow:

“In accordance with the motion passed by the board of education on July 30, 2013, the district contracted with auditors from Curriculum Management Systems, Inc., to perform a detailed audit of the secondary mathematics curriculum. This is the same organization that conducted the district-wide curriculum audit in 2013. Auditors visited the district October 21 through 24, 2013, interviewing district and building administrators, teachers, students, and parents and observing instruction in 82 mathematics classrooms. The auditors also reviewed 114 samples of student work. The findings and recommendations of the audit were presented by lead auditor Dr. Randall Clegg on February 10, 2014.

Based on the recommendations of the math audit, a timeline was developed by the coordinator of mathematics for the review of instructional materials resources. Two levels of teacher teams were formed to participate in the process. Teacher Curriculum Design Teams consisted of at least one representative from each middle school and each high school. Members of these teams were also a part of the Teacher Resource Review Teams. Teacher Resource Review Teams consisted of seven members—three teachers with experience at the focus grade level/course, one teacher from a level above, one teacher from a level below, one special education teacher, and one Language Acquisition Program teacher. Consistent

with the recommendations of the math audit, all team members were nominated by their building administrators based on demonstrated excellence in teaching mathematics and a deep knowledge and understanding of the curriculum and underlying standards.

Over the course of three weeks, the resource review teams gathered to conduct a thorough analysis of each of the three programs, with the review of each resource taking 12 to 18 hours of work to complete. Following the completion of the intensive review process, the Teacher Curriculum Design Teams convened again on April 1, 2014 to review the data collected and select two programs to move forward to the final level of review.

From April 7 through 17, 2014, sample copies of the final two selections were available at district middle and high schools and at the Educational Support Center for review and feedback by all district mathematics teachers as well as the community. Information regarding this opportunity for the community to provide feedback was communicated via local media outlets, the district website, and social media. Individuals reviewing the materials were asked to complete a feedback form. The completed forms are attached in Appendix H.

On April 14 and 15, 2014, representatives from each of the publishers were invited to conduct a presentation of their materials for teachers and community members at the Educational Support Center.

The Teacher Curriculum Design Teams gathered for a final time on April 28, 2014, to review the feedback received from teachers and community members and make a final recommendation to administration.

This report was presented to the Curriculum/Program Standing Committee at its May 13, 2014, meeting, however, a quorum was not present so no motions were made. Based on the data collected through an intensive review process and feedback from mathematics teachers and the community, the administration recommends that the School Board approve Big Ideas as the primary instructional resource for both middle school and high school."

Mrs. Lawler along with the following members of the Secondary Mathematics Teacher Resource Review Team: Mrs. Stacy Corez, Mrs. Shannon Higgins, Mr. Alan Skripsky, and Mrs. Jori Bucko 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, and a recommendations.

Mr. Flood moved to approve Big Ideas as the primary instructional resource for both middle school and high school. Mrs. Snyder seconded the motion.

Roll Call: Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Course Sequence Proposal for Mathematics in Grades 6 Through 12 submitted by Mrs. Lawler, Dr. Savaglio-Jarvis, and Dr. Mangi, excerpts follow:

“The current secondary mathematics course sequence—in place since the 2011-12 school year—uses an accelerated pathway, which places all students in an Algebra I course in eighth grade. This pathway requires that students master all of the seventh grade mathematics standards as well as most of the eighth grade standards in their seventh grade year, essentially completing two years of mathematics in one year. The Common Core Standards for Mathematics are far more rigorous than the previous Kenosha Unified School District standards that were in place when this change was implemented. In addition, one of the goals of these new standards is to allow teachers and students to focus on fewer topics at each grade level. Consequently, there is little overlap in the concepts and skills taught at each grade level (as was the case with the previous standards). Instead, the standards establish a clear learning progression from grade to grade that is designed to ensure that all students graduate from high school well prepared for college or careers. The proposed sequence acknowledges that while high expectations and rigorous curriculum are important, acceleration in mathematics may not be appropriate for all students. Appendix A describes the proposed sequence and indicates the differences in content between the traditional and accelerated pathways for seventh grade and eighth grade mathematics courses.

This report was presented to the Curriculum/Program Committee at its May 13, 2014, meeting, however, a quorum was not present so no motions were made. Administration recommends that the School Board approve the grades 6 through 12 math sequence as presented.”

Mrs. Lawler was present and answered questions from Board members.

Mr. Flood moved that the District adopt the regular and advanced Big Ideas mathematics pathways for grades 6-8 and Administration’s recommendation for grades 9-12. Ms. Stevens seconded the motion.

Roll Call: Ayes: Ms. Stevens and Mr. Flood. Noes: Mr. Kunich, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Motion failed.

Mrs. Snyder moved to approve Administration’s recommendation for the math sequence for grades 6-12. Mr. Wade seconded the motion.

Roll Call: Ayes: Mr. Kunich, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: Ms. Stevens and Mr. Flood. Motion carried.

The student ambassador, Ms. Jiwani, departed the meeting at 9:21 P.M.

Mr. Keckler presented the Three-Year Information and Technology Plan submitted by Ms. Ann Fredriksson, Coordinator for Instructional Technology & Library Media; Mr. Keckler; and Dr. Mangi, excerpts follow:

“The current Information & Technology Plan is set to expire at the end of the 2013-14 school year. Consistent with DPI expectations, a technology committee spent the past several months revising and updating the plan, with an expected Board adoption of a new three-year plan by June 2014. Although Wisconsin has no formal law or administrative rule requiring a Local Education Agency (LEA) to create/submit a combined Information & Technology Plan for certification, DPI strongly encourages LEAs to continue the process.

The current Information & Technology Plan is set to expire at the end of the 2013-14 school year. Consistent with DPI expectations, a technology committee spent the past several months revising and updating the plan, with an expected Board adoption of a new three-year plan by June 2014. Although Wisconsin has no formal law or administrative rule requiring a Local Education Agency (LEA) to create/submit a combined Information & Technology Plan for certification, DPI strongly encourages LEAs to continue the process.

This report was presented to the Audit/Budget/Finance Committee at its May 13, 2014, meeting, however, a quorum was not present so no motions were made. Administration recommends that the School Board approve the 2014-2017 Three-year Information & Technology Plan with the intent that the Plan be submitted to the Department of Public Instruction for recertification.”

Ms. Stevens moved to approve the 2014-2017 Three-Year Information & Technology Plan with the intent that the Plan be submitted to the Department of Public Instruction for recertification. Mr. Bryan seconded the motion. Unanimously approved.

Mrs. Sheronda Glass, Executive Director of Business, presented the Proposed Classification and Compensation Study submitted by Ms. Judy Rogers, Coordinator of Compensation and Benefits; Mrs. Glass; and Dr. Mangi, excerpts follow:

“The last comprehensive classification and compensation study was conducted over a decade ago. Classification specifications are outdated and need to be made current with regards to Americans with Disabilities Act (ADA) requirements, working environments, essential functions and corresponding knowledge, skills and abilities. Furthermore, over the past year several employees and/or their unit representatives have made requests to the Director of Human Resources to reclassify their positions. Acting upon requests of this nature in piece-meal fashion has most likely disrupted our existing salary relationships and/or existing job hierarchies. Yet, the District is perpetually defining the work it needs to accomplish in order to operate a school system that delivers a better education than neighboring school districts. Inevitably, this has led the District to create new job descriptions that do not necessarily align with past practices. The challenges posed in our current environment are: 1) align the new job descriptions to internal pay and classification structures that are outdated, or 2) deviate from these current structures and throw off alignment and possibly cause employee discord. Personnel-related expenses account for approximately 75% of KUSD’s \$292 million budget and therefore cannot be continually ignored.

The district is seeking an independent review of employee classifications and compensation programs for the following employee groups: Secretary/Clerical (SEC), Miscellaneous (MISC) and Administrative/Supervisory/Technical (AST) positions.

The timeline proposed for Crowe Horwath to initiate the classification study is on Monday, June 2, 2014. The proposed end date of the project is Monday, Oct 27, 2014, and implementation of new classifications and compensation plans begin on July 1, 2015.

At the May 13, 2014, joint Audit/Budget/Finance and Personnel/Policy Standing Committee meeting, it was voted to forward the report to the School Board for consideration. Administration recommends School Board approval for Crowe Horwath LLP to conduct a

Classification and Compensation Study for the Administrative/Supervisory/Technical, Secretarial/Clerical and Miscellaneous employee groups at a cost of \$85,000 to the School Board as presented.”

Mr. Flood moved to approve a Classification and Compensation Study for the Administrative/Supervisory/Technical, Secretarial/Clerical and Miscellaneous employee groups by Crowe Horwath LLP at a cost of \$85,000 to the School Board. Mrs. Snyder seconded the motion. Unanimously approved.

Dr. Mangi presented the Open Enrollment Applicants for School Year 2014-2015 submitted by Ms. Renee Blise, Research Coordinator; Ms. Belinda Grantham, Coordinator of Early Education Programs; Ms. Valeri; Dr. Bethany Ormseth, Interim Assistant Superintendent of Secondary School Leadership; Dr. Williams; Mr. Keckler; and Dr. Mangi, excerpts follow:

“The Wisconsin Department of Public Instruction (DPI) requires school districts to allocate open enrollment allocations prior to the start of the open enrollment application period. The Wisconsin open enrollment application period began on February 2nd, 2014, and closed on April 30th, 2014. Aside from the regular Open Enrollment process, students from a non-resident district may still apply for immediate admittance to another district if he/she meets one of the criteria as noted by the Alternative Open Enrollment Application process.

At the January 28th, 2014 Board of Education Regular Meeting the Kenosha Unified School Board formally affirmed the availability of spaces for both general and special education students seeking entrance into the Kenosha Unified School District under the Open Enrollment Statue for School Year 2014-15. The School Board affirmed the availability of 32 general education spaces and 5 special education spaces.

After receiving applications from the state’s Open Enrollment Applications Log (OPAL) the Offices of Educational Accountability, Elementary School Leadership, Secondary School Leadership, Teaching and Learning – Special Education/Student Support and Early Childhood met on April 29th, 2014 to match available District spaces to the application pool of requests made by candidates seeking entrance into KUSD. Additionally, guidelines concerning student enrollment preferences and sibling preferences were also revisited.

On May 7th, 2014, a lottery meeting was conducted in the Office of Educational Accountability to assign petitioning students to available District spaces. A representative from the Human Resources Department served as the “unbiased” witness to the student assignment process and drew lots during the lottery proceeding.

With the close of this year’s open enrollment application window by DPI on April 30th, 2014, all students in the OPAL system were listed on a master roster in alphabetical order. Each student was then assigned an applicant sequence number with the first person listed on the roster being tagged as number one and the remaining students who were on the OPAL listing were also assigned a sequence number.

As required by Wisconsin statue and Board policy, preference was given to students currently attending Kenosha Unified and their siblings. Each student was provided a lottery

ranking even though a student's denial may have been recommended in the application review process. This is done because some special education or expulsion records may not have been received from the resident district at the time of the selection process. A lottery ranking selection process is conducted separately for each grade. If there are more applicants than spaces available at a given grade then lottery rank is used to select which student gets their preference. School placements are also made on a random basis when no school preference or restriction is indicated on the OPAL application.

One hundred seven (107) non-resident students have applied for admission to the Kenosha Unified School District under the guidelines of open enrollment.

Administration recommends approval of applicants identified as numbers (3, 11, 16, 19, 22, 24, 26, 27, 30, 34, 36, 37, 39, 46, 47, 52, 54, 56, 61, 67, 70, 71, 72, 74, 80, 84, 89, 90, 91, 92, 95, 98, 103, 106, 107) due to available space at the grade level or school requested.

Administration recommends denial of applicants identified as numbers (1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 20, 21, 23, 25, 28, 29, 31, 32, 33, 35, 38, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 53, 55, 57, 58, 59, 60, 62, 63, 64, 65, 66, 68, 69, 73, 75, 76, 77, 78, 79, 81, 82, 83, 85, 86, 87, 88, 93, 94, 96, 97, 99, 100, 101, 102, 104, 105) due to overcapacity at the grade level or school requested and/or expulsion or habitual truancy in the current or preceding two years."

Ms. Stevens moved to approve Administration's recommendation for the Open Enrollment Applicants for School Year 2014-2015 as presented. Mr. Flood seconded the motion. Unanimously approved.

Mrs. Coleman announced that agenda item XIII-B – Settlement Agreement with Plaintiffs in LaCroix v. Kenosha Unified School District Board of Education, et al, Case No. 13-CV-1899 was pulled from the agenda.

Mr. Wade presented the Donations to the District as contained in the agenda.

Ms. Stevens moved to approve the Donations to the District as presented. Mr. Flood seconded the motion. Unanimously approved.

Ms. Stevens moved to adjourn the meeting. Mr. Bryan seconded the motion. Unanimously approved.

Meeting adjourned at 9:37 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD MAY 28, 2014

A special meeting of the Kenosha Unified School Board was held on Wednesday, May 28, 2014, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:31 P.M. with the following members present: Mr. Kunich, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Ms. Stevens was excused. Dr. Mangi and Dr. Jack Linehan were also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Litigation and Personnel: Employment Relationship, Position Assignments, and Compensation and/or Contracts.

Mr. Flood moved that the executive session be held. Mr. Bryan seconded the motion.

Roll call vote. Ayes: Mr. Kunich, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mr. Flood moved to adjourn to executive session. Mr. Bryan seconded the motion. Unanimously approved.

1. Personnel: Employment Relationship, Position Assignments, and Compensation and/or Contracts

Dr. Linehan reviewed and discussed information relating to the Superintendent position screenings with Board members.

A candidate arrived at 5:57 P.M. and responded to Board members' questions regarding the Superintendent position. The candidate was excused at 6:51 P.M.

Another candidate arrived at 7:12 P.M. and responded to Board members' questions regarding the Superintendent position. The candidate was excused at 8:02 P.M.

2. Litigation

Mrs. Sheronda Glass, Executive Director of Business, and Attorney JoAnn Hart from Boardman & Clark, LLP arrived at 8:29 P.M.

Attorney Hart updated Board members on the status of a litigation matter and discussion followed.

Meeting adjourned at 9:50 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 2, 2014

A special meeting of the Kenosha Unified School Board was held on Monday, June 2, 2014, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 7:00 P.M. with the following members present: Mr. Kunich, Mr. Flood, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Mr. Bryan arrived later. Ms. Stevens was excused. Dr. Mangi and Dr. Jack Linehan were also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Employment Relationship, Position Assignments, and Compensation and/or Contracts.

Mr. Wade moved that the executive session be held. Mr. Flood seconded the motion.

Roll call vote. Ayes: Mr. Kunich, Mr. Flood, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mr. Flood moved to adjourn to executive session. Mr. Kunich seconded the motion. Unanimously approved.

1. Personnel: Employment Relationship, Position Assignments, and Compensation and/or Contracts

Dr. Linehan briefly discussed information relating to the Superintendent position screenings with Board members.

A candidate arrived at 7:04 P.M. and responded to Board members' questions regarding the Superintendent position.

Mr. Bryan arrived at 7:12 P.M.

The candidate was excused at 8:02 P.M.

Another candidate arrived at 8:17 P.M. and responded to Board members' questions regarding the Superintendent position. The candidate was excused at 9:17 P.M.

The last candidate arrived at 9:30 P.M. and responded to Board members' questions regarding the Superintendent position. The candidate was excused at 10:32 P.M.

Meeting adjourned at 10:35 P.M.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 5, 2014

A special meeting of the Kenosha Unified School Board was held on Thursday, June 5, 2014, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Discussion/Action Regarding a Settlement Agreement With Plaintiffs in LaCroix v. Kenosha Unified School District Board of Education, et. Al, Case No. 13-CV-1899.

The meeting was called to order at 5:33 P.M. with the following members present: Mr. Kunich, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Mangi was also present. Ms. Stevens and Mr. Flood arrived later.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Ms. Stevens arrived at 5:36 P.M.

Mr. Flood arrived at 5:37 P.M.

There were views/comments by the public.

Mrs. Snyder moved to approve the consideration and action on the settlement agreement with plaintiffs in LaCroix vs. Kenosha Unified School Board of Education, et. Al, Case No. 13-CV-1899. Mr. Kunich seconded the motion.

Board members made their views and comments.

Questions by Board members were answered by Mrs. Glass.

The Board recessed at 6:24 P.M. and reconvened at 6:33 P.M.

Roll call vote. Ayes: Mr. Kunich, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: Ms. Stevens, Mr. Flood, and Mr. Bryan. Motion carried.

Meeting adjourned at 6:42 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 12, 2014

A special meeting of the Kenosha Unified School Board was held on Thursday, June 12, 2014, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:34 P.M. with the following members present: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Mangi was also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Position Assignments and Compensation and/or Contracts.

Mrs. Snyder moved that the executive session be held. Mr. Kunich seconded the motion.

Roll call vote. Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mr. Kunich moved to adjourn to executive session. Mr. Flood seconded the motion. Unanimously approved.

1. Personnel: Position Assignments and Compensation and/or Contracts

Mrs. Maria Kotz, Interim Principal at Indian Trail High School and Academy, arrived at 5:39 P.M. and answered questions from Board members.

Mrs. Kotz was excused at 5:43 P.M.

Dr. Bethany Ormseth, Interim Assistant Superintendent of Secondary Schools, and Mr. Curtiss Tolefree, Assistant Principal at Bradford High School, arrived at 5:44 P.M. They both answered questions from the Board.

Dr. Ormseth and Mr. Tolefree were excused at 5:50 P.M.

Mrs. Sheronda Glass, Executive Director of Business, and Mr. Tarik Hamdan, Interim Chief Financial Officer, arrived at 5:51 P.M. and discussed compensation information with the Board.

Meeting adjourned at 6:30 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 5, 2014

A special meeting of the Kenosha Unified School Board was held on Thursday, June 5, 2014, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:53 P.M. with the following members present: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Mangi and Dr. Jack Linehan were also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Employment Relationship, Position Assignments, and Compensation and/or Contracts.

Mr. Wade moved that the executive session be held. Mr. Kunich seconded the motion.

Roll call vote. Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mr. Bryan moved to adjourn to executive session. Mr. Flood seconded the motion. Unanimously approved.

1. Personnel: Employment Relationship, Position Assignments, and Compensation and/or Contracts

Dr. Linehan discussed information pertaining to the Superintendent search with Board members.

Mr. Flood and Mr. Wade departed the meeting at 8:42 P.M.

Meeting adjourned at 8:55 P.M.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 12, 2014

A special meeting of the Kenosha Unified School Board was held on Thursday, June 12, 2014, at 6:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Discussion of Administrative Appointments, Views and Comments by the Public, and Discussion/Action Regarding Long Term Care Benefits.

The meeting was called to order at 6:38 P.M. with the following members present: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Mangi was also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Dr. Mangi announced the following Administrative Appointments:

- Dr. Bethany Ormseth as Assistant Superintendent of Secondary Schools effective July 1, 2014;
- Mrs. Maria Kotz as Principal at Indian Trail High School and Academy effective July 1, 2014; and
- Mr. Curtiss Tolefree as Interim Principal at Washington Middle School effective July 1, 2014.

There were views/comments by the public.

Mrs. Sheronda Glass, Executive Director of Business, presented the Long Term Care Benefits information. She indicated Administration's recommendation is to approve the following ten (10) year phase out option of the long term care obligation for retirees:

- The District would continue to provide a paid long term plan for active employees. Effective July 1, 2014, no new retirees would be enrolled in the plan;
- The District would continue to provide a paid long term plan for retirees between the ages of 55 and 64. Once a retiree reaches the age of 65, the retiree would pay the monthly premium at a group rate; and
- Retirees 65 and older would continue to pay their monthly premium at a group rate.

Mrs. Glass answered questions from Board members.

Mr. Wade moved to approve Administration's recommendation for a ten (10) year phasing out option of the long term care obligation for retirees. Mr. Kunich seconded the motion. Discussion followed.

Roll call vote. Ayes: Mr. Kunich, Mr. Wade, and Mrs. Coleman. Noes: Ms. Stevens, Mr. Flood, Mr. Bryan. Abstained: Mrs. Snyder. Motion failed.

Mr. Bryan moved to rescind the motion from the May 21, 2013, Board meeting terminating the long term care as of July 1, 2013, and maintain long term care benefits until December 31, 2014 pending a recommendation from the Benefit Task Force Committee in regards to long term care. Mr. Flood seconded the motion. Discussion followed.

Mr. Bryan withdrew his motion to rescind the motion from the May 21, 2013 Board meeting terminating the long term care as of July 1, 2013 and maintain long term care benefits until December 31, 2014 pending a recommendation from the Benefit Task Force Committee in regards to long term care.

Mr. Bryan moved to accept Administration's recommendation without the 10 year phase out option. Mr. Flood seconded the motion.

Roll call vote. Ayes: Ms. Stevens, Mr. Flood, Mr. Bryan, Mr. Wade, and Mrs. Coleman. Noes: Mr. Kunich. Abstained: Mrs. Snyder. Motion carried.

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

Meeting adjourned at 8:30 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
June 24, 2014

| CASH RECEIPTS | reference | total |
|--|---|------------------|
| May 2014 Wire Transfers-In, to Johnson Bank from: | | |
| WI Department of Public Instruction | state aids register receipts | \$ 505,675.97 |
| District Municipalities | tax settlement - May payment | 11,476,504.49 |
| Johnson Bank | account interest | 107.94 |
| Bankcard Services (MyLunchMoney.com) | food services credit card receipts (net of fees) | 150,560.89 |
| Bankcard Services (TicketSpice.com) | fine arts ticket sales receipts (net of fees) | 3,311.57 |
| 5/3 Bank (RevTrak) | district web store receipts (net of fees) | 7,628.47 |
| Retired & Active Leave Benefit Participants | premium reimbursements | 21,871.26 |
| HHS | head start grant | 269,784.28 |
| Various Sources | small miscellaneous grants / refunds / rebates | 39,362.44 |
| Total Incoming Wire Transfers | | \$ 12,474,807.31 |

May 2014 Deposits to Johnson Bank - All Funds:

| | | |
|--|--------------------------|-----------------|
| General operating and food services receipts | (excluding credit cards) | \$ 3,164,830.51 |
|--|--------------------------|-----------------|

TOTAL May CASH RECEIPTS

\$ 15,639,637.82

| CASH DISBURSEMENTS | reference | total |
|---|---|------------------|
| May 2014 Wire Transfers-Out, from Johnson Bank to: | | |
| <i>payroll & benefit wires</i> | | |
| Individual Employee Bank Accounts | net payrolls by EFT (net of reversals) | \$ 6,888,539.93 |
| WI Department of Revenue | state payroll taxes | 477,011.01 |
| WI Department of Revenue | state wage attachments | 1,847.69 |
| IRS | federal payroll taxes | 3,988,328.42 |
| Diversified Benefits Services | flexible spending account claims | 28,651.75 |
| Employee Trust Funds | wisconsin retirement system | 2,248,353.66 |
| NVA | vision insurance premiums | 10,323.21 |
| Various | TSA payments | 447,651.94 |
| <i>general operating wires</i> | | |
| US Bank | purchasing card payment-individuals | 210,562.28 * |
| US Bank | purchasing card payment-AP program | 32,999.16 * |
| Aegis | workers' compensation payment | 100,000.00 |
| Kenosha Area Business Alliance | LakeView lease payment | 17,453.54 |
| Johnson Bank | banking fees | 1,348.02 |
| Various | returned checks | 344.00 |
| Total Outgoing Wire Transfers | | \$ 14,453,414.61 |

May 2014 Check Registers - All Funds:

| | | |
|-------------------------------------|---|-----------------|
| Net payrolls by paper check | Register# 01010DP, 01011DP, 1911DP | \$ 3,881.86 |
| General operating and food services | Check# 507945 thru Check# 509589 (net of void batches) | 8,237,690.04 |
| Total Check Registers | | \$ 8,241,571.90 |

TOTAL May CASH DISBURSEMENTS

\$ 22,694,986.51

*See attached supplemental report for purchasing card transaction information

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending May 15, 2014

| Merchant/Vendor | Total Charge (Credit) |
|---------------------------|-----------------------|
| HOTEL | \$ 19,608.44 |
| WW GRAINGER | \$ 11,777.41 |
| AMAZON.COM | \$ 11,238.38 |
| MENARDS | \$ 8,567.01 |
| MAYFAIR RENT A CAR KENO | \$ 6,113.50 |
| VEHICLE MAINT. & FUEL | \$ 5,923.93 |
| NELSON ELECTRIC SUPPLY | \$ 5,892.95 |
| VIKING ELECTRIC - KENOSHA | \$ 5,606.47 |
| A BEEP, LLC | \$ 5,245.76 |
| BUREAU OF EDU & RESEARCH | \$ 5,180.00 |
| RESTAURANTS & CATERING | \$ 5,137.51 |
| 3654 INTERSTATE | \$ 4,624.27 |
| AIRLINE | \$ 4,416.00 |
| IRIS USA INC | \$ 4,230.00 |
| INDUSTRIAL CONTROLS | \$ 4,052.28 |
| AMAZON MKTPLACE PMTS | \$ 3,939.54 |
| FIRST SUPPLY LLC | \$ 3,765.86 |
| HALLMAN LINDSAY PAINTS | \$ 3,375.89 |
| ASSOC SUPERV AND CURR | \$ 2,792.30 |
| MARK S PLUMBING PARTS | \$ 2,676.46 |
| SOLUTION TREE INC | \$ 2,596.00 |
| TOTAL FURNITURE | \$ 2,504.50 |
| EDS ARCHITECTURAL OPENING | \$ 2,490.60 |
| IWM CORPORATION | \$ 2,414.12 |
| MEETINGS ETC INC | \$ 2,400.00 |
| USPS | \$ 2,259.55 |
| ULINE *SHIP SUPPLIES | \$ 2,040.90 |
| TOOLUP.COM | \$ 2,009.77 |
| CHESTER ELECTRONIC SUPPLY | \$ 1,948.05 |
| NASSP E-COMMERCE | \$ 1,764.00 |
| CLASS 1 AIR INC | \$ 1,763.15 |
| HARBOR FREIGHT TOOLS 358 | \$ 1,751.50 |
| AED SUPERSTORE | \$ 1,731.70 |
| DW DAVIES COMPANY INC | \$ 1,633.35 |
| BAUDVILLE INC. | \$ 1,609.27 |
| SIX FLAGS GREAT AMERICA | \$ 1,585.00 |
| L AND S ELECTRIC | \$ 1,533.12 |
| FOLLETT SCHOOL SOLUTIONS | \$ 1,501.50 |
| CONSERV FS INC | \$ 1,486.40 |
| TCT*ANDERSON'S | \$ 1,458.59 |
| GETTY IMAGES | \$ 1,299.00 |
| IN *GAPPA SECURITY SOLUTI | \$ 1,233.20 |
| COLONNA DAUM PRICE | \$ 1,118.10 |
| ODOR-FREE SD INTN'L,INC | \$ 1,047.00 |
| IVIE ENTERPRISES INC | \$ 1,026.63 |
| THE HOME DEPOT 4926 | \$ 1,011.91 |
| LENNYS POOL SERVICE INC | \$ 992.23 |
| PAYPAL *COOPERATIVE | \$ 990.00 |

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending May 15, 2014

| Merchant/Vendor | Total Charge (Credit) |
|---------------------------|-----------------------|
| INST FOR MULTI-SENSORY | \$ 975.00 |
| HYDRO-FLO PRODUCTS INC | \$ 965.94 |
| MINVALCO INC | \$ 913.85 |
| JOHNSTONE SUPPLY | \$ 896.61 |
| GCI* WOODWIND | \$ 882.00 |
| OPC*ALVERNO 414-382-6087 | \$ 870.00 |
| CONNEY SAFETY | \$ 833.44 |
| B & H PHOTO-VIDEO.COM | \$ 832.95 |
| MAF LLC | \$ 826.00 |
| NORTHEAST FOUNDATION F | \$ 796.00 |
| PROFESSIONAL SERVICES | \$ 775.00 |
| UW EOP NONCREDIT PROGRAM | \$ 750.00 |
| USA-CLEAN, INC. | \$ 721.10 |
| KAIN ENERGY CORPORATION | \$ 683.75 |
| CC-27 INSULATION PLUS | \$ 660.90 |
| LOWES #02560* | \$ 659.46 |
| CSI*CRESTLINE CO INC | \$ 649.35 |
| REINDERS - BRISTOL | \$ 601.55 |
| WINDOW REPAIR SYSTEMS | \$ 594.36 |
| REI*GREENWOODHEINEMANN | \$ 590.15 |
| AUER STEEL & HEATING SUPP | \$ 567.54 |
| ANIXTER-115687 | \$ 551.00 |
| ACT*AWSA | \$ 543.00 |
| LOYOLA UNIV CHGO | \$ 536.70 |
| CAROLINA BIOLOGIC SUPPLY | \$ 536.10 |
| ENVISION | \$ 515.00 |
| WAL-MART | \$ 514.03 |
| BATTERIES PLUS KEN | \$ 512.29 |
| SAFETY KLEEN SYSTEMS BRAN | \$ 510.00 |
| RELECTRIC SUPPLY COMPANY | \$ 483.92 |
| HIGHWAY C SVC | \$ 482.14 |
| FARM & FLEET STURTEVANT | \$ 476.01 |
| EB *NWP URBAN SITES NE | \$ 434.00 |
| OFFICE MAX | \$ 418.84 |
| GOODWAY TECHNOLOGIES | \$ 390.00 |
| CAMETA CAMERA | \$ 379.95 |
| MCMASTER-CARR | \$ 377.05 |
| BECKER BOILER CO., INC | \$ 376.75 |
| MOTION INDUSTRIES WI04 | \$ 354.04 |
| TOWN & COUNTRY GLASS CO | \$ 351.99 |
| SHIFFLER EQUIPMENT SAL | \$ 349.00 |
| FASTENAL COMPANY01 | \$ 347.03 |
| CREATIVE ADVERTISING | \$ 335.00 |
| HOMEDEPOT.COM | \$ 329.84 |
| PATS SERVICES INC | \$ 325.00 |
| WM SUPERCENTER #1167 | \$ 324.51 |
| SQ *TECH HELP | \$ 318.08 |
| ROC*ROCKLER WDWK HDWE | \$ 313.27 |

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending May 15, 2014

| Merchant/Vendor | Total Charge (Credit) |
|---------------------------|-----------------------|
| FABCO RENTS | \$ 311.30 |
| WISCONSIN COACHLINES | \$ 300.00 |
| THE BOOKSOURCE | \$ 295.14 |
| WHS MUSEUM STORE | \$ 288.00 |
| DA-MILW 100 | \$ 283.05 |
| NASCO MAIL ORDER | \$ 280.50 |
| ASSOC OF WISCONSIN SCHOOL | \$ 278.00 |
| THE TRANE COMPANY | \$ 272.74 |
| PLN*PRICELINE RENTAL | \$ 259.70 |
| LEARNING FORWARD | \$ 259.20 |
| DOLRTREE | \$ 258.01 |
| ORIENTAL TRADING CO | \$ 254.56 |
| GFS MKTPLC #1919 | \$ 253.27 |
| STU*SHINDIGZ DECORATIO | \$ 242.26 |
| BABCOCK HALL DAIRY STORE | \$ 222.96 |
| BETTYMILLSC | \$ 221.48 |
| KENOSHA FRESH MARKE | \$ 220.47 |
| BADGE A MINIT | \$ 216.86 |
| AT&T*BILL PAYMENT | \$ 215.88 |
| ERN WEBINARS | \$ 204.50 |
| AMERICAN RADIO RELAY LEAG | \$ 200.00 |
| PAYPAL *CESA 2 | \$ 195.00 |
| PAYNE & DOLAN INC 40023 | \$ 187.37 |
| NATL CCL TEACHERS OF MATH | \$ 180.88 |
| PIGGLY WIGGLY #004 | \$ 179.25 |
| MARCO PROMOTIONAL PROD | \$ 175.43 |
| CDW GOVERNMENT | \$ 165.08 |
| ANGEL INN | \$ 165.00 |
| DSPS EPAY ISE | \$ 161.50 |
| COMMUNITY WALKS | \$ 159.93 |
| HARLEM SCHOOL DISTRICT | \$ 150.00 |
| WUFOO.COM/CHARGE | \$ 149.75 |
| DG HARDWARE | \$ 149.42 |
| PODS #58 | \$ 149.00 |
| MOWTOWNUSAC | \$ 143.94 |
| WISCONSIN SCHOOL MUSIC AS | \$ 143.40 |
| WAYFAIR*WAYFAIR SUPPLY | \$ 142.40 |
| NAESP-PEAP | \$ 140.00 |
| CHARGEALL | \$ 139.40 |
| BEACON ATHLETICS | \$ 139.20 |
| IN THE NEWS | \$ 137.00 |
| DICKOW CYZAK TILE CARP | \$ 118.14 |
| WALGREENS | \$ 117.86 |
| PAUL MAGAUDDA | \$ 114.56 |
| SIEMENS INDUSTRY INC | \$ 111.60 |
| FORDS THEATRE BOX OFF | \$ 106.00 |
| DRI*SONIC SOLUTIONS | \$ 105.45 |
| SCHOLASTIC BOOK CLUB | \$ 105.00 |

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending May 15, 2014

| Merchant/Vendor | Total Charge (Credit) |
|---------------------------|-----------------------|
| AIRGAS USA LLC N506 | \$ 102.44 |
| FESTIVAL FOODS | \$ 100.08 |
| EB *2014 ANNUAL COMPLI | \$ 100.00 |
| NAGC | \$ 99.00 |
| LINCOLN CONTRACTOR | \$ 94.83 |
| WEBCONNEX.COM/CHARGE | \$ 93.78 |
| JADE LEARNING, INC | \$ 85.00 |
| HOBBY LOBBY #350 | \$ 84.71 |
| SHERWIN WILLIAMS #3180 | \$ 80.60 |
| AMAZONPRIME MEMBERSHIP | \$ 80.56 |
| HOLLAND SUPPLY INC | \$ 79.72 |
| TJM PROMOTIONS | \$ 76.00 |
| KEMPER CENTER INC | \$ 75.00 |
| A&B HARDWARE & LOCK SH | \$ 72.86 |
| HOBBYLINC COM | \$ 72.47 |
| TAYLOR & FRANCIS BOOKS | \$ 71.92 |
| SDE/CRYSTAL SPRGS BKS | \$ 70.09 |
| AAA CLUB/INSUR 2700505R | \$ 70.00 |
| THE INSTRUMENTALIST | \$ 68.00 |
| ONLINE LABELS | \$ 60.65 |
| HAYES SCHOOL PUBLISHING | \$ 59.93 |
| AIRGASS NORTH | \$ 59.82 |
| VZWRLSS*IVR VN | \$ 58.01 |
| POSITIVE PROMOTIONS INC | \$ 54.72 |
| BARNES & NOBLE #2037 | \$ 54.12 |
| ILP*INSECT LORE | \$ 52.40 |
| SCANTRON CORPORATION | \$ 52.01 |
| WI ASSN SCHOOL BOARDS | \$ 50.00 |
| FRANKLINCOVEYPRODUCTS | \$ 48.76 |
| PICK N SAVE 00068718 | \$ 47.60 |
| TMS*FLORAL CREATIONS B | \$ 47.30 |
| RVT*ADLAI E STEVENSON H | \$ 45.00 |
| DICKS SPORTING GOODS#753 | \$ 40.00 |
| MILWAUKEE PUB MUSEUM ADM | \$ 40.00 |
| SQ *MUSIC NOTES LLC | \$ 40.00 |
| MERITLINE.COM | \$ 39.92 |
| CVSPHARMACY #8777 Q03 | \$ 39.33 |
| BIG LOTS STORES - #0423 | \$ 38.51 |
| EDGEWOOD.EDU | \$ 35.00 |
| WISCONSIN MATHEMATICS COU | \$ 35.00 |
| RLI*RENAISSANCE LEARN | \$ 33.00 |
| TARGET 00022517 | \$ 31.06 |
| PETSMART INC 1636 | \$ 30.00 |
| INSTY-PRINTS | \$ 28.50 |
| ACTE | \$ 26.95 |
| MC SPORTS 176 | \$ 24.99 |
| IN *WISCONSIN MATHEMATICS | \$ 24.00 |
| MICHAELS STORES 9192 | \$ 23.96 |

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending May 15, 2014

| Merchant/Vendor | Total Charge (Credit) |
|--|-----------------------|
| ROBOTSHOP.COM | \$ 23.01 |
| APL*APPLE ITUNES STORE | \$ 21.09 |
| TAP PLASTICS, INC. | \$ 19.13 |
| PARKSIDE TRUE VALUE | \$ 18.14 |
| JOANN STORE INTERNET | \$ 16.00 |
| FACTORY CARD OUTLET #174 | \$ 14.46 |
| WAREHOUSE FABRICS INC | \$ 12.93 |
| HON ACCESSORIES | \$ 12.00 |
| PBBS EQUIPMENT CORP | \$ 11.52 |
| TRAVELOCITY.COM | \$ 9.99 |
| KOHL'S #0212 | \$ 9.89 |
| PRAIRIE SIDE TRUE VALUE | \$ 9.49 |
| IN *OVER THE TOP CUISINE, | \$ (40.00) |
| STATE OF WI DPI REGONLINE | \$ (110.00) |
| NATIONALSCI | \$ (325.00) |
| US Bank Purchasing Card Payment - Individuals | \$ 210,562.28 |

KUSD Purchasing Card Program - Accounts Payable

Transaction Summary

Billing Cycle Ending May 15, 2014

| Check # | Vendor ID | Vendor Name | Total |
|---|-----------|------------------------------|---------------------|
| 99000409 | V01058 | FIRST STUDENT | \$ 31,524.41 |
| 99000413 | V01124 | WIL-KIL PEST CONTROL COMPANY | \$ 1,474.75 |
| US Bank Purchasing Card Payment - Accounts Payable | | | \$ 32,999.16 |

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, WI

June 24, 2014

Administrative Recommendation

It is recommended that the May 2014 cash receipt deposits totaling \$3,164,830.51, and cash receipt wire transfers-in totaling \$12,474,807.31, be approved.

Check numbers 507945 through 509589 totaling \$8,237,690.04, and general operating wire transfers-out totaling \$ 362,707.00, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the May 2014 net payroll and benefit EFT batches totaling \$14,090,707.61, and net payroll check batches totaling \$3,881.86, be approved.

Dr. Joseph Mangi
Interim Superintendent of Schools

Tarik Hamdan
Interim Chief Financial Officer

Heather Kraeuter, CPA
Accounting & Payroll Manager

**Kenosha Unified School District
Kenosha, Wisconsin**

JUNE 24, 2014

**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

This report was presented to the Curriculum/Program Committee at its June 10, 2014, meeting, however, a quorum was not present so no motions were made. 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 school board adopt the Next Generation Science Standards as presented.

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 Zwiag |
| 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 |
| | | | | |
| | | | | |
| | | | | |

References

- <http://www.nextgenscience.org/next-generation-science-standards>
- [http://www.cesa2.org/programs/wiNext Generation Science Standards/](http://www.cesa2.org/programs/wiNext%20Generation%20Science%20Standards/)
- <http://www.ksde.org/Default.aspx?tabid=5675>
- <http://www.achieve.org/publications/Next%20Generation%20Science%20Standards-adoption-and-implementation-workbook>
- http://cal.dpi.wi.gov/cal_science
- *Wisconsin STEM navigators to the future* [Brochure]. (n.d.) Milwaukee, WI: Wisconsin Technology Council.

Kenosha Unified School District
Kenosha, Wisconsin

June 24, 2014

Report of Contracts in Aggregate of \$25,000

School Board Policy 3420 requires that “all contracts and renewals of contracts in aggregate of \$25,000 in a fiscal year shall be approved by the School Board except in the event of an emergency as determined and reported to the School Board monthly by the Purchasing Agent.”

The contracts/agreements in aggregate of \$25,000 that have been added to the Contract Management Database subsequent to May 27, 2014, with approval of the purchasing agent are shown in the database in coral color. Board members may access this database while on district property.

[Link to Contract Management Database](#)

Approval of Contracts in Aggregate of \$25,000

The following contract/agreement has not been added to the Contract Management Database and is being presented for Board Approval.

Northwest Evaluation Association - Web-Based Measures of Academic Progress (MAP)

1. What is the purpose of the proposed purchase?

- Provides rich data on each child's learning – Computerized adaptive assessments assess differently, allowing teachers to see their students as individuals – each with their own base of knowledge.
- Adaptive assessments present students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty.
- Assessments can be administered three times a year to analyze growth and adjust teaching to accommodate progress or lack of progress.
- All schools utilizing Compass Learning benefit from imported Measures of Academic Progress scores three times a year. This allows the Compass Learning program to tailor its Learning Paths to correlate with the levels of each individual student (truly personalized learning).
- Researched-based partnering with Vanderbilt, Brown and Fordham to understand how data can best be used to transform learning every day for every student.
- Measures of Academic Progress assessments are aligned with the Common Core.

History

Prior to the 2011-2012 school year, three schools (Bradford, Vernon, and Washington) utilized the Measure of Academic Progress assessments. In spring of 2011, the previous district administration recommended the implementation of the Measure of Academic Progress assessments across the district. The Department of Teaching and Learning financed the purchase for the initial district-wide implementation. The district began with assessing all third, sixth, and ninth grade students in math and reading. Schools were given the option to request assessment licenses for all other students second through tenth grade. Last year the district added fifth and eighth grade to the mandatory list. For the 2013-2014 school year, the district required all grades two through ten to be assessed. The Department of Teaching and Learning has supported four levels of training for the administrators and lead teachers/instructional coaches in the district.

2. What is the total cost of purchase and the funding source?

Purchase includes licensing for all students second through tenth grade for math and reading. Total cost is \$168,475 for the 2014-2015 school year. It will continue to be funded by the Department of Teaching and Learning.

3. What is the educational outcome of this purchase?

- Using the various reports provided by Northwest Evaluation Association and those custom developed by the Office of Educational Accountability, teachers and support staff can target learning levels and individualize instruction based for greater efficiency of resources (Northwest Evaluation Association Report Portfolio).
- Buildings currently use these in their SMART Goal process and collaborative models for learning work. Measure of Academic Progress data will tentatively play a crucial role in the Student/School Learning Objectives for the Educator Effectiveness program. Kenosha Unified School District and Northwest Evaluation Association hold district and building level trainings for data dissemination.

4. When is the anticipated start date?

Math and reading assessments are given three times a year – fall, winter, and spring.

2014-2015 Testing windows

Fall September 8-October 10

Winter: December 8-January 23

Spring: April 13-May 22

Solution Tree- Professional Collaborative Model

1. What is the purpose of the proposed purchase?

Since 2007, Kenosha Unified School District teachers and administrators have been engaged in creating professional learning communities which is the umbrella for a powerful professional collaboration model for all staff, teachers, support staff and administrators in Kenosha Unified School District.

The professional collaboration model is an ongoing process in which educators collaborate in collective inquiry to achieve better results for all students. During collaboration, teams of teachers focus on student learning and results in order to close the achievement gaps within their building. In a high quality professional collaboration model, teams of teachers collaborate around four essential questions:

- What do we want our students to know (learning objectives)?
- How will they know if they have learned (assessment)?
- How will we respond if they have not learned (intervention)?
- How do we respond if they already know (differentiation)?

This model also aligns with the recommendation indicated in the September 2013 Curriculum Audit recommendation seven, section A.7.2 (page 336), "Organizes adults into learning communities whose goals are aligned with those of the school and district."

During the 2012-2013 school year Kenosha Unified School District began to systematically create professional collaborative models at the elementary level and provide focused professional learning to principals and instructional coaches. Then during the 2013-2014 school year the district focus was on building capacity at the secondary level to create and sustain a professional collaborative model focusing on results and student learning through strategic professional learning for administrators and teacher leaders at Bradford, Tremper, Indian Trail, and Lincoln.

Upon approval by the board of education, during the 2014-2015 school year, professional learning on leading and sustaining a professional collaboration model will be provided to Bullen, Mahone, Lance, and Washington and select elementary school administrators and teacher leaders through the PLC Coaching Academy. Additionally, there will be four overview professional learning opportunities for all staff from focused buildings. The purpose of which is to gain a better understanding of the professional collaboration model.

2. What is the total cost of purchase and the funding source?

Funding for this professional learning will be through Title IIA.
Professional Learning Communities Overview - \$ 32,695
Professional Learning Communities Coaching Academy - \$90,000
Total - \$122,695

3. What is the educational outcome of this purchase?

Through forming collaborative teams, teachers in Kenosha Unified School District will be able to better address the needs of all students in their classrooms. Teamwork will make complex tasks more manageable, stimulate new ideas, and promote coherence in the school's curriculum and instruction. During professional collaboration, teachers will engage in goal setting, best practice inquiry, and analysis of data to improve their practice. Additionally, teams will begin to dive into what additional supports a school can offer such as interventions and enrichment determined by student data.

Educational Outcomes of PLC Overview sessions:

- Participants will have a common understanding of the professional collaborative model and learn how to customize it to meet the needs of their individual school environments.
- Teams will discover how to create and maintain a healthy collaborative culture, as well as how to answer the four critical questions every team must address

Educational Outcomes of PLC Academy sessions:

- Teams will build internal capacity for implementing and sustaining the professional collaborative model within their school building
- Participants will acquire strategies and activities that can be replicated to lead their team meetings

4. When is the anticipated start date?

Professional Learning Communities Staff Overview - August and September 2014

Professional Learning Communities Coaching Academy - Six days throughout 2014-2015

Boys and Girls Club – Summer Youth Program

1. What is the purpose of the proposed purchase?

The purpose of this program is to provide a summer program for out 8th grade students with high at-risk scores on the Department of Public Instruction DEWS system. This program will include employment and therapeutic groups. These groups will include gang prevention, anger management, etc.

2. What is the total cost of purchase and the funding source?

\$35,000 – all from ESC operation budgets (Superintendent and School Leadership)

3. What is the educational outcome of this purchase?

To engage our 8th grade students as they enter their high school years.

4. When is the anticipated start date?

June 27, 2014

Solution Tree - Administrative Professional Learning-Formative Assessment

1. What is the purpose of the proposed purchase?

As stated in the September 2013 Curriculum Audit under recommendation 6 (page 330) section A.6.5 (page 333) and recommendation 7 (page 334) sections A.7.8 (page 337) and section A.7.9 (page 338) additional training should be expanded in formative and summative assessments for building administrators and curriculum coordinators.

Recommendation 6 (page 330): Develop and implement a comprehensive plan for student assessment and program evaluation that requires data use at district and site levels to close the achievement gaps persistent among ethnic populations and subgroups, to raise the level of achievement for all students, and to provide feedback for decisions regarding curriculum management and program adoption, implementation, continuation, expansion, modification, or termination. Align student and program assessment with curriculum management system and support long-range planning.

A.6.5 (page 333): Expand training in formative and summative data access, analysis, and use in facilitating teaching and learning. Extend this training to all instructional staff and administrators and provide systems to connect this training to district-wide efforts to increase student achievement

Recommendation 7 (page 334): Design and implement a comprehensive professional development process that provides for coordination with the curriculum management plan and for the use of student achievement data in the evaluation of the effectiveness of professional development efforts.

A.7.8 (page 337): Develop a professional development program specifically for building administrators and curriculum coordinators in the following areas:

- The collection and analysis of assessment data to be used in decision making about curriculum and implementation of appropriate interventions;
- Strategies for ensuring alignment of the written, taught, and assessed curriculum;

A.7.9 (page 338): As regular components of administrator meetings, provide training in curriculum content, assessment, and instructional strategies in order to enhance and refine administrator capacity in monitoring implementation of the district's curriculum and instructional interventions.

Formative assessments are a range of formal and informal assessment procedures used by the teacher to monitor student learning in order to modify teaching and learning activities to improve student attainment of key concepts and standards.

This 2013-2014 school year, the Department of Teaching and Learning developed a common understanding and language around formative assessment. During 2014-2015 each building principal will be learning about the key aspects of formative assessment and thus, lead their building in establishing high-quality formative assessments and implementing a system for using the data from the assessments.

This four-session series of professional learning with Eric Twadell, will build capacity of leaders to align systems, facilitate share responsibility, and build coherence and clarity with staff. Additionally, building leaders will model practices and expectations while reflecting on leadership effectiveness of themselves and their staff. All of the professional learning will be through a lens of establishing a balanced system of assessments within a building.

Eric Twadell, PhD, is superintendent of Adlai E. Stevenson High School in Lincolnshire, Illinois. He has been a social studies teacher, curriculum director, and assistant superintendent for leadership and organizational development. Dr. Twadell is a co-author who has also written several professional articles. As a dedicated practitioner, he has worked with state departments of education and local schools and districts nationwide to achieve school improvement and reform. Dr. Twadell earned a master's degree in curriculum and instruction and a doctorate in educational leadership and policies studies from Loyola University Chicago.

2. What is the total cost of purchase and the funding source?

Funding for this professional learning will be through Title IIA. \$27,465

3. What is the educational outcome of this purchase?

Through developing leadership capacity for all building leaders, Kenosha Unified School District schools will establish a balanced and coherent system of assessments. Building leaders will also develop skills to establish and maintain high performing systems within their buildings that focus on student learning through collaborative relationships, aligned systems, and shared responsibility.

4. When is the anticipated start date?

August 2014 – June 2015

Spark Innovations – PK-12 Instructional Coaching Program Development

1. What is the purpose of the proposed purchase?

Since 2010, instructional coaching has been a form of support and professional learning throughout our district. During the 2013-2014 school year, instructional coaching became a PK-12 program with the addition of coaches at the middle and high school level. As a result of instructional coach feedback and the end of the year instructional coaching program evaluation, a need to improve the instructional coaching program in the areas of impact of coaching in instructional practice, links between student performance data to professional learning, utilizing informal and formal student data during coaching sessions, and engaging in reflective conversation were identified.

Using a student-centered coaching model addresses all of the areas identified as areas of improvement for the instructional coaching program through providing continuous, relevant and job-embedded support to teachers with a focus on student learning. The impact of student-centered coaching will be measured through the data collected by the teacher and coach during the coaching cycle. Student centered coaching moves coaching away from focusing on teacher behavior to focusing on student learning. Formative and summative assessment data will be used to analyze progress and inform decisions about instruction that is differentiated and individualized for students. Through student-centered coaching the coach is viewed as a partner that supports and engages the teacher in reflective conversations towards achieving mastery of the standards for all students within the classroom. Student-centered coaching will also support Educator Effectiveness by working with teams of teachers on improving practices identified in the Danielson Framework and by providing on-on-one support to teachers to achieve their established Student Learning Objectives (SLOs). Additionally student-centered coaching addresses the recommendations in the September 2013 Curriculum Audit found in recommendation 7 section A.7.3 (page 337)," The multi-year professional development plan should evolve from consideration of the following factors: Classroom-based follow-up support to ensure transference of teaching strategies into effective classroom practice", section A.7.5 (page 337)" The professional development framework should also address the facilitated transfer of learning and the use of regular and constructive feedback to inform individual progress."

Upon approval by the board of education, Diane Sweeney and Leanna Harris will be working with Kenosha Unified School district to support a student-centered instructional coaching program which is grounded in research during the 2014-2015 school year. Diane Sweeney has been a national consultant since 1999. After teaching and coaching in the Denver Public Schools, Diane served as a program officer at the Public Education & Business Coalition (PEBC) in Denver. Since then she has become a respected voice in the field of coaching and professional development. Diane is the author of three books and holds a longstanding interest in how adult learning translates to learning in the classroom. Diane holds a Bachelor's Degree from the University of Denver and a Master's in Bilingual and Multicultural Education from the University of Colorado, Boulder. Leanna Harris worked several years as an elementary classroom teacher in both independent and public schools in

the Denver area. She then brought this experience to the larger educational setting as a consultant and staff developer with the Public Education & Business Coalition (PEBC), and later as a school-based instructional coach across grades K-12. She has worked with teachers and schools from around the country to improve instruction and student achievement. Leanna has a MA in Education from the University of Colorado at Denver and an undergraduate degree in Theology from Georgetown University.

During the 2014-2015 school year, Diane and Leanna will provide initial training for all instructional coaches and administrators around student-centered coaching and three follow-up sessions which include face-to-face time and one-on-one coaching from Leanna. During one-on-one coaching sessions, Leanna will be working with instructional coaches and district staff to build their capacity in effectively utilizing the model and ensuring sustainability of student-centered coaching throughout the district.

2. What is the total cost of purchase and the funding source?

Funding for this professional learning will be through Title IIA. \$29,500

3. What is the educational outcome of this purchase?

PK-12 teachers will receive high quality coaching focusing on student learning and results. PK-12 coaches will work with teachers on specific goals focused on student learning that have measurable impacts and increased student achievement.

4. When is the anticipated start date?

September 22, 2014 – March, 2015

Recommendation

Administration recommends that the School Board approve the following expenditures in aggregate of \$25,000:

- \$168,475 for Northwest Evaluation Association Web-Based Measures of Academic Progress
- \$122,695 for Solution Tree Professional Collaborative Model
- \$35,000 for Summer Youth Program at the Boys and Girls Club
- \$27,465 for Solution Tree Administrative Professional Learning- Formative Assessment
- \$29,500 for Sparks Innovations PK-12 Instructional Coaching Program Development

Dr. Joseph Mangi
Superintendent of Schools

Tarik Hamdan
Interim Chief Financial Officer

Mr. Robert Hofer
Purchasing Agent

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: _____ Northwest Evaluation Association _____

Purchased Good/Program: _____ Web-Based Measures of Academic Progress (MAP) _____

Start Date/Date Needed: _____ August 1, 2014 _____

1. PURPOSE – What is the purpose of the proposed purchase?

- Provides rich data on each child's learning – Computerized adaptive assessments assess differently, allowing teachers to see their students as individuals – each with their own base of knowledge.
- Adaptive assessments present students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty.
- Assessments can be administered three times a year to analyze growth and adjust teaching to accommodate progress or lack of progress.
- All schools utilizing Compass Learning benefit from imported Measure of Academic Progress scores three times a year. This allows the Compass Learning program to tailor its Learning Paths to correlate with the levels of each individual student (truly personalized learning).
- Researched-based partnering with Vanderbilt, Brown and Fordham to understand how data can best be used to transform learning every day for every student.
- Measure of Academic Progress assessments are aligned with the Common Core.

History

Prior to the 2011-2012 school year, three schools (Bradford, Vernon, and Washington) utilized the Measure of Academic Progress assessments. In spring of 2011, the previous district administration recommended the implementation of the Measure of Academic Progress assessments across the district. The Department of Teaching and Learning financed the purchase for the initial district-wide implementation. The district began with assessing all third, sixth, and ninth grade students in math and reading. Schools were given the option to request assessment licenses for all other students second through tenth grade. Last year the district added fifth and eighth grade to the mandatory list. For the 2013-2014 school year, the district required all grades two through ten to be assessed. The Department of Teaching and Learning has supported four levels of training for the administrators and lead teachers/instructional coaches in the district.

2. FUNDING – What is the total cost of purchase and the funding source?

Purchase includes licensing for all students second through tenth grade for math and reading. Total cost is \$168,475 for the 2014-2015 school year. It will continue to be funded by the Department of Teaching and Learning.

3. REQUEST FOR PROPOSAL (RFP) – indicate if an RFP has been completed

YES ☐

NO ☒

If no, please request an RFP packet

4. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

- Using the various reports provided by Northwest Evaluation Association and those custom developed by the Office of Educational Accountability, teachers and support staff can target learning levels and individualize instruction based for greater efficiency of resources (Northwest Evaluation Association Report Portfolio).
- Buildings currently use these in their SMART Goal process and collaborative models for learning work. Measure of Academic Progress data will tentatively play a crucial role in the Student/School Learning Objectives for the Educator Effectiveness program. Kenosha Unified School District and Northwest Evaluation Association hold district and building level trainings for data dissemination.

5. START DATE – When is the anticipated start date?

Math and reading assessments are given three times a year – fall, winter, and spring.

2014-2015 Testing Windows

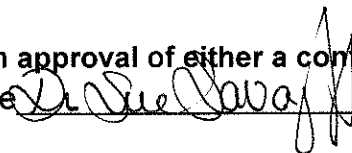
Fall September 8-October 10

Winter: December 8-January 23

Spring: April 13-May 22

Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature



Date

5/27/2014

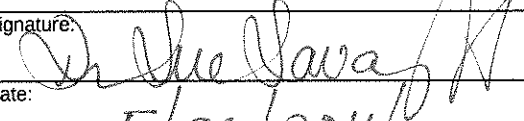
Schedule A

| | |
|--|--|
| Bill To Partner ID: 3838 Kenosha Unified School District #1 Accounts Payable 3600 52nd Street Kenosha, WI 53141 USA | Sold To Partner ID: 3838 Kenosha Unified School District #1 Accounts Payable 3600 52nd Street Kenosha, WI 53141 USA |
| Quote Number: Q002250 Quote Date: 05/15/2014 | Start Date: 07/01/2014 End Date: 06/30/2015 Term: |

| PRODUCT NAME | QUANTITY | PRICE | TOTAL |
|--|----------|---------|---------------------|
| Web-Based Measures of Academic Progress (MAP) Math, Reading & Language | 13078.0 | \$11.50 | \$150,397.00 |
| Web-Based MAP for Primary Grades | 1572.0 | \$11.50 | \$18,078.00 |
| GRAND TOTAL | | | \$168,475.00 |

Notes:

This Schedule A is subject to NWEA's terms and conditions located at: <http://info.nwea.org/mastersubscriptionagreement.html>. By signing this Schedule A you agree you have read and understood the terms and agree to them.
 A copy of NWEA's W9 can be found here: <http://www.nwea.org/sites/www.nwea.org/files/NWEA%20W-9.pdf>
 Until this Schedule A is signed, the terms identified here are valid for 90 days from the date above.
 Please print, scan, sign and send back this Schedule A, along with your Purchase Order or Letter of Intent, to BusinessOperations@nwea.org or fax to 503 639-7873. NWEA is unable to accept digital or electronic signatures at this time.

| | |
|--|--|
| Signature:  | Printed Name: Sue Saraglio-Jarvis |
| Date: 5/26/2014 | Title: Assistant Superintendent of Teaching + Learning |

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Solution Tree

Purchased Good/Program: Professional Collaborative Model

Start Date/Date Needed: August 1, 2014 – June 30, 2015

1. PURPOSE – What is the purpose of the proposed purchase?

Since 2007, Kenosha Unified School District teachers and administrators have been engaged in creating professional learning communities which is the umbrella for a powerful professional collaboration model for all staff, teachers, support staff and administrators in Kenosha Unified School District.

The professional collaboration model is an ongoing process in which educators collaborate in collective inquiry to achieve better results for all students. During collaboration, teams of teachers focus on student learning and results in order to close the achievement gaps within their building. In a high quality professional collaboration model, teams of teachers collaborate around four essential questions:

- What do we want our students to know (learning objectives)?
- How will they know if they have learned (assessment)?
- How will we respond if they have not learned (intervention)?
- How do we respond if they already know (differentiation)?

This model also aligns with the recommendation indicated in the September 2013 Curriculum Audit recommendation seven, section A.7.2 (page 336), "Organizes adults into learning communities whose goals are aligned with those of the school and district."

During the 2012-2013 school year Kenosha Unified School District began to systematically create professional collaborative models at the elementary level and provide focused professional learning to principals and instructional coaches. Then during the 2013-2014 school year the district focus was on building capacity at the secondary level to create and sustain a professional collaborative model focusing on results and student learning through strategic professional learning for administrators and teacher leaders at Bradford, Tremper, Indian Trail, and Lincoln.

Upon approval by the board of education, during the 2014-2015 school year, professional learning on leading and sustaining a professional collaboration model will be provided to Bullen, Mahone, Lance, and Washington and select elementary school administrators and

teacher leaders through the PLC Coaching Academy. Additionally, there will be four overview professional learning opportunities for all staff from focused buildings. The purpose of which is to gain a better understanding of the professional collaboration model.

2. **FUNDING – What is the funding source for this purchase?**

Funding for this professional learning will be through Title IIA.

Professional Learning Communities Overview - \$ 40,000

Professional Learning Communities Coaching Academy - \$75,000

3. **EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?**

Through forming collaborative teams, teachers in Kenosha Unified School District will be able to better address the needs of all students in their classrooms. Teamwork will make complex tasks more manageable, stimulate new ideas, and promote coherence in the school's curriculum and instruction. During professional collaboration, teachers will engage in goal setting, best practice inquiry, and analysis of data to improve their practice. Additionally, teams will begin to dive into what additional supports a school can offer such as interventions and enrichment determined by student data.

Educational Outcomes of PLC Overview sessions:

- Participants will have a common understanding of the professional collaborative model and learn how to customize it to meet the needs of their individual school environments.
- Teams will discover how to create and maintain a healthy collaborative culture, as well as how to answer the four critical questions every team must address

Educational Outcomes of PLC Academy sessions:

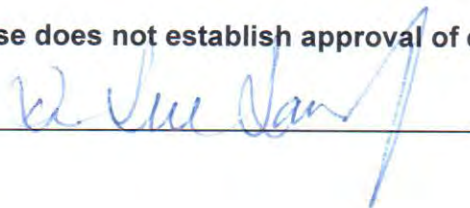
- Teams will build internal capacity for implementing and sustaining the professional collaborative model within their school building
- Participants will acquire strategies and activities that can be replicated to lead their team meetings

4. **START DATE – When is the anticipated start date?**

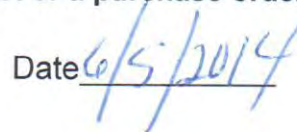
Professional Learning Communities Staff Overview - August and September 2014
Professional Learning Communities Coaching Academy - Six days throughout 2014-2015

Your response does not establish approval of either a contract or a purchase order.

Signature



Date



A PLC Master Coach chosen just for you

Your school is as unique as the students and staff who fill it. After surveying your needs, Solution Tree will match you with the PLC Master Coach or Coaches who are the most suited to guide and empower you and your staff through the implementation process. Our experienced PLC Master Coaches are guaranteed to be of the highest caliber and are eager to begin collaborating with you and your staff.

Through the course of the academy, your PLC Master Coach will deliver informative, high-energy and motivating sessions. You'll begin with an overview of the PLC at Work™ process and its benefits. You'll discover how to implement and maintain the process in your school or district. Every attendee will work with the **three big ideas of a PLC:**



1. Focus on Learning
2. Build a Collaborative Culture
3. Results Orientation

Participants will develop answers to the **four critical questions of a PLC**, addressing how they directly relate to other core K-12 topics.

1. **What do we want our students to know?**
2. **How will we know if they have learned?**
3. **How will we respond if they have not learned?**
4. **How will we respond if they already know it?**

School teams will leave each session with a new set of skills and activities and an action plan for implementing and teaching what they have learned.

Is the PLC at Work™ Coaching Academy right for my school?

The PLC at Work™ Coaching Academy requires a demonstrably strong commitment to the PLC process. It is most appropriate for a school or district that has already embraced PLCs as a way of conducting its work and has made distinct progress on the PLC journey. After completing the coaching academy, your school or district will have developed a team of its own PLC leaders who will continue to act as agents of change.

“I gained knowledge about what an effective PLC looks like, sounds like, and feels like. I’m excited to learn more and attend future sessions.”

—Ana Adamson, academic coach, Lamont School District, California



Structured to train teacher teams to lead the PLC at Work™ process in their building, each session ends with an action-planning period and each session begins with time to reflect on the challenges and successes that occurred during the interim period.

Here's what your sessions will look like:

Session 1—Day 1

Goals for the Day

- Introductions
- Understand the intent of the coaching academy
- Identify the coach's role
- Clarify the Professional Learning Communities at Work™ process

Guiding Questions

- Why are we here?
- What resources are available to me?
- What is my role in this process?
- What is a professional learning community?
- What have we learned and what are we going to do about it?

Session 1—Day 2

Goals for the Day

- Articulate a clear and compelling purpose
- Define a focus on learning
- Understand collaborative teams

Guiding Questions

- What has become clear since we last met?
- Why do we exist?
- What must our school become to accomplish our purpose?
- How do we create a focus on learning?
- What is a team?
- What is collaboration?
- How should we organize teams?
- What have we learned and what are we going to do about it?

Session 2—Day 3

Goals for the Day

- Define a collaborative culture
- Understand the work of teams
- Develop essential learnings

Guiding Questions

- What has become clear since we last met?
- How do we find time for teams?
- How can we provide the parameters and framework to ensure teams use their collaborative time in ways that have a positive impact on student learning?
- How do we clarify what we want students to learn?
- What have we learned and what are we going to do about it?

Session 2—Day 4

Goals for the Day

- Understand common assessments
- Identify ways to involve students in their own learning
- Define results orientation

Guiding Questions

- What has become clear since we last met?
- What is the importance of team-developed common formative assessment?
- How do we know if students are learning?
- What does it look like to be results oriented?
- How do we monitor and celebrate our progress?
- What have we learned and what are we going to do about it?

Session 3—Day 5

Goals for the Day

- Understand SMART goals
- Plan for systematic interventions for all students
- Define ways to celebrate successes

Guiding Questions

- What are SMART goals and why do we need them?
- What is a pyramid of interventions and how do we create one?
- How will we respond when students don't learn?
- How will we respond if they already know it?
- What have we learned and what are we going to do about it?

Session 3—Day 6

Goals for the Day

- Develop strategies for building consensus and herding conflict in a professional learning community
- Identify situations that call for collective inquiry and action research
- Understand the complex challenge of creating professional learning communities

Guiding Questions

- What has become clear since we last met?
- How do we change the thinking of others?
- How do we ensure that all voices are heard?
- How can we support collective inquiry and action research?
- What support do we need to continue this process?
- How do we sustain the PLC at Work™ process?
- What have we learned and what are we going to do about it?

Each attendee will receive:

- Access to and interaction with a PLC Master Coach or Coaches
- One copy of the PLC at Work™ Coaching Academy customized binder
- One copy of Learning by Doing (2nd edition)
- One copy of Revisiting Professional Learning Communities at Work™: New Insights for Improving Schools

Each participating school or district will receive:

- One copy of The PLC Toolkit: Powerful Tools for Improving Your School



Professional Development 2014-2015



Prepared By:
Lisa Williams
Director of Educational Partnerships
Solution Tree

| | | | | | |
|--|-------------------|------|--------------|--------------------------------------|--|
| Prepared for: | | | | Submitted by: | |
| Jennifer Navarro | | | | Lisa Williams | |
| Coordinator of Organizational Training and Development | | | | Director of Educational Partnerships | |
| Kenosha Unified School District | | | | Solution Tree | |
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| Kenosha, WI 53144 | | | | Bloomington, IN 47404 | |
| Office: | 262-359-7582 | Fax: | 262-653-6051 | 800-733-6786, ext. 408 | |
| Cell: | 262-515-1532 | | | Cell: 740-350-2777 | |
| E-Mail: | jnavarro@kUSD.edu | | | lisa.williams@solution-tree.com | |

SUMMARY OF SERVICES

Leading Formative Assessment Training Series p. 3

Cost Summary – training plus resources: \$27,465.00

All teachers will effectively utilize formative assessments within their classroom and create learning experiences based on the results of the assessments. Building administrators will be leading their teachers as they begin to develop and utilize formative assessment to measure how well students are mastering learning targets within their classrooms. This series of four sessions with Eric Twadell will examine leadership through the lens of formative assessment and how principals-leaders create and sustain a healthy culture of formative assessment in their schools. During the sessions, leaders will build their capacity to align systems, facilitate shared responsibility, and build coherence and clarity with staff. Additionally, building leaders will model practices and expectations while reflecting on leadership effectiveness of themselves and their staff.

PLC at Work Coaching Academy p. 4 – 6

Cost Summary – training plus resources: \$90,000.00

Teacher teams will act as informed agents of change districtwide. School teams will leave each session with a new set of skills and activities—plus an action plan for implementing what they have learned.

Specific goals of this Academy are to:

- Develop school and district capacity for implementing and sustaining the PLC at Work™ process
- Offer strategies and activities that can be replicated in any setting
- Develop internal capacity for leading PLC implementation into individual schools and school teams

PLC at Work Overview Sessions p. 7

Cost Summary – training plus resources: \$32,695.00

Participants will have a common understanding of the PLC at Work™ process—and learn how to customize it to meet the needs of their individual school environments. Teams will discover how to create and maintain a healthy collaborative culture, as well as how to answer the four critical questions every PLC must address. This first session lays the foundation for the PLC at Work Coaching Academy.

Pricing Estimate p. 8

Leading Formative Assessment Training Series

Goal: All teachers will effectively utilize formative assessments within their classroom and create learning experiences based on the results of the assessments.

Participants: K-12 building principals and assistant principals (approximately 75 participants)

Dates: 4 days in 2014-15 school year
Possible options: September 2014 January 2015
 November 2014 March 2015

Cost: \$26,000 for four days

Resource: *Common Formative Assessment: A Toolkit for PLCs at Work* \$24.95 per copy
75 copies eligible for 30% discount
Estimated resource cost: \$1465.00

Teams that engage in designing, using, and responding to common formative assessments are more knowledgeable about their own standards, more assessment literate, and able to develop more strategies for helping all students learn. In this conversational guide, the authors offer tools, templates, and protocols to incorporate common formative assessments into the practices of a PLC to monitor and enhance student learning.

BENEFITS

- Gain strategies for how to identify and unwrap power standards to use as the basis for learning targets and common formative assessments.
- Use protocols and reproducibles to facilitate the formative assessment process.
- Get tools to create pacing guides and to design units for conducting and responding to assessments.
- Explore ideas on how to encourage students to become actively involved in the assessment process.

Description of Services:

Building administrators will be leading their teachers as they begin to develop and utilize formative assessment to measure how well students are mastering learning targets within their classroom. This series of four sessions with Eric Twadell will examine leadership through the lens of formative assessment and how principals-leaders create and sustain a healthy culture of formative assessment in their schools. During the sessions, leaders will build their capacity to align systems, facilitate shared responsibility, and build coherence and clarity with staff. Additionally, building leaders will model practices and expectations while reflecting on leadership effectiveness of themselves and their staff.

THE PLC at Work Coaching Academy

Goal: To develop a cadre of leaders who will act as informed agents of change districtwide. School teams will leave each session with a new set of skills and activities—plus an action plan for implementing what they have learned.

Specific goals of this Academy are to:

- Develop school and district capacity for implementing and sustaining the PLC at Work™ process
- Offer strategies and activities that can be replicated in any setting
- Develop internal capacity for leading PLC implementation into individual schools and school teams

Participants: Middle school principals and teacher teams (Lance, Mahone, Bullen, and Washington Middle Schools) and some elementary teams (approximately 60 participants)

Dates: 6 days in 2014-15 school year
Possible options:

| | |
|---------------|---------------|
| August 2014 | February 2015 |
| October 2014 | April 2015 |
| December 2014 | May 2015 |

Cost: \$90,000 for 60 participants

Resources: Included in the cost of the PLC Coaching Academy:

- *Learning by Doing* for each participant
- *Revising PLCs at Work* for each participant
- PLC at Work Coaching Academy Binder for each participant
- PLC at Work Toolkit – one per team of 5: 12 toolkits for 60 participants

Description of Services:

Session I - Day One: GOALS & GUIDING QUESTIONS

Goals for the Day

- Introductions
- Understanding of the intent of coaching academy
- Identification of role of coach
- Overview of Professional Learning Communities

Guiding Questions

- Welcome and Introductions
- Why are we here?
- What resources are available to me?
- What is my role in this process?
- What is a Professional Learning Community?
- What have we learned and what are we going to do about it?

Session I - Day Two: GOALS & GUIDING QUESTIONSGoals for the Day

- Articulate a Clear and Compelling Purpose
- Define a Focus on Learning
- Understand Collaborative Teams

Guiding Questions

- What has come clear since last we met?
- What must our school become to accomplish our purpose?
- Why do we exist?
- How do we create a focus on learning?
- What is Collaboration and what makes it different from Teams?
- How should we organize Teams?
- What have we learned and what are we going to do about it?

Session II - Day Three: GOALS & GUIDING QUESTIONSGoals for the Day

- Define a Collaborative Culture
- Understand the Work of Teams
- Develop Essential Learnings

Guiding Questions

- What has come clear since last we met?
- How do we find time for teams?
- How can we provide the parameters and framework to ensure teams use their collaborative time in ways that have a positive impact on student learning?
- How do we define what we want students to learn?
- What have we learned and what are we going to do about it?

Session II - Day Four: GOALS & GUIDING QUESTIONSGoals for the Day

- Understand Common Assessments
- Involve Students in Their Own Learning
- Define "Results-Orientation"

Guiding Questions

- What has come clear since last we met?
- What is the importance of Assessment?
- How do we know if students are learning?
- What does it look like to be results oriented?
- How do we monitor and celebrate our progress?
- What have we learned and what are we going to do about it?

Session III - Day Five: GOALS & GUIDING QUESTIONSGoals for the Day

- Understand SMART Goals
- Consider systematic interventions for all students
- Define ways to celebrate successes

Guiding Questions

- What is a SMART Goal and why do we need them?
- How will we respond when students don't learn?
- How will we respond if they already know it?
- What is a Pyramid of Interventions and how do we create one?
- What have we learned and what are we going to do about it?

Session III - Day Six: GOALS & GUIDING QUESTIONSGoals for the Day

- Develop Strategies for Handling Consensus and Conflict in a Professional Learning Community
- Create Situations that Support Collective Inquiry
- Understand the Complex Challenge of Creating Professional Learning Communities

Guiding Questions

- What has come clear since last we met?
- How do we ensure continuous forward momentum?
- How do we change the thinking of others?
- How do we ensure that all voices are heard?
- How can we support collective inquiry?
- What support do we need to continue this process?

PLC at Work Overview Sessions

Goal: To ensure participants have a common understanding of the PLC at Work™ process—and learn how to customize it to meet the needs of their individual school environments. Teams will discover how to create and maintain a healthy collaborative culture, as well as how to answer the four critical questions every PLC must address. This first session lays the foundation for the PLC at Work Coaching Academy.

Participants: Staff from Lance, Mahone, Bullen, and Washington Middle Schools
 Lance: app. 60 staff Bullen: app. 100 staff
 Mahone: app. 90 staff Washington: app. 50 staff

Dates: 4 days in August and/or September 2014
 Possible options: August 26, 27, or 28, 2014
 or September 12, 2014

Cost: \$26,000 for four days (note: district already has a surplus of PLC Toolkits and so is not charged \$7,150 per day. The cost per day will be \$6,500 per day and no Toolkits will be included.)

Resource: *Learning by Doing*, 2nd Ed. \$34.95 per copy
 It is recommended that every staff member at each school has a copy of this resource, not only for this training but for use at all PLC team meetings in the future.
 250 copies is eligible for 40% discount. The PLC Coaching Academy participants will receive a copy of this resource during their Academy training.
 Estimated cost for 250 copies: \$5,600.00

Description of Services:

Staff from each building will participate in a full-day PLC Overview to ensure that there is a common understanding and commitment to the PLC process before the PLC Coaching Academy begins. The PLC Overview ensures that all staff understands the three big ideas of a PLC:

1. A focus on learning (all students can learn)
2. A culture of collaboration
3. A focus on results

It also ensures a deep understanding of what the four essential questions of a PLC truly means:

1. What do we want our students to know? (essential learning targets)
2. How will we know if they have learned it? (common formative assessments)
3. How will we respond if they have not learned? (intervention)
4. How will we respond if they already know? (differentiation and enrichment)

Participants will leave the session with a good grasp of how PLC teams function so that the focus remains on student learning and that the teachers' focus changes from "What are we teaching?" to "Are our students learning?" and, if not, "What are we going to do about it?"

Pricing Estimate

| Service | Dates | Quantity | Estimated Cost | Requested Associate |
|--|---|-----------------|---------------------|---|
| Leading Formative Assessment Training | September 2014 TBD November 2014 TBD January 2015 TBD March 2015 TBD | 4 days | \$26,000.00 | Eric Twadell |
| Resource: <i>Common Formative Assessment: A Toolkit for PLCs at Work</i> | | 75 | \$1,465.00 | |
| PLC Coaching Academy | August 2014 TBD October 2014 TBD December 2014 TBD February 2015 TBD April 2015 TBD May 2015 TBD | 60 participants | \$90,000.00 | Eric Twadell |
| PLC Overview Sessions | August 2014 TBD September 2014 TBD | 4 days | \$26,000.00 | Eric Twadell Jack Baldermann Scott Carr |
| Resource: <i>Learning by Doing</i> , 2 nd Ed. | | 250 | \$5,600.00 | |
| TOTAL ESTIMATED COST | | | \$149,065.00 | |

This plan will be adjusted once Associate(s) matches are finalized, resource quantities are determined, and final number of days are confirmed.

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Boys and Girls Club

Purchased Good/Program: Summer Youth Program

Start Date/Date Needed: June 27 – August 1, 2014 (pending availability of job sites)

1. **PURPOSE** – What is the purpose of the proposed purchase?

The purpose of this program is to provide a summer program for our 8th grade students with high at-risk scores on the DPI DEWS system. This program will include employment and therapeutic groups. These groups will include gang prevention, anger management, etc

2. **FUNDING** – What is the total cost of purchase and the funding source?

\$35,000 – all from ESC operation budgets (Superintendent and School Leadership)

3. **REQUEST FOR PROPOSAL (RFP)** – indicate if an RFP has been completed

YES ☐ NO ☒ If no, please request an RFP packet

4. **EDUCATIONAL OUTCOME** – What is the educational outcome of this purchase?

To engage our 8th grade students as they enter their high school years.

5. **START DATE** – When is the anticipated start date?

June 27, 2014

Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature [Signature] Date 6/17/14

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Solution Tree

Purchased Good/Program: Administrative Professional Learning- Formative Assessment

Start Date/Date Needed: August 1, 2014 – June 30, 2015

1. PURPOSE – What is the purpose of the proposed purchase?

As stated in the September 2013 Curriculum Audit under recommendation 6 (page 330) section A.6.5 (page 333) and recommendation 7 (page 334) sections A.7.8 (page 337) and section A.7.9 (page 338) additional training should be expanded in formative and summative assessments for building administrators and curriculum coordinators.

Recommendation 6 (page 330): Develop and implement a comprehensive plan for student assessment and program evaluation that requires data use at district and site levels to close the achievement gaps persistent among ethnic populations and subgroups, to raise the level of achievement for all students, and to provide feedback for decisions regarding curriculum management and program adoption, implementation, continuation, expansion, modification, or termination. Align student and program assessment with curriculum management system and support long-range planning.

A.6.5 (page 333): Expand training in formative and summative data access, analysis, and use in facilitating teaching and learning. Extend this training to all instructional staff and administrators and provide systems to connect this training to district-wide efforts to increase student achievement

Recommendation 7 (page 334): Design and implement a comprehensive professional development process that provides for coordination with the curriculum management plan and for the use of student achievement data in the evaluation of the effectiveness of professional development efforts.

A.7.8 (page 337): Develop a professional development program specifically for building administrators and curriculum coordinators in the following areas:

- The collection and analysis of assessment data to be used in decision making about curriculum and implementation of appropriate interventions;
- Strategies for ensuring alignment of the written, taught, and assessed curriculum;

A.7.9 (page 338): As regular components of administrator meetings, provide training in curriculum content, assessment, and instructional strategies in order to enhance and refine administrator capacity in monitoring implementation of the district's curriculum and instructional interventions.

Formative assessments are a range of formal and informal assessment procedures used by the teacher to monitor student learning in order to modify teaching and learning activities to improve student attainment of key concepts and standards.

This 2013-2014 school year, the Department of Teaching and Learning developed a common understanding and language around formative assessment. During 2014-2015 each building principal will be learning about the key aspects of formative assessment and thus, lead their building in establishing high-quality formative assessments and implementing a system for using the data from the assessments.

This four-session series of professional learning with Eric Twadell, will build capacity of leaders to align systems, facilitate share responsibility, and build coherence and clarity with staff. Additionally, building leaders will model practices and expectations while reflecting on leadership effectiveness of themselves and their staff. All of the professional learning will be through a lens of establishing a balanced system of assessments within a building.

Eric Twadell, PhD, is superintendent of Adlai E. Stevenson High School in Lincolnshire, Illinois. He has been a social studies teacher, curriculum director, and assistant superintendent for leadership and organizational development. Dr. Twadell is a co-author who has also written several professional articles. As a dedicated practitioner, he has worked with state departments of education and local schools and districts nationwide to achieve school improvement and reform. Dr. Twadell earned a master's degree in curriculum and instruction and a doctorate in educational leadership and policies studies from Loyola University Chicago.

2. FUNDING – What is the funding source for this purchase?

Funding for this professional learning will be through Title IIA.

Leading Formative Assessment Training- \$27,465.00

3. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

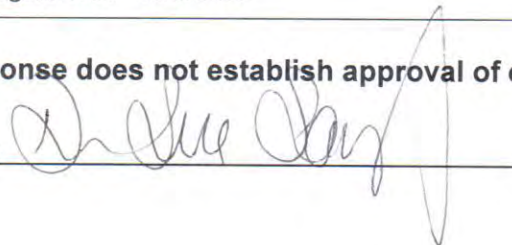
Through developing leadership capacity for all building leaders, Kenosha Unified School District schools will establish a balanced and coherent system of assessments. Building leaders will also develop skills to establish and maintain high performing systems within their buildings that focus on student learning through collaborative relationships, aligned systems, and shared responsibility.

4. START DATE – When is the anticipated start date?

August 2014 – June 2015

Your response does not establish approval of either a contract or a purchase order.

Signature



Date

6-10-2014

Professional Development 2014-2015



Prepared By:
Lisa Williams
Director of Educational Partnerships
Solution Tree

| | | | | | |
|--|-------------------|------|--------------|--------------------------------------|--|
| Prepared for: | | | | Submitted by: | |
| Jennifer Navarro | | | | Lisa Williams | |
| Coordinator of Organizational Training and Development | | | | Director of Educational Partnerships | |
| Kenosha Unified School District | | | | Solution Tree | |
| 3600 52 nd Street | | | | 555 N. Morton Street | |
| Kenosha, WI 53144 | | | | Bloomington, IN 47404 | |
| Office: | 262-359-7582 | Fax: | 262-653-6051 | 800-733-6786, ext. 408 | |
| Cell: | 262-515-1532 | | | Cell: 740-350-2777 | |
| E-Mail: | jnavarro@kUSD.edu | | | lisa.williams@solution-tree.com | |

SUMMARY OF SERVICES

Leading Formative Assessment Training Series p. 3

Cost Summary – training plus resources: \$27,465.00

All teachers will effectively utilize formative assessments within their classroom and create learning experiences based on the results of the assessments. Building administrators will be leading their teachers as they begin to develop and utilize formative assessment to measure how well students are mastering learning targets within their classrooms. This series of four sessions with Eric Twadell will examine leadership through the lens of formative assessment and how principals-leaders create and sustain a healthy culture of formative assessment in their schools. During the sessions, leaders will build their capacity to align systems, facilitate shared responsibility, and build coherence and clarity with staff. Additionally, building leaders will model practices and expectations while reflecting on leadership effectiveness of themselves and their staff.

PLC at Work Coaching Academy p. 4 – 6

Cost Summary – training plus resources: \$90,000.00

Teacher teams will act as informed agents of change districtwide. School teams will leave each session with a new set of skills and activities—plus an action plan for implementing what they have learned.

Specific goals of this Academy are to:

- Develop school and district capacity for implementing and sustaining the PLC at Work™ process
- Offer strategies and activities that can be replicated in any setting
- Develop internal capacity for leading PLC implementation into individual schools and school teams

PLC at Work Overview Sessions p. 7

Cost Summary – training plus resources: \$32,695.00

Participants will have a common understanding of the PLC at Work™ process—and learn how to customize it to meet the needs of their individual school environments. Teams will discover how to create and maintain a healthy collaborative culture, as well as how to answer the four critical questions every PLC must address. This first session lays the foundation for the PLC at Work Coaching Academy.

Pricing Estimate p. 8

Leading Formative Assessment Training Series

Goal: All teachers will effectively utilize formative assessments within their classroom and create learning experiences based on the results of the assessments.

Participants: K-12 building principals and assistant principals (approximately 75 participants)

Dates: 4 days in 2014-15 school year
Possible options: September 2014 January 2015
 November 2014 March 2015

Cost: \$26,000 for four days

Resource: *Common Formative Assessment: A Toolkit for PLCs at Work* \$24.95 per copy
75 copies eligible for 30% discount
Estimated resource cost: \$1465.00

Teams that engage in designing, using, and responding to common formative assessments are more knowledgeable about their own standards, more assessment literate, and able to develop more strategies for helping all students learn. In this conversational guide, the authors offer tools, templates, and protocols to incorporate common formative assessments into the practices of a PLC to monitor and enhance student learning.

BENEFITS

- Gain strategies for how to identify and unwrap power standards to use as the basis for learning targets and common formative assessments.
- Use protocols and reproducibles to facilitate the formative assessment process.
- Get tools to create pacing guides and to design units for conducting and responding to assessments.
- Explore ideas on how to encourage students to become actively involved in the assessment process.

Description of Services:

Building administrators will be leading their teachers as they begin to develop and utilize formative assessment to measure how well students are mastering learning targets within their classroom. This series of four sessions with Eric Twadell will examine leadership through the lens of formative assessment and how principals-leaders create and sustain a healthy culture of formative assessment in their schools. During the sessions, leaders will build their capacity to align systems, facilitate shared responsibility, and build coherence and clarity with staff. Additionally, building leaders will model practices and expectations while reflecting on leadership effectiveness of themselves and their staff.

THE PLC at Work Coaching Academy

Goal: To develop a cadre of leaders who will act as informed agents of change districtwide. School teams will leave each session with a new set of skills and activities—plus an action plan for implementing what they have learned.

Specific goals of this Academy are to:

- Develop school and district capacity for implementing and sustaining the PLC at Work™ process
- Offer strategies and activities that can be replicated in any setting
- Develop internal capacity for leading PLC implementation into individual schools and school teams

Participants: Middle school principals and teacher teams (Lance, Mahone, Bullen, and Washington Middle Schools) and some elementary teams (approximately 60 participants)

Dates: 6 days in 2014-15 school year
Possible options:

| | |
|---------------|---------------|
| August 2014 | February 2015 |
| October 2014 | April 2015 |
| December 2014 | May 2015 |

Cost: \$90,000 for 60 participants

Resources: Included in the cost of the PLC Coaching Academy:

- *Learning by Doing* for each participant
- *Revising PLCs at Work* for each participant
- PLC at Work Coaching Academy Binder for each participant
- PLC at Work Toolkit – one per team of 5: 12 toolkits for 60 participants

Description of Services:

Session I - Day One: GOALS & GUIDING QUESTIONS

Goals for the Day

- Introductions
- Understanding of the intent of coaching academy
- Identification of role of coach
- Overview of Professional Learning Communities

Guiding Questions

- Welcome and Introductions
- Why are we here?
- What resources are available to me?
- What is my role in this process?
- What is a Professional Learning Community?
- What have we learned and what are we going to do about it?

Session I - Day Two: GOALS & GUIDING QUESTIONSGoals for the Day

- Articulate a Clear and Compelling Purpose
- Define a Focus on Learning
- Understand Collaborative Teams

Guiding Questions

- What has come clear since last we met?
- What must our school become to accomplish our purpose?
- Why do we exist?
- How do we create a focus on learning?
- What is Collaboration and what makes it different from Teams?
- How should we organize Teams?
- What have we learned and what are we going to do about it?

Session II - Day Three: GOALS & GUIDING QUESTIONSGoals for the Day

- Define a Collaborative Culture
- Understand the Work of Teams
- Develop Essential Learnings

Guiding Questions

- What has come clear since last we met?
- How do we find time for teams?
- How can we provide the parameters and framework to ensure teams use their collaborative time in ways that have a positive impact on student learning?
- How do we define what we want students to learn?
- What have we learned and what are we going to do about it?

Session II - Day Four: GOALS & GUIDING QUESTIONSGoals for the Day

- Understand Common Assessments
- Involve Students in Their Own Learning
- Define "Results-Orientation"

Guiding Questions

- What has come clear since last we met?
- What is the importance of Assessment?
- How do we know if students are learning?
- What does it look like to be results oriented?
- How do we monitor and celebrate our progress?
- What have we learned and what are we going to do about it?

Session III - Day Five: GOALS & GUIDING QUESTIONSGoals for the Day

- Understand SMART Goals
- Consider systematic interventions for all students
- Define ways to celebrate successes

Guiding Questions

- What is a SMART Goal and why do we need them?
- How will we respond when students don't learn?
- How will we respond if they already know it?
- What is a Pyramid of Interventions and how do we create one?
- What have we learned and what are we going to do about it?

Session III - Day Six: GOALS & GUIDING QUESTIONSGoals for the Day

- Develop Strategies for Handling Consensus and Conflict in a Professional Learning Community
- Create Situations that Support Collective Inquiry
- Understand the Complex Challenge of Creating Professional Learning Communities

Guiding Questions

- What has come clear since last we met?
- How do we ensure continuous forward momentum?
- How do we change the thinking of others?
- How do we ensure that all voices are heard?
- How can we support collective inquiry?
- What support do we need to continue this process?

PLC at Work Overview Sessions

Goal: To ensure participants have a common understanding of the PLC at Work™ process—and learn how to customize it to meet the needs of their individual school environments. Teams will discover how to create and maintain a healthy collaborative culture, as well as how to answer the four critical questions every PLC must address. This first session lays the foundation for the PLC at Work Coaching Academy.

Participants: Staff from Lance, Mahone, Bullen, and Washington Middle Schools
 Lance: app. 60 staff Bullen: app. 100 staff
 Mahone: app. 90 staff Washington: app. 50 staff

Dates: 4 days in August and/or September 2014
 Possible options: August 26, 27, or 28, 2014
 or September 12, 2014

Cost: \$26,000 for four days (note: district already has a surplus of PLC Toolkits and so is not charged \$7,150 per day. The cost per day will be \$6,500 per day and no Toolkits will be included.)

Resource: *Learning by Doing*, 2nd Ed. \$34.95 per copy
 It is recommended that every staff member at each school has a copy of this resource, not only for this training but for use at all PLC team meetings in the future.
 250 copies is eligible for 40% discount. The PLC Coaching Academy participants will receive a copy of this resource during their Academy training.
 Estimated cost for 250 copies: \$5,600.00

Description of Services:

Staff from each building will participate in a full-day PLC Overview to ensure that there is a common understanding and commitment to the PLC process before the PLC Coaching Academy begins. The PLC Overview ensures that all staff understands the three big ideas of a PLC:

1. A focus on learning (all students can learn)
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3. A focus on results

It also ensures a deep understanding of what the four essential questions of a PLC truly means:

1. What do we want our students to know? (essential learning targets)
2. How will we know if they have learned it? (common formative assessments)
3. How will we respond if they have not learned? (intervention)
4. How will we respond if they already know? (differentiation and enrichment)

Participants will leave the session with a good grasp of how PLC teams function so that the focus remains on student learning and that the teachers' focus changes from "What are we teaching?" to "Are our students learning?" and, if not, "What are we going to do about it?"

Pricing Estimate

| Service | Dates | Quantity | Estimated Cost | Requested Associate |
|--|---|-----------------|---------------------|---|
| Leading Formative Assessment Training | September 2014 TBD November 2014 TBD January 2015 TBD March 2015 TBD | 4 days | \$26,000.00 | Eric Twadell |
| Resource: <i>Common Formative Assessment: A Toolkit for PLCs at Work</i> | | 75 | \$1,465.00 | |
| PLC Coaching Academy | August 2014 TBD October 2014 TBD December 2014 TBD February 2015 TBD April 2015 TBD May 2015 TBD | 60 participants | \$90,000.00 | Eric Twadell |
| PLC Overview Sessions | August 2014 TBD September 2014 TBD | 4 days | \$26,000.00 | Eric Twadell Jack Baldermann Scott Carr |
| Resource: <i>Learning by Doing</i> , 2 nd Ed. | | 250 | \$5,600.00 | |
| TOTAL ESTIMATED COST | | | \$149,065.00 | |

This plan will be adjusted once Associate(s) matches are finalized, resource quantities are determined, and final number of days are confirmed.

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Spark Innovations, LLC

Purchased Good/Program: PK-12 Instructional Coaching Program Development

Start Date/Date Needed: August 1, 2014

1. **PURPOSE** – What is the purpose of the proposed purchase?

Since 2010, instructional coaching has been a form of support and professional learning throughout our district. During the 2013-2014 school year, instructional coaching became a PK-12 program with the addition of coaches at the middle and high school level. As a result of instructional coach feedback and the end of the year instructional coaching program evaluation, a need to improve the instructional coaching program in the areas of impact of coaching in instructional practice, links between student performance data to professional learning, utilizing informal and formal student data during coaching sessions, and engaging in reflective conversation were identified.

Using a student-centered coaching model addresses all of the areas identified as areas of improvement for the instructional coaching program through providing continuous, relevant and job-embedded support to teachers with a focus on student learning. The impact of student-centered coaching will be measured through the data collected by the teacher and coach during the coaching cycle. Student centered coaching moves coaching away from focusing on teacher behavior to focusing on student learning. Formative and summative assessment data will be used to analyze progress and inform decisions about instruction that is differentiated and individualized for students. Through student-centered coaching the coach is viewed as a partner that supports and engages the teacher in reflective conversations towards achieving mastery of the standards for all students within the classroom. Student-centered coaching will also support Educator Effectiveness by working with teams of teachers on improving practices identified in the Danielson Framework and by providing on-on-one support to teachers to achieve their established Student Learning Objectives (SLOs). Additionally student-centered coaching addresses the recommendations in the September 2013 Curriculum Audit found in recommendation 7 section A.7.3 (page 337), " The multi-year professional development plan should evolve from consideration of the following factors: Classroom-based follow-up support to ensure transference of teaching strategies into effective classroom practice", section A.7.5 (page 337)" The professional development framework should also address the facilitated transfer of learning and the use of regular and constructive feedback to inform individual progress."

Upon approval by the board of education, Diane Sweeney and Leanna Harris will be working with Kenosha Unified School district to support a student-centered instructional coaching program which is grounded in research during the 2014-2015 school year. Diane Sweeney has been a national consultant since 1999. After teaching and coaching in the Denver Public Schools, Diane served as a program officer at the Public Education & Business Coalition (PEBC) in Denver. Since then she has become a respected voice in the field of coaching and professional development. Diane is the author of three books and holds a longstanding interest in how adult learning translates to learning in the classroom. Diane holds a Bachelor's Degree from the University of Denver and a Master's in Bilingual and Multicultural Education from the University of Colorado, Boulder. Leanna Harris worked several years as an elementary classroom teacher in both independent and public schools in the Denver area. She then brought this experience to the larger educational setting as a consultant and staff developer with the Public Education & Business Coalition (PEBC), and later as a school-based instructional coach across grades K-12. She has worked with teachers and schools from around the country to improve instruction and student achievement. Leanna has a MA in Education from the University of Colorado at Denver and an undergraduate degree in Theology from Georgetown University.

During the 2014-2015 school year, Diane and Leanna will provide initial training for all instructional coaches and administrators around student-centered coaching and three follow-up sessions which include face-to-face time and one-on-one coaching from Leanna. During one-on-one coaching sessions, Leanna will be working with instructional coaches and district staff to build their capacity in effectively utilizing the model and ensuring sustainability of student-centered coaching throughout the district.

2. FUNDING – What is the funding source for this purchase?

Funding for this professional learning will be through Title IIA.

\$29,500

3. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

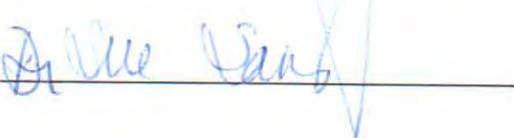
PK-12 teachers will receive high quality coaching focusing on student learning and results. PK-12 coaches will work with teachers on specific goals focused on student learning that have measurable impacts and increased student achievement.

4. START DATE – When is the anticipated start date?

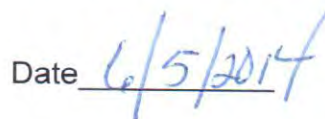
September 22, 2014 – March, 2015

Your response does not establish approval of either a contract or a purchase order.

Signature



Date



Contract Services Agreement for Consulting Services

Diane Sweeney Consulting is pleased you have arranged to work with our team. This document will serve as Diane Sweeney Consulting's contract with you regarding the services as outlined below. Please complete and return this form even if you will be issuing your own contract for services. Thank you.

Client

Kenosha Unified School District
3600 52nd Street
Kenosha, WI 53144
Project Leaders: Deb Giorio and Jennifer Navaro
Project Location: Kenosha, WI

Consultant

Spark Innovation, LLC, d/b/a Diane Sweeney Consulting
65 S. Ulster St.
Denver, CO 80230
Project Leaders: Diane Sweeney and Leanna Harris
Email/Phone: diane@dianesweeney.com / 303-332-6791
Email/Phone: leanna@dianesweeney.com / 303-898-2087

Services of Consultant

Client seeks support in the development and delivery of student-centered coaching; a professional development model that increases teacher effectiveness and student outcomes. Such services include training for district leaders, school principals, school-based coaches, and/or teachers. Consultant offers such services and has provided Client with the attached proposal.

Project Dates

September 23-24, 2014 (2 days – Diane Sweeney)
September 23-24, 2014 (2 days – Leanna Harris)
November 6-7, 2014 (2 days – Leanna Harris)
January 8-9, 2015 (2 days – Leanna Harris)
March 5-6, 2015 (2 days – Leanna Harris)

Project Fees

\$2,400 per onsite consultant day x 10 days = \$24,000
Online consulting at \$110 per hour, online portal \$50 set up fee (both optional)

Travel Expenses

All reasonable and necessary travel expenses incurred by the Consultant will be reimbursed to the Consultant by the Client. Standard travel expenses include: airfare, hotel, rental car, meals and airport parking. Consultant will make every effort to keep expenses as low. For the above-referenced project dates, total travel expenses are estimated to be \$5,500.00.

Additional Details

At the Consultant's request, Client will provide LCD projector and screen. Consultant will bring own computer. Consultant will provide agenda and handouts to Client electronically the week prior to the scheduled services. Consultant will not print hard copies of handouts.

Cancellation Policy:

After ten (10) days following the execution of this agreement, if the Client terminates this agreement, Consultant may assess a cancellation fee equal to \$1,500 for each day affected.

Accepted and Agreed:

Client

Kenosha Unified School District

Name:

Title:

Date:

Consultant

Spark Innovation, LLC



Name: Diane Sweeney

Title: Lead Consultant

Date: 5/29/14

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 24, 2014

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.

This report was presented at the June 10, 2014 Planning, Facilities, and Equipment Committee meeting, however a quorum of the Committee was not present that evening. It was decided that the report should be brought forward to the full Board for consideration at tonight's meeting.

Administration Recommendation:

Administration recommends School Board approval of the proposed easement agreement with the Town of Somers as described in this report.

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

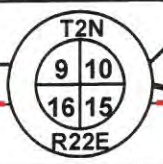
STATE OF WISCONSIN)
) SS.
COUNTY OF KENOSHA)

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

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

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 24, 2014

**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

This report was presented to the Curriculum/Program Committee at its June 10, 2014, meeting, however, a quorum was not present so no motions were made. It is recommended that the school board approve Administration's recommendation to 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 24, 2014

**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

This report was presented to the Curriculum/Program Committee at its June 10, 2014, meeting, however a quorum was not present so no motions were made. It is recommended that the school board approve Administration's recommendation to 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 24, 2014

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

This report was presented to the Personnel/Policy Committee at its June 10, 2014, meeting, however, a quorum was not present so no motions were made. Based on discussion that evening, additional wording was added to the first paragraph on page 2 of updated Policy 5111 to describe the avenues through which sexual harassment can occur. Administration recommends that the School Board accept this report and approve updated Policy/Rule 5111 – Anti-Bullying/Harassment/Hate as a first reading this evening 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. It can happen through email, chat rooms, instant messaging, websites, text messages, digital applications or social media.

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 dDistrict~~ **sSchool bBoard** administration/~~sSchool bBoard~~ 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 24, 2014

Request for Proposal – Legal Services

At the request of the Board of Education, a Request for Proposal for Legal Services was submitted to the industry for response. The District received a bid from the following law firms: Boardman & Clark and Von Briesen & Roper.

It should be noted that employment related issues are typically submitted to our insurance company (AEGIS) and legal representation, depending on the issue, is provided at the direction of the insurance company.

Recommendation:

It is the recommendation of the Administration that an interview be conducted with both Boardman and Clark and Von Briesen and Roper. An additional recommendation will be provided upon completion of the interviews.

Dr. Joseph Mangi
Superintendent of Schools

Sheronda Glass
Executive Director Business Services

Robert Hofer
Purchasing Agent

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

June 24, 2014

HEARING OFFICERS

Annually, Administration brings forth a recommendation concerning the appointment of Hearing Officers to assist the District with any expulsion hearings for the upcoming year. Hearing Officers are paid \$100 per hearing and are scheduled on a rotating basis.

Indicated below is a listing of the two (2) individuals that Administration would like to secure for the 2014-2015 school year: The nominated individuals are as follows:

Nancy Wheeler

Ms. Wheeler is a practicing attorney in Racine. She previously served as a Racine Judge, of which four years were in the juvenile division. Ms. Wheeler has served as a KUSD Hearing Officer for the past six years.

Richard Regner

Mr. Regner is a retired school administrator who has experience as a teacher, building principal and as an administrator. Mr. Regner has served as a KUSD Hearing Officer also for the past six years.

Administrative Recommendation

Administration recommends that the Board of Education authorize the appointment of the two (2) recommended Hearing Officers for the purpose of expulsion hearings during the 2014-2015 school year. In addition, Administration further recommends that their contracts be set at a rate of \$100.00 per hearing for the 2014-2015 school year.

Joseph Mangi
Superintendent of Schools

Daniel Tenuta
Administrative Review Chair
Principal, Kenosha eSchool

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 24, 2014

**COMMUNITY ELIGIBILITY PROVISION
NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAMS**

Background:

The Community Eligibility Provision (CEP) is a 4-year reimbursement option for high poverty schools to offer free National School Breakfast (NSB) and National School Lunch (NSLP) to all students enrolled within an eligible school. It is intended to improve access to school meals in eligible high poverty schools/districts. The CEP has been phased in over the past three years, and is currently operating in 11 states, 600 districts and 4,000 schools. The CEP will be available nationwide beginning July 1, 2014.

The CEP uses information from other programs, including Food Share, Wisconsin Works (W-2), FDIPIR, Head Start and Homeless to verify eligibility instead of using the traditional paper Free and Reduced Price Meal Application. A building is eligible to participate in CEP if the Identified Student Percentage is at least 40%. The Identified Student Percentage is multiplied by a factor (1.6) to determine the percentage of total meals served that will be reimbursed at the Federal free rate. The remaining percentage of total meals is reimbursed at the Federal paid rate. Any cost of providing meals above the Federal reimbursement rate must be covered with non-Federal funds which may include Fund 50 State Match for school breakfast and revenue from a la carte sales. The claiming percentages are guaranteed for 4 years, and provisions are in place to adjust percentages, add new sites or withdraw sites each year.

Schools chosen to operate under the CEP were selected from DPI's "CEP Annual Notification of Schools" published eligible list, and grouped to hopefully maximize the reimbursement rate and assure little to no cost impact to the District/Fund 50. With 27 KUSD schools eligible or near eligible to participate, and random groupings allowed under CEP, the number of possibilities was numerous. Ultimately, the sites selected were well above the 40% Identified Student and also were 65% or more free/reduced eligible.

| School/Grouping | Total Estimated amount of Non-Fed Funds needed/ month | Total Estimated amount of Non-Fed Funds needed/ year | F&R% | Identified Student % |
|--|--|---|-----------------|-----------------------------|
| Grant | -\$386.52 | -\$3,478.68 | 84.4 | 60.9 |
| EBSOLA CA | -\$1,117.94 | -\$10,061.46 | 93.3 | 63.5 |
| McKinley | -\$1,185.90 | -\$10,673.10 | 87.4 | 63.7 |
| Brass | -\$971.34 | -\$8,742.06 | 92.9 | 73.2 |
| Jefferson | -\$969.18 | -\$8,722.62 | 89.8 | 65.7 |
| Hillcrest | -\$103.42 | -\$930.78 | 84.8 | 74.7 |
| Chavez, EBSOLA DL, Lincoln, Strange | -\$1,697.61 | -\$15,278.49 | 83.2 | 59.2 |
| Bullen, Reuther, Washington, Frank, Wilson, Vernon, Bose, Grewenow | -\$629.44 | -\$5,664.96 | 75.8 | 58.6 |
| | -\$7,061.35 | -\$63,552.15 | | |

Other sites that were eligible but were not selected due to potential cost impact were:

| School/Grouping | F&R% | Identified Student % |
|------------------------|-----------------|-----------------------------|
| Forest Park | 55.30 | 42.4 |
| Roosevelt | 55.00 | 44.4 |
| Southport | 55.80 | 47.4 |
| Stocker | 52.70 | 40.1 |

School/groups will be evaluated on an annual basis to determine if they should be withdrawn or added to a grouping. Withdrawn schools must return to the normal procedures that were in place prior to CEP. All schools not operating under CEP will continue as they always have.

To obtain funding, programs such as Title 1 and E-rate would still need socio-economic data that previously came from the Free and Reduced Meal applications. Under the CEP, the Food Service Department would not be permitted to collect applications from CEP participating schools. Programs seeking to obtain socio-economic data from students at these buildings would be required to obtain this information separately from the NSLP and SBP. Guidance for these programs is available. DPI is currently working to provide a prototype form other programs could use to collect this information that should be available after July 1, 2014. All schools not operating under CEP will continue as they always have.

Summary:

The intent of CEP is to increase participation and access to school meals to ensure more children get the nutrition they need in order to learn. By KUSD participating in CEP with the selected schools/groupings, we anticipate feeding 155,000 additional free meals to students and a calculated estimate of \$63,000 in increased revenue.

Administration Recommendation:

Administration recommends School Board approval to participate in the CEP for the schools identified in this report.

Dr. Joseph Mangi
Superintendent of Schools

Sheronda Glass
Executive Director of Business Services

Patrick Finnemore P.E.
Director of Facilities

Cindy Gossett R.D.
Food Service Director

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 24, 2014

Department of Education National Data Study

The Kenosha Unified School District has the opportunity to participate in a national study that is focused on data driven instruction and best practices. Only 12 districts will participate in this study. Just 8 designated Title I elementary schools will participate with the focused resources of the study applied to 4 select schools, targeting grades 4 and 5.

This study will have tremendous benefit to the district. Teachers will have a trained resource and access to emerging methods for data-driven instruction, while administrators and support staff will gain direct experience in valued utilization of increased student data. Efforts put forth by teachers and administrators will align well with the upcoming educator effectiveness state initiative, which relies heavily on the use of student performance and growth.

A 4-page summary of this study, along with the participation expectations, training purpose, and the study timeline is provided. The data collected for the study will be used for research purposes only. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district, school, or individual.

A Data Analyst/Coach is a fundable Title I position. For the purpose of KUSD participation in this study, Title I carryover dollars will be allocated for the 2 full-time positions to cover any salary portion if it exceeds the maximum allowable in the study, as well as any related benefits coverage. The full participation of this national study will be covered completely by the study funds and Title I funds for the duration of the 2 years.

Administrative Recommendation:

Administration recommends that the Board approve participation with the outlined Department of Education National Data study for the following two years (2014-2016).

Dr. Joseph Mangi
Superintendent of Schools

Kristopher Keckler
Executive Director
of Information & Accountability

Dr. Floyd Williams Jr.
Assistant Superintendent of
Elementary School Leadership

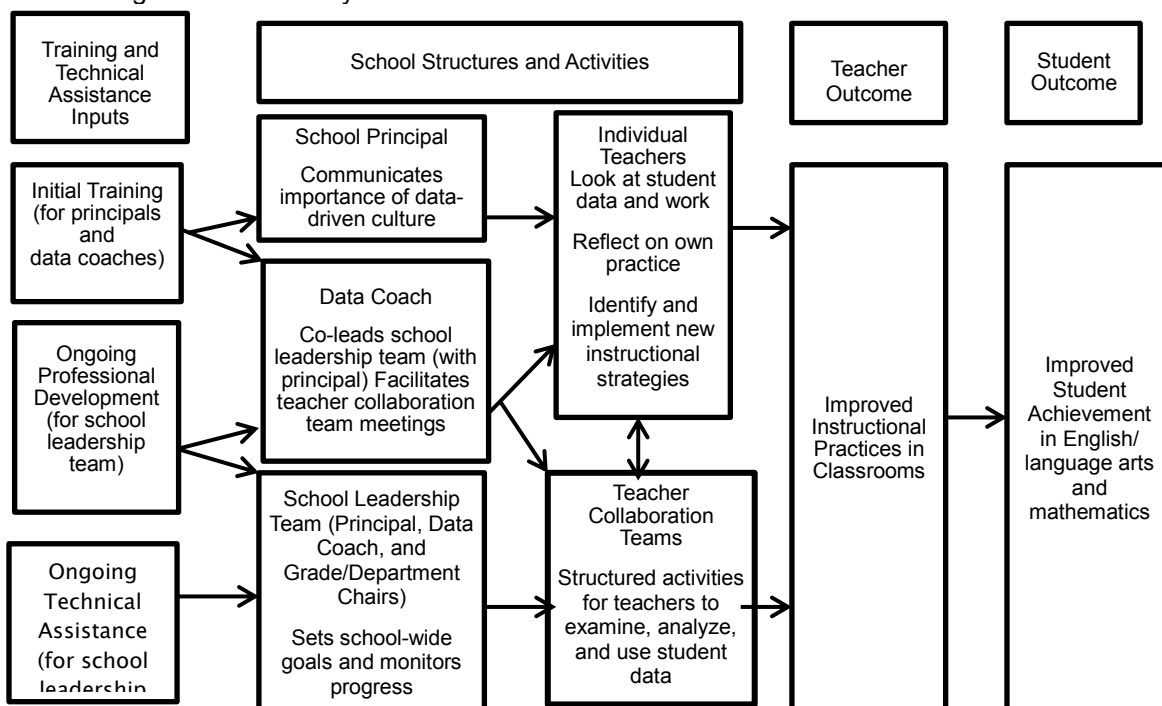
Renee Blise
Research Coordinator

Summary of Data-Driven Instruction

The Evaluation of Data-Driven Instruction is a new study sponsored by the U.S. Department of Education to examine the effectiveness of using data to improve instruction and thereby improve student achievement. Participation in the study offers schools the opportunity to receive extensive resources and support, free of cost, to implement data-driven instruction. Teachers and school leaders in schools selected to implement data-driven instruction will receive training and professional development on its use, ongoing technical assistance, and funding for an on-site data coach to support data-driven instruction activities in schools.

Overall, the study's plan for data-driven instruction provides a comprehensive framework to build capacity of school leaders and teachers to use data to inform instruction and improve student achievement. The study is designed to be implemented in schools with regular interim assessments and a data system that produces reports on proficiency levels at the student, classroom, teacher, and school levels (overall and for key student subgroups). Key components of data-driven instruction as implemented for the study and their expected contribution to teacher and student outcomes are depicted in Figure 1. As shown in the figure, a core set of professional development and technical assistance inputs inform and guide the activities of the school leadership team (principal, data coach, and grade-level chair) and teachers. These inputs, in turn, help teachers improve their instructional practices, which in turn lead students to realize higher achievement gains than they would if their schools had not adopted data-driven instruction.

Figure 1. Process by Which Data-Driven Instruction Affects Student Achievement



School Structures and Activities

As the figure shows, participating schools will set up structures (school leadership team, teacher collaboration teams) to support data-driven instruction. The data coach, principal, school leadership team members, and teachers will (1) engage in activities designed to help staff at all levels learn to analyze data from interim assessments and other sources to identify areas for improvement, (2) jointly formulate improvement goals and priorities, (3) implement evidence-based changes in instructional practices, and (4) monitor progress toward achieving the agreed-upon goals. They will perform the following roles:

- **Data coach.** The study will support the salary of a half-time data coach in each study school selected to implement data-driven instruction. Coordinating closely with the principal, these on-site coaches will lead and monitor data-driven instruction on a day-to-day basis. Trained and supported by Focus on Results consultants, the data coaches will analyze student data, set goals with the principal and other school leaders, and work directly with teachers—individually and in groups (through teacher collaboration teams). These activities will help teachers learn to use available data effectively to formulate instructional improvement goals, and identify and implement relevant best practices.
- **School leadership team.** Each school leadership team—comprising the data coach, principal, and grade-level chairs—will set school-wide student achievement goals, implement policies to facilitate achievement of the goals, and monitor progress toward the goals. The leadership teams will meet once or twice a month during spring 2015 and throughout the 2015–2016 school year.
- **Teacher collaboration teams.** Teachers within participating schools will meet regularly and work collaboratively within participating grades to implement data-driven instruction under the leadership of the data coach. The teams will interpret student data for their grade and individual classes, collectively set and monitor progress toward goals, and identify instructional strategies that will help teachers meet students' learning needs. Each team will meet every other week, following a set agenda that includes structured activities.
- **Individual teachers.** Drawing on their work in the teacher collaboration team meetings, as well as 1-on-1 assistance from the data coach, teachers will consider their students' proficiency levels on various standards based on assessment data and students' work, and decide how best to address each student's identified learning needs.

Training and Technical Assistance

Schools selected to implement data-driven instruction will receive intensive training, technical assistance, and ongoing support from Focus on Results, a national provider of data-driven instructional support. Using a train-the-trainer approach, the study will provide training to principals, data coaches, and school leadership team members. The school leadership team (particularly grade-level chairs and the data coach) will be responsible for training the teachers during teacher collaboration team meetings or other teacher in-service time.

- ***Initial Training.*** A two-day orientation and training session will be held at a central location around December 2014 to ensure that data coaches and principals are prepared to play their roles in participating schools (the study will pay for educators to travel to training). Activities at the initial training will include both general information about data-driven instruction, and specific training tailored to the activities that principals and coaches will be expected to perform back at their schools. Participants also will have an opportunity to network and exchange ideas with data coaches and principals at other study schools selected to implement data-driven instruction.
- ***Ongoing Training and professional development.*** Each school's leadership team will receive a total of six professional development sessions at a location within their district, in spring and early fall 2015, to support the team members in guiding their school's adoption of data-driven instruction and prepare them to train teachers at the school.
- ***Other technical assistance.*** School leadership teams will receive customized technical assistance to help address questions and needs that arise. Focus on Results consultants will visit each participating school a total of eight times from spring 2015 to spring 2016, to monitor implementation of data-driven instruction and provide customized technical assistance. Technical assistance also will be delivered during monthly phone calls with the data coach, and additional phone calls or emails, as-needed.

Table 1. Overview of the study's training and support schedule.

| Year | Month | Support and Training |
|-------------|--------------|---|
| 2014 | Summer | <ul style="list-style-type: none"> • Help districts/schools select data coaches |
| | Fall | <ul style="list-style-type: none"> • Help principals identify School Leadership Team members • Help principals establish school schedule of data-driven instruction activities |
| | December | <ul style="list-style-type: none"> • Initial Training. Focus on Results will provide principals & coaches with 2 days of training on data-driven instruction |
| 2015 | January | <ul style="list-style-type: none"> • Professional Development Session 1 – Laying the Foundation For Data-Driven Instruction • School visit 1 • Check-in calls with data coaches and additional technical assistance, as needed |
| | February | <ul style="list-style-type: none"> • Professional Development Session 2 – Looking at Student Data and Setting Goals • School visit 2 • Check-in calls with data coaches and additional technical assistance, as needed |
| | March | <ul style="list-style-type: none"> • Professional Development Session 3 – Using Best Practices in Teachers' Classrooms • School visit 3 • Check-in calls with data coaches and additional technical assistance, as needed |
| | April | <ul style="list-style-type: none"> • Professional Development Session 4 – Best Practices in Conducting School Walk-throughs • School visit 4 • Check-in calls with data coaches and additional technical assistance, as needed |
| | May – June | <ul style="list-style-type: none"> • Check-in calls with data coaches and additional technical assistance, as needed |
| | August | <ul style="list-style-type: none"> • Professional Development Session 5 – Reflecting on Spring 2015 Experiences |
| | Sept. – Oct. | <ul style="list-style-type: none"> • Professional Development Session 6 – Deepening the Content of Teacher Collaboration Teams • School visit 5 • Check-in calls with data coaches and additional technical assistance, as needed |
| 2015–2016 | Nov. - March | <ul style="list-style-type: none"> • School visits 6, 7, and 8 • Check-in calls with data coaches and additional technical assistance, as needed |

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 24, 2014

Educator Effectiveness System Implementation

The state of Wisconsin has adopted a new principal and educator evaluation system as part of the Department of Public Instruction's agenda 2017 to make every child college and career ready. The goal of the Educator Effectiveness (EE) model is to ensure that all students have highly effective teachers and that all schools have highly effective leaders.

The EE model evaluates principals and educators in two parts: Educator Practice and Student Outcomes. For principals educator practice involves how they coach, collaborate with, and engage teaching staff in professional development. For teachers educator practice involves how they plan and assess lessons, establish an effective classroom environment, instruct, and carry out professional responsibilities. Student outcomes for principals involve setting building level objectives aligned to district established goals and measured through district or standardized assessments. Student outcomes for teachers involve the creation of student learning objectives focused on skill development and aligned to the building level objectives.

The district will fully implement the Educator Effectiveness System for the 2014-15 school year and has established an action plan to provide ongoing professional development for its principals, teachers, and other evaluators in preparation for this change. The new system will reshape teacher and principal performance and support their growth through a more rigorous observation and goal setting process and through the establishment of standards of practice. Educator Effectiveness implementation in the District should support our ability to assure high quality instruction for our students resulting in an increase in positive learning outcomes for all.

Joseph T. Mangi
Superintendent of Schools

Sheronda Glass
Executive Director, Business Services

Nicole Jones
Educator Effectiveness Coordinator

Paris Echoles
Student and Community Engagement
Coordinator

Educator Effectiveness Implementation Plan

Goal: By the start of the 2014-2015 school year Kenosha Unified School District will be prepared to fully implement the Educator Effectiveness Model in order to support the growth of quality instructors and leaders.

Measure: Wisconsin EE Readiness Tool Rubric, Principal and Teacher feedback

| Action Needed | Who is involved | Required Resources | Checkpoints/dates completed |
|---|--|--|---|
| 1. Step 1 Orientation Video for Teachers, Principals, District Leadership | Sheronda, Principals | Memo to all principals with instructions on how to share video | 2/28/2014 |
| 2. Danielson Framework Training for Teachers and Principals | Teacher Leaders, Jennifer Navarro, Paris Echoles | Training on Framework for Teacher Leaders, Framework Copies, training tools | 5/21/2014 |
| 3. Teachscape Basic Training for evaluators | Nicole Jones | Laptops and training accounts | 4/8/2014, 4/15/2014 |
| 4. Step 2 Self-Guided EE Overview module | Principals and Teachers | Link to step 2 module and verification form | 4/29-5/31/2014 |
| 5. Teachscape License Release/training for Teachers | Nicole Jones via video/PowerPoint module | | 5/15/2014 |
| 6. Teachscape training and assessment for evaluators | Principals and district leadership | Teachscape licenses Potential Bootcamp through CESA 1 July 28 th -August 1st | Begin 4/25/2014 Progress check: 5/20/2014 Progress check: 6/10/2014 Progress check: 7/1/2014 Progress check: 7/15/2014 Progress check: 7/22/2014 Completion: 8/1/2014 |
| 7. EE Overview for School Board | Sheronda and Nicole | DPI Local communication plan | By 6/1/2014 |
| 8. Step 3 Educator Effectiveness Plan training (1 full day) | Trainers: Paris, Nicole, (need to identify additional) Trainees: All evaluators | DPI training modules and handouts, laptops, 3 large conference spaces | 6/16/2014 |
| 9. SLO training for Principals (Half day training dependent on depth of Step 3) | Trainers: Nicole Jones (Train principals to instruct teaching staff) | SLO toolkit through DPI, District goals, Building Goals, | Multiple sessions in July Completion 7/31/2014 |
| 10. SLO training for Teachers (in buildings) | Trainers: Principals | SLO toolkit through DPI, District goals, Building Goals | Prior to start of 2014-15 school year/Early September |
| 11. Determine Criteria for Placement onto an improvement plan and Criteria for compensation/advancement (if needed) | Leadership Council | Review surrounding district criteria and Urbans, current KUSD criteria | 7/31/2014 |
| 12. Develop EE staff resource Website for KUSD | Nicole Jones w/ IT | | 9/1/2014 |
| 13. Create EE Resource Guides for Evaluators and for teachers (including observation and EEP timelines) | Nicole Jones | | 8/15/2014 |

| | | | |
|--|---------------------------------|--|---|
| 14. Step 4 EEP Process Deep Dive for all teachers and evaluators | Completed by individuals online | DPI Online Modules released over 2014-15 school year | Check-in: 10/1/2014 Check-in: 12/1/2015 Check-in: 3/1/2015 Complete 5/1/2014 |
| 15. Ongoing system support and evaluation <ul style="list-style-type: none"> • Review Evaluator Observation progress • Identify patterns in observation data within schools, district <ul style="list-style-type: none"> ○ Use data to inform building level/district-wide PL • Visit schools to collect walkthrough data • Provide supports to principals on evaluation process/communication | Nicole Jones | | 2014-15 School Year |

**Kenosha Unified School District
Kenosha, Wisconsin**

June 24, 2014

Employee Benefit and Retirement Age Recommendation – Effective July 1, 2014

The Administration requests the Board of Education to consider the following health and dental premium contributions for active employees and retirees. Consideration of the retirement age is also recommended.

Health Insurance Premium Contributions for Active Employees:

| Group (Active Employees) | <u>Current</u> Health Insurance Premium Contribution | <u>Proposed</u> Health Insurance Premium Contribution Eff. 7/1/2014 |
|---------------------------------|---|--|
| ASTs | 12% | 12% |
| Teachers | 12% | 12% |
| Custodians | 12% | 12% |
| Carpenters and Painters | 12% | 12% |
| Secretaries | 10% | 10% |
| Interpreters | 10% | 10% |
| EAs & Miscellaneous | 6% | 6% |

Health Insurance Premium Contribution for Retirees

| Group (Retirees) | <u>Current</u> Health Insurance Premium Contribution | <u>Proposed</u> Health Insurance Premium Contribution Eff. 7/1/2014 |
|---|---|--|
| ASTs | 12% | 12% |
| Teachers | 0% | 12% |
| Custodians | 1.7% | 12% |
| Carpenters and Painters | 2.0% | 12% |
| Secretaries | 1.7% | 10% |
| EAs | 0% | 0% |
| Miscellaneous & Interpreters | 100% for 18 months | 100% to age 65 |

Dental Recommendation:

Dental Insurance Premium Contribution for Active Employees

- All Employees – 10% (**Current**)

Dental Insurance Contribution for Retirees

| Group (Retirees) | <u>Current</u> Dental Insurance Premium Contribution | <u>Proposed</u> Dental Insurance Premium Contribution Eff. 7/1/2014 |
|---|---|--|
| ASTs | 10% to age 65 | 10% to age 65 |
| Teachers (62 and older) | 10% to age 65 | 10% to age 65 |
| Custodians | 100% for 18 months | 100% to age 65 |
| Carpenters and Painters | 100% for 18 months | 100% to age 65 |
| Secretaries | 100% for 18 months | 100% to age 65 |
| EAs | 100% for 18 months | 100% to age 65 |
| Miscellaneous & Interpreters | 100% for 18 months | 100% to age 65 |

Other Benefits:**Life Insurance**

- District will continue to fund one times employee's salary.

Long Term Disability Insurance

- District will continue to fund fully paid plan for all eligible employees.

Retirement Age:

- Continue with current practice for all employee groups for the 2014-15 school year.

Recommendation:

The Administration recommends that the Board of Education approve the proposed employee benefit premium contributions and employee retirement age as outlined above.

Joseph Mangi
Superintendent of Schools

Sheronda Glass
Executive Director Business Services

Judy Rogers
Human Resources Coordinator

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 24, 2014

8.0 Hour Instructional Workday

The 2013-2014 school bell schedule and 8.0 hour workday were developed from feedback obtained from the KUSD Employee Survey (Sept. 2012) and identification of building needs. The district and each school review their schedules each year, and begin the planning phase for potential changes usually in the springtime. Each school administrator is required to verify and sign off on their official contact minute document, usually by the end of May. Even though adjustments may be required, quality implementation of upcoming programs, schedules and support need to be finalized with sufficient planning time. In addition, all district schools (non-charter) must still adhere to the DPI instructional minute requirement, as well as the past practice of building in at least 2 potential cancelled days. Each district is required to submit an annual report to DPI related to student contact minutes. KUSD experienced many benefits across all grade levels with the introduction of the 8-hour workday for Semester 1 of the 2013-14 school year. Some of these benefits were:

- Greater opportunities with supportive interactions for families and the community.
- Increased supervision for the safety and welfare of our students: Student surveys show bullying often occurs during unsupervised time. Reduction in supervision minutes increases the potential for negative student interactions, especially at schools with multiple busses.
- Early Education Pre-K teachers had adequate time to transition between AM and PM sessions, monitoring student safety and parent interactions.
- Increase of tutoring opportunities, interventions, student support, and peer group options.
- District improvement with regards to collaboration, time, interventions, and general student-teacher interactions.

Also, 8.0 hour days will have increased value for the 2014-15 school year as schools and teachers work to address the professional collaboration time needed to meet the Teacher Effectiveness training mandate as set forth by DPI, including increased training for student systems and assessment data which applies to all teachers and staff.

Recommendation

Administration recommends a return to the 8.0 hour workday for all instructional staff. This would include a 30-minute duty free lunch.

Dr. Joseph Mangi
Superintendent of Schools

Kris Keckler
Executive Director of Information
& Accountability

Dr. Bethany Ormseth
Assistant Superintendent of
Secondary School Leadership

Dr. Floyd Williams Jr.
Assistant Superintendent of
Elementary School Leadership

Kenosha Unified School District No. 1
Kenosha, Wisconsin

June 24, 2014

**Authorization of 2014-2015 Expenditures
Prior to Formal Adoption of the Budget**

The budget adoption cycle for Wisconsin school districts is such that School Boards do not adopt a final budget until October of each year, despite the fact that the fiscal year begins in July. The primary reason for this delay is that many of the factors needed to finalize the budget are not known until September and October. Equalized property values and official 3rd Friday student counts will not be known until the end of September. Certification of state aid from the Department of Public Instruction (DPI) will not occur until October.

It is customary for School Boards to approve a resolution authorizing district administration to expend funds between July 1st and the time that the budget is formally adopted.

The preliminary budget assumptions that form the basis of the 2014-2015 Budget are presented to the Audit, Budget and Finance Committee and the Board of Education at their regularly scheduled June and July meetings. The Board approved assumptions will be incorporated into the District's Preliminary 2014-2015 Budget which will be presented at the Public Hearing of the Budget in September. The final budget will be presented to the Board in October for formal adoption.

Administrative Recommendation

Administration requests that the Board authorize the payment of all currently authorized salaries and benefits beginning July 1st and continuing until the budget is formally adopted. In addition, it is requested that the Board authorize expenditures in other areas to continue at the discretion of Administration up to the levels authorized in the prior year's budget, not to exceed 34% of that budget, unless specific Board action has occurred to either initiate or discontinue specific programs or activities.

Dr. Joseph Mangi
Superintendent of Schools

Tarik Hamdan
Interim Chief Financial Officer



June 24, 2014

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Jeff Lewis donated a HP LaserJet 5550N printer to Indian Trail High School & Academy. The estimated value of this donation is \$1,000.00.
2. Barbara Wierzba donated a drum set to Indian Trail High School & Academy. The estimated value of this donation is \$800.00.
3. Kenosha Orchestra Boosters donated \$600.00 to the Bradford Orchestra/KUSD Strings. This donation is to be used towards the purchase of an electric cello.
4. Heather McGee donated \$500.00 to the Bradford Theatre Department. This donation is to be used for the International Thespian Festival.
5. Airgas donated two welding hats to the LakeView Supermileage Vehicle Club. The estimated value of this donation is \$400.00.
6. Lynda Jobman donated a Nikon Camera, Lenses, filters and camera bag to the Bradford Art Department. The estimated value of this donation is \$155.00.
7. Crawford Pediatric & Adult Orthodontics donated \$50.00 to the Bradford Theatre Arts Department. This donation is to be used for the International Thespian Festival.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 1400, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

Dr. Joseph Mangi
Superintendent of Schools

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 24, 2014

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board**
June-July

June

- June 10, 2014 – Standing Committee Meetings – 5:30 p.m. in ESC Board Room
- June 12, 2014 – Last Day of School for Students
- June 13, 2014 – Staff Workday
- June 24, 2014 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room

July

- July 4, 2014 – Fourth of July Holiday – ESC Closed
- July 8, 2014 – Standing Committee Meetings – 5:30 p.m. in ESC Board Room
- July 22, 2014 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room

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