



MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

May 12, 2015

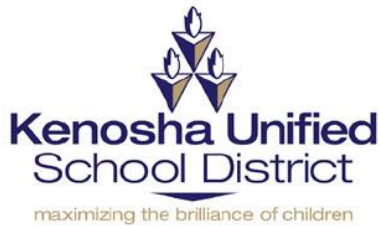
5:30 P.M. Audit/Budget/Finance

5:50 P.M. Joint Audit/Budget/Finance &
Curriculum/Program

6:10 P.M. Curriculum/Program

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

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I. AUDIT/BUDGET/FINANCE - 5:30 P.M.

A. Approval of Minutes - April 14, 2015 Audit/Budget/Finance	4
B. Information Items	
1. Monthly Financial Statements	5
2. Quarterly Summary of Grant Activity	19
C. Future Agenda Items	
D. Adjournment	

II. JOINT AUDIT/BUDGET/FINANCE & CURRICULUM/PROGRAM - 5:50 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING

A. Approval of Minutes - April 14, 2015 Joint Audit/Budget/Finance & Curriculum/Program	20
B. Head Start State Supplemental Grant - 2015-2016 School Year	22
C. Future Agenda Items	
D. Adjournment	

III. CURRICULUM/PROGRAM - 6:10 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING

A. Approval of Minutes - April 14, 2015 Curriculum/Program	26
B. Kenosha eSchool Charter Contract Renewal	28
C. Bullying Ad Hoc Committee Update and Recommendation	50
D. Information Item	
1. Implementation of Next Generation Science Standards : Phase 2	67
E. Future Agenda Items	
F. Adjournment	

NOTE: The May 2015 Planning/Facilities/Equipment and Personnel/Policy Standing Committee meetings have been canceled.

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.

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Wade was called to order at 6:02 P.M. with the following Committee members present: Mr. Flood, Mrs. Marcich, Mr. Kent, Mrs. Dawson, Mr. Holdorf, Mr. Castle, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mr. Bryan, Mr. Aceto, and Mr. Battle were excused. Ms. London was absent.

Approval of Minutes – March 10, 2015 Audit/Budget/Finance

Mr. Flood moved to approve the minutes as presented. Mrs. Marcich seconded the motion. Unanimously approved.

Information Items

Mr. Hamdan presented the Monthly Financial Statements and indicated that a cover page containing notable highlights has been included as requested by the Committee. He noted an expected surplus in salaries and health benefits of approximately \$4 million dollars. He then answered questions from Committee members.

Mr. Hamdan gave the Referendum Outcome Update. He indicated that the referendum passed. Approximately 12,300 votes were received with 7,600 in favor for the referendum. The next steps of the referendum are for the architectural request for proposals (RFPs) to go out and for the sale of bonds.

Future Agenda Items

There were no future agenda items noted.

Mr. Kent moved to adjourn the meeting. Mr. Holdorf seconded the motion. Unanimously approved.

Meeting adjourned at 6:15 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin

May 12, 2015
Audit/Budget/Finance Standing Committee

Monthly Financial Statement Highlights (As of 3/31/2015)

As requested by committee members, the KUSD Finance Department is providing a brief cover report with notable highlights to accompany the standard monthly financial statements.

Revenues:

- General State Aid (Equalization Aid = \$150.7 MM) : Expected 63.8%, Actual 63.9%
- Categorical Aid (\$150/pupil = \$3.3 MM) : Expected 100%, Actual 99.9%
- State High Poverty Aid (\$1.3 MM) : Expected 100%, Actual 100%
- Tax Levy Collections (\$89.3 MM) : Expected 64.3%, Actual 63.9%

Expenditures (includes operating funds 10 and 27 only):

- Salaries
 - District Funded
 - Teachers (Budget \$103,200,000) : Expected 69.4%, Actual 67.5%
 - Administration (Budget \$11,693,000) : Expected 73.1%, Actual 72.7%
 - Grant Funded
 - Teachers (Budget \$3,140,000) : Expected 69.4%, Actual 65.0%
 - Administration (Budget \$412,000) : Expected 73.1%, Actual 73.9%
- Benefits
 - District Funded
 - Health (Budget \$37,970,000): Expected 70.0%, Actual 66.7%
 - Dental (Budget \$2,504,000): Expected 70.0%, Actual 66.7%
 - Grant Funded
 - Health (Budget \$1,622,000): Expected 70.0%, Actual 64.3%
 - Dental (Budget \$103,000: Expected 70.0%, Actual 64.1%

Notable Items:

- Year to date salary costs indicate a potential budget to actual surplus of approximately 2% at year end; the projected value of that saving is \$2,000,000.
- Year to date health insurance costs indicate a potential budget to actual surplus of approximately 6% at year end; the projected value of that savings is \$2,300,000.

Administrative Recommendation

Administration requests that the Audit/Budget/Finance Standing Committee review and accept the attached reports.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Heather Kraeuter
Accounting & Payroll Manager

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

For the Period Ended 3/31/2015

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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	75,084,752	74,483,594		601,158	99.20	77,871,884	77,344,836		527,047	99.32	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	35,383	15,128		20,254	42.76	39,376	15,631		23,745	39.70	17,117
600 State aid	157,603,981	101,416,566		56,187,415	64.35	151,616,796	97,160,430		54,456,366	64.08	151,689,893
700 Federal aid	12,881,356	4,504,011		8,377,345	34.97	10,446,225	6,020,247		4,425,978	57.63	12,856,960
800 Debt proceeds	0	185,463		-185,463		0	2,473		-2,473		101,256
900 Revenue adjustments	420,673	526,889		-106,216	125.25	648,993	725,514		-76,521	111.79	865,260
Total Revenues	246,376,144	181,131,652		65,244,492	73.52	241,899,685	181,269,131		60,630,553	74.94	244,760,164
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	119,528,748	80,985,382		38,543,367	67.75	117,702,061	79,756,614	1,596	37,943,851	67.76	114,354,156
200 Benefits	57,823,476	36,880,048	740	20,942,688	63.78	54,102,041	33,695,343	35,839	20,370,859	62.35	52,967,826
300 Purchased Services	21,628,134	13,298,230	1,298,945	7,030,960	67.49	22,502,234	12,919,813	1,466,069	8,116,352	63.93	21,540,710
400 Supplies	11,042,244	7,793,604	1,262,364	1,986,275	82.01	11,201,330	6,977,414	1,733,535	2,490,382	77.77	10,331,345
500 Capital Outlay	2,236,692	1,397,998	280,291	558,403	75.03	2,143,923	1,515,668	331,807	296,448	86.17	2,379,844
600 Debt Services	326,676	164,160		162,516	50.25	326,676	268,223	17,000	41,453	87.31	307,340
700 Insurance	736,164	535,001	0	201,163	72.67	970,207	617,817		352,391	63.68	653,038
800 Operating Transfers Out	33,065,188	29,919,144		3,146,044	90.49	32,122,752	22,126,562		9,996,190	68.88	32,212,678
900 Other objects	1,207,834	221,327	28,794	957,713	20.71	828,461	192,066	3,119	633,275	23.56	317,072
Total Expenditures	247,595,156	171,194,893	2,871,133	73,529,130	70.30	241,899,685	158,069,519	3,588,965	80,241,201	66.83	235,064,008
Net Revenue/Expenses	-1,219,012	9,936,759				0	23,199,613				9,696,156
Fund Balance - Ending	35,586,620	46,742,390				27,109,475	50,309,088				36,805,631

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

For the Period Ended 3/31/2015

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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	1,179,720		809,766	59.30	1,857,747	1,150,021		707,726	61.90	1,862,632
Total Revenues	1,989,486	1,179,720		809,766	59.30	1,857,747	1,150,021		707,726	61.90	1,862,632
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	1,017,989	738,164		279,825	72.51	908,438	691,143		217,295	76.08	978,180
200 Benefits	784,612	494,094		290,517	62.97	671,766	452,614		219,152	67.38	676,380
300 Purchased Services	137,760	65,336	69,902	2,522	98.17	152,086	68,155	33,002	50,928	66.51	113,828
400 Supplies	39,989	25,880	4,443	9,667	75.83	119,152	57,728	6,585	54,839	53.98	85,968
500 Capital Outlay	9,036	6,308		2,728	69.80	0	0		0		1,971
900 Other objects	100	225		-125	225.00	6,305	1,404	1,901	3,000	52.42	6,305
Total Expenditures	1,989,486	1,330,006	74,345	585,134	70.59	1,857,747	1,271,045	41,489	545,213	70.65	1,862,632
Net Revenue/Expenses	0	-150,287				0	-121,024				0
Fund Balance - Ending	0	-150,287				0	-121,024				0

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

For the Period Ended 3/31/2015

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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	29,419,144		3,146,044	90.34	29,371,547	22,126,562		7,244,985	75.33	29,461,473
200 Local revenues	8,000	5,226		2,774	65.33	10,000	5,528		4,472	55.28	7,868
300 Interdistrict revenues	0	0		0		20,000	0		20,000	0.00	0
500 Intermediate revenues	0	0		0		0	88		-88		202
600 State aid	10,791,667	7,860,324		2,931,343	72.84	10,390,000	8,135,147		2,254,853	78.30	11,218,167
700 Federal aid	8,595,101	1,939,511		6,655,590	22.57	7,862,072	3,039,640		4,822,432	38.66	4,301,145
Total Revenues	51,959,956	39,224,205		12,735,751	75.49	47,653,619	33,306,965		14,346,654	69.89	44,988,855
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	28,736,444	18,869,838		9,866,606	65.67	27,374,180	19,018,016		8,356,164	69.47	26,927,636
200 Benefits	15,963,373	9,813,606		6,149,767	61.48	14,740,868	9,159,244		5,581,624	62.14	14,310,174
300 Purchased Services	4,726,963	2,711,518	376,137	1,639,309	65.32	3,972,383	2,538,508	342,968	1,090,907	72.54	3,286,156
400 Supplies	1,941,438	200,244	110,111	1,631,082	15.99	1,556,850	210,065	88,855	1,257,930	19.20	324,901
500 Capital Outlay	11,739	18,708	3,594	-10,563	189.98	9,338	8,543	0	795	91.49	10,372
900 Other objects	580,000	4,339	0	575,661	0.75	0	59,091		-59,091		129,616
Total Expenditures	51,959,956	31,618,253	489,842	19,851,861	61.79	47,653,619	30,993,466	431,823	16,228,329	65.95	44,988,855
Net Revenue/Expenses	0	7,605,952				0	2,313,499				0
Fund Balance - Ending	0	7,605,952				0	2,313,499				0

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

For the Period Ended 3/31/2015

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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	15,022,250		-1,046	100.01	16,159,147	16,155,622		3,524	99.98	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	1,056,395		-11,689	101.12	1,772,817	1,789,219		-16,402	100.93	1,789,219
Total Revenues	16,565,909	16,578,644		-12,735	100.08	27,299,981	24,561,653		2,738,328	89.97	27,313,521
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	17,617,572	8,086,211		9,531,361	45.90	24,059,106	14,791,993		9,267,113	61.48	24,059,106
800 Operating Transfers Out	0	0		0		926,412	0		926,412	0.00	926,412
Total Expenditures	17,617,572	8,086,211		9,531,361	45.90	24,985,518	14,791,993		10,193,524	59.20	24,985,518
Net Revenue/Expenses	-1,051,664	8,492,433				2,314,464	9,769,660				2,328,003
Fund Balance - Ending	2,227,310	11,771,407				3,265,435	10,720,631				3,278,974

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

For the Period Ended 3/31/2015

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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	22,116	-12,116	221.16		12,000	8,263	3,737	68.86	9,169	
800 Debt proceeds	0	0	0			16,690,000	16,690,000	0	100.00	16,690,000	
900 Revenue adjustments	0	12,000	-12,000			0	0	0		0	
Total Revenues	10,000	34,116	-24,116	341.16		16,702,000	16,698,263	3,737	99.98	16,699,169	
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	12,735,000	5,550,844	963,029	6,221,127	51.15	4,350,000	1,682,960	0	2,667,040	38.69	3,208,908
400 Supplies	0	3,246		-3,246		0	0		0		0
Total Expenditures	12,735,000	5,554,090	963,029	6,217,881	51.17	4,350,000	1,682,960	0	2,667,040	38.69	3,208,908
Net Revenue/Expenses	-12,725,000	-5,519,974				12,352,000	15,015,304				13,490,260
Fund Balance - Ending	765,260	7,970,286				12,352,000	15,015,304				13,490,260

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

For the Period Ended 3/31/2015

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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	1,460,878		1,187,086	55.17	2,647,589	1,785,047		862,542	67.42	2,380,071
600 State aid	140,000	138,075		1,925	98.63	140,000	135,136		4,864	96.53	135,136
700 Federal aid	5,680,538	3,627,114		2,053,424	63.85	5,712,411	3,277,971		2,434,440	57.38	5,782,119
900 Revenue adjustments	0	0		0		0	0		0		2,913
Total Revenues	8,468,502	5,226,067		3,242,435	61.71	8,500,000	5,198,154		3,301,846	61.15	8,300,239
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,132,708	1,486,694		646,014	69.71	1,991,165	1,423,038		568,128	71.47	2,088,049
200 Benefits	795,474	520,537		274,937	65.44	711,949	476,918		235,030	66.99	731,612
300 Purchased Services	268,275	97,639	172,485	-1,848	100.69	268,275	93,855	10,922	163,498	39.06	127,269
400 Supplies	5,047,935	2,834,913	1,903,203	309,819	93.86	5,299,611	2,586,674	1,610,443	1,102,493	79.20	4,096,673
500 Capital Outlay	104,000	717,537	4,180	-617,717	693.96	104,000	5,828	8,668	89,504	13.94	66,735
900 Other objects	120,111	43,115		76,996	35.90	125,000	47,051		77,949	37.64	72,461
Total Expenditures	8,468,502	5,700,434	2,079,867	688,201	91.87	8,500,000	4,633,365	1,630,033	2,236,602	73.69	7,182,799
Net Revenue/Expenses	0	-474,367				0	564,789				1,117,440
Fund Balance - Ending	2,763,872	2,289,506				1,646,432	2,211,221				2,763,872

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

For the Period Ended 3/31/2015

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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	-286,214	26,684	259,531		0	-320,565	55,739	264,826		0
900 Other objects	0	0		0		0	0	532	-532		0
Total Expenditures	0	-286,214	26,684	259,531		0	-320,288	56,271	264,017		0
Net Revenue/Expenses	0	286,214				0	320,288				0
Fund Balance - Ending	0	286,214				0	320,288				0

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

For the Period Ended 3/31/2015

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Fund 70-79 Trust Funds

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	11,692,138	11,692,138				8,792,846	8,792,846				
200 Local revenues	18,000	14,365		3,635	79.81	14,000	13,879		121	99.14	18,723
900 Revenue adjustments	10,025,000	3,399,495		6,625,505	33.91	9,986,000	2,589,339		7,396,661	25.93	11,642,903
Total Revenues	10,043,000	3,413,861		6,629,139	33.99	10,000,000	2,603,218		7,396,782	26.03	11,661,626
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	0	4,588,462	61,360	-4,649,822		0	4,235,079	791,936	-5,027,015		5,068,601
300 Purchased Services	0	14,652		-14,652		0	701		-701		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	4,603,114	61,360	4,835,526	49.10	9,500,000	4,235,780	791,936	4,472,284	52.92	8,761,802
Net Revenue/Expenses	543,000	-1,189,253				500,000	-1,632,562				2,899,824
Fund Balance - Ending	12,235,138	10,502,886				9,292,846	7,160,285				11,692,067

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

For the Period Ended 3/31/2015

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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	409,923		10,077	97.60	428,000	417,664		10,336	97.59	422,465
Total Revenues	420,000	409,923		10,077	97.60	428,000	417,664		10,336	97.59	422,465
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	312,039	205,574		106,466	65.88	306,779	191,937		114,842	62.57	272,632
200 Benefits	151,828	106,480		45,348	70.13	141,231	95,867		45,364	67.88	141,462
300 Purchased Services	45,520	26,954	10,586	7,980	82.47	45,400	24,237	3,940	17,224	62.06	35,661
400 Supplies	23,839	2,479	2,390	18,971	20.42	23,959	4,267	2,846	16,847	29.69	8,690
500 Capital Outlay	7,680	14,396	9,898	-16,614	316.33	7,680	7,680	0	0	100.00	7,680
900 Other objects	4,000	857	0	3,143	21.42	4,000	976		3,024	24.40	2,509
Total Expenditures	544,907	356,739	22,873	165,295	69.67	529,050	324,963	6,786	197,301	62.71	468,634
Net Revenue/Expenses	-124,907	53,184				-101,050	92,701				-46,169
Fund Balance - Ending	61,654	239,745				131,679	325,430				186,560

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

For the Period Ended 3/31/2015

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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	26,978		2,147	92.63	29,125	14,474		14,651	49.70	22,652
Total Revenues	29,125	26,978		2,147	92.63	29,125	14,474		14,651	49.70	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	6,942		3,058	69.42	12,404
200 Benefits	0	477		-477		0	835		-835		1,486
300 Purchased Services	10,000	7,735		2,265	77.35	10,000	4,763		5,237	47.63	7,153
400 Supplies	380	2,000	0	-1,619	525.88	380	667		-287	175.42	667
Total Expenditures	20,380	18,805	0	1,575	92.27	20,380	13,207		7,173	64.80	21,711
Net Revenue/Expenses	8,745	8,173				8,745	1,267				942
Fund Balance - Ending	13,804	13,232				12,862	5,384				5,059

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

For the Period Ended 3/31/2015

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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	237,327	153,508		83,819	64.68	231,013	150,178		80,835	65.01	221,863
200 Benefits	68,269	44,516		23,753	65.21	65,819	38,445		27,374	58.41	62,247
300 Purchased Services	283,726	144,231	129,081	10,414	96.33	293,278	131,007	156,443	5,828	98.01	292,609
400 Supplies	38,137	16,760	17,486	3,891	89.80	34,252	17,635	6,211	10,407	69.62	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	359,015	146,567	518,810	49.35	1,021,295	337,265	162,654	521,377	48.95	610,578
Net Revenue/Expenses	105,608	770,985				108,705	792,765				519,452
Fund Balance - Ending	1,874,549	2,539,926				1,358,194	2,042,254				1,768,941

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

For the Period Ended 3/31/2015

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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	5,699	-5,699		6,215	
500 Intermediate revenues	0	350	-350			0	2,154	-2,154		3,160	
Total Revenues	0	350	-350			0	7,853	-7,853		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	7,853				-5,879
Fund Balance - Ending	56,065	72,814				61,944	86,197				72,465

Kenosha Unified School District No 1
Budget to Actual Comparison Report
2014 - 2015 District Summary Budget
For the Period Ended 3/31/2015

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All Funds

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	70,063,901	70,063,901				40,064,404	40,064,404				
100 Operating Transfers In	33,065,188	29,919,144		3,146,044	90.49	33,049,164	22,126,562		10,922,602	66.95	33,139,089
200 Local revenues	94,369,044	92,575,331		1,793,713	98.10	98,301,744	96,881,013		1,420,731	98.55	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	35,383	15,478		19,905	43.74	39,376	17,873		21,503	45.39	20,480
600 State aid	168,535,648	109,414,965		59,120,683	64.92	162,146,796	105,430,713		56,716,083	65.02	163,043,195
700 Federal aid	29,146,481	11,250,356		17,896,125	38.60	25,878,455	13,487,880		12,390,575	52.12	24,802,856
800 Debt proceeds	0	185,463		-185,463		23,306,812	23,309,285		-2,473	100.01	23,408,067
900 Revenue adjustments	11,490,379	4,994,779		6,495,599	43.47	12,407,810	5,104,103		7,303,707	41.14	14,300,325
Total Revenues	336,992,122	248,355,516		88,636,606	73.70	355,500,157	266,357,428		89,142,729	74.92	357,170,728

----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	151,975,255	102,447,752		49,527,504	67.41	148,523,636	101,237,928	1,596	47,284,112	68.16	144,854,920
200 Benefits	75,587,031	52,448,220	62,100	23,076,711	69.47	70,433,674	48,154,560	827,775	21,451,339	69.54	73,959,789
300 Purchased Services	39,851,779	21,917,138	3,020,165	14,914,477	62.58	31,610,055	17,463,998	2,013,345	12,132,713	61.62	28,628,249
400 Supplies	18,133,962	10,592,912	3,326,680	4,214,370	76.76	18,235,535	9,533,885	3,504,214	5,197,436	71.50	14,882,103
500 Capital Outlay	2,766,079	2,154,946	297,963	313,170	88.68	2,661,873	1,537,719	340,474	783,679	70.56	2,466,601
600 Debt Services	17,944,248	8,250,371		9,693,877	45.98	24,385,782	15,060,216	17,000	9,308,566	61.83	24,366,446
700 Insurance	736,164	535,001	0	201,163	72.67	970,207	617,817		352,391	63.68	653,038
800 Operating Transfers Out	33,065,188	29,919,144		3,146,044	90.49	33,049,164	22,126,562		10,922,602	66.95	33,139,089
900 Other objects	11,412,045	269,863	28,794	11,113,388	2.62	10,463,766	300,588	5,553	10,157,626	2.93	4,220,463
Total Expenditures	351,471,751	228,535,346	6,735,701	116,200,704	66.94	340,333,693	216,033,274	6,709,957	117,590,463	65.45	327,170,699
Net Revenue/Expenses	-14,479,629	19,820,170				15,166,464	50,324,154				30,000,029
Fund Balance - Ending	55,584,272	89,884,071				55,230,867	90,388,558				70,063,829

Kenosha Unified School District
Summary of Grant Activity
As of March 31, 2015

PROJECT NUMBER		2013-2014		2014-2015		FY 2014 - FY 2015
		BUDGET	ACTUAL	BUDGET *	ACTUAL AS OF 03/31/2015	CHANGE IN BUDGET
154	ACADEMIC PARENT TEACHER-TEAMS PILOT SCHOOLS			\$20,000	\$0	\$20,000
623	21ST CENTURY LEARNING CENTER	\$450,000	\$395,258	\$499,526	\$208,360	\$49,526
430	CARL PERKINS	\$232,631	\$232,396	\$226,145	\$187,653	(\$6,486)
141	ESEA TITLE I-A	\$6,731,450	\$5,926,269	\$6,727,468	\$3,811,127	(\$3,982)
145	ESEA TITLE I-A FOCUS SCHOOLS	\$84,000	\$83,374	\$84,000	\$48,524	\$0
140	ESEA TITLE I-D NEGLECTED/DELINQUENT	\$64,205	\$64,205	\$53,127	\$35,788	(\$11,078)
604	ESEA TITLE II-A TEACHER & PRINCIPAL TRAINING	\$1,031,972	\$793,876	\$1,117,742	\$571,243	\$85,770
391	ESEA TITLE III-A ENGLISH LANGUAGE ACQUISITION	\$301,506	\$247,459	\$338,632	\$196,149	\$37,126
601/611	HEAD START - FEDERAL PROGRAM	\$1,924,997	\$1,924,997	\$2,056,333	\$1,330,006	\$131,336
335	HOMELESS CHILDREN	\$45,000	\$44,530	\$50,000	\$30,957	\$5,000
345	IDEA EARLY INTERVENTION SERVICES	\$657,290	\$420,960	\$688,921	\$294,140	\$31,631
341	IDEA FLOWTHROUGH	\$5,790,043	\$2,759,516	\$7,008,968	\$2,113,450	\$1,218,925
347	IDEA PRESCHOOL ENTITLEMENT	\$278,967	\$132,110	\$308,630	\$85,660	\$29,663
592	SAFE AND SUPPORTIVE SCHOOLS	\$468,983	\$360,532	\$108,451	\$72,542	(\$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	\$149,617	(\$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	\$19,489,382	\$9,143,654	\$1,203,274
395	AODA	\$25,000	\$24,437	\$25,000	\$17,549	\$0
399	HEAD START - WISCONSIN STATE PROGRAM	\$340,725	\$340,725	\$335,954	\$148,828	(\$4,771)
583	EDUCATOR EFFECTIVENESS	\$118,320	\$123,708	\$130,400	\$130,741	\$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	\$303,385	\$5,192
750	DONATIONS AND EFK GRANTS	\$149,921	\$80,659	\$165,262	\$52,127	\$15,341
751	MINI-GRANTS	\$250,771	\$204,755	\$353,530	\$105,277	\$102,759
	TOTAL DONATIONS / MINI-GRANTS	\$400,692	\$285,413	\$518,792	\$157,404	\$118,100
	GRAND TOTAL FEDERAL AND STATE FUNDED GRANTS	\$18,792,653	\$14,100,777	\$20,001,119	\$9,447,039	\$1,208,466

* 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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A joint meeting of the Kenosha Unified Audit/Budget/Finance and Curriculum/Program Committees chaired by Mr. Wade was called to order at 6:17 P.M. with the following Committee members present: Mr. Flood, Mrs. Marcich, Mr. Kent, Mrs. Dawson, Mr. Holdorf, Mr. Castle, Mrs. Snyder, Ms. Stevens, Mrs. Daghfal, Mrs. Karabetsos, Mrs. Kenefick, Mrs. Santoro, Mrs. Renish-Ratelis, Mrs. Wickersheim, Mr. Wojciechowicz, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mr. Bryan, Mr. Aceto, and Mr. Battle were excused. Ms. London and Mr. Belotti were absent.

Approval of Minutes – March 10, 2015 Joint Audit/Budget/Finance & Curriculum Program

Mrs. Renish-Ratelis indicated that she was present at last month's meeting and requested that the minutes be changed to reflect her being present instead of absent.

Ms. Stevens moved to approve the minutes with the change of Mrs. Renish-Ratelis being noted as present instead of absent. Mr. Flood seconded the motion. Unanimously approved.

Request to Submit the Academic Parent-Teacher Team Pilot School Grant for the 2014-2015 and 2015-2016 School Years at Frank Elementary School

Dr. Floyd Williams, Assistant Superintendent of Elementary School Leadership, and Mrs. Heather Connolly, Principal at Frank Elementary School, presented Request to Submit the Academic Parent-Teacher Team (APTT) Pilot School Grant for the 2014-2015 and 2015-2016 School Years at Frank Elementary School. They explained that APTT is an intentional and systematic means of increasing student academic achievement by improving the quality and quantity of parent-teacher communication and interaction. Teachers coach parents to become engaged, knowledgeable members of the academic team in three classroom APTT meetings and one in-depth individual conference each year. The APTT objectives include improving student achievement by increasing the quality and quantity of parent-teacher communication and interaction and establishing high expectations between teachers and families to optimize student learning. They indicated that approval is requested to submit and implement the APTT Grant Application, and to adjust parent teacher conference days and times to meet the grant requirements for the 2014-15 and 2015-16 school years. Prekindergarten, kindergarten, and first grade classroom teachers will participate in the APTT pilot program in spring 2015 followed by program implementation in fall 2015. Additional grade levels and/or classrooms may be added. Grant funding will support planning and project implementation.

Ms. Stevens moved to forward the Request to Submit the Academic Parent-Teacher Team (APTT) Pilot School Grant for the 2014-2015 and 2015-2016 School Years at Frank Elementary School to the full Board for approval. Mr. Flood seconded the motion. Unanimously approved.

Future Agenda Items

No future agenda items were noted.

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

Meeting adjourned at 6:36 P.M.

Stacy Schroeder Busby
School Board Secretary

**Kenosha Unified School District
Kenosha, Wisconsin**

May 12, 2015

Joint Audit/Budget/Finance and Curriculum/Program Standing Committees

Head Start State Supplemental Grant – 2015-2016 School Year

Approval from the Board of Education is requested to submit and implement the Head Start State Supplemental Grant for the 2015-2016 school year. The funding for this grant is \$335,954. It is designed to supplement the operating costs of the Kenosha Unified School District Head Start Child Development Program.

Grant Title

Head Start State Supplemental Grant

Funding Source

State of Wisconsin
Department of Public Instruction

Grant Time Period

July 1, 2015 to June 30, 2016

Purpose

The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social services, and parent involvement for low-income preschool children and their families. This grant will service 59 high-risk children that will be three or four years of age on or before September 1, 2015. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

Number of Students Served

59 Eligible Head Start Students

Relationship to District Goals

The Head Start approach to school readiness ensures that families have the resources and knowledge to support the development of their child, that children are healthy enough to learn, and that quality instruction is being provided to these children.

Readiness goals are defined as the expectations at children's developmental levels and progress across domains of language, literacy, cognition/general knowledge, approaches to learning, physical health, well-being, motor and social/emotional development. Success in these areas will support each child's readiness for kindergarten.

Fiscal Impact

See attached Fiscal Impact statement.

Program Services

Funding received through the Head Start State Supplement Grant remained flat for the 2015-16 school year, sustaining the funding reduction that occurred for the 2014-15 school year. The number of Head Start children served will remain at 59 children. This state grant will cover the cost for:

- 2 teachers
- 2 educational assistants
- 1 family service provider
- Meals and snacks for state funded Head Start children
- Software (Teaching Strategies GOLD™) that is used to assess the children's progress
- Bus monitors for busses that transport Head Start children (required by Head Start Performance Standards).

Evaluation Plan

- The Head Start program meets a community need for the services that it provides. This is evident through the maintenance of a Head Start waiting list of families that qualify for the program.
- Student achievement in the eight outcome areas required by Head Start for each individual child and the growth of the child will be reported to parents/guardians three times during the school year.
- Semi-annual Program Report to the Policy Council and School Board.
- Semi-annual Program Plan Report to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) to the Policy Council and School Board.

Staff Persons Involved in Preparation of the Grant Application:

Belinda Grantham, Director of Early Education

Lisa KC, Assistant Director Head Start

Danel Franks, Policy Council President

Lynda Dower, Family & Community Coordinator

Samantha McGovern, Education and Disabilities Coordinator

Elizabeth Rebollar, Health Coordinator

Administrative Recommendation

Administration recommends that the Audit/Budget/Finance and Curriculum/Program Standing Committees forward the 2015-2016 Head Start State Supplemental Grant to the school board for approval to submit and implement.

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

Fiscal, Facilities and Personnel Impact Statement

Title: Head Start State Supplemental Grant

Budget Year: 2015-16

Department: Early Education

Budget Manager: Belinda Grantham

REQUEST

Approval from the Board of Education is requested to submit and implement the Head Start State Supplemental Grant for the 2015-2016 school year. The funding for this grant is \$335,954. It is designed to supplement the operating costs for the Kenosha Unified School District Head Start Program

RATIONALE/ INSTRUCTIONAL FOCUS

This grant serves the social/emotional, academic, and health needs of low-income three and four year old children and their families. Children who qualify must reside within the boundaries of Kenosha Unified School District. The Head Start approach provides the foundation for implementing systemic and integrated comprehensive child development services and family engagement efforts that lead to school readiness for young children and families. This supports stronger attendance rates, academic performance, and higher graduation rates in later years.

IMPACT

This supplemental grant will provide:

- Funding for staffing (teachers and educational support personnel) to serve 59 children within the requirement of the Head Start Performance Standards and Head Start Act.
- Funding for Head Start support staff (Family Service Providers) for families of Head Start children.
- Funding for breakfast, lunch, and snacks for Head Start children.
- Funding for bus monitors.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$157,724.00
200's	Fringes	\$154,593.00
300's	Purchased Services	\$17,837.00
400's	Non-Capital Objects	\$5,800.00
500's	Capital Objects	\$0.00
		\$0.00

	TOTAL	\$335,954.00
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This is a ☐ one-time or a ☒ recurring expenditure

FUNDING SOURCES
Select Funding Sources:
Head Start State Supplemental Grant

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Snyder was called to order at 6:40 P.M. with the following Committee members present: Ms. Stevens, Mr. Wade, Mrs. Daghfal, Mrs. Karabetsos, Mrs. Kenefick, Mrs. Santoro, Mrs. Renish-Ratelis, Mrs. Wickersheim, Mr. Wojciechowiez, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mr. Belotti was absent.

Approval of Minutes – March 10, 2015 Joint Personnel/Policy & Curriculum/Program and March 10, 2015 Curriculum/Program

Mr. Wade moved to approve the minutes as presented. Ms. Stevens seconded the motion. Unanimously approved.

Middle School Early Release

Dr. Bethany Ormseth, Assistant Superintendent of Secondary School Leadership, presented the Middle School Early Release report. She noted that the early release opportunity is currently in place for both the elementary and high school levels and Administration is recommending an early release schedule at the middle school level. She explained that in recent years, there has been an increased expectation on the use of data within our schools. Schools are given an annual report card that is data driven, the new educator evaluation system is weighted heavily on data use, and scheduling of interventions for students is data based. Interventions can be very costly and with resources limited, it is imperative schools identify students in need of extra help correctly and data drives these decisions. If the early release is approved, the time would be dedicated to the Professional Learning Structure, data analysis, work on the curriculum audit, and work on the Educator Effectiveness initiative. The ability to vertically plan will allow teachers the opportunity to create data driven enrichment activities and support staff will also have the ability to collaborate on goal setting during this time. A recent survey, which targeted both Kenosha Unified staff and included a public link for feedback on the 2015-2016 calendar, included a specific question about middle school early release. The results show that all KUSD staff selected completely or somewhat agree 72.5% and KUSD middle school staff selected completely or somewhat agree 81.1% to the early release. The public link also showed support of the early release with 82.5% selecting completely or somewhat agree. Dr. Ormseth answered questions from Committee members.

Mrs. Kenefick moved to forward the Middle School Early Release report to the full Board for approval. Mrs. Daghfal seconded the motion. Unanimously approved.

Middle School Supply List

Dr. Ormseth presented the Middle School Supply List. She indicated that middle school principals gathered input from middle school teaching staff to create the updated list. A summary of the recommended changes were categorized under “optional, items no longer needed, or items added” and contained in the agenda. Dr. Ormseth answered questions from Committee members.

Ms. Stevens moved to forward the Middle School Supply List for approval. Mrs. Santoro seconded the motion. Unanimously approved.

Information Items

Mrs. Julie Housaman, Assistant Superintendent of Teaching and Learning, presented the Secondary Math Update. She indicated that on May 27, 2014, Big Ideas Math was adopted as the primary instructional resources for middle school mathematics courses and high school Algebra 1, Geometry, and Algebra 2. Throughout the summer months, teacher teams worked nearly 1,500 hours to develop curriculum documents for each course supported by new Big Ideas resources. In an effort to support the implementation in the middle and high school classrooms, several professional learning opportunities were provided for teachers from June, 2014 through March, 2015. To gather feedback from teachers, an electronic survey was distributed to all middle and high school mathematics teachers. In general, teachers who participated in the resource review process and summer curriculum writing reported feeling more comfortable with accessing the resources and curriculum documents and that they had changed their instructional practices. Two common concerns were related to the suggested pacing of the curriculum and supporting students with skill gaps. These concerns will be addressed in revisions to the curriculum during summer 2015. Teachers also expressed a need to continue professional development in several areas. The three recommendations provided in the 2014 Curriculum Audit are the focus for next steps and continue to provide guidance. Mrs. Housaman answered questions from Committee members.

Future Agenda Items

Mrs. Daghfal requested a Standards Based Grading Update.

Mrs. Housaman indicated that a Science Curriculum Update, the eSchool Charter, and a Bullying Update would come forward to the Committee

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

Meeting adjourned at 7:24 P.M.

Stacy Schroeder Busby
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

May 12, 2015
Curriculum/Program Standing Committee

Kenosha eSchool Charter Contract Renewal

On July 1, 2006, the Board of Education first approved the request for charter school approval for the Kenosha eSchool, initially for a five (5) year period. Another renewal for three (3) years was granted on August 24, 2010. The charter was also updated and approved for another three (3) year period on September 27, 2011, mainly due to the expansion to grades 6-8.

On May 22, 2012, the Kenosha eSchool Charter was brought to the Board and a three (3) year extension agreement was approved. The May 22, 2012, approval was supported for various reasons. The KUSD transformational design goal (#1) addressed expansion of online learning opportunities for all students. Due to the growing need and interest of online learning at all grade levels, the eSchool requested to expand and offer an elementary online option, which resulted in the expansion of the Kenosha eSchool to include grades K-5. The District also needed to provide necessary educational options for secondary school students during the second year of dramatic budget cuts. In addition, the KUSD school board had requested that all of the existing charter schools would align their charter contract language to a communal layout, presentation, and understanding. At the same time, the Wisconsin Department of Public Instruction utilized the Charter School Contract Reviewer Benchmarks instrument, and identified key areas that needed to be present in a charter school contract. Some of the changes were the result of the reviewers' suggestions and recommendations.

The most recent charter renewal has identified needed changes in the following areas.

1. Replacement of individual names with the position titles.
2. Updating names of organizations and groups that have changed or been eliminated.
3. Updating practices and procedures that reflect the current operation of the school.
4. Allows the authorizing body (the Kenosha Unified School Board) flexibility to address funding of the school on an annual basis.
5. Reflect changes in state law.

RECOMMENDATION

The Kenosha eSchool Governance Board and Staff request that the Curriculum/Program Standing Committee forward the proposed three (3) year contract for the Kenosha eSchool to the school board for consideration.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Bethany Ormseth
Assistant Superintendent of Secondary School Leadership

Dr. Floyd Williams
Assistant Superintendent of Elementary School Leadership

Mr. Daniel Tenuta
Principal, Kenosha eSchool

Kenosha Unified School District No. 1
Kenosha, Wisconsin

Kenosha eSchool Charter Contract

This agreement is made as of the **26th day of May 2015** between the Board of Education for the Kenosha Unified School District No. 1 (“Board”) and the Kenosha eSchool.

Terms of the Contract

The term of this contract will be for a period of three (3) years commencing on the **26th day of May 2015**, with a revised agreement for a successive three (3)-year period.

It is understood and agreed that the Kenosha eSchool will follow all of the established District Policies and Procedures, unless stipulated differently in other provisions in this contract or provided by law.

Administrative

Sponsors. The sponsors will be ~~Mr. Kris Keekler, Mr. Dan Tenuta, and Ms. Karen Davis~~ **Daniel Tenuta**, Kenosha eSchool Principal, the Assistant Superintendent of Secondary School Leadership, and Assistant Superintendent of Elementary School Leadership.

Person(s) in Charge.

Person(s) in Charge. The person responsible for administrative leadership of the Kenosha eSchool will be ~~Mr. Kristopher Keekler~~ **Daniel Tenuta**, the Kenosha eSchool Principal/Director. He will serve as full-time Principal/Director of the school. ~~Mr. Keekler~~ **Daniel Tenuta, the Kenosha eSchool Principal/Director** will work closely with the Governance Board to ensure that the educational goals of the Kenosha eSchool are carried out. He will be responsible to the Board of Education for meeting the terms of the contract, financial accountability, serving as an instructional leader, overseeing instruction and staff development, managing the building, hiring of all personnel, and handling student discipline. ~~Mr. Keekler~~ **Daniel Tenuta, the Kenosha eSchool Principal/Director** will also be responsible for overseeing secretarial/clerical procedures such as attendance and health records. He will also oversee the administration of assessment and evaluation of programs and all staff. If the Principal/ Director should leave his position, central office personnel in consultation with the Kenosha eSchool Governance Board will choose a replacement. Any administrative appointments will be approved by the KUSD Board of Education based on the recommendation of a replacement from the KUSD superintendent.

Advisory/Governance Board. The Kenosha eSchool Governance Board will be accountable to the District Board of Education in seeing that the District policies, rules, and academic standards are adhered to and maintained. The Governance Board will be

independent as it relates to policies, procedures, rules, and programming not required by Board of Education policies, rules, and/or directives. The Governance Board and Board of Education **will may** jointly meet periodically to discuss student achievement, student activities, parental involvement, reporting, and autonomy issues. The Governance Board will have participation relative to the eSchool Policy, budget development, staffing, and program evaluation.

The Kenosha School Board will be the chartering agent, thus the eSchool will be considered an instrumentality charter. State exemptions for charter schools which Kenosha eSchool will take advantage of are as follows: flexible school day, flexible calendar, or inclement weather days, student created personal schedule, the definition of habitual truancy, teacher workload description, maximum age of student, and disciplinary process for removal. No Charter policies or procedures will be in conflict with existing School Board policies and rules, unless stipulated in this contract, or State and Federal laws and regulations. Where any of the above are silent the eSchool's Governance Boards policies, rules, and regulations will prevail.

The Kenosha eSchool will be an instrumentality charter that assumes authorization by the Kenosha Unified School District Board of Education and all personnel involved in the Kenosha eSchool will be employees of the Kenosha Unified School District. Kenosha Unified School District as well as Kenosha eSchool are not connected or affiliated with any religious denomination or organization and thus our practices, programs, admission policies, employment practices, and all other operations and practices are not directed or influenced by any religious denomination or organization.

The following KUSD policies are waived for the Kenosha eSchool. Kenosha Unified School District policy 5310-Student Attendance is waived as it relates to a student's physical presence in a KUSD building at prescribed times of the day. KUSD policy 4280-Employee Attendance and Punctuality is waived as it relates to a teacher's daily attendance for instructional purposes. The waiver does not apply to attendance at an IEP, Intervention/Accommodation Plans, 504, District professional development, curriculum, and/or staff meetings. KUSD policy 4351- Staff Work Schedule is waived and modified to the extent that regular work hours are limited by specific time of the day. ~~All KUSD policies must be in agreement with the collective bargaining agreement of the Kenosha Education Association.~~

The Governance Board may request of the KUSD Board a variance from or absolution from additional Board policies. The discretionary operational budget of the eSchool will be administered by the eSchool Principal/ Director and the Governance Board.

Nonsectarian. The Kenosha eSchool is nonsectarian in its programs, admissions policies, employment practices, and all other operations. The Kenosha eSchool faculty, staff, equipment, supplies, curriculum, and teaching content shall be free of all religious or other sectarian symbols or influences.

Educational Program

The Kenosha eSchool will use new and emerging technologies that expand the boundaries of ~~space~~ **location** and time to provide high quality standards-driven curriculum. The staff, in collaboration with parents and guardians, will endeavor to empower all students to develop their potential to the fullest, while taking ownership of their individual academic progress. Kenosha eSchool will create a learning environment that is able to accommodate students' varying physical locations. The eSchool allows parents/guardians one more option to consider when determining their child's individual educational needs.

Grades. The eSchool will service Kenosha Unified students in grades K-12, with options for full time (grades K-12) and part time enrollment (**grades 6-12 only**), as identified by their individual interest and need. Elementary (grade K-5) students are expected to be enrolled as full time eSchool students. **Multiple school or part time enrollments for grades K-5 students will not be a standard practice. Exceptions to the part time elementary enrollment restrictions will be on a case-by-case basis, with special consideration for student with IEPs, DEPs, or 504s.**

Mission. The Kenosha eSchool, in partnership with ~~the Wisconsin eSchool Network, Inc.~~ **the Wisconsin Digital Learning Collaborative**, exists to utilize new and emerging technologies providing students' access to high-quality standards-driven curriculum in an environment that is self-paced and accommodating to students' varying physical locations and individualized plans.

Curriculum. In order to provide high-quality, standards-driven, proven curriculum, courses will be provided through shared resources with other online school providers or organizations that have developed and aligned these courses. Kenosha eSchool will be doing this in conjunction with the ~~Wisconsin eSchool Network, Inc.~~ **Wisconsin Digital Learning Collaborative**, by using its research and present course list to provide the best online product for our students. Courses will only be considered that have the ability to be modified to comply with the existing KUSD curriculum, KUSD standards and benchmarks, and allow for local teacher flexibility in the course delivery. Courses must also be ADA (American Disability Act) and SCORM (Shareable Content Object Reference Model) compliant. As the skill level and experience of online teachers develops, additionally locally developed courses may become available. Using the adoption process for new courses, and for major updates of existing courses, the eSchool curriculum will be reviewed as outlined by KUSD Policy 6800, Course Adoption. Online curriculum reviews would also include the following: obtaining test accounts for instructional review, comparison of existing district standards, and consultation with the district content ~~consultants~~ **coordinators**.

Students will be expected to have a home computer and Internet access. Students may also use community computer facilities (i.e. local libraries). District support would not be available for hardware and software on their personal computer. Students will be liable for any improper use of the Internet and/or email. If using district Internet access, the

email and Internet will be tracked. Any improper use will result in loss of use of district equipment and services and possible dismissal from the eSchool program.

The curriculum is designed to address the educational goals as described in Wisconsin Statutes 118.01(2). The curriculum course requirements and instructional programs will be consistent with the previously mentioned goals. Administrators, teachers, parent/guardians, and mentors share responsibilities for students meeting the goals and expectations as described in 118.01(2).

Community Need. The Kenosha community, through work on the Board approved Strategic Plan, has determined that there is a need for choice schools in the district. Kenosha eSchool provides seats in numerous online courses. ~~These courses do not have a need for physical classroom space since~~ Students can access their courses from anywhere there is Internet access. Some students could utilize computers on campus or other public locations.

The Kenosha eSchool offers students in the district additional choices to take ownership of their education and schedule. For a significant number of students the traditional curriculum, calendar, and school day do not meet their needs. For some students, various obstacles may interfere with the normal progression of educational experiences. For others, the eSchool can provide unique opportunities to enrich or expand their educational experiences.

Any students involved in the eSchool would benefit from the individualization and flexibility that can exist in an online school environment. Although it is expected that a majority of the students would complete courses within a traditional course time frame, the eSchool makes it possible to compress or expand the time to best meet their educationally defined needs.

The eSchool has established a minimum time frame for any accredited course. No credit will be awarded for any student enrolled in a course for less than 15 school days. This has been established to validate the understanding and progression of the student in the course, as well as to address NCAA endorsement of online courses. Online schedules may be modified to best fit the particular need of a student.

Methods of Attaining Educational Goals.

Instructional Framework. Students, parents/guardians, or mentor/coaches will have access to their student's electronic grade book 24 hours a day, 7 days a week. Other individual testing and assessments will be available on an as needed basis. Some of the assessments included in the Kenosha eSchool will be: auto-graded quizzes, threaded discussions, worksheets, research papers, oral exams, presentations, letters, or brochures created as part of a project. A proctor will administer all course finals and a passing grade on the final exam must be achieved to receive credit for the course.

An Online Perceiver Instrument will be used to review the components of quality online schools and programs. Information will be gathered from the Governance Board, students, mentor/coach/parent, and online teachers to identify the strengths and effectiveness of the school and assist in future planning and goals.

School Day Structure. There is the potential for enrolling full time in Kenosha eSchool. Schedules for students enrolled part time and students enrolled full time will be different. Whether **high school** students are enrolled full or part time, they may take a maximum of 4 courses at once, unless approval is granted through mitigating circumstances, such as credit deficiency. The continuous enrollment gives students numerous options for a flexible schedule. **Middle school students that are enrolled full or part time may take a maximum of 6 courses at once, unless approval is granted through mitigating circumstances.**

The flexibility of online learning allows students and their family the opportunity to determine what type of schedule is most feasible in their particular situation. Although the time and place where students work may be very different, their coursework and expectations will have significant structure. Students with extenuating circumstances might need to have an extension beyond the traditional time frame in order to complete their work. Online students have a great deal of flexibility in this fashion. Students would access their assignments on-line, communicating regularly with the teacher for clarification, explanation, or revisions in their work. Students would be able to work on their assignments at any time that is convenient for them. For example:

- Teen parents might do their coursework while their child or children are napping or in bed for the night.
- Self-supporting students might work full-time and do their coursework in the evening or on weekends.
- Voluntarily withdrawn or homebound students might work 6 hours one day and 3 hours the next.
- Students in a treatment program, or who are incarcerated, may be told when they will be working on their assignments.
- Other students might work on their course(s) at the same time every day from the LMC or another location in their local building where they might be multi-school enrolled.
- Students who are not effective at 7:30 a.m. might take one online course and begin school at 9:15 a.m.

Instructional Practice. **Online research based/innovative instructional and grading practices will be used by all instructional staff.** The students will communicate with their teacher in several ways, though mostly electronically. The most typical method would be through emails. Some projects may have 3-dimensional components. Students can take pictures and send them electronically. Simple questions or clarifications on assignments would most often occur using this method. However, secondary forms of communication are used: ~~chat rooms~~ web conferencing, white boards, telephones, and

face-to-face contact. Online instructional guidelines and standards as identified by iNACOL will be promoted.

Teachers would post office hours each week, at which time they would be available to students via a discussion group where several students could participate in a discussion or tutoring session synchronously. This option includes a white board that would be visible to all in the discussion group at that time. Teachers can call on individual students to solve a math problem or demonstrate an idea using a mapping or graphing technique. The teachers would be able to make changes or suggestions as the students are working on the white board and at the end of the session the students could print out all of the notes that would have been created on the white board during that session. Several students might work on a group project in this manner. Course discussions could also occur asynchronously. The teachers might start a discussion stream and students would be expected to participate over a week or two and be graded on the quality of their responses. Assignments might be submitted directly online, as email attachments, via the postal service, or some projects might actually be hand delivered to the eSchool office. Students would be expected to demonstrate regular progress with their work.

Student/teacher contacts would be expected at a minimum of 2-3 times per week. Contacts include feedback on assignments, responding to questions, clarifying assignments, or other grade reports. These contacts would typically be in the form of emails or phone calls. Minimally, twice each month, the students, as well as the designated adult (parent/mentor/coach) for the students would receive a written report of the students' progress as compared to the benchmarks showing whether or not their progress was on track to meet their course completion goals. If the teacher has not been able to contact students or see any signs of progress in their work, the designated adult would be contacted. This adult would also have online access to an individual student's current grade and progress. Students may forfeit their online opportunities if regular progress does not occur and they are not communicating any special needs to the teacher.

Special Education. The Kenosha eSchool will do everything within its power to recruit and maintain a student demographic that is similar to other schools within the community. All ADA requirements will be met. Successful online students have specific characteristics defining how they operate. These skills are: time management, organization, ownership for learning, self-advocacy, problem solving, computer literacy, read and follow detailed directions, and have effective writing skills. The students in conjunction with their instructor and mentor/coach must work on any weakness in these skills. Since students will have an Individual Learning Plan based on their needs and goals, the learning team can determine whatever accommodations are needed for individual students, and the planning can occur to best provide for those needs.

Students with special needs are also eligible for Kenosha eSchool. They must have an updated IEP (Individualized Education Program) for full time enrollment. A special face-to-face meeting with the course instructor, special education teacher, student, and mentor/coach will occur to determine if the eSchool is the student's LRE (Least Restrictive Environment). The eSchool has found online learning to be successful for

students with special needs. The following is a list of accommodations for students with special needs.

As defined by an IEP/ 504, some accommodations may include:

- Extended time on lessons and tests
- Flexibility in start and end dates
- Prepared notes and reviews of lessons
- Non-threatening means of communication with the instructor
- Clear rubrics for assessments
- Regular communication with parents on course progress
- Opportunity to revise and resubmit assignments
- No lost assignments

School Calendar. The Kenosha eSchool will generally follow the Kenosha Unified School District calendar. However, some flexibility in scheduling the school day may be necessary to accomplish the mission of the school. The eSchool will provide educational services to its pupils for at least 150 school days each year per state requirements.

Electives. The eSchool will offer a selection of elective options based on availability of curriculum and instructional staff. Examples could include Art, World Languages, and Business courses.

Honors Programming/ AP Courses. “Weighted” honors credits will be offered at the Kenosha eSchool. However, these courses will be limited to courses that fall within the areas of Math, Science, English, Social Studies, **and World Languages**. Elective area courses, outside of these academic areas, will not be offered at the honors level. AP courses will also be offered ~~to juniors and seniors~~ at the Kenosha eSchool in areas where certified staff and enough interested students are available. Similar to other district high school students, eSchool students will be allowed to travel to another school to take an AP course that is not offered at the eSchool.

Methods of Measuring Student Progress

Student Evaluations. The Kenosha eSchool assessment and graduation process prepares students to gain experience in the emerging realm of online instruction and individualization. Students graduate, and receive a diploma from the Kenosha eSchool by successfully meeting course standards that demonstrate essential skills and knowledge. Students will be regularly assessed, both formally and informally. The form of student assessment will vary depending on instructional goals but will include tests, quizzes, papers, projects, labs, oral exams, and presentations.

Academic Grading Scale. The existing KUSD grading scale will be used to establish the earned mark for each eSchool course.

Annual Testing. Full Time eSchool Students will participate in the statewide assessment

program. Using the same standardized norm referenced tests that are used throughout the District will assist the Board in assessing the academic progress of eSchool students.

Report Cards/ Student Transcripts. Report cards will be completed quarterly. Transcripts are available upon request as they are at other district high schools. ~~Kenosha eSchool transcripts will not include a class rank statistic.~~ **Class ranking** information will be made available to students applying for scholarships, but will not generally be included as a statistical category. The existing practice aimed at reporting progress for elementary students and holding parent meetings will also be utilized.

Graduation Requirements. Students applying for graduation and diploma from the Kenosha eSchool will meet all the requirements as set forth in KUSD Board Policy 6456-Graduation Requirements. The eSchool will not assign a valedictorian/ salutatorian, but rather define and practice a “laude” component for graduation recognition.

Governance/Advisory Method.

Governance Method. The Kenosha eSchool will be governed by the Governance Board in conjunction with two nonvoting advisors, the Principal/Director and administrative assistant. The Governance Board will consist of at least five (5) to seven (7) members. Members may be parents, community organization representatives, or higher education members, and one member may be a KUSD employee but not an employee at the eSchool. A Kenosha eSchool student may serve in a nonvoting advisory capacity to the Governance Board. The Governance Board may be five (5) parents. New members to the Governance Board will adhere to the designated selection process. The eSchool Governance Board will meet on a ~~monthly~~ regular basis to review school policies and maintain awareness of program progress.

Methods to Ensure Parental Involvement. Since all students and parents will have email connections to the school, this will be a primary source of disseminating general information. Information will also be provided via the Kenosha eSchool website and other media. Opportunities for parent interaction with staff are planned in an online discussion format similar to that which students in the same course might have with their instructor. Formal and informal face-to-face meetings such as an orientation session may be planned as deemed appropriate.

Community Relations. The Kenosha eSchool will identify one or more community organizations and/or businesses that would be interested in providing an on-going relationship with the Kenosha eSchool. These relationships may provide any of the following: mentors, assistance in securing needed resources, and opportunities for community experiences for Kenosha eSchool students.

Information regarding Kenosha eSchool will be provided on a link from the district website. This site will be updated on a regular basis. Articles will be provided to the district newsletter and other appropriate district-wide publications. The eSchool will ~~publish newsletters~~ create promotional videos, and hold periodic informational sessions. ~~A student service club will perform charitable work for the community.~~ All promotional and advertising material will first go through the KUSD ~~Public Relations Department~~ **Office of Communications**. The Kenosha eSchool website ~~and quarterly newsletters~~ will publish and/or provide links to the names and contact information of the Kenosha Unified School Board, eSchool, Governance Board, and eSchool Staff.

Marketing. The Kenosha eSchool will actively participate in marketing the school program and offerings to the greater Kenosha area through a variety of means. These would include:

- Website link from the KUSD home page with application forms and contact information
- Informational brochures distributed to district schools and other community agencies
- Community Meetings
- Informational presentations for prospective students/ parents
- Articles in high school and district newsletters
- Articles in the Kenosha News
- News releases to area radio stations
- Personal contacts with key individuals such as Cluster Leaders, Guidance staff, School Board Members, etc.
- School Choice Presentations

Non-Discrimination Statement. The Kenosha Unified School District No. 1 is an Equal Opportunity Educator/Employer with established policies prohibiting discrimination on the basis of age, race, creed, religion, color, sex, national origin, disability or handicap, sexual orientation, or political affiliation in any educational program, activity, or employment in the District. The Superintendent of Schools/designee (262-359-6320) addresses questions regarding student discrimination, and the Executive Director of Human Resources (262-359-6333) answers questions concerning staff discrimination.

Teacher Qualifications.

Teacher Qualifications. Qualified and certified staff will be employed for the Kenosha eSchool. Due to the need to evaluate, modify, and develop coursework, as well as performing teaching tasks, staff will be sought with a preferred 5 or more years of experience. Successful completion of ~~the Wisconsin~~ **an approved** online training requirement is mandatory for instructional employment in the Kenosha eSchool. All eSchool staff will be required to participate in the assigned eSchool and district staff development programs.

eSchool Teachers will provide direct pupil instruction for at least the applicable number of hours specified in Wisconsin s. 121.02 (1)(f) 2 each year, and no more than 10 hours in

a 24-hour period may count towards those requirements. The eSchool Principal will also ensure that all instructors and support staff respond to inquiries from pupils and parents or guardians of pupils by the end of the first school day following the day on which the inquiry was received.

Selection of Personnel. The posting of positions will follow the established format for Kenosha Unified School District. ~~The eSchool Principal will recruit teachers through site-based faculty meetings describing Kenosha eSchool as well as district wide emails.~~ The Kenosha eSchool will adhere to all Human Resource posting and hiring policies. Instructional staff for the eSchool will be employed by the eSchool either by extended day contracts for existing teachers or full-time or part-time instructors. The selection of these instructors will be governed and decided by the existing KUSD hiring practice. The Kenosha eSchool Principal will conduct interviews in accordance with existing district guidelines. eSchool staff, students, and Governance Board members may participate on the interview team. All Hiring decisions will be finalized by the eSchool Principal.

Employee Status. All Kenosha eSchool staff members will be employees of KUSD and are entitled to all of the rights and benefits of other similar employees of KUSD following already established salary schedules and benefit programs. A consistent and agreed upon contract for extended day assignments will be used when necessary. Kenosha eSchool staff members are employed teaching staff of the Kenosha Unified School District ~~and will be members of the Kenosha Education Association.~~

The eSchool Teacher Consultant will be responsible for the day-to-day operations of the eSchool dealing with coordination activities and teaching support. The Consultant will also be responsible to help promote and communicate information about Kenosha eSchool to the community, School Board, Guidance Counselors, and any other educational staff. The eSchool Teacher Consultant should have at least 5 years of teaching experience. A background in alternative education is extremely useful. Other positions will be needed based on the growth of the eSchool.

All district policies and procedures will be followed to the greatest extent possible. When the unique nature of an online school brings forth situations that do not fit the existing protocols, the Kenosha eSchool Principal will work through the issues in good faith with the district. ~~and KEA utilizing existing processes until appropriate contractual language can be developed.~~

Student Health and Safety.

All local and state health and safety regulations and building code standards will be followed, including but not limited to, fire drills and tornado safety practice. OSHA safety procedures will be in place.

Racial/Ethnic Balance Goals and Methods.

Diversity. Every effort will be made to provide information to diverse populations about the opportunities that the Kenosha eSchool may have that could meet their individual needs. Additional efforts will be made to market Kenosha eSchool to low income students and their families. It will also be marketed to homeschooled students and at-risk students. The eSchool will collaborate with the Director of Title I and the ~~Minority Academic Affairs Specialist~~ **Coordinator of Diversity and Student/Family Engagement** regarding enrollment and awareness. Personal contacts will be made with the KUSD, community, and home-site guidance counselors to be sure that they are familiar with the Kenosha eSchool options. ~~The Minority Academic Affairs Specialist~~ **Coordinator of Diversity and Student/Family Engagement** will be consulted regarding minority enrollments and awareness.

Enrollment is open to all students in grades K-12 throughout the District. No student will be denied admission to the eSchool based on race or ethnic heritage. The eSchool seeks a student community that reflects the greater KUSD area in racial/ethnic, and gender balance. That continues to be a guideline for placement procedures. To accomplish this, information regarding the school will be disseminated throughout the community through various mediums to all public schools and through community agencies. Enrollment information meetings will be publicized through the eSchool website, newspaper articles, cable television, and local community service agencies.

Target Population. Although the Kenosha eSchool opportunities will be available to any Kenosha Unified student, particular efforts will be made to recruit students who are not currently being served or are being served on a minimal basis. The population could include, but not be limited to, any of the following categories:

- Students who are attracted to an online experience.
- Students who are voluntarily withdrawn, are on a long- term suspension, expulsion, or are seen as a safety risk to the traditional school site
- Students who feel uncomfortable or unsafe in a traditional setting due to school phobia, anxiety disorders, or other mental or emotional health issues
- Homebound students with extended medical issues
- Incarcerated students who will be confined for an extended period of time
- Transient students who may be residing in a group home or other residence particularly if they are entering the district at other than the beginning of a new semester
- Students in treatment programs for an extended period of time
- School age parents, married students, and self-supporting students
- Students who left school without completing their diploma requirements, but are within 6 credits of graduation
- Students with extraordinary needs for acceleration or remediation
- Homeschooled students
- Economically disadvantaged students

- Students whose personal or family activities preclude traditional daily attendance such as temporary job relocations, involvement in professional level athletics, or other endeavors
- Students not on target to graduate with her/his cohort group

Admission Requirements.

Enrollment. The enrollment for the eSchool will be a mixture of both full-time and part-time students. As the staff develops additional skills in this unique environment, more courses are approved for use, and our partnership with ~~the Wisconsin eSchool Network, Inc.~~ **Wisconsin Digital Learning Collaborative**, grows, the course offerings and students served are expected to increase each year.

The Kenosha eSchool will operate both as a full school program for some students and as a school within a school model for others. Kenosha eSchool will target the following age groups:

- Any school age students living in Kenosha Unified School District.
- Any school age students that have applied for open enrollment during the allowed time
- Home school students
- Drop out students who have not turned 21, but are within 6 credits of graduation.
- Any middle school age student who can be best from online learning.
- Any elementary (**K-5**) school age student who can be best served when elementary school curriculum, staff, and resources are available.

Application Required. Kenosha eSchool will have a continuous enrollment in courses. During enrollment all students will be expected to complete the Kenosha eSchool enrollment form. KUSD students currently attending a district school will also be expected to complete a counselor form, complete with counselor/administrator signature, to ensure that their counselor is aware of the students' interest in eSchool classes. District residents who are not currently attending a KUSD school will complete an enrollment form and submit their course requests directly to the Kenosha eSchool. A transcript should accompany all student enrollment forms. Out of district students must have successfully applied for Open Enrollment during the state's window of opportunity and been accepted by the district before they submit an enrollment form. Once the enrollment form has been received, all students will participate in a mini-course (about 4 hours work) designed specifically for orientation. The Orientation Instructor will monitor progress. Finally, the students' coach/mentor and parent/guardian will participate in a mandatory Parent/ Mentor training session, taking advantage of available technologies and communication.

Student Acceptance. Enrollments for each course will be filled on a first come first served basis and a waiting list will be kept for any additional requests for that course. Students from the waiting list would be allowed to begin the course whenever an opening becomes available. In the future if more students enroll who meet the criteria than

openings would allow, the Kenosha eSchool ~~would~~ **may** activate additional course offerings. If the enrollments during the open enrollment period exceed the slots allocated a lottery will be held. If a lottery is required, the ESEA guidelines under Title I will be followed and a “weight” will be given to low-income and credit deficient students. **The Kenosha Unified School District may prioritize placement of expelled, abeyance, or students with special circumstances into eSchool as long as full funding is provided by the District.**

The lottery will be conducted by a sitting Judge from Kenosha County and a Police Officer, following the state mandated procedures for lottery selection regarding charter school enrollment.

Students must be Kenosha Unified School District students, reside in the Kenosha Unified School District, or have completed an Open Enrollment application within the state window of opportunity and received KUSD approval. Students must complete the application process and Orientation, which include a self-evaluation of the initiative, motivation, and self-discipline needed to have a reasonable expectation for success in this online environment. Students are required to identify, on their enrollment form, a learning coach/mentor who will be the liaison between the students and the teacher in the monitoring process and an essential part of the communication process. The mentor/coach should be someone that has influence with the students and their learning. The students, parent/guardian, and the learning coach/mentor (if other than the parent) would participate in a mandatory orientation session held to ensure that the students’ goals fit with the opportunities available at that time in the eSchool. At this time the processes, procedures, and expectations for all parties will be explained and discussed.

Participation. When possible, KUSD students may participate (part time enrollment) in eSchool. This arrangement will not interfere with any requests for full time enrollment with the eSchool program. Part time students will work with their managing counselor and the eSchool regarding appropriate course enrollments that follow district expectations and guidelines.

Discontinuance of Student Enrollment. Attendance at the Kenosha eSchool is based on student and parent choice. Non-compliance with KUSD policies, participation, and Code of Conduct will serve as a basis for consideration of transfer from the charter school.

Financial and Programmatic Operations.

Tuition. The Kenosha eSchool will not charge any tuition. The school will collect activity and other fees of the type and amount charged to other KUSD students in other District schools following the District Student Fee Schedule. The Kenosha eSchool will collect and expend student fees at the building level for the purpose of defraying the costs of some instructional materials.

Budgeted Items. The cost of all salaries, benefits, rents, utilities, supplies, equipment, and similar items shall be detailed and included in the approved budget of the school. The Kenosha eSchool budgeting practices will adhere to District and State requirements for budget preparation and administration. The building Principal will approve all budget expenses.

A student cost per enrollment—to alleviate the need to purchase and develop our own Course Management System, will be shared at a pro-rated cost with ~~the Wisconsin eSchool Network, Inc.~~ **Wisconsin Digital Learning Collaborative** to provide this system to our students. This will be a shared expense with the ~~Network~~ **WDLC** based on the eSchool course enrollments.

Financial Records. All operational and personnel funds will flow through the District. The Kenosha eSchool will follow the same financial policies and practices required by the District for all other District schools. A record for all transactions will, therefore, be available as financial records of the district. Financial records, including an activity account, will be maintained at the Kenosha eSchool and will be available for review. All of the financial and programmatic operations of the Kenosha eSchool will be available for review by District staff or any outside auditor employed by the District.

Payment by KUSD. For each full-time student enrolled at the eSchool on the official third Friday in September membership count, KUSD will credit Kenosha eSchool with eighty (80%) percent of the per membership cost determined by the State for the applicable school year (“Direct Cost Budget”). **In the event of District wide budget reductions, the eighty (80%) rate may be adjusted by a proportionate amount as part of the annual budgeting process.**

Part-time students will be calculated on a course equivalent basis as the year progresses. The eSchool will work in partnership with the Finance Department on an equitable distribution for potential increases in enrollment throughout the school year. The remaining twenty (20%) percent of the per member cost will be allocated directly to KUSD as reimbursement for administrative or other services furnished to the Kenosha eSchool. KUSD will pay the offset against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expenses of the Kenosha eSchool. Expenses other than established salaries, benefits, and rent shall be paid only upon written requisition to KUSD by the Kenosha eSchool. Any other funds raised by Kenosha eSchool from outside sources shall be delivered to and maintained by KUSD in a separate account subject to sole discretion of the Kenosha eSchool (“Discretionary Account”) following established District policies. Unspent discretionary funds can be carried over from one year to the next. Any saved monies will be designated for approved costs related to any short/ long term plans. The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for use by the Kenosha eSchool in the operation of the school as follows:

(A) Twenty-five (25%) percent on the first day of July preceding the school year.

- (B) An additional fifty (50%) percent on the first day of October during the school year.
- (C) The remaining twenty-five (25%) percent on the first day of January during the year.

The eSchool will be included in any federal or state programs on the same basis as other eligible district schools, based on the requirements and stipulations outlined by the applicable program. Kenosha Unified will assist in the allocation of all associated federal funds.

Offsets. KUSD may offset part or all of any amount in the Discretionary Accounts against any amounts by which the Kenosha eSchool exceeds the Direct Cost Budget in any school year and for which KUSD is liable. Notwithstanding the foregoing, the Kenosha eSchool is not authorized to expend or otherwise obligate the District for any amounts in excess of the Direct Cost Budget plus any amounts in the Discretionary Accounts.

Purchasing. All supplies and equipment of the Kenosha eSchool shall be requisitioned and purchased following standard financial procedures and District policy. This would include the periodic audit of the school capital assets in conformance with District policy.

Student Records. Copies of standardized testing results and all records required by Board policy or law will be maintained in the Kenosha eSchool office. Administrative and student records will be maintained and available for review as permitted by Board policy and law.

Transportation. Pursuant to Wisconsin Statutes, transportation shall be provided for children with exceptional education needs, regardless of distance, if such request (or such transportation) is approved by district authorities. Approval shall be based on whether or not the child can walk to school with safety and comfort. Students designated as economically disadvantaged will be able to participate in established KUSD transportation support. Any transportation costs will be the responsibility of the Kenosha eSchool.

KUSD Services. As part of the District's twenty percent (20 %) portion of the per member cost, KUSD will provide agreed upon services in addition to purchasing and other services described in this contract. These may include, at the District's discretion, services such as inclusion in district wide textbook and software adoption, professional development, federal and district breakfast/ lunch program, facilities services, maintenance and repairs, instructional consultation and inclusion in applicable federal or state programs.

When students are using district facilities or district equipment such as a computer, the appropriate staff at that facility or the district IT staff will provide these support services. The budget should include payment of the appropriate staff at the facility. When working at home, the family will be responsible for these issues. As mandated, Kenosha eSchool teachers would be legally bound to report suspected abuse or neglect for any students. Equipment will need to be in compliance with the requirements of the programs. KUSD

will also furnish a nurse and nursing services based on full time student enrollment and available nursing services.

Student Discipline.

Behavior Policies. All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations may be developed. All students and their families will receive a copy of any rules and regulations.

Discipline Procedures. Due process procedures will be followed in reaching any discipline decision including removal from the Kenosha eSchool. All existing KUSD policies regarding student discipline will be followed. Discipline in an eSchool setting would be much different than in a traditional school. Discipline issues and concerns are likely to center on appropriate use of emails and other forms of communication. If students have not completed any work in a week without prior arrangements with the instructor, a communication would be sent to the parent to discuss the situation.

Resolution of Issues. Issues and concerns involving students, parent/guardians, and staff will be resolved following the same basic procedures as other staff in the district. The parties involved would first seek to resolve the issues amongst themselves. If this does not resolve the issues/concerns, they would be taken to the administrator of record and/or the Governance Board. If resolution is still not found, the issues/concerns can be referred to the KUSD administration and/or Board of Education (Appendix A).

Public School Alternatives.

No student shall be compelled to attend the Kenosha eSchool. Students who are not enrolled with the Kenosha eSchool will attend their boundary school, or another choice school.

Public school alternatives for resident students not attending the eSchool.

Students not admitted to the eSchool or not choosing to attend the eSchool have other options or alternatives. They may apply to enroll in another charter school. They may choose to enroll in one of Kenosha Unified School District's high schools of choice. They may also return to their boundary school. Kenosha eSchool and other schools of choice are schools of voluntary attendance. No student is required to attend these schools.

Description of Facilities/ Liability Insurance.

Description of School Facility. **Students will primarily be working from their home so numerous classrooms will not be necessary.** Some of the students may also work in KUSD areas with administrative approval from the respective buildings. The facility used to house the eSchool ~~until at least August 2013 will be 6121 Green Bay Rd. Suite #100 Kenosha, WI, 53142~~ **1808 41st Place Kenosha, WI 53140. This facility has an office space with 5 closed offices, a meeting room, computer lab, storage, and**

~~reception area. The initial facility for the elementary online program will be allocated space at Whittier Elementary, 8542 Cooper Rd. Kenosha, WI 53142. A main classroom, with some side offices and adjoining restrooms, will serve as instructional meeting space and various program resources.~~ In the event of enrollments that require additional space, additional suitable locations will be identified in partnership with the appropriate KUSD facility protocols.

Liability of Insurance. Liability insurance coverage for the Kenosha eSchool is provided by the District and is the same as that which is provided for all District schools.

Effect on the Liability of the School District.

The Kenosha eSchool will adhere to all federal, state, and local laws and regulations and to the Board's insurance and risk management requirements. The Kenosha eSchool and the Governing Board will comply with the KUSD Code of Ethics. When students, staff, and parents are using district facilities they are covered by KUSD policies. When working from their home, their personal insurance and liability will apply. The eSchool is a named entity of the District's present liability insurance. The instructional staff working from her/his home or off campus site are covered by the District's liability insurance but not for liability of the condition of her/his individual work place.

Termination of Contract.

The Kenosha eSchool charter contract may be terminated by the Board of Education at any time upon the happening of any of the following circumstances:

Mutual Agreement. Both parties agree in writing to termination.

Contract Violation. The Board determines that the Kenosha eSchool has violated this contract.

Educational Goals. The Board determines that students enrolled in the Kenosha eSchool have failed to make sufficient progress toward attaining the educational goals under Wisconsin Statute 118.01. If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the additional steps the Kenosha eSchool will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of the Kenosha eSchool's written plan for attaining its educational goals shall be final. If the Board accepts such written plan, or a modified plan, the Kenosha eSchool shall be allowed a reasonable time in which to correct such progress deficiencies.

Fiscal Management. The Board determines that the Kenosha eSchool has failed to comply with generally accepted accounting standards of fiscal management and Board policy.

Violation of WI Stat. 118.40. The Board determines that the Kenosha eSchool has otherwise violated Wisconsin Statute 118.40.

Insolvency. The Board determines that the Kenosha eSchool's revenues are insufficient to pay its expenses as they come due.

Notice. The Governance Board for the Kenosha eSchool notifies the Board that it desires to terminate this contract at the end of any school year. In the event of termination of this contract, written notice by certified or registered mail, return receipt requested, shall be provided and shall list the reason(s) for termination and the effective date of the termination. In the event of contract termination, the Board of Education shall recover all funds advanced to the Kenosha eSchool under the contract to which the Kenosha eSchool is not entitled. The decision of the Board shall be final.

Appendix Due Process

The Kenosha Unified School District and the Kenosha eSchool are committed to working closely with students, parents and guardians to resolve issues and concerns in a way that is mutually agreeable. These are the steps to follow if there is a concern, question, or problem that needs attention.

KUSD Complaint Procedure:

Step One

- Contact the teacher. If it is a serious issue, you may wish to schedule a meeting, rather than discuss it on the phone.

Step Two

- If no resolution has been reached, or if your concern is broader than a single course issue, contact the Administrator of Record for KUSD eSchool at 262.359.7715.

Step Three

- If resolution is still not reached, please contact **Mr. Dan Tenuta**, the Assistant Superintendent of Secondary School Leadership at 262-359-6008 for middle and high school grade levels, and/or **Ms. Karen Davis**, the Assistant Superintendent of Elementary School Leadership at 262-359-6130 for elementary grade levels.

Step Four

- Unresolved issues may be appealed to the Superintendent of Schools at 262.359.6320.

Step Five

- The final step in the district appeal process is the Board of Education. Appeal requests should be submitted in writing to:

President KUSD Board Of Education
Education Support Center
3600-52nd Street
Kenosha, Wisconsin 53144-2697
262.359.6300

Notice

Whenever under this contract notice must or may be given to the other party, or whenever information must or may be provided to the other party, the party who must or may give notice or provide information shall fulfill any such responsibility under this contract if notice is given or information is provided:

To the Board: Kenosha eSchool Governance Board

President

KUSD Board of Education

3600 52nd Street

Kenosha, WI 53144

Phone: 262.359.6300

In witness whereof, the parties have caused this contract to be executed by their duly authorized representatives on **May 26, 2015**:

For Kenosha Unified School District:

Mary Snyder, Tamara Coleman
Board of Education
President

Dr. Michele Hancock
Dr. Sue Savaglio-Jarvis
Superintendent of Schools

For Kenosha eSchool:

Kris Keckler- Daniel Tenuta
eSchool Principal

For Kenosha eSchool Governance Board:

Dr. Steven Udry, Jennifer Marks, President
Governance Board

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

May 12, 2015
Curriculum/Program Standing Committee

BULLYING AD HOC COMMITTEE UPDATE AND RECOMMENDATION

Background

On July 22, 2014, the school board adopted a revised policy 5111 on anti-bullying/harassment/hate. The board report outlined the following work ahead:

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

The ad hoc committee has since met on the following dates:

- Thursday, August 14, 2014
- Thursday, September 4, 2014
- Monday, September 15, 2014
- Monday, October 20, 2014
- Monday, November 10, 2014
- Monday, December 8, 2014
- Wednesday, February 5, 2015

A full list of the ad hoc committee members is attached in Appendix A. The primary work of the ad hoc committee meetings was spent reviewing potential bully prevention programs identified by the previous subcommittee. Updates were also provided on community outreach efforts to share our message with a larger base of support. A summary of the three efforts follows.

1. Educate the community on policy and definition of bullying

The ad hoc committee met on September 4, 2014, to discuss methods to engage the community at large with our anti-bullying efforts. From this discussion, two focus areas developed:

1. Community listening and discussion sessions to share common efforts
2. Education campaign to inform the community about bullying

Two community sessions were organized, on Monday, October 13, 2014, and on Tuesday, January 20, 2015. A wide range of community members joined these discussions, representing the following entities:

- Boys & Girls Club
- City alderman
- Division of Children & Family Services
- Generations Against Bullying
- Kenosha Area Business Alliance
- Kenosha County Circuit Court
- Kenosha News
- Kenosha Police Department
- LULAC
- NAACP

From the October 13 meeting, a campaign subcommittee was formed and members include: Patricia Demos (district), Teri Giampietro (school), Lori Haight (community), Bob Johnson (community), Veronica King (community), Peter Koszyczarek (district), Adam Rogahn (district), Tanya Ruder (district), Heidi Schneider (district), Peggy Schofield (district), Bunny Stoops (community), Jessie Tuttle (district), and Floyd Williams (district). This subcommittee met on September 30, 2014, November 18, 2014, December 2, 2014, and March 17, 2015.

The current progress of the education campaign includes:

- ‘Stand Up Kenosha’ initial campaign to launch National Bullying Prevention Month (October 2014)
 - Community message posted on KUSD website and Facebook
 - Website anti-bullying pledge enlisted over 1000 pledges
- Community listening and engagement session (October 13, 2014)
- Radio broadcast recording on ‘Education Matters’, WGTD 91.1 FM (October 18, 2014)
- Artwork contest by students to create the KUSD 2015-2016 calendar (February 2, 2015)

2. Incorporate the bullying response procedures into KUSD systems

Forms that had been created by the procedures subcommittee in the 2013 – 2014 school year were shared with principals, assistant principals and deans who would be involved in investigating alleged bullying incidents. Several listening sessions, scenario practice and feedback sessions were organized on the following dates:

- Friday, October 3, 2014
- Friday, October 10, 2014
- Monday, October 20, 2014
- Friday, November 14, 2014
- Thursday, December 4, 2014
- Tuesday, February 10, 2015
- Friday, February 13, 2015
- Thursday, March 5, 2015

Feedback from these sessions were compiled and used to finalize wording. The forms will be used at schools for clarifying expectations for student behavior, reporting alleged incidents, investigating allegations, responding with corrective measures, counseling, and documenting for reporting. The procedures forms are included in Appendix B.

3. Identify a district-wide bullying prevention program

The ad hoc committee determined a list of criteria important to selecting an effective bullying prevention program. Each committee member weighted the criteria on a scale from 10 (strongest) to 1 (least strong), and these scores were averaged to create a committee weighting scorecard to evaluate potential bullying prevention programs. The scorecard is attached in Appendix C.

A total of six (6) bullying prevention programs were identified in the previous bullying prevention subcommittee report. Each bullying prevention program was presented to the ad hoc committee by an outside resource/vendor to share an overview and address questions and concerns. Program presentations occurred on:

- Monday, October 20, 2014: (1) Olweus Program
- Monday, November 20, 2014: (2) PBIS Program
- Monday, December 8, 2014: (3) Second Step Program
- Wednesday, February 4, 2015: (4) Children's Hospital ACT Now and (5) DPI Rethink Programs

The (6) KiVa International Program based out of Finland was not available for review or for sale in the United States. Materials from all other programs were available for ad hoc committee members to review on Friday, February 13, 2015, prior to submitting scorecards at the end of that day.

Scorecards were gathered from ad hoc committee members for each of the five programs reviewed. These scorecards were rated on a scale of 5 (high) to 1 (low), and then valued based on the scorecard criteria. The highest and lowest scorecard from each program was omitted in the statistical average for a final program score. All scorecards and summary were available for ad hoc committee members to review from Wednesday, February 25 through Friday, February 27, 2015. The summary for all programs is attached in Appendix D.

Future Work Ahead

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

1. Develop a professional development plan for implementing the PBIS bully prevention program, including a timeline for implementation in schools, with students, staff, parents and the community.
2. Continue to garner community support to help prevent bullying by creating an awareness campaign that will provide a common understanding of the issue.
3. Monitor data collection and systemic feedback for procedural enhancements and district allocation of future resources toward bullying prevention every two years once fully implemented.

Recommendation

Administration recommends that the Curriculum/Program Committee forward the following recommendations to the school board for consideration:

- All schools in the Kenosha Unified School District become part of the Positive Behavior Interventions and Support (PBIS) framework. A summary of school training needs and costs is attached in Appendix E.
- The PBIS bullying prevention program model is adopted for district-wide implementation of bullying prevention at all schools. A summary of professional development costs is attached in Appendix E. The funding source is Collaborative Early Intervention and Support Grant (CEIS) via Special Education and Student Support.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Susan Valeri
Director of Special Education and Student Support

Mr. Edward Kupka
Coordinator of Student Support

APPENDIX A

2014-2015 Bully Prevention Ad Hoc Committee

Last Name	First Name	Group
Benzaquen	Eitan	Staff
Boyd	Jill	Staff
Clark-Taylor	Gayle	Staff
Coleman	Tamarra	Board
Demos	Pat	Staff
Echoles	Paris	Staff
Garcia	Tony	Community
Giampietro	Teri	Staff
Haithcock	Bill	Staff
Hartley	Jackie	Community
Huck	Terri	Staff
Johnson	Bob	Community
Kehoe	Michael	Community
Kupka	Ed	Staff
Larsen	Jane	Staff
Ormseth	Dr. Beth	Staff
Rhodes	Donna	Community
Ruder	Tanya	Staff
Savaglio-Jarvis	Sue	Staff
Schofield	Peggy	Staff
Valeri	Susan	Staff
Williams	Dr. Floyd	Staff

STEP 1 - The behavior is reported to the school administrator/designee.

- Students/parents/guardians report bullying incidents to the office through interview or by utilizing the "Complaint of Alleged Bullying/Harassment/Hate Behavior Report."
- Staff report bullying incidents to the office by completing the "Staff Bullying Incident Referral".
- If the bullying behavior is a "cyber bullying" situation, procedures are listed towards the end of this document.

STEP 2 - KUSD administrator/designee should determine if the behavior meets the definition of bullying.

- See POLICY 5111, ANTI-BULLYING/HARASSMENT/HATE for full definition.
- If incident is determined to be mutual conflict or another behavior other than bullying, the administrator will notify the parents/guardians and refer to the appropriate KUSD Policy.
- If the incident has met the definition, move to Step 3.

STEP 3 - Determine which category of bullying that this behavior falls in to.

- A. Bullying/Harassment B. Sexual Harassment C. Hate

STEP 4 - Conduct a thorough investigation.

Utilize the Bullying/Harassment/Hate Incident Investigation Report. The investigative process is an in-depth process that is in place to help administrators/designees look into situations where it is not immediately clear what happened. Investigators must address all of the questions included in this process, but it should be noted that all of these questions are not relevant to each situation. Administrators/designees should pick the portions of this investigation that are relevant to this bullying incident.

STEP 5 - Administrator/Designee should decide on the appropriate response.

The response should include one or more of the following:

- Documented warning. (Student completes the "Think About it Form".) Behavior documented.
- Documented meeting with parent/guardian.
- Discipline Referral. (The referral can stand alone, or be used in conjunction with one of these options.)
- Student Signs KUSD Bully/Harassment/Hate Warning Letter.
- Severe or repeated behaviors are brought forward to the Administrative Review Committee.

The actions suggested towards the top of the list are for less significant situations. KUSD staff needs to determine the severity of the behavior and pick from the above options or pick another consequence that they determine to be appropriate for the situation.

STEP 6 - KUSD Administrator/Designee is reminded to enter these behaviors into the student information system.

STEP 7 - All families that are determined to have a child that was the victim of bullying should have a reconnection call/contact within 3-5 days following the incident for a debrief conversation.

STEP 8 - If a family disagrees with how staff at the school handles a bullying situation, they can contact the Office of Elementary/Secondary School Leadership at the ESC.

CYBER BULLYING

Definition: Bullying/harassment/hate can occur in person and/or through technology. Electronic aggression, or cyber bullying, happens through email, chat rooms, instant messaging, websites, text messages, digital applications or social media. Cyber bullying can take place at school, or outside of school and impacts student learning. *POLICY 5111, ANTI-BULLYING/HARASSMENT/HATE*

If the cyber behavior took place on school property, used school owned technology or took place during a school activity, the behavior will be considered as if it happened in person at the school. See procedures listed on Bully Prevention document. Note: Sexually inappropriate e-documents/pictures may require local law enforcement involvement.

If the behaviors took place outside of the school using technology that is not owned by KUSD, administrators should consider the following:

- If the behavior at home precipitates problems that “spill” into the school setting, consequences can be administered.
- If the behavior does not “spill” into the school setting, it is ok to communicate with parents involved and counselors, but consequences should only be administered for the behaviors that occur at the school, using school equipment, during a school activity or for behaviors that ultimately create a disruption at school.



WARNING REGARDING BULLYING/HARASSMENT/HATE

At all Kenosha Unified schools, we have an engaging, challenging and supportive educational environment. We want to help students become effective and productive citizens in our democracy. Developing and accepting the responsibilities and obligations of good citizenship will help students participate successfully in the world of tomorrow. For these reasons **bullying/harassment/hate behaviors are not accepted in our environment.**

Examples of negative behavior include but are not limited to the following:

- Physical bullying such as hitting, kicking, slapping, pushing, tripping, poking, spitting, invasion of personal space which is deemed threatening, damage of property
- Verbal bullying such as threatening, teasing, intimidating, passing on rumors or gossip; racial, ethnic, religious, gender, or sexual name calling including that which is based upon an individual's circumstances such as physical or mental attributes, social or family status
- Visual bullying such as notes or pictures by hand or electronically communicated, graffiti, gestures, signs, body postures, facial movements
- Other bullying such as stealing, demanding money or property, stalking, approaching victims or witnesses

Any negative action of this type is a violation of a person's civil and constitutional rights. Stating that an action is "a joke," "just playing," "he/she did it to me first," or other similar statements do not excuse the violation.

A student who engages in bullying on any school property, to or from school, or during any school-related activity will face disciplinary action that can include, but is not limited to parent notification, possible suspension, Administrative Review for expulsion, referral to law enforcement for legal action, and/or referral to Children and Family Services.

Student Name: _____
Please Print

I understand that I am not to act or communicate in a physical, verbal, visual, or other bullying manner toward _____ or any other KUSD student or staff member.

My signature below indicates my full understanding of the rules, violations of the rules, and probable consequences:

Student signature Date

Administrator/Staff signature Date

- ____ Student copy
____ Behavior file copy
____ Parent/guardian copy sent in mail

Think-About-It form

Name: _____

Date: _____

What did you do?

Please be specific. Start with "I". Tell me later about what the other student did

What was wrong with that behavior?

Who did you hurt? How do you know you hurt them?

What were you trying to accomplish (or) what was your motivation?

Did you want attention? Did you want to be left alone? Were you trying to have fun? Were you already mad about something else?

You are in a similar situation, you solve this without being hurtful to anyone.

Please list three ways to solve the problem.

INCIDENT INVESTIGATION REPORT

Staff Communication Guidelines (the McGrath FICA Standard)...

Facts:

- Focused, clear, and precise descriptions
- Specific, observable, relevant behavior
- No emotional responses
- No opinions
- No minutiae

Impact:

- Specific, observable impacts, along with your professional opinion, not your personal speculation
- What happened as a result of this situation occurring?
- Watch out for attributing false cause to something. How do you know that there's a connection?
- Professional opinion and judgment do belong here

Context:

- What's the big picture that this incident fits within – the environment around the situation?
- For example, is there a family situation or other condition we should know about because its affecting performance?
- Is there a pattern?
- Context is determinative – it gives meaning to the whole. Keep changing the context and you will keep getting a different appropriate action step.

Action/Growth:

- At this point you have choices depending on the outcome of working the McGrath FICA. It is a formula for growth, not a formula with a predetermined outcome.
- Because you have already included Facts, Impact, and Context with honesty, clarity, and speciality, you don't need to explain your rationale for the actions again.
- It is vital that the McGrath FICA be kept in its exact order. It is a logic formula, each section standing on the one that precedes it.

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Final Investigation Report

Action Taken	Date	Staff Completed / Initials
1. Review any Incident Report form and/or Complaint		
2. Review board policy/regulations regarding bullying and harassment		
3. Review proposed investigation plan with Complaint Manager		
4. Review academic records: _____		
5. Review student records: _____		
6. Review student attendance: _____		
7. Review video surveillance: _____		
8. Review electronic content/web content		
9. Review history of student conflicts and/or problematic behavior		
10. Interview alleged student victim		
11. Interview alleged perpetrator(s)		
12. Interview witnesses		
13. Interview teachers and/or school staff		
14. Interview school nurse		
15. Interview guidance, school psychologist		
16. Written witness statements collected		
17. Review medical information		
18. Review social history between parties		
19. Interview alleged student victim's parent/guardian(s)		
20. Interview alleged perpetrator's parent/guardian(s)		
21. Re-interview the complainant and the alleged perpetrator after all witnesses have been interviewed		
22. Prepare the investigation report using the SUCCEED Template III		
23. Submit report/interview to designated district administrator		
24. Place report with attachments in student(s) file		
25. Formally process any discipline and/or intervention that has been recommended/approved		
26. Notify complainant and the alleged perpetrator of the conclusions		
27. Continue to monitor the situation and setting		

I. SYNOPSIS

- Summary of Evidence - allegations

☐ Student admitted the accused behavior, submitted a signed statement and accepts the consequences assigned (further investigation is not needed)

- Conclusions regarding the facts

- Recommendations to stop any inappropriate behavior in the school setting or school-related activities (by final decision maker)

This form was adapted from *Bullying and Harassment Solutions for Schools: How to Educate, Investigate and Remediate* by Mary Jo McGrath. Copyright © 2011 by Mary Jo McGrath. All rights reserved. Reprinted from *Bullying and Harassment Solutions for Schools: How to Educate, Investigate and Remediate*, by Mary Jo McGrath. Santa Barbara, CA: VistaMar Publications, info@mcgrathinc.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

II. FACTS

- Timeliness of Investigation

- Facts (Who? What? Where? When? How do you know?)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

III. IMPACT

- Motive of Conduct

- Impact of Conduct

IV. CONTEXT: PRIOR INCIDENTS AND PRIOR INTERVENTION

- Extenuating/Aggravating Circumstances Surrounding the Conduct

- Prior Help Given to Remediate Issue (if any); Interventions that occurred prior to reporting of incident

- Alleged Perpetrator's Efforts to Correct

- Likelihood of Recurrence

V. ACTION

- Pinpoint Areas for Correction

- Recommendations for Accomplishing Correction

- Resources Available to Student

- Schedule of Follow-Up by Investigator and/or Principal

Signed: _____

Name (Please Print): _____

Title: _____

Date: _____

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Complaint of Alleged Bullying/Harassment/Hate Behavior
(Turn completed form in to the School Office)

Your Name: _____ Date: _____

Who was allegedly bullied?

Who was the alleged bully?

What happened?

Where did it happen?

When did it happen?

Did anyone see it?

Have you done anything so far to stop the bullying?

I certify that this information is correct to the best of my knowledge.

Student/Parent Signature: _____

Please use the back of this form to write your statement of what happened in detail.

APPENDIX C

Bullying Prevention Program Criteria Values for Evaluating

	Weight	Score (1-5)	Total
Ability to sustain	9.22		
Developmentally/age appropriate	8.78		
Applicable to grades PK-12 AND user friendly to all staff	8.33		
Resources available/provided	8.28		
Evaluation/measurable/accountability	8.22		
Instant response/intervention to bullying incident	8.17		
Ease of implementation/integration to current structure	8.11		
Implementation time	7.94		
Training demands—staff, community and parents	7.89		
Research based	7.75		
Annual Cost < \$100K	7.12		
Quality of Delivery Techniques	6.56		
Aligned with Community Values	6.44		

Appendix D Bullying Prevention Programs Score Summary

ACT NOW		
Score Sheet	Total Score	Average Score
169.12	1894.87	378.974
318.46		
341.14		
389.56		
401.61		
444.1		
446.96		

2nd Step		
Score Sheet	Total Score	Average Score
218.28	1543.225	308.645
273.13		
276.045		
297.77		
329.73		
366.55		
433.26		

OLWEUS		
Score Sheet	Total Score	Average Score
185.44	3583.525	358.3525
235.75		
286.69		
327.46		
347.48		
361.72		
370.2		
375.565		
409.47		
418.37		
450.82		
501.33		

BP PBIS		
Score Sheet	Total Score	Average Score
322.79	4325.14	432.514
335.89		
371.06		
403.28		
405.1		
404.75		
467.76		
472.5		
473.21		
477.54		
514.05		
514.05		

The red highlighted lowest and highest scores were not used in the calculations.

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**Kenosha Unified School District
Kenosha, Wisconsin**

**May 12, 2015
Curriculum/Program Standing Committee**

**IMPLEMENTATION OF THE
NEXT GENERATION SCIENCE STANDARDS: PHASE 2**

Background

The Kenosha Unified School District Board of Education unanimously adopted the Next Generation Science Standards and a timeline for their implementation on June 24, 2014. The timeline is attached in Appendix A. Three goals for the 2014-15 school year were listed on the timeline. The goals were aligned to the recommendations of the Curriculum Audit of the Kenosha Unified School District that was conducted by the International Curriculum Management Audit Center of Phi Delta Kappa International.

Goals and Accomplishments for 2014-15

GOAL 1

Convene curriculum design teams to design, build, and facilitate the implementation of prekindergarten through twelfth grade curriculum guides and assessments based on the Next Generation Science Standards performance expectations, the State Standards for Literacy in all Subjects, and the recommendations from the district curriculum audit.

Goal 1 was aligned to Curriculum Audit Recommendation A.5.4 and A.5.6.

- A.5.4—Establish and implement a seven-year curriculum review cycle that includes the design of curriculum guides. During the initial review cycle, develop local curriculum guides for every instructional offering in the district.
- A.5.6—Establish a timetable for developing, over the initial seven-year review/development cycle, a scope and sequence of skills, prekindergarten through twelfth grade, that need to be mastered along with academic pacing calendars and comprehensive curriculum guides for each subject and course offered.

Accomplishments.

- A district-wide invitation was sent to all teachers to join the curriculum writing teams. Based on the response to the open invitation and suggestions from building leaders, the following science curriculum design teams were created:

- Kindergarten Through Grade 2
- Grade 3 Through Grade 5
- Grade 6
- Grade 7
- Grade 8
- Biology
- Chemistry
- Physics

The names of the teachers on each team are listed in Appendix B.

- Science curriculum design teams gathered for a planning meeting on June 17, 2014. Design team members created the following vision to guide their work:
 - Kenosha Unified School District science students will engage in collaborative inquiry-based investigations through questioning, modeling, analyzing data, and constructing explanations based on evidence.
- Design teams met between June 23, 2014, and August 1, 2014, to assign appropriate standards from the Next Generation Science Standards to grade levels and courses. Unit overview documents were created for kindergarten through grade 8 and biology. Year-at-a-Glance pacing documents were created for kindergarten through grade 8, biology, and chemistry. The Advanced Placement physics curriculum was adjusted to reflect the changes put forth by The College Board. Course syllabi were revised for all middle and high school courses. The elementary standards-based report card was revised to reflect the Next Generation Science Standards. Teachers were compensated for the time spent on committee work at a rate of \$18 per hour.

GOAL 2

Monitor the development of commercially available instructional resources based on the Next Generation Science Standards, and begin a comprehensive resource review process.

Goal 2 was aligned to Curriculum Audit Recommendation A.5.4.

Accomplishments.

- The district coordinator of science attended meetings of the Wisconsin Science Education Leaders Association on August 7, 2014, and February 17, 2015. These meetings allow science leaders from school districts, higher education, and the Wisconsin Department of Public Instruction to network and share developments related to standards, curriculum, instruction, resources, and assessment.

- The district coordinator of science attended the Wisconsin Society of Science Teachers annual meeting on March 6 through 7, 2015, and the National Science Teachers Association National Conference on March 12 through 14, 2015, with the specific intent of becoming familiar with instructional resources based on the Next Generation Science Standards.
- The district coordinator of science maintained contact throughout the year with representatives from all major publishing companies and monitored the release of additional resources from the authors of the Next Generation Science Standards. Appropriate sample copies of instructional resources based on the Next Generation Science Standards have been collected.
- Many teachers had opportunities to see newly developed instructional resources aligned to the Next Generation Science Standards when they attended the state and national conferences described below.

GOAL 3

Design, build, and implement professional learning opportunities specific to the new curriculum guides, assessments, and Next Generation Science Standards conceptual shifts.

Goal 3 was aligned to Curriculum Audit Recommendations A.5.9 and A.5.16.

- A.5.9—Train all instructional personnel in the delivery of the board-adopted written curriculum.
- A.5.16—Provide training for building principals to strengthen their skills in assessing the extent to which an aligned curriculum is being taught by all teachers.

Accomplishments.

- The district coordinator of science presented the new science curriculum documents to building leaders at the Leadership Academy on August 11 through 12, 2014, and to district teachers at elementary, middle, and high school opening content meetings on August 25 through 27, 2014.
- A set of Google folders were created as the repository of all science curriculum documents to ensure that all teachers had electronic access to the appropriate documents.
- A six-session professional development course, Deep Dive into the Next Generation Science Standards, was offered to district teachers in July and October 2014.
- Science teacher representatives from the five comprehensive middle schools were trained on the use of Texas Instruments nSpire hand-held data gathering devices in an effort to better support the science practices of the Next Generation Science Standards. There were four

training and planning sessions scheduled between September 2014 and February 2015. A classroom set of devices was purchased for each middle school. The participants shared their knowledge and ideas for best uses of the devices with their colleagues.

- On October 6, 2014, lead chemistry teachers attended a CESA 2 presentation on aligning Educator Effectiveness Student Learning Objectives to the Next Generation Science Standards.
- Elementary teachers were invited to grade-level Next Generation Science Standards web seminar presentations. These were offered by the National Science Teachers Association and contained valuable video clips showing lessons and instruction aligned to the Next Generation Science Standards. These web seminars were archived for any-time access by Kenosha Unified School District teachers.
- Middle and high school science teachers were invited to attend a district-wide Science Assessment Camp on February 12, 2015. The purpose of the event was to begin exploring classroom science assessment in the era of the Next Generation Science Standards. Twenty-two science teachers attended this voluntary event.
- Three high school biology teachers attended and presented at the Wisconsin Society of Science Teachers annual meeting on March 6 through 7, 2015.
- Two instructional coaches from the elementary design team attended a workshop on March 11, 2015, to learn about the Next Generation Full Option Science System's newly aligned elementary curriculum.
- Twenty-five elementary, middle, and high school teachers attended the National Science Teachers Association National Conference on March 12 through 14, 2015. Four teachers presented at the conference. The learning that resulted will help guide further implementation of the Next Generation Science Standards and the work of the curriculum design teams as they add assessments to the district curriculum documents.
- The biology design team met in November 2014 to discuss minor adjustments to the unit overview documents based on their use of the documents to that point. The chemistry design team met five times between November 2014 and March 2015 to adjust the placement of standards into units and the pacing of instruction.
- As of the writing of this report, plans are in place to revise elementary science documents to clarify assessment requirements and increase the integration of reading, writing, and science instruction. The target completion date is June 1, 2015.
- Plans are also in place for revising unit overviews and syllabi and creating unit assessments for quarter 1 of Biology, Biology Honors, Chemistry, Chemistry Honors, and Conceptual Physics. The target completion date is June 30, 2015.

Appendix C contains lists of teachers who participated in these professional learning opportunities.

Goals Aligned to the Curriculum Audit for 2015-16

The timeline for the implementation of the Next Generation Science Standards also included goals for the 2015-16 school year (Appendix A, Phase 3). The goals for Phase 3 and the alignment to the Curriculum Audit are listed below.

GOAL 1

Refine and continue implementing prekindergarten through twelfth grade curriculum guides, assessments, and instructional practices aligned with the Next Generation Science Standards.

The focus grade levels and courses for Goal 1 will be kindergarten through grade 5, grades 6 through 8, Biology, Biology Honors, Chemistry, Chemistry Honors, and Conceptual Physics.

Goal 1 aligns with Curriculum Audit Recommendations A.5.1, A.5.4, A.5.6, and A.5.10.

- A.5.1—Align teaching with the content of the high stakes standardized tests taken by Kenosha Unified School District science students. These tests include the Wisconsin Knowledge and Concepts Exam (WKCE), ACT Aspire, and ACT.
- A.5.10—Develop a district-wide kindergarten through twelfth grade assessment plan.

GOAL 2

Continue high-quality professional learning opportunities specific to the Next Generation Science Standards conceptual shifts for all teachers of science.

Goal 2 aligns with Curriculum Audit Recommendations A.5.9 and A.5.16.

GOAL 3

Reconvene the Kenosha Unified School District Science Curriculum Committee, and add any additional interested staff to begin a thorough review of new instructional resources based on the Next Generation Science Standards as released by publishers.

If high quality, appropriately-aligned resources are available, the focus grade levels and courses for Goal 3 will be kindergarten through grade 5, grades 6 through 8, Biology, Biology Honors, Chemistry, Chemistry Honors, and Conceptual Physics.

Goal 3 aligns to Curriculum Audit Recommendation A.5.4.

GOAL 4

Develop a plan, including projected budget amounts, for obtaining and implementing high-quality Next Generation Science Standards-based instructional resources as appropriate based on availability.

If high-quality appropriately-aligned resources are available, the focus grade levels and courses for Goal 4 will be kindergarten through grade 5, grades 6 through 8, Biology, Biology Honors, Chemistry, Chemistry Honors, and Conceptual Physics.

Goal 4 aligns to Curriculum Audit Recommendation A.5.4.

GOAL 5

Bring budget assumption recommendation to the board of education for approval.

Goal 5 aligns to Curriculum Audit Recommendation A.5.4.

Next Steps

In addition to the curriculum and resource review work described in the goals above, curriculum design teams will begin a preliminary review of the high school science elective courses. The Next Generation Science Standards are intended to guide student learning in the foundational science content that all students receive. The standards represent the foundational knowledge and practices that prepare students for more advanced courses. A review of the science electives is necessary to ensure that their content builds upon the Next Generation Science Standards and propels students toward college and career readiness.

Purpose of Report

This is an informational agenda item update.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Christine Pratt
Coordinator of Science

Mrs. Julie Housaman
Assistant Superintendent of Teaching
and Learning

APPENDIX A



TIMELINE FOR IMPLEMENTATION OF NEXT GENERATION SCIENCE STANDARDS

PHASE 1 2013-14	PHASE 2 2014-15	PHASE 3 2015-16	PHASE 4	PHASE 5
Awareness and Understanding Among all Stakeholders <u>Goals</u> <ul style="list-style-type: none"> Understand the conceptual shifts of the Next Generation Science Standards. Understand the structure and progressions of the Next Generation Science Standards. Understand college and career readiness. Understand the relationship between the Next Generation Science Standards, 	Science Curriculum Program Review and Redesign <u>Goals</u> <ul style="list-style-type: none"> Convene curriculum design teams to design, build, and facilitate the implementation of prekindergarten through twelfth grade curriculum guides and assessments based on the Next Generation Science Standards performance expectations, the State Standards for Literacy in all Subjects, and the recommendations 	Next Generation Science Standards Curriculum Resource Review <u>Goals</u> <ul style="list-style-type: none"> Refine and continue implementing pre-kindergarten through twelfth grade curriculum guides, assessments, and instructional practices aligned with the Next Generation Science Standards. Continue high-quality professional learning opportunities specific to the Next Generation Science 	Next Generation Science Standards New Instructional Resource Implementation <u>Goals</u> <ul style="list-style-type: none"> Dates and goals regarding the possibility of implementation will be determined based on the availability of instructional resources and guided by the board-approved curriculum review and selection process. 	Refine, Strengthen, and Extend the Use of the Next Generation Science Standards Curriculum <u>Goals</u> <ul style="list-style-type: none"> Dates and goals regarding the on-going monitoring of implementation will be determined based on the availability of instructional resources and guided by the board-approved curriculum review and selection process.

PHASE 1 2013-14	PHASE 2 2014-15	PHASE 3 2015-16	PHASE 4	PHASE 5
<p>the State Standards for Literacy in all Subjects, the Smarter Balanced Assessments, and the ACT suite of assessments.</p> <ul style="list-style-type: none"> Compare current prekindergarten through twelfth grade science curriculum and instructional practices to the Next Generation Science Standards. 	<p>from the district curriculum audits.</p> <ul style="list-style-type: none"> Monitor the development of commercially available instructional resources based on the Next Generation Science Standards and begin a comprehensive resource review process. Design, build, and implement professional learning opportunities specific to the new curriculum guides, assessments, and Next Generation Science Standards conceptual shifts. 	<p>Standards conceptual shifts for all teachers of science.</p> <ul style="list-style-type: none"> Reconvene the Kenosha Unified School District Science Curriculum Committee, and add any additional new interested staff to begin a thorough review of new instructional resources based on the Next Generation Science Standards as released by publishers. Develop a plan, including projected budget amounts, for obtaining and implementing high-quality, Next Generation Science Standards-based 		

PHASE 1 2013-14	PHASE 2 2014-15	PHASE 3 2015-16	PHASE 4	PHASE 5
		<p>instructional resources as appropriate based on availability.</p> <ul style="list-style-type: none"> ▪ Bring budget assumption recommendation to the board of education for approval. 		

APPENDIX B



SCIENCE CURRICULUM DESIGN TEAMS 2014-15

GRADE BAND	MEMBERS	SCHOOL
Kindergarten Through Grade 2	Mariano Escobedo	Edward Bain School of Language and Art—Dual Language
	Maricela Sanchez	Edward Bain School of Language and Art—Dual Language
	Beth Smith	Frank
	Rachel Conran	Grant
	Genesis Gruenke	Jefferson
	Barbara Gentz	Stocker
	Ruth Walls	Stocker
	Judy Hutchins	Whittier
Grade 3 Through Grade 5	Santos Cruz	Edward Bain School of Language and Art—Dual Language
	Julio Escobedo	Edward Bain School of Language and Art—Dual Language
	Mary Pummer	Frank
	Heidi Jones	Grant
	John Roscioli	Grant
	Tim Carlson	Kenosha School of Technology Enhanced Curriculum
	Ellen Wilson	Pleasant Prairie
	Diane Wood	Roosevelt
	Jessica Roscioli	Strange
	Jen Roushia	Strange
	Max Zbilut	Strange
Grade 6	April Solms	Hillcrest
	Stacey Keckler	Lincoln
	Denielle Lewis	Washington

GRADE BAND	MEMBERS	SCHOOL
Grade 7	Michelle Zazula	Kenosha School of Technology Enhanced Curriculum
	Amy Holm	Lance
	Kimberly Bielewicz	Lincoln
	Mary Witt	Washington
Grade 8	Sheila Flox	Lance
	Damon Blise	Lincoln
	Sarah Renish-Ratelis	Mahone
Biology	Susan Akina	Bradford
	Jean Lee	Bradford
	Jeff Wirch	Bradford
	Chelsea Cavalcante	Indian Trail
	Paul Fix	Indian Trail
	CarrieAnn Glembocki	LakeView
	Christy Bradley	Tremper
	Jason Ladd	Tremper
	Valerie Taylor	Tremper
Chemistry	Linda Cram	Bradford
	Ryan Peyer	Bradford
	Amy Jacob	Indian Trail
	Mark Langer	Indian Trail
	Nancy Cope	Tremper
	Patrick Gazarkiewicz	Tremper
	David Weiser	Tremper
Physics	Jason Standish	Bradford
	Scott Azmus	Tremper
	David Weiser	Tremper

**Science Professional Learning Participants
2014-2015**

Learning Opportunity	Participants
Deep Dive Into The Next Generation Science Standards	Jean Lee Bradford HS – Instructor Susan Akin – Bradford HS Toni Beams Kimberly Bielewicz – Lincoln MS Amy Jacob – Indian Trail HS & A Suzanne Preston – Bullen MS Helen Rose – Indian Trail HS & A Betsy-Jo Wagner – Bullen MS
Texas Instruments <i>nSpire</i> Data Collection Training	Sara Ames – Mahone MS Damon Blise – Lincoln MS Andre Engle – Washington MS Tamara Gerdes – Mahone MS Stacey Keckler – Lincoln MS Tricia Lowrance – Lincoln MS Christina Oldani – Lance MS Shelly Peltier – Mahone MS Angela Petersen – Lance MS Suzanne Preston – Bullen MS Sabrina Rasch – Washington MS Christopher Strangberg – Bullen MS Betsy-Jo Wagner – Bullen MS Tim Walton – Lance MS Mary Witt – Washington MS
CESA 2 - Aligning Student Learning Objectives to the Next Generation Science Standards	Linda Cram – Bradford HS Patrick Gazarkiewicz – Tremper HS
Science Assessment Camp	Chelsea Cavalcante – Indian Trail HS & A Linda Cram – Bradford HS Paul Fix – Indian Trail HS & A William Krupecki – Indian Trail HS & A Mark Langer – Indian Trail HS & A Patrick Metzler – Indian Trail HS & A Cara Pfeiffer – Indian Trail HS & A Heidi Romero – Indian Trail HS & A Jeffrey Teerink – Bradford HS Shannon Benser – Lance MS Kimberly Bielewicz – Lincoln MS Anthony Corso – Dimensions of Learning Sheila Flox – Lance MS Erin Gray – Lincoln MS

	Rosemarie Habel – Washington MS Tricia Lowrance – Lincoln MS Callie Mikolajczyk – Mahone MS Angela Petersen – Lance MS Sabrina Rasch – Washington MS Timothy Walton – Lance MS Mary Witt – Washington MS Michelle Zazula – KTEC East
Wisconsin Society of Science Teachers State Conference Presenters	Susan Akina – Bradford HS Jean Lee – Bradford HS Jeff Wirch – Bradford HS
Next Generation FOSS Workshop	Ellen Wilson – Pleasant Prairie El Ruth Walls – Stocker El
National Science Teachers Association National Conference	Susan Akina – Bradford HS – presenter Sara Ames – Mahone MS Kimberly Bielewicz – Lincoln MS Chelsea Cavalvante – Indian Trail HS & A Matthew Dahl – Whittier EL Andrew Engle – Washington MS Julio Escobedo – EBSOLA – DL Paul Fix – Indian Trail HS & A Patrick Gazarkiewicz – Tremper HS Kimberly George – Brass Community EL Daniel Goyette – Tremper HS Nichole Hack – Bullen MS Amy Jacob – Indian Trail HS & A Melissa Kearby – Lance MS Jason Ladd – Tremper HS Jean Lee – Bradford HS – presenter Tricia Lowrance – Lincoln MS Kelly Meier – Brass Community EL Christina Oldani – Lance MS Sarah Renish-Ratelis – Mahone MS – presenter Jeffery Wirch – Bradford HS – presenter Mary Witt – Washington MS Kristin Bookstein – Grant EL Nicole Ladd – Grant EL Julie Sulamoyo – Grant El

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