



MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

REVISED

5:30 P.M. Planning/Facilities/Equipment

6:00 P.M. Personnel/Policy

6:30 P.M. Audit/Budget/Finance

7:00 P.M. Joint Audit/Budget/Finance &
Curriculum/Program

7:15 P.M. Curriculum/Program

February 10, 2015

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

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I. PLANNING/FACILITIES/EQUIPMENT - 5:30 P.M.

A. Approval of Minutes - November 11, 2014	4
Planning/Facilities/Equipment and November 11, 2014 Joint Planning/Facilities/Equipment and Audit/Budget/Finance	
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3. Utility and Energy Savings Program Report	15
D. Future Agenda Items	
E. Adjournment	

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

A. Approval of Minutes - January 13, 2015 Personnel/Policy	18
B. Information Items	
1. School Year 2015-16 Preliminary Enrollment Projections	20
2. Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations	26
C. Future Agenda Items	
D. Adjournment	

**III. AUDIT/BUDGET/FINANCE- 6:30 P.M. OR IMMEDIATELY FOLLOWING
CONCLUSION OF PRECEDING MEETING**

A. Approval of Minutes - January 13, 2015 Audit/Budget/Finance	27
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1. Monthly Financial Statements	29
2. Cash and Investment Quarterly Report	42
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D. Adjournment

IV. **JOINT AUDIT/BUDGET/FINANCE & CURRICULUM/PROGRAM - 7:00 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING**

A. Request to Submit 21st Century Community Learning Center CLC Grant Application for 2015-2016 School Year 44

B. Mary Frost Ashley Charitable Trust 49

C. Future Agenda Items

D. Adjournment

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

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B. Information Items

1. Head Start Semi-Annual Report 58

2. Talent Development Program Update 63

3. Response to Proposal from School Board Member Kyle Flood 127
Re: School Board Policy 6456 Graduation Requirements

C. Future Agenda Items

D. Adjournment

<p>There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.</p>
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KENOSHA UNIFIED SCHOOL BOARD
PLANNING/FACILITIES/EQUIPMENT MEETING
Educational Support Center – Room 110
November 11, 2014
MINUTES

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Ms. Stevens was called to order at 5:30 P.M. with the following Committee members present: Mr. Flood, Mrs. Bothe, Mr. Zielinski, Mr. Falkofske, Mr. Thomey, Mr. Butts, Mr. Schaffrick, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mr. Valeri and Mr. Stephens were absent.

Approval of Minutes - October 14, 2014

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

Information Items

Mr. Finnemore, Director of Facilities, presented the Capital Projects Update. He noted Act 32 energy projects are moving into Phase 2 for the following schools: Jefferson, Jeffery, Roosevelt, Vernon and Grewenow. Designs are complete and going out to bid next Monday. Bids for roofing projects are due on December 11 and rest will be moved to the following week. Mr. Finnemore indicated he will present a summary of bids and recommendations at the February 2015 joint Planning/Facilities/Equipment and Audit/Budget/Finance Committee meeting.

Mr. Finnemore then reported on the status of the security projects throughout the district contained on pages 6-7 of the agenda packet. In response to a question regarding disposal of old cameras, Mr. Finnemore indicated in some cases we redeploy cameras to other district spaces such as mechanical rooms. Some cameras are saved for parts and some recycled. He will provide additional info at an upcoming meeting.

Mr. Finnemore presented the Utility and Energy Savings Program Report. He noted the addition of a comparison between 2015 and 2014. Bose, Grant, Grewenow, and Harvey saw a reduction in September energy consumption. There was no reduction at Forest Park which could be due in part of the roofing project which went until mid-September.

Future Agenda Items

Mr. Finnemore indicated there may not be need for a December or January committee meeting. He will present the energy project bids in February.

Mr. Zielinski moved to adjourn the meeting. Mr. Kunich seconded the motion. Unanimously approved.

Meeting adjourned at 5:38 P.M.

Kathleen DeLabio
Executive Assistant



KENOSHA UNIFIED SCHOOL BOARD
JOINT PLANNING/FACILITIES/EQUIPMENT AND
AUDIT/BUDGET/FINANCE MEETING
Educational Support Center – Room 110
November 11, 2014
MINUTES

A joint meeting of the Kenosha Unified Planning/Facilities/Equipment and Audit/Budget/Finance Committees chaired by Ms. Stevens was called to order at 5:45 P.M. with the following Committee members present: Mr. Flood, Mr. Kunich, Mrs. Bothe, Mr. Zielinski, Mr. Falkofske, Mr. Thomey, Mr. Butts, Mr. Schaffrick, Mr. Wade, Mr. Bryan, Mrs. Marcich, Mr. Kent, Mr. Aceto, Ms. Dawson, Mr. Holdorf, and Mr. Castle. Dr. Savaglio-Jarvis was also present. Mr. Valeri, Mr. Stephens, and Ms. London were absent. Mr. Battle was excused.

Approval of Minutes - October 14, 2014 Joint Planning/Facilities/Finance and Audit/Budget/Finance

Mr. Bryan moved to approve the minutes as presented. Mr. Kunich seconded the motion. Unanimously approved

Outdoor Athletic Improvements Referendum

Mr. Finnemore, Director of Facilities, Mr. Tarik Hamdan, Interim Chief Financial Officer, and Mr. Steven Knecht, Coordinator of Athletics/Physical Education, presented the Outdoor Athletic Improvements Referendum report. Mr. Finnemore noted the report is divided into two sections with pages 12-17 of the agenda packet containing info presented at the October 28, 2014 regular board meeting and pages 18-21 containing new and updated information. He noted that the cost information in attachment two is accurate. It was noted that a total of \$4,080,000 of the estimated referendum costs will need to be incurred whether or not the referendum is successful. These projects include the parking lot projects, Indian Trail track resurfacing, replacement of the home and away bleachers at Ameche Field, replacement of the tennis courts at Bradford and Tremper and removal of the tracks at Bullen and Tremper. If these projects were funded a part of major maintenance they would account for all of the available funding over the next three years which would come at the expense of all other needs that exist in the district. There was discussion regarding the middle school tracks and Mr. Finnemore noted that a decision regarding the Lance track will need to be made after the referendum.

Mr. Hamdan noted that the timing of this referendum is designed to align with the KUSD debt schedule in order to minimize the tax impact. In terms of actual mill rate impact, the \$16.7 million dollar borrowing would average out over the twenty year term to \$.10 per every thousand dollars of property value. For the owner of a two-hundred thousand dollar home, that would be approximately \$20 per year. Therefore, if the referendum is successful, the tax decrease would be \$80 instead of \$100 for a two-hundred thousand dollar home. Mr. Hamdan noted the sample ballot was contained in attachment 5. In the draft referendum flyer it was suggested that wording be added about how the facilities will be used by our students and compare KUSD athletics to others in the state. Mr. Finnemore said we can quantify how

many students participate in athletics as well as building rentals and partnerships such as with the Boys & Girls Club. Mr. Knecht said there will be additional info added as questions arise. Discussion on safety issues related to synthetic turf.

It was suggested that we approach our insurance company to determine if our premium could be lowered due to lower injury risk with replacement of the Tremper bleachers. Mr. Finnemore said there may not be a premium reduction but we can include it as a positive in the referendum flyer.

If referendum does not pass, within next five years we will need to budget for \$4 million in major maintenance for those projects noted at the expense of other less urgent projects. Our info campaign does not start until board approves moving forward with referendum. An info push would occur between winter and spring breaks. Mr. Finnemore believes this is a one shot effort for approval of this referendum. Mrs. Stevens inquired about a community economic study and noted Chris Jensen who is on the athletics committee and is very knowledgeable in that area.

Mr. Finnemore reviewed the referendum timeline. He noted we must remember that the current debt does not retire until 2016/17. He hopes to fund design work in 2015 in order to be ready to hire contractors and purchase materials in 2016/17. He expects all work to be done in 2016/17.

Mr. Bryan moved to forward the Outdoor Athletic Improvements Referendum to the full Board for consideration. Mr. Falkofske seconded the motion. Unanimously approved.

Future Agenda Items

No future items were mentioned.

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

Meeting adjourned at 6:15 P.M.

Kathleen DeLabio
Executive Assistant

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 10, 2015

2015- 2016 CAPITAL PROJECTS PLAN

Background:

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1st of each year. This report includes the proposed major maintenance and energy savings projects plans for 2015-16 as well as a proposed project in the Central Kitchen.

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

Available Budget:

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

Major Maintenance Plan Information:

The 2015-16 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated fourteen years ago, and the energy savings project program started twelve years ago. The major maintenance plan includes a proposed contingency of \$34,500 or 3.45% of the available budget for projects that will be performed this year. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past fourteen years.

Security Project Information:

In regards to the \$500,000 security project, which is the final year of the three-year initiative, there are two major scope items:

- Conversion of the card access system for the 18 buildings currently being served by the obsolete G.E. Sapphire system to the T.A.C. system that serves the remainder of the district. The G.E. system has been discontinued and is no longer supported. It runs off old hardware and an old server operating system that cannot be supported by our server back-up system at KUSD. Our plan is to sole source purchase T.A.C. equipment so that the entire district is on one system. We have negotiated a price with Schneider Electric, the parent company of T.A.C., for the equipment that is lower than what we have paid in the past through a competitive process. The installation will be done entirely in-house.
- Completion of the installation of VoIP phones in every classroom in the district. Phase 3 of the project includes 12 elementary schools, Dimensions of Learning and the Senior Center. This will complete the VoIP project necessary to support the Informacast notification system by having a phone in every classroom in the district.

Central Kitchen Project:

As mentioned earlier, this report also includes a proposed project in the Central Kitchen housed at the Educational Support Center. This improvement, which is also described in greater detail in Attachment A to this report, includes the construction of a small addition and the installation of a new freezer. This project would be funded entirely from the Food Service Fund.

Administration Recommendation:

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

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick M. Finnemore, PE
Director of Facilities

Mr. John E. Setter, AIA
Project Architect

Ms. Cindy L. Gossett, RD
Food Services Director

PROPOSED 2015-16 CAPITAL PROJECTS PLAN

MAJOR MAINTENANCE PROJECTS:

Asbestos Abatement Projects:

This project will be performed in conjunction with the energy projects being performed at Grewenow, Jefferson, Jeffery, Roosevelt and Vernon Elementary Schools this year. The project will remove all of the asbestos that needs to be removed to support those projects whether the asbestos is in the form of pipe insulation, floor tile, mastic, flashings or sealants, etc. Performance contractors do not get involved in asbestos abatement so we made the decision prior to the process to consider a performance contract that we would address the asbestos abatement separate from the performance contract and fund with our major maintenance budget. The estimated cost for this work is \$188,000.

Exterior Door Replacement Projects:

This is an annual-type project that replaces the oldest wood and steel exterior doors in the District with well-insulated, vandal-resistant doors. Selection of the doors is based on an evaluation performed by our maintenance department. The estimated cost for the exterior door replacement projects for this year is \$13,500.

Exterior Wall Major Maintenance:

This is another annual-type project that includes a wide range of exterior envelope, masonry, and concrete repairs including tuck-pointing, window-related work such as lintel replacement, etc. There is not one significant project this year; instead it is a series of 11 smaller projects at several schools. The estimated cost for the overall building exterior wall project is \$264,600.

Flooring Projects:

We are proposing one flooring project for this coming summer which is the replacement of the carpeting in the library at Jefferson Elementary School. This project is needed to support the remodeling that will occur in the Jefferson library as part of the energy project. The estimated cost of the flooring project is \$8,000. If funds become available as a result of one of the other project categories coming in under budget, we will add the replacement of the gym floor at Prairie Lane Elementary School which is estimated at 10,000.

Roof Replacements and Major Repairs:

This is also an annual project to replace the oldest and most troublesome roofs in the District. The roof sections in need of replacement or major repair are determined by the comprehensive roof assessment program that the District initiated fourteen years ago. The projects for this summer coincide with the performance contract projects at Jefferson, Jeffery, Roosevelt and Vernon Elementary Schools pulling out those portions that have minimal energy savings which is a large percentage of the roof replacement scope of work. The estimated cost is \$491,400 for engineering and survey fees, roofing replacement, and other repair work that will be determined after the spring surveys are completed.

ENERGY SAVINGS PROJECT:

The energy savings funded project will be the replacement of single pane windows and metal panels at Grewenow Elementary School with brick and energy efficient windows. This project will be funded through the savings generated from our energy savings programs which has a budget of \$500,000. The estimated cost for the project at Grewenow is over \$600,000, so there will be a portion of the project that will be completed in a subsequent year. The focus in 2015 will be the classroom windows.

FOOD SERVICES PROJECT:

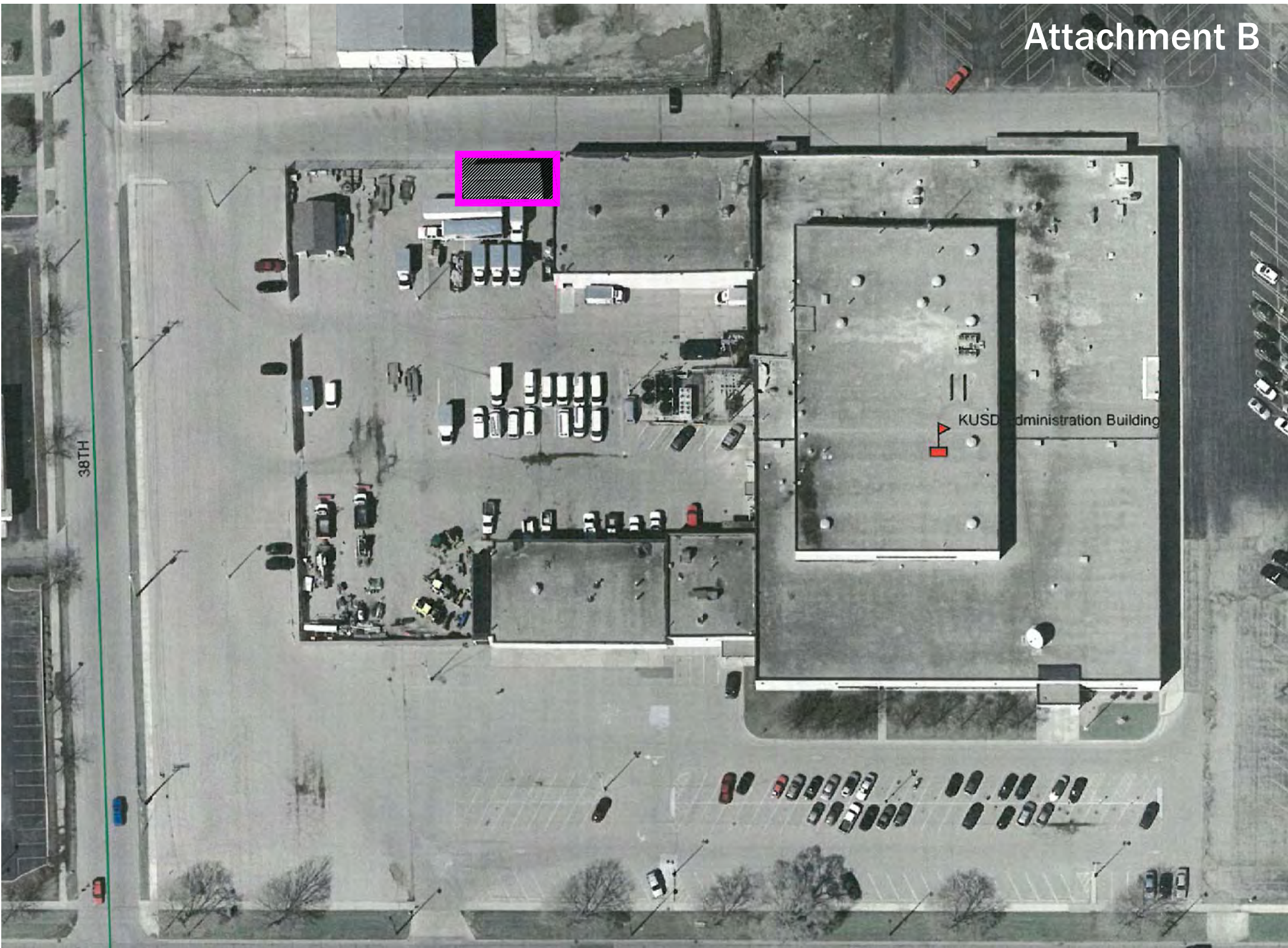
In 2010 Congress passed the Healthy Hunger Free Kids Act of 2010 which significantly changed the required meal pattern. The amount of fruits and vegetables that were required to be offered substantially increased. In response to this, we installed the new Pre-Pack line this past summer and now would like to expand our cooler capacity to store the increased volume of fresh fruits and vegetables.

After analyzing all of the reasonable options, it was determined that the most efficient option was to convert the existing freezer into a cooler, remove the existing cooler to gain much needed floor space in the central kitchen, and construct a new freezer outside of our current footprint. The aerial view of the ESC provided as Attachment B shows the location and relative size of the new freezer addition. Here is a comparison of square footages of the existing and proposed spaces:

- Existing Cooler: 448 square feet
- Existing Freezer (New Cooler): 980 square feet
- Proposed New Freezer: 1,248 square feet

One of the recent USDA changes was to require State Department of Instruction approval of any new equipment or other capital purchase from the Food Service Fund. We have received Wisconsin DPI approval to fund this proposed project via our Food Service Fund (Fund 50). Once we obtain School Board approval, we will need to pursue approval of the addition by the Department of City Development.

Our intent is to construct the new freezer in the summer of 2015 so that it is operational for the 2015-16 school year. The estimated cost for new freezer and associated building addition is \$550,000. Food Service has been saving in anticipation of this purchase, and has all of the funds necessary to cover the full cost of the project.



KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 10, 2014
Planning/Facilities/Equipment Standing Committee

OUTDOOR ATHLETICS REFERENDUM UPDATE

Administration will provide a verbal update to the Committee at the February meeting. Materials associated with the referendum campaign will be provided to Committee members at the meeting.

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Tanya Ruder
Executive Director Community
Partnership/Media Relations

Mr. Patrick Finnemore, PE
Director of Facilities

Mr. Steven Knecht
Coordinator of Athletics/Physical
Education

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 10, 2014
Planning/Facilities/Equipment Standing Committee

PERFORMANCE CONTRACT PROJECTS UPDATE

The School Board approved implementation of energy efficiency projects at nine elementary schools over the course of two years at the August 27, 2013 regular Board meeting. The projects at the first five schools: Bose, Grant, Grewenow, Forest Park, and Harvey are all complete and we are beginning to realize the benefits as discussed in the Utility & Energy Savings Program Report.

The following is a brief update on recent activities associated with the summer of 2015 projects which will occur at Grewenow, Jefferson, Jeffery, Roosevelt and Vernon:

- Design work was completed in November and the projects were competitively bid in December.
- Contractor and manufacturer supplier selection is 90% complete with just a handful of equipment selections still being finalized. A detailed contractor matrix should be ready to include in the March update to the Committee. Contractors for some of the major scope items include:
 - Vernon Exterior Wall and Window Project – Riley Construction
 - Roosevelt Window Project – Riley Construction
 - Grewenow Window Project – Camosy Construction
 - Roofing Projects at 4 Schools – Van's Roofing
 - Exterior Masonry at Roosevelt – KMI
 - Exterior Masonry at Jefferson – Berglund Construction

These are all excellent contractors that KUSD has a significant amount of previous experience with.

- We have begun ordering equipment and all of the major equipment is already in the manufacturer's production schedule.

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick Finnemore, PE
Director of Facilities

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 10, 2014
Planning/Facilities/Equipment Standing Committee

UTILITY & ENERGY SAVINGS PROGRAM REPORT

The purpose of this report is to provide the regular update on the 2014-15 utilities budget and the operational energy savings program through December.

Utilities Budget Update:

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

- We have spent \$66,850 more on natural gas this year as compared to last year.
- We have spent \$7,473 more on electricity this year as compared to last year.
- We have spent 44% of the overall utility budget as compared to 43% last year at this time.

Although it is early in the fiscal year, the electricity consumption information is promising considering we were almost \$20,000 over the previous year during the summer months due in large part to all of the construction activity, and also despite the reopening of both the former Jefferson Annex as the Kenosha eSchool and the former McKinley Middle School as KTEC-West Campus.

Operational Energy Program Update:

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

	2014-15	2013-14
Electricity Saved (KWh)	3,508,587	3,434,917
Gas Saved (Therms)	224,243	255,476
Dollars Saved	\$500,911	\$485,869

As the year progresses we will be monitoring the energy consumption and costs for the 5 schools (Bose, Grant, Grewenow, Forest Park and Harvey) that had major energy projects performed. The bulk of the savings will be realized during the winter heating months, but we should see some level of savings year round because of lighting upgrades and other minor changes. The official start date for the required energy savings monitoring will start on January 1, 2015, and will continue until the bonds are paid off in 20 years.

As can be seen on the attachment, all 5 schools have seen a pretty dramatic improvement over the previous year with improvements ranging from 18.2 to 289.9% on costs incurred with the data normalized for weather. This data is somewhat raw since it compares whole building energy consumption. The detailed evaluation required pursuant to the performance contract statutes will drill down into the details for each phase of the project.

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick Finnemore, PE
Director of Facilities

Mr. John Allen
Distribution and Utilities Manager

Mr. Kevin Christoun
Maintenance Supervisor

Monthly Energy Efficiency Program Tracking Summary

UTILITY INFORMATION (4 months of data)

Energy Tracking: September 2014 through December 2014

End of FY - 2015 - 06		Current Month: 2014 - 12				YTD HTG DD: FY2014 2697 FY2015 2578					YTD CLNG DD: FY2014 535 FY2015 351.5				
BUILDING	ACTUAL USE FY2015				FY2014 SAVINGS*					FY2015 SAVINGS*					
	kWh	kW	therms	\$	kWh	kW	therms	\$	% Savings	kWh	kW	therms	\$	% Savings	
Bradford H	894,483	2,676	53,768	\$138,191	361,053	543	16,823	\$41,293	23.6%	371,291	584	15,804	\$44,824	24.5%	
Hillcrest H	27,920	-	5,944	\$8,007	5,558	-	637	\$1,123	12.6%	6,408	0	612	\$1,132	12.4%	
Indian Trail H	1,032,800	3,816	33,815	\$156,716	628,862	1,980	8,404	\$80,255	33.9%	636,351	2,252	10,532	\$86,285	35.5%	
Lakeview H	128,000	571	2,101	\$19,620	145,348	126	861	\$11,669	34.8%	146,853	135	775	\$12,206	38.4%	
Reuther H	286,260	1,243	47,796	\$71,587	78,241	273	8,765	\$13,799	16.4%	88,379	333	12,224	\$18,217	20.3%	
Tremper H	730,474	2,078	64,572	\$120,131	326,242	521	17,276	\$35,195	24.6%	273,505	448	13,364	\$31,235	20.6%	
HS Subtotal:	3,099,937	10,384	207,996	\$514,251	1,545,304	3,443	52,766	\$183,335	26.9%	1,522,787	3,752	53,311	\$193,899	27.4%	
Bullen M	238,567	819	17,043	\$40,726	164,573	131	18,581	\$23,394	36.8%	174,682	147	17,803	\$24,457	37.5%	
Lance M	204,075	799	17,533	\$38,669	36,350	77	5,639	\$6,447	14.6%	42,665	92	6,113	\$7,070	15.5%	
Lincoln M	303,384	1,256	23,159	\$57,783	77,281	56	12,166	\$11,536	16.2%	96,874	194	11,595	\$16,299	22.0%	
Mahone M	381,000	1,972	15,386	\$69,155	105,218	48	13,324	\$14,138	15.1%	214,393	144	18,736	\$27,701	28.6%	
McKinley M	132,600	476	21,834	\$32,650	225,254	842	28,818	\$45,705	93.5%	124,392	425	4,832	\$18,112	35.7%	
Washington M	150,917	627	18,270	\$33,316	63,006	266	1,846	\$9,299	22.5%	67,358	282	2,172	\$9,788	22.7%	
MS Subtotal:	1,410,543	5,948	113,225	\$272,299	671,682	1,419	80,374	\$110,520	30.4%	720,364	1,284	61,251	\$103,428	27.5%	
Bain E	234,000	1,434	12,555	\$46,253	78,099	64	9,496	\$12,029	22.8%	61,002	(158)	5,815	\$5,083	9.9%	
Bose E	58,720	251	5,961	\$12,346	61,777	106	4,080	\$9,183	35.8%	81,339	168	8,501	\$14,723	54.4%	
Brass E	162,000	665	3,208	\$26,423	42,027	290	4,741	\$9,239	28.1%	18,640	227	7,339	\$14,910	36.1%	
Dimensions E	27,432	-	7,288	\$8,811	3,750	-	(516)	\$300	3.3%	4,141	0	(600)	\$350	3.8%	
Forest Park E	70,481	278	7,045	\$14,735	18,935	25	(306)	\$2,011	9.2%	15,328	7	10,335	\$7,841	34.7%	
Frank E	191,920	834	10,176	\$34,426	80,253	43	3,303	\$8,029	18.2%	95,442	99	1,520	\$8,809	20.4%	
Grant E	53,840	202	5,931	\$11,431	9,521	54	3,033	\$3,163	19.0%	7,915	57	8,041	\$6,174	35.1%	
Grewenow E	63,040	238	8,826	\$14,276	39,470	87	4,093	\$6,931	30.3%	49,878	102	6,886	\$9,761	40.6%	
Harvey E	53,012	218	8,128	\$12,917	33,777	102	5,896	\$7,694	35.5%	36,603	103	7,434	\$9,096	41.3%	
Jefferson E	61,518	189	11,561	\$16,514	40,539	75	3,640	\$7,179	33.1%	34,274	80	3,924	\$6,396	27.9%	
Jeffery E	69,734	298	5,090	\$13,206	55,291	131	1,352	\$7,520	31.5%	56,447	133	830	\$7,320	35.7%	
Ktech (Lincoln)	68,320	298	5,613	\$13,463	(8,298)	(4)	2,422	\$646	4.5%	3,785	25	2,137	\$1,732	11.4%	
McKinley E	48,968	225	8,361	\$12,801	10,206	11	2,807	\$2,902	18.8%	17,901	25	2,706	\$3,610	22.0%	
Nash E	149,760	600	6,855	\$25,493	32,341	199	8,048	\$9,331	26.7%	22,032	226	8,216	\$9,374	26.9%	
Pleasant Prairie E	214,720	782	9,310	\$33,980	41,095	(23)	861	\$2,676	7.5%	32,438	(19)	238	\$1,539	4.3%	
Prairie Lane E	90,120	365	7,136	\$17,156	41,826	47	3,630	\$6,916	30.1%	47,675	78	2,056	\$6,876	28.6%	
Roosevelt E	60,480	225	10,877	\$15,615	25,909	82	1,857	\$4,277	22.5%	29,279	91	1,077	\$4,270	21.5%	
Somers E	137,440	485	10,288	\$24,529	50,330	155	3,277	\$7,985	24.0%	58,196	176	4,566	\$9,652	28.2%	
Southport E	82,240	410	8,138	\$17,417	35,137	42	1,448	\$4,696	22.4%	33,832	46	1,286	\$4,286	19.7%	
Stocker E	135,680	557	6,630	\$23,392	89,402	302	2,156	\$11,785	34.5%	93,127	213	1,864	\$10,817	31.6%	
Strange E	85,637	359	6,594	\$16,323	52,565	86	3,371	\$7,693	31.5%	62,561	88	2,750	\$8,581	34.5%	
Vernon E	126,549	515	23,800	\$31,713	51,778	156	6,730	\$9,050	22.2%	68,492	165	8,135	\$10,348	24.6%	
Whittier E	117,120	634	4,261	\$21,210	120,482	370	2,276	\$14,538	37.0%	128,598	350	1,715	\$14,834	41.2%	
Wilson E	44,800	223	9,789	\$13,477	32,909	127	5,277	\$11,133	45.7%	37,678	77	5,878	\$7,943	37.1%	
ELEM Subtotal:	2,407,531	10,283	203,421	\$477,911	1,038,761	2,526	82,972	\$166,906	25.6%	1,096,603	2,360	102,649	\$184,323	27.8%	
Cesar Chavez	53,120	186	1,902	\$9,077	37,101	54	1,285	\$4,728	33.3%	46,591	67	1,669	\$4,873	34.9%	
ESC	410,480	1,320	16,257	\$59,081	136,175	347	7,823	\$18,258	25.2%	116,859	235	5,285	\$13,618	18.7%	
Recreation	26,894	-	3,049	\$5,936	5,894	19	256	\$2,121	25.4%	5,383	0	78	\$771	11.5%	
Other Subtotal:	490,494	1,506	21,208	\$74,094	179,170	419	9,364	\$25,108	26.4%	168,833	302	7,032	\$19,262	20.6%	
Totals:	7,408,505	28,121	545,850	\$1,338,555	3,434,917	7,808	225,476	\$485,869	27.1%	3,508,587	7,698	224,243	\$500,911	27.2%	

* Savings are based on the comparison of actual billed use to the baseline model. The model is based on utility data from calendar year 2003 (typically) and adjusts for weather, occupancy and school year data.

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A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Kunich was called to order at 5:50 P.M. with the following Committee members present: Mr. Bryan, Mrs. Snyder, Ms. Butler, Mrs. Dahl, Mrs. Stephens, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mrs. Burns was excused. Mrs. Hamilton, Mr. Riley, and Ms. Connor were absent.

Approval of Minutes – November 11, 2014 Personnel/Policy and November 11, 2014 Joint Personal/Policy and Curriculum/Program

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

School Board Policy 3810 – Employee Use of District Equipment

Dr. Savaglio-Jarvis introduced School Board Policy 3810 – Employee Use of District Equipment and indicated that Mr. Patrick Finnemore, Director of Facilities, was present to answer questions. There were no questions from Committee members.

Mr. Bryan moved to forward School Board Policy 3810 – Employee Use of District Equipment to the school board for consideration of a first reading on January 27, 2015 and a second reading on February 24, 2015. Mrs. Butler seconded the motion. Unanimously approved.

School Board Policy 3531.1 – Copyrighted Materials

Mrs. Tanya Ruder, Executive Director of Community Partnerships and Media Relations, presented School Board Policy 3531.1 – Copyrighted Materials. Mrs. Ann Fredriksson, Coordinator of Instructional Technology and Library Media, and Mrs. April Nelson, Principal at Stocker Elementary School, were also present to answer questions from Committee members. Mrs. Ruder noted and explained that the biggest change to the policy is that the rebroadcasting of and/or the sale of CD copies of any district events is a copyright infringement; therefore, both have been prohibited in the district since the beginning of the school year.

Mrs. Snyder suggested that communication be made to staff, students, and parents to educate and make them aware of the fact that the rebroadcasting of and/or sale of CD copies of district events is a copyright infringement.

Mr. Bryan moved to forward School Board Policy 3531.1 – Copyrighted Materials to the school board for consideration of a first reading on January 27, 2015 and a second reading on February 24, 2015. Mrs. Stephens seconded the motion. Unanimously approved.

School Board Policy 5260 – Open Enrollment – Full Time

Mr. Kristopher Keckler, Executive Director of Information Systems, Data Management & Evaluation, presented School Board Policy 5260 – Open Enrollment – Full Time. He explained that the recommended policy revision would guarantee an open enrollment approval for tuition waiver students who submit a valid open enrollment application prior to the start of the upcoming school year. In order to allow for the policy guarantee for tuition waiver students, the revised policy must be in place prior to the space allocation vote in January; therefore, a first and second reading is being requested at the January board meeting. Students who receive approval through this process will not impact the board approved open enrollment spaces for other applicants. This guarantee does not overrule the special education, habitually truant, or expulsion criteria that currently exist for denial reasons.

There were no questions from Committee members.

Mr. Bryan moved to forward the proposed revisions to Policy and Rule 5260 – Open Enrollment - Full Time to the board of education for approval as a simultaneous first and second reading at the January 27, 2015 regular school board meeting. Mrs. Snyder seconded the motion. Unanimously approved.

Future Agenda Items

Mr. Keckler indicated that he would be bringing the 2015-16 Instructional Calendar and the Comprehensive Enrollment Report to the Committee next month.

Dr. Bethany Ormseth, Assistant Superintendent of Secondary School Leadership, indicated that she would be bringing School Board Policy 6456 – Graduation Requirements to the Committee next month.

Meeting adjourned at 6:04 P.M.

Stacy Schroeder Busby
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 10, 2015

Personnel/Policy Standing Committee

School Year 2015-16 Preliminary Enrollment Projections

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

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

Preliminary enrollment projections for School Years 2015-16, 2016-17 and 2017-18 are being submitted to the Personnel/Policy Committee utilizing enrollment trends, birth rates, and cohort survival rates.

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

Summary

- The preliminary projections include all students in grades PK-12. This includes students in the following categories: Regular Education, Special Education, ESL, Enrichment Program, HeadStart, Charter Schools, Special Schools, and 4 Year Old Kindergarten.
- Appendix A illustrates actual student enrollment by building for the past two (2) years and projected enrollment for the next three (3) years. For staffing purposes, enrollment is disaggregated by pre-kindergarten and K-12.
- Appendix B is a comparison of the SY 2014-15 from the Official Third Friday count and the projected SY 2015-16 enrollments for each building. Variances are listed by grade level and school.
- Appendix C is a grade level enrollment comparison of the previous seventeen (17) years of actual student enrollment, together with preliminary projections for the next three years. The projected enrollment for SY 2015-16 is 22,126 students, a decrease of 348 from the SY 2014-15 Official Third Friday Pupil Count (22,474).
- The projections indicate that student enrollment at the elementary level will be 9,291, a decrease of 262 students when compared to this school year. There are two primary factors contributing to this decrease. First, KTEC is opening additional classrooms at the elementary level which will draw from the enrollment at the traditional elementary schools. Second, the infant births decreased significantly in 2010 which will result in a decrease in kindergarten enrollment (Appendix D).

- The projected middle school enrollment is 3,979 students, a decrease of 238 when compared this school year. The KTEC expansion at 6th grade is one factor. Another reason is that a larger 8th grade class is exiting and a smaller 5th grade class is entering 6th grade in 2015-16.
- At the high schools level, the projected enrollment of 6,326 students, down 54 students from this school year.
- The total enrollment counts for Special Schools are expected to increase by 206 students in SY 2015-16, mainly due to the approved KTEC expansion.
- The following methods are used to calculate the enrollment projections:
 - Pre-kindergarten projected enrollments are calculated using a “*Birth-to-4K Survival Rate Method*”, comparing the number of infant births to preschool enrollment of the same cohort group. Due to the universal expansion of the 4 year old kindergarten program in 2013, participation, based on birth rates, increased from 50% in 2012-13 to 65% in 2013-14 to 70% in 2014-15. The realized 70% participation rate was used for the 2015-16 projections.
 - Kindergarten projected enrollments are calculated using a “*Birth-to-Kindergarten Survival Rate Method*”, with enrollment distributed to schools based on ratios and trending data from the past three years.
 - Projections for grades 1 through 5, and 7 and 8 are calculated by using the “*Grade Progression Ratio Method*”, which moves students diagonally from one grade level to the next. Adjustments are made to the projections by applying the “*Cohort Survival Rate Method*”, which uses trended grade progression ratios from one grade to the next that are attributed to migration trends, transfers to and from private schools, transfers between schools in the district, new residential developments, and dropout, graduation, and retention rates.
 - Projections for grades 6, 9, 10, 11, and 12 are calculated by applying the “*Cohort Survival Rate Method*”. At grade 6 in the traditional middle schools and grade 9 at the comprehensive high schools, enrollment is distributed based on the ratios from the past three school years.

District administration will use these enrollment projections for the Preliminary Staff Allocations coordinated by the Department of Human Resources, and the enrollment projections will be periodically reviewed and updated as the school year progresses.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kristopher Keckler
Executive Director
Information and Accountability

Ms. Renee Blise
Research Coordinator

APPENDIX A

KENOSHA UNIFIED SCHOOL DISTRICT
Actual Building Enrollment and Projected Enrollment

	Actual Enrollment						Projected Enrollment								
	2013-14			2014-15			2015-16			2016-17			2017-18		
School	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total
Bose	60	321	381	50	318	368	50	323	373	50	326	376	50	326	376
Brass	53	402	455	57	445	502	57	456	513	57	440	497	57	449	506
Ed Bain - Creative Arts	102	439	541	84	433	517	84	431	515	84	423	507	84	431	515
Ed Bain - Dual Language		338	338		328	328		321	321		315	315		306	306
Forest Park	46	419	465	32	403	435	32	388	420	32	379	411	32	360	392
Frank	75	435	510	65	371	436	64	349	413	64	334	398	64	315	379
Grant	29	243	272	30	271	301	30	273	303	30	274	304	30	269	299
Grewenow	53	358	411	42	335	377	42	322	364	42	319	361	42	306	348
Harvey	30	253	283	28	252	280	28	233	261	28	230	258	28	215	243
Jefferson	31	274	305	33	256	289	33	234	267	33	227	260	33	217	250
Jeffery	40	303	343	34	295	329	34	289	323	34	291	325	34	287	321
McKinley	59	308	367	51	291	342	50	282	332	50	278	328	50	279	329
Nash	62	602	664	59	609	668	58	592	650	58	576	634	58	547	605
Pleasant Prairie	62	603	665	63	546	609	62	536	598	62	523	585	62	506	568
Prairie Lane	48	389	437	48	372	420	47	362	409	47	363	410	47	358	405
Roosevelt	37	445	482	32	422	454	32	415	447	32	410	442	32	410	442
Somers	58	422	480	54	409	463	53	410	463	53	399	452	53	386	439
Southport	48	416	464	46	385	431	46	380	426	46	370	416	46	372	418
Stocker	65	483	548	56	437	493	55	424	479	55	418	473	55	402	457
Strange	82	487	569	61	476	537	60	451	511	60	444	504	60	448	508
Vernon	36	321	357	44	294	338	44	258	302	44	243	287	44	222	266
Whittier	52	409	461	52	381	433	52	359	411	52	335	387	52	323	375
Wilson	32	168	200	25	178	203	25	165	190	25	157	182	25	153	178
TOTAL (Elementary)	1,160	8,838	9,998	1,046	8,507	9,553	1,038	8,253	9,291	1,038	8,074	9,112	1,038	7,887	8,925
Bullen		847	847		816	816		765	765		751	751		717	717
Lance		989	989		976	976		905	905		890	890		837	837
Lincoln		765	765		720	720		681	681		657	657		601	601
Mahone		1149	1,149		1145	1,145		1099	1,099		1065	1,065		1014	1,014
Washington		588	588		560	560		529	529		515	515		491	491
TOTAL (Middle)		4,338	4,338		4,217	4,217		3,979	3,979		3,878	3,878		3,660	3,660
Bradford		1,476	1,476		1,551	1,551		1,489	1,489		1,427	1,427		1,441	1,441
Indian Trail		2,167	2,167		2,224	2,224		2,277	2,277		2,273	2,273		2,306	2,306
LakeView		427	427		435	435		426	426		426	426		426	426
Reuther		428	428		393	393		396	396		396	396		396	396
Tremper		1,771	1,771		1,777	1,777		1,738	1,738		1,727	1,727		1,714	1,714
TOTAL (High)		6,269	6,269		6,380	6,380		6,326	6,326		6,249	6,249		6,283	6,283
4 Yr Kindergarten *	139		139	137		137	126		126	126		126	126		126
Chavez	171		171	162		162	161		161	161		161	161		161
Brompton		216	216		216	216		217	217		216	216		216	216
Dimensions of Learning		226	226		225	225		227	227		227	227		227	227
KTEC	32	438	470	62	707	769	62	905	967	62	1,038	1,100	62	1,168	1,230
Harborside		607	607		590	590		602	602		601	601		601	601
Hillcrest		58	58		67	67		59	59		59	59		59	59
Kenosha eSchool		151	151		133	133		141	141		141	141		142	142
Phoenix Project		33	33		25	25		30	30		30	30		30	30
TOTAL (Special)	342	1,729	2,071	361	1,963	2,324	349	2,181	2,530	349	2,312	2,661	349	2,443	2,792
TOTALS	1,502	21,174	22,676	1,407	21,067	22,474	1,387	20,739	22,126	1,387	20,513	21,900	1,387	20,273	21,660
DISTRICT		22,676			22,474			22,126			21,900			21,660	
<i>Change</i>		<i>+37</i>			<i>-202</i>			<i>-348</i>			<i>-226</i>			<i>-240</i>	

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

APPENDIX B

KENOSHA UNIFIED SCHOOL DISTRICT

2015-16 Enrollment Projections vs. 2014-15 Actual Third Friday Enrollment

School Name	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	15-16 Proj	14-15 3rd Fri	Diff
Bose Elementary School	50	55	67	49	54	52	46								373	368	5
Brass Community School	57	72	85	74	64	67	94								513	502	11
Brompton Elementary School		22	22	22	24	24	24	26	26	27					217	216	1
Chavez Learning Station	161														161	162	-1
Dimensions of Learning Academy		22	23	26	26	26	26	26	26	26					227	225	2
Edward Bain Creative Arts	84	70	77	76	72	59	77								515	517	-2
Edward Bain Dual Language		59	56	52	47	56	51								321	328	-7
Forest Park Elementary School	32	58	62	61	68	75	64								420	435	-15
Frank Elementary School	64	60	64	58	51	60	56								413	436	-23
Grant Elementary School	30	40	48	46	47	49	43								303	301	2
Grewenow Elementary School	42	53	57	52	58	56	46								364	377	-13
Harvey Elementary School	28	36	40	39	38	46	34								261	280	-19
Jefferson Elementary School	33	37	34	49	35	42	37								267	289	-22
Jeffery Elementary School	34	42	46	61	44	52	44								323	329	-6
Kenosha 4-Yr Old Kindergarten	126														126	137	-11
KTEC	62	100	110	110	120	104	102	156	52	51					967	769	+198
McKinley Elementary School	50	50	51	53	47	39	42								332	342	-10
Nash Elementary School	58	80	90	104	101	115	102								650	668	-18
Pleasant Prairie Elementary Schl	62	80	93	81	92	99	91								598	609	-11
Prairie Lane Elementary School	47	53	66	67	70	57	49								409	420	-11
Roosevelt Elementary School	32	54	59	72	85	70	75								447	454	-7
Somers Elementary School	53	68	72	64	65	71	70								463	463	0
Southport Elementary School	46	61	67	69	66	54	63								426	431	-5
Stocker Elementary School	55	63	70	70	79	75	67								479	493	-14
Strange Elementary School	60	76	89	64	77	67	78								511	537	-26
Vernon Elementary School	44	40	45	47	46	43	37								302	338	-36
Whittier Elementary School	52	48	48	75	60	58	70								411	433	-22
Wilson Elementary School	25	25	29	32	27	25	27								190	203	-13
Bullen Middle School								242	272	251					765	816	-51
Lance Middle School								282	331	292					905	976	-71
Lincoln Middle School								199	257	225					681	720	-39
Mahone Middle School								343	387	369					1,099	1,145	-46
Washington Middle School								163	188	178					529	560	-31
Bradford High School											370	353	356	410	1,489	1,551	-62
Harborside Academy								54	54	51	116	111	104	112	602	590	+12
Hillcrest School									3	5	10	11	15	15	59	67	-8
Indian Trail H.S. & Academy											584	584	558	551	2,277	2,224	+53
Kenosha eSchool		2	3	3	4	2	2	6	7	13	18	20	29	32	141	133	+8
Lakeview Technology Academy											100	111	105	110	426	435	-9
Phoenix Project												7	23		30	25	5
Reuther Central High School											55	69	87	185	396	393	3
Tremper High School											429	448	445	416	1,738	1,777	-39
2015-16 Enrollment Projections	1,387	1,426	1,573	1,576	1,567	1,543	1,517	1,497	1,603	1,488	1,682	1,707	1,706	1,854	22,126	22,474	-348
2014-15 3rd Friday Enrollment	1,407	1,581	1,595	1,567	1,554	1,535	1,531	1,601	1,484	1,638	1,731	1,739	1,710	1,801	22,474		
Difference	-20	-155	-22	9	13	8	-14	-104	119	-150	-49	-32	-4	53	-348		

APPENDIX C

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

	Year	Head Start				Grade Levels															Year to Year Difference	
		Head Start	EC Peers	4 Yr Kinder	PK SpEd (EC/SP)	Total PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
Actual	1998-99					613	1,432	1,572	1,558	1,628	1,548	1,435	1,405	1,487	1,412	1,441	1,642	1,293	1,099	19,565	% Students	# Students
	1999-00					612	1,474	1,476	1,535	1,525	1,626	1,566	1,452	1,411	1,461	1,760	1,480	1,293	986	19,657	0.47%	92
	2000-01					649	1,484	1,514	1,502	1,567	1,562	1,630	1,581	1,479	1,436	1,836	1,562	1,300	1,056	20,158	2.55%	501
	2001-02	383	94	24	174	675	1,475	1,494	1,535	1,537	1,600	1,592	1,667	1,620	1,495	1,931	1,446	1,472	1,061	20,600	2.19%	442
	2002-03	370	87	85	193	735	1,494	1,534	1,511	1,581	1,569	1,638	1,629	1,709	1,598	1,990	1,538	1,490	1,130	21,146	2.65%	546
	2003-04	369	90	107	206	772	1,578	1,501	1,535	1,512	1,587	1,577	1,659	1,637	1,719	2,051	1,596	1,638	1,142	21,504	1.69%	358
	2004-05	381	82	118	223	804	1,651	1,585	1,480	1,541	1,564	1,632	1,585	1,662	1,662	2,098	1,472	1,889	1,234	21,859	1.65%	355
	2005-06	381	93	141	230	845	1,654	1,693	1,583	1,488	1,578	1,585	1,641	1,583	1,681	2,096	1,751	1,734	1,304	22,216	1.63%	357
	2006-07	376	84	128	216	804	1,706	1,683	1,715	1,630	1,527	1,596	1,592	1,670	1,627	2,123	1,694	1,882	1,336	22,585	1.66%	369
	2007-08	396	105	128	209	838	1,600	1,719	1,704	1,717	1,641	1,556	1,616	1,618	1,699	2,043	1,745	1,864	1,409	22,769	0.81%	184
	2008-09	398	326		228	952	1,676	1,594	1,693	1,682	1,734	1,646	1,537	1,645	1,623	2,028	1,722	1,899	1,407	22,838	0.30%	69
	2009-10	390	753			1,143	1,580	1,689	1,571	1,703	1,675	1,726	1,647	1,528	1,634	1,919	1,764	1,882	1,558	23,019	0.79%	181
	2010-11					1,238	1,603	1,592	1,667	1,615	1,723	1,691	1,693	1,661	1,538	1,904	1,722	2,059	1,416	23,122	0.45%	103
	2011-12					1,151	1,612	1,619	1,606	1,690	1,608	1,691	1,688	1,711	1,645	1,785	1,735	1,918	1,519	22,978	-0.62%	-144
	2012-13					1,172	1,600	1,567	1,584	1,567	1,685	1,566	1,630	1,687	1,694	1,868	1,571	1,937	1,511	22,639	-1.48%	-339
	2013-14					1,502	1,586	1,587	1,535	1,546	1,530	1,645	1,517	1,640	1,686	1,982	1,576	1,855	1,489	22,676	0.16%	37
	2014-15					1,407	1,581	1,595	1,567	1,554	1,535	1,531	1,601	1,484	1,638	1,731	1,739	1,710	1,801	22,474	-0.73%	-165
Projected	2015-16					1,387	1,426	1,573	1,576	1,567	1,543	1,517	1,497	1,603	1,488	1,682	1,707	1,706	1,854	22,126	-1.55%	-348
Projected	2016-17					1,387	1,412	1,425	1,550	1,583	1,561	1,520	1,482	1,501	1,611	1,528	1,665	1,715	1,960	21,900	-1.02%	-226
Projected	2017-18					1,387	1,400	1,411	1,407	1,557	1,579	1,537	1,485	1,486	1,509	1,654	1,514	1,672	2,062	21,660	-1.10%	-240

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

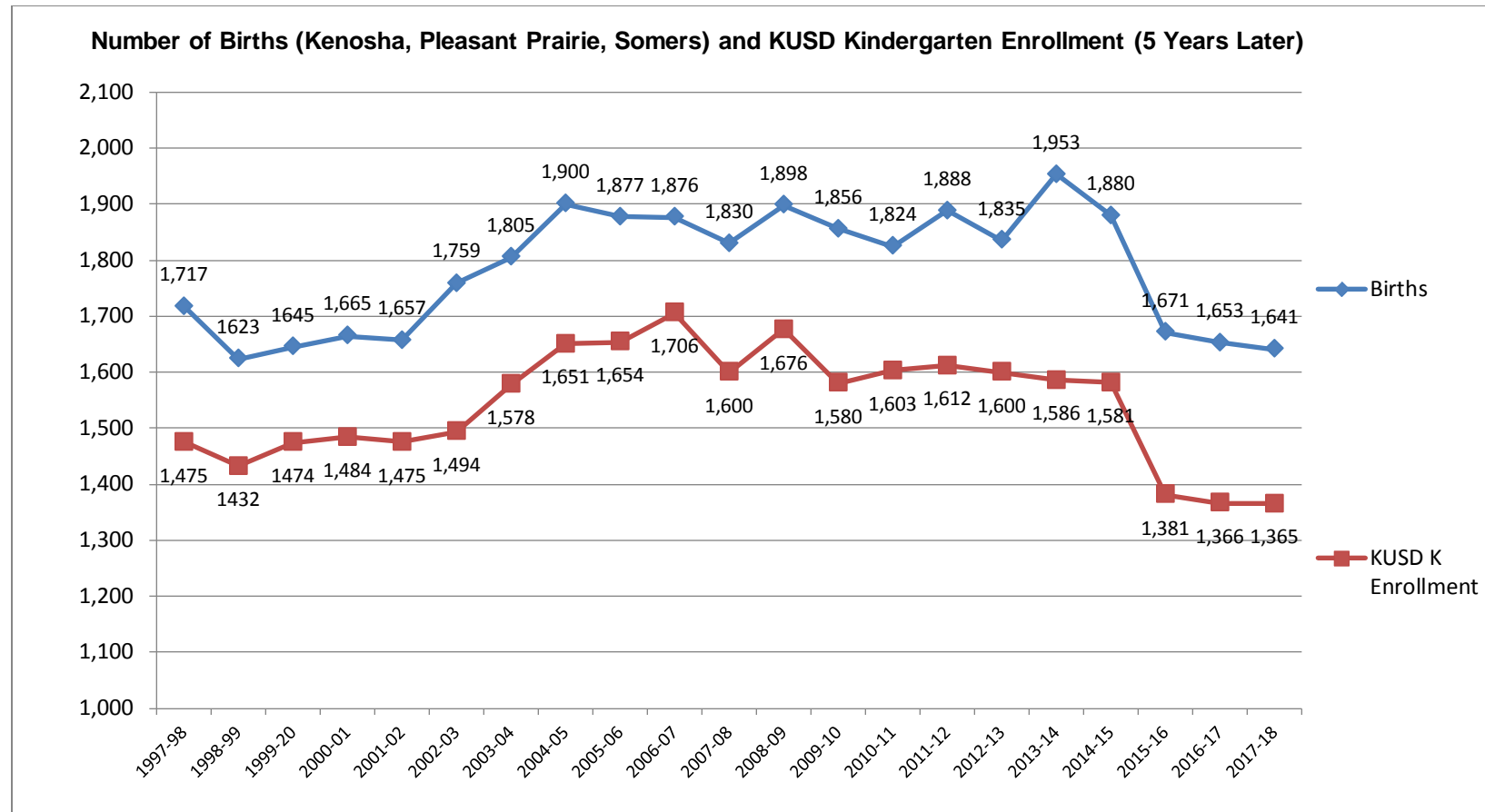
Beginning in 2009-10, Peers, 4 Year old Kindergarten, and PK SpEd were combined into one (1) total because of blended classrooms.

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

Diagonal Increases (+) or Decreases (-)

	Year	Head Start	EC Peers	4 Yr Kinder	PK SpEd (EC/SP)	Total PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Diagonal Increases (+) or Decreases (-) are calculated by determining the differences in enrollment by moving grade levels of students from one year to the next. For example, the difference between the Kindergarten class of 1998-99 (1,432 students) and the grade 1 class of 1999-00 (1,476 students) is 3.07%, located in the grade 1 cell for 1999-00.
Actual	1998-99																				
	1999-00							3.07%	-2.35%	-2.12%	-0.12%	1.16%	1.18%	0.43%	-1.75%	24.65%	2.71%	-21.25%	-23.74%	0.47%	
	2000-01							2.71%	1.76%	2.08%	2.43%	0.25%	0.96%	1.86%	1.77%	25.67%	-11.25%	-12.16%	-18.33%	2.55%	
	2001-02							0.67%	1.39%	2.33%	2.11%	1.92%	2.27%	2.47%	1.08%	34.47%	-21.24%	-5.76%	-18.38%	2.19%	
	2002-03							4.00%	1.14%	3.00%	2.08%	2.38%	2.32%	2.52%	-1.36%	33.11%	-20.35%	3.04%	-23.23%	2.65%	
	2003-04							0.47%	0.07%	0.07%	0.38%	0.51%	1.28%	0.49%	0.59%	28.35%	-19.80%	6.50%	-23.36%	1.69%	
	2004-05							0.44%	-1.40%	0.39%	3.44%	2.84%	0.51%	0.18%	1.53%	22.05%	-28.23%	18.36%	-24.66%	1.65%	
	2005-06							2.54%	-0.13%	0.54%	2.40%	1.34%	0.55%	-0.13%	1.14%	26.11%	-16.54%	17.80%	-30.97%	1.63%	
	2006-07							1.75%	1.30%	2.97%	2.62%	1.14%	0.44%	1.77%	2.78%	26.29%	-19.18%	7.48%	-22.95%	1.66%	
	2007-08							0.76%	1.25%	0.12%	0.67%	1.90%	1.25%	1.63%	1.74%	25.57%	-17.80%	10.04%	-25.13%	0.81%	
	2008-09							-0.38%	-1.51%	-1.29%	0.99%	0.30%	-1.22%	1.79%	0.31%	19.36%	-15.71%	8.83%	-24.52%	0.30%	
	2009-10							0.78%	-1.44%	0.59%	-0.42%	-0.46%	0.06%	-0.59%	-0.67%	18.24%	-13.02%	9.29%	-17.96%	0.79%	
	2010-11							0.76%	-1.30%	2.80%	1.17%	0.96%	-1.91%	0.85%	0.65%	16.52%	-10.27%	16.72%	-24.76%	0.45%	
	2011-12							1.00%	0.88%	1.38%	-0.43%	-1.86%	-0.18%	1.06%	-0.96%	16.06%	-8.88%	11.38%	-26.23%	-0.62%	
	2012-13							-2.79%	-2.16%	-2.43%	-0.30%	-2.61%	-3.61%	-0.06%	-0.99%	13.56%	-11.99%	11.64%	-21.22%	-1.48%	
	2013-14							-0.81%	-2.04%	-2.40%	-2.36%	-2.37%	-3.13%	0.61%	-0.06%	17.00%	-15.63%	18.08%	-23.13%	0.16%	
	2014-15							0.57%	-1.26%	1.24%	-0.71%	0.07%	-2.67%	-2.18%	-0.12%	2.67%	-12.26%	8.50%	-2.91%	-0.89%	
Projected	2015-16							-0.51%	-1.19%	0.00%	-0.71%	-1.17%	-2.22%	0.12%	0.27%	2.69%	-1.39%	-1.90%	8.42%	-1.55%	
Projected	2016-17							-0.07%	-1.46%	0.44%	-0.38%	-1.49%	-2.31%	0.27%	0.50%	2.69%	-1.01%	0.47%	14.89%	-1.02%	
Projected	2017-18							-0.07%	-1.26%	0.45%	-0.25%	-1.54%	-2.30%	0.27%	0.53%	2.67%	-0.92%	0.42%	20.23%	-1.10%	

APPENDIX D



NOTE: The APPENDIX D data points for SY 2015-16, 2016-17, and 2017-18 uses the historical 2-year average of 82.1% participation. This would be the lowest level of participation over the past 17 years. The enrollment projections referenced in APPENDIX A-C are using a revised 5-year average of 85.1% participation. The 5-year average will be used for the initial panning phases and school enrollment projections.

Kenosha Unified School District
Kenosha, WI
February 10, 2015

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Irizarry	Sonimarie	Bradford High School	Attendance	ESP	01/20/2015	1	\$14.33
Appointment	Eldridge	Kathleen	Southport Elementary School	Grade 4	Instructional	01/21/2015	1	\$43,069.00
Resignation	Contreras De Garcia	Imelda	Roosevelt Elementary School	Special Education	ESP	01/15/2015	1	\$16.60
Separation	Mc Phaul	David	Distribution/Utilities	Truck Driver	Service	01/13/2015	1	\$23.25
Separation	Harmon	Miatta	Indian Trail Academy	Cross Categorical	Instructional	01/12/2015	1	\$50,750.00

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KENOSHA UNIFIED SCHOOL BOARD
AUDIT/BUDGET/FINANCE MEETING
Educational Support Center – Room 110
January 13, 2015
MINUTES

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Bryan was called to order at 5:31 P.M. with the following Committee members present: Mr. Flood, Mrs. Marcich, Mr. Kent, Mr. Aceto, Ms. Dawson, Mr. Holdorf, Mr. Castle, and Mr. Bryan. Dr. Savaglio-Jarvis was also present. Mr. Battle arrived later. Mr. Wade was excused. Ms. London was absent.

Approval of Minutes – November 11, 2014 Joint Planning/Facilities/Equipment and Audit/Budget/Finance and November 11, 2014 Audit/Budget/Finance

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

Palmer Foundation Grant Application

Dr. Bethany Ormseth, Assistant Superintendent of Secondary School Leadership, and Mr. Eric Schroeter, Chemistry teacher at LakeView Technology Academy, presented the Palmer Foundation Grant Application. They indicated that LakeView was awarded the Palmer Foundation Grant in the amount of \$77,000 which would be used for the purchase of an atomic scanning electron microscope (SEM). The microscope would be used to visualize objects in the nanometer scale in Biology, Chemistry, Physics, and Engineering and would support the STEM based curriculum at LakeView. The total project cost is \$86,040 which exceeds the grant amount by \$9,040.00. The difference will be covered using funds from the 2015-16 LakeView budget.

Dr. Ormseth and Mr. Schroeter answered questions from Committee members.

Mr. Kent moved to forward the Palmer Foundation Grant to the school board for approval to accept the Palmer Foundation Grant in the amount of \$77,000 for the purchase of an atomic scanning electron microscope to support the STEM based curriculum at LakeView Technology Academy. Mr. Flood seconded the motion. Unanimously approved.

Information Items

Mr. Tarik Hamdan, Interim Chief Financial Officer, presented the Monthly Financial Statements. He noted that the increase in the collected local revenues (98% collected this year compared to the 1.6% collected last year at this time) is strictly due to the timing of accounting entries. He also noted an increase in supply expenditures (93% expended this year compared to 75% expended last year at this time) and attributed the increase to the passing of the financial crisis. Mr. Hamdan answered questions from Committee members.

Mr. Battle arrived at 5:39 P.M.

Mr. Hamdan indicated that he would be bringing an in depth financial analysis of the salaries, benefits, and position vacancies through December 31, 2014, to the Committee to try to minimize or quantify budget surplus.

Future Agenda Items

Mr. Hamdan indicated that he would be bringing the in depth financial analysis of the salaries, benefits, and position vacancies to the Committee next month.

Meeting adjourned at 5:48 P.M.

Stacy Schroeder Busby
School Board Secretary

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 12/31/2014

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Fund 10 General Fund

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	36,805,631	36,805,631				27,109,475	27,109,475				
100 Operating Transfers In	0	0		0		926,412	0		926,412	0.00	926,412
200 Local revenues	75,090,436	74,205,804		884,632	98.82	77,871,884	77,031,161		840,723	98.92	77,962,264
300 Interdistrict revenues	350,000	0		350,000	0.00	350,000	0		350,000	0.00	341,003
500 Intermediate revenues	20,383	128		20,254	0.63	39,376	631		38,745	1.60	17,117
600 State aid	157,481,130	59,307,619		98,173,511	37.66	151,616,796	57,672,550		93,944,246	38.04	151,689,893
700 Federal aid	11,757,005	841,279		10,915,726	7.16	10,446,225	736,783		9,709,442	7.05	12,856,960
800 Debt proceeds	0	1,704		-1,704		0	2,473		-2,473		101,256
900 Revenue adjustments	343,553	306,386		37,167	89.18	648,993	59,155		589,838	9.11	865,260
Total Revenues	245,042,507	134,662,921		110,379,586	54.95	241,899,685	135,502,753		106,396,932	56.02	244,760,164
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	119,493,321	51,590,567		67,902,754	43.17	117,702,061	49,605,155	1,760	68,095,146	42.15	114,354,156
200 Benefits	57,857,398	21,851,696	1,186	36,004,517	37.77	54,102,041	19,496,758	0	34,605,283	36.04	52,967,826
300 Purchased Services	21,517,985	8,694,469	1,474,072	11,349,444	47.26	22,502,234	7,827,883	2,394,726	12,279,624	45.43	21,540,710
400 Supplies	10,945,525	6,262,229	693,525	3,989,771	63.55	11,201,330	5,385,066	963,010	4,853,254	56.67	10,331,345
500 Capital Outlay	2,035,403	1,065,963	55,510	913,930	55.10	2,143,923	1,049,511	148,852	945,559	55.90	2,379,844
600 Debt Services	326,676	117,471		209,205	35.96	326,676	214,767	17,000	94,909	70.95	307,340
700 Insurance	736,164	497,320	0	238,844	67.56	970,207	539,808		430,399	55.64	653,038
800 Operating Transfers Out	33,065,188	18,363,561		14,701,627	55.54	32,122,752	14,751,041		17,371,711	45.92	32,212,678
900 Other objects	282,249	139,104	3,445	139,700	50.50	828,461	131,354	21,971	675,136	18.51	317,072
Total Expenditures	246,259,909	108,582,379	2,227,737	135,449,792	45.00	241,899,685	99,001,344	3,547,320	139,351,021	42.39	235,064,008
Net Revenue/Expenses	-1,217,402	26,080,541				0	36,501,408				9,696,156
Fund Balance - Ending	35,588,230	62,886,173				27,109,475	63,610,884				36,805,631

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 12/31/2014

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Fund 25 Head Start

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
700 Federal aid	1,989,486	630,313		1,359,173	31.68	1,857,747	624,686		1,233,061	33.63	1,862,632
Total Revenues	1,989,486	630,313		1,359,173	31.68	1,857,747	624,686		1,233,061	33.63	1,862,632
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	993,484	447,688		545,796	45.06	908,438	439,031		469,407	48.33	978,180
200 Benefits	794,112	285,519		508,593	35.95	671,766	270,946		400,820	40.33	676,380
300 Purchased Services	0	34,764	36,803	-71,566		152,086	21,069	55,053	75,963	50.05	113,828
400 Supplies	0	20,995	536	-21,531		119,152	28,936	1,084	89,132	25.19	85,968
500 Capital Outlay	0	4,051		-4,051		0	0		0		1,971
900 Other objects	201,890	150		201,740	0.07	6,305	1,404		4,901	22.27	6,305
Total Expenditures	1,989,486	793,167	37,338	1,158,981	41.74	1,857,747	761,385	56,137	1,040,224	44.01	1,862,632
Net Revenue/Expenses	0	-162,854				0	-136,699				0
Fund Balance - Ending	0	-162,854				0	-136,699				0

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 12/31/2014

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Fund 27 Special Education

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
100 Operating Transfers In	32,565,188	17,863,561		14,701,627	54.85	29,371,547	14,751,041		14,620,506	50.22	29,461,473
200 Local revenues	8,000	3,614		4,386	45.18	10,000	2,616		7,384	26.16	7,868
300 Interdistrict revenues	0	0		0		20,000	0		20,000	0.00	0
500 Intermediate revenues	0	0		0		0	0		0		202
600 State aid	10,791,667	3,144,130		7,647,537	29.13	10,390,000	3,131,714		7,258,286	30.14	11,218,167
700 Federal aid	8,593,127	1,031,906		7,561,221	12.01	7,862,072	1,314,327		6,547,745	16.72	4,301,145
Total Revenues	51,957,982	22,043,211		29,914,771	42.43	47,653,619	19,199,699		28,453,920	40.29	44,988,855
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	28,713,305	11,692,280		17,021,025	40.72	27,374,180	11,546,865		15,827,315	42.18	26,927,636
200 Benefits	16,149,344	5,712,636		10,436,708	35.37	14,740,868	5,218,888		9,521,980	35.40	14,310,174
300 Purchased Services	4,584,679	1,646,310	579,744	2,358,625	48.55	3,972,383	1,497,067	401,321	2,073,995	47.79	3,286,156
400 Supplies	1,886,743	133,665	15,194	1,737,884	7.89	1,556,850	158,527	12,657	1,385,666	11.00	324,901
500 Capital Outlay	5,943	16,507	2,202	-12,765	314.80	9,338	8,543	0	795	91.49	10,372
900 Other objects	617,968	3,111	240	614,617	0.54	0	38,098		-38,098		129,616
Total Expenditures	51,957,982	19,204,509	597,380	32,156,094	38.11	47,653,619	18,467,987	413,978	28,771,654	39.62	44,988,855
Net Revenue/Expenses	0	2,838,703				0	731,712				0
Fund Balance - Ending	0	2,838,703				0	731,712				0

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 12/31/2014

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Fund 30-39 Debt Services Fund

----- 2015 -----					----- 2014 -----				
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	3,278,974	3,278,974			950,971	950,971			
100 Operating Transfers In	500,000	500,000	0	100.00	2,751,205	0	2,751,205	0.00	2,751,205
200 Local revenues	15,021,203	15,019,794	1,409	99.99	16,159,147	16,154,007	5,139	99.97	16,156,284
800 Debt proceeds	0	0	0		6,616,812	6,616,812	0	100.00	6,616,812
900 Revenue adjustments	1,044,705	261,007	783,699	24.98	1,772,817	951,607	821,210	53.68	1,789,219
Total Revenues	16,565,909	15,780,801	785,107	95.26	27,299,981	23,722,426	3,577,555	86.90	27,313,521

----- 2015 -----					----- 2014 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	17,617,572	2,422,574		15,194,999	13.75	24,059,106	9,008,457		15,050,649	37.44	24,059,106
800 Operating Transfers Out	0	0		0		926,412	0		926,412	0.00	926,412
Total Expenditures	17,617,572	2,422,574		15,194,999	13.75	24,985,518	9,008,457		15,977,061	36.05	24,985,518
Net Revenue/Expenses	-1,051,664	13,358,228				2,314,464	14,713,969				2,328,003
Fund Balance - Ending	2,227,310	16,637,202				3,265,435	15,664,940				3,278,974

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 12/31/2014

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Fund 40-49 Capital Project Fund

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	13,490,260	13,490,260				0	0				
200 Local revenues	10,000	13,289	-3,289	132.89		12,000	1,233	10,767	10.28	9,169	
800 Debt proceeds	0	0	0			16,690,000	16,690,000	0	100.00	16,690,000	
Total Revenues	10,000	13,289	-3,289	132.89		16,702,000	16,691,233	10,767	99.94	16,699,169	
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	12,735,000	5,585,805	445,138	6,704,058	47.36	4,350,000	15,415	2,944	4,331,641	0.42	3,208,908
400 Supplies	0	3,246		-3,246		0	0		0		0
Total Expenditures	12,735,000	5,589,051	445,138	6,700,812	47.38	4,350,000	15,415	2,944	4,331,641	0.42	3,208,908
Net Revenue/Expenses	-12,725,000	-5,575,762				12,352,000	16,675,818				13,490,260
Fund Balance - Ending	765,260	7,914,498				12,352,000	16,675,818				13,490,260

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 12/31/2014

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Fund 50 Food Service

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	2,763,872	2,763,872				1,646,432	1,646,432				
200 Local revenues	2,647,964	868,108		1,779,856	32.78	2,647,589	1,041,799		1,605,790	39.35	2,380,071
600 State aid	140,000	0		140,000	0.00	140,000	0		140,000	0.00	135,136
700 Federal aid	5,680,538	1,973,422		3,707,116	34.74	5,712,411	1,816,937		3,895,474	31.81	5,782,119
900 Revenue adjustments	0	0		0		0	0		0		2,913
Total Revenues	8,468,502	2,841,530		5,626,972	33.55	8,500,000	2,858,736		5,641,264	33.63	8,300,239
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,132,708	944,098		1,188,610	44.27	1,991,165	872,648		1,118,518	43.83	2,088,049
200 Benefits	795,474	308,866		486,608	38.83	711,949	283,292		428,657	39.79	731,612
300 Purchased Services	268,275	70,280	126,390	71,605	73.31	268,275	73,361	24,330	170,584	36.41	127,269
400 Supplies	5,047,935	1,808,717	2,807,963	431,255	91.46	5,299,611	1,638,356	2,388,045	1,273,210	75.98	4,096,673
500 Capital Outlay	104,000	687,688	20,384	-604,072	680.84	104,000	398	8,668	94,934	8.72	66,735
900 Other objects	120,111	25,516		94,595	21.24	125,000	27,350		97,650	21.88	72,461
Total Expenditures	8,468,502	3,845,165	2,954,737	1,668,600	80.30	8,500,000	2,895,405	2,421,043	3,183,552	62.55	7,182,799
Net Revenue/Expenses	0	-1,003,635				0	-36,669				1,117,440
Fund Balance - Ending	2,763,872	1,760,237				1,646,432	1,609,763				2,763,872

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 12/31/2014

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Fund 60 Student Activity Fund

----- 2015 -----					----- 2014 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	0	0			0	0					
200 Local revenues	0	0	0		0	0	0		0		
Total Revenues	0	0	0		0	0	0		0		
----- 2015 -----					----- 2014 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	0		0		0	61		-61		0
200 Benefits	0	0		0		0	215		-215		0
300 Purchased Services	0	0		0		0	0		0		0
400 Supplies	0	-315,498	27,687	287,811		0	-292,054	47,158	244,896		0
900 Other objects	0	0		0		0	0		0		0
Total Expenditures	0	-315,498	27,687	287,811		0	-291,777	47,158	244,619		0
Net Revenue/Expenses	0	315,498				0	291,777				0
Fund Balance - Ending	0	315,498				0	291,777				0

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 12/31/2014

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Fund 70-79 Trust Funds

----- 2015 -----					----- 2014 -----						
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	11,691,967	11,691,967				8,791,235	8,791,235				
200 Local revenues	18,000	12,469		5,531	69.27	14,000	10,984		3,016	78.45	18,723
900 Revenue adjustments	10,025,000	141,049		9,883,951	1.41	9,986,000	0		9,986,000	0.00	11,642,903
Total Revenues	10,043,000	153,518		9,889,482	1.53	10,000,000	10,984		9,989,016	0.11	11,661,626

----- 2015 -----					----- 2014 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	0	3,322,995	506,473	-3,829,468		0	1,705,932	2,081,135	-3,787,067		5,068,601
300 Purchased Services	0	0		0		0	0		0		701
900 Other objects	9,500,000	0		9,500,000	0.00	9,500,000	0		9,500,000	0.00	3,692,500
Total Expenditures	9,500,000	3,322,995	506,473	5,670,532	40.31	9,500,000	1,705,932	2,081,135	5,712,933	39.86	8,761,802
Net Revenue/Expenses	543,000	-3,169,476				500,000	-1,694,948				2,899,824
Fund Balance - Ending	12,234,967	8,522,490				9,291,235	7,096,287				11,692,067

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 12/31/2014

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Fund 81 Recreation Services Program

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	186,560	186,560				232,729	232,729				
200 Local revenues	420,000	387,307		32,693	92.22	428,000	390,255		37,745	91.18	422,465
Total Revenues	420,000	387,307		32,693	92.22	428,000	390,255		37,745	91.18	422,465
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	312,039	145,467		166,573	46.62	306,779	132,373		174,406	43.15	272,632
200 Benefits	151,828	64,914		86,914	42.76	141,231	56,926		84,305	40.31	141,462
300 Purchased Services	45,400	16,061	6,297	23,043	49.24	45,400	12,737	7,858	24,805	45.36	35,661
400 Supplies	23,959	1,312	106	22,541	5.92	23,959	2,364	485	21,111	11.89	8,690
500 Capital Outlay	7,680	0		7,680	0.00	7,680	7,680	0	0	100.00	7,680
900 Other objects	4,000	614	0	3,386	15.36	4,000	976		3,024	24.40	2,509
Total Expenditures	544,907	228,368	6,403	310,136	43.08	529,050	213,056	8,343	307,650	41.85	468,634
Net Revenue/Expenses	-124,907	158,939				-101,050	177,199				-46,169
Fund Balance - Ending	61,654	345,499				131,679	409,928				186,560

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 12/31/2014

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Fund 82 Athletic Venues

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	5,059	5,059				4,117	4,117				
200 Local revenues	29,125	19,169		9,956	65.82	29,125	14,074		15,051	48.32	22,652
Total Revenues	29,125	19,169		9,956	65.82	29,125	14,074		15,051	48.32	22,652
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	10,000	8,593		1,407	85.93	10,000	4,858		5,142	48.58	12,404
200 Benefits	0	477		-477		0	584		-584		1,486
300 Purchased Services	10,000	5,976		4,024	59.76	10,000	3,736		6,264	37.36	7,153
400 Supplies	380	2,000	0	-1,619	525.88	380	667		-287	175.42	667
Total Expenditures	20,380	17,046	0	3,334	83.64	20,380	9,845		10,535	48.31	21,711
Net Revenue/Expenses	8,745	2,123				8,745	4,229				942
Fund Balance - Ending	13,804	7,182				12,862	8,347				5,059

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 12/31/2014

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Fund 83 Community Services Program

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	1,768,941	1,768,941				1,249,488	1,249,488				
200 Local revenues	1,130,000	1,130,000		0	100.00	1,130,000	1,130,000		0	100.00	1,130,000
900 Revenue adjustments	0	0		0		0	30		-30		30
Total Revenues	1,130,000	1,130,000		0	100.00	1,130,000	1,130,030		-30	100.00	1,130,030
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	239,180	107,683		131,497	45.02	231,013	122,728		108,285	53.13	221,863
200 Benefits	68,460	27,571		40,889	40.27	65,819	36,640		29,179	55.67	62,247
300 Purchased Services	284,373	117,676	147,383	19,315	93.21	293,278	27,731	263,535	2,012	99.31	292,609
400 Supplies	35,446	12,866	14,920	7,660	78.39	34,252	17,813	8,088	8,351	75.62	33,859
500 Capital Outlay	396,932	0		396,932	0.00	396,932	0		396,932	0.00	0
900 Other objects	0	0		0		0	0		0		0
Total Expenditures	1,024,392	265,796	162,302	596,293	41.79	1,021,295	204,912	271,623	544,760	46.66	610,578
Net Revenue/Expenses	105,608	864,204				108,705	925,118				519,452
Fund Balance - Ending	1,874,549	2,633,145				1,358,194	2,174,607				1,768,941

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 12/31/2014

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Fund 85 CLC After School Program

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	72,465	72,465				78,344	78,344				
200 Local revenues	0	0	0			0	4,670	-4,670		6,215	
500 Intermediate revenues	0	350	-350			0	315	-315		3,160	
Total Revenues	0	350	-350			0	4,985	-4,985		9,375	
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	16,400	0		16,400	0.00	16,400	0		16,400	0.00	15,255
Total Expenditures	16,400	0		16,400	0.00	16,400	0		16,400	0.00	15,255
Net Revenue/Expenses	-16,400	350				-16,400	4,985				-5,879
Fund Balance - Ending	56,065	72,814				61,944	83,329				72,465

Kenosha Unified School District No 1

Budget to Actual Comparison Report

2014 - 2015 District Summary Budget

For the Period Ended 12/31/2014

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All Funds

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	70,063,729	70,063,729				40,062,793	40,062,793				
100 Operating Transfers In	33,065,188	18,363,561		14,701,627	55.54	33,049,164	14,751,041		18,298,122	44.63	33,139,089
200 Local revenues	94,374,729	91,659,555		2,715,174	97.12	98,301,744	95,780,799		2,520,945	97.44	98,115,711
300 Interdistrict revenues	350,000	0		350,000	0.00	370,000	0		370,000	0.00	341,003
500 Intermediate revenues	20,383	478		19,905	2.34	39,376	946		38,430	2.40	20,480
600 State aid	168,412,797	62,451,749		105,961,048	37.08	162,146,796	60,804,264		101,342,532	37.50	163,043,195
700 Federal aid	28,020,156	4,476,921		23,543,235	15.98	25,878,455	4,492,734		21,385,721	17.36	24,802,856
800 Debt proceeds	0	1,704		-1,704		23,306,812	23,309,285		-2,473	100.01	23,408,067
900 Revenue adjustments	11,413,258	708,442		10,704,816	6.21	12,407,810	1,010,792		11,397,018	8.15	14,300,325
Total Revenues	335,656,511	177,662,409		157,994,102	52.93	355,500,157	200,149,861		155,350,296	56.30	357,170,728

----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	151,894,037	64,936,376		86,957,660	42.75	148,523,636	62,723,719	1,760	85,798,157	42.23	144,854,920
200 Benefits	75,816,616	31,574,674	507,659	43,734,283	42.32	70,433,674	27,070,180	2,081,135	41,282,358	41.39	73,959,789
300 Purchased Services	39,462,112	16,171,340	2,815,825	20,474,947	48.11	31,610,055	9,478,999	3,149,768	18,981,289	39.95	28,628,249
400 Supplies	17,939,989	7,929,533	3,559,930	6,450,525	64.04	18,235,535	6,939,675	3,420,527	7,875,334	56.81	14,882,103
500 Capital Outlay	2,549,958	1,774,209	78,095	697,654	72.64	2,661,873	1,066,133	157,520	1,438,220	45.97	2,466,601
600 Debt Services	17,944,248	2,540,044		15,404,204	14.16	24,385,782	9,223,224	17,000	15,145,558	37.89	24,366,446
700 Insurance	736,164	497,320	0	238,844	67.56	970,207	539,808		430,399	55.64	653,038
800 Operating Transfers Out	33,065,188	18,363,561		14,701,627	55.54	33,049,164	14,751,041		18,298,122	44.63	33,139,089
900 Other objects	10,726,218	168,495	3,685	10,554,038	1.61	10,463,766	199,182	21,971	10,242,613	2.11	4,220,463
Total Expenditures	350,134,530	143,955,552	6,965,195	199,213,783	43.10	340,333,693	131,991,962	8,849,681	199,492,050	41.38	327,170,699
Net Revenue/Expenses	-14,478,019	33,706,858				15,166,464	68,157,899				30,000,029
Fund Balance - Ending	55,585,711	103,770,587				55,229,256	108,220,692				70,063,829

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Kenosha Unified School District
CASH AND INVESTMENT QUARTERLY REPORT
As of December 31, 2014

Financial Institution	Total Fiscal Year <i>to-Date</i> 2014 - 2015				Total Fiscal Year 2013 - 2014				Total Fiscal Year 2012 - 2013		
	Cash Balance	Interest Earned*	Rate		Cash Balance	Interest Earned*	Rate		Cash Balance	Interest Earned*	Rate
General (Funds 10, 20s, 50, & 80s)											
Johnson Bank Checking	\$ 4,104,411	\$ -	0.00%		\$ 12,310,148	\$ -	0.00%		\$ 4,575,966	\$ -	0.00%
Johnson Bank Repurchase Account	4,000,000	806	0.04%		4,000,000	1,597	0.02%		4,000,000	1,331	0.02%
U.S. Bank Savings	10,250	1	0.01%		10,275	3	0.01%		10,297	4	0.01%
Petty Cash Accounts	8,541				8,441				6,090		
Local Government Investment Pool	43,583	18	0.09%		43,565	40	0.09%		43,525	10,365	0.08%
Wisconsin Investment Series Coop	19,621,245	17,039	(a)		58,418,860	27,444	(a)		53,498,734	28,171	(a)
	\$ 27,788,030	\$ 17,864			\$ 74,791,289	\$ 29,085			\$ 62,134,612	\$ 39,871	
Debt Service (Fund 30s)											
Local Government Investment Pool	143	-	0.09%		143	1,876	0.09%		4,322,736	5,090	0.08%
Wisconsin Investment Series Coop	855,432	341	(a)		3,088,323	1,711	(a)		8,817	4,130	(a)
	\$ 855,575	\$ 341			\$ 3,088,466	\$ 3,587			\$ 4,331,553	\$ 9,220	
Capital Projects (Fund 40s)											
Wisconsin Investment Series Coop	7,928,080	13,289	(a)		15,016,209	9,169	(a)		7,429	-	0.01%
	\$ 7,928,080	\$ 13,289			\$ 15,016,209	\$ 9,169			\$ 7,429	\$ -	
OPEB (Fund 73)											
Wisconsin Investment Series Coop (CDO)	570	-	0.11%		570	-	0.11%		570	-	0.13%
Wisconsin Investment Series Coop	11,457,051	12,469	(a)		7,317,804	18,723	(a)		4,458,461	13,709	(a)
	\$ 11,457,620	\$ 12,469			\$ 7,318,374	\$ 18,723			\$ 4,459,030	\$ 13,709	

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

(a) Rate varies by fund and investment term. Lowest return is .01% and highest return is .80%.

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Kenosha Unified School District
Summary of Grant Activity
As of December 31, 2014

PROJECT NUMBER		2013-2014		2014-2015		FY 2014 - FY 2015
		BUDGET	ACTUAL	BUDGET *	ACTUAL AS OF 12/31/2014	CHANGE IN BUDGET
623	21ST CENTURY LEARNING CENTER	\$450,000	\$395,258	\$499,526	\$133,456	\$49,526
430	CARL PERKINS	\$232,631	\$232,396	\$219,315	\$145,427	(\$13,316)
141	ESEA TITLE I-A	\$6,731,450	\$5,926,269	\$6,727,468	\$2,428,184	(\$3,982)
145	ESEA TITLE I-A FOCUS SCHOOLS	\$84,000	\$83,374	\$84,000	\$38,384	\$0
140	ESEA TITLE I-D NEGLECTED/DELINQUENT	\$64,205	\$64,205	\$53,127	\$21,151	(\$11,078)
604	ESEA TITLE II-A TEACHER & PRINCIPAL TRAINING	\$1,031,972	\$793,876	\$1,117,742	\$382,852	\$85,770
391	ESEA TITLE III-A ENGLISH LANGUAGE ACQUISITION	\$301,506	\$247,459	\$338,632	\$147,945	\$37,126
601/611	HEAD START - FEDERAL PROGRAM	\$1,924,997	\$1,924,997	\$2,056,333	\$793,167	\$131,336
335	HOMELESS CHILDREN	\$45,000	\$44,530	\$50,000	\$19,112	\$5,000
345	IDEA EARLY INTERVENTION SERVICES	\$657,290	\$420,960	\$688,595	\$189,888	\$31,305
341	IDEA FLOWTHROUGH	\$5,790,043	\$2,759,516	\$7,007,122	\$1,287,027	\$1,217,079
347	IDEA PRESCHOOL ENTITLEMENT	\$278,967	\$132,110	\$308,630	\$53,591	\$29,663
592	SAFE AND SUPPORTIVE SCHOOLS	\$468,983	\$360,532	\$108,451	\$60,723	(\$360,532)
563	SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS (STEM)			\$8,454	\$8,437	\$8,454
376/594	USDA FRESH FRUIT AND VEGETABLE PROGRAM	\$222,411	\$222,100	\$190,538	\$90,269	(\$31,873)
334/568/598	WISCONSIN PARTNERSHIP FOR CHILDHOOD FITNESS	\$2,653	\$2,207	\$2,446	\$0	(\$207)
	TOTAL FEDERAL FUNDED GRANTS	\$18,286,108	\$13,609,790	\$19,460,380	\$5,799,615	\$1,174,272
395	AODA	\$25,000	\$24,437	\$25,000	\$14,008	\$0
399	HEAD START - WISCONSIN STATE PROGRAM	\$340,725	\$340,725	\$335,954	\$103,798	(\$4,771)
583	EDUCATOR EFFECTIVENESS	\$118,320	\$123,708	\$130,400	\$0	\$12,080
614	YOUTH APPRENTICESHIP	\$22,500	\$2,117	\$20,383	\$6,268	(\$2,117)
	TOTAL STATE FUNDED GRANTS	\$506,545	\$490,987	\$511,737	\$124,073	\$5,192
750	DONATIONS AND EFK GRANTS	\$149,921	\$80,659	\$99,081	\$30,536	(\$50,840)
751	MINI-GRANTS	\$250,771	\$204,755	\$328,603	\$81,730	\$77,832
	TOTAL DONATIONS / MINI-GRANTS	\$400,692	\$285,413	\$427,684	\$112,266	\$26,992
	GRAND TOTAL FEDERAL AND STATE FUNDED GRANTS	\$18,792,653	\$14,100,777	\$19,972,117	\$5,923,688	\$1,179,464

* FY15 Budget Amounts may contain carryover from FY14.

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

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**Kenosha Unified School District
Kenosha, Wisconsin**

February 10, 2015

Audit/Budget/Finance and Curriculum/Program Standing Committees

**REQUEST TO SUBMIT THE 21ST CENTURY COMMUNITY LEARNING CENTER
PROGRAM GRANT APPLICATION FOR THE 2015-16 SCHOOL YEAR**

Type of Project

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

Program Description

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

Schools offer enrollment for the CLC program at the beginning of the academic year during open house. The number of seats available fluctuates from school to school and year to year. Priority is given to students who exhibit a need for academic support as defined by the principal and the academic coordinator of CLC sites. Students report to the CLC program at dismissal for attendance and a nutritious snack, which is provided by Kenosha Unified School District Food Services. Immediately following their snack, “targeted” students attend the first hour of programming (Power Hour), where they work in small groups with certified teachers and/or highly-qualified staff on planned academic activities that are linked to the school’s curriculum. Other students attend homework help/tutoring sessions. After Power Hour, students participate in a variety of enrichment activities hosted by the Boys and Girls Club of Kenosha. These enrichment activities focus on the arts, fitness, health and life skills, and character and leadership. Students also benefit from many incentive-based projects surrounding attendance, behavior, and active participation.

Rationale

Improving academic achievement for all students is one of the goals identified by the school board and superintendent. A close examination of the CLC program's Annual Performance Review illustrates the role CLCs plays in helping Kenosha Unified School District reach the goals outlined in schools' student learning objectives. Outcomes for the CLC program include:

- Students who participate in CLC on a regular and consistent basis are exposed to a total of 54 more days of a learning environment.
- CLC students had a higher rate of attendance than non-CLC students.
- CLC can serve as a Tier II intervention as certified daytime teachers assist students in gaining skills through small group instruction in one-hour sessions three times per week.
- Student Intervention Teams with the direction from elementary principals regularly refer students to CLC, which demonstrates their belief that CLC helps to increase students' academic progress and behavior.
- A total of 91.5 percent of parents surveyed believed that CLC helped their students academically, a total of 84 percent believed that the CLC helped their child behaviorally, and a total of 77.5 percent believed that CLCs improved their child's attendance.
- Nearly 600 students attend elementary CLC programs each year.

2015-16 Anticipated Funding

21 st Century CLC Grants	\$325,000
District Support—Fund 10	\$ 50,000
Title I	\$100,000
TOTAL FOR CLC PROJECT	\$475,000

Renewal and Continuation Grants

School Board approval is requested to submit the following grants:

Renewal Grants

- Wilson Elementary School (\$50,000)
- Frank (\$50,000)

Continuation Grants (Cycle 2)

- Jefferson Elementary School (\$75,000)
- Grant Elementary School (\$75,000)
- Vernon Elementary School (\$75,000)

Total amount of request: \$325,000

GRANT TITLE

Elementary and Secondary Act—Title IV, 21st Century Schools

GRANT FUNDING SOURCE

State of Wisconsin, Department of Public Instruction

GRAND TIME PERIOD

July 01, 2015, through June 30, 2016, with an opportunity to maintain each funded proposal for five years pending state funding and successful completion of grant requirements

Recommendation

It is recommended that the Audit/Budget/Finance and Curriculum/Program Standing Committees forward this request to submit the CLC Program Grant Application for the 2015-16 school year to the board of education for approval at the February 24, 2015, meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Interim Assistant Superintendent of Teaching and Learning

Mr. Robert Neu
Interim Director of Title Programs

Fiscal, Facilities and Personnel Impact Statement

Title:	21st Century Community Learning Center (CLC) Grant	Budget Year:	2015-2016
Department:	Title I	Budget Manager:	Robert Neu

REQUEST

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

RATIONALE/ INSTRUCTIONAL FOCUS

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

IMPACT

This grant will provide:

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

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

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

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

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$260,210.00
200's	Fringes	\$54,042.00
300's	Purchased Services	\$130,426.00
400's	Non-Capital Objects	\$21,402.00
500's	Capital Objects	\$0.00
Indirect Cost		\$8920.00
	TOTAL	\$475,000.00

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

FUNDING SOURCES	
21 st Century Community Learning Center Grant:	\$325,000.00
District Support-Fund 10:	\$ 50,000.00
Title I:	\$100,000.00
Total:	\$475,000.00

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 10, 2015
Audit/Budget/Finance and Curriculum/Program Standing Committees

MARY FROST ASHLEY CHARITABLE TRUST

The district applied for and received funding from the Mary Frost Ashley Charitable Trust in 2010 and 2011 for the Back-to-School – A Celebration of Family and Community Event, and parent and student programs. From 2012 to the current school year, the district has been invited to apply and received funding from the Trust used for back to school supplies, parent and student education and learning experiences, parent leadership training, and the district Recognition Program, annual Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch, as well as playground equipment for one elementary school.

During the 2015-2016 school year, the district plans to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences, student learning opportunities, district Recognition Program, the annual Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch and awareness week, and provide safe playground equipment for Brass Community School. This comprehensive program is developed with the framework of Search Institute's "40 Developmental Assets," and Joyce Epstein's School, Family and Community Partnerships guide. The design plan includes improving student achievement and personalized learning, expanding collaborative partnerships with families and the community and securing resources to support student learning as well as implementing Joyce Epstein's "Ten Steps to Success: School-Based Programs of Family, School, and Community Partnerships."

Data will be kept on attendance, ethnicity and student participation in interactive family programs. There will be two methods for evaluation: 1) written evaluations by the participants, and 2) informal discussions with participants. A summary will be compiled by the presenter or Parent Site Organizer. The application includes the following major components:

- | | |
|----------|---|
| Goal I | Provide school supplies for elementary-age children. The community provides support for some middle and high school supplies. |
| Goal II | Implement interactive family learning experiences that relate to curriculum, strengthening family and school connections, and initiate Family College Tours to assist families in preparing their children for higher education. |
| Goal III | Further develop parent education trainings that support parent skills development, family communications, learning at home, and violence prevention. |
| Goal IV | Develop and provide training for the Action Team for Partnerships process in five schools that will include parents, staff and a community partner. Teams will access past practices, and identify current issues and strengths with family |

- engagement. From there, the team will develop an action plan to expand and strengthen family engagement and community partnerships.
- Goal V Plan and implement three six-week Saturday sessions for students and parents at Washington Middle School, which include math and literacy support for students with low test scores and computer and ESL classes for parents.
- Goal VI Strengthen the Bradford Leading Ladies Program and Link Crew program that will provide input to assist with the developing a parent engagement program at Bradford High School.
- Goal VII Develop three researched based programs: Motherread Fatherread Program at Wilson Elementary School, which has a 94.38-percent poverty rate, Even Start, which has a 100-percent poverty rate; FAST (Families and Schools Together) at Bose Elementary School, which has a 69.82-percent poverty rate; and Strengthening Families at Lincoln Middle School which has a 73.75-percent poverty rate.
- Goal VIII Provide support for the Annual Kenosha County Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch and weeklong education sessions.
- Goal IX Strengthen the district's Recognition Program, a program which recognizes 25 years of service, individuals receiving recognition for exemplary district service and a retiree's reception.
- Goal X Provide safe playground equipment at Brass Community School, which has an 89.95-percent poverty rate.

The all-encompassing program will continue to build on the framework of Joyce Epstein's research from John Hopkins University. The framework includes the Six Types of Family-School-Community Partnerships; Parenting, Communication, Learning at Home, Volunteering, Decision Making, and Community Collaboration. Within that research (Epstein & Sheldon 2006), Epstein indicates, "School, Family and Community Partnerships is a better term than parental involvement. The concept of "partnership" recognizes that parents, educators, and others in the community share responsibility for students' learning and development."

Title

A Framework for Healthy Youth Development: Expanding Family and Student Learning Programs.

Funding Source

These funds originate from the Mary Frost Ashley Charitable Trust. The Trust was created by Mary Frost Ashley to provide financial support to the charitable organizations in Kenosha, Wisconsin. The Kenosha Unified School District was invited to submit a 2015 proposal to the Trust.

Time Period

July 1, 2015 – June 30, 2016

Purpose

The goal is to further develop the District's Family Engagement Training and Education Programs as well as provide meaningful and engaging learning opportunities for students to increase achievement and attendance. The following goals support the expansion of family and student participation as well as a stronger home school connection:

Number of students served: 22,474

Budget

Classification	Object	Amount
Support Services	Salaries	\$29,722.85
	Fringes	\$3,615.03
	Purchased Services	\$19,477.49
	Non-Capitol Objects	\$49,184.63
	Equipment	\$20,000.00
	Total	\$122,000.00

District Resources Committed as a Result of the Acceptance of these Funds

The Community School Relations Coordinator is required to coordinate all goals in the program. Support for Parent Site Organizers, child care, and additional time for staff is covered through the Community School Relations Office Budget for approximately \$18,000.

Evaluation Plan

- Elementary principals will receive, complete and return an evaluation form as to the effectiveness of the Back to School supplies distributed to the students in their buildings. The data will be compiled and reviewed for future planning.
- The five schools that participate in the Joyce Epstein's School, Family and Community Partnerships process to strengthen family engagement and community participation will complete an evaluation through focus groups. Each school will have an outside facilitator lead a group discussion on the value of this process to determine if it has an effective impact on the school community.
- The Action Teams for Partnership will review their first year's plan and further develop the programs established within their school sites. Evaluations will be reviewed and adjustments made if necessary for program effectiveness.
- The family interactive learning experiences and parent skill development trainings will have a formal written evaluation which includes a written narrative on how parents will

use the strategies gained through a program to enhance learning at home and improve home-school communication. The programs will also have informal group reviews to determine the effectiveness of the program. This data will be reviewed by the principals and presenters. The Family College Tour will be evaluated through focus groups with families that attended the program. Facilitators of the focus group will compile, review and adjust the program for further development if necessary.

- Best practice, research based and evidence based programs will follow the evaluation criteria set up for the program. Examples will include Second Step, 911 for Parents, Families and School Together (FASTWORKS), Supporting School Success, Parents as Teachers, Successful Fathering, and Motherread Fatherread. Parents participating in Successful Fathering and Motherread Fatherread will participate in a focus group when the series is completed. Information compiled will help set the direction of the program for future groups.
- The Bradford Leading Ladies group and Link Crew will engage in a focus group with students and an outside facilitator to assist in determining the effectiveness of the program. Other students in the school will voluntarily complete a survey to also determine the value of the established group.
- The Washington Middle School Saturday program will collect data on attendance, ethnicity, student academic progress, as well as parent evaluations.
- The Annual Kenosha County Alcohol, Tobacco, and the Other Drugs Awareness Student Recognition Committee will send out evaluations to school site representatives, parents, teachers, and the committee at large. Input from the evaluations will be used to consider revisions in the yearlong program for the 2015-2016 school year.
- Every program will collect attendance data that includes how many parents and students attend and participate in the interactive program, ethnicity, and attendance of pre-school children during the program. Data from a written form regarding the climate of the location and value of the program will be compiled annually.

Type of Project

This is a competitive application.

Staff Persons involved in preparation of application

Tanya Ruder, Executive Director of Community Partnerships and Media Relations
Patricia Demos, Community School Relations Coordinator
Juan Cruz, Tremper High School Bilingual Community Liaison
Starlynn Daley, Lincoln Middle School Principal
Dr. Betzaida Gomez, EBSOLA Dual Language Principal
Yolanda Jackson Lewis, Wilson Elementary School Principal

Cheryl Johnson, Bradford High School Dean of Students
Scott Kennow, Brass Community School Principal
Ardis Mosley, Lincoln Middle School Parent Liaison
Tiffany Norphlet, Bose Elementary School Counselor
Shawn Quirk, Bradford High School Dean of Students
Samuel Saucedo, Indian Trail High School and Academy Bilingual Community Liaison
Curtis Tolefree, Washington Middle School Principal
Gary Vargas, Bradford High School Bi-lingual Community Liaison

Administrative Recommendation:

Administration recommends that the Audit/Budget/Finance and Curriculum/Program Standing Committees forward to the Board of Education this one-year grant proposal titled Framework for Healthy Youth Development: Expanding Family Learning and Student Engagement Program in the amount of \$122,000 for submission to the Mary Frost Ashley Charitable Trust.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Executive Director of Community Partnerships and Media Relations

Patricia Demos
Community School Relations Coordinator

Fiscal, Facilities and Personnel Impact Statement

Title:	A Framework for Healthy Youth Development: Expanding Family and Student Learning Programs	Budget Year:	2015-2016
Department:	Office of Communications	Budget Manager:	Patricia Demos

REQUEST

School Board approval is requested to submit and implement a one-year grant to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences, provide enrichment on Saturdays for one middle school, and expand student engagement learning opportunities through a high school group that provides a framework for character building and healthy learning experiences. This comprehensive program is developed with the framework of Search Institute's "40 Developmental Assets" and Joyce Epstein's researched based School, Family and Community Partnerships process. The plan includes improving student achievement, expanding collaborative partnerships with families and the community, as well as implementing Joyce Epstein's "Ten Steps to Success: School-Based Programs of Family, School, and Community Partnerships" and securing resources to support student learning, comprehensive interactive family and student learning program opportunities to increase student attendance, achievement, and participation in citizenship. The grant includes support for the district Recognition Program and the ATOD Awareness Program. The grant request is for \$122,000 which also includes funds to support back to school supplies for the 2015-2016 elementary school open houses. Brass Community School will receive support to improve playground equipment.

RATIONALE/ INSTRUCTIONAL FOCUS

The grant will provide funding to further develop family learning opportunities, parenting skills development, family interactive learning programs, implementing the Joyce Epstein's Partnership model process, student group learning opportunities and a Family College Tour program. The goals include:

- | | |
|----------|--|
| Goal I | Provide school supplies for elementary children to ensure equity and preparation for learning. |
| Goal II | Implement interactive family learning experiences that directly relate to curriculum, strengthening family and school connections, and develop the Family College Tour program. |
| Goal III | Further develop parent education trainings that support parent skills development, family communications, learning at home, and violence prevention. |
| Goal IV | Develop and train Action Teams for Partnerships in five schools that will establish a yearlong plan to strengthen family engagement and community partnerships, as well as provide follow up sessions with school teams that are implementing plans. |
| Goal V | Plan and implement three six-week Saturday sessions that includes math and |

	literacy support for students to increase their skills and provide computer and ESL Classes for parents.
Goal VI	Strengthen the Bradford Leading Ladies Program and Link Crew.
Goal VII	Provide three researched-based programs: Motherread Fatheread at Wilson, Even Start, FAST (Families and Schools Together) at Bose, and Strengthening Families at Lincoln Middle School.
Goal VIII	Provide support for the Annual Kenosha County Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch and weeklong education sessions.
Goal IX	Assist with strengthening the district's Recognition Program.
Goal X	Plan and support safe playground equipment for Brass Community School.

IMPACT

This program provides opportunities for families to strengthen their involvement in their child's education, increase their parenting strategies and current information on pertinent areas such as technology safety, math, literacy, communication, and increasing student learning opportunities that directly relate to student achievement, life skills development and participation in citizenship.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$29,722.85
200's	Fringes	\$3,615.03
300's	Purchased Services	\$19,477.49
400's	Non-Capital Objects	\$49,184.63
500's	Capital Objects	\$20,000.00
	TOTAL	\$122,000.00

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

FUNDING SOURCES

Select Funding Sources: Additional Source of Revenue Available

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A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Snyder was called to order at 6:09 P.M. with the following Committee members present: Ms. Stevens, Mrs. Daghfal, Mrs. Karabetsos, Mrs. Kenefick, Mrs. Santoro, Mrs. Renish-Ratelis, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mr. Wojciechowicz arrived later. Mr. Wade was excused and Ms. Wickersheim and Mr. Belotti were absent.

Approval of Minutes – November 11, Joint Personnel/Policy and Curriculum/Program and November 11, 2014 Curriculum/Program

Mrs. Daghfal moved to approve the minutes as presented. Ms. Stevens seconded the motion. Unanimously approved.

Four Year Graduation Rate (Cohort Analysis) School Year 2013-14

Mr. Kristopher Keckler, Executive Director of Information Systems, Data Management & Evaluation, and Ms. Renee Blise, Research Coordinator, presented the Four Year Graduation Rate (Cohort Analysis) School Year 2013-14. Mr. Keckler noted a 1.2% increase of the graduation rate to 88.4% from last year's rate of 87.2% when including "Iowa" graduates. He also noted that each minority ethnic group showed a graduation rate increase from 2013 to 2014 when excluding and including "Iowa" graduates.

Discussion took place on what programs, techniques, and/or professional development that may have contributed to the minority ethnic group increases.

Mr. Wojciechowicz arrived at 6:24 P.M.

Discussion took place on the difference of the 2016 online learning graduation requirement versus an actual on line class. Mrs. Kenefick suggested that the difference of the two be communicated to the students as she feels there may be some confusion.

Mrs. Daghfal moved to forward the the Four Year Graduation Rate (Cohort Analysis) School Year 2013-14 to the full School Board for its review and acceptance. Mrs. Renish-Ratelis seconded the motion. Unanimously approved.

Future Agenda Items

Mrs. Renish-Ratelis requested an ACT Aspire Update in February and a Math Curriculum Check-In with Stakeholders Update for March.

Ms. Housaman indicated that she would have the Gifted and Talented Long Range Plan to

present to the Committee in February.

Ms. Stevens moved to adjourn the meeting. Mrs. Kenefick seconded the motion. Unanimously approved.

Meeting adjourned at 6:38 P.M.

Stacy Schroeder Busby
School Board Secretary

**Kenosha Unified School District
Kenosha, Wisconsin**

**February 10, 2015
Curriculum/Program Standing Committee**

HEAD START SEMI ANNUAL REPORT

The purpose of this report is to ensure community and School Board awareness of the progress of the Head Start Child Development Program. Head Start is defined as a program that works with the most identified at-risk 3 and 4 year-old children and their families.

The Kenosha Unified School District Head Start Child Development Program serves 389 enrolled children. Three hundred thirty of these children are funded through the Federal Head Start Grant. Fifty-nine of these children are funded through the state Head Start Supplemental Grant.

All Head Start programs are structured through a common framework with the following components: Program Design and Management, Family and Community Partnership, and Early Childhood Development and Health Services. This report will summarize activities in each of these components from July 2014 through December 2014.

PROGRAM DESIGN AND MANAGEMENT

The program design and management component of Head Start ensures strong, effective organizational management for the program. Activities within the past six months include:

- Consolidation of Sites and Services
Head Start enrollment is capped at 389 students. To strengthen the impact that the program may have on each of these families, this year Head Start consolidated the number of locations that it serves. The intent is to reduce the number of locations while simultaneously increasing the number of families that are served at each location. This allows concentration of Head Start resources for the sites identified below.

Head Start Locations 2014-15
Two Sessions (AM and PM)
Bose Elementary School
Brass Community School
Cesar Chavez Learning Station
Edward Bain School of Language and Art – Creative Arts
Frank Elementary School
Jefferson Elementary School
McKinley Elementary School
Wilson Elementary School
Full Day Session
Just Kid Inn Childcare

This new approach has been implemented since August. To date, the positive result of this approach has been that the number of services provided to families has increased signifying the increased family support that this consolidation was intended to allow. The negative result of this approach has been that the mandated enrollment number has yet to be reached this school year. The number of Head Start families at each location has not increased to the extent that is needed to compensate for the reduction of sites. An action plan has been developed to address this concern and will continued to be monitored through the monthly HS22 report that is provided to the Head Start Policy Council and School Board.

- **Anticipated Positions**
The August 12, 2014 Semi-Annual Report identified two positions, Parent Engagement Specialist and Disabilities Coordinator/Instructional Coach, that were to be added to Head Start staffing. Due to budgetary constraints neither of these positions has been added. Monies that were earmarked for these positions have funded additional ESP positions that have been needed as some sites increased their number of Head Start families and building roof repairs at the Chavez Learning Station.

FAMILY AND COMMUNITY PARTNERSHIP

The family and community partnership component of Head Start focuses on strengthening families by making the connection between school and home, and strengthening community awareness, collaboration, and outreach. Key activities for this report include:

- Head Start Family Service Providers have enhanced community outreach through establishing a regular presence at community agencies such as WIC, Kenosha Community Health Center, and the Kenosha Human Development Services at JOBS. This community outreach supports recruitment for the Head Start program and strengthens connections between Head Start and these community agencies.
- As of December 19, 2014, Head Start has helped 74% of their families (241 families) to receive needed support from community resources. This is in comparison to the 48% of families that needed support from community resources for the entire 13-14 school year. This increase in the percentage of families receiving community resource support may indicate an increase in families in crises and/or an increase in the ability to provide connection to community resources because of the consolidation of sites. The most frequently received community services are:
 - Kenosha Community Health Services (health/dental support)
 - Holiday House (clothing support)
 - Kenosha Housing Authority (shelter support)
- SPROUTS, a play group for children ages three and under, and Head Start are collaborating to provide services to SPROUTS families. In December SPROUTS began holding their play group three times each week at the Chavez Learning Station. This collaboration provides a space for these families to meet and an opportunity for them to become familiar with Head Start.

EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES

The early childhood development and health services component of Head Start is designed to ensure that every Head Start child and family are healthy and receive a quality educational experience that is reflective of best practice. Key events that occurred during the past six months include:

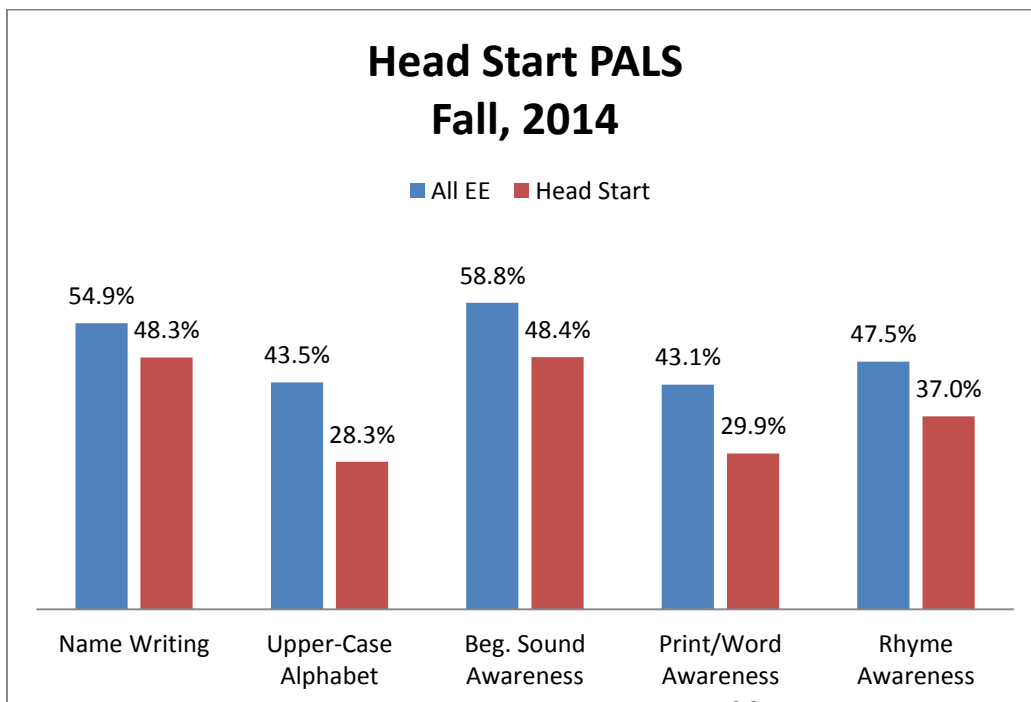
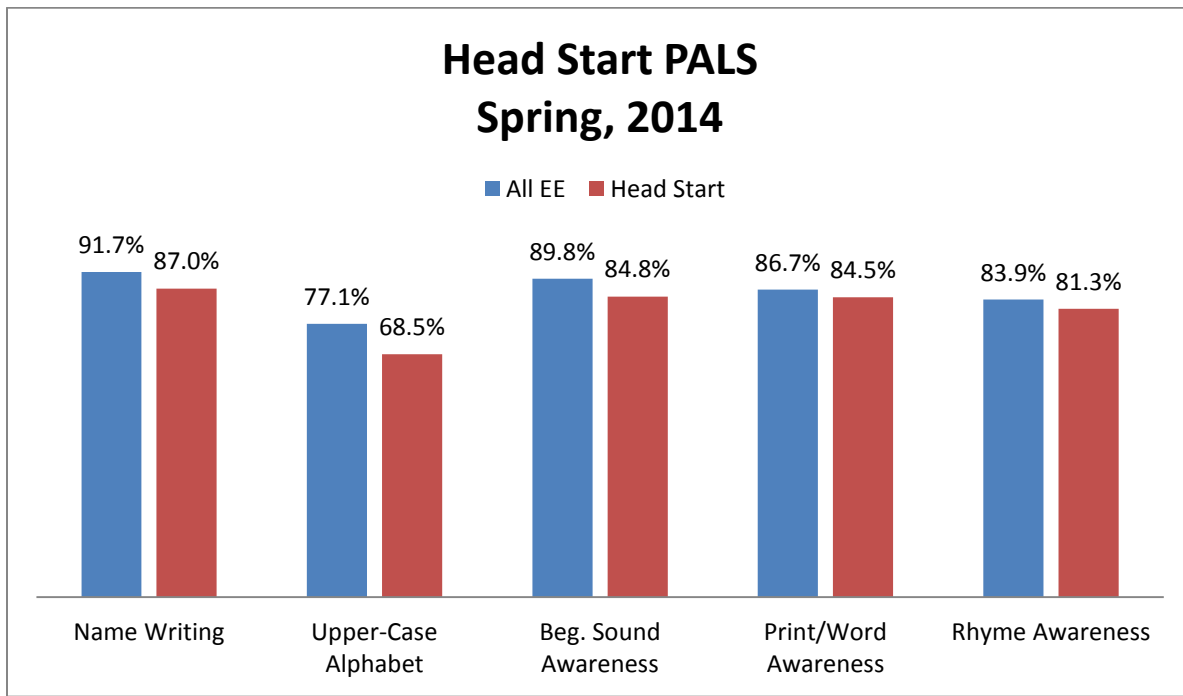
Health Services

- Collaboration with the Kenosha Community Health Center (KCHC) continues through the School Based Health Clinic located at the Chavez Learning Station and through services provided to Head Start children at KCHC. KCHC reserves one day each month strictly for dental appointments for Head Start children.
- To support children/families in meeting the Head Start health requirements identified in the Head Start Performance Standards, the Chavez Learning Station hosted a Health Fair at the end of October. Dentists, doctors, and community agencies were present to support Head Start children and families. Sixty-one families attended and received services at that time.
- A developmental screening is required by Head Start Performance Standards. This screening process typically occurs in the beginning of October. Each child is screened for cognitive development and

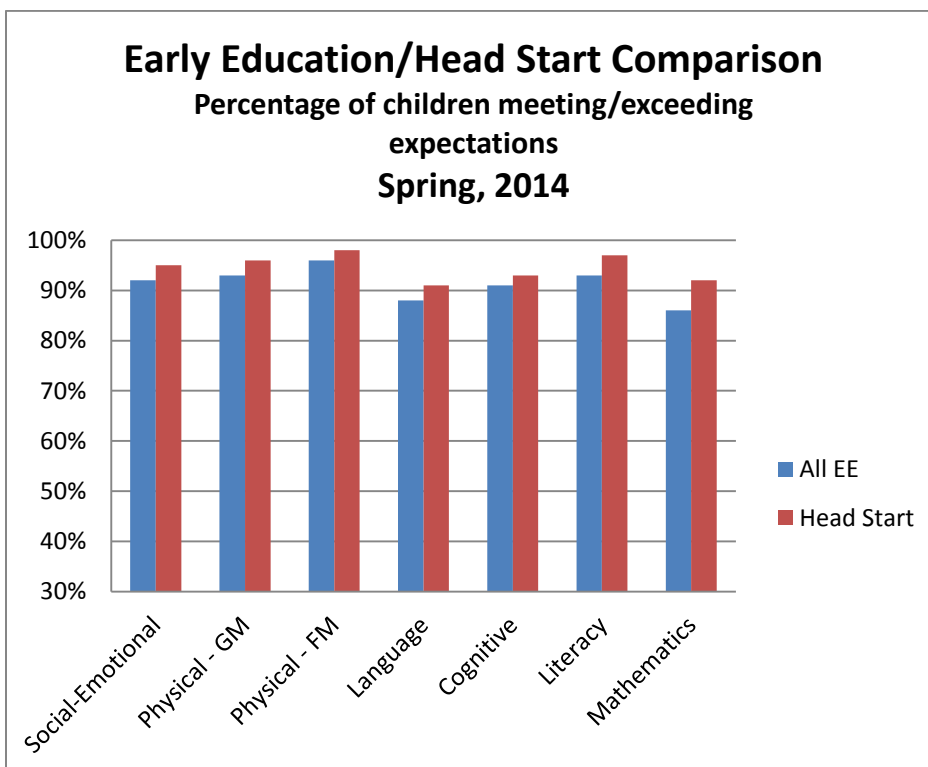
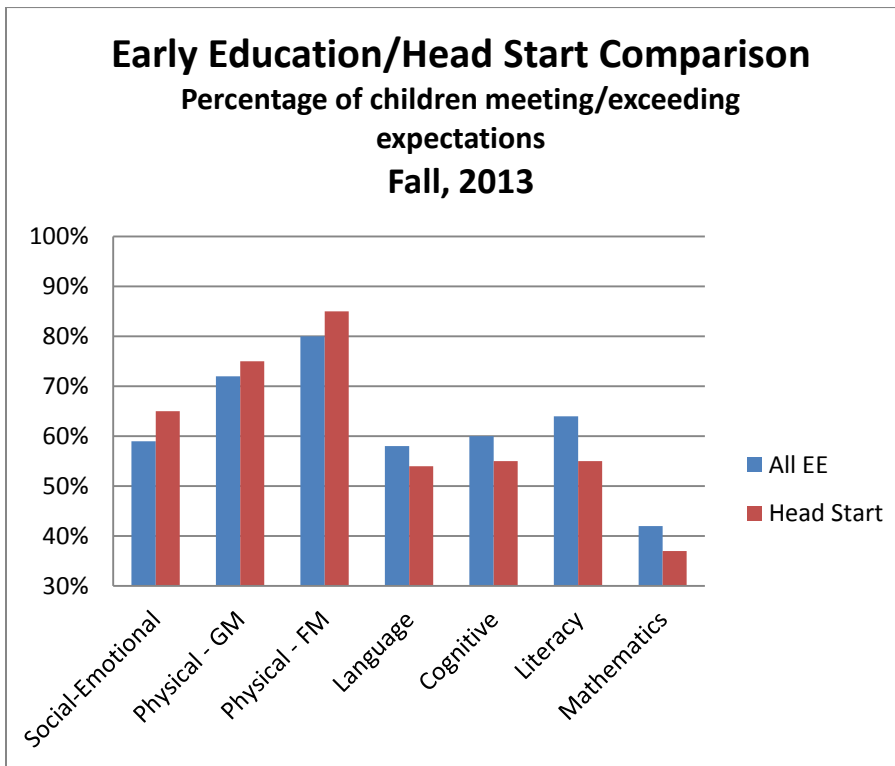
- behavior, vision, hearing, height, weight, and blood pressure. For children whose scores indicate non-typical development a parent conference is held and appropriate recommendations to address these possible concerns are made. Many children that failed their hearing or vision screening were re-screened by doctors at the October Health Fair.

Early Childhood Development

- Pre-K PALS is a DPI mandated screening tool intended to provide teachers information about their students pre-reading skills to guide their planning for the year. The assessment is administered in both the fall and the spring of the year. Unlike the PALS assessment in other grade levels, the Pre-K PALS only has spring benchmarks. The fall assessment measures a student's progress against the spring benchmarks. Comparison of Pre-K PALS data for the 2013-14 school year and for fall 2014-15 school year shows that, four year old Head Start children score below their non-Head Start peers in both the fall and the spring PALS assessments. Growth that narrows the gap occurs during their four year old year experience but the gap is not fully closed by the end of the school year.



- Teaching Strategies GOLD, the assessment tool used for all Early Education classrooms, mirrors the information found in the PALS assessment. Head Start children score at the 90% or above in every domain of Teaching Strategies GOLD but do not score as high as their non-Head Start peers.



Recommendation

Administration recommends that the Curriculum/Program Standing Committee receive this six-month progress update of the Kenosha Unified School District Head Start Child Development Program.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Floyd Williams
Assistant Superintendent of Elementary
School Leadership

Ms. Belinda Grantham
Director of Early Education

Ms. Lisa KC
Assistant Director Head Start

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Kenosha Unified School District
Kenosha, Wisconsin

February 10, 2015
Curriculum/Program Standing Committee

TALENT DEVELOPMENT PROGRAM UPDATE

Background

As requested at the Curriculum/Program Standing Committee Meeting in September 2014, this report will provide an update on the Talent Development Advisory Committee work and the Talent Development Program in Kenosha Unified School District. The committee completed the Gap Analysis Chart as recommended by the consultant for gifted education at the Wisconsin Department of Public Instruction (DPI). The committee's findings, concerns, and recommendations will be outlined and addressed in this report.

**History of and Basis for the Talent Development
(Gifted and Talented Education) Advisory Committee**

In May 2006 the Talent Development Long-Range Report was presented and approved by the school board to review the gifted and talented education program in Kenosha Unified School District. A copy of the plan is included in Appendix A as a reference. This plan was also part of an agreement to settle a complaint of equal access from the office for civil rights (OCR) thorough the United States Department of Education.

The Talent Development Advisory Committee was formed in October 2014 with the charge to review the Kenosha Unified School District Talent Development Long-Range Plan. Over 40 parents, teachers, administrators and community members worked together to review the plan and complete a Gap Analysis Chart (available from DPI). A list of committee members is included below with the sign-in sheets available in Appendix B.

Talent Development Advisory Committee Members

- | | | |
|------------------------|---------------------|-----------------------------------|
| • Jill Arneberg | • Tamara Coleman | • Juanita Ho |
| • Brett Basley | • Bruce Fox | • Julie Housaman |
| • Janice Bezzo | • Charles Frieman | • Terri Huck |
| • James (Matt) Brown | • Steve Germain | • Jakelyn Karabetsos |
| • Charlotte Calhoun | • Christine Geyer | • Suzanne Keller |
| • Donna Chike-Rover | • Debra Giorno | • Katie Korbas |
| • Darlene Christianson | • Ashleigh Henrichs | • Janet Koroscik, Ed.D.,
Ph.D. |
| • Sharon Ciskowski | • Diane Hilbrink | |

- Jennifer Lawler
- Brenna Layden
- Jean Lee
- Teresa Madson
- Louise Mattioli
- Amy Miceli
- Tom Pacetti
- Nola Ratliff
- Geri Santarelli
- John Schaut
- Leah Schaut
- Nancy Schmitt
- Michael Schroeder
- Mary Snyder
- Melanie Stein
- Curtiss Tolefree
- Blake Topel
- David Tuttle
- Kathleen Vincent
- Elizabeth Wickersheim
- Diane Wood

The committee met four times (October 21, 2014; November 13, 2014; November 19, 2014; and December 4, 2014), each time taking steps to provide information regarding the status of the district's gifted and talented education plan. The committee, or subsets of it, will continue to meet in the future to revise the plan and move gifted education forward in Kenosha Unified School District.

This report is a summary of the committee's work and findings. It will serve as the impetus for updating and revising the Talent Development Long-Range Plan. The recommendations the committee is making are congruent with state statutes and input from the state (DPI) gifted education consultant. A review of the state statutes and DPI recommendations follows.

WISCONSIN STATE STATUTES

As listed on the DPI Website, the Wisconsin State Statutes defining gifted and talented education state are as follows:

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

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

1. In this section, "gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
2. The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
3. Each school board shall:
 - a) Ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.

4. From appropriations under s. 20.255(2)(FY), the department shall award grants to nonprofit organizations, cooperative educational service agencies (CESAs), institutions within the University of Wisconsin System, and the school district operating under ch. 119 for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities.

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

The website continues by defining the following key terms:

Definitions of Terms

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

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

Gifted and talented. Pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities (from s. 118.35(1), Wis. Stats.).

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

As seen on the DPI Website for gifted and talented education, recommendations have been made to assure that districts have a policy and a plan that meet the needs of gifted students that are aligned with best practices in the field.

REVIEW OF DISTRICT POLICY AND THE TALENT DEVELOPMENT LONG-RANGE PLAN—A QUESTION OF ALIGNMENT

Kenosha Unified School District has a policy and an administrative regulation related to the Talent Development Program (Appendix C). Policy 6423 and Administrative Regulation 6423ar address the Talent Development Program. Both were last revised in 2002, prior to the adoption of the Talent Development Long-Range Plan.

The committee has determined that the district policy and the Talent Development Long-Range Plan are currently not in alignment with state statute and policy. As provided by DPI the Gifted Education Gap Analysis Chart was completed and reviewed by the committee. A copy of the completed chart is attached in Appendix D. The following recommendations are being made on behalf of the team, which reflect state statutes and policy and current best practices in the field of gifted and talented education:

Findings

The committee, after reviewing state statutes, DPI programming recommendations and district policy, determined that there were several portions of the Talent Development Plan that were not completed and/or no longer valid. The next task of the committee was to prioritize the top areas from the Gap Analysis Chart to provide findings. The committee identified four areas that need future study and action. There are three components to the chart:

- General,
- Programming/Services, and
- Identify Student Needs.

(These components are identified in parentheses after each statement.)

The complete findings of the committee are attached in Appendix E with the following summary of those considered to be items with the greatest area of need in Kenosha Unified School District:

- The school board shall provide appropriate learning opportunities that are continuous (Programming/Services).
 - Opportunity gaps exist, particularly at the middle school level, with the least number of opportunities for students in grade 6.
 - Honors courses do not constitute gifted programming.
- The school board shall provide appropriate learning opportunities that are systematic (Programming/Services).
 - Gaps exist for identifying students beyond grade 1.
 - A lack of transportation to the Magnet Enrichment Program site (Roosevelt Elementary School) restricts students from participation and also does not provide for the needed services to students not attending.
- Each school board shall establish a kindergarten through twelfth grade plan for gifted and talented pupils (General).
 - The current plan is missing too many vital components to be in compliance with state statutes and DPI recommendations.
 - Many parts of the Talent Development Long-Range Plan were either never implemented or were abandoned soon after initiation (due to the budgetary and staffing constraints experienced in the district in the past four to five years).
 - Research is needed to determine if current best practices in the field of gifted education would still support all of the parts of the plan or if some should be revised, replaced, or eliminated altogether.
 - Parts of the plan support each of the different levels (elementary school, middle school, and high school) to different extents.
 - Students in middle school are currently receiving the least amount of benefit and support from the plan.
- The process for identifying student needs includes all students (Identify Student Needs).

- While at the time of the inception of the plan, funding was much more lucrative, any revisions that will be proposed in the future should reflect the previous three findings.
- Improvements to the plan could be proposed that can be accomplished with realistic financial and staffing implications.

Next Steps

The Talent Development Advisory Committee will continue to complete the following tasks:

- Research best practices in the field of gifted education.
- Review gifted education plans of comparable school districts—both in the state of Wisconsin and across the nation.
- Make recommendations for modification to the existing 2006 long range plan.

The committee will be mindful of the requirements mandated by state statutes, the OCR agreement, and the programming recommendations from DPI. By fall 2015 the coordinator of talent development will complete a report to the Curriculum/Program Standing Committee on the progress of the revisions to the plan.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Interim Assistant Superintendent of Teaching and Learning

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

May 23, 2006

TALENT DEVELOPMENT PROGRAM REVIEW AND LONG-RANGE PLAN

Introduction

In late fall 2005 the superintendent and the executive director of Instructional Services requested the formation of a long-range talent development committee. The charge of the committee was to examine the current talent development programs in Kenosha Unified School District No. 1, to research best practice and effective programming for highly capable students, and to develop a five-year long-range plan that ensures all KUSD students are provided equitable opportunities that are enriching and challenging.

The committee was given five essential questions to guide its work:

1. Do the district's current practices in the talent development identification processes reflect consistency with existing school board policy?
2. Do the district's current practices in our talent development services reflect consistency with existing school board policy?
3. Do the district's current practices in the talent development identification processes reflect best practice from the field?
4. Do the district's current practices in talent development services reflect best practice from the field?
5. Is the committee satisfied with the results of the district's current practices?

Aligning the committee's essential questions and answers with the district's Strategic Plan was critical. The Talent Development Program aligns with Kenosha Unified School District's Mission Statement, which states that the district wants to "*empower all students to reach their unique capabilities*". The Talent Development Program addresses the needs of highly capable students and should assure that they are provided "*diverse and challenging learning experiences*."

Background

The Long-Range Talent Development Committee was formed in January 2006, seeking representation from all stakeholder groups (Appendix A). The committee examined the five

essential questions, beginning with a Situational Appraisal Activity (Appendix B). Committee members listed all of their concerns and questions about the identification processes and the services Kenosha Unified provides for students in kindergarten through twelfth grade.

With the Situational Appraisal completed and the five essential questions guiding its work, over the next four months, the committee conducted research of effective programming and studied KUSD Talent Development Program.

The following is a list of some of the resources used in the investigation of Kenosha's Talent Development Program and best practice in the field:

1. Kenosha Unified's Talent Development Policy (Appendix C)
2. Wisconsin's State Standard (t), Rules, and Statutes (Appendix D)
3. The National Association of Gifted Children's Standards (Appendix E)
4. Wisconsin Department of Public Instruction Gifted and Talented Resources
5. Student and test data from Kenosha Unified's Office of Educational Accountability (document available upon request)
6. Talent development programs from all over the United States
7. Books, articles, and websites

The Work

The committee wanted the Talent Development Program to define, develop, and implement programming that ensures all students access to learning opportunities that are challenging, systematic, and continuous. "A continuous program is one that begins with identification in the early grades and runs through graduation. A systematic program brings logical structure and organization to the student's educational plan. The student's needs are identified, and the program is built to meet those needs."¹

Findings

Study of the five essential questions indicated a need for a program change.

¹ "Gifted and Talented Questions and Answers from Wisconsin's Department of Public Instruction"

THE FIVE ESSENTIAL QUESTIONS

1. Do the district's current practices in the talent development identification processes reflect consistency with existing school board policy?

Based on the committee's study, the magnet program as it currently exists does not meet the needs of all of the district's highly capable students, including our twice-exceptional identification. (Twice-exceptional students are students who are highly intelligent in some areas and yet possess some special education needs.) Based on the Office of Civil Rights agreement to invite the top ten percent of all ethnic and gender groups into the program, unfairness is created for all groups. Since the magnet program allows only 50 students to participate per grade level, many students in the overall top 10 percent are not invited. In addition to not being invited, many students opt to stay in their home schools because of lack of busing, comfort level with the home school and the neighborhood, and misinformation about the elementary enrichment program.

2. Do the district's current practices in our talent development services reflect consistency with existing school board policy?

The committee found that current practices do not always reflect consistency with the existing school board policy. All students are to be given challenging opportunities through differentiation and other best practice in the field. The committee found that not all students are being challenged and empowered to reach their unique capabilities. Not all teachers have had differentiation training. In the middle school the school-wide Enrichment Program no longer exists and yet still remains as part of the policy. Finally, although there are students interested in attending advanced placement classes in the high school, oftentimes these classes do not run because of many reasons, including low student enrollment and lack of trained teachers.

3. Do the district's current practices in the talent development identification processes reflect best practice from the field?

Best practice states that more than one test should be used as a measure to decide if a child should be invited into the talent development magnet program. Currently, only the Naglieri Nonverbal Abilities Test is used.

4. Do the district's current practices in talent development services reflect best practice from the field?

Best practice states that students should be offered an opportunity to be challenged in a variety of ways to reach their fullest potential. Currently the district's only specific practice is the magnet program and some academic offerings. One way that appears to be the most effective is to develop a continuum of services throughout a student's school career. Through the committee's research, it also came to realize that an effective talent development program is not solely academic. In addition, a true talent development program addresses the talents of creativity, artistry, and leadership. These other areas of giftedness

need to be examined. A continuum of services is a range of opportunities from self-contained to flexible grouping and differentiation to advanced placement classes to apprenticeships. (Appendix F outlines the Wisconsin Gifted and Talented Pyramid Model and the Guidelines for Educational Opportunities, Wisconsin's Comprehensive Integrated Gifted Programming Model, and an example of a continuum of services, kindergarten through twelfth grade.)

5. Is the committee satisfied with the results of the district's current practices?

The committee was not satisfied with the information it had gathered about the district's current practices. Two significant pieces of data included the Naglieri Test results and the advanced placement data. (This documentation is available upon request.)

The Naglieri Test data, the indicator used to identify first grade students for the Enrichment Program, demonstrated that the Kenosha Unified School District No. 1 is not meeting the needs of all students scoring in the top 10 percent. With the Office of Civil Rights agreement identifying the top 10 percent in each gender and ethnic category and only 50 classroom seats available per grade level, over 400 students were not invited into the magnet school program during the 2005-06 school year. Additionally, different cut scores were seen in each gender and ethnic category, creating classrooms with a great range of abilities and skills with not all students capable of achieving academic success.

Test results from the Advanced Placement Exams indicated that the district's test scores need to improve. The committee also studied the limited number of advanced placement (AP) class offerings and the number of students taking AP classes. The committee concluded that the advanced placement programming needs expanding.

Completing the investigation process, the committee started working on the recommendations and the five-year plan. The committee used a process similar to the Cambridge Strategic Planning Process that the district used to develop its five-year strategic plan.

The Talent Development Strategic Plan

In support of the district's mission, parameters, and belief statements, the committee developed a Talent Development Mission Statement, Parameters, and Belief Statements.

TALENT DEVELOPMENT MISSION STATEMENT

The mission of the Kenosha Unified School District No. 1 Talent Development Program, a network designed to support every student's individual ability, is to foster, develop, and maximize the exceptional potential of every student by providing rigorous and challenging curricula and enriching opportunities through the efforts of qualified educators, involved families, and an engaged community.

TALENT DEVELOPMENT PARAMETERS

- The Talent Development Program will expect educators, family, and community members to share the responsibility for academic, affective, and intersocial growth of all learners, including highly capable students.
- The Talent Development Program will identify exceptional potential in all cultural groups and across all economic strata.
- All educators will maintain high quality standards and effectively deliver instruction in the classroom.
- The Talent Development Program will create a climate of excellence and rigorous curricula.
- The Talent Development Program will differentiate the curricula, instruction, and assessment, which support a continuum of services to meet the needs of all students, including highly capable students.

TALENT DEVELOPMENT BELIEF STATEMENTS

1. The Talent Development Program acknowledges and agrees with the belief statements outlined in the district's Strategic Plan.
2. The Talent Development Program believes highly capable students should be provided with programming that maximizes academic and personal growth.
3. The Talent Development Program believes highly capable students need choice in academic and nonacademic ventures throughout their school careers.
4. The Talent Development Program believes appropriate instructional support and curriculum must be provided for elementary, middle, and high school teachers and students, including special learners who have unique instructional needs.
5. The Talent Development Program believes barriers related to language or socioeconomic factors will not hinder participation in the program.
6. The Talent Development Program believes that highly capable students should be provided with an environment that acknowledges, values, and nurtures their abilities.
7. The Talent Development Program believes an appropriate array of learning experiences differentiated by depth and challenged by a creative environment must be established for highly capable students.
8. The Talent Development Program believes in the delivery of differentiated learning opportunities.

9. The Talent Development Program believes all highly capable students have the right to an appropriate education that provides educational interventions that sustain challenge and ensure continued growth.
10. The Talent Development Program believes that professional educators should be provided with increasingly effective instruction to benefit highly capable students.
11. The Talent Development program believes in providing early identification and appropriate educational responses of highly capable students.

Talent Development Recommendations

1. Revise the student identification process using more than one measure, identifying the top 10 percent in each ethnic and gender group as outlined in the Office of Civil Rights agreement.
2. Define and implement the continuum of services for Kenosha Unified School District's highly capable students, kindergarten through twelfth grade.
 - A. Develop and implement the process of redefining the elementary magnet school program, transitioning to one magnet school that accommodates the needs of students achieving in the top 2 percent nationally on a standardized assessment chosen by the identification team. The committee felt that all classrooms should meet the needs of all students, including the highly capable students. Therefore, it is recommended that all teachers be trained in differentiation and best practice to meet the needs of all students. Students identified in the top 10 percent (per the Office of Civil Rights agreement) and not a part of the top 2 national percentile would stay in their home school and have their needs met through a continuum of services.
 - B. Articulate a Talent Development Program kindergarten through twelfth grade that includes leadership, creativity, and artistic ability.
3. Articulate and implement a system of communication for highly capable students, parents, and community members of the available services and programming opportunities.

Talent Development Tactics

The recommendations for the Talent Development Program are reflected in the following tactics and specific results:

Tactic I: Identification

Specific Results I: Develop and implement a comprehensive and cohesive process for student identification beginning in first grade which determines eligibility for talent development services, student retention, student reassessment, exit criteria, and appeals procedures.

Tactic II: Continuum of services

(Appendix F, as referred to earlier, outlines examples of a continuum of services.)

Specific Results II.1: Develop and implement a continuum of services for all highly capable students grades 1 through 5.

Specific Results II.2: Develop and implement a continuum of services for all highly capable students grades 6 through 8.

Specific Results II.3: Develop and implement a continuum of services for all highly capable students grades 9 through 12.

Tactic III: Communication and marketing

Specific Results III: Articulate and implement a system of communication for our highly capable students, parents, and community members of the available services and programming opportunities.

Action Plans were developed for these tactics and specific results.

TACTIC I: IDENTIFICATION

Tactic I: Identification				
Specific Result I: Develop and implement a comprehensive and cohesive process for student identification, beginning in first grade, which determines eligibility for talent development services, student retention, student reassignment, exit criteria, appeals procedures, and sibling school placement.				
Action Steps	Assigned To	Dates		
		Start	Due	Complete
Assign a project manager.	Talent development consultant	June 2006	June 2006	
Reexamine and work with the Office of Civil Rights on the identification agreement established in 2000.	Talent development consultant	September 2006		
Assemble a team of teachers and principals to evaluate the assessment process and instruments.	Identification team made up of teachers and principals	September 2006	September 2006	
Reevaluate the Naglieri as an assessment instrument.	Identification team made up of teachers and principals	September 2006	September 2008	
Investigate all of the areas of giftedness and how they impact the continuum of services.	Identification team made up of teachers and principals	September 2007	September 2008	
Determine the instrument(s) to be used for student identification that measure(s) diverse abilities (including the twice-exceptional students), talents, strengths, and needs in order to provide a continuum of services.	Identification team made up of teachers and principals, including representation from Educational Accountability	September 2006	September 2008	
Develop and implement a process to identify twice-exceptional students	Talent development consultant and Special Education	September 2006	September 2008	
Train teachers in gifted and talented identification and recognition, including the twice-exceptional students.	Talent development teacher consultant and Instructional Services, including Professional Development, Special Education, and Student Support	Spring 2007	Spring 2009	

Tactic I: Identification				
Specific Result I: Develop and implement a comprehensive and cohesive process for student identification, beginning in first grade, which determines eligibility for talent development services, student retention, student reassessment, exit criteria, appeals procedures, and sibling school placement.				
Action Steps		Assigned To	Dates	
			Start	Due
	Develop an annual report of the identification process, including ethnicity and gender placement. The annual report should include past data to track progress.	Talent development consultant	Spring 2007	Annually
				Complete

TACTIC II: CONTINUUM OF SERVICES

Tactic II: Continuum of Services				
Specific Result II.A: Develop and implement a continuum of services for all highly capable students kindergarten through fifth grade.				
Action Steps		Assigned To	Date	
			Start	Due
	Assign a project manager.	Talent development teacher consultant	June 2006	June 2006
	Assemble a team of teachers and principals to develop a continuum of services for highly capable students kindergarten through fifth grade.	Talent development teacher consultant, teachers, and principals	September 2007	September 2007
	Develop a decision-making matrix that defines the continuum of services.	Team of teachers and principals	September 2007	September 2008
				Complete

Table II: Continuum of Services Specific Results II.1: Develop and implement a continuum of services for all highly capable students kindergarten through fifth grade.					
Action Steps		Assigned To	Date		
			Start	Due	Complete
	Implement a continuum of services for all highly capable students, including for the top ten national percentile as identified.	Teachers and principals	September 2008	September 2008	
	Develop and implement a plan to recruit and train staff professionals needed to implement continuum of services and give support to all Kenosha Unified School District No. 1 staff.	Instructional Services	January 2007	September 2008	
	Train teachers on the continuum of services for highly capable students.	Teachers and principals	September 2008	September 2009	
	Create a differentiation team to define best practice in the field as stated in Strategic Plan IV.	Teachers and administrators	Spring 2006	Spring 2006	
	Train teachers to understand, implement, and assess differentiated instruction strategies that have proven positive effects on student learning linked to district instructional framework (for example: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representation, cooperative learning, setting objectives and providing feedback, and	Instructional Services, teachers, and principals	March 2006	September 2009	

Tactic II: Continuum of Services Specific Results II.1: Develop and implement a continuum of services for all highly capable students kindergarten through fifth grade.						
	Action Steps	Assigned To	Date			
			Start	Due	Complete	
	generating and testing hypotheses, questions, and advanced organizers (Strategic Plan IV.3.4).					
	Determine the process, assessment tools, and criteria for the creation of flexible groups (assessments of prior knowledge, common assessments, demonstrated achievement, etc.).	Instructional Services	September 2006	September 2007		
	Develop the rationale and expectations for structured flexible grouping for mathematics and language arts in grades 2 through 5 for each elementary school.	Instructional Services	September 2006	September 2007		
	Discuss the rationale and expectations for flexible grouping and flexible grouping scenarios with elementary principals.	Instructional Services	September 2006	September 2007		
	Assist elementary principals and classroom teachers in setting up structured flexible grouping schedule for mathematics and language arts that fit the school's uniqueness, student needs, etc.	Instructional Services	September 2007	September 2008		
	Investigate and expand the opportunities to participate in challenging, enriching activities, including the areas of leadership, creativity, and artistic abilities.	Team of teachers and principals	January 2007	September 2008		

Table II: Continuum of Services Specific Results II.1: Develop and implement a continuum of services for all highly capable students kindergarten through fifth grade.						
	Action Steps	Assigned To	Start	Date		Complete
				Due		
	Develop and implement Parent Evenings to access information for parents/guardians in identifying giftedness and general information about services.	Talent development teacher consultant and principals	September 2007	Twice a year		
	Investigate foreign language opportunities to enrich all students.	Talent development teacher consultant to lead team of teachers and principals	September 2008	September 2009		
	Form a committee to investigate other magnet programs such as a fine arts school, a technology school, etc.	Talent development teacher consultant to lead a committee representing all stakeholder groups	September 2008	September 2009		
	Develop and implement the process of redefining the elementary magnet school program, transitioning to one magnet school that accommodates the needs to the top 2 national percentile of the district's elementary students as identified through an identification committee.	Talent development teacher consultant to lead team of teachers and principals	September 2007 (Align with the opening of the new school)	September 2008		
	Identify the criteria and train the teachers for the new magnet school	Talent development consultant and advisory team	January 2007	September 2008		
	Investigate community sources and grants for transportation to the magnet program of the top 2 national percentile (i.e. Rotary Club, Kiwanis, etc).	Talent development teacher consultant	September 2006	September 2009		

Tactic II: Continuum of Services					
Specific Results II.1: Develop and implement a continuum of services for all highly capable students kindergarten through fifth grade.					
Action Steps		Assigned To	Date		
			Start	Due	Complete
	Evaluate the continuum of services programming.	Talent development teacher consultant	September 2010	May 2011	

Tactic II: Continuum of Services					
Specific Results II.2: Develop and implement a continuum of services for all highly capable students grades 6 through 8.					
Action Steps		Assigned To	Date		
			Start	Due	Complete
	Assign a project manager.	Talent development teacher consultant	June 2006	June 2006	
	Assemble a team of teachers and principals to develop a continuum of services for highly capable students grades 6 through 8.	Talent development teacher consultant, teachers, and principals	September 2007	September 2007	
	Develop a decision-making matrix that defines the continuum of services.	Team of teachers and principals	September 2007	September 2008	
	Implement a continuum of services for all highly capable students, including for the top 2 national percentile as identified.	Teachers and principals	September 2008	September 2008	
	Develop and implement a plan to recruit and train staff professionals needed to implement continuum of services and give support to all Kenosha Unified School District No. 1 staff.	Instructional Services	January 2007	September 2008	

Table II: Continuum of Services					
Specific Results II.2: Develop and implement a continuum of services for all highly capable students grades 6 through 8.					
Action Steps		Assigned To	Date		
			Start	Due	Complete
	Train teachers on the continuum of services for our highly capable students	Teachers and principals	September 2008	September 2009	
	Create a differentiation team to define best practice in the field as stated in Strategic Plan IV.	Teachers and administrators	Spring 2006	Spring 2006	
	Train teachers to understand, implement and assess differentiated instruction strategies that have proven positive effects on student learning linked to district instructional framework (for example: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representation, cooperative learning, setting objectives and providing feedback, and generating and testing hypotheses, questions, and advanced organizers (Strategic Plan IV.3.4).	Instructional Services, teachers, and principals	March 2006	September 2009	
	Train sixth grade math teachers in differentiation, clustering, and flexible grouping as best practice instructional strategies as outlined in Strategic Plan IV.	Talent development teacher consultant and the math 6-12 teacher consultant	Spring 2006	Spring 2007	

Table II: Continuum of Services Specific Results II.2: Develop and implement a continuum of services for all highly capable students grades 6 through 8.				
	Action Steps	Assigned To	Date	
			Start	Due Complete
	Determine the process, assessment tools, and criteria for the creation of flexible groups (assessments of prior knowledge, common assessments, demonstrated achievement, etc.).	Instructional Services	September 2006	September 2007
	Develop the rationale and the expectations for structured flexible grouping for mathematics and language arts in grade 6 for each middle school.	Instructional Services	September 2006	September 2007
	Discuss the rationale and expectations for flexible grouping and flexible grouping scenarios with middle school principals.	Instructional Services	September 2006	September 2007
	Assist middle school principals and classroom teachers in setting up structured flexible grouping schedule for mathematics and language arts that fit the school's uniqueness, student needs, etc.	Instructional Services	September 2007	September 2008
	Implement the process of identifying the top 10 percent of the sixth grade student population in math and English/ language arts to meet their needs through differentiation and researched based best practice.	Talent development teacher consultant, math 6-12 teacher consultant, and English 6-12 teacher consultant	Spring 2006	September 2006

Table H: Continuum of Services Specific Results H.2: Develop and implement a continuum of services for all highly capable students grades 6 through 8.					
	Action Steps	Assigned To	Date		
			Start	Due	Complete
	Implement the process of identifying the top 10 percent of the seventh grade student population in math to meet their needs through seventh grade prealgebra and eighth grade algebra.	Talent development teacher consultant and math 6-12 teacher consultant	Spring 2006	September 2007	
	Develop the process of identifying the top 10 percent of the seventh grade student population in English/language arts to meet their needs through seventh and eighth grade English/language arts honors.	Talent development teacher consultant and English 6-12 teacher consultant	January 2007	September 2007	
	Develop and implement the curriculum for seventh and eighth grade honors English/language arts.	Talent development teacher consultant and English 6-12 teacher consultant	January 2007	September 2007	
	Investigate and expand the opportunities to participate in challenging, enriching activities, including the areas of leadership, creativity, and artistic abilities.	Team of teachers and principals	January 2007	September 2008	
	Assist in the development of a plan in the transition to middle school	Talent development teacher consultant, Instructional Services, and the middle school principals	September 2006	March 2007	

Table II: Continuum of Services Specific Results II.2: Develop and implement a continuum of services for all highly capable students grades 6 through 8.				
Action Steps	Assigned To	Date		
		Start	Due	Complete
Develop and implement Parent Evenings to access information for parents/guardians in identifying giftedness and general information about services.	Talent development teacher consultant, middle school principals and counselors	September 2007	Twice a year	
Evaluate the continuum of services programming for grades 6 through 8.	Talent development teacher consultant	September 2010	May 2011	

Table II: Continuum of Services Specific Results II.3: Develop and implement a continuum of services for all highly capable students grades 9 through 12.				
Action Steps	Assigned To	Date		
		Start	Due	Complete
Assign a project manager.	Talent development teacher consultant	June 2006	June 2006	
Assemble a team of teachers and principals to develop a continuum of services for highly capable students grades 9 through 12.	Talent development consultant, teachers, and principals	September 2007	September 2007	
Develop a decision-making matrix that defines the continuum of services.	Team of teachers and principals	September 2007	September 2008	
Implement a continuum of services for all highly capable students, including for the top 2 national percentile.	Team of teachers and principals	September 2007	September 2008	

Table II: Continuum of Services Specific Results II.3: Develop and implement a continuum of services for all highly capable students grades 9 through 12.					
	Action Steps	Assigned To	Date		
			Start	Due	Complete
	Develop and implement a plan to recruit and train staff professionals needed to implement continuum of services and give support to all Kenosha Unified School District No. 1 staff.	Instructional Services	January 2007	September 2008	
	Train teachers on the continuum of services for the district's highly capable students.	Teachers and principals	September 2008	September 2009	
	Train teachers to understand, implement, and assess differentiated instruction strategies that have proven positive effects on student learning linked to district instructional framework. For example: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representation, cooperative learning, setting objectives and providing feedback, and generating and testing hypotheses, questions, and advanced organizers (Strategic Plan IV.3.4).	Instructional Services	March 2006	September 2009	
	Train counselors to help identify, encourage, and support the district's highly capable students.	Talent development teacher consultant, Instructional Services, coordinator of Student Support, Special Education, and Student Support	September 2005	September 2007	

Table 11: Continuum of Services					
Specific Results 1.3: Develop and implement a continuum of services for all highly capable students grades 9 through 12.					
	Action Steps	Assigned To	Date		
			Start	Due	Complete
	Assist in the development of a plan in the transition to high school.	Talent development teacher consultant, Instructional Services, and the high school principals	September 2006	March 2007	
	Define honors diploma.	Talent development teacher consultant to lead a committee representing all stakeholder groups	September 2006	May 2007	
	Map curriculum for honors classes, develop common assessments, pilot common assessments, and implement common assessments (Strategic Plan IV).	Talent development teacher consultant, Instructional Services, and teachers who teach honors and advanced placement courses	September 2006	September 2007	
	Define the difference between honors classes and advanced placement classes.	Talent development teacher consultant to lead a committee representing all stakeholder groups.	September 2006	May 2007	
	Increase AP participation: <ul style="list-style-type: none"> • Increase teacher capacity through training opportunities. • Increase AP class offerings. • Develop distance learning AP classes. 	Instructional Services, high school principals, high school counselors, and AP teachers	September 2005 September 2005 September 2006 September 2005	Annually	
	Increase AP test scores.	Instructional Services, high school principals, high school counselors, AP teachers	September 2005	Annually	
	<ul style="list-style-type: none"> • Develop teacher criteria for teaching AP classes. 		September 2006	May 2007	

Table II: Continuum of Services Specific Results II.3: Develop and implement a continuum of services for all highly capable students grades 9 through 12.					
Action Steps	Assigned To	Date			Complete
		Start	Due	Complete	
Develop implement Parent Evenings to access information for parents/guardians in identifying giftedness and general information about services.	Talent development teacher consultant and high school principals and counselors	September 2006	Annually		
Develop a partnership with Milwaukee area school districts and businesses to increase revenue for advanced placement classes.	Superintendent, executive director of Instructional Services, and the talent development teacher consultant	Current	Ongoing		
Evaluate the continuum of services programming for grades 9 through 12.	Talent development teacher consultant	September 2010	May 2011		

TACTIC III: COMMUNICATION AND MARKETING

Tactic III: Communication and Marketing Specific Objective III: Articulate and implement a system of communication for highly capable students (parents and community members) of the available services and programming opportunities.					
Action Steps	Assigned To	Date			Complete
		Start	Due	Complete	
Assign a project manager.	Talent development teacher consultant	June 2006	June 2006		
Produce a program by students for Channel 20 about talent development opportunities, explanations, and demonstrations on how to access information online. This program should be produced in many languages.	Talent development teacher consultant and Library Media and Instructional Technology	September 2007	To be updated as needed		

Tactic III: Communication and Marketing					
Specific Objective III: Articulate and implement a system of communication for highly capable students (parents and community members) of the available services and programming opportunities.					
	Action Steps	Assigned To	Date		
			Start	Due	Complete
	Develop web page as an extension of Instructional Services, with local and national information in English and Spanish.	Talent development teacher consultant and web specialist	September 2006	To be updated as needed	
	Create a brochure available in all schools in English and Spanish explaining the Talent Development Program. Determine the distribution list.	Developed by fifth grade enrichment students with the help of teachers and teacher consultants	September 2007	January 2008	
	Create opportunities to share, inform, and celebrate with the community the enriching opportunities available to students (Boys and Girls Club, Spanish Center, Big Brothers/Big Sisters, Kenosha Area Business Alliance Mentor Program, League of United Latin American Citizens, Nation Association for Advancement of Colored People, etc.).	Talent development teacher consultant	September 2006	Annually	

Budget Implications

The 2005-06 budget for the Talent Development Program is \$49,515. This year the majority of the money supported identification of the first grade students and AP programming.

TACTIC PLAN 1: IDENTIFICATION			
2005-06		Additional Funds 2006-07	
		An additional .5 for a full-time equivalent (FTE) talent development consultant beyond 2005-06	\$35,000 (Per the Wisconsin Department of Public Instruction, "A coordinator needs to be designated . . .")
Identification process, including the Naglieri Tests	\$10,950	Identification process, including the Naglieri Tests	\$10,950
		Establish a talent development advisory committee	\$1,000
		Establish an identification team to reevaluate the Naglieri Test and begin to determine the instruments that measure diverse abilities (including the twice-exceptional), talents, strengths, and needs in order to provide a continuum of services.	\$1,000
		Develop a process to identify twice-exceptional students .	\$1000
		Additional Funds 2007-08	
		Identification team to finish reevaluating the Naglieri Test and determining the instruments that measure diverse abilities (including the twice-exceptional students), talents, strengths, and needs in order to provide a continuum of services	\$1,000
		Purchase identification tests.	\$25,000
		Develop and implement a process to identify twice-exceptional students.	\$1,000

		Investigate and expand areas of giftedness to include: leadership, creativity, and artistic abilities.	\$5,000
		Additional Funds 2008-09	
		Train teachers in gifted and talented identification and recognition, including twice-exceptional students.	\$2,000

TACTIC PLAN II.1: ELEMENTARY PROGRAMMING			
2005-06		Additional Funds 2006-07	
		Differentiation team to define best practice in the field as stated in Strategic Plan IV	\$2,000
		Differentiation training	\$10,000 (An assumption was written for this item.)
		Flexible group training	\$5,000
		Additional Funds 2007-08	
		Teacher differentiation training	\$10,000
		Establish a team of teachers and principals to develop a continuum of services for highly capable students kindergarten through fifth grade.	\$2,000
		Recruit and train teachers to implement and give support to all Kenosha Unified School District No. 1 staff on the continuum of services.	\$10,000
		Develop and implement the process of redefining the elementary magnet program, including criteria and training of the magnet program teachers.	\$15,000
		Additional Funds 2008-09	
		Teacher differentiation training	\$10,000

		Teacher continuum of services training	\$10,000
		Investigate other enrichment programs and sites.	\$1,500
		Continued training of the magnet school teachers	\$10,000

TACTIC PLAN II.2: MIDDLE SCHOOL PROGRAMMING			
2005-06		Additional Funds 2006-07	
		Establish differentiation Team to define best practice in the field as stated in Strategic Plan IV.	\$2,000
		Differentiation training	\$10,000 (An assumption was written for this item.)
		Flexible group training	\$5,000
		Develop and implement the curriculum for seventh and eighth grade honors English/ language arts.	\$3,000
		Train counselors to help identify, encourage, and support highly capable students.	\$2,000
		Additional Funds 2007-08	
		Teacher differentiation training	\$10,000
		Establish a team of teachers and principals to develop a continuum of services for highly capable students grades 6 through 8.	\$2,000
		Recruit and train teachers to implement and give support to all Kenosha Unified School District No. 1 staff on the continuum of services.	\$10,000

		Additional Funds 2008-2009	
		Teacher differentiation training	\$10,000
		Teacher continuum of services training	\$10,000

TACTIC PLAN II.3: HIGH SCHOOL PROGRAMMING			
2005-06		Additional Funds 2006-07	
(Advanced placement programming budget has been supplemented through the superintendent's budget of \$20,000 additional monies.)			
		Differentiation team to define best practice in the field as stated in Strategic Plan IV	\$2,000
		Differentiation training	\$10,000
AP programming	\$20,000	Improve advanced placement offerings, instruction, and test results.	\$41,316 (An assumption was written for this item.)
		PSSS testing	\$22,000 (An assumption was written for this item.)
AP tests	\$50,000 (School board approved)	AP tests	\$40,000 (Twenty thousand dollars of this amount is an assumption from Cabinet.)
		Train counselors to help identify, encourage, and support highly capable students.	\$2,000
		Curriculum writing for honors courses	\$10,000
		Additional Funds 2007-08	
		Teacher differentiation training	\$10,000
		Establish a team of teachers and principals to develop a continuum of services for highly capable students grades 9 through 12.	\$2,000

		Recruit and train teachers to implement and give support to all Kenosha Unified School District No. 1 staff on the continuum of services.	\$10,000
		AP tests	\$50,000
		Additional Funds 2008-09	
		Teacher differentiation training	\$10,000
		Teacher continuum of services training	\$10,000
		AP tests	\$50,000

TACTIC PLAN III: COMMUNICATION			
Existing Budget		Additional Funds 2006-07	
None			
		Additional Funds 2007-08	
		Brochure	\$5,000

Recommendation

On May 9, 2006, this report was reviewed by the Curriculum/Program Committee and approved for forwarding to the Kenosha Unified School District No. 1 Board of Education. It is recommended that the board review the information provided and approve the new talent development long-range plan for implementation **as future budget allocations allow.**

Dr. R. Scott Pierce
Superintendent of Schools

Dr. Edie Holcomb
Executive Director of Instructional Services

Mrs. Jolene Schneider
Teacher Consultant—Talent Development

Operational General	Operational Elementary	Operational Middle School	Operational High School
2005-2006			
IV.9.1 Assign Jolene Schneider			
Develop Five Year Long Range Plan, approved by the School Board May 23, 2006			
Operational General	Operational Elementary	Operational Middle School	Operational High School
2006-2007			
Create a differentiation team to define best practice in the field, K-12.	Develop the rationale and expectations for structures flexible grouping for mathematics and language arts in grades 2 through 5 for each elementary school.	Implement the process of identifying the top 10% of the sixth grade student population in math and language arts to meet their needs through differentiation and researched best practice.	Train high school counselors to help identify, encourage, and support the district's highly capable students.
Train teachers to understand, implement, and assess differentiated instruction strategies that have proven positive effects on student learning linked to district instructional framework.	Discuss the rationale and expectations for flexible grouping and flexible groupings scenarios with principals	Train sixth grade math teachers in differentiation, clustering, and flexible grouping as best practice instructional strategies.	Define the difference between honors and advanced placement classes.
Determine the process, assessment tools, and criteria for the creation of flexible grouping (assessments of prior knowledge, common assessments, demonstrated achievement, etc.)	Reexamine and work with the Office of Civil Rights on the identification agreement established in 2000	Develop the rationale and expectations for structured flexible grouping for math and language arts in grade 6 for each middle school.	Define honor's diploma

Train teachers in gifted and talented identification and recognition, including the twice-exceptional students.	Assemble a team of teachers and principals to evaluate the assessment process and instrument	Discuss the rationale and expectations for flexible grouping and flexible groupings scenarios with principals	Map curriculum for honor's classes, develop common assessments, pilot common assessments, and implement common assessments
Develop an annual report of the identification process, including ethnicity and gender placement. The annual report should include past data to track progress.	Reevaluate the Naglieri as an assessment instrument	Implement the process of identifying the top 10% of the seventh grade student population in math to meet their needs through seventh grade prealgebra and eighth grade algebra.	Increase AP participation
Develop webpage as an extension of Instructional Services (I.4.3)	Determine the instrument/s to be used for student identification that measures diverse abilities (including the twice-exceptional students), talents, strengths, and needs in order to provide a continuum of services	Develop the process of identifying the top 10% of the seventh grade language arts to meet their needs through seventh and eighth grade honors.	Increase teacher capacity
Create opportunities to share, inform, and celebrate.	Develop and implement a process to identify twice-exceptional students	Develop the curriculum for seventh and eighth grade language arts honors classes.	Increase course offerings
			Develop distance learning classes
			Increase AP test scores

			Develop teacher criteria for teaching AP classes.
			Develop and implement Parent Evenings to access information for parents/guardians in identifying giftedness and general information about services.
			Develop a partnership with Milwaukee area school districts and businesses to increase revenue for advanced placement classes.
Operational	Operational	Operational	Operational
General	Elementary	Middle School	High School
2007-2008			
Investigate all of the areas of giftedness and how they impact the continuum of services.	Train teachers to understand, implement, and assess differentiated instruction strategies that have proven positive effects on student learning linked to district instructional framework.	Train teachers to understand, implement, and assess differentiated instruction strategies that have proven positive effects on student learning linked to district instructional framework.	Assist in the development of a plan in the transition to middle and high school.

Assemble a team of teachers and principals to develop a continuum of services for highly capable students, K-12	Assist elementary principals and classroom teachers in setting up structured flexible grouping schedule for math and ELA that fit the school's uniqueness, students' needs, etc.	Assist middle principals and classroom teachers in setting up structured flexible grouping schedule for math and ELA that fit the school's uniqueness, students' needs, etc.	
Develop a decision-making matrix that defines the continuum of services	Develop and implement the process of redefining the elementary magnet school program, transitioning to one magnet school that accommodates the needs of the top two national percentile of the district's elementary students as identified through an identification process.	Implement the curriculum for seventh and eighth grade language arts honors classes.	
Develop and implement a plan to recruit and train staff professionals needed to implement a continuum of services and give support to KUSD staff	Identify the criteria and train the teachers for the new magnet school	Investigate and expand the middle school opportunities to participate in challenging activities, including areas of leadership, creativity, and artistic abilities	

Train teachers on the continuum of services for highly capable students.	Investigate community sources and grants for transportation to the magnet program...	Assist in the development of a plan in the transition to middle and high school.	
Investigate and expand the opportunities to participate in enriching activities, including the areas of leadership, creativity, and artistic abilities.			
Produce a program by students for Channel 20			
Create a brochure available in all schools about the Talent Development Program			
Develop and implement Parent Evenings to access information for parents/guardians in identifying giftedness and general information about services.			
Develop an annual report of the identification process, including ethnicity and gender placement. The annual report should include past data to track progress.			
Operational	Operational	Operational	Operational
General	Elementary	Middle School	High School
2008-2009			

Train teachers to understand, implement, and assess differentiated instruction strategies that have proven positive effects on student learning linked to district instructional framework.	Form a committee to investigate other magnet programs such as a fine arts school, a technology school, etc.		
Implement a continuum of services for all highly capable students, including the top ten national percentile as identified.			
Train teachers on the continuum of services for highly capable students			
Investigate foreign language opportunities to enrich all students.			
Develop an annual report of the identification process, including ethnicity and gender placement. The annual report should include past data to track progress.			
2009-2010			
Train teachers to understand, implement, and assess differentiated instruction strategies that have proven positive effects on student learning linked to district instructional framework.			
Train teachers on the continuum of services for highly capable students			

Develop an annual report of the identification process, including ethnicity and gender placement. The annual report should include past data to track progress.			
Evaluate the continuum of services programming.			

Appendix B

Talent Development Advisory Committee

Last Name	First Name	Meeting #1	Meeting #2	Meeting #3	Meeting #4	# Attended
Arneberg	Jill	P	P	P	EX	3
Basley	Brett	EX	P	P	P	3
Bezzo	Janice	P	P	P	P	4
Brown	James (Matt)	P	P	EX	P	3
Calhoun	Charlotte	P	P	P	P	4
Chike-Rover	Donna	P	P	EX	A	2
Christianson	Darlene	P	P	P	P	4
Ciskowski	Sharon	P	P	P	P	4
Coleman	Tamara	EX	EX	P	EX	1
Fox	Bruce	P	P	P	P	4
Frieman	Charles	P	P	P	P	4
Germain	Steve	EX	P	P	A	2
Giorno	Debra	EX	P	P	P	3
Henrichs	Ashleigh	P	P	P	P	4
Hilbrink	Diane	P	P	EX	P	3
Ho	Juanita	P	A	A	A	1
Housaman	Julie	P	P	P	P	4
Huck	Terri	EX	P	P	A	2
Karabetsos	Jakelyn	P	P	P	P	4
Keller	Suzanne	P	A	A	A	1
Korbas	Katie	P	EX	P	P	3
Koroscik	Dr. Janet	P	EX	A	A	1
Lawler	Jennifer	P	P	P	P	4
Layden	Brenna	P	P	EX	P	3
Lee	Jean	P	P	A	P	3
Madson	Teresa	P	P	P	P	4
Mattioli	Louise	P	EX	A	A	1
Miceli	Amy	P	P	EX	P	3
Pacetti	Tom	P	P	P	P	4
Ratliff	Nola	P	P	P	EX	3
Santarelli	Geri	P	P	P	EX	3
Schaut	John	A	A	P	A	1
Schaut	Leah	P	A	P	A	2
Schmitt	Nancy	P	P	EX	P	3
Schroeder	Michael	P	P	P	P	4
Snyder	Mary	EX	P	EX	P	2
Stein	Melanie	P	P	P	P	4
Tolefree	Curtiss	EX	P	EX	P	2
Topel	Blake	P	P	P	P	4
Tuttle	David	P	P	P	P	4

POLICY 6423
TALENT DEVELOPMENT PROGRAM

The District is committed to providing the best possible education for every student, in every classroom, in the District. The District recognizes that each student has needs based upon his/her own uniqueness of character, ability and circumstance and that each student has his/her own special talent. It is the District's responsibility to provide all students with appropriate educational experiences to meet their needs and to help all students develop their talent to its fullest potential.

A comprehensive talent development program exists in the District to address the special needs of gifted and talented students in grades K-12. The program is designed with the following broad goals in mind:

- To identify the gifts and talents of diverse learners and provide opportunities through which student gifts and talents may continue to emerge and develop.
- To assist all gifted and talented students, including those currently functioning as underachievers or non-productive students, in achieving their full potential.
- To provide a differentiated curriculum for gifted and talented students that, while based on the regular curriculum, enriches topics studies, focuses on higher level through processes and provides opportunities for risk taking and decision-making.
- To provide greater awareness of strengths and needs of gifted and talented students.
- To involve students, parents, and staff in program planning and evaluation.
- To encourage and support staff development activities.
- To provide for the on-going coordination and monitoring of program activities and services on a K-12 basis.
- To provide for regular program evaluation and improvement.
- To meet the requirements of state laws and regulations.

LEGAL REF.: Wisconsin Statutes

- Sections 118.13 [Student discrimination prohibited]
- 118.35 [Gifted and talented programs]
- 120.13 [Board power to do all things reasonable for the cause of education]
- 121.02(1)(t) [Gifted and talented instruction standard]
- Wisconsin Administrative Code
- PI 8.01(2)(t) [Rules implementing gifted and talented instruction standard]

CROSS REF.: 2740, Shared Decision Making

- 4370, Staff Development Opportunities
- 5110, Equal Educational Opportunities
- 6100, District Vision
- 6110, Instructional Program Mission and Beliefs
- 6300, Curriculum Development and Improvement
- K-12 Talent Development Program Plan

ADMINISTRATIVE REGULATIONS: 6423A, Grades K-5 Enrichment Elementary Resource Support

AFFIRMED: October 13, 1998

REVISED: January 29, 2002

RULE 6423
TALENT DEVELOPMENT PROGRAM

Services are provided to the students in the following manner:

K-5: Regular Classroom

Upon request:

- Support is provided to all classroom teachers by the Talent Development Teacher Consultant, K-5
- Resources and support is available to all teachers to accommodate the strengths and needs of identified students who have chosen to remain in the home school.
- Support is available to all teachers to accommodate the emerging and/or developing talents of any student.

2-5 Magnet Program

- Magnet program classrooms exist in two geographic locations in the District.
- The identification process for the Magnet Program uses multiple criteria to capture a diverse population of learners who exhibit strengths in the following areas defined by Wisconsin Standards: academic, cognitive, leadership, creativity, fine arts.
- Staff members are made aware of the Magnet Program and their responsibilities associated with the program and provide appropriate staff development opportunities.
- Parents/guardians are informed about the Magnet Program and involved in the decision-making process.
- Student placement is contingent on class size, available space, and parent/guardian approval.
- Transportation is provided for all students entering the magnet program with the exception of those living within the boundaries of the magnet sites.

6-8 Middle School Talent Development Program

- Multiple criteria are used to identify a diverse population of students for placement in advanced level classrooms or for differentiated learning experiences in any classroom. Identification criteria include the following: ITBS scores, GPA, parent nomination, and teacher recommendation. Students who are ready for accelerated mathematics experiences or who exhibit high ability in reading comprehension are listed for academic challenge. Other talent areas such as creativity, leadership, performing arts (music and art) and physical education are shared with receiving staff. Every attempt will be made to place all identified students whose parents approve of the placement in an accelerated group.
- A Differentiated Education Plan (DEP) is created for students whose strengths and needs require more challenge than can be provided through the program opportunities available in the classroom. The DEP is implemented with the support of the Learning Specialist and the Talent Development Consultant, 6-12.

6-8 General Population in All Houses: Schoolwide Enrichment

- At each middle school a Core Enrichment period is provided which allows students to explore subjects and/or areas of interest in greater depth, either independently or as part of a group.
- Differentiation of curriculum and instruction is based upon students' strengths and needs and is an important part of staff development and lesson design at the middle level.
- The ongoing identification and development of students' talents is also provided outside the academic core. Exploratory and elective classes provide opportunities for talent development.

RULE 6423
TALENT DEVELOPMENT PROGRAM
Page 2

9-12 High School

- Honors courses, AP courses, the Youth Option Program, and the Honors Option all provide an opportunity for high challenge to those students whose strengths and needs may be better served in program opportunities outside the regular classroom.
- Students in the regular classrooms may also be served through differentiated instruction designed around their strengths and needs. These learning experiences focus on greater depth and breadth, accelerated pace and increased student choice.
- No formal identification is conducted to determine eligibility since participation is based upon student selection. Teachers, counselors, and the Talent Development Teacher Consultant (6-12) support students and parents as they make decisions about appropriate course and/or program selection.

ADMINISTRATIVE REGULATION

ADMINISTRATION REGULATION 6423

GRADE K - 5 ENRICHMENT ELEMENTARY RESOURCE SUPPORT

Resources and support through the resource personnel are available to classroom teachers in accommodating the emerging and developing talents of any student.

1. RESOURCES

Materials are provided and available to teachers, parents, students, counselors, principals and any other district staff member upon request. Materials are placed in each school library, in the IMC professional collection for the Talent Development Program and in duplicated materials for specific requests.

2. SUPPORT

- Classroom Teachers - School visits are scheduled upon request, teaching strategy lessons are modeled, conferring about specific students, planning for instruction and classroom management are several ways classroom support is provided to teachers.
- School Counselors - Annually a meeting with school counselors is held to discuss the affective needs of gifted and talented students. Materials are available in the IMC professional library and through the teacher consultant.
- Parents - Parents may request information and/or support concerning their child/children. Materials for enrichment activities for use at home are also available.
- Students - Student packets or enrichment portfolio materials are prepared upon request of a teacher or parent. Interest interviews with individual students is done to determine interests and topics for independent study. A mini review of the students' abilities and cumulative records may be done to assist in planning student learning goals.
- PTA and Other Parent Organizations - Presentations are made regarding the Talent Development Program and the elementary Enrichment Magnet Program

3. ELEMENTARY TALENT DEVELOPMENT PROGRAM LIAISONS

On a volunteer basis a teacher or staff member in each elementary building is assigned as liaison. The purpose of the position is to provide an avenue with which to share information between the teacher consultant and the elementary sites.

4. STAFF DEVELOPMENT - Staff development is provided in several ways:

- KUSD Inservice Courses - During each school year and summer sessions, inservice courses may be offered regarding pertinent topics in talent development.
- Conferences/Conventions - Staff members are kept current about upcoming conferences and conventions that deal with topics of talent development.
- Workshops - Workshops during the school day may be offered to provide information and training to teachers about talent development needs.
- Collaboration - Classroom teachers, resource specialists and learning specialists will integrate instructional strategies and curriculum.

5. STUDENT RESOURCE/SUPPORT LISTS

A list of students who have been identified for talent development services and remain at their “home” school site is provided to each elementary building.

6. DISSEMINATION OF INFORMATION

Information about the Talent Development Program and the elementary Enrichment Magnet Program is contained in a brochure available to the public.

Gifted and Talented Education Gap Analysis Chart

Comments and Prioritization of Greatest Areas of Need

Area on Gap Analysis Chart	What Are We Doing in This Area?	What Evidence/ Data Do We Have to Document Our Activities?	What Gaps Exist?	Rank
General				
Each school board shall:				
Establish a K-12 plan for gifted and talented pupils.	Talent Development Long-Range Plan – developed May 2006	Plan was approved by the school board on May 23, 2006 – part of school board meeting minutes	Plan has not been fully implemented, primarily due to budget constraints and leadership decisions over the past four years.	4
<p style="text-align: center;">Comments on chart:</p> <ul style="list-style-type: none"> Is this plan updated? This is what we are doing??? (“Talent Development Long-Range Plan – developed May 2006”) What are we prepared to pay for? How should the plan be revised? Why not inform all students that they could take the gifted tests each year up to 8th grade? DITTO Can we benchmark programs / districts that perform better than us? Madison Metro has a new plan, others too. Why are we visiting lower performing districts? Think outside the box – how can we implement plan without significant budget increases? 				
General				
Each school board shall:				
Designate a person to coordinate the K-12 plan.	Originally designated Jolene Schneider – now David Tuttle (new to position in Sept. 2008)	Listed as J.S. originally in plan, position now held by David Tuttle	None	14 (Tie)

Comments on chart:

- Although there is a Coordinator K-12, there isn't programming for G+ T K-12.
- Should be a Pre-K-5 Coordinator and a 6-12 Coordinator. Different types of needs and programming.
- Perhaps have 3 people: 1 for elementary, 1 for middle school, 1 for high school. Not 1 for all.
- Save money on a coordinator until there's a program.
- "Dave" needs help. (Under "designate a person to coordinate the K-12 plan.")

Identify Student Needs			
The process for identifying student needs:			
Is ongoing and includes all grade levels, K-12.	Referrals can be made at any grade level as indicated in the plan.	Typically, most students will be included in the grade 1 identification process although referrals occur at other grade levels as well.	<ul style="list-style-type: none"> • No screener for grades 9-12 • No sub testing for grades 9 – 12 • arent awareness regarding availability of testing • When new students enter the district, what "flags" KUSD to test the student? • What does "most students" mean?
			8 (Tie)

Comments on chart:

- Circled: ("What does "most students" mean?")
- Test kids in K + Pre-K
- Is there an identifying program for 6-9 and 9-12?
- There is no program offered in grades 6 – 8.
- Test again in 5th grade.
- Offer incentives for staff willing to become state-certified > Staff development to ensure qualified staff.

Identify Student Needs			
The process for identifying student needs:			
Includes all students.	Plan includes multiple assessments to help identify students including a non-verbal universal screener. Top 10% of each ethnic and gender group continues to next level of identification.	NNAT2 is used as the universal screener followed by the SAGES-2 assessment for the top 10%. In addition, a Parent Information Form and a Teacher Information Form is collected and scored as part of the rubric for identification.	<ul style="list-style-type: none"> What about students entering the district after 1st grade? Does the NNAT2, being the screener, eliminate students who might do well on the SAGES-2? <p>5 (Tie)</p>
<p align="center">Comments on chart:</p> <ul style="list-style-type: none"> No, it doesn't. All students don't have transportation. (Under "Includes all students.") Underlined: ("What about students entering the district after 1st grade?") Students who move into district are missed (After assessment). Staff development on how to identify potential G/T students – especially the special needs/non-conforming students. 			
Identify Student Needs			
The process for identifying student needs:			
Includes diverse abilities, talents, and strengths, (i.e. general intellectual, specific academic, creativity, leadership, and the visual and performing arts).	The use of multiple assessments increases the ability to include the diverse abilities, talents and strengths of students.	The NNAT2 and SAGES-2 assessments identify general intellectual and specific academic areas.	<ul style="list-style-type: none"> We don't have a gifted assessment for creativity, leadership, or performing arts. Could we include GATES, as well as the gifted assessment for creativity (Torrance creativity Test)? If students are identified as a leader, creativity, or PA, what is the programming provided? <p>14 (Tie)</p>

Comments on chart:

- Are current opportunities enough for perf. Arts, leadership, creativity? Where is this data collected – how? By whom?
- Why don't the identified G + T students have DEPs that are in their cumulative files?
- Agreed (above).
- MDSD screener – classroom

Identify Student Needs

The process for identifying student needs:

- Uses data from multiple sources in all of the following categories:
- Standardized test data
 - Nominations
 - Rating scales/inventories
 - Products
 - Portfolios
 - Demonstrated performance
 - Other.

The plan requires the use of multiple assessments. Includes are both verbal and non-verbal assessments as well as information forms (nominations) from parents and teachers.

When students are in grade 1 (and other grades when requested), the identification process follows a flowchart with the non-verbal assessment (NNAT2) as the universal screener. This process then continues for the students in the top 10% of their ethnic and gender group with the SAGES-2 assessments (3 subtests) and the parent and teacher information forms.

- Identification process has six sources included (two assessments providing four components plus a teacher inventory and a parent inventory)
- Assessments are nationally-normed and provide standardized test data
- Other sources not considered include:
 - Products
 - Portfolios
 - Demonstrated performance.

7

Comments on chart:

- One-on-one interviews with a trained G/T tester.
- Where are the portfolios kept?
- Are there actually portfolios?
- Need 4 groups @ 2% from the top 10% from each test.
- Product. Portfolios.
- Students who miss the cut-off from the screener (Naglieri) should be allowed to take the SAGES if parents / teachers/ data indicate potential giftedness. NAG becomes a barrier rather than an opportunity to advance for some.

Identify Student Needs				
The process for identifying student needs:				
<p>Uses assessments that are fair and responsive to factors such as students':</p> <ul style="list-style-type: none"> • Economic conditions • Race • Gender • Culture • Native language • Developmental differences • Identified disabilities as described under Subch. V of 115, Stats • Other. 	<p>The plan requires culturally fair and unbiased assessment especially with the first step. This step is the use of a non-verbal assessment that does not rely on the students' abilities to read or comprehend language. It also does not contain culturally biased pictures or diagrams.</p> <p>Part of the plan, also outlined in the Identification flowchart that has been shared with all principals and instructional coaches.</p>	<p>The universal screener used in KUSD is the NNAT2, which is a non-verbal assessment known to be culturally fair and not restrictive to students with differences in language development.</p> <p>Identification process is outlined in the plan and on the flowchart.</p>	<ul style="list-style-type: none"> • Economic conditions • Race • Gender • Are accommodations provided for 2nd language learners and developmental differences? • Formal annual screening • Middle level screening/program for them besides eSchool + independent study • 	<p>8 (Tie)</p>
<p>Comments on chart:</p> <ul style="list-style-type: none"> • Not happening! ("Uses assessments that are fair and responsive....") • Accommodations for disabilities • Yes! ("Are accommodations provided for 2nd language learners and developmental differences?") 				

Identify Student Needs				
The process for identifying student needs:				
Articulates clear criteria used to make decisions.	The plan requires that all students score in the top 10% of their ethnic and gender group on the universal screener to be considered for identification and invitation to the program.	The top 10% of each ethnic and gender group are identified through the universal screener (NNAT2) to be able to attempt to match the demographics of the district.	<ul style="list-style-type: none"> Why are focusing on a whole – visual test – then – we test on Math, SS/LA, Reasoning- why limited spots? Why aren't the real top 10% given a 2nd chance? Why based on ethnic or gender? Is it known that kids can be tested up to 8th grade? Why focus on narrowing down students to get to a few slots rather than expand the opportunities to everyone identified? 	14 (Tie)

Comments on chart:

- Expand opportunities for all students. ("Why focus on narrowing down students to get a few slots...")
- Taking top 10% by ethnicity removes /reduces ethnic bias

Identify Student Needs				
The process for identifying student needs:				
Builds a student profile using multiple sources of data.	The intent of the plan is to provide schools with the data from the assessments and share the results so that informed decisions may be made to benefit the student and parent(s).	The schools receive the results of the NNAT2 and the SAGES-2 (subtests) which can be reviewed and used to help with decision making. Talent Development Student Profile from parents and teachers	<ul style="list-style-type: none"> Formal process in 1st grade for <u>all</u> students (-Does this include students with special needs? – Is the test available in Braille?) What about K/1? Do we have a written process for school staff and parents to seek testing? How is this communicated to teachers and parents? How are G/T students identified in high school? Is this clear to all families? How can we better communicate this? Does communication regarding G/T and parent support begin Pre-K ... maybe 	18

			Head Start?	
			<ul style="list-style-type: none"> Communication must be done in multiple languages? Look at current district assessments and determine how these can be part of the identification process. 	
<p>Comments on chart:</p> <ul style="list-style-type: none"> ...and middle school? ("How are G/T students identified in high school?") Possibly important for academic programs + their alignment ("Look at current district assessments and...") 				
Identify Student Needs				
The process for identifying student needs:				
Includes the following individuals: <ul style="list-style-type: none"> School staff Students Parents Other. 	Parents and teachers are a vital part of the identification process as required in the plan.	Parents assess their child(ren) through the use of the Parent Information Form. Teachers provide their expertise and view of the child(ren) through the use of the Teacher Information Form.	<ul style="list-style-type: none"> Need clear communication of the opportunities for Gifted Ed. Is communication in multiple languages? Do schools have meetings with parents to discuss the identification process? We (KUSD) needs to message that being smart is "cool". Develop a community mindset of high expectations for all students. 	8 (Tie)
<p>Comments on chart:</p> <ul style="list-style-type: none"> Bilingual 1st graders as interpreters for the parents to explain the program! Yes – needed – especially for new to district families ("Need clear communication of the opportunities for Gifted Ed.") Underlined: ("Do schools have meetings with parents to discuss the identification process?") There are other gifted students out there. ("Develop a community mindset of high expectations for all students.") Agreed (above) > CSI w/ parent + student, talent coordinator > in board policy (under acceleration/retention) How is Parent Form introduced & distributed to families? The process is broken. Why narrow focus down? We should expand opportunities to all identified. 				

Programming/Services			
The school board shall provide appropriate learning opportunities that: Match identified student needs.	According to the plan, there are appropriate services and support to meet and match student needs with learning opportunities at all levels (elementary, middle school, and high school).	At the elementary level, the Magnet Enrichment Program exists for the top 2-3% of students identified. Other students' needs must be met at the building level through differentiated instruction. At the middle school level, advanced courses are available in the areas of English/Language Arts and Mathematics. At the high school level, there are honors and Advanced Placement (AP) courses available to students who choose to participate. There are also opportunities through the Youth Options Program (YOP) for students in grades 11 and 12 to participate in select courses at local colleges.	<p>3</p> <ul style="list-style-type: none"> • How do students move in or out of programs at middle + high school? • Breakdown in communications between 5th grade and middle school: • Who was in the program at Roosevelt previously? • Who was identified and remained at their home /choice schools? • What services were provided? • How are students beyond gr. 1 identified? • Is 2-3% inclusive or restrictive? (kids on the bubble) • Consistent offerings at middle school? • Parents who aren't aware of their options or district options? • Students who qualify but do not select to participate in the magnet program. What happens to them?
<p>Comments on chart:</p> <ul style="list-style-type: none"> • What programs? No enrichment currently? ("How do students move in or out of programs....") • For Sure! ("Breakdown in communications between 5th grade and middle school.") • Circled: ("Students who qualify but do not select to participate in the magnet program. What happens to them?") • How about Honors in (Middle School) Science/SS/Art/Music/Band? 			

<ul style="list-style-type: none"> • The Enrichment Program needs to be revisited. Is it actually offering a program when there's nothing offered on a continuum? • Where??? >Specific location like Elementary ("At the middle school level, advanced courses are available...") • There is no GT Program K-12 in KUSD. • Remove 2 – 3% restriction. Accept all students determined to qualify. So what percent would be deemed qualified? • We need DEP Transfer Meetings like IEP Transfer Meetings. • Differentiation happening at home schools for students qualifying but opting out – DEP, but where is the itinerant support? • Are G/T students identified in Infinite Campus or in a folder in the cum? And students who meet the criteria or are close to meeting criteria identified? 				
Programming/Services				
<p>The school board shall provide appropriate learning opportunities that:</p> <p>Expand student development/Promote student growth.</p>				
	<p>The plan modified the gifted and talented program for the district in a variety of ways. At the elementary level, the Magnet Enrichment Program was to be consolidated from two schools into one school and expanded at all elementary schools by providing additional support (4 Talent Development Itinerant Teacher positions). The support would also be extended through the middle school level through the added itinerant staff. At the high school level, the intent of the plan was to expand the Advanced Placement</p>	<p>The Harvey Magnet Enrichment Program was phased out over a three-year period. Two (of the four) talent Development Itinerant Teacher positions were filled but cut due to budget constraints. These positions have not returned.</p> <p>While more students are being accelerated (particularly in mathematics) at the middle school level, the data reflects only a small percentage of the identified population.</p> <p>The AP program has expanded significantly since 2006 with almost twice as many students participating, twice as</p>	<ul style="list-style-type: none"> • Talent Development Itinerant Teachers were eliminated due to budget cuts. • How are students who excel in areas other than math having their needs met? • What kinds of training do teachers get regarding differentiation? 	<p>5 (Tie)</p>

	(AP) program with more courses available to students, a wider variety of courses and more trained teachers to teach the AP courses.	many AP course offerings and many more trained AP teachers. The AP program has also shown a significant increase in AP exam participation and success.	
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Comments on chart:

- Due to budget or planned? ("The Harvey Magnet Enrichment Program was phased out over ...")
- Need to support! Teachers should be reinstated. ("Talent Development Itinerant Teachers were eliminated ...")
- Why? ("Talent Development Itinerant Teachers were eliminated ...")
- How are the schools showing the students' growth? What does it look like?
- MS has "Honors Distinction" (How are students who excel in areas other than math having their needs met?)
- How much writing do they do?
- Middle / High School:
- Do we offer enrichment programs, or just various honors/AP/etc. classes? Program is different than piecemeal classes.
- Honors/AP courses are not gifted programming.

Programming/Services

The school board shall provide appropriate learning opportunities that:				
Are systematic.	The plan expects implementation to take place across the district, at all grade levels and integrated into other school initiatives.	The implementation is strong at the high school level with additions to the AP program and fair at the elementary level with the Magnet Enrichment program but very little at other elementary schools. There is little at the middle school level other than two advanced level courses at each of grades 7 and 8.	<ul style="list-style-type: none"> • Not all elementary schools have enrichment offerings. Currently limited to the top 25 students district-wide at each grade level. • Transportation not provided to students to attend magnet enrichment program. • No opportunities for students in elementary magnet program to continue into 6th grade. • No enrichment periods to stretch students into other areas/interests. 	2

Comments on chart:

- Students in Need! ("Transportation not provided....")
- Key! ("Transportation..." and "No opportunities for students in elementary magnet program to continue...")
- Huge! Need to do something now! ("No opportunities...")
- Why not create a (with or within an existing) Middle School?
- How many years was busing provided? (Taught at Roosevelt when there was and wasn't busing- hate seeing parents struggling to find carpooling or having to opt out – creates a can and cannot system.)
- Give a parent survey to see who chose not to participate due to no busing.
- The "Magnet" Program needs to be reviewed. It really is more a case of the "haves" and "have nots".
- Renzulli's Enrichment Clusters
- Need intervention / enrichment period at ALL schools, at ALL levels. - Like Quest at Bradford

Programming/Services

The school board shall provide appropriate learning opportunities that:

Are continuous.

The plan has a flexible component that allows for continuous opportunities for identified students from elementary to middle school to high school.

After elementary school, identified students are limited in opportunities at grade 6. There are options at grades 7 and 8, and again in high school, for advanced coursework.

- 6th Grade has no enrichment opportunities.
- 7th + 8th : No Science, Social Studies, + Electives that are continuous in honors. Math + English have honors opportunities. Need all areas.
- High School is a choice for honors. Not on a track from middle school + pushed or counseled to honors. Nor done consistently from school to school.
- Parents need to be educated on what is available.

1

Comments on chart:

- Not continuous in our district. 2-5th Gr. Only.
- No Honors/AP is not a gifted program, nor is acceleration!
- DITTO!
- Middle School!

- No Alignment with elementary (6th grade).
- This ("No Science, Social Studies + Electives...") is in violation of the district policy and state law. Not acceptable.
- How are the gifted (magnet school) being evaluated that the program is working there?
- Is Honors a gifted program? If not, what program will be in place for the gifted students (moving up a grade).
- Add Honors Science and Social Studies.
- Re-evaluate again at 5th grade.
- Re-eval. In 4th -5th grade.
- The teachers of Honors courses in the middle school do not have the necessary training to teach gifted kids.
- Grade 6 opportunities needed!
- Need intervention / enrichment period at ALL schools.

Programming/Services			
The school board shall provide appropriate learning opportunities that: Occur during the regular school day.			
	<p>The plan has the vast majority of the opportunities for identified students occurring as part of the regular school day either through placement in the Magnet Enrichment Program or through differentiated instruction at the elementary level.</p> <p>At the middle school level, the advanced courses that are available are part of the district's regular curriculum and occur during the regular school day.</p>	<p>The Magnet Enrichment Program includes one class per grade level for grades 2 through 5 at Roosevelt Elementary School.</p> <p>Differentiated instruction is a universal strategy that should be employed at all schools but is particularly important for gifted and talented students.</p> <p>Every middle school has advanced courses in English/Language Arts and Mathematics at grades 7 and 8.</p>	<ul style="list-style-type: none"> • Are we differentiating enough for G/T students that are at their home schools? • What about 6th grade? • Accelerating vs. enriching? • What about other subjects? • Why isn't there a universal number of AP courses offered? • Why is there such a variation in student participation in YOPs, are these being promoted? • How do students qualify for AP, Honors, YOPs? • Are student grades comparable for the different courses? If a student does not score in one of these courses, how does this affect his or her GPA?
	At the high school	The number of AP	8 (Tie)

	level, AP courses occur as part of the regular curriculum and are scheduled during the regular school day. Youth Options Program courses may occur either during or outside the regular day based upon scheduling of the course by the college.	courses available to students varies by high school. Some schools have only a few while others have a wide range and variety. Participation in the Youth Options Program varies individually by student and, as a result, each school has different levels of involvement.	
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Comments on chart:

- Need to start a program ("What about 6th grade?")
- There is nothing! > Violating state law. Why?? (above)
- Why not 6th grade? (Every middle school has advanced courses...)
- This is a joke in many cases. (above)
- Underlined: ("Why isn't there a universal number of AP courses offered?")
- These are best! Circled: ("Why is there such a variation in student participation in YOPs, are these being promoted?")
- How does discipline problems in the school affect the program?
- Are DEP being followed? No. Is there someone checking to make sure these plans are being followed? Is there data to show growth based on the DEPs?
- Can DEPs be flagged through Infinite Campus?
- Info. For YOP being offered to all students?
- Why aren't DEPs in student cum. Folders?

Programming/Services			
The school board shall provide appropriate learning opportunities that:			
Occur during the regular school year.	The plan designates that the services offered to gifted and talented be included as part of the regular	All of the available academic offerings (Magnet Enrichment Program, middle school advanced courses, high	<ul style="list-style-type: none"> • For elementary, it's located at one school only, and only a small number of students. • Are we reaching the G/T students who choose to stay at their home school, in

curriculum and incorporated into the regular school year.	school AP and YOP courses) are available only during the regular school year.	<p>reg. ed. classroom?</p> <ul style="list-style-type: none"> What opportunities are available for 6th grade, 7th + 8th? Is middle school enriching students, or are they simply accelerated (moved ahead a grade level)? How are magnet students incorporated into the "regular" middle school program? In middle school, are students clustered by skills + abilities? If so, how are they selected, and are these groups dynamic? Are 8th graders properly prepared for high school challenges + opportunities? High school: is there a difference between AP + honors? 	12 (Tie)
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Comments on chart:

- Capped at 25 ("For elementary, it's located at one school only, and only a small number of students.")
- Need transportation ("Are we reaching the G/T students who choose to stay at their home school, in reg. ed. classroom?")
- Nothing much! (What opportunities are available for 6th grade, 7th + 8th?)
- Big concern – i.e. Nash, Roosevelt ("How are magnet students incorporated into the "regular" middle school program?")
- Where are these students going for middle school? (above) > key point
- G/T Itinerant teachers so needed to support @ non-magnet schools > one teacher can't do it all.

Programming/Services			
The school board shall provide appropriate learning opportunities that:			
Are without charge for tuition.	The plan has components that provide services and opportunities for gifted and talented students without fees. Most	All elementary opportunities and middle school advanced course offerings are available without additional fees. At the high school level,	<ul style="list-style-type: none"> Advanced course offerings are not offered or not consistent among elementary and middle schools (e.g. utilizing eSchool courses, offering accelerated courses w/in each school). Access + accessibility to take courses at
			14 (Tie)

	<p>opportunities are part of the regular curriculum and are expected to be provided without additional expense to the student and parent(s).</p>	<p>some AP courses may have additional fees due to the nature of the course. In most cases, allowances are made for families unable to pay so that students are not restricted from taking the course. As a requirement of YOP courses, the cost of tuition and books are paid by the district (by state statute) <u>unless</u> the student fails the class or drops the class after the college's deadline. Transportation means and costs are the responsibility of the student/parent(s) although reimbursement for those costs may be requested from DPI for qualifying families.</p>	<p>other schools (e.g. elem. To MS, MS to HS)</p> <ul style="list-style-type: none"> • Providing transportation
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Comments on chart:

- Allowances are not made for all classes / all supplemental materials. Not providing study guides for example.
- Do they know this? ("Transportation means and costs are the responsibility of the students/parent(s)")
- Options ("Providing transportation")
- Lack of parent knowledge of programs

Programming/Services				
The school board shall provide appropriate learning opportunities that:				
Provide an opportunity for parent participation.	The plan was designed with parent input and has components for parent participation. This is evident in the identification process as well as several other areas.	Parent input is sought in the identification process through the Parent Information Form. Other areas in the plan refer to parent participation through representation in a Talent Development Advisory Committee(s). The committee(s) is no longer in existence.	<ul style="list-style-type: none"> Parent input through Parent Information Form process is only used at the elementary level. 	12 (Tie)

Comments on chart:

- SENG group to meet the Social, Emotional Needs of the Gifted students.
- Underlined: ("Parent input through Parent Information Form process is only used at the elementary level.
- Have parent groups within the schools that meet on a regular basis (to look at the program) – G/T, PTA, PTO ?
- Parents need to be more involved and invited to share



Talent Development Advisory Committee

Gap Analysis Chart Prioritization – Greatest Areas of Need

Findings of the committee:

Finding #1:

For the statement, “The school board shall provide appropriate learning opportunities that are continuous”, the committee found that there are gaps existing in programming/services, especially at the middle school level.

The current programming is virtually non-existent for students prior to grade 2. Gifted services for students between grades 2 and 5 who are identified but do not participate in the Magnet Enrichment program at Roosevelt are left up to the individual resident schools and are not consistent from school to school.

Enrichment opportunities beyond the core academic areas (e.g. world language, poetry, etc.) are limited and not consistent across the district. The identification process occurs universally across the district only at grade 1. It needs to be repeated prior to middle school (grade 5?).

The offering of honors courses does not constitute gifted programming. There are limited enrichment opportunities for gifted students in grades 6 through 10.

Finding #2:

For the statement, “The school board shall provide appropriate learning opportunities that are systematic”, the committee found that the current elementary opportunities are limited to a small number of students who are able to attend the Magnet Enrichment Program at Roosevelt elementary school.

Transportation is not provided to the program, even though the district plan states that it is. State statutes require that students have “access” to the services being provided. There is also no continuation of the magnet program beyond grade 5.

The number of students invited to participate in the Magnet Enrichment program does not correlate with the availability of programming. There are enrichment opportunities at some schools (outside Roosevelt). The committee recommends that a “true” K-8 magnet school be considered for development. The committee also would like to explore ways to creatively expand seats available for identified students.

Consistent enrichment opportunities (period) should exist in the schedules at all levels (K-12).

Finding #3:

For the statement, “The school board shall provide appropriate learning opportunities that match identified student needs”, the committee found that many students may be missed with the current identification practices, due to lack of communication and/or ability to participate.

Many parents of students who qualify are not selecting to have their child(ren) participate. It is not clear what services these children may receive at their resident schools. The identification process should be expanded to catch students who currently may be missed. A screening process for students entering the district (especially after grade 1) should be added.

There needs to be additional enrichment opportunities in other areas such as music and the arts. There should be an expansion of parent education available to help understand what services are available. The services available at schools (other than Roosevelt) should be clearly identified and explained to parents.

The committee would also like to investigate whether the identification practices are as inclusive as they could be. Many students are being missed since the opportunity for identification is focused on the grade 1 process. Students who enter the district after grade 1, as well as others whose parents may wish for reassessment in grade 2 and beyond should have an opportunity to request identification. While multiple identification sources are considered, not all possible methods exist in KUSD.

The itinerant teacher positions and/or cadres of trained teachers need to be added to support gifted students and their teachers. There needs to be support at each of the levels (elementary, middle and high school).

Finding #4:

For the statement, “Each school board shall establish a K-12 plan for gifted and talented pupils”, the committee found that the plan has not been fully implemented. Only a few components have been fully implemented and some have been completely abandoned.

The plan needs a thorough review and modifications to be consistent with changing state recommendations and best practices in the field of gifted education. The committee will review the Talent Development Long-Range Plan, making revisions that reflect the previous three findings. One key component will be to increase professional learning around gifted students and best practices for all teachers. The district plan included four itinerant teaching positions to provide services to schools, teachers and, most importantly, students.

The committee found that outside the Magnet Enrichment Program, the needs of both gifted students and their teacher(s) are not being met. Limited opportunities for the teachers to receive professional development on gifted education, and assistance in meeting the needs of gifted students in their classroom, exist.

Kenosha Unified School District
Kenosha, Wisconsin

February 10, 2015

Response to proposal from School Board Member Kyle Flood
RE: School Board Policy 6456 Graduation Requirements

In spring of 2014, Kyle Flood inquired about making changes to Policy 6456. Member of leadership council provided a report to Mr. Flood in August 2014 that summarized the impact of his proposed changes.

After reviewing the report, Mr. Flood had more questions and met with Superintendent Dr. Sue Savaglio-Jarvis to discuss them on November 6, 2014. Per Dr. Savaglio-Jarvis' request, Mr. Flood submitted his proposed graduation policy as a first draft via email on November 11, 2014. He also included an additional list of questions for processing (Attachment A), which are answered in the following presentation (Attachment B).

This presentation is informational purposes only and attempts to outline Mr. Flood's proposed changes while providing critical thinking for the standing committee members.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Bethany Ormseth
Assistant Superintendent
Secondary School Leadership

PROPOSAL VERSION TWO

I have made some changes to my Graduation Requirement policy proposal based on the report provided by administration. Below is an outline of my updated proposed changes and the graduating class that I recommend implementation for per change.

In Administration's last report I received a financial report of what it would cost the district to change back to Block Scheduling. Please note that although I believe Block Scheduling would serve our students education better, that is not a part of this proposal. I would like to see how much this would cost the district year by year based on my recommended implementation year on our current Seven Period schedule. This amount should include staffing, materials (if they do not still exist from a few years back), and any other costs that would be associated in adding these requirements for students.

OUTLINE OF RECCOMENDED PROPOSAL

- Traces of past credit cap removed from policy (Implement Immediately)
- Elimination of the online learning requirement for all students (Implement Immediately)
 - Many students prefer to learn in a classroom and no student should be forced into a situation where they might not succeed.
- Changes Credit Requirements for Social Studies, Math, and Science to 4 instead of 3 for students in the graduating class of 2017 and on
 - Also changes ½ credit of Behavioral Science to 1 credit.
 - This change will restore graduation requirements to what they once were and is more appropriate for students to become college and career ready.
- Adds an additional half credit of Physical Education for students in the graduating class of 2016 and on
 - Raises the amount of physical activity students will have which helps learning and personal health.
- Allows student athletes to receive a ½ credit of P.E. for every 60 hours of a School sponsored sport that they are involved in beginning in the Fall of 2015
 - This is a fair change that rewards students pursuing physical fitness in their free time.
- Directs Admin to replace WKCE language and raises GPA Requirement option to 1.75 and ACT Requirement option to 19. What would be an equitable increase for the SAT based on this increase? Implement this for the class of 2018 and on

Graduation Requirement Policy

Academic credits shall be awarded for mastery of standards in grades nine through twelve. A student must earn 26 ~~with a maximum 28~~ high school credits as described in Rule 6456 to graduate from the Kenosha Unified School District ~~No. 1~~ and a student must also complete one of the following:

1. Earn a score of basic or above in three of five subtests on the high school Wisconsin Knowledge and Concepts Exam (WKCE) **(This language should be changed to reflect that students will now be taking the Smarter Balanced Assessment)**
2. Earn a cumulative grade point average (GPA) of at least ~~1.5~~ **1.75** on an unweighted scale through the seventh semester of high school; i.e., January of senior year
3. Meet one of the following test scores requirements:
 - a. ACT Assessment – ~~18~~ **19** or above
 - b. SAT I Exam - 870 or above **(equitable increase needed)**
4. Successfully complete an approved Individual Education Plan (IEP), Limited Language Plan (LLP), and/or Section 504 Plan

Students may audit classes, enroll in Youth Option courses, or enroll in summer school offerings in excess of the ~~28~~ **required** credits. A procedure describing how these options can be accessed will be established by administration.

~~Beginning with the class of 2016, all KUSD students must fulfill the online learning graduation requirement along with the existing KUSD graduation criteria.~~

~~A student may complete the online learning requirement for graduation through one of the following options:~~

- ~~1. Attempt an online course (earned mark must appear on the transcript).~~
- ~~2. Participate in a course with approved online components (as listed below).~~

A credit deficient student who is at least 17 years of age who has been in a high school cohort group for all four years (a student with a July birthday would be able to take the exam with the June testing group if they attended high school for four years with their peers) may also successfully complete the District Competency Graduation Requirements or a comparable program to earn a District diploma. In addition, a District diploma may be earned by a transfer student through an academic review of the student's transcript by a building administrator.

All students shall be required to take a full schedule except junior and senior year when students may be allowed to have one release per quarter or semester. In addition, four years of high school attendance shall be required unless early graduation is applied for and approved pursuant to established District procedures. Each year a student is required to enroll in no less than six courses. Students are eligible for early graduation when they have completed the requirements for receipt of a diploma.

The Board may award a high school diploma to certain veterans, notwithstanding District and statutory high school graduation standards. To be awarded a diploma, a person must be at least 65 years of age, attended high school in the District or attended high school in Wisconsin and resides in the District, left high school before graduation to join the U.S. armed forces during a war period as defined in state law, and served on active duty under honorable conditions in the U.S. armed forces or in forces incorporated as part of the U.S. armed forces. War periods include, among others, World War II, the Korean Conflict, Vietnam War, and Persian Gulf War.

The Board may also award a high school diploma to a person who received a high school equivalency diploma after serving on active duty in the U.S. armed forces or in forces incorporated as part of the U.S. armed forces if the person meets the other conditions outlined in this paragraph and to a veteran who is deceased, but who has satisfied the conditions outlined in this paragraph prior to death.

A. Credit Requirements

1. Specific Credits Required out of ~~23~~ 26

ENGLISH 4 credits

SOCIAL STUDIES ~~3~~ 4 credits*

1 credit - U.S. History

1 credit - World History

* ½ credit U.S. Government & Politics

~~½~~ 1 credit Behavioral Science

MATHEMATICS ~~3~~ 4 credits

SCIENCE 3 4credits

PHYSICAL EDUCATION 1-1½ 2 credits**

HEALTH ½ credit

CONSUMER EDUCATION ½ credit***

COMMUNITY/SERVICE LEARNING Required of all students

ONLINE LEARNING EXPERIENCE

~~Participate in an online course or participate in a course with a high quality online component. (class of 2016 and beyond).~~

DIPLOMA WITH SERVICE DISTINCTION 100 Service Hours

DIPLOMA WITH HONORS DISTINCTION 4 Advanced Placement credits

* Note: Students selecting the Advanced Placement U.S. Government and Politics option will be required to satisfactorily complete the entire course. Failure to do so will require students to take either U.S. Government and Politics or U.S. Government and Politics – Honors in order to satisfy the requirement. In the instance where a student successfully completes one credit of AP government and politics and has completed one credit of U.S. History and one credit of world history, the student has met the required 3 credits of social studies for graduation. Students planning on attending an institution of higher education are encouraged to take a behavioral science course.

Note: Economics can be applied towards satisfying the consumer education requirement.

**Unless exempted pursuant to Wisconsin Statutes, exemption shall be granted for medical reasons upon presentation of a physician's statement. Students excused from physical education for all four years of high school for medical reasons shall be required to make up ½ credit in another elective subject for each semester excused from physical education.

Students involved in 60 or more hours of any KUSD sponsored sport, as determined by the District Athletic Director and approved by the Superintendent, who also completes fitness tests with a designated P.E. teacher at the beginning and end of the semester and turns in a three page reflection paper by the end of the semester to a designated P.E. teacher will be rewarded a ½ credit of P.E. This option may be used once per academic year.

***Waived for students who successfully complete ½ credit Honors Economics, ½ credit Economics, 1 credit Advanced Placement Economics, or 1 credit Marketing.

2. The District will provide access to honors, advanced placement, and post-secondary courses in accordance with state law requirements.

3. Summer school credit is awarded on the basis of one-half credit for each class successfully completed based on standards. Prior approval by the principal is required to earn credit for summer school courses taken outside of the District.

4. Credit deficient students who are at least 17 years of age who have been in a high school cohort group for all four years (a student with a July birthday would be able to take the exam with the June testing group if they attended high school for four years with their peers) and are current residents of the District may be issued a District diploma if they satisfy the following Competency Graduation Requirements.

a. Are enrolled members of a District cohort group, which means that students must have been enrolled members of a particular Kenosha Unified School District graduating class. Eligible students must have been enrolled in the District prior to the end of their cohort year graduation date. Non-KUSD cohort students 18 yrs of age or older whose graduation year has expired will not be eligible to participate in the program.

b. Score at or above the fourth stanine on all predetermined subtests including core areas of the District's adopted standardized achievement tests.

c. Demonstrate competency in writing, which can be accomplished by scoring at a level 4.0 or higher on the WKCE writing assessment or scoring at a level 3.0 or higher on the WorkKeys writing assessment.

d. Complete consumer education/economics, health, government and politics, or approved comparable courses.

e. Meet employability standards in one of the following ways:

☐ Successful employment for a six month period of time and can provide validation; or

☐ Meet an employability component established by the District in the form of a work readiness portfolio.

f. Students will be required to assume any associated costs for the administration and scoring of District adopted standardized assessments.

~~5. Standards of a Quality Online Learning Course~~

~~A high quality online course is defined as a structured learning environment that utilizes technology, consistently and regularly (lasting 10 hours or more) throughout the course.~~

~~An online component involves the use of a variety of media. This includes Intranet and Internet based tools and resources as delivery methods for the following:~~

☐ Instruction

☐ Research

☐ Assessment

☐ Communication

☐ Collaboration

~~An online course/learning management system should be utilized to promote an understanding of progress monitoring systems, support universal learning opportunities, and facilitate the management of online experiences.~~

6. Accelerated/alternative high school credit attainment is an option for high school students aged 16 and above who may earn high school credit based upon satisfactory completion of individual portions of a District or state-approved criterion referenced test at 85 percent mastery or on norm referenced tests at the 4th stanine or above, normed at 12th grade, 7th month, independent of length of time required; completion of performance-based assignments, and attainment of minimum required credits.

B. Early Graduation

To be considered for early graduation, the student and the parent/guardian shall submit a written request to the principal no later than the end of the first marking period of the school year in which the student plans to graduate early.

The student's course of study, earned grades in such courses, grade point average and other performance indicators shall be made part of the student's transcript.

C. Students enrolled in a middle school who complete high school courses may be awarded high school credit toward the overall district credit requirement, but not for the credit specified in WI State Statutes.

KENOSHA UNIFIED SCHOOL DISTRICT



Review of Graduation Requirements

Policy 6456 - Graduation Requirements

Per policy 6456, to graduate from KUSD, a student must earn 23 credits and must complete one of the following:

1. Earn a score of basic or above in three of five subtests on the high school Wisconsin Knowledge and Concepts Exam (WKCE)
2. Earn a cumulative grade point average (GPA) of at least 1.5 on an unweighted scale through the seventh semester of high school; i.e., January of senior year
3. Meet one of the following test scores requirements:
 - a. ACT Assessment - 18 or above
 - b. SAT I Exam - 870 or above
4. Successfully complete an approved Individual Education Plan (IEP), Limited Language Plan (LLP), and/or Section 504 Plan

Presentation Overview

Questions raised about graduation requirements:

- Cost of eight-period day or seven period day
- Credit increase within seven-period day
- Sample schedules
- Addition of one required World Language credit
- PE credit for sports participation
- Impact of raising GPA
- SAT/ACT
- Recommended next steps

Cost of Eight-period Day

Staffing Costs (\$4,188,600 - annual cost)

6981 High School Students (Based 3rd Friday count 2014)

Divide by 25 per class = 279.24 additional classes to be staffed if everyone took a class

Divide by 6 to get full time FTE = 46.54 FTE

46.54 FTE multiplied by \$90,000 = \$4,188,600

Approximate Textbook Costs (\$700,000 - one-time cost)

Textbook = \$100

Classroom cost = 25 books multiplied by \$100 = \$2500

\$2500 multiplied by 280 new classes = \$700,000

**\$4.2 million + \$700,000 = \$4.9 million the initial year
and \$4.2 for staffing each year thereafter**



Cost of Seven-period Day

A typical high school student will attend high school for four years and will have the opportunity to take seven credits in a “traditional” day.

- This means a student will have 28 credit opportunities with a “traditional” high school career
- To satisfy the graduation requirement a student must earn 23 credits in specific areas
- This means 23 out of 28 are fixed. This means 82.14% of courses taken by a student are determined by the graduation policy

In the block schedule a student took 32 credits and 26 were fixed. This means 81.25% of the courses taken were determined by the graduation policy

- If you increase the number of graduation credits set by the district the % of classes fixed will increase and student choice will decrease



Increasing Credit Requirement

ACADEMIC CONTENT	CURRENT	PROPOSED	Difference
English	4	4	0
Social studies	3 - 1 U.S. History - 1 World History - ½ U.S. Government & Politics - ½ Behavioral Science	4 -1 U.S. History -1 World History -1 U.S. Government & Politics -1 Behavioral Science	+1
Math	3	4	+1
Science	3	4	+1
Physical Education	1.5	2	+0.5
Health	0.5	0.5	0
Family and Consumer Education	0.5	0.5	0
Electives	7.5	8 (World Language)	+0.5
TOTAL	23	27 (96% fixed) 140	+4

Current vs Increased Requirements

	9th Grade	10th Grade	11th Grade	12th Grade		9th Grade	10th Grade	11th Grade	12th Grade
1	English	English	English	English	1	English	English	English	English
2	Science	Science	Science	<u>Student Choice</u> Graduation requirement	2	Science	Science	Science	Science
3	Social Studies	Social Studies	Social Studies	<u>Student Choice</u> Graduation requirement	3	Social Studies	Social Studies	Social Studies	Social Studies
4	Math	Math	Math	<u>Student Choice</u> Graduation requirement	4	Math	Math	Math	Math
5	P.E./Choice	P.E./Health	P.E./Consumer Ed	<u>Student Choice</u> Graduation requirement	5	P.E./Choice	P.E./Health	P.E./Consumer Ed	WL
6	<u>Student Choice</u> Graduation requirement	<u>Student Choice</u> Graduation requirement	<u>Student Choice</u> Graduation requirement	<u>Student Choice</u> Graduation requirement	6	<u>Student Choice</u> Graduation requirement	<u>Student Choice</u> Graduation requirement	<u>Student Choice</u> Graduation requirement	<u>Student Choice</u> Graduation requirement
7	<u>Student Choice</u> Graduation requirement	<u>Student Choice</u> Graduation requirement	<u>Student Choice</u> Graduation requirement	<u>Student Choice</u> Graduation requirement	7	<u>Student Choice</u> Graduation requirement	<u>Student Choice</u> Graduation requirement	<u>Student Choice</u> Graduation requirement	<u>Student Choice</u> Graduation requirement

Madison Bound

	9th Grade	10th Grade	11th Grade	12th Grade		9th Grade	10th Grade	11th Grade	12th Grade
1	English	English	English	English	1	English	English	English	English
2	Science	Science	Science	Student Choice	2	Science	Science	Science	Science
3	Social Studies	Social Studies	Social Studies	Student Choice	3	Social Studies	Social Studies	Social Studies	Social Studies
4	Math	Math	Math	Math	4	Math	Math	Math	Math
5	P.E./Choice	P.E./Health	P.E./Consumer Ed	Student Choice	5	P.E./Choice	P.E./Health	P.E./Consumer Ed	Student Choice
6	World Language	World Language	World Language	Student Choice	6	World Language	World Language	World Language	Student Choice
7	Choir	Choir	Student Choice	Student Choice	7	Choir	Choir	Student Choice	Student Choice

Parkside Bound

	9th Grade	10th Grade	11th Grade	12th Grade		9th Grade	10th Grade	11th Grade	12th Grade
1	English	English	English	English	1	English	English	English	English
2	Science	Science	Science	Student Choice	2	Science	Science	Science	Science
3	Social Studies	Social Studies	Social Studies	Student Choice	3	Social Studies	Social Studies	Social Studies	Social Studies
4	Math	Math	Math	Student Choice	4	Math	Math	Math	Math
5	P.E./Choice	P.E./Health	P.E./Consumer Ed	Student Choice	5	P.E./Choice	P.E./Health	P.E./Consumer Ed	Student Choice
6	World Language	World Language	Student Choice	Student Choice	6	World Language	World Language	Student Choice	Student Choice
7	Choir	Choir	Student Choice	Student Choice	7	Choir	Choir	Student Choice	Student Choice

Double Fine Arts - Madison Bound

(Requires 3 Summer Physical Education Classes)

		*Requires 2 summer PE courses					*Requires 3 summer PE courses		
	9th Grade	10th Grade	11th Grade	12th Grade		9th Grade	10th Grade	11th Grade	12th Grade
1	English	English	English	English	1	English	English	English	English
2	Science	Science	Science	<u>Student Choice</u>	2	Science	Science	Science	Science
3	Social Studies	Social Studies	Social Studies	<u>Student Choice</u>	3	Social Studies	Social Studies	Social Studies	Social Studies
4	Math	Math	Math	Con Ed/Health	4	Math	Math	Math	Math
5	Band	Band	Band	Band	5	Band	Band	Band	Band
6	World Language	World Language	World Language	<u>P.E./Choice</u>	6	World Language	World Language	World Language	Con Ed/Health
7	Choir	Choir	Choir	Choir	7	Choir	Choir	Choir	Choir

Parkside - Needs Study Hall

	9th Grade	10th Grade	11th Grade	12th Grade		9th Grade	10th Grade	11th Grade	12th Grade
1	English	English	English	English	1	English	English	English	English
2	Science	Science	Science	<u>Student Choice</u>	2	Science	Science	Science	Science
3	Social Studies	Social Studies	Social Studies	<u>Student Choice</u>	3	Social Studies	Social Studies	Social Studies	Social Studies
4	Math	Math	Math	<u>Student Choice</u>	4	Math	Math	Math	Math
5	P.E./Choice	P.E./Health	P.E./Consumer Ed	<u>Student Choice</u>	5	P.E./Choice	P.E./Health	P.E./Consumer Ed	<u>Student Choice</u>
6	World Language	World Language	Fine Arts	Fine Arts	6	World Language	World Language	Fine Arts	Fine Arts
7	Study Hall	Study Hall	Study Hall	Study Hall	7	Study Hall	Study Hall	Study Hall	Study Hall

Minimum vs. Actual

- While the minimum number of credits required to graduate is 23, the actual amount of credits earned by the Class of 2014 exceeds 23 credits
- The average number of credits earned by the 2014 cohort was 26.5 credits
- Therefore, even though Policy 6456 requires 23, KUSD students achieved more than the minimum requirement

Impact of Raising GPA

What impact would raising the GPA for graduation status have on the graduation rate?

Background

Currently need 23 credits, plus one of the following:

- 3 out 5 WKCE subtests at basic or above
- 1.5 GPA or above
- ACT (18+) or SAT (870+)

Impact of Raising GPA

Current Requirement:

1.5 GPA or above

Increased requirement:

1.75 GPA or above

1371 traditional 2014 graduates (non ITED)

62 students would be negatively impacted with increase (1.5 - 1.74 GPA)

4.5% - 2014 graduates negatively impacted

Increasing Credit Opportunities

Eight period day or increased graduation requirements

What classes will be brought back?

- Course offerings for high school students were streamlined during state budget reduction years
- Moving to an eight-period would allow course offerings that were eliminated during budget cuts to return (Cost associated)
- Increasing required credits within the current seven period schedule will reduce student choices
- Course offerings are dependent upon student interest

Comparison Number of Credits to Graduate

District	Number of Credits
Milwaukee	22
Racine	22
Madison	22
Green Bay	22
Kenosha	23

Equivalent SAT/ACT Scores

What are equivalent scores for ACT and SAT results?

ACT Composite 18 = 870 SAT (Math and Reading)

ACT Composite 19 = 910 SAT (Math and Reading)

ACT Composite 20 = 950 SAT (Math and Reading)

Source:

<http://www.act.org/aap/concordance/pdf/reference.pdf>

PE Credits for Athletic Participation

Another request brought forward was the concept of earning Physical Education credit for athletic participation

- This information will be brought forward in a separate presentation
- The Coordinator of Athletics, Physical Education, Health and Recreation, Steve Knecht, is working with PE teachers to analyze the request
- Timeline for presentation is June 2015

Conclusion

If we increase the math requirement, we would reduce the number of Family and Consumer Education (FACE), Business and Career and Technology Education (CTE) courses due to the reduction of student choice (reduction in courses = reduction in FTE for that specific area).

If we increase the science requirement, we would reduce the number of FACE, Business and CTE courses due to the reduction of student choice.

If we increase the social studies requirement, we would reduce the number of FACE, Business and CTE courses due to the reduction of student choice.

If we implement an 8-period day, we will have to add \$4.9 million to the budget this year and \$4.2 million each year thereafter.

Overall, if we increase the required courses, student choices of interest will decrease; and additionally there is an annual cost.

Next Steps: Policy 6456

Review and revise Policy 6456:

- Review new State of Wisconsin recommendation for increased elective requirement
- Review and revise WKCE Reference with policy
- Review and revise programs that impact our procedures
 - example Challenge Academy