



# MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

August 11, 2015

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

6:00 P.M. Audit/Budget/Finance

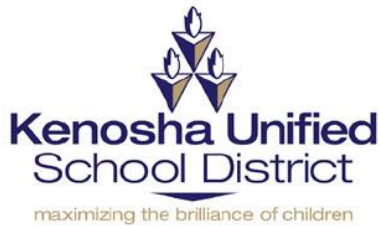
6:30 P.M. Personnel/Policy

7:00 P.M. Joint Personnel/Policy & Curriculum/Program

7:30 P.M. Curriculum/Program

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

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

A. Approval of Minutes - April 14, 2015 Planning/Facilities/Equipment	4
B. EBSOLA Adjacent Vacant Parcel	6
C. Provisions Governing the Transportation of Students Attending Public and Private Schools for the 2015-2016 Year	23
D. Information Items	
1. Pella Window Problem at Three Schools	27
2. Capital Projects Update	54
3. Utility and Energy Savings Program Report	74
E. Future Agenda Items	
F. Adjournment	

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

A. Approval of Minutes - June 9, 2015 Audit/Budget/Finance and June 9, 2015 Joint Audit/Budget/Finance and Curriculum/Program	77
B. Information Items	
1. Monthly Financial Statements	80
2. Cash and Investment Quarterly Report	95
3. Fund Balance Informational Report	96
C. Future Agenda Items	
D. Adjournment	

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

A. Approval of Minutes - June 9, 2015 Joint Curriculum/Program and Personnel/Policy and June 9, 2015 and July 14, 2015 Personnel/Policy	102
B. Policy and Rule 1520 - Notification of Materials and Literature to Students	106
C. Policy and Rule 3643 - Emergency School Closing (Inclement Weather)	111

D. Policy 5471 - Corporal Punishment/Use of Physical Force and Resolution for Off-Duty Law Enforcement Officers Who Serve as Security Officers in Schools	116
E. Information Item	
1. Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations	122
F. Future Agenda Items	
1. Policy 4332 - Criminal Background Checks - September/October	
G. Adjournment	
IV. <b><u>JOINT PERSONNEL/POLICY &amp; CURRICULUM/PROGRAM - 7:00 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING</u></b>	
A. Athletics for Physical Education Credit Waiver	124
B. Policy 4370 - Professional Development Opportunities	130
C. Future Agenda Items	
1. Policy 6320 - Instructional Program Adoption & Review - October	
D. Adjournment	
V. <b><u>CURRICULUM/PROGRAM - 7:30 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING</u></b>	
A. Approval of Minutes - July 14, 2015 Curriculum/Program	142
B. New Course Proposals: Writing About Sports and Arts, Rhetoric, and Swing	144
C. New Course Proposal: Scripting	169
D. Future Agenda Items	
1. Advanced Placement Update - October	
E. Adjournment	

<p>There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.</p>
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**KENOSHA UNIFIED SCHOOL BOARD**  
**PLANNING/FACILITIES/EQUIPMENT MEETING**  
Educational Support Center – Room 110  
APRIL 14, 2015  
**MINUTES**

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

**Approval of Minutes – March 10, 2015 Planning/Facilities/Equipment**

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

**Information Items**

Mr. Patrick Finnemore, Director of Facilities, presented the ALICE Response to Violent Intruder Events. He indicated that school districts, including KUSD, traditionally have used lockdowns as the primary response to a violent intruder event. After the tragedy at Sandy Hook, law enforcement experts and school district officials across the country began to reevaluate the effectiveness of a lockdown only response to a violent intruder. A variety of alternates have been evaluated, one of which is a system known as ALICE (Alert, Lockdown, Inform, Counter, and Evacuate). ALICE is a comprehensive preparedness methodology for a violent intruder event commonly referred to as active threat events. ALICE is not a linear, sequential response. It trains and provides adults in the building with options based on the information they have and their own survival skills. Mr. Finnemore explained that the plan is to hold an ALICE training session this summer for 60 people and after the training is complete, those involved would be tasked with making a recommendation to the Superintendent and eventually the School Board in regards to whether KUSD should move forward with adopting the ALICE methodology. Mr. Finnemore answered questions from Committee members.

Mr. Finnemore presented the Capital Projects Updates. He indicated that the projects at the first five schools: Bose, Grant, Grewenow, Forest Park, and Harvey are all complete and benefits are already being captured. Saving evaluations began on January 1<sup>st</sup> and will be tracked monthly from here forward. The energy savings attributed to the projects through the first two months was 27.8%. The remaining projects have been bid out, contractor and manufacturer supplier selections have been made, and work began over spring break.

Mr. Finnemore presented the Utility and Energy Savings Program Report. He noted consumption increases at EBSOLA and Pleasant Prairie and indicated that solutions have already been identified. He indicated that there were no financial concerns in relation to the utilities budget.

**Future Agenda Items**

Mr. Finnemore indicated that he would be bringing forward the Emergency Operations Procedures Update and a monthly Referendum Projects Update.

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

Meeting adjourned at 5:55 P.M.

Stacy Schroeder Busby  
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

August 11, 2015  
Planning/Facilities/Equipment Standing Committee

**EBSOLA ADJACENT VACANT PARCEL**

**Background:**

The procurement of the 12-acre site that the Edward Bain School of Language and Art (EBSOLA) was constructed on was a long and difficult process. The site had known soil and groundwater contamination as determined by extensive testing performed by KUSD as part of our due diligence process related to the property acquisition. Most of the environmental contamination issues were soil related, and were issues that all of the experts we employed or consulted with felt could be effectively remediated and/or addressed to allow a school to be constructed on the site. There was one glaring exception and that was a localized area of groundwater contamination on the SE corner of the 16-acre property owned by the Mann Engineering, Ltd., Employee Pension Fund. In order to negotiate a deal to purchase property and construct a school, we had to work with the property owner, the late Mr. Earnest Mankowski; the previous owner of the property, Daimler Chrysler Corporation; the City of Kenosha; the Wisconsin Department of Natural Resources; the State of Wisconsin Dept. of Health; and insurance companies and their representatives.

The end result was an agreement to split the 16-acre property into 2 parcels, one being the 12-acre parcel that we purchased and constructed EBSOLA on, and the second would remain under the ownership of Mann Engineering. The two parcels are shown on Attachment A.

The 4-acre vacant lot, which was referred to in the various agreements as the South Parcel became the subject of a great deal of discussion and negotiation. In fact, even though we did not purchase the parcel, specific agreements were developed at the time we acquired the 12 acres regarding the remediation and possible future use of that parcel. In those agreements, KUSD maintained the right to someday acquire the South Parcel, however there were several stipulations associated with the acquisition and use of that parcel. These stipulations included:

1. Chrysler, as part of their agreement with Mankowski, was required to remediate the property to a level acceptable for industrial use. To that end, Chrysler did actively remove material from the site and performed a great deal of monitoring of the groundwater and the soil.

2. The intent of the remediation effort was for Chrysler to obtain a closure letter from the DNR stating that the property had been properly and effectively remediated to meet industrial standards.
3. In addition to providing a closure letter on the remediation activities for industrial uses, it was expected that the DNR would place additional restrictions on the property if it were to become part of the school site. Those restrictions would include limiting the use to vehicular parking and active recreation use (i.e. green space).

Upon the death of Mr. Mankowski in 2005, his heirs discontinued paying property taxes on the parcel which eventually led to the parcel being placed in limbo as far as ownership and responsibility. In addition, the Daimler Chrysler bankruptcy filings resulted in the end of their responsibilities associated with clean-up of this parcel. For over 10 years, the property has been essentially untouched without a viable solution to clean and improve it.

### **Clean-up Plan and Agreement:**

Approximately three years ago representatives from the City of Kenosha, Kenosha County, the Wisconsin DNR, KUSD Superintendent Joe Mangi and staff met with the intent on developing a plan to clean-up and find a use for this blighted property. The City, County and KUSD were all interested in the property being environmental remediated provided outside funding for the remediation could be obtained. It was agreed that if outside funding was obtained the County would take ownership of the property and then transfer that ownership to the City at no cost. The City would then oversee the clean-up of the property with the DNR through final closure of the remediation by the DNR. The City would then transfer ownership of the property to KUSD at no cost. KUSD, in turn, would be responsible for costs associated with the improvements to the property, i.e. parking lots and/or green space.

KUSD was notified in March of this year that the DNR had identified funding sources for the clean-up and was in a position to move forward, but required written assurance from the County, City and KUSD that if the clean-up occurs KUSD will move forward with the property ownership transfers and that KUSD will make the final site improvements. A draft of this agreement was developed by the DNR and modified by all other parties and is attached to this report. The City and County are in the process of approving this agreement and will need KUSD approval as well to move forward.

Although this is a property acquisition, the only KUSD approval needed is from school board since this acquisition is from another governmental body at no cost to the district, and because the Elector approval for the acquisition which occurred on August 18, 1999, included acquisition of the entire 16 acre property.

KUSD's responsibilities as outlined in the agreement are very simple. Basically we wait for the ownership transactions to take place, the environmental remediation to be complete, and for DNR closure of the remediation to occur. Once all of those events have occurred, the final transaction between the City and KUSD would take place for no consideration (cost). KUSD would then be required to make any improvements deemed necessary by KUSD provided that they are in accordance with the DNR closure letter.

### **KUSD Redevelopment Plan:**

As part of the original design of EBSOLA, KUSD had worked with Bray Architects to develop a conceptual plan for the 4 acres. In addition, we had Riley Construction estimate the cost of implementing that plan. Funds were reserved in the EBSOLA project account to support this project; however, that account was closed out approximately one year (sometime in 2005 or 2006) after the school opened as required by State Statutes. That plan is now quite outdated and is longer desirable based on the current operations of the school. Our redevelopment could be as simple as creating a green space on the entire property at a cost in the \$100,000 - \$150,000 range, or be more involved with additional parking and better traffic flow at a cost on the order of \$450,000. Our recommendation on the redevelopment is to incorporate that into our capital plan for the year following final closure by the DNR.

### **Administration Recommendation:**

Administration recommends that the Planning, Facilities, and Equipment Committee forward this report to the full Board for their consideration related to the approval of the agreement between the City of Kenosha, Kenosha County, and the Wisconsin DNR. A determination on how the property is redeveloped will occur at a later date after remediation has been completed and final closure has been obtained from the DNR.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Patrick M. Finnemore, PE  
Director of Facilities



# Attachment A



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46TH

46TH

48TH

48TH

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**DEPARTMENT OF NATURAL RESOURCES**

**IN THE MATTER OF:**

The agreement by and between Kenosha County, the City of Kenosha, the Kenosha Unified School District and the Wisconsin Department of Natural Resources to acquire, transfer and clean up the Mann Engineering LTD Employee Pension Fund (aka Mankowski) property, the eastern edge of which is located on 26<sup>th</sup> Avenue, from 48<sup>th</sup> to 50<sup>th</sup> Street, in Kenosha, Wisconsin.

**Intergovernmental Agreement: Kenosha County, Wisconsin; City of Kenosha; and Kenosha Unified School District.**

**RECITAL**

WHEREAS, the Wisconsin Department of Natural Resources ("WDNR"), Kenosha County ("County"), the City of Kenosha ("City"), and the Kenosha Unified School District ("District") have decided to enter into this intergovernmental agreement ("Agreement"), pursuant to s. 66.0301, Wis. Stats., to facilitate the environmental remediation and reuse of the former Mann Engineering LTD Employee Pension Fund (aka Mankowski) property as defined in Exhibit A (the "Property"), parcel number 09-222-36-134-003, comprising approximately 3.98 acres more or less; and

WHEREAS, the WDNR recognizes that the Property has the potential to threaten public health, safety or welfare or the environment; and

WHEREAS, WDNR will consider an application from the City for a Ready for Reuse subgrant for environmental cleanup at the Property; and

WHEREAS, remediation is necessary at the Property; and

## Attachment B

WHEREAS, WDNR and the City have determined to take direct action under Chapter 292, Wisconsin Statutes, ("Spill Law"), at the Property in order to investigate and achieve regulatory closure under ch. NR 726, Wis. Admin. Code, because no responsible party has yet been willing or able to undertake the necessary remedial actions, and therefore the WDNR intends to contribute up to \$440,000 from s. 20.370(2)(dv), Wis. Stats., to take action to remediate hazardous substance contamination at the Property that would otherwise not be remediated; and

WHEREAS, WDNR has determined, pursuant to s. 292.11(9)(e)1m(a), Wis. Stats., that the County is not presently, and will not become, a responsible party by acquiring title to the Property through tax delinquency proceedings in accordance with s. 292.11(9)(e)1m(a), Wis. Stats. and the City is not presently, and will not become, a responsible party by acquiring title to the Property from the County following tax delinquency proceedings in accordance with s. 292.11(9)(e)1m(b), Wis. Stats; and

WHEREAS, the County shall expeditiously acquire title to the Property through tax delinquency proceedings in accordance with s. 292.11(9)(e)1m(a), Wis. Stats. and involuntarily by virtue of its function as a sovereign in accordance with 101(20)(D) of the Comprehensive Environmental Response, Compensation, and Liability Act ("CERCLA") and expeditiously transfer ownership of the Property to the City for no consideration, including the expunging of all delinquent taxes; and

WHEREAS, the City shall expeditiously accept title to the Property from the County pursuant to s. 292.11(9)(e)1m(b), Wis. Stats., and through involuntary acquisition by virtue of both the County's and the City's functions as sovereigns, per CERCLA 101(20)(D); and

WHEREAS, the City intends to conduct environmental response actions at, or in connection with contamination emanating from, the Property (collectively, the "Environmental Response Actions"), including, but not limited to, oversight, monitoring, environmental operation and maintenance, and environmental cleanup after receiving the appropriate Environmental Response Action approvals from the WDNR under s. 292.11, Wis. Stats, ch. NR 700, Wis. Admin. Code; and

WHEREAS, the County, the City, the District and WDNR are entering into this Agreement to facilitate the implementation of Environmental Response Actions at the Property in accordance with applicable law, with the goal of achieving case closure and beneficial reuse



of the Property; and

WHEREAS, this Agreement is desirable to outline the roles and responsibilities of the County, the City, the District and WDNR contemplated under this Agreement; and

WHEREAS, in consideration of, and in exchange for, the promises and mutual understandings and covenants contained herein, and intending to be bound legally hereby, the County, the City, the District and WDNR, by their authorized representatives, agree to the execution of this Agreement.

### **AGREEMENT**

NOW, THEREFORE, based upon the above recitals and the terms and conditions set forth below, the County, the City, the District and WDNR (collectively, the “Parties”) agree as follow:

#### **1) PARTIES BOUND**

- a) The County, the City, the District and WDNR have entered into this Agreement pursuant to s. 66.0301, Wis. Stats., which authorizes the WDNR to negotiate and enter into an Agreement with municipalities to facilitate the cleanup and redevelopment of the Property. This Agreement shall apply to and be binding upon the undersigned Parties.
- b) The undersigned representative of each Party certifies that he or she is fully authorized by the Party whom he or she represents to enter into this Agreement and to execute and legally bind such party to the terms of this Agreement.
- c) This Agreement constitutes an integral part of the partnership among the County, the City, the District and WDNR, which is intended to conduct Environmental Response Actions at the Property and return the Property to beneficial use. Nothing in this Agreement shall be construed as an admission of fact or liability by the County, the City, the District or WDNR for any matters other than the contractual obligation between the Parties as further described in this Agreement. WDNR, the County, the City and the

## **Attachment B**

District agree to undertake all actions required by the terms and conditions of this Agreement and consent to and will not contest or legally challenge the validity of this Agreement, or the authority of any other Party to enter into this Agreement.

- d) The WDNR, the County, the City and the District agree to meet in-person, as needed, to discuss real estate transactions, inspections, funding, Environmental Response Actions, and any other matters associated with the Property that are central to the fulfillment of this Agreement.
- e) Nothing in this Agreement adversely affects the Parties' rights to require other parties to take action to restore the environment under applicable laws, including but not limited to ch. 292, Wis. Stats., or to recover its expenditures from responsible parties under ss. 292.11(7)(b) or 292.31(8) or 292.33 or 292.81, Wis. Stats.

### **2) COUNTY AGREEMENTS AND OBLIGATIONS**

- a) The County will acquire title to the Property through tax delinquency proceedings in accordance with s. 292.11(9)(e)1m.a, Wis. Stats. and through involuntary action by virtue of its function as a sovereign in accordance with CERCLA 101(20)(D) by August 15, 2015.
- b) The County will expunge all delinquent taxes on the Property and transfer ownership of the Property to the City for no consideration in accordance with s. 292.11(9)(e)1m.b, Wis. Stats. and CERCLA 101(20)(D) by September 1, 2015.

### **3) CITY AGREEMENTS AND OBLIGATIONS**

- a) The City will accept title to the Property from the County pursuant to s. 292.11(9)(e)1m(b), Wis. Stats., and through involuntary acquisition by virtue of both the County's and the City's functions as sovereigns, per CERCLA 101(20)(D).
- b) The City will accept title to the Property from the County by September 1, 2015 and will retain title to the Property until regulatory closure is obtained under ch. NR 726, Wis. Admin. Code or until the Site Specific Fund is exhausted, whichever occurs first.
- c) The City will engage a professional contractor ("Contractor") in accordance with state and local procurement laws to conduct Environmental Response Actions on the Property to the extent funding is available and allocated to the Property, as will be defined in

## Attachment B

mutually agreed upon scopes of work.

- d) The City agrees to oversee the development of the “Environmental Response Action Documents” described below in subsection e, unless otherwise directed by WDNR. The City agrees to submit drafts to WDNR for its review and comment, and then to submit final documents for approval by WDNR. The WDNR agrees that such activities are Environmental Response Actions.
- e) Environmental Response Action Documents must be submitted and approved by WDNR prior to commencing work:
  - i) The finalized Remedial Action Options Report in accordance with ch. NR 722.13, Wis. Admin. Code
  - ii) Project budget and scope of work for the selected remedial action;
  - iii) Health and safety plan;
  - iv) Bid document for selected remedial action.
- f) All work to be performed by the City and its Contractor(s) pursuant to this Agreement shall be done in accordance with applicable local, state and federal law, including the Ch. NR 700 administrative rule series.
- g) Once title to the Property has been transferred to the City, the City will commence Environmental Response Action within six (6) months of the date of transfer and shall diligently pursue work through case closure. This period may be extended through bilateral agreement between the City and WDNR. If WDNR determines that the City has not made sufficient progress within this time frame, the WDNR may elect not to extend this agreement. “Sufficient progress” shall include, but not be limited to the completion of activities listed in Section 3, paragraph e), numbers i-iv.
- h) The City will ensure environmental cleanups are protective of public safety, welfare and human health and the environment in accordance with the ch. NR 700 rule series.
- i) Reports required by the ch. NR 700 rule series, other than routine reporting, must be submitted to the WDNR in draft form for review and comment, prior to finalization by the City.
- j) The City agrees to conduct all public outreach activities that the WDNR determines are necessary in accordance with ch. NR 714, Wis. Admin. Code, with the cooperation and assistance of the WDNR. The WDNR agrees that such activities are Environmental Response Actions.
- k) Within one month of obtaining title to the Property if not sooner, the City will apply to WDNR for a \$200,000 Ready for Reuse program grant to fund Environmental Response

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Actions at the Property.

- l) The City shall submit to WDNR distribution requests no more frequently than every two weeks, but at least monthly, unless another schedule is mutually agreed to by both WDNR and the City.
- m) Expenditure reimbursement may only be requested for WDNR-approved activities that are directly related to Environmental Response Actions at the Property.

### **4) WDNR AGREEMENTS AND OBLIGATIONS**

- a) The WDNR agrees to consult with the City and the District during the evaluation and selection of remedial action options.
- b) The WDNR agrees to assist the City in conducting Environmental Response Actions, including remediating any hazardous substance contamination at or emanating from the Property that would otherwise not be remedied, because no responsible party is taking action to remedy the contamination.
- c) The WDNR agrees to contribute up to \$440,000 from section 20.370(2)(dv), Wis. Stats., to take action to remediate hazardous substance contamination at the Property that would otherwise not be remediated. The \$440,000 identified in this paragraph 4(c), and whatever money is approved in paragraph 4(d), collectively comprise the "Site Specific Account."
- d) The WDNR agrees to consider an application from the City for a \$200,000 Ready for Reuse subgrant for environmental cleanup at the Property. If a subgrant is awarded, the WDNR agrees to reimburse the City for necessary Contractor expenses associated with carrying out the WDNR-approved Environmental Response Actions at the Property, including responding to any migration of hazardous substances emanating from the Property. The City's match of 22% for this grant will be satisfied by the funds provided by WDNR in par. 4(c).
- e) WDNR shall promptly review reimbursement requests received from the City and process such requests as expeditiously as possible.
- f) The WDNR Project Manager or a designee shall have the authority, pursuant to this Agreement, to: (1) take samples or direct that samples be taken; (2) direct that work stop whenever s/he determines that activities at the Property may create a danger to public health or welfare or to the environment; (3) observe, take photographs and video, and make other such reports on the progress of the work as deemed appropriate; (4) review records, files and documents relevant to this Agreement; and (5) make or authorize, in

consultation with the City, minor field modifications to the work covered by this Agreement with respect to techniques, procedures or design utilized in carrying out this Agreement.

## **5) DISTRICT AGREEMENTS AND OBLIGATIONS**

- a) After the City obtains regulatory closure for the Property under ch. NR 726, Wis. Admin. Code, the District will accept title to the Property, for no consideration, via a transfer from the City. The transfer of title will be by quitclaim deed, with no warranties. The District acknowledges that such transfer will be subject to any unextinguished liens remaining after the County's acquisition title to the Property through tax delinquency proceedings in accordance with s. 292.11(9)(e)1m.a, Wis. Stats.
- b) The District will make public improvements subsequent to closure. The public improvements that will be made by the District are those determined to be acceptable by WDNR but for which there were not funds available from WDNR prior to closure.

## **6) SPECIAL CONDITIONS**

- a) Payment. The payment reimbursement process for WDNR and the City under this Agreement from the Site Specific Account shall operate as follows:
  - i) After the completion of Environmental Response Actions or portions thereof, the City shall oversee the preparation of documentation necessary for reimbursement, including an itemized invoice regarding the Environmental Response Actions completed, information demonstrating that the City or its Contractor has completed all or portions of the agreed-upon scope of work for which payment is requested, the identity of the party conducting such Environmental Response Actions, and that party's qualifications to do such work and submit one (a) complete copy to WDNR (the "Payment Request"). The City shall communicate with WDNR regarding any additional requested information relating to the Payment Request.
  - ii) The City's project manager will review the Payment Request. If acceptable, the City project manager will approve the Payment Request, complete the WDNR's Payment Request form and send the invoices to the WDNR project coordinator.
  - iii) The WDNR project coordinator and manager will review the submittal and, within thirty (30) days of receipt, shall either approve and submit the distribution request for

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payment by WDNR, or request additional information from the City.

- b) Mileage. Mileage claimed on contractor or sub-contractor or City invoices for Environmental Response Action activities shall not exceed the IRS's Standard Mileage Rate for the year in which the costs were incurred. The standard mileage rate for business is based on an annual study of the fixed and variable costs of operating an automobile is established by the IRS. Each year's rates can be found at [www.IRS.gov](http://www.IRS.gov).
- c) Sub-Contractor Mark-Ups. Sub-contractor mark-ups claimed on contractor invoices for environmental response actions shall not exceed 10%.
- d) Access. Each Party's employees and authorized representatives shall have the authority to access records, operating logs, agreements and other documents relating to the implementation of this Agreement maintained by the other party, including but not limited to the ability to perform the following actions: review the progress of the City in implementing this Agreement; conduct such tests as the WDNR project manager or project coordinator deems necessary; use a camera, sound or video recording, or other documentary type equipment, and verify the data submitted to the WDNR by the City. The Parties shall permit such authorized representatives to inspect and copy all records, files, photographs, documents, and other writings, including all sampling and monitoring data, which pertain to this Agreement. The Parties shall honor all reasonable requests for such access conditioned only upon presentation of proper credentials by the other Party.

Nothing herein shall be construed as restricting the inspection or access authority of the WDNR or the City under any statute or rule.

### **7) PUBLIC RECORDS**

All information paid for pursuant to this Agreement is part of the public record and will be available for review pursuant to state law.

### **8) MODIFICATION OF WORK**

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In the event that WDNR or the City determines that either a modification of the planned work or additional work is necessary to accomplish the objectives of this Agreement, notification in writing and amended documents prepared in accordance with paragraph 3(d) shall be provided to all parties.

### 9) PROGRESS REPORTS

The City shall submit quarterly progress reports to the WDNR project coordinator. The reports will be due by the 15<sup>th</sup> of January, April, July and October for the duration of this Agreement and will summarize the previous three month's activities. The progress reports must document incremental progress at achieving the project goals and milestones. Quarterly progress reports will typically include:

- a) Documentation of progress at meeting performance outcomes/outputs, project narrative, project timeline and an explanation for any delays in meeting established output/outcomes.
- b) An update on project milestones.
- c) Costs incurred.
- d) Any reports, documents, data or other information requested by the WDNR.

### 10) SUBMISSION OF DOCUMENTS, CORRESPONDENCE AND PROJECT CONTACTS

#### WDNR Project Manager

Dave Volkert, Hydrogeologist

WDNR Waukesha Service Center

141 NW Barstow Street

Waukesha, WI 53188

(262) 574-2166 or David.Volkert@Wisconsin.Gov

#### WDNR Project Coordinator

## Attachment B

Christine Haag

WDNR – RR/5

PO Box 7921

Madison, WI 53707-7921

(608) 266-0244 or Christine.Haag@Wisconsin.Gov

Documents to be submitted to the City of Kenosha shall be sent to:

City Clerk

City of Kenosha

Room 105

625 52<sup>nd</sup> Street

Kenosha, WI 53140

City Project Manager

Shelly Billingsley, P.E.

City of Kenosha

625 52<sup>nd</sup> Street

Kenosha, WI 53140

(262) 653-4149 or sbillingsley@kenosha.org

AND

Sue Clouthier

Deputy Finance Director

625 52<sup>nd</sup> Street



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Kenosha, WI 53140

(262)-653-4195 or sclouthier@kenosha.org

Reports should be sent in both paper and electronic formats to the WDNR Project Manager and in electronic format to the WDNR Project Coordinator.

### **11) EFFECTIVE DATE**

This Contract shall be executed by the County, the City and the District before being executed by WDNR. When WDNR executes this Contract, the WDNR shall enter an effective date immediately below the WDNR's signature which shall be a minimum of five (5), but not greater than ten (10) business days after the date of mailing of a fully executed copy of the Contract (first class postage prepaid) by the WDNR to the County, the City and the District.

### **12) SUBSEQUENT AMENDMENT**

This Agreement may be amended by mutual agreement of the County, the City, the District and the WDNR. Any amendment of this Agreement shall be in writing, signed by all parties and shall have as the effective date that date on which the last party signed such amendment.

### **13) TERMINATION AND SATISFACTION**

The provisions of this Agreement shall be deemed satisfied upon receipt by the City of written notice from the WDNR that the City of Kenosha has documented that all of the terms of this Agreement, including any modified or additional work, or amendments, have been completed in accordance with the terms hereof to the satisfaction of the WDNR. Upon the submission of such documentation by the City of Kenosha, said written notice shall not be unreasonably withheld or delayed by the WDNR.

This agreement shall have no further force or effect upon WDNR if, pursuant to Section 3(g)

## Attachment B

of this agreement, WDNR determines the City has not made sufficient progress on Environmental Response Actions within six (6) months of the date of transfer of title to the Property from the County to the City. This period may be extended through bilateral agreement between the City and WDNR. If WDNR determines that the City has not made sufficient progress within this time frame, the WDNR may elect not to extend this agreement. "Sufficient progress" shall include, but not be limited to the completion of activities listed in Section 3, paragraph e), numbers i-iv.

Notwithstanding anything to the contrary in this Agreement, with the exception of any required reporting pursuant to paragraph 8 herein, this Agreement shall be of no further force or effect upon the exhaustion of the Funding in the Site Specific Account. WDNR recognizes that the City is voluntarily undertaking remediation of the Property. If funding is not sufficient to achieve case closure, WDNR recognizes that the City has no legal obligation under this Agreement or s. 292.11(9)(e), Wis. Stats., to complete the response actions.

**The Parties, whose signatures appear below hereby agree to the terms of this Agreement. Each person signing this Agreement represents and warrants that he or she has been duly authorized by the County, the City, the District or the WDNR, as the case may be, to execute and legally bind the respective parties to the terms of this Agreement. This agreement may be signed in counterparts which, when taken together, shall constitute one in the same document.**

**KENOSHA COUNTY**

**CITY OF KENOSHA**

By \_\_\_\_\_

(name, title)

By \_\_\_\_\_

Keith G. Bosman, Mayor

\_\_\_\_\_

(Date)

\_\_\_\_\_

(Date)

**Attachment B**

**KENOSHA UNIFIED SCHOOL DISTRICT**

**WISCONSIN DEPARTMENT OF  
NATURAL RESOURCES**

By \_\_\_\_\_

(name, title)

By \_\_\_\_\_

Cathy Stepp, Secretary

\_\_\_\_\_

(Date)

\_\_\_\_\_

(Date)

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

August 11, 2015  
Planning/Facilities/Equipment Committee

**PROVISIONS GOVERNING THE TRANSPORTATION  
OF STUDENTS ATTENDING PUBLIC AND PRIVATE  
SCHOOLS FOR THE 2015-2016 YEAR**

The following provisions for the transporting of students attending public and private schools will become effective from and after the fifteenth day of August 2015. (These provisions relate to Board Policies 3545 and 3545.4.)

**Students Attending Public Schools**

1. Pursuant to Wisconsin Statutes, transportation shall be provided to all students residing in the City of Kenosha, Village of Pleasant Prairie, and Town of Somers who live two or more miles from the public school to which they are assigned.
2. Pursuant to Wisconsin Statutes relating to transportation in area of unusual hazards, transportation shall be provided to all elementary schools, kindergarten through grade 5, who resides in the Village of Pleasant Prairie, Town of Somers (except elementary school students residing within the attendance areas of Forest Park, Grant, Strange, and Harvey Elementary Schools), and certain designated areas in the district as described below.
3. Transportation will be provided for all students residing in the corporate limits of the City of Kenosha and living west of Highway 31 and for Bradford High School students where the only access road is Highway 31.
4. Transportation will be provided to students residing within the corporate limits of the City of Kenosha who attend 4k kindergarten through grade 5 of the elementary school located outside the corporate limits of the City of Kenosha.
5. Transportation will be provided for students who reside within the Bose Elementary School attendance area east of the Chicago and Northwestern Railroad tracks and for students who reside west of 22<sup>nd</sup> Avenue.
6. Transportation will be provided for students who reside within the Jeffery Elementary School attendance area on the south side of 89<sup>th</sup> Street, west of 22<sup>nd</sup> Avenue, and east

of 39<sup>th</sup> Avenue and for students residing within the corporate limits of the City of Kenosha north of 85<sup>th</sup> Street and west of 39<sup>th</sup> Avenue.

7. Transportation will be provided to students residing within the Strange Elementary School attendance area north of 52<sup>nd</sup> Street until such time that the City of Kenosha will provide improved walking areas.
8. On a temporary basis, subject to annual review, transportation will be provided for students attending and residing within the Grant Elementary School attendance area south of Highway 142 and west of the old Chicago-Milwaukee North Shore Railroad right-of-way.
9. No transportation will be provided for students who are voluntary enrolled in alternative programs, participating in part-time and full-time open enrollment programs, or participating in Recreation Department programs
10. Elementary students (grades 4k through 5) may be required to walk up to 1 mile to an authorized school bus pick-up point. Students in grades 6 through 12 may be required to walk up to 1 mile to a school bus pick-up point. Exceptions to these distances may occur in areas considered “unusually hazardous” and will be subject to approval by the Supervisor of Transportation.
11. Students supervised before and after school by a day care center located within the attendance area of the school may be bused to the school. The Superintendent will make recommendations to the Board relative to any exceptions to this policy.
12. Transportation will be provided to students attending the academy portion of Indian Trail High School, residing less than two miles from school, until such time that the City of Kenosha will provide improved walking areas and are in the attendance boundary of ITHS.
13. Students attending schools of choice are not provided transportation. Lakeview Technology Academy (LTA) students may request bus service to their boundary high school and ride a District provided shuttle bus from their boundary high school to LTA. Students are then shuttled back to their boundary high school for transportation rides home. (Note: Harborside will be allowed to use the boundary high school routes and take a shuttle to and from Harborside so long as Harborside continues to pay for their transportation.)
14. Transportation will be provided to students who reside in Lance Middle School attendance area who live on Cooper Road, or West of Cooper Road until such time that the Village of Pleasant Prairie provides improved walking areas. Students may be required to walk no more than 200 ft. on Cooper Road.
15. Students who reside on Highway “H”, 39<sup>th</sup> Avenue, and Springbrook Road may be required to walk no more than 200 ft. on these roads.

16. Transportation will be provided to students who reside in the Bradford High School attendance area who are less than 2 miles but become more than 2 miles due to the Hazardous walk zone along Washington Road from East of Highway 31 to 39<sup>th</sup> Avenue.

### **Students Attending Private Schools**

1. Pursuant to Wisconsin Statutes, transportation shall be provided to students attending private schools on the same basis as set forth above for students attending public schools with the additional provisions listed below.
2. Pursuant to Wisconsin Statutes, students residing in the school district who attend private schools located not more than five miles beyond that boundaries of the school district but within the state are eligible for transportation. In lieu of district bus transportation, parent contracts will be offered to the parent or guardian of each eligible pupil in accord with Wisconsin Statutes.
3. Pursuant to Wisconsin Statutes, transportation will be provide as set forth above to the private school located in the attendance area in which the pupil resides.

### **Transportation for Students with Exceptional Needs**

1. 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 local and state authorities. Approval shall be based on whether or not the child can walk to school with safety and comfort.

### **Other Provisions Concerning the Transportation of Students**

1. Pursuant to Wisconsin Statutes, the Board is empowered to administer, set transportation routes and schedules, secure necessary information, make reports, and apply for and receive aids for the transportation of both public and private school pupils actually transported.
2. Insofar as possible, administrators of private schools shall be requested to coordinate their school calendars with the public school calendar.
3. Transportation will be provided for public and private school students as approved by the Board to implement state-mandated programs and federal programs.

4. Insofar as possible, bus stops for students with exceptional needs and Head Start students are to be designated near to and on the same side of the street as the residence unless bus aids are provided or other arrangements are made with the parent through the district Transportation Office.
5. The provisions of this policy statement as set forth above shall apply in all instances except those in which extraordinary conditions are held to prevail and shall be subject to further review pending any required adjustments due to unforeseen circumstances.
6. Administration will be responsible for establishing and maintaining bus routes in accordance with this policy and changes in student population.

### **Additional Transportation Update**

First Student has worked with the district to fulfill our student needs and requirements. We have reached a new 5 year contract agreement with First Student. This new agreement will take us through the 2019-2020 school year.

### **Recommendation**

Administration recommends that the Planning/Facilities/Equipment Committee forward the Provisions Governing the Transportation of Students Attending Public and Private Schools for the 2015-2016 year to the school board for consideration.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Patrick Finnemore, PE  
Director of Facilities

Jeffrey Marx  
Supervisor of Transportation Services



KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

August 11, 2015

**PELLA WINDOW PROBLEM AT THREE SCHOOLS**

**Background:**

Clad wood windows have been used in residential, commercial and institutional buildings since the early 1960's. They are wood windows with a protective layer of pre-finished aluminum on exposed outer surfaces. They are intended to provide the traditional look and warmth of wood windows on the inside with improved performance and minimal maintenance on the outside.

As with any hybrid system, the overall quality of the product is governed by the quality of the components and the design of their interfaces. For clad wood windows, proper performance requires the effective handling of water (liquid and vapor) to protect vulnerable wood materials from a progression of failure: staining, delamination, rot and eventual failure.

As early as 2008 problems began to emerge at three KUSD elementary schools:

- Pleasant Prairie Elementary School which was built in 1994
- Somers Elementary School which was expanded in 1992
- Stocker Elementary School which was built in 1993

All three schools have the same manufacturer and model of windows which is the Pella, Pro Line Series. These issues, which are continuing to expand in scope, are consistent with the progressive modes of failure of wood due to excessive and unabated moisture: staining, rotting and eventual failure. The issues affect all of the windows at Pleasant Prairie Elementary School and Stocker Elementary School, and a portion of Somers Elementary School.

In 2010, a class action lawsuit was filed against Pella, alleging that Pella Corp.'s "Pro Line Series" casement windows manufactured and sold between 1991 and 2006 had a design defect that allowed water to seep behind the aluminum cladding causing damage to the window and adjacent construction. The class action was approved by a

Federal judge in 2013 but was subsequently thrown out in 2014 using language in their decision such as “inequitable” and “scandalous”.

In June 2015, Insite Consulting Architects (ICA) was hired to perform a detailed evaluation of the Pella windows at all three schools. The overall goal of this investigation was to ascertain:

1. The scope of failure issues observed in at each of the aforementioned buildings.
2. The cause(s) of the failures (to the greatest extent possible using non-invasive methods).
3. Options for treatment.
4. Approximate cost to execute treatment options.

All cost estimates included in the report are provided in 2015 dollars. Costs are calculated based on an assumed scope that takes best advantage of an economy of scale that is not possible if the work is subdivided into smaller increments.

### **Evaluation Findings and Recommendations:**

The problems with the Pella windows at the three schools do not appear to be limited to specific areas of the buildings such as areas of high exposure (sun, wind and rain) or high humidity areas. The modes of failure observed indicate that the issues are directly a result of manufacturer design and/or material defects. The windows are in a progressive mode of failure. The rate of increase of the defects will likely be exponential.

Due to the nature of the manufacturer’s defect and the scope of the observable anomalies, replacement of the windows is recommended. This work should be completed as soon as possible. Repair of the existing windows is not an acceptable solution, and maintenance should be completed on an as-needed basis only.

The work required to replace the windows will be disruptive and will require a great deal of planning and coordination. The work can be executed during the academic year but only as a 2<sup>nd</sup> shift project to minimize impact. Alternatively, the work could be completed during summer break without significant disruption to normal summer school programming.

The costs to replace the windows (in 2015 dollars) are provided on the following page.

Building Name	No. of Windows Affected	Preliminary Estimate of Total Costs (Low)	Preliminary Estimate of Total Costs (High)
Pleasant Prairie Elementary	170	\$190,000	\$220,000
Somers Elementary	45	\$180,000	\$215,000
Stocker Elementary	135	\$250,000	\$300,000
15% Contingency		\$93,000	\$110,250
Total	350	\$713,000	\$845,250

### **Funding Source:**

Our hope is to obtain all or a portion of the funding from Pella Window and/or others either through a negotiation settlement or via a lawsuit. At this point, we are not certain what the possibility of this may be. We have been in contact periodically with those involved and/or leading the class action lawsuit, and are not confident that this will be a reasonable resolution for KUSD because of the large quantity of windows we have. We have directed ICA to pursue what our legal options are as well as a best estimate as to the probability of success with each option. We will provide a verbal update on the status of this investigation the evening of the Planning, Facilities, and Equipment Committee meeting.

If adequate funding from Pella and/or others cannot be obtained through negotiation or the legal process, KUSD will need to fund the replacement projects through other means. The two most likely options would be our Major Maintenance budget or via the Energy Efficiency Revenue Limit Exemption. In either case, the absolute earliest we could start on any of these projects would be the summer of 2016.

This is an informational report.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Patrick Finnemore, PE  
Director of Facilities

Mr. John Setter, AIA  
Project Architect



**Kenosha Unified School District Window Investigation:**

Stocker Elementary School

Somers Elementary School

Pleasant Prairie Elementary School

**Prepared for:**

Mr. Patrick Finnemore

Kenosha Unified School District

3600 52<sup>nd</sup> Street

Kenosha, WI 53144

**Prepared by:**

InSite Consulting Architects

115 E. Main Street, Suite 200

Madison, WI 53703



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## EXECUTIVE SUMMARY

In June 2015 and July 2015, at the request of Kenosha Unified School District personnel, we visited Stocker Elementary School, Somers Elementary School and Pleasant Prairie Elementary School to survey and report on the condition of the existing Pella clad wood windows. We spoke with onsite personnel and reviewed existing documentation.

The overall goal of this investigation is to ascertain:

1. The scope of failure issues observed in at each of the aforementioned buildings.
2. The cause(s) of the failures (to the greatest extent possible using non-invasive methods).
3. Options for treatment.
4. Approximate cost to execute treatment options.

All cost estimates included are provided in 2015 dollars. Costs are calculated based on an assumed scope that takes best advantage of an economy of scale that is not possible if the work is subdivided into smaller increments.

## BACKGROUND

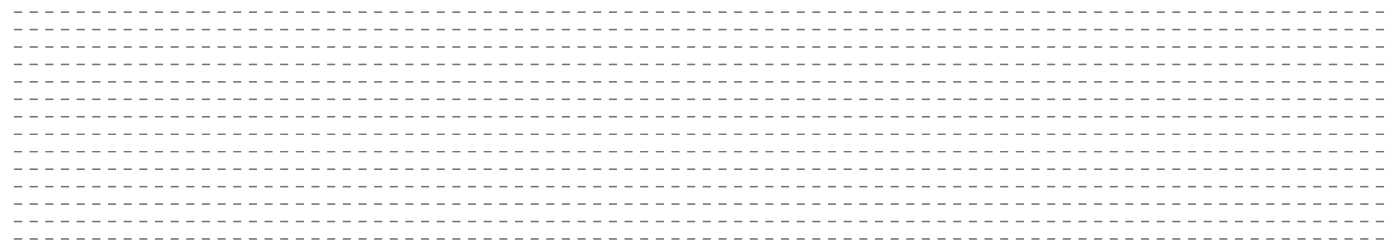
Clad wood windows have been used in residential, commercial and institutional buildings since the early 1960's. They are wood windows with a protective layer of pre-finished aluminum on exposed outer surfaces. They are intended to provide the traditional look and warmth of wood windows on the inside with improved performance and minimal maintenance on the outside.

As with any hybrid system, the overall quality of the product is governed by the quality of the components and the design of their interfaces. For clad wood windows, proper performance requires the effective handling of water (liquid and vapor) to protect vulnerable wood materials from a progression of failure: staining, delamination, rot and eventual failure.

## HISTORY

Pleasant Prairie Elementary School was built in 1994  
Architect: Bray Associates  
Window Manufacturer/Model: Pella, ProLine Series

Somers Elementary School was expanded in 1992  
Architect: Bray Associates  
Window Manufacturer/Model: Pella, ProLine Series









[www.icsarc.com](http://www.icsarc.com)

[www.icsarc.com](http://www.icsarc.com)

[www.icsarc.com](http://www.icsarc.com)

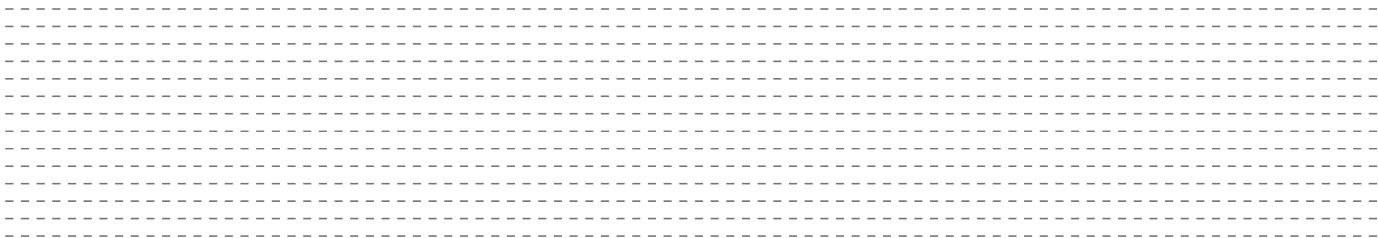
[www.icsarc.com](http://www.icsarc.com)

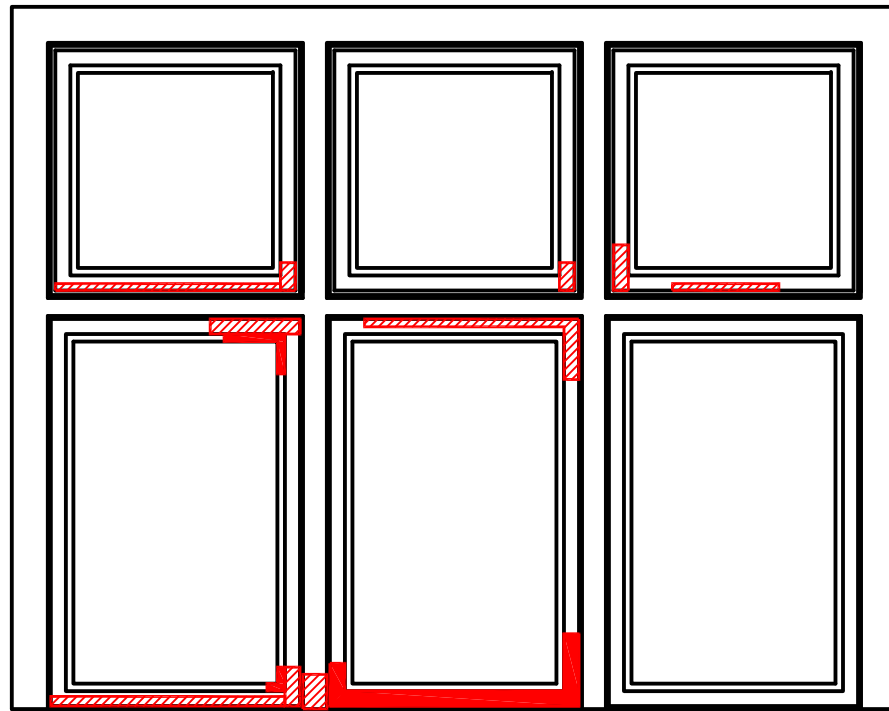
[www.icsarc.com](http://www.icsarc.com)





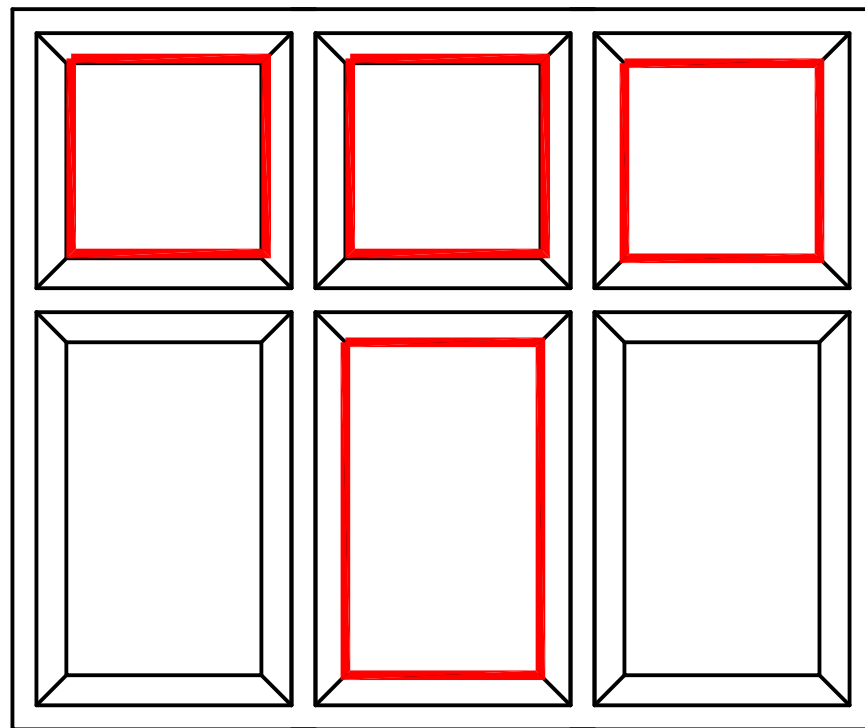
SAMPLE DIAGRAMS OF OCCURRENCE



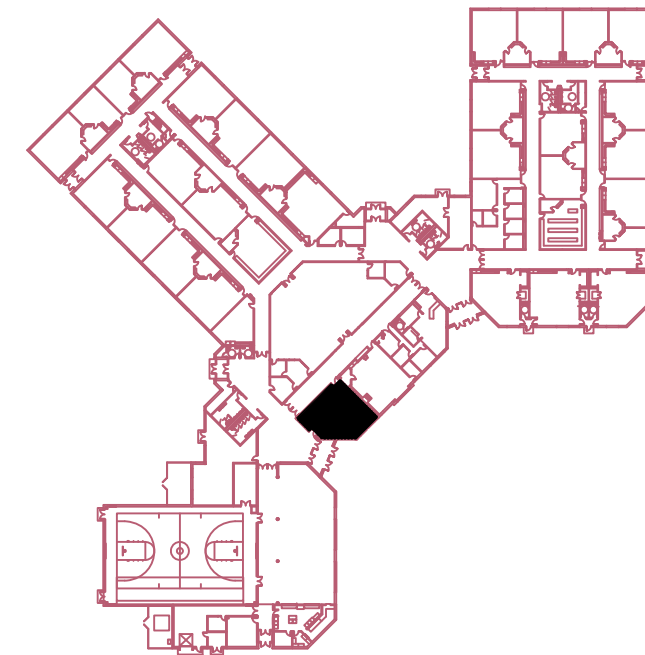


B200.2 (INTERIOR)

- |  |                                    |
|--|------------------------------------|
|  | 1 wood - rotted                    |
|  | 2 wood - stained                   |
|  | 3 caulk - failing                  |
|  | 4 gasket - migration               |
|  | 5 exterior cladding - loose        |
|  | 6 glazing - shifted in frame       |
|  | 7 glazing - cracked                |
|  | 8 other - caulk installed by owner |



B200.2 (EXTERIOR)



KEY PLAN





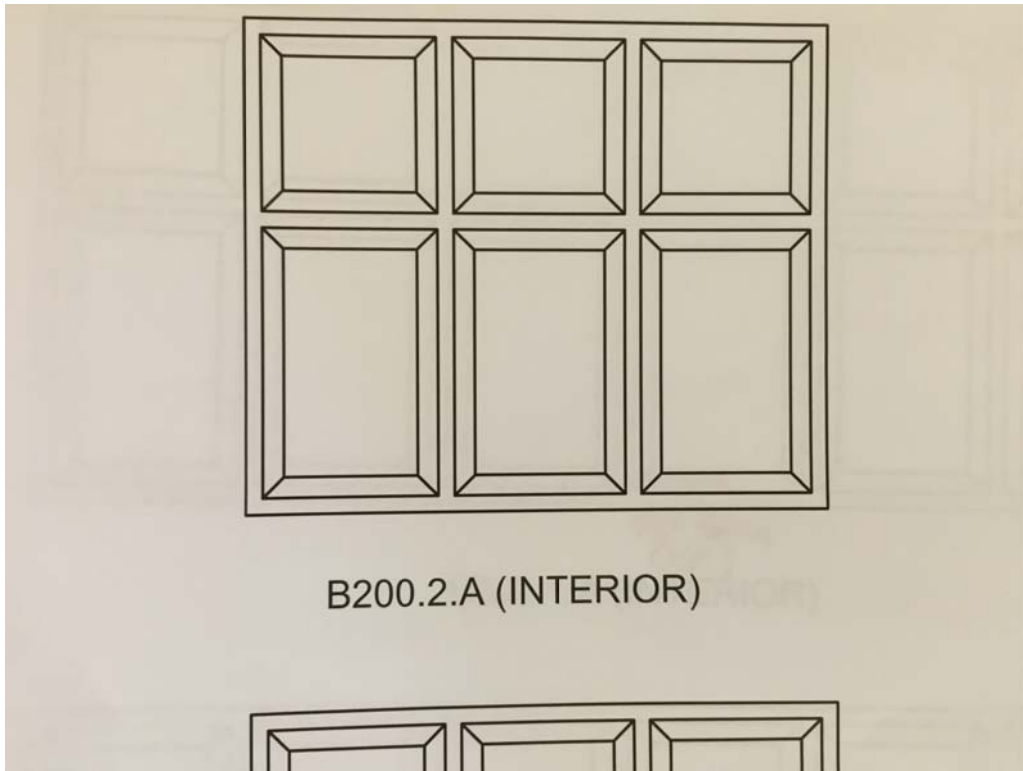
# Kenosha Unified School District

## Window Investigation - Executive Report

### Summary of Occurrence

	Stocker Elementary		Pleasant Prairie Elementary		Somers Elementary	
<b>Total WOOD Windows</b>	135		170		45	
<b>Type of Occurrence</b>	<b>% of Total Windows</b>		<b>% of Total Windows</b>		<b>% of Total Windows</b>	
Rot	37	27%	14	8%	2	4%
Staining	61	45%	104	61%	27	60%
Caulking - failure	28	21%	14	8%	4	9%
Gasket - migration	0	0%	1	1%	0	0%
Cladding - separated or loose	11	8%	52	31%	1	2%
Glazing - shifted in frame	2	1%	0	0%	1	2%
Glazing - cracked	1	1%	10	6%	0	0%
<b>Total No. of Occurrence</b>	140		195		35	























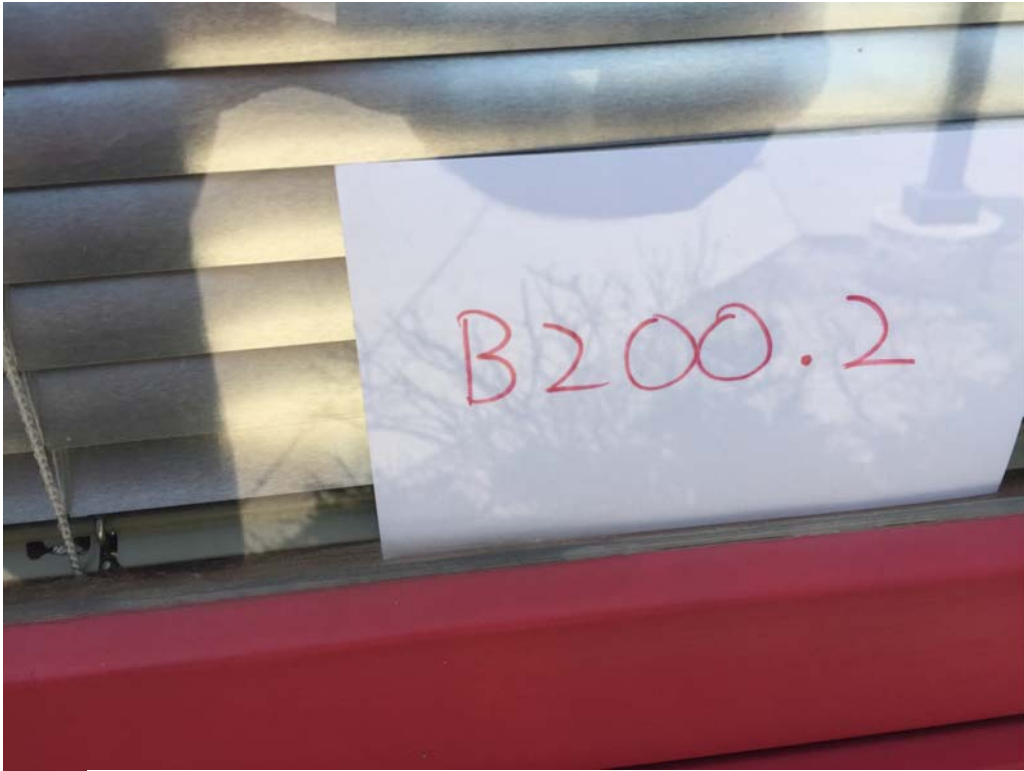
















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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

August 11, 2015  
Planning/Facilities/Equipment Standing Committee

**CAPITAL PROJECTS UPDATE**

**Outdoor Athletic Referendum Project:**

Implementation of the projects associated with the April 7, 2015 outdoor athletics referendum continues to progress at a quick rate. The design committee has had three meetings and there have been three large tours that members of the committee participated on. The tours were of track facilities, synthetic turf baseball and softball infields, and stadium bleacher systems.

The survey work at Bradford, Bullen, Indian Trail and Tremper has been completed, and preliminary site plans have been developed for all four sites. The next major steps include soil boring testing under areas of major importance such as the stadium bleachers, tracks, synthetic turf fields, and parking lots. In addition, we are in the process of preparing bid documents for the purposes of hiring the synthetic turf manufacturer and the stadium bleacher manufacturer, so that we can have those companies participate in developing the detailed design documents.

**Energy Efficiency Projects:**

The School Board approved implementation of energy efficiency projects at nine elementary schools over the course of two years at the August 27, 2013, regular Board meeting. The projects at the first five schools: Bose, Grant, Grewenow, Forest Park, and Harvey are all complete.

Attachment A to this report contains the independent evaluation of the energy savings specifically related to the projects at the 5 schools implemented this past year. We officially started the savings evaluation on January 1, 2015, and will be tracking monthly. The energy savings attributed to the projects through the first six months is 27.5% as compared to last year with the data being normalized for weather. The majority of savings to date is related to gas consumption.

Construction is progressing on or ahead of schedule for the second phase of projects at Jefferson, Jeffery, Roosevelt and Jane Vernon as well as the window project at Grewenow. Lessons learned from the first phase of the project have played a major role in making the second year project construction activity more efficient.

## **Security Projects:**

Implementation of the security related improvements associated with the third and final year of the plan approved by the Board at the June 25, 2013, meeting is ahead of schedule. The two major components of the third year scope are:

- Conversion of the card access system for the 18 buildings currently being served by the obsolete G.E. Sapphire system to the T.A.C. system that serves the remainder of the district. The G.E. system has been discontinued and is no longer supported. It runs off old hardware and an old server operating system that cannot be supported by our server back-up system at KUSD. The installation is being done entirely in-house.
- Completion of the installation of VoIP phones in every classroom in the district. Phase 3 of the project includes 12 elementary schools, Dimensions of Learning and the Senior Center. This will complete the VoIP project necessary to support the Informacast notification system by having a phone in every classroom in the district. We are down to 4 schools left as of the date this report was written

This is an informational report.

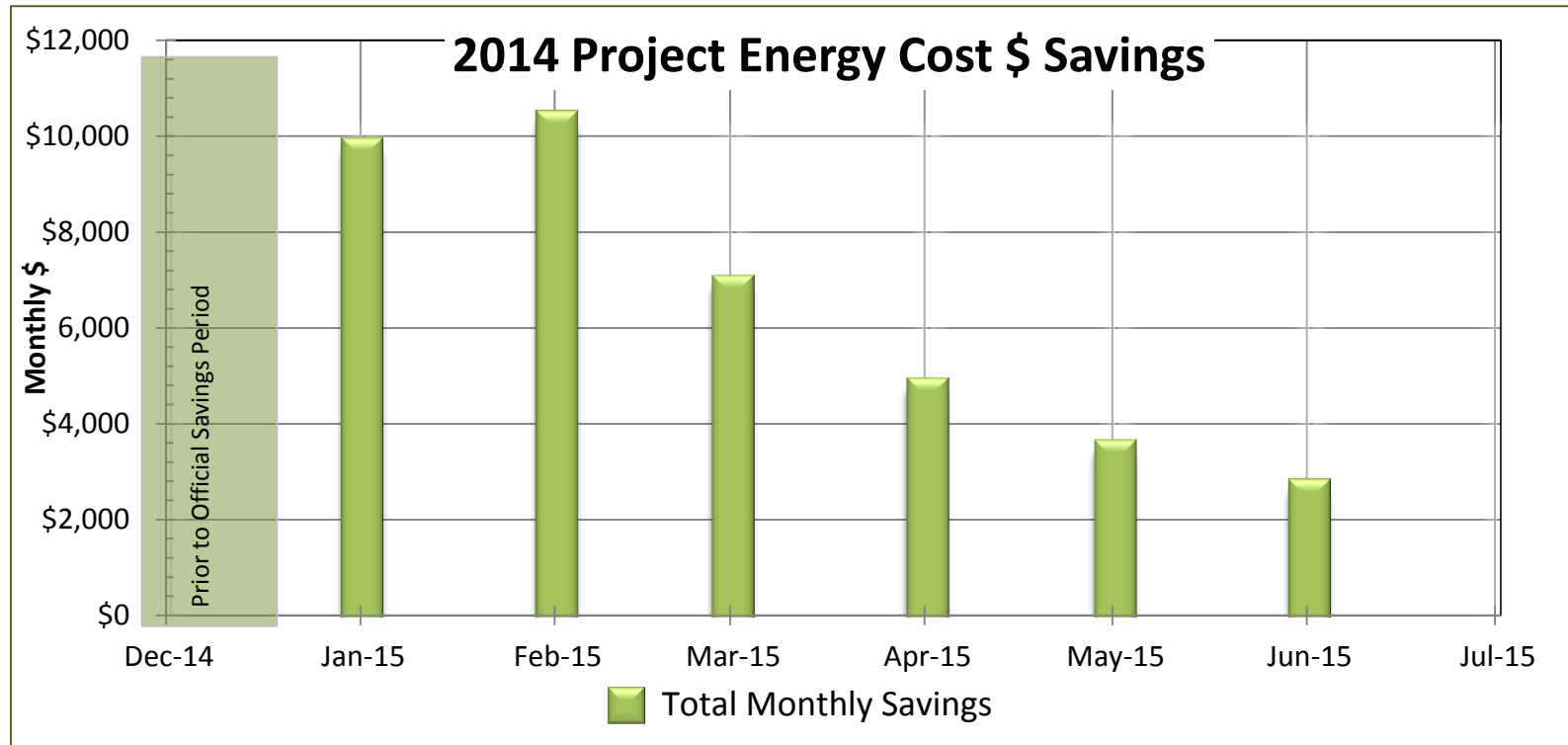
Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Patrick Finnemore, PE  
Director of Facilities

# 5 Buildings: 2014 Project

Savings To Date - \$36747

27.5%

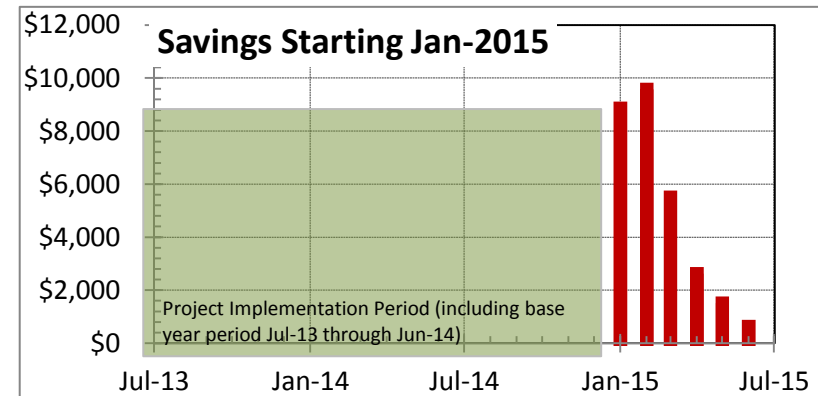
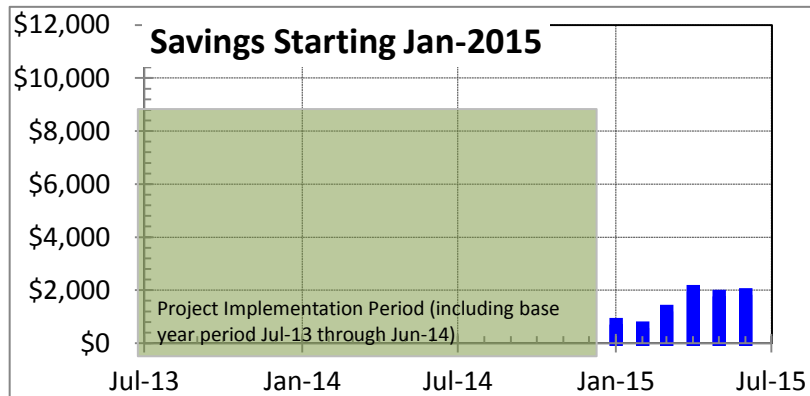
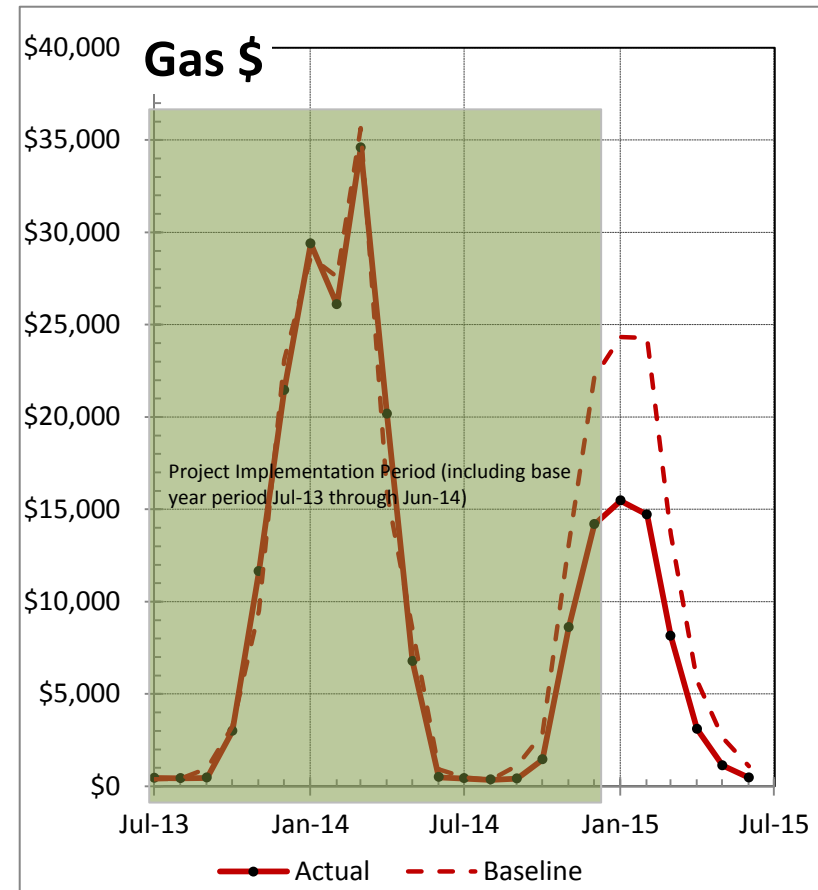
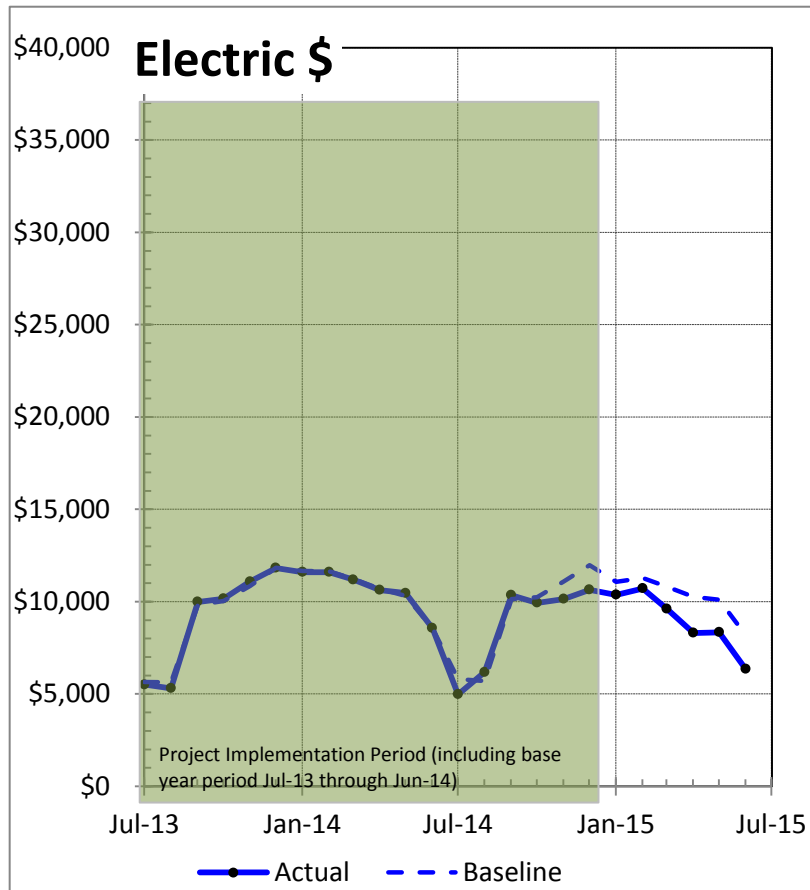


	ELECTRIC				GAS				TOTAL			
	Actual	Baseline	Savings	%	Actual	Baseline	Savings	%	Actual	Baseline	Savings	%
Jan-15	\$10,366	\$11,076	\$710	6.4%	\$15,465	\$24,327	\$8,862	36.4%	\$25,831	\$35,403	\$9,571	27.0%
Feb-15	\$10,713	\$11,281	\$568	5.0%	\$14,707	\$24,279	\$9,572	39.4%	\$25,420	\$35,560	\$10,140	28.5%
Mar-15	\$9,611	\$10,812	\$1,201	11.1%	\$8,138	\$13,649	\$5,511	40.4%	\$17,749	\$24,461	\$6,712	27.4%
Apr-15	\$8,301	\$10,254	\$1,953	19.0%	\$3,097	\$5,717	\$2,620	45.8%	\$11,398	\$15,971	\$4,573	28.6%
May-15	\$8,343	\$10,109	\$1,766	17.5%	\$1,121	\$2,637	\$1,516	57.5%	\$9,464	\$12,746	\$3,283	25.8%
Jun-15	\$6,346	\$8,176	\$1,831	22.4%	\$459	\$1,096	\$637	58.1%	\$6,805	\$9,273	\$2,468	26.6%
TOTALS:	\$53,679	\$61,708	\$8,029	13.0%	\$42,987	\$71,705	\$28,719	40.1%	\$96,666	\$133,413	\$36,747	27.5%

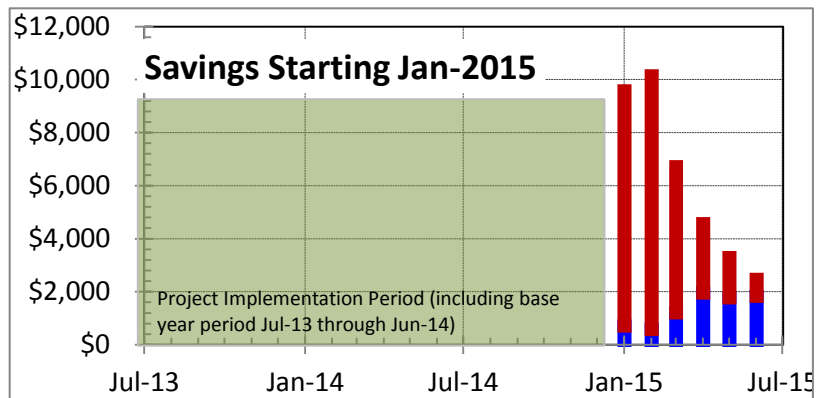
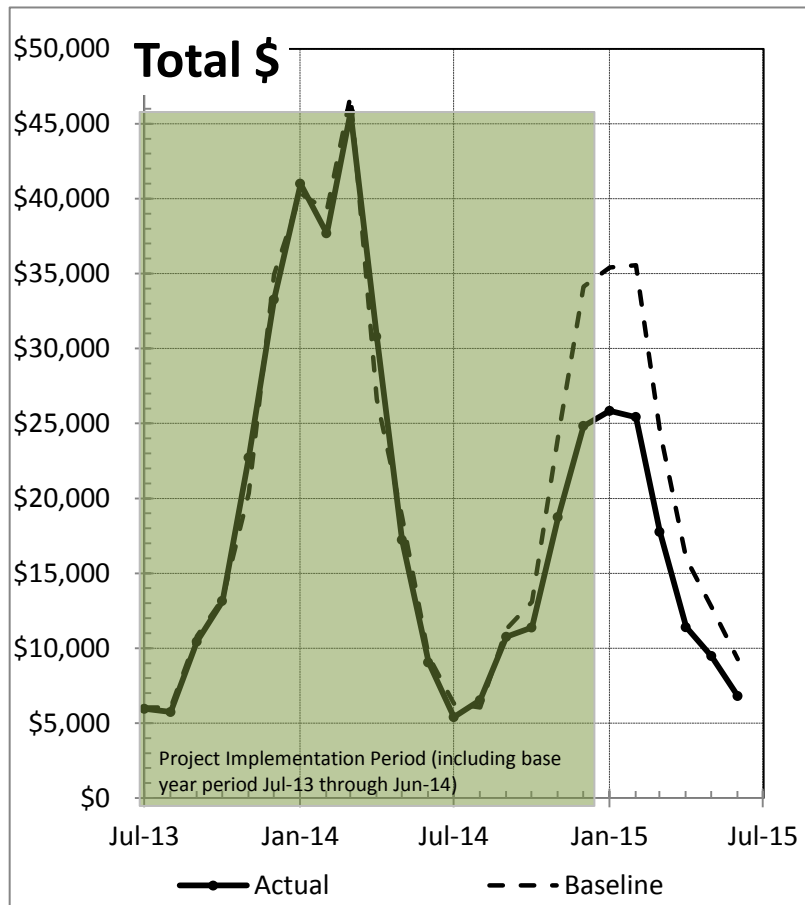
Actual - is the cost as billed by We Energies

Baseline - this is a weather and occupancy adjusted model of the use / cost based on FY2014.

Savings - The projects were implemented during the calendar year 2014. Savings for tracking are being claimed from January of 2015 forward.

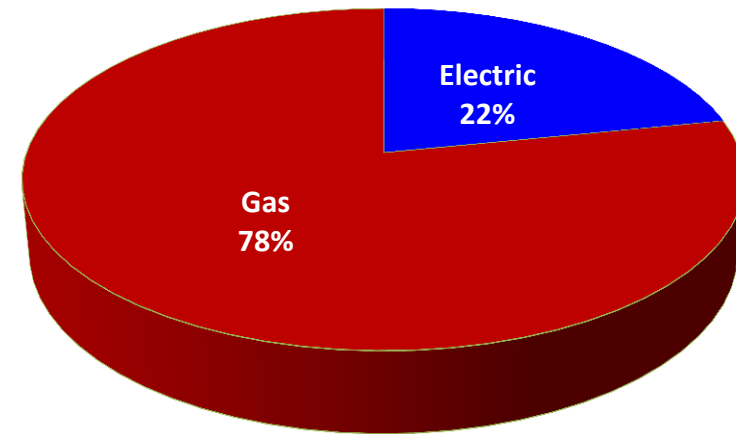






### Gas / Electric Savings Split

Jan-2015 Forward



Savings From Jan-2015 Forward

	Electric	Gas	Total
5 Buildings: 2014 Project	\$8,029	\$28,719	\$36,747

### FY2014 - BASE YEAR DATA:

Electric	\$117,908
Gas	\$154,854
<b>Total</b>	<b>\$272,761</b>

### Unofficial Savings

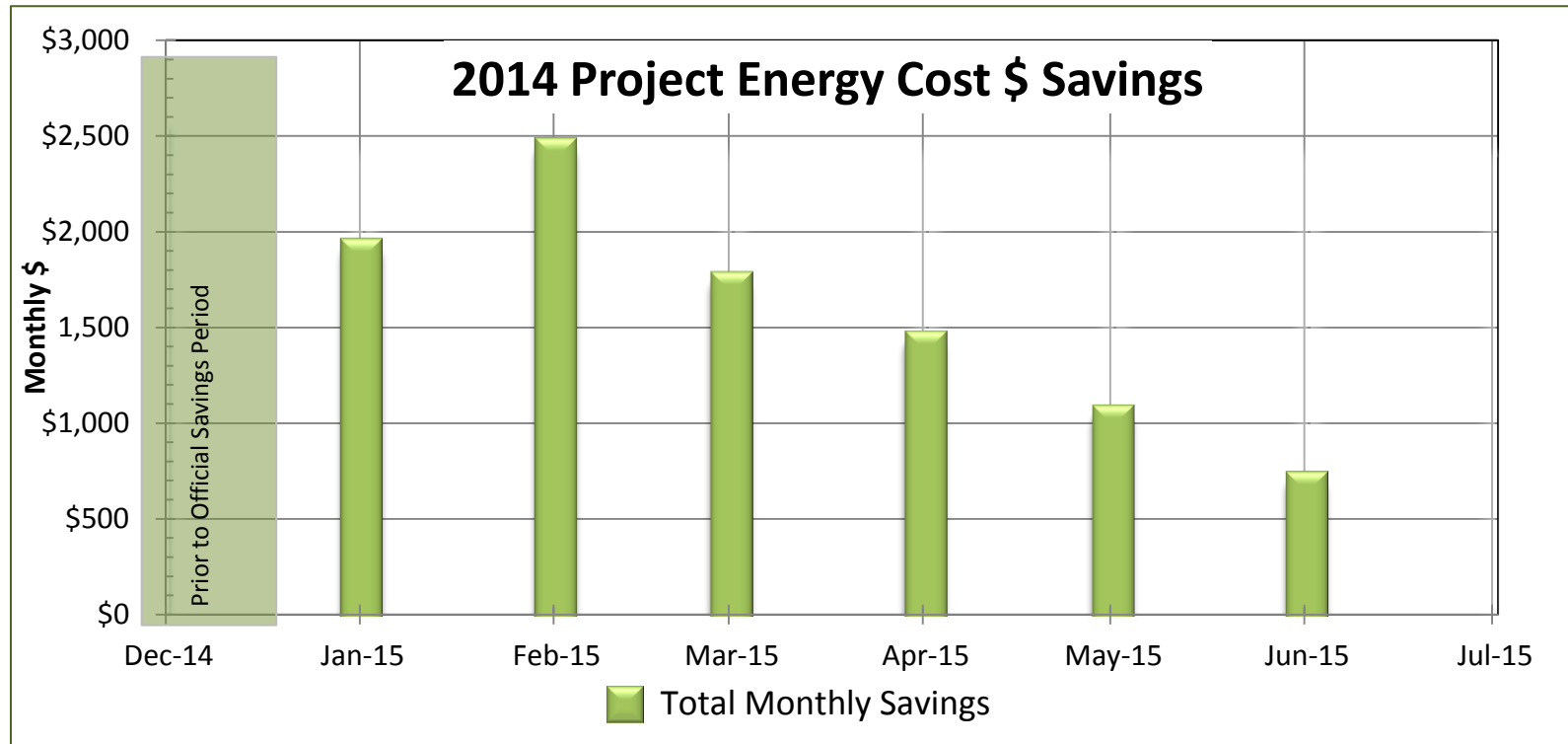
Sept, 2014 - Dec, 2014

Electric	\$2,403
Gas	\$14,571
<b>Total</b>	<b>\$16,974</b>

# Bose

Savings To Date - \$8980

34.3%

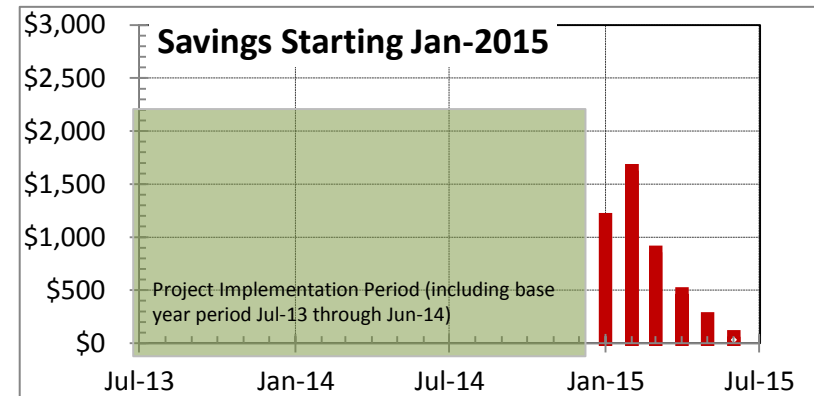
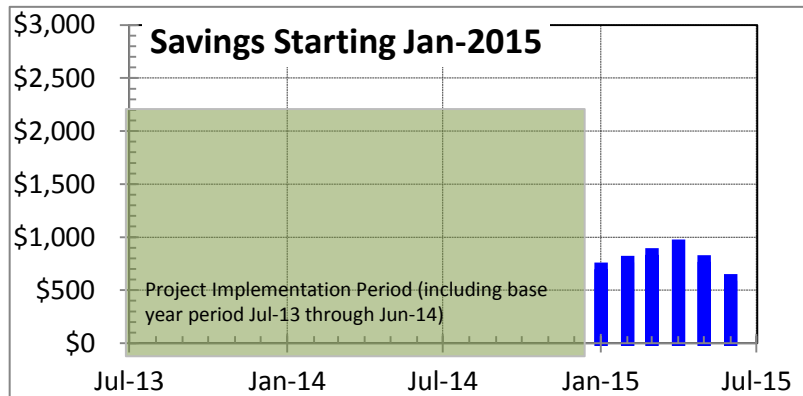
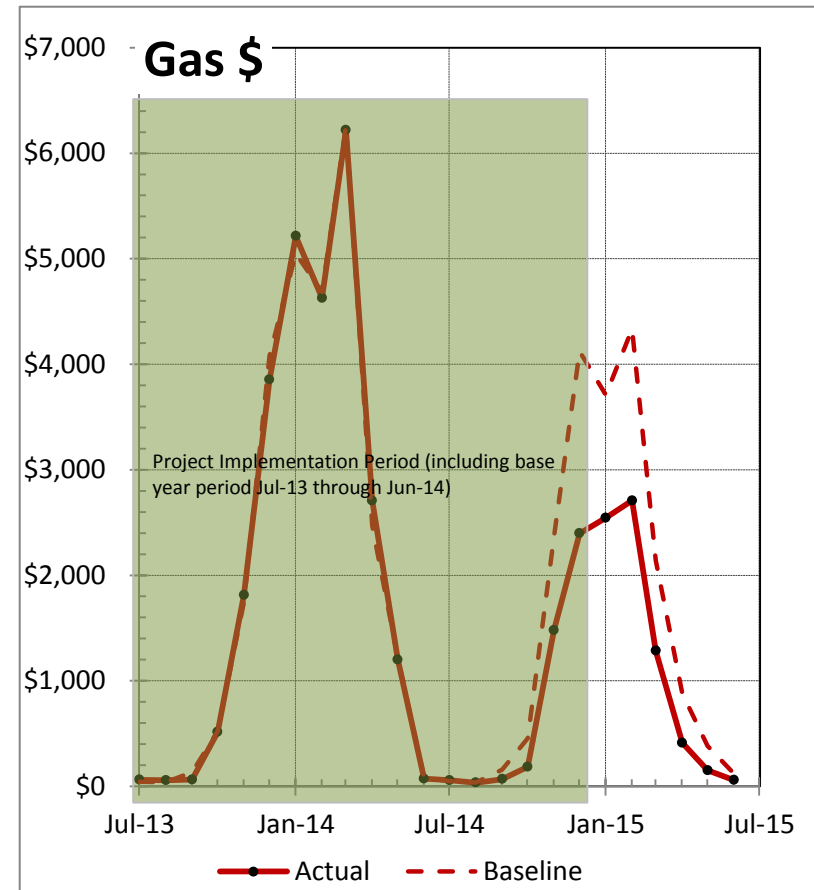
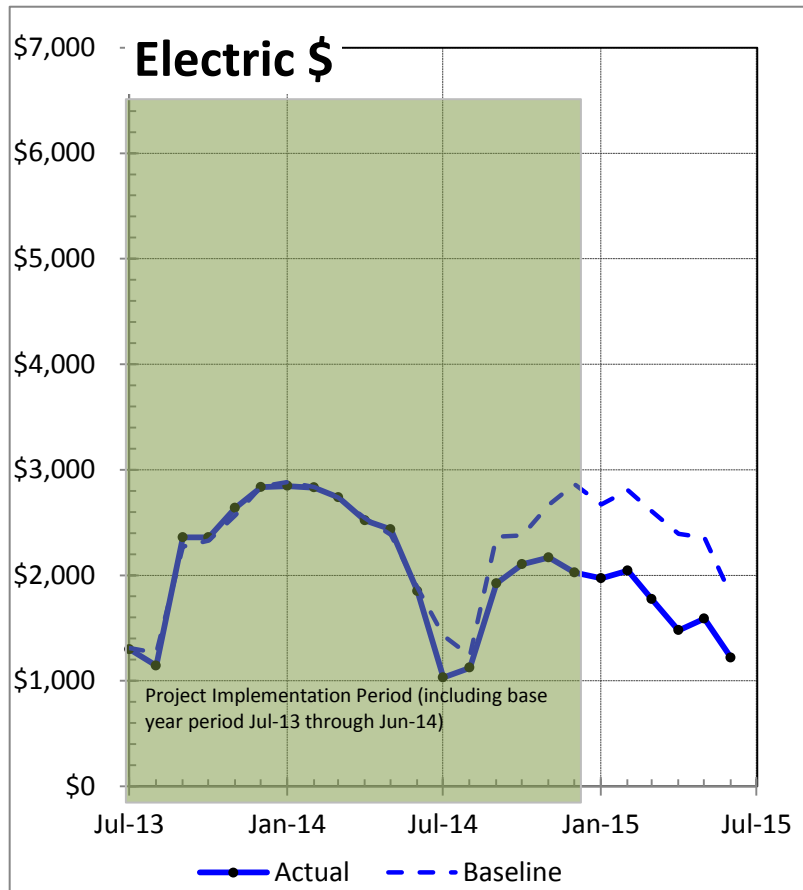


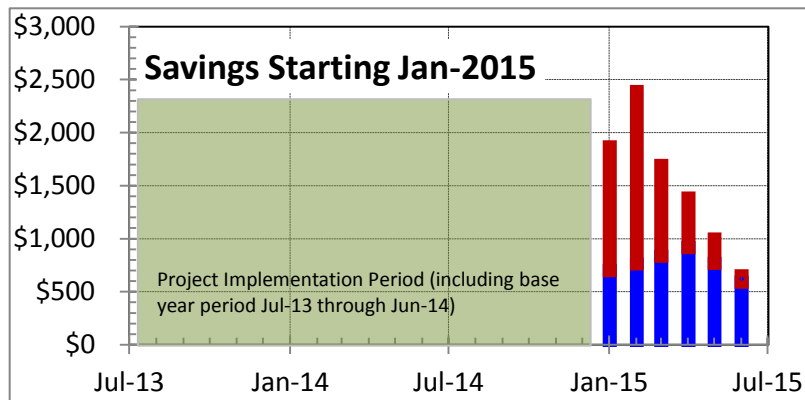
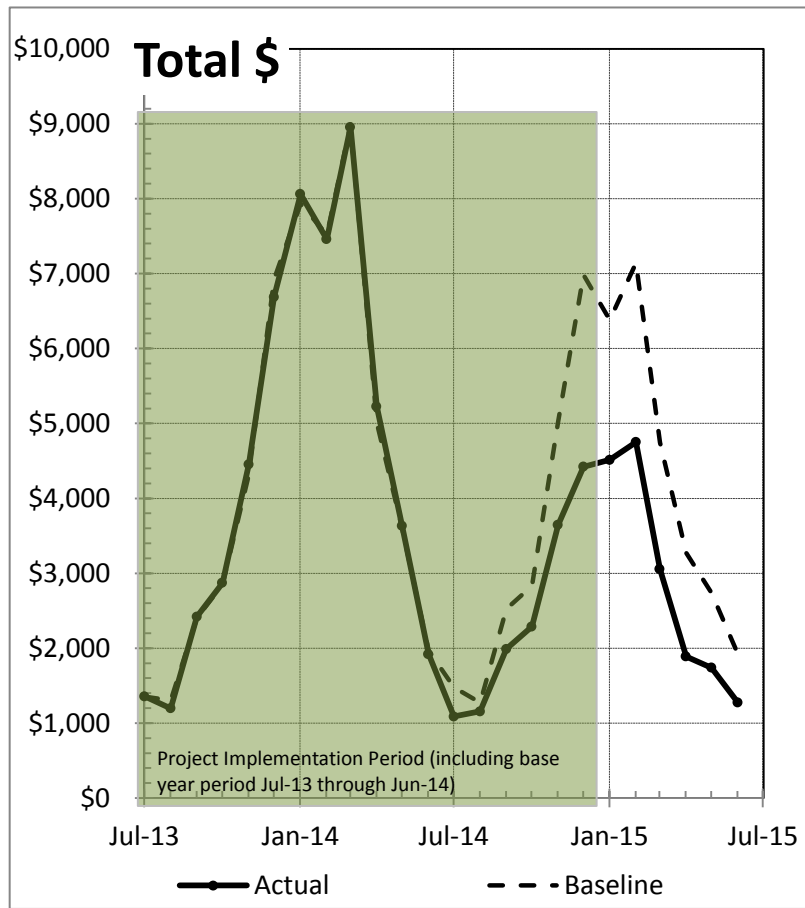
	ELECTRIC					GAS					TOTAL			
	Actual	Baseline	Savings	%		Actual	Baseline	Savings	%		Actual	Baseline	Savings	%
Jan-15	\$1,971	\$2,670	\$699	26.2%		\$2,544	\$3,710	\$1,167	31.4%		\$4,515	\$6,381	\$1,866	29.2%
Feb-15	\$2,043	\$2,806	\$763	27.2%		\$2,708	\$4,335	\$1,627	37.5%		\$4,751	\$7,140	\$2,390	33.5%
Mar-15	\$1,771	\$2,605	\$834	32.0%		\$1,284	\$2,142	\$858	40.1%		\$3,055	\$4,747	\$1,692	35.6%
Apr-15	\$1,478	\$2,394	\$917	38.3%		\$412	\$879	\$467	53.1%		\$1,890	\$3,273	\$1,384	42.3%
May-15	\$1,588	\$2,356	\$767	32.6%		\$151	\$381	\$230	60.3%		\$1,740	\$2,737	\$997	36.4%
Jun-15	\$1,219	\$1,809	\$590	32.6%		\$58	\$119	\$61	51.2%		\$1,277	\$1,928	\$651	33.8%
TOTALS:	\$10,070	\$14,640	\$4,570	31.2%		\$7,157	\$11,566	\$4,409	38.1%		\$17,227	\$26,206	\$8,980	34.3%

*Actual - is the cost as billed by We Energies*

*Baseline - this is a weather and occupancy adjusted model of the use / cost based on FY2014.*

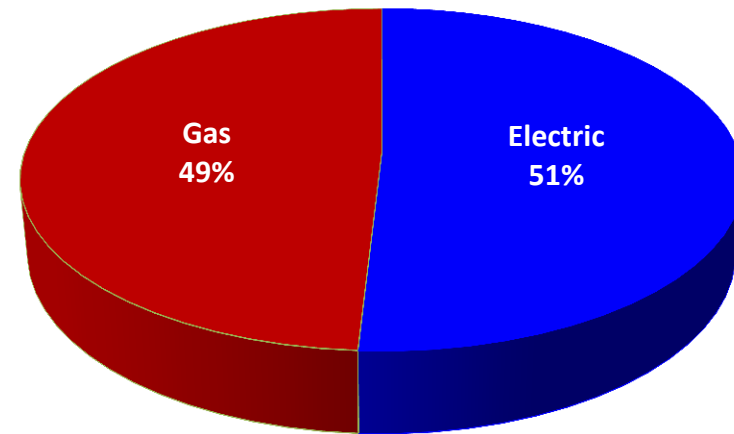
*Savings - The projects were implemented during the calendar year 2014. Savings for tracking are being claimed from January of 2015 forward.*





### Gas / Electric Savings Split

Jan-2015 Forward



Savings From Jan-2015 Forward

	Electric	Gas	Total
Bose	\$4,570	\$4,409	\$8,980

### FY2014 - BASE YEAR DATA:

Electric \$27,845

Gas \$26,398

Total \$54,243

### Unofficial Savings

Sept, 2014 - Dec, 2014

Electric \$2,054

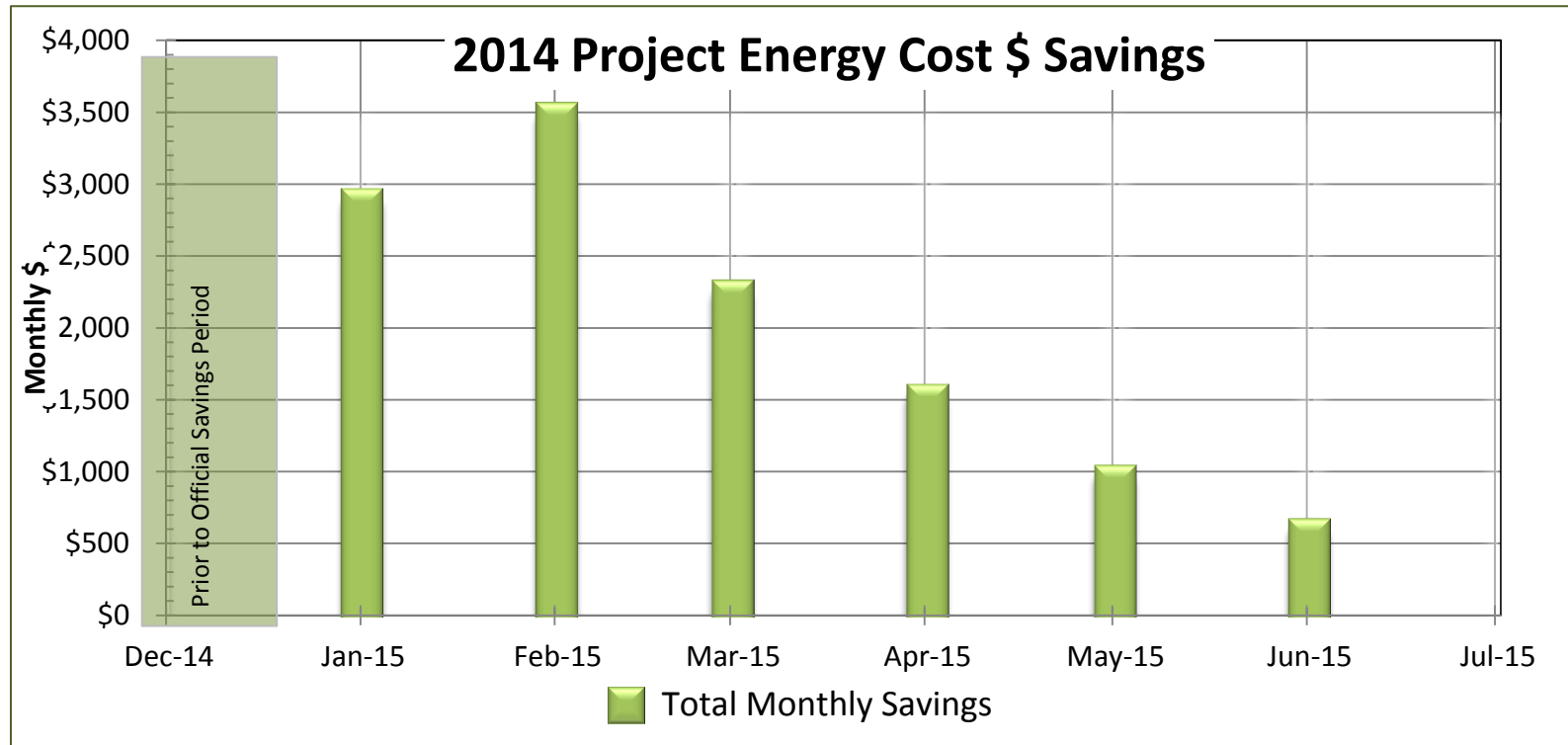
Gas \$2,970

Total \$5,024

# Forest

Savings To Date - \$11405

35.5%

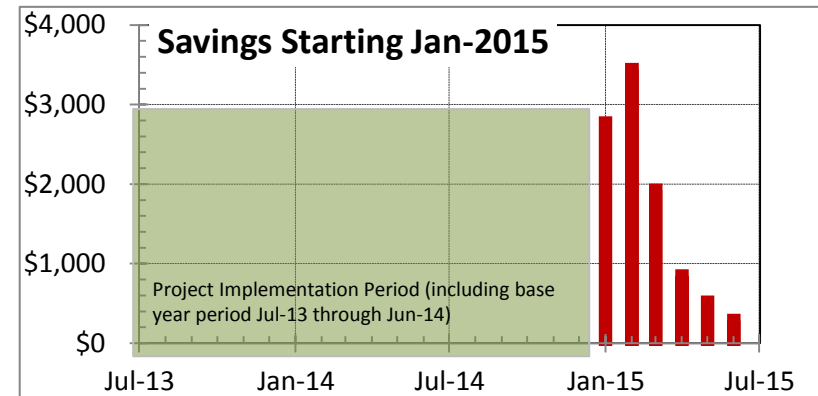
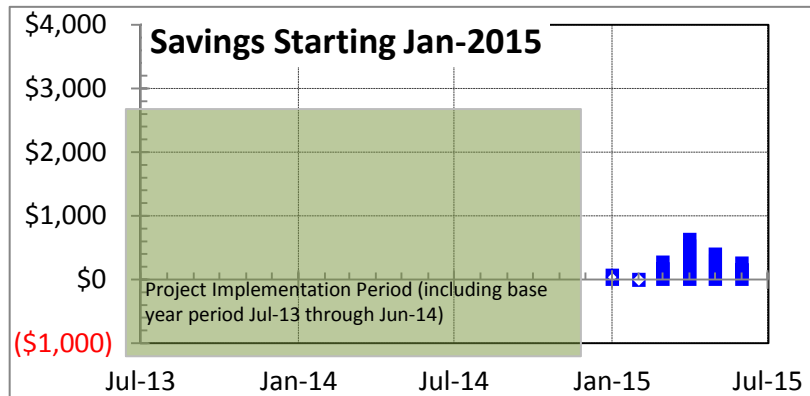
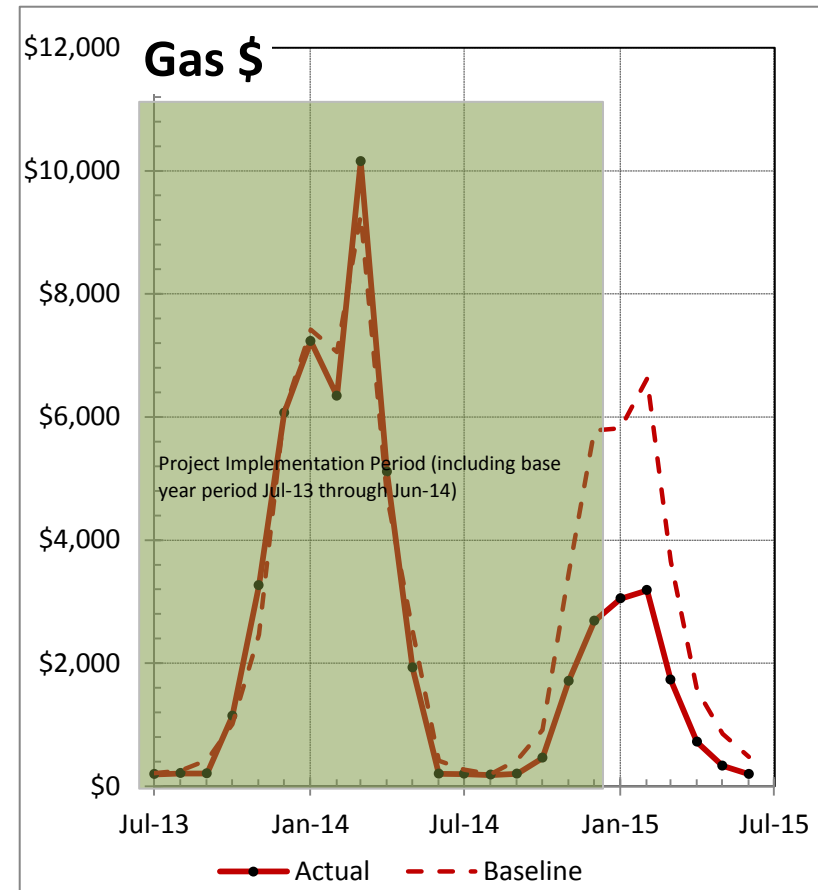
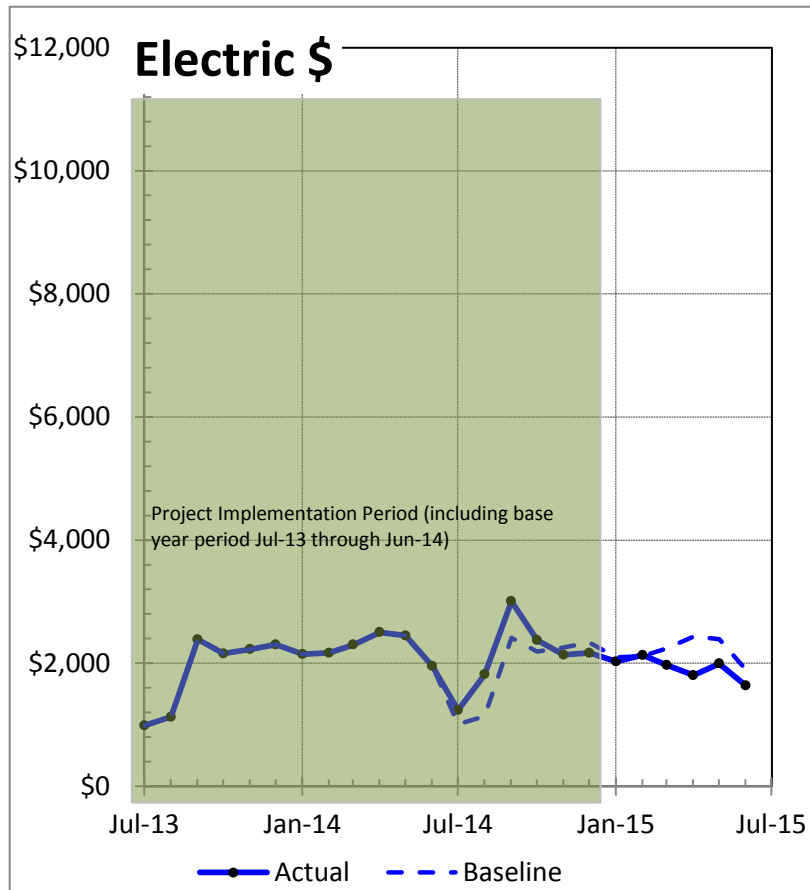


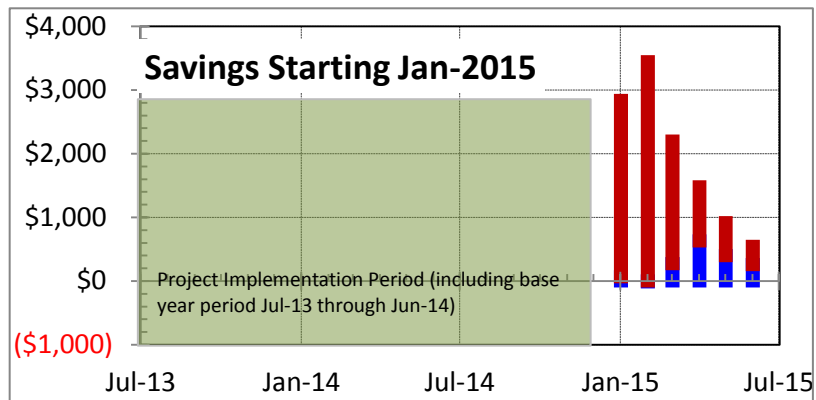
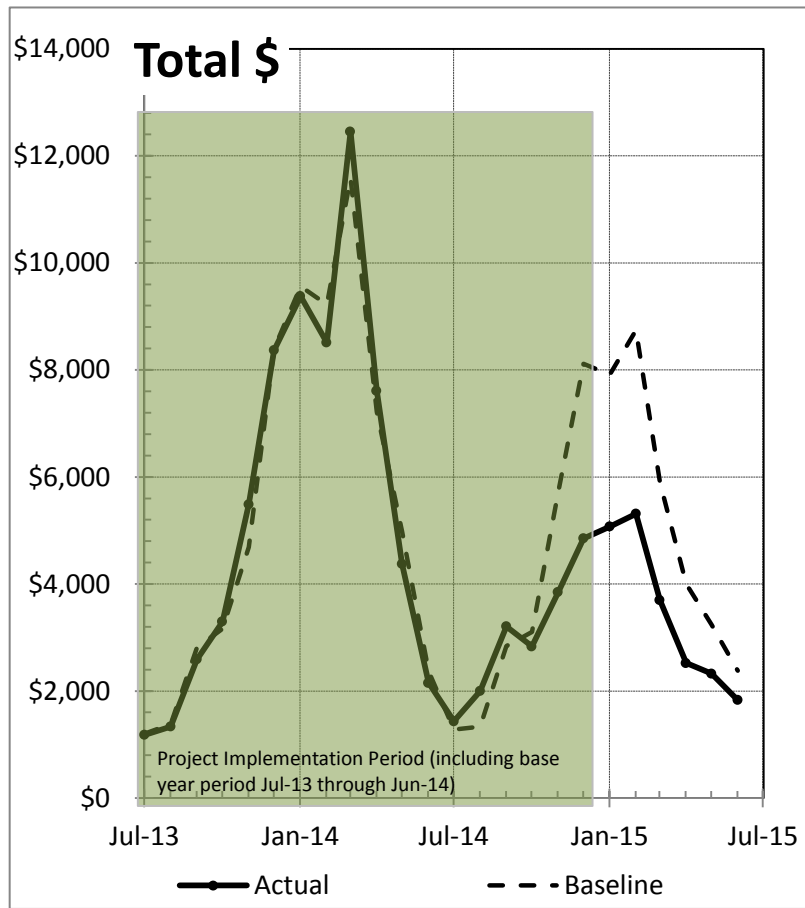
	ELECTRIC				GAS				TOTAL			
	Actual	Baseline	Savings	%	Actual	Baseline	Savings	%	Actual	Baseline	Savings	%
Jan-15	\$2,027	\$2,093	\$66	3.1%	\$3,047	\$5,817	\$2,770	47.6%	\$5,074	\$7,909	\$2,836	35.9%
Feb-15	\$2,130	\$2,117	(\$13)	-0.6%	\$3,182	\$6,625	\$3,443	52.0%	\$5,312	\$8,742	\$3,430	39.2%
Mar-15	\$1,970	\$2,242	\$272	12.1%	\$1,727	\$3,653	\$1,926	52.7%	\$3,696	\$5,895	\$2,198	37.3%
Apr-15	\$1,804	\$2,435	\$632	25.9%	\$719	\$1,565	\$847	54.1%	\$2,522	\$4,001	\$1,478	37.0%
May-15	\$1,992	\$2,391	\$399	16.7%	\$332	\$850	\$518	60.9%	\$2,324	\$3,241	\$917	28.3%
Jun-15	\$1,637	\$1,897	\$260	13.7%	\$195	\$480	\$285	59.4%	\$1,832	\$2,378	\$546	22.9%
TOTALS:	\$11,559	\$13,175	\$1,616	12.3%	\$9,202	\$18,991	\$9,789	51.5%	\$20,760	\$32,166	\$11,405	35.5%

Actual - is the cost as billed by We Energies

Baseline - this is a weather and occupancy adjusted model of the use / cost based on FY2014.

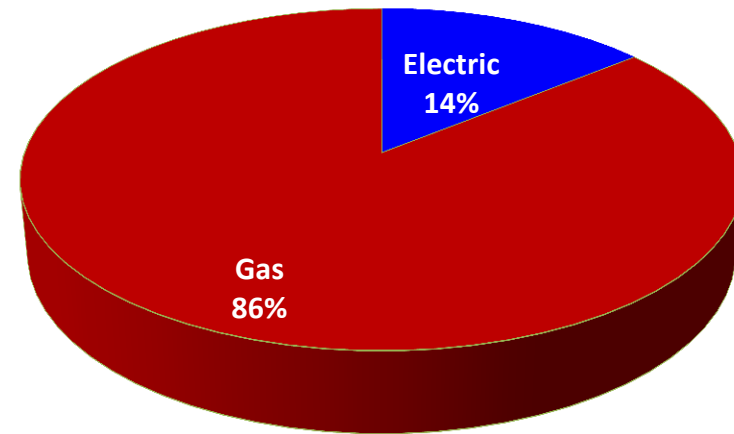
Savings - The projects were implemented during the calendar year 2014. Savings for tracking are being claimed from January of 2015 forward.





### Gas / Electric Savings Split

Jan-2015 Forward



Savings From Jan-2015 Forward			
	Electric	Gas	Total
Forest	\$1,616	\$9,789	\$11,405

### FY2014 - BASE YEAR DATA:

Electric \$24,697

Gas \$42,037

Total \$66,734

### Unofficial Savings

Sept, 2014 - Dec, 2014

Electric (\$490)

Gas \$5,533

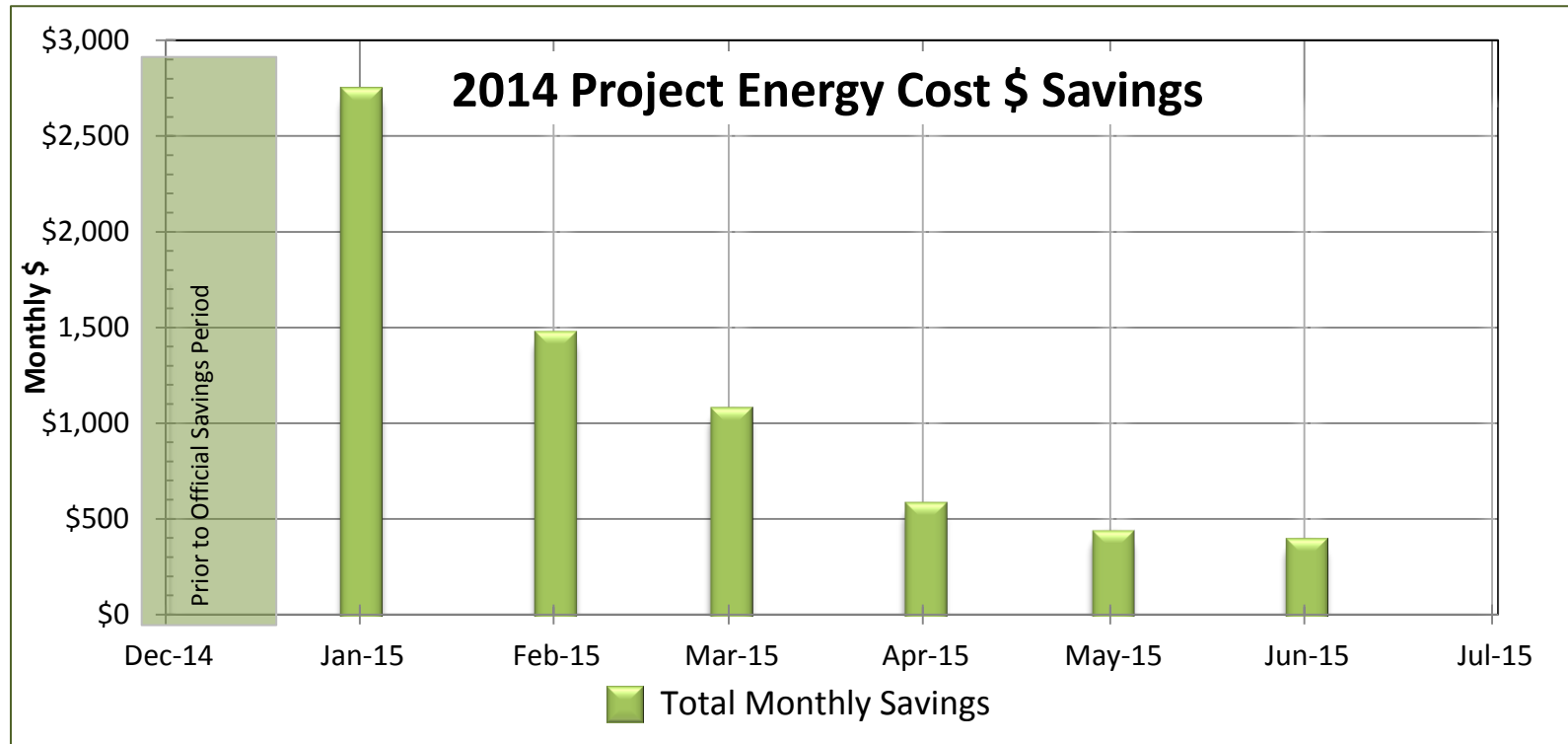
Total \$5,042



# Grant

Savings To Date - \$6160

28.6%

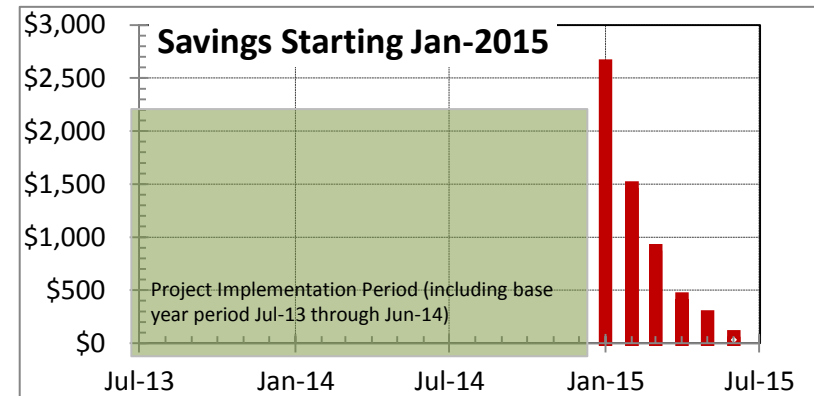
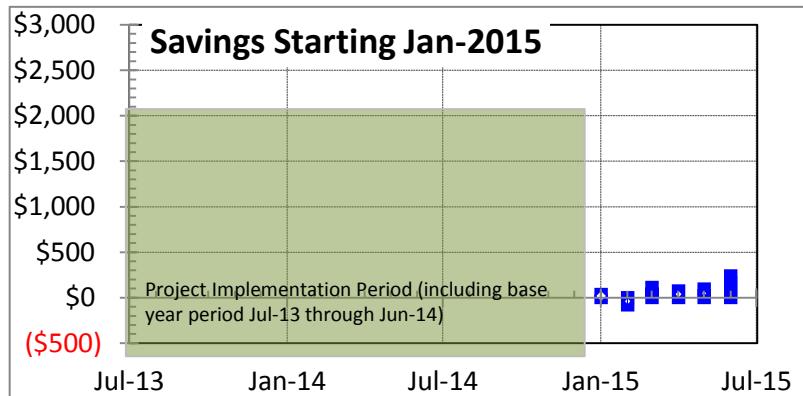
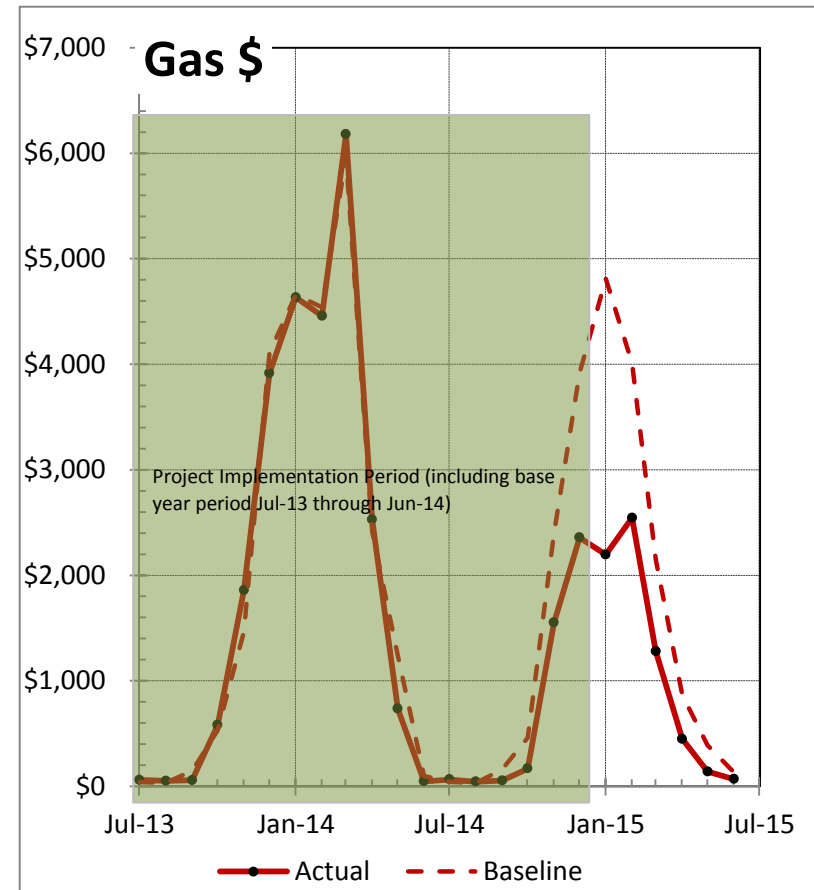
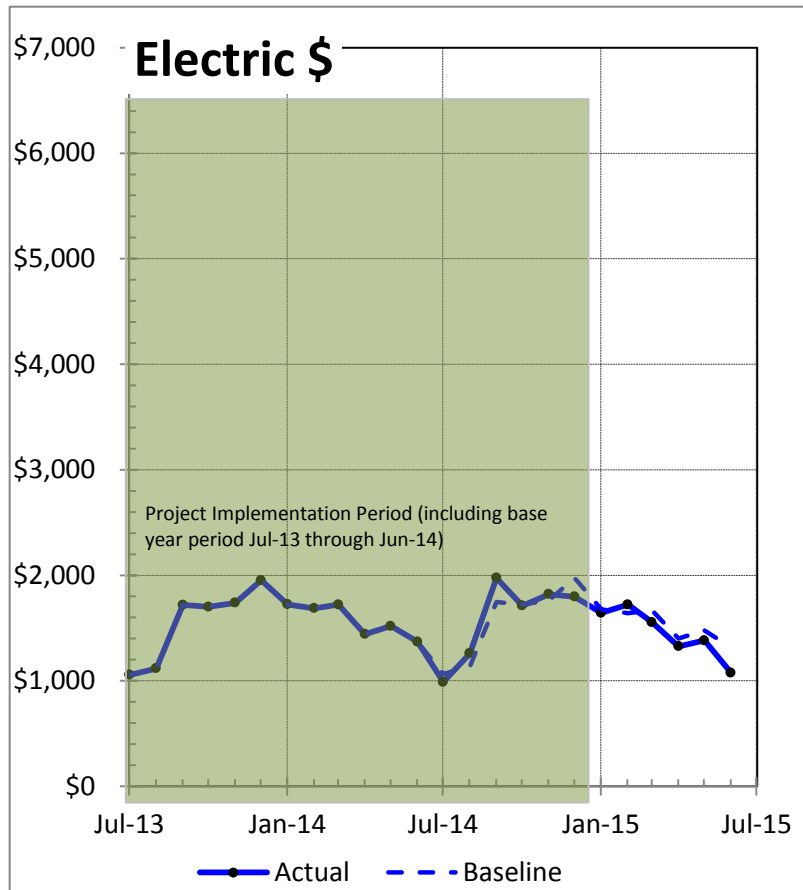


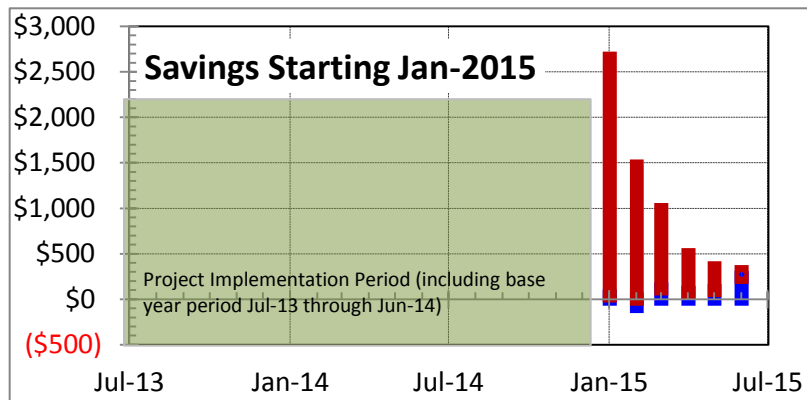
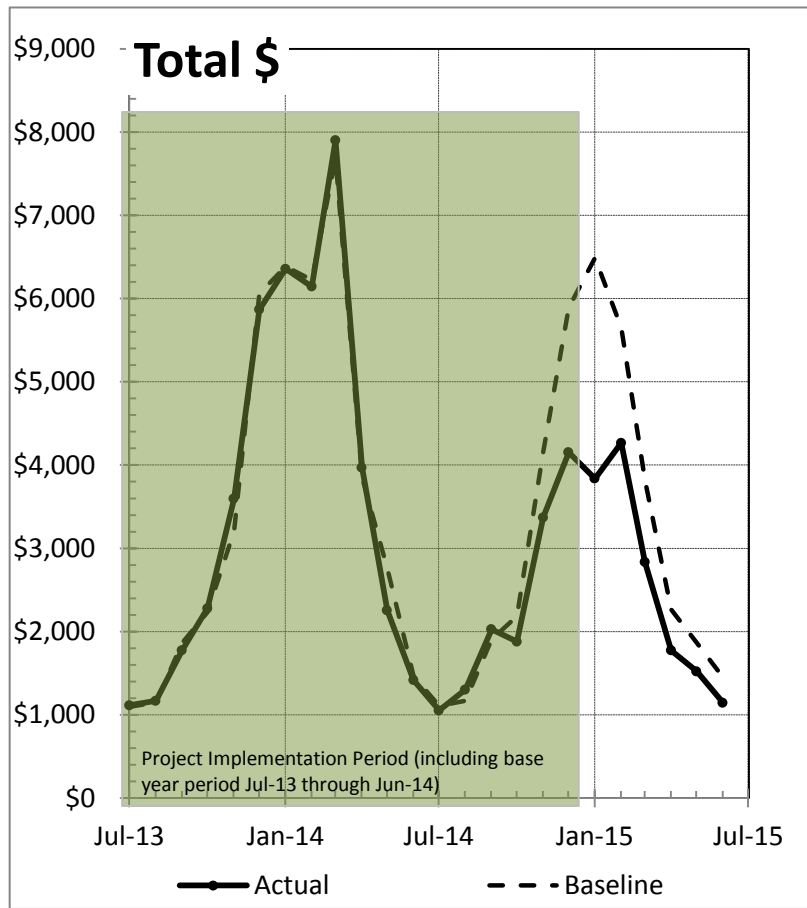
	ELECTRIC				GAS				TOTAL			
	Actual	Baseline	Savings	%	Actual	Baseline	Savings	%	Actual	Baseline	Savings	%
Jan-15	\$1,642	\$1,677	\$34	2.1%	\$2,195	\$4,811	\$2,616	54.4%	\$3,838	\$6,488	\$2,650	40.9%
Feb-15	\$1,721	\$1,641	(\$80)	-4.9%	\$2,544	\$4,008	\$1,464	36.5%	\$4,265	\$5,649	\$1,384	24.5%
Mar-15	\$1,555	\$1,668	\$113	6.7%	\$1,278	\$2,152	\$873	40.6%	\$2,834	\$3,819	\$986	25.8%
Apr-15	\$1,325	\$1,400	\$75	5.3%	\$448	\$865	\$417	48.2%	\$1,773	\$2,265	\$492	21.7%
May-15	\$1,382	\$1,478	\$95	6.5%	\$138	\$388	\$249	64.3%	\$1,521	\$1,865	\$345	18.5%
Jun-15	\$1,076	\$1,317	\$241	18.3%	\$68	\$130	\$62	47.7%	\$1,144	\$1,448	\$303	21.0%
TOTALS:	\$8,703	\$9,181	\$478	5.2%	\$6,672	\$12,353	\$5,682	46.0%	\$15,374	\$21,534	\$6,160	28.6%

Actual - is the cost as billed by We Energies

Baseline - this is a weather and occupancy adjusted model of the use / cost based on FY2014.

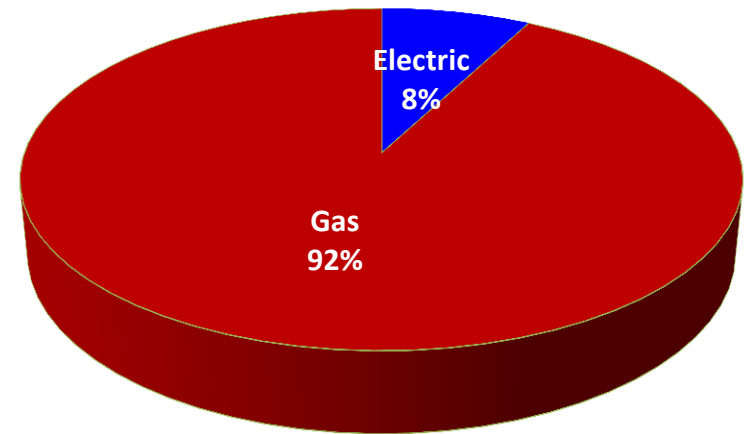
Savings - The projects were implemented during the calendar year 2014. Savings for tracking are being claimed from January of 2015 forward.





### Gas / Electric Savings Split

Jan-2015 Forward



Savings From Jan-2015 Forward			
	Electric	Gas	Total
Grant	\$478	\$5,682	\$6,160

### FY2014 - BASE YEAR DATA:

Electric \$18,744

Gas \$25,096

Total \$43,840

### Unofficial Savings

Sept, 2014 - Dec, 2014

Electric (\$98)

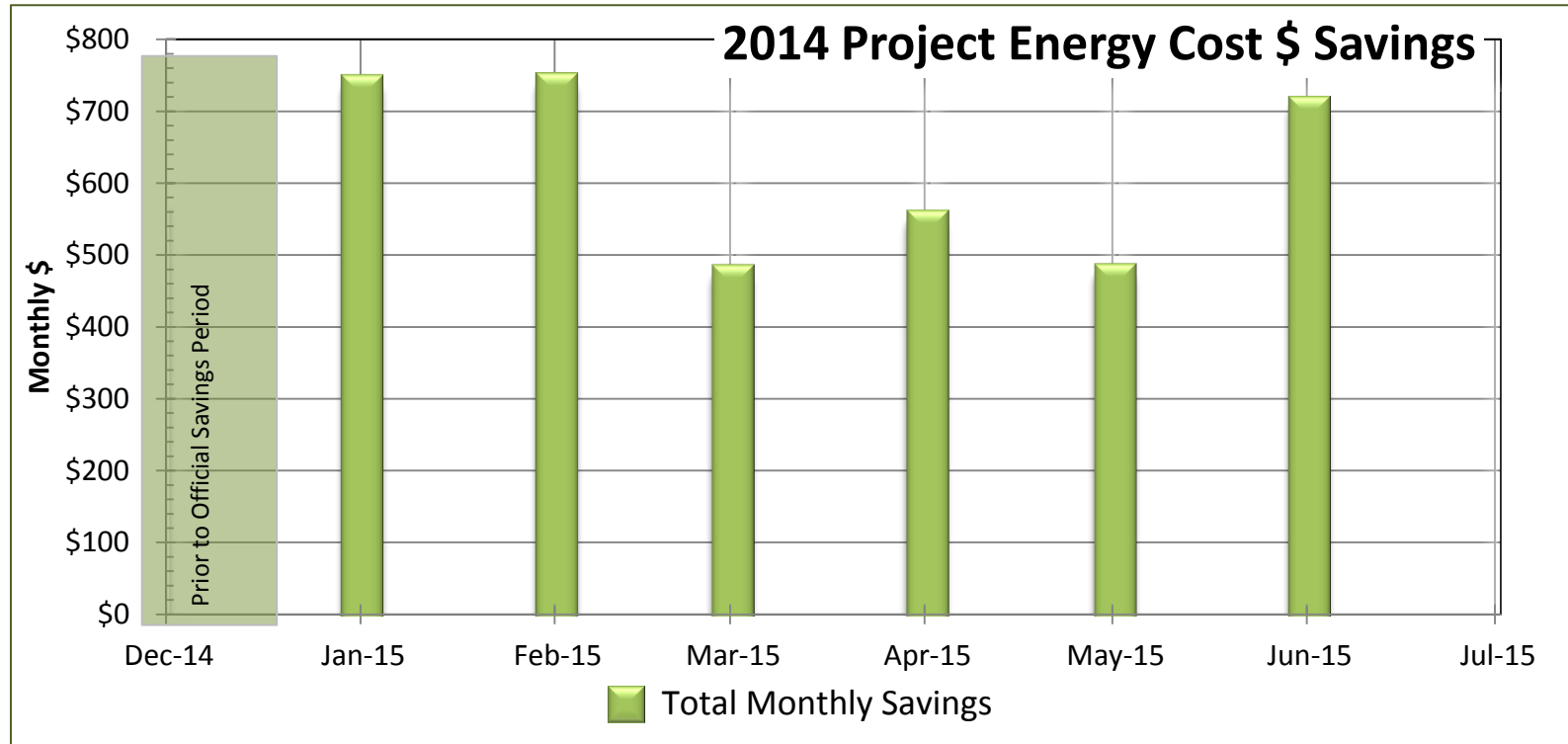
Gas \$2,808

Total \$2,711

# Grewenow

Savings To Date - \$3606

12.9%

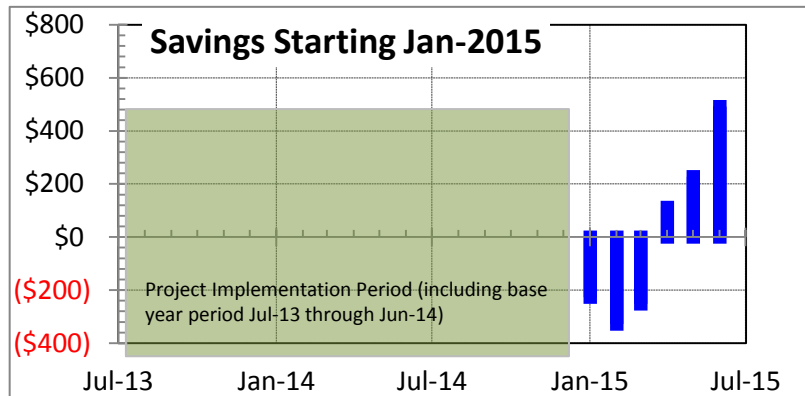
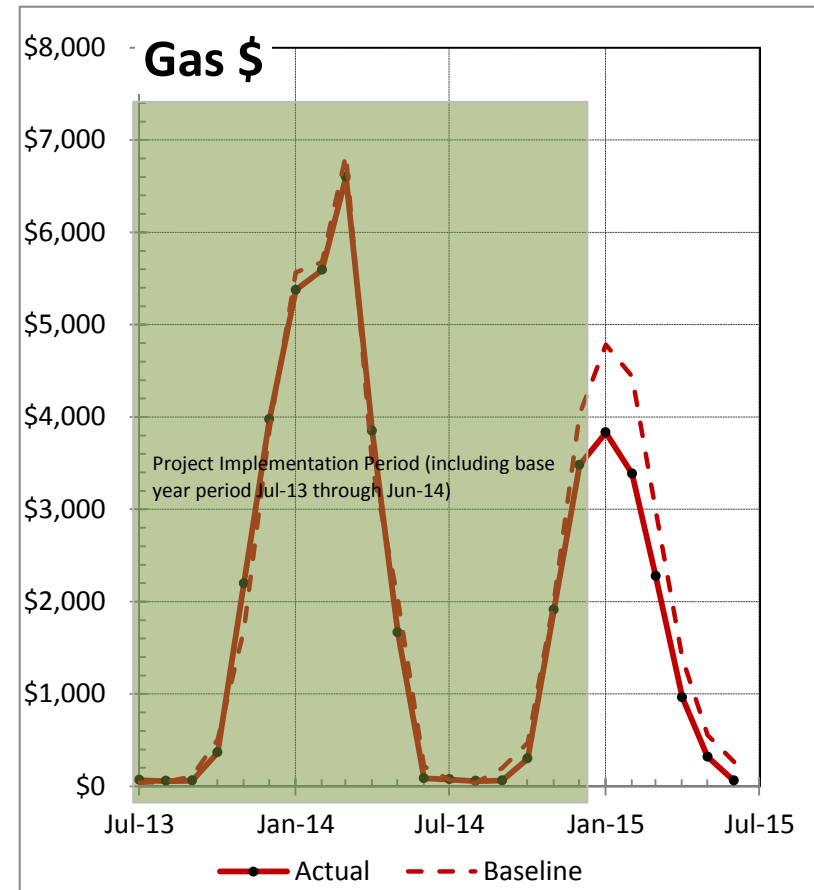
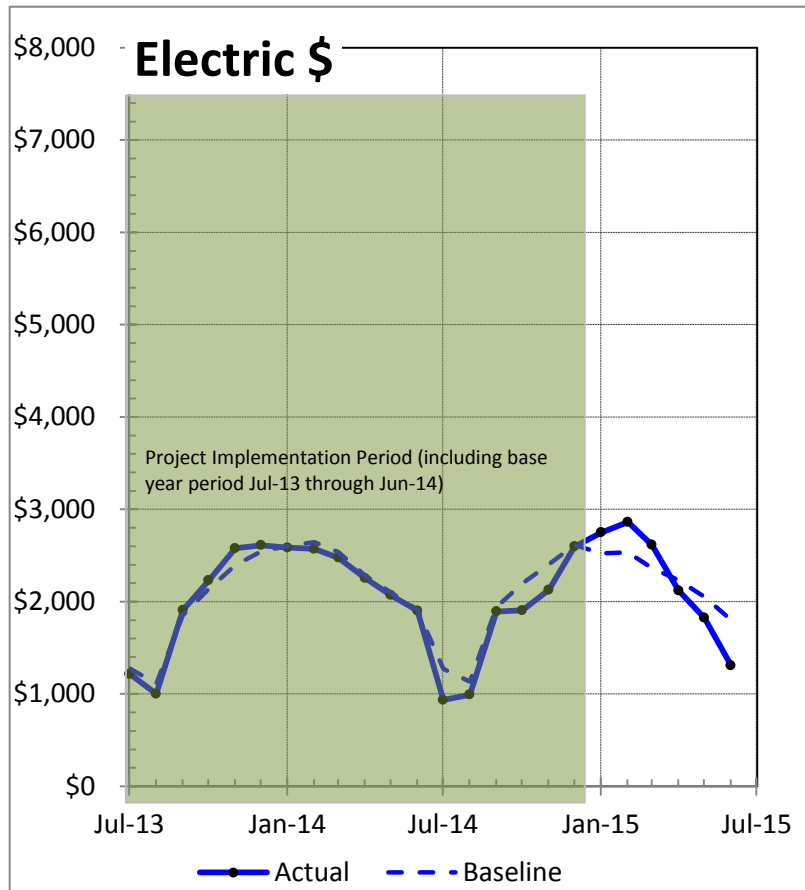


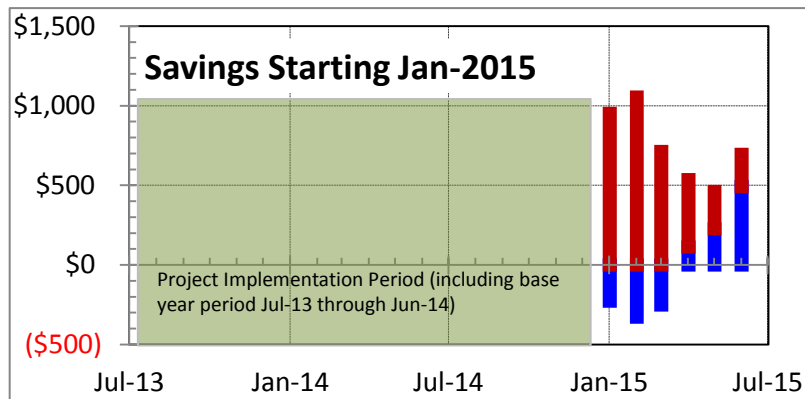
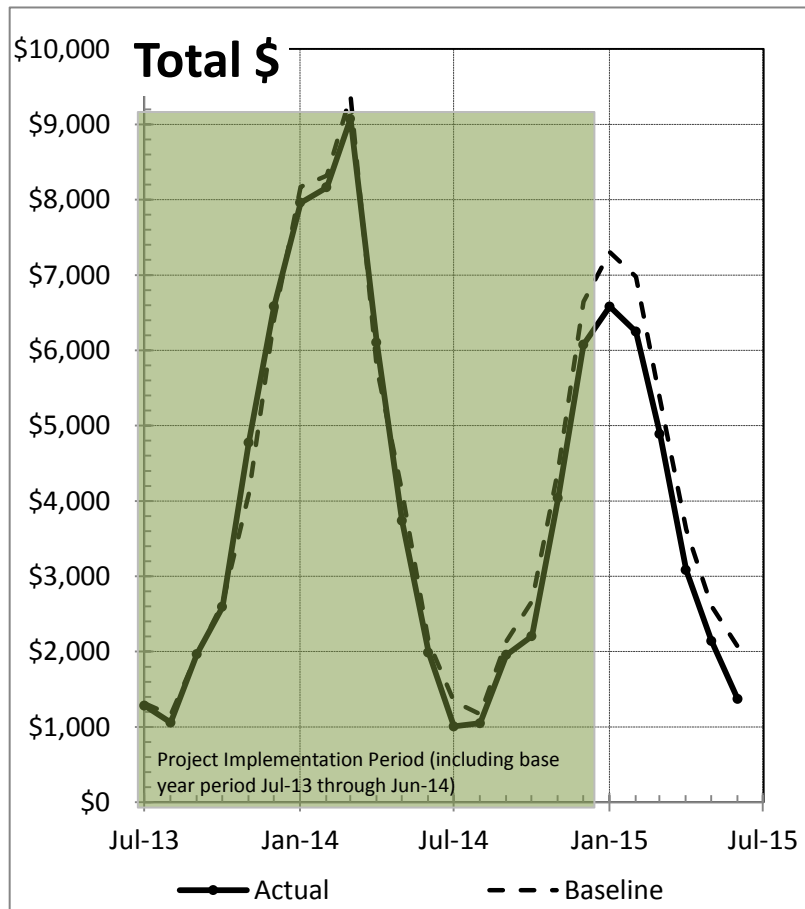
	ELECTRIC					GAS					TOTAL			
	Actual	Baseline	Savings	%		Actual	Baseline	Savings	%		Actual	Baseline	Savings	%
Jan-15	\$2,749	\$2,523	(\$227)	-9.0%		\$3,830	\$4,782	\$951	19.9%		\$6,580	\$7,304	\$725	9.9%
Feb-15	\$2,863	\$2,535	(\$328)	-12.9%		\$3,385	\$4,440	\$1,055	23.8%		\$6,248	\$6,975	\$727	10.4%
Mar-15	\$2,615	\$2,363	(\$252)	-10.7%		\$2,274	\$2,987	\$713	23.9%		\$4,889	\$5,350	\$461	8.6%
Apr-15	\$2,120	\$2,231	\$112	5.0%		\$963	\$1,388	\$425	30.6%		\$3,083	\$3,620	\$537	14.8%
May-15	\$1,823	\$2,050	\$227	11.1%		\$319	\$554	\$235	42.5%		\$2,142	\$2,604	\$462	17.7%
Jun-15	\$1,310	\$1,801	\$491	27.3%		\$60	\$263	\$203	77.2%		\$1,370	\$2,064	\$694	33.6%
TOTALS:	\$13,480	\$13,503	\$24	0.2%		\$10,831	\$14,413	\$3,582	24.9%		\$24,311	\$27,917	\$3,606	12.9%

Actual - is the cost as billed by We Energies

Baseline - this is a weather and occupancy adjusted model of the use / cost based on FY2014.

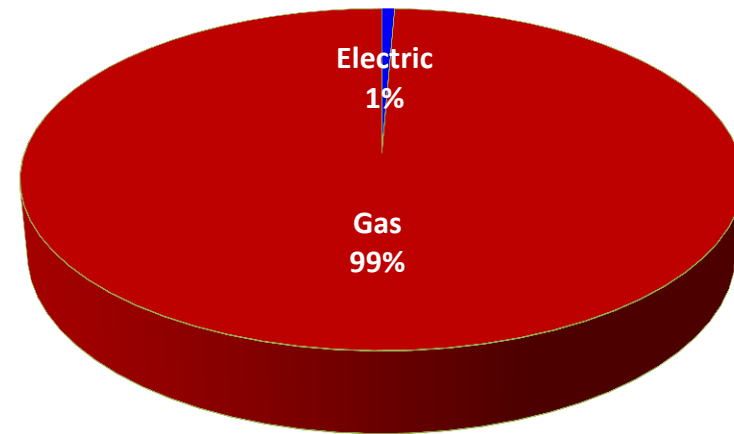
Savings - The projects were implemented during the calendar year 2014. Savings for tracking are being claimed from January of 2015 forward.





### Gas / Electric Savings Split

Jan-2015 Forward



Savings From Jan-2015 Forward			
	Electric	Gas	Total
Grewenow	\$24	\$3,582	\$3,606

### FY2014 - BASE YEAR DATA:

Electric	\$25,400
Gas	\$29,883
Total	\$55,283

### Unofficial Savings

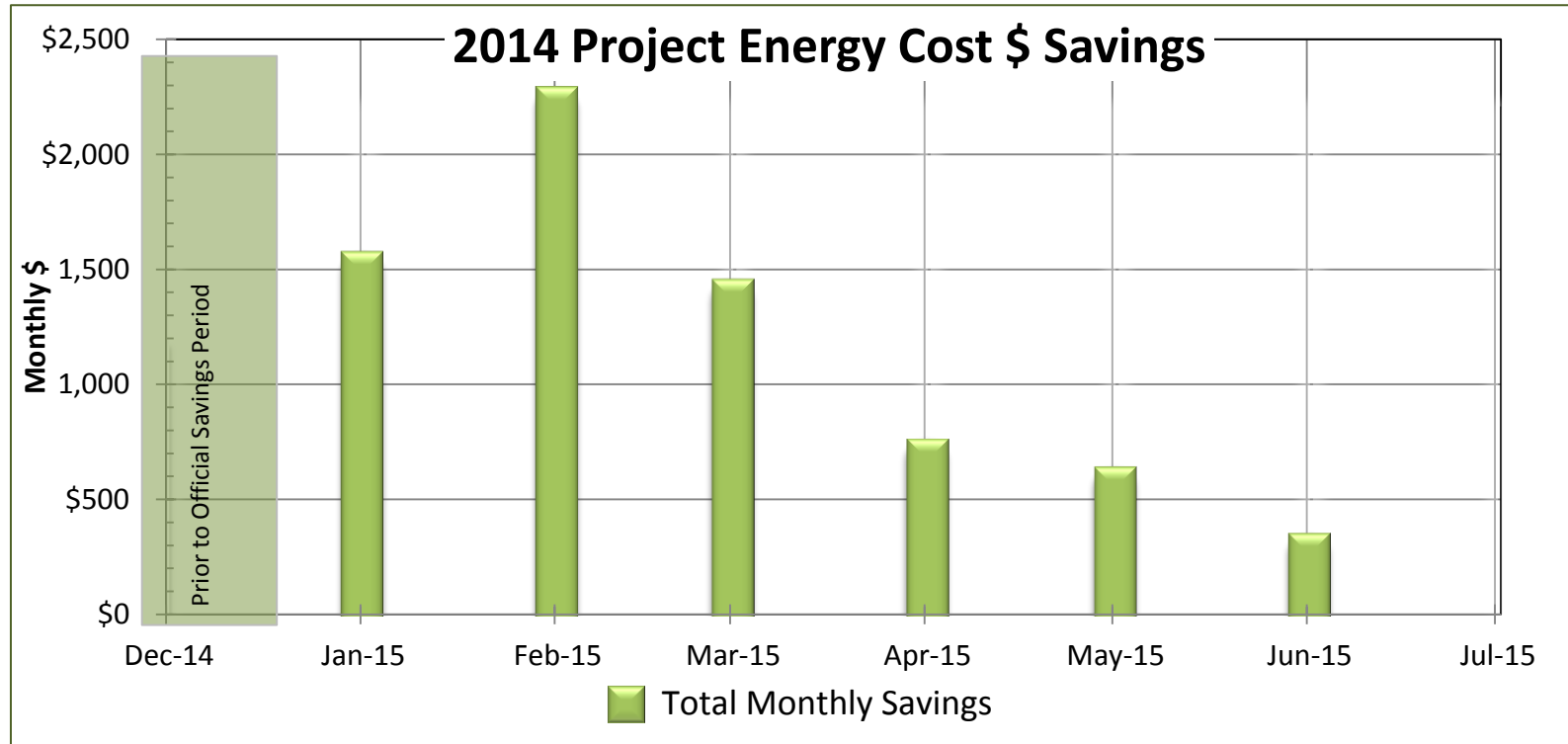
Sept, 2014 - Dec, 2014

Electric	\$635
Gas	\$958
Total	\$1,593

# Harvey

Savings To Date - \$6597

25.8%



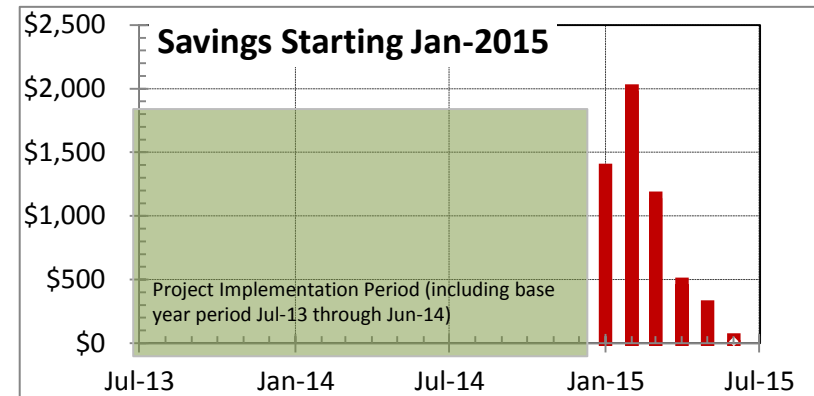
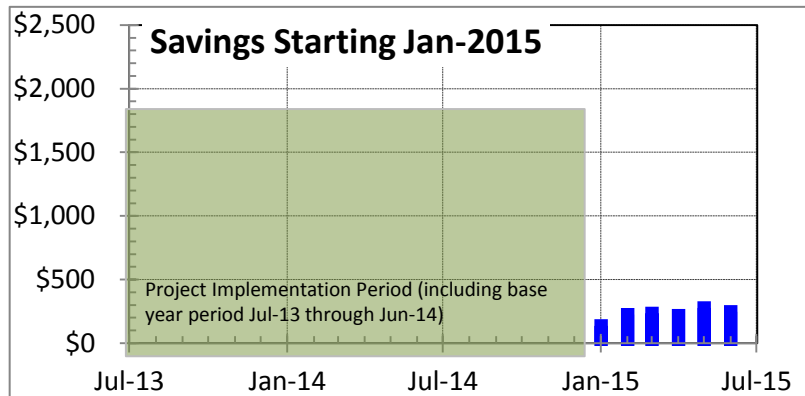
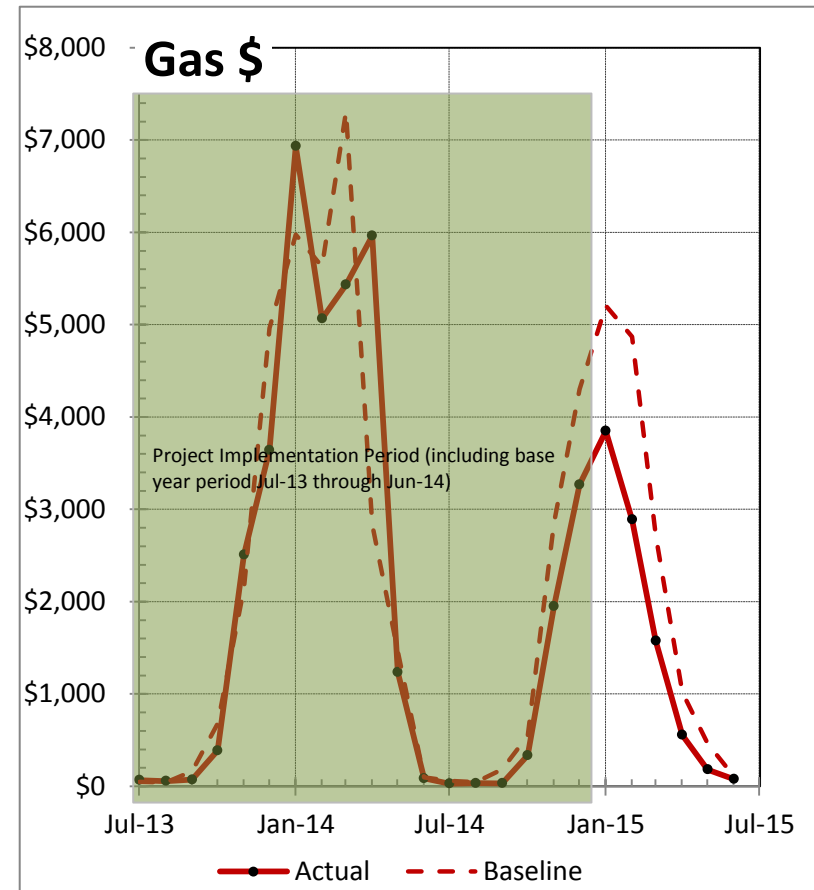
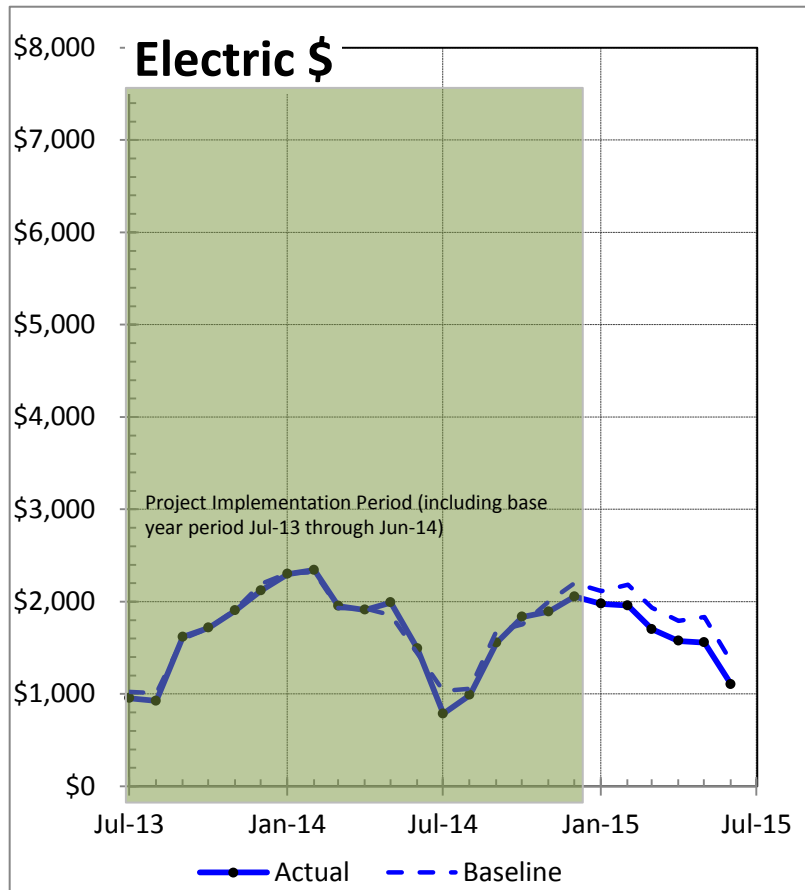
	ELECTRIC				GAS				TOTAL			
	Actual	Baseline	Savings	%	Actual	Baseline	Savings	%	Actual	Baseline	Savings	%
Jan-15	\$1,976	\$2,113	\$137	6.5%	\$3,849	\$5,207	\$1,358	26.1%	\$5,825	\$7,320	\$1,495	20.4%
Feb-15	\$1,957	\$2,183	\$226	10.3%	\$2,888	\$4,871	\$1,983	40.7%	\$4,844	\$7,054	\$2,209	31.3%
Mar-15	\$1,700	\$1,934	\$234	12.1%	\$1,575	\$2,716	\$1,141	42.0%	\$3,275	\$4,650	\$1,375	29.6%
Apr-15	\$1,575	\$1,793	\$218	12.2%	\$555	\$1,020	\$464	45.5%	\$2,130	\$2,813	\$683	24.3%
May-15	\$1,557	\$1,835	\$278	15.1%	\$180	\$464	\$284	61.2%	\$1,737	\$2,299	\$562	24.4%
Jun-15	\$1,104	\$1,351	\$247	18.3%	\$78	\$103	\$25	24.7%	\$1,182	\$1,455	\$273	18.8%
TOTALS:	\$9,869	\$11,209	\$1,340	12.0%	\$9,125	\$14,382	\$5,257	36.6%	\$18,994	\$25,590	\$6,597	25.8%

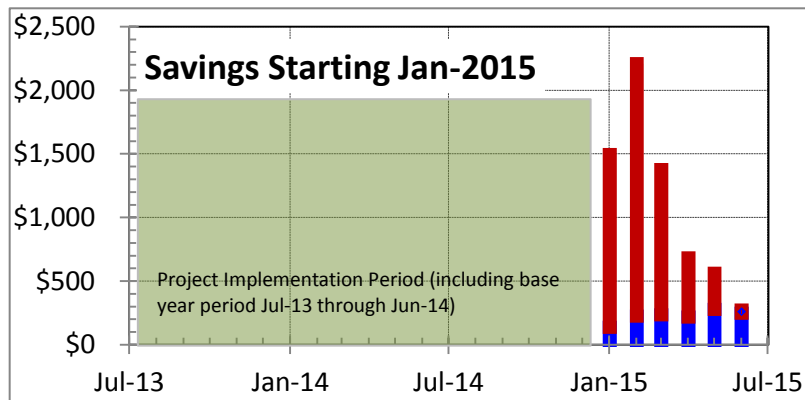
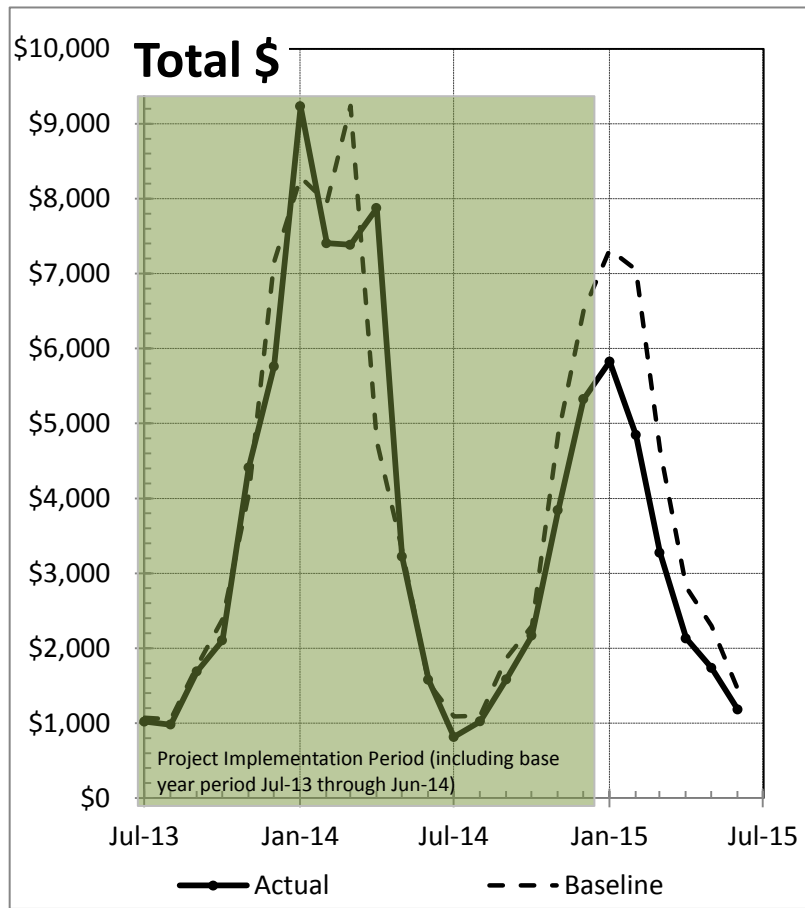
*Actual - is the cost as billed by We Energies*

*Baseline - this is a weather and occupancy adjusted model of the use / cost based on FY2014.*

*Savings - The projects were implemented during the calendar year 2014. Savings for tracking are being claimed from January of 2015 forward.*

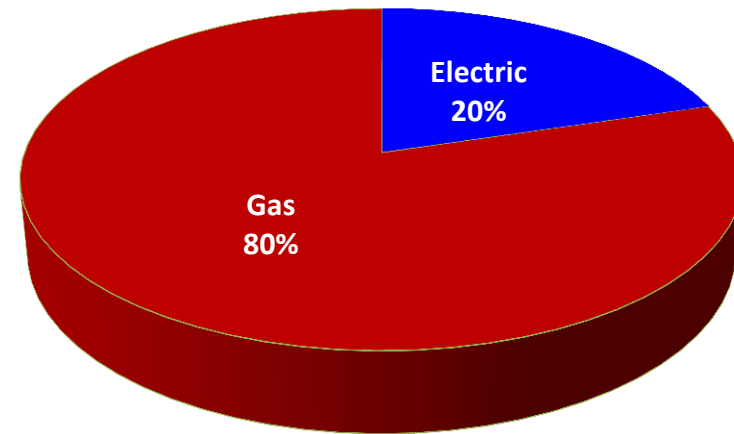






### Gas / Electric Savings Split

Jan-2015 Forward



Savings From Jan-2015 Forward			
	Electric	Gas	Total
Harvey	\$1,340	\$5,257	\$6,597

### FY2014 - BASE YEAR DATA:

Electric \$21,222

Gas \$31,440

Total \$52,661

### Unofficial Savings

Sept, 2014 - Dec, 2014

Electric \$302

Gas \$2,302

Total \$2,604

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

August 11, 2015  
Planning/Facilities/Equipment Standing Committee

**UTILITY & ENERGY SAVINGS PROGRAM REPORT**

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

**Utilities Budget Update:**

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

- We have spent \$349,546 less on natural gas this year as compared to last year.
- We have spent \$73,091 less on electricity this year as compared to last year.
- We have spent 90% of the overall utility budget as compared to just under 100% last year at this time.

Our costs as compared to last year are very favorable and that is despite the fact that we reopened both the old McKinley Middle School and Jefferson Annex buildings this year. The two primary reasons are due to higher than normal natural gas costs last year at this time, and the benefits related to the energy efficiency projects implemented this past year.

**Operational Energy Program Update:**

The following is a brief summary of the amount of energy saved September – June 2015. Please see the attachment for energy savings by school:

	<b>2014-15</b>	<b>2013-14</b>
Electricity Saved (KWh)	8,374,150	8,403,814
Gas Saved (Therms)	589,302	603,858
<b>Dollars Saved</b>	<b>\$1,391,085</b>	<b>\$1,232,197</b>

The energy consumption and costs for the 5 schools (Bose, Grant, Grewenow, Forest Park and Harvey) that had major energy projects performed this past summer is provided in the Capital Projects Update included in this agenda.

This is an informational report.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Patrick Finnemore, PE  
Director of Facilities

Mr. John Allen  
Distribution and Utilities Manager

Mr. Kevin Christoun  
Maintenance Supervisor

# Monthly Energy Efficiency Program Tracking Summary

UTILITY INFORMATION (12 months of data)

## Energy Tracking: September 2014 through June 2015

End of FY - 2015 - 06		Current Month: 2015 - 06				YTD HTG DD: FY2014 7804 FY2015 7262					YTD CLNG DD: FY2014 625.5 FY2015 446				
BUILDING	ACTUAL USE FY2015				FY2014 SAVINGS*					FY2015 SAVINGS*					
	kWh	kW	therms	\$	kWh	kW	therms	\$	% Savings	kWh	kW	therms	\$	% Savings	
Bradford H	2,146,839	6,396	158,924	\$346,861	851,794	1,442	29,284	\$100,596	20.7%	867,010	1,702	33,785	\$106,501	23.5%	
Hillcrest H	66,800	-	14,699	\$18,407	15,289	-	1,520	\$3,183	12.6%	14,853	0	1,369	\$2,672	12.7%	
Indian Trail H	2,541,600	9,640	92,660	\$390,624	1,435,216	4,891	19,485	\$196,263	32.0%	1,414,053	4,987	32,859	\$197,145	33.5%	
Lakeview H	301,760	1,304	10,588	\$48,901	384,598	426	1,574	\$32,378	38.2%	375,130	425	1,202	\$30,670	38.5%	
Reuther H	698,520	3,290	129,595	\$184,454	170,475	459	28,491	\$39,146	16.1%	190,847	334	33,411	\$38,419	17.2%	
Tremper H	1,752,092	4,976	177,447	\$303,696	788,219	1,286	45,266	\$97,792	23.1%	763,216	1,384	41,038	\$91,640	23.2%	
HS Subtotal:	7,507,611	25,606	583,913	\$1,292,943	3,645,591	8,504	125,620	\$469,358	25.0%	3,625,109	8,831	143,664	\$467,046	26.5%	
Bullen M	583,264	2,031	51,508	\$103,201	345,168	353	48,627	\$66,058	35.9%	364,825	377	43,204	\$53,325	34.1%	
Lance M	485,261	1,920	53,985	\$96,882	118,778	223	15,407	\$22,641	16.7%	130,788	310	15,209	\$20,630	17.6%	
Lincoln M	703,060	2,992	66,716	\$142,999	234,995	187	30,344	\$38,387	19.0%	274,704	535	30,163	\$44,186	23.6%	
Mahone M	928,200	4,966	47,826	\$173,250	405,807	297	42,627	\$61,452	24.0%	497,556	246	46,449	\$64,288	27.1%	
McKinley M	317,100	1,165	61,731	\$79,811	434,390	2,114	71,623	\$174,970	84.0%	295,885	1,081	19,136	\$46,980	37.1%	
Washington M	366,250	1,561	53,086	\$83,415	140,317	694	(2,979)	\$16,782	13.7%	160,842	704	5,146	\$24,192	22.5%	
MS Subtotal:	3,383,135	14,634	334,852	\$679,559	1,679,455	3,866	205,649	\$380,290	34.3%	1,724,600	3,252	159,307	\$253,602	27.2%	
Bain E	569,700	3,003	30,015	\$106,142	146,269	41	21,968	\$28,244	20.5%	120,280	99	17,512	\$18,344	14.7%	
Bose E	131,040	584	17,487	\$29,573	167,391	281	10,772	\$27,171	34.5%	211,171	472	22,716	\$37,880	56.2%	
Brass E	376,080	1,524	20,539	\$65,870	98,799	390	9,838	\$19,341	21.0%	67,649	479	13,597	\$25,255	27.7%	
Dimensions E	66,258	-	19,373	\$21,636	8,898	-	2,422	\$3,436	11.2%	8,078	0	2,532	\$2,948	12.0%	
Forest Park E	155,597	634	21,194	\$35,495	47,936	67	5,774	\$9,927	13.4%	55,550	80	32,065	\$24,683	41.0%	
Frank E	475,080	1,923	31,915	\$85,310	198,156	232	9,149	\$24,283	20.0%	224,786	393	4,524	\$23,747	21.8%	
Grant E	117,840	474	15,717	\$26,806	30,659	153	9,710	\$12,330	22.9%	30,504	171	22,346	\$18,695	41.1%	
Grewenow E	168,000	616	26,261	\$38,587	132,050	278	16,602	\$28,856	35.3%	131,101	283	23,749	\$29,031	42.9%	
Harvey E	125,348	538	22,841	\$31,911	78,550	246	11,158	\$18,992	27.3%	92,571	264	23,432	\$25,265	44.2%	
Jefferson E	158,895	462	33,981	\$43,310	102,075	210	13,322	\$23,788	33.6%	77,947	221	10,174	\$15,466	26.3%	
Jeffery E	177,054	738	22,468	\$38,647	144,438	327	2,457	\$19,182	29.6%	141,645	354	2,436	\$18,827	32.8%	
Ktech (Lincoln)	160,640	723	17,272	\$33,737	(7,545)	13	7,922	\$5,814	12.3%	16,368	94	7,897	\$6,865	16.9%	
McKinley E	116,328	551	23,865	\$31,811	38,443	49	8,618	\$11,759	23.9%	45,041	72	7,213	\$9,213	22.5%	
Nash E	355,158	1,538	21,775	\$63,689	59,353	376	18,157	\$23,765	24.9%	60,510	308	19,424	\$19,925	23.8%	
Pleasant Prairie E	524,640	1,915	29,842	\$85,881	106,133	(30)	1,115	\$7,038	7.0%	83,969	(19)	366	\$4,060	4.5%	
Prairie Lane E	222,820	925	23,025	\$44,935	126,632	115	14,392	\$25,533	35.2%	123,073	142	7,671	\$18,609	29.3%	
Roosevelt E	144,000	574	32,277	\$39,791	72,955	201	8,583	\$15,729	25.5%	75,195	217	4,547	\$12,147	23.4%	
Somers E	338,560	1,250	29,486	\$61,717	92,224	362	11,104	\$21,651	22.7%	127,475	400	11,102	\$21,651	26.0%	
Southport E	208,320	1,019	27,470	\$46,871	80,546	145	5,012	\$13,431	20.6%	70,992	115	3,189	\$9,589	17.0%	
Stocker E	346,400	1,458	18,546	\$59,146	211,612	605	4,964	\$27,550	30.7%	194,730	443	4,061	\$22,271	27.4%	
Strange E	212,004	910	26,308	\$45,759	143,956	218	8,322	\$22,362	30.5%	153,231	211	3,657	\$18,604	28.9%	
Vernon E	319,312	1,249	71,345	\$84,379	171,655	440	23,305	\$35,539	25.8%	180,167	465	23,368	\$29,534	25.9%	
Whittier E	277,800	1,415	18,175	\$53,963	325,094	956	4,805	\$39,057	38.6%	335,498	945	6,544	\$39,728	42.4%	
Wilson E	109,160	550	28,674	\$34,016	77,437	248	15,269	\$25,413	37.5%	83,572	197	14,101	\$18,319	35.0%	
ELEM Subtotal:	5,856,034	24,572	629,851	\$1,208,980	2,653,716	5,923	244,740	\$490,192	25.4%	2,711,103	6,406	288,223	\$470,653	28.0%	
Cesar Chavez	142,320	466	7,115	\$24,526	106,110	123	4,402	\$15,018	36.0%	92,823	163	3,494	\$12,372	33.5%	
ESC	1,013,840	3,269	53,124	\$149,946	278,548	612	8,090	\$32,245	16.7%	240,107	468	8,583	\$26,856	15.2%	
Recreation	71,686	-	7,214	\$14,513	10,730	202	801	\$3,982	18.9%	10,072	0	587	\$1,669	10.3%	
Other Subtotal:	1,227,846	3,735	67,453	\$188,985	395,388	936	13,293	\$51,245	20.1%	343,002	630	12,664	\$40,897	17.8%	
Totals:	17,974,626	68,547	1,616,069	\$3,370,467	8,374,150	19,230	589,302	\$1,391,085	26.9%	8,403,814	19,120	603,858	\$1,232,197	26.8%	

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

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**KENOSHA UNIFIED SCHOOL BOARD**  
**AUDIT/BUDGET/FINANCE MEETING**  
Educational Support Center – Room 110  
JUNE 9, 2015  
**MINUTES**

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Wade was called to order at 6:00 P.M. with the following Committee members present: Mr. Flood, Mr. Falkofske, Mr. Kent, Mr. Aceto, Mrs. Dawson, Mr. Holdorf, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mrs. Marcich and Mr. Battle were excused.

**Approval of Minutes – May 12, 2015 Audit/Budget/Finance**

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

**Information Items**

Mr. Tarik Hamdan, Chief Financial Officer, and Mr. Phil Hohlweck, PMA Securities representative, presented the Updated Option for Combined Referendum and Refinancing Funding. Mr. Hamdan noted that the next step in the outdoor athletic improvements referendum is the financing and sale of bonds. Part of the selling process is the reevaluation of the District's bond rating by Moody's Investors Services. After several consultations, Moody's upgraded the district's bond rating from an A1 to an Aa3. Mr. Hohlweck indicated that the proposed financing plan would combine the referendum and the refinancing funding. An estimated 2.54% interest rate is expected and would save taxpayers approximately \$1.1 million. Mr. Hamdan noted that the savings would be a result of reduced debt payments outside of revenue limits, meaning the savings would not free up operational funds. The savings cannot be used to pay for expenses such as staff salaries, benefits or any other expenses that would help balance the budget; but, the reduced payments would still impact the tax levy and represent significant savings for taxpayers. Mr. Hamdan and Mr. Hohlweck answered questions from Committee members.

Mr. Hamdan presented the Monthly Financial Statements. He indicated that there will be approximately \$4.1 million in salaries and health benefits surplus. Mr. Hamdan answered questions from Committee members.

Mr. Hamdan presented the Cash and Investment Quarterly Report. He indicated that the noted interest earned for 2014-2015 is a fiscal year-to-date total versus a fiscal year total noted in the other years contained in the report.

**Future Agenda Items**

Mr. Wade requested a report containing information on the fund balance.

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

Meeting adjourned at 6:25 P.M.

Stacy Schroeder Busby  
School Board Secretary





**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT AUDIT/BUDGET/FINANCE AND**  
**CURRICULUM/PROGRAM**  
Educational Support Center – Room 110  
JUNE 9, 2015  
**MINUTES**

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Curriculum/Program Committees chaired by Mr. Wade was called to order at 6:27 P.M. with the following Committee members present: Mr. Flood, Mr. Falkofske, Mr. Kent, Mr. Aceto, Mrs. Dawson, Mr. Holdorf, Mrs. Snyder, Mr. Kunich, Mrs. Karabetsos, Mrs. Santoro, Mrs. Renish-Ratelis, Mrs. Wickersheim, Mr. Wojciechowicz, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mrs. Marcich, Mr. Battle, Mrs. Daghfal, and Mrs. Kenefick were excused. Ms. London was absent.

**Approval of Minutes – May 12, 2015 Joint Audit/Budget/Finance & Curriculum/Program**

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

**Approval of Minutes – April 14, 2015 and May 12, 2015 Curriculum/Program**

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

**Request to Participate in the Jacob K. Javits Gifted and Talented Student Education Program Grant**

Mrs. Julie Housaman, Assistant Superintendent of Teaching and Learning, presented the Request to Participate in the Jacob K. Javits Gifted and Talented Student Education Program Grant. She indicated that the purpose of the grant program is to develop scientifically based research projects and strategies that are designed to build and enhance the ability of elementary and secondary schools to meet the special education needs of gifted and talented students. Emphasis is placed on serving students who are economically disadvantaged, have limited English proficient, and students with disabilities who are traditionally underrepresented in gifted and talented programs. To accomplish this, a District Leadership Cadre would be created which would be comprised of 4 to 8 district leaders and 25 teachers from 4 to 8 elementary schools who would participate on the state level cadre. They would receive training in analyzing data for disproportionality, implementing a RtI framework that includes services for high ability/high potential students, culturally responsive practices, USTARS-PLUS (a research-based program previously funded by Javits), content from a state-approved educator licensure program in gifted education, the Dual Capacity-Building framework, and Academic Parent Teacher Teams. All travel, training, and substitute teacher expenditures would be included in the grant funds and no district funding match is required. Mrs. Housaman and Mr. David Tuttle, Coordinator of Gifted and Talented, answered questions from Committee members.

Mrs. Snyder moved to forward the Request to Participate in the Jacob K. Javits Gifted and Talented Student Education Program Grant to the full Board for approval. Mrs. Renish-Ratelis seconded the motion. Unanimously approved.

**Future Agenda Items**

Mr. Flood requested that a presentation from former students on the Students for Optimized Learning Opportunities (SOLO) Project be added as a future agenda item.

Meeting adjourned at 6:39 P.M.

Stacy Schroeder Busby  
School Board Secretary

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Kenosha Unified School District  
Kenosha, Wisconsin

August 11, 2015  
Audit/Budget/Finance Standing Committee

**Monthly Financial Statement Highlights (As of 6/30/2015)**

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 98.25%, Actual 98.24%
- 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 78.1%, Actual 78.1%

**Expenditures (includes operating funds 10 and 27 only):**

- Salaries
  - District Funded
    - Teachers (Budget \$103,199,000): Expected 100%, Actual 96.8%
    - Administration (Budget \$11,693,000): Expected 100%, Actual 101.8%
  - Grant Funded
    - Teachers (Budget \$3,128,000): Expected 100%, Actual 94.7%
    - Administration (Budget \$412,000): Expected 100%, Actual 103.6%
- Benefits
  - District Funded
    - Health (Budget \$37,970,000): Expected 100%, Actual TBD
    - Dental (Budget \$2,504,000): Expected 100%, Actual 95.3%
  - Grant Funded
    - Health (Budget \$1,648,000): Expected 100%, Actual TBD
    - Dental (Budget \$104,000): Expected 100%, Actual 92%

**Notable Items:**

- Year to date salary costs indicate a potential budget to actual surplus of approximately 3.0% at year end; the projected value of those savings are \$3,500,000 pending year-end reconciliations.
- Year to date health insurance costs are in the process of being determined pending year-end reconciliations and journal entries.

**Administrative Recommendation**

Administration requests that the Audit/Budget/Finance Standing Committee review and accept the attached reports. Please note that updated reports may be available on the night of the meeting; however all financial information is in preliminary draft form until we complete all year-end closing entries and our external audit during the month of August.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

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

For the Period Ended 6/30/2015

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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	926,412		0	100.00	926,412
200 Local revenues	75,148,855	75,013,748		135,107	99.82	77,871,884	77,962,264		-90,381	100.12	77,962,264
300 Interdistrict revenues	350,000	487,120		-137,120	139.18	350,000	341,003		8,997	97.43	341,003
500 Intermediate revenues	35,383	15,128		20,254	42.76	39,376	17,117		22,259	43.47	17,117
600 State aid	157,603,981	157,193,807		410,174	99.74	151,616,796	151,689,893		-73,097	100.05	151,689,893
700 Federal aid	12,881,356	9,233,839		3,647,517	71.68	10,446,225	12,856,960		-2,410,735	123.08	12,856,960
800 Debt proceeds	0	185,463		-185,463		0	101,256		-101,256		101,256
900 Revenue adjustments	490,375	646,952		-156,577	131.93	648,993	865,260		-216,267	133.32	865,260
<b>Total Revenues</b>	<b>246,509,950</b>	<b>242,776,058</b>		<b>3,733,892</b>	<b>98.49</b>	<b>241,899,685</b>	<b>244,760,164</b>		<b>-2,860,479</b>	<b>101.18</b>	<b>244,760,164</b>
-----2015-----						-----2014-----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	119,965,268	116,554,901	0	3,410,366	97.16	117,702,061	114,354,156	0	3,347,905	97.16	114,354,156
200 Benefits	57,897,804	56,966,769	0	931,035	98.39	54,102,041	52,967,826	0	1,134,216	97.90	52,967,826
300 Purchased Services	21,866,349	21,115,163	0	751,186	96.56	22,502,234	21,540,710	2,564	958,959	95.74	21,540,710
400 Supplies	10,964,735	10,461,946	0	502,789	95.41	11,201,330	10,331,191	6,474	863,664	92.29	10,331,191
500 Capital Outlay	2,274,185	1,894,777	0	379,408	83.32	2,143,923	2,379,844	0	-235,921	111.00	2,379,844
600 Debt Services	326,676	197,742		128,934	60.53	326,676	307,340	0	19,336	94.08	307,340
700 Insurance	736,164	576,337	0	159,827	78.29	970,207	653,038		317,169	67.31	653,038
800 Operating Transfers Out	33,065,188	31,640,383		1,424,805	95.69	32,122,752	32,212,678		-89,926	100.28	32,212,678
900 Other objects	632,593	508,044	0	124,548	80.31	828,461	317,072	0	511,389	38.27	317,072
<b>Total Expenditures</b>	<b>247,728,961</b>	<b>239,916,063</b>	<b>0</b>	<b>7,812,898</b>	<b>96.85</b>	<b>241,899,685</b>	<b>235,063,854</b>	<b>9,039</b>	<b>6,826,792</b>	<b>97.18</b>	<b>235,063,854</b>
<b>Net Revenue/Expenses</b>	<b>-1,219,012</b>	<b>2,859,995</b>				<b>0</b>	<b>9,696,310</b>				<b>9,696,310</b>
<b>Fund Balance - Ending</b>	<b>35,586,620</b>	<b>39,665,626</b>				<b>27,109,475</b>	<b>36,805,785</b>				<b>36,805,785</b>

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

For the Period Ended 6/30/2015

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**Fund 21 Special Revenue Trust**

-----2015-----					-----2014-----				
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0			0	0			
900 Revenue adjustments	0	10,347	-10,347		0	0	0		0
<b>Total Revenues</b>	<b>0</b>	<b>10,347</b>	<b>-10,347</b>		<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>10,347</b>			<b>0</b>	<b>0</b>			<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>10,347</b>			<b>0</b>	<b>0</b>			<b>0</b>

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

For the Period Ended 6/30/2015

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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	1,814,813		174,673	91.22	1,857,747	1,862,632		-4,885	100.26	1,862,632
<b>Total Revenues</b>	<b>1,989,486</b>	<b>1,814,813</b>		<b>174,673</b>	<b>91.22</b>	<b>1,857,747</b>	<b>1,862,632</b>		<b>-4,885</b>	<b>100.26</b>	<b>1,862,632</b>
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	1,013,920	1,015,137		-1,217	100.12	908,438	978,180		-69,742	107.68	978,180
200 Benefits	784,612	701,765		82,846	89.44	671,766	676,380		-4,614	100.69	676,380
300 Purchased Services	138,198	169,762	0	-31,564	122.84	152,086	113,828	0	38,258	74.84	113,828
400 Supplies	41,719	37,598	0	4,121	90.12	119,152	85,968	0	33,184	72.15	85,968
500 Capital Outlay	9,036	8,564		472	94.78	0	1,971		-1,971		1,971
900 Other objects	2,001	2,126		-125	106.25	6,305	6,305	0	0	100.00	6,305
<b>Total Expenditures</b>	<b>1,989,486</b>	<b>1,934,953</b>	<b>0</b>	<b>54,533</b>	<b>97.26</b>	<b>1,857,747</b>	<b>1,862,632</b>	<b>0</b>	<b>-4,885</b>	<b>100.26</b>	<b>1,862,632</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-120,141</b>				<b>0</b>	<b>0</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>-120,141</b>				<b>0</b>	<b>0</b>				<b>0</b>



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

For the Period Ended 6/30/2015

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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	31,127,903		1,437,285	95.59	29,371,547	29,461,473		-89,926	100.31	29,461,473
200 Local revenues	8,000	9,438		-1,438	117.98	10,000	7,868		2,132	78.68	7,868
300 Interdistrict revenues	0	0		0		20,000	0		20,000	0.00	0
500 Intermediate revenues	0	0		0		0	202		-202		202
600 State aid	10,791,667	10,829,724		-38,057	100.35	10,390,000	11,218,167		-828,167	107.97	11,218,167
700 Federal aid	8,595,101	3,223,195		5,371,906	37.50	7,862,072	4,301,145		3,560,927	54.71	4,301,145
Total Revenues	51,959,956	45,190,260		6,769,697	86.97	47,653,619	44,988,855		2,664,764	94.41	44,988,855
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	28,736,444	27,145,934		1,590,510	94.47	27,374,180	26,927,636		446,544	98.37	26,927,636
200 Benefits	15,963,373	15,203,429		759,943	95.24	14,740,868	14,310,174		430,694	97.08	14,310,174
300 Purchased Services	4,726,963	3,249,026	0	1,477,937	68.73	3,972,383	3,286,156	0	686,227	82.73	3,286,156
400 Supplies	1,941,438	313,758	0	1,627,680	16.16	1,556,850	324,901	48	1,231,901	20.87	324,901
500 Capital Outlay	11,739	22,302	0	-10,563	189.98	9,338	10,372	0	-1,034	111.07	10,372
900 Other objects	580,000	4,582	0	575,418	0.79	0	129,616		-129,616		129,616
Total Expenditures	51,959,956	45,939,031	0	6,020,925	88.41	47,653,619	44,988,855	48	2,664,716	94.41	44,988,855
Net Revenue/Expenses	0	-748,771				0	0				0
Fund Balance - Ending	0	-748,771				0	0				0

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

For the Period Ended 6/30/2015

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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	2,751,205	0	100.00	2,751,205		
200 Local revenues	15,021,203	15,022,587	-1,384	100.01	16,159,147	16,156,284	2,863	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	16,578,982	-13,073	100.08	27,299,981	27,313,521	-13,539	100.05	27,313,521		
-----2015-----					-----2014-----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	17,617,572	17,617,572		0	100.00	24,059,106	24,059,106		0	100.00	24,059,106
800 Operating Transfers Out	0	0		0		926,412	926,412		0	100.00	926,412
Total Expenditures	17,617,572	17,617,572		0	100.00	24,985,518	24,985,518		0	100.00	24,985,518
Net Revenue/Expenses	-1,051,664	-1,038,591				2,314,464	2,328,003				2,328,003
Fund Balance - Ending	2,227,310	2,240,383				3,265,435	3,278,974				3,278,974

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

For the Period Ended 6/30/2015

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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	25,572	-15,572	255.72		12,000	9,169	2,831	76.40	9,169	
800 Debt proceeds	0	0	0			16,690,000	16,690,000	0	100.00	16,690,000	
900 Revenue adjustments	0	93,620	-93,620			0	0	0		0	
<b>Total Revenues</b>	<b>10,000</b>	<b>119,192</b>	<b>-109,192</b>	<b>1,191.92</b>		<b>16,702,000</b>	<b>16,699,169</b>	<b>2,831</b>	<b>99.98</b>	<b>16,699,169</b>	
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	12,735,000	10,146,227	0	2,588,773	79.67	4,350,000	3,208,908	7,557	1,133,535	73.94	3,208,908
400 Supplies	0	3,246		-3,246		0	0		0		0
<b>Total Expenditures</b>	<b>12,735,000</b>	<b>10,149,474</b>	<b>0</b>	<b>2,585,526</b>	<b>79.70</b>	<b>4,350,000</b>	<b>3,208,908</b>	<b>7,557</b>	<b>1,133,535</b>	<b>73.94</b>	<b>3,208,908</b>
<b>Net Revenue/Expenses</b>	<b>-12,725,000</b>	<b>-10,030,281</b>				<b>12,352,000</b>	<b>13,490,260</b>				<b>13,490,260</b>
<b>Fund Balance - Ending</b>	<b>765,260</b>	<b>3,459,979</b>				<b>12,352,000</b>	<b>13,490,260</b>				<b>13,490,260</b>

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

For the Period Ended 6/30/2015

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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				
100 Operating Transfers In	0	12,480		-12,480		0	0		0		0
200 Local revenues	2,647,964	1,919,779		728,185	72.50	2,647,589	2,380,071		267,518	89.90	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	5,731,383	6,104,795		-373,412	106.52	5,712,411	5,782,119		-69,708	101.22	5,782,119
900 Revenue adjustments	0	0		0		0	2,913		-2,913		2,913
Total Revenues	8,519,347	8,175,129		344,218	95.96	8,500,000	8,300,239		199,761	97.65	8,300,239
----- 2015 -----					----- 2014 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,132,708	2,173,138		-40,430	101.90	1,991,165	2,088,049		-96,884	104.87	2,088,049
200 Benefits	795,474	777,877		17,597	97.79	711,949	731,612		-19,664	102.76	731,612
300 Purchased Services	268,275	350,151	0	-81,876	130.52	268,275	127,269	0	141,006	47.44	127,269
400 Supplies	5,098,780	4,425,557	0	673,223	86.80	5,299,611	4,096,673	0	1,202,938	77.30	4,096,673
500 Capital Outlay	104,000	855,195	0	-751,195	822.30	104,000	66,735	0	37,265	64.17	66,735
900 Other objects	120,111	65,980		54,130	54.93	125,000	72,461		52,539	57.97	72,461
Total Expenditures	8,519,347	8,647,898	0	-128,551	101.51	8,500,000	7,182,799	0	1,317,201	84.50	7,182,799
Net Revenue/Expenses	0	-472,769				0	1,117,440				1,117,440
Fund Balance - Ending	2,763,872	2,291,104				1,646,432	2,763,872				2,763,872

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

For the Period Ended 6/30/2015

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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
<b>Total Revenues</b>	<b>0</b>	<b>0</b>		<b>0</b>		<b>0</b>	<b>0</b>		<b>0</b>		<b>0</b>
-----2015-----					-----2014-----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	0		0		0	0		0		0
200 Benefits	0	0		0		0	0		0		0
300 Purchased Services	0	0		0		0	0		0		0
400 Supplies	0	-299,098	0	299,098		0	154	128	-282		154
900 Other objects	0	0		0		0	0	0	0		0
<b>Total Expenditures</b>	<b>0</b>	<b>-299,098</b>	<b>0</b>	<b>299,098</b>		<b>0</b>	<b>154</b>	<b>128</b>	<b>-282</b>		<b>154</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>299,098</b>				<b>0</b>	<b>-154</b>				<b>-154</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>299,098</b>				<b>0</b>	<b>-154</b>				<b>-154</b>

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

For the Period Ended 6/30/2015

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**Fund 70-79 Trust Funds**

-----2015-----						-----2014-----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	11,690,135	11,690,135				8,792,243	8,792,243				
200 Local revenues	18,000	19,064	-1,064	105.91		14,000	18,723	-4,723	133.74	18,723	
900 Revenue adjustments	10,025,000	11,942,700	-1,917,700	119.13		9,986,000	11,642,903	-1,656,903	116.59	11,642,903	
<b>Total Revenues</b>	<b>10,043,000</b>	<b>11,961,765</b>	<b>-1,918,765</b>	<b>119.11</b>		<b>10,000,000</b>	<b>11,661,626</b>	<b>-1,661,626</b>	<b>116.62</b>	<b>11,661,626</b>	
-----2015-----						-----2014-----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	0	0	0	0		0	5,068,601	0	-5,068,601		5,068,601
300 Purchased Services	0	23,937		-23,937		0	701		-701		701
900 Other objects	9,500,000	8,966,534		533,466	94.38	9,500,000	3,692,500		5,807,500	38.87	3,692,500
<b>Total Expenditures</b>	<b>9,500,000</b>	<b>8,990,471</b>	<b>0</b>	<b>509,529</b>	<b>94.64</b>	<b>9,500,000</b>	<b>8,761,802</b>	<b>0</b>	<b>738,198</b>	<b>92.23</b>	<b>8,761,802</b>
<b>Net Revenue/Expenses</b>	<b>543,000</b>	<b>2,971,294</b>				<b>500,000</b>	<b>2,899,824</b>				<b>2,899,824</b>
<b>Fund Balance - Ending</b>	<b>12,233,135</b>	<b>14,661,429</b>				<b>9,292,243</b>	<b>11,692,067</b>				<b>11,692,067</b>

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

For the Period Ended 6/30/2015

/Bitech-gl\_bs\_mgmt02\_rpt

**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	418,279	1,721	99.59		428,000	422,465	5,535	98.71	422,465	
<b>Total Revenues</b>	<b>420,000</b>	<b>418,279</b>	<b>1,721</b>	<b>99.59</b>		<b>428,000</b>	<b>422,465</b>	<b>5,535</b>	<b>98.71</b>	<b>422,465</b>	
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	312,039	293,869		18,171	94.18	306,779	272,632		34,147	88.87	272,632
200 Benefits	151,828	154,032		-2,204	101.45	141,231	141,462		-231	100.16	141,462
300 Purchased Services	51,360	55,224	0	-3,864	107.52	45,400	35,661	0	9,739	78.55	35,661
400 Supplies	23,839	6,289	0	17,551	26.38	23,959	8,690	0	15,270	36.27	8,690
500 Capital Outlay	1,840	40,862	0	-39,022	2,220.78	7,680	7,680	0	0	100.00	7,680
900 Other objects	4,000	1,853	0	2,147	46.33	4,000	2,509		1,491	62.73	2,509
<b>Total Expenditures</b>	<b>544,907</b>	<b>552,129</b>	<b>0</b>	<b>-7,222</b>	<b>101.33</b>	<b>529,050</b>	<b>468,634</b>	<b>0</b>	<b>60,416</b>	<b>88.58</b>	<b>468,634</b>
<b>Net Revenue/Expenses</b>	<b>-124,907</b>	<b>-133,850</b>				<b>-101,050</b>	<b>-46,169</b>				<b>-46,169</b>
<b>Fund Balance - Ending</b>	<b>61,654</b>	<b>52,711</b>				<b>131,679</b>	<b>186,560</b>				<b>186,560</b>



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

For the Period Ended 6/30/2015

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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	28,378		747	97.44	29,125	22,652		6,473	77.78	22,652
<b>Total Revenues</b>	<b>29,125</b>	<b>28,378</b>		<b>747</b>	<b>97.44</b>	<b>29,125</b>	<b>22,652</b>		<b>6,473</b>	<b>77.78</b>	<b>22,652</b>
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	10,000	11,628		-1,628	116.28	10,000	12,404		-2,404	124.04	12,404
200 Benefits	0	661		-661		0	1,486		-1,486		1,486
300 Purchased Services	10,000	10,652		-652	106.52	10,000	7,153		2,847	71.53	7,153
400 Supplies	380	4,695	0	-4,315	1,234.83	380	667		-287	175.42	667
900 Other objects	0	5,802		-5,802		0	0		0		0
<b>Total Expenditures</b>	<b>20,380</b>	<b>33,437</b>	<b>0</b>	<b>-13,057</b>	<b>164.07</b>	<b>20,380</b>	<b>21,711</b>		<b>-1,331</b>	<b>106.53</b>	<b>21,711</b>
<b>Net Revenue/Expenses</b>	<b>8,745</b>	<b>-5,059</b>				<b>8,745</b>	<b>942</b>				<b>942</b>
<b>Fund Balance - Ending</b>	<b>13,804</b>	<b>0</b>				<b>12,862</b>	<b>5,059</b>				<b>5,059</b>

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

For the Period Ended 6/30/2015

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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	
<b>Total Revenues</b>	<b>1,130,000</b>	<b>1,130,000</b>	<b>0</b>	<b>100.00</b>		<b>1,130,000</b>	<b>1,130,030</b>	<b>-30</b>	<b>100.00</b>	<b>1,130,030</b>	
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	241,143	231,487		9,657	96.00	231,013	221,863		9,150	96.04	221,863
200 Benefits	67,808	75,284		-7,476	111.03	65,819	62,247		3,572	94.57	62,247
300 Purchased Services	280,289	279,583	0	705	99.75	293,278	292,609	0	669	99.77	292,609
400 Supplies	38,220	31,822	0	6,398	83.26	34,252	33,859	0	393	98.85	33,859
500 Capital Outlay	396,932	0		396,932	0.00	396,932	0		396,932	0.00	0
900 Other objects	0	5,288	0	-5,288		0	0		0		0
<b>Total Expenditures</b>	<b>1,024,392</b>	<b>623,464</b>	<b>0</b>	<b>400,928</b>	<b>60.86</b>	<b>1,021,295</b>	<b>610,578</b>	<b>0</b>	<b>410,717</b>	<b>59.78</b>	<b>610,578</b>
<b>Net Revenue/Expenses</b>	<b>105,608</b>	<b>506,536</b>				<b>108,705</b>	<b>519,452</b>				<b>519,452</b>
<b>Fund Balance - Ending</b>	<b>1,874,549</b>	<b>2,275,477</b>				<b>1,358,194</b>	<b>1,768,941</b>				<b>1,768,941</b>

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

For the Period Ended 6/30/2015

/Bitech-gl\_bs\_mgmt02\_rpt

**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	6,215	-6,215		6,215	
500 Intermediate revenues	0	350	-350			0	3,160	-3,160		3,160	
<b>Total Revenues</b>	<b>0</b>	<b>350</b>	<b>-350</b>			<b>0</b>	<b>9,375</b>	<b>-9,375</b>		<b>9,375</b>	
----- 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	15,255		1,145	93.02	15,255
<b>Total Expenditures</b>	<b>16,400</b>	<b>0</b>		<b>16,400</b>	<b>0.00</b>	<b>16,400</b>	<b>15,255</b>		<b>1,145</b>	<b>93.02</b>	<b>15,255</b>
<b>Net Revenue/Expenses</b>	<b>-16,400</b>	<b>350</b>				<b>-16,400</b>	<b>-5,879</b>				<b>-5,879</b>
<b>Fund Balance - Ending</b>	<b>56,065</b>	<b>72,814</b>				<b>61,944</b>	<b>72,465</b>				<b>72,465</b>

# Kenosha Unified School District No 1

## Budget to Actual Comparison Report

2014 - 2015 District Summary Budget

For the Period Ended 6/30/2015

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**All Funds**

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	70,061,897	70,061,897				40,063,800	40,063,800				
100 Operating Transfers In	33,065,188	31,640,383		1,424,805	95.69	33,049,164	33,139,089		-89,926	100.27	33,139,089
200 Local revenues	94,433,147	93,586,846		846,301	99.10	98,301,744	98,115,711		186,033	99.81	98,115,711
300 Interdistrict revenues	350,000	487,120		-137,120	139.18	370,000	341,003		28,997	92.16	341,003
500 Intermediate revenues	35,383	15,478		19,905	43.74	39,376	20,480		18,896	52.01	20,480
600 State aid	168,535,648	168,161,606		374,042	99.78	162,146,796	163,043,195		-896,399	100.55	163,043,195
700 Federal aid	29,197,326	20,376,641		8,820,685	69.79	25,878,455	24,802,856		1,075,599	95.84	24,802,856
800 Debt proceeds	0	185,463		-185,463		23,306,812	23,408,067		-101,256	100.43	23,408,067
900 Revenue adjustments	11,560,081	13,750,014		-2,189,933	118.94	12,407,810	14,300,325		-1,892,515	115.25	14,300,325
<b>Total Revenues</b>	<b>337,176,773</b>	<b>328,203,552</b>		<b>8,973,221</b>	<b>97.34</b>	<b>355,500,157</b>	<b>357,170,728</b>		<b>-1,670,571</b>	<b>100.47</b>	<b>357,170,728</b>
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	152,411,522	147,426,093	0	4,985,429	96.73	148,523,636	144,854,920	0	3,668,717	97.53	144,854,920
200 Benefits	75,660,897	73,879,818	0	1,781,079	97.65	70,433,674	73,959,789	0	-3,526,115	105.01	73,959,789
300 Purchased Services	40,092,834	35,399,726	0	4,693,109	88.29	31,610,055	28,628,249	10,121	2,971,685	90.60	28,628,249
400 Supplies	18,109,110	14,985,813	0	3,123,297	82.75	18,235,535	14,882,103	6,651	3,346,782	81.65	14,882,103
500 Capital Outlay	2,797,732	2,821,701	0	-23,969	100.86	2,661,873	2,466,601	0	195,272	92.66	2,466,601
600 Debt Services	17,944,248	17,815,314		128,934	99.28	24,385,782	24,366,446	0	19,336	99.92	24,366,446
700 Insurance	736,164	576,337	0	159,827	78.29	970,207	653,038		317,169	67.31	653,038
800 Operating Transfers Out	33,065,188	31,640,383		1,424,805	95.69	33,049,164	33,139,089		-89,926	100.27	33,139,089
900 Other objects	10,838,705	9,560,210	0	1,278,495	88.20	10,463,766	4,220,463	0	6,243,303	40.33	4,220,463
<b>Total Expenditures</b>	<b>351,656,401</b>	<b>334,105,394</b>	<b>0</b>	<b>17,551,008</b>	<b>95.01</b>	<b>340,333,693</b>	<b>327,170,699</b>	<b>16,772</b>	<b>13,146,223</b>	<b>96.14</b>	<b>327,170,699</b>
<b>Net Revenue/Expenses</b>	<b>-14,479,629</b>	<b>-5,901,842</b>				<b>15,166,464</b>	<b>30,000,029</b>				<b>30,000,029</b>
<b>Fund Balance - Ending</b>	<b>55,582,269</b>	<b>64,160,055</b>				<b>55,230,264</b>	<b>70,063,829</b>				<b>70,063,829</b>

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**Kenosha Unified School District**  
**CASH AND INVESTMENT QUARTERLY REPORT**  
**As of June 30, 2015**

Financial Institution	Total Fiscal Year 2014 - 2015				Total Fiscal Year 2013 - 2014				Total Fiscal Year 2012 - 2013		
	Cash Balance	Interest Earned*	Rate		Cash Balance	Interest Earned*	Rate		Cash Balance	Interest Earned*	Rate
<b>General (Funds 10, 20s, 50, &amp; 80s)</b>											
Johnson Bank Checking	\$ 9,537,660	\$ -	0.00%		\$ 12,310,148	\$ -	0.00%		\$ 4,575,966	\$ -	0.00%
Johnson Bank Repurchase Account	4,000,000	1,666	0.04%		4,000,000	1,597	0.02%		4,000,000	1,331	0.02%
U.S. Bank Savings	-	-	0.00%		10,275	3	0.01%		10,297	4	0.01%
Petty Cash Accounts	8,975	N/A	N/A		8,441	N/A	N/A		6,090	N/A	N/A
Local Government Investment Pool	1,002	27	(b)		43,565	40	0.09%		43,525	10,365	0.08%
Wisconsin Investment Series Coop	45,528,957	35,533	(a)		58,418,860	27,444	(a)		53,498,734	28,171	(a)
	\$ 59,076,594	\$ 37,225			\$ 74,791,289	\$ 29,085			\$ 62,134,612	\$ 39,871	
<b>Debt Service (Fund 30s)</b>											
Local Government Investment Pool	\$ 143	\$ 1	(b)		\$ 143	\$ 1,876	0.09%		\$ 4,322,736	\$ 5,090	0.08%
Wisconsin Investment Series Coop	2,240,240	3,133	(a)		3,088,323	1,711	(a)		8,817	4,130	(a)
	\$ 2,240,383	\$ 3,134			\$ 3,088,466	\$ 3,587			\$ 4,331,553	\$ 9,220	
<b>Capital Projects (Fund 40s)</b>											
Wisconsin Investment Series Coop	\$ 6,113,857	\$ 25,571	(a)		\$ 15,016,209	\$ 9,169	(a)		\$ 7,429	\$ -	0.01%
<b>OPEB (Fund 73)</b>											
Wisconsin Investment Series Coop (CDO)	\$ 570	\$ -	0.00%		\$ 570	\$ -	0.11%		\$ 570	\$ -	0.13%
Wisconsin Investment Series Coop	10,611,956	19,064	(a)		7,317,804	18,723	(a)		4,458,461	13,709	(a)
	\$ 10,612,526	\$ 19,064			\$ 7,318,374	\$ 18,723			\$ 4,459,030	\$ 13,709	
<b>Total</b>	\$ 78,043,361	\$ 84,995			\$ 100,214,338	\$ 60,564			\$ 70,932,624	\$ 62,800	

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

(a) Rate varies by fund and investment term. This also includes any market adjustments.

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# School District Fund Balance

Presented By  
Tarik Hamdan  
Chief Financial Officer  
Kenosha Unified School District

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## Accounting Concepts



- School Districts must organize accounting systems on a fund basis
- Each fund is a separate set of records and transactions
- Fund accounting is used to demonstrate accountability and to ensure resources are being used only for permitted purposes

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## Accounting Components



- **Revenue Accounts** – record activity related to receipt of money
- **Expenditure Accounts** – record activity related to spending money
- At the end of the fiscal year, the difference between recorded revenue and expenditure is called the change in equity

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## How Can Recorded Be Different Than Received?



### Examples

- Districts are required by state law to record in June general aid that is actually received in July so it becomes part of the fund balance for the prior year
- Property taxes receivable that will be paid in August are recorded in the prior fiscal year and included in the June 30<sup>th</sup> fund balance
- Grant and other receivables are also recorded in June prior to the actual receipt

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## What is a Fund Balance?



- **Fund Balance** - a point in time representation of a fund's total assets minus its liabilities (a.k.a. net position)
- **Assets** - include cash, but that is not the only asset in a fund ( e.g. investments, receivables, prepaids, "due from" amounts)
  - Fund balance is **not** a cash only account therefore it does **not** equal the cash balance at the bank
- **Liabilities** - include accounts payable that will decrease cash when paid

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## When Does a Fund Balance Change?



- Technically a fund balance changes daily as revenues come in and expenditures go out
- School District fiscal years run July 1 to June 30 and we are required to report and compare balances as of June 30 each year
  - Determined by the Governmental Accountability Standards Board (GASB)

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**How Does a Fund Balance Change?**



- Every year as of June 30, the change in equity for the year (revenue – expenditure) is applied to the prior year fund balance to calculate the new balance



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**Why is a Sufficient Fund Balance Important?**



- To protect educational opportunities for our students in the event of a financial disruption
- Insufficient fund balance (cash reserve portion) results in the need to borrow money to meet cash flow needs
  - Borrowing costs and short term interest payments take funds away from educational programs

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**Why is a Sufficient Fund Balance Important? (cont.)**



- Provides a way to set money aside for repairs, maintenance, major purchases or catastrophic events
- Provides insulation from the uncertainty related to state and federal funding
- Demonstrates prudent business management, stability, and fiscal responsibility to bonding agencies and investors resulting in lower borrowing costs

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## What is a Sufficient Fund Balance?



### Considerations include:

- Enrollment patterns
- Tax collection history
- Amount of budget supported by grants
- Asset position (condition of facilities)
- Cash flow needs
- Existing debt obligations (e.g. OPEB ARC, bonds)
- Program initiatives
- Economic environment
- All of these factors should be monitored regularly

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## What is a Sufficient Fund Balance? (cont.)



- DPI makes no specific recommendation as they consider it a local matter
- DPI does offer this suggestion:

**"An amount sufficient that short term borrowing for cash flow could be avoided and would also allow the district to set aside sufficient assets to realize its longer range goals"**

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## Cash Flow Needs



- Expenditures flow out fairly consistently throughout the year
- Revenues are received sporadically throughout the year

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### Revenue Collection Calendar



	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Tax Levy *		21.90%				40.00%	24.30%			1.50%	12.30%		100.00%
Equalization Aid *	1.79%		14.50%			24.90%			24.60%			34.21%	100.00%
Tax Exempt Computer Aid	100.00%												100.00%
Categorical Aids													
Special Ed					35.00%	35.00%	35.00%	35.00%	35.00%			25.00%	100.00%
Trans Aid						100.00%							100.00%
High Poverty Aid									100.00%				100.00%
Per Pupil Aid									100.00%				100.00%
Common School Library Aid										100.00%			100.00%
State Tuition Payment												100.00%	
High Cost SPED Aid												100.00%	

\* Tax Levy (\$73 MM) and Equalization Aid (\$152 MM) accounted for 92% of the KUSD General Fund Revenues (\$245 MM) for 2014-15

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### Fund Balance Classifications



- Non-spendable**
  - Prepaid Expenses & Inventory
- Restricted**
  - Subject to externally enforceable legal restrictions
- Committed**
  - Can only be used for specific purpose per formal board action
- Assigned**
  - Board assigned authority to School Business Manager to determine (e.g. budgeted projects, working capital)
- Unassigned**

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### What is Our KUSD General Fund Balance?



- Fiscal Year 2014-15 ending balance was budgeted to be \$35.6 MM or 14.5% of budgeted expenditures
- Projected actuals tracking closer to \$40 MM or 16.5% of budgeted expenditures
- KUSD School Board Policy 3323 sets the minimum fund balance at 15% of budgeted expenditures and the maximum at 20%

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## Considerations Before Spending Down Fund Balance



- Like spending from a savings account, once the money is gone it is a difficult and lengthy process to rebuild the balance
- Use of reserves should **not** be used for regular operating expenses
- Use of reserves should be limited to temporary or one-time expenditures

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## Works Cited



- Department of Public Instruction. (2015, July 31). *School District Fund Balance Policy*. Retrieved from Wisconsin Department of Public Instruction: [http://sfs.dpi.wi.gov/sfs\\_fundbal](http://sfs.dpi.wi.gov/sfs_fundbal)
- Robert W. Baird & Co. (2015). *Fund Balance, Fund Balance Practices and Budget Adjustments*. WI Association of School Business Officials - WASBO.
- Wiednhoft, W. (2014, June). Executive Director of the WI Association of School Business Officials - WASBO. *Taking Care of Business*, pp. 5,43,44.

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Thank You



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**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT CURRICULUM/PROGRAM**  
**AND PERSONNEL/POLICY**  
Educational Support Center – Room 110  
JUNE 9, 2015  
**MINUTES**

A joint meeting of the Kenosha Unified Curriculum/Program and Personnel/Policy Committees chaired by Mrs. Snyder was called to order at 6:42 P.M. with the following Committee members present: Mr. Kunich, Mr. Wade, Mrs. Karabetsos, Mrs. Santoro, Mrs. Renish-Ratelis, Mrs. Wickersheim, Mr. Wojciechowicz, Ms. Stevens, Mrs. Burns, Mrs. Dahl, Mrs. Stephens, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mrs. Daghfal, Mrs. Kenefick, and Mrs. Hamilton were excused. Mrs. Butler, Mr. Riley, and Ms. Connor were absent.

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

Mr. Wade moved to approve the minutes as contained in the agenda. Mr. Kunich seconded the motion. Unanimously approved.

**Policy and Rule 6456 – Graduation Requirements**

Dr. Bethany Ormseth, Assistant Superintendent of Secondary School Leadership, and Mr. Kristopher Keckler, Executive Director of Information and Accountability, gave a PowerPoint presentation pertaining to Policy and Rule 6456 – Graduation Requirements. Mr. Keckler presented information on the revised policy language for assessments, clarification language of diploma recognition for students with special needs, high school enrollment alignment for full time status and release language, removal of prior credit cap, revised competency diploma option (Iowa) timeline, board recognition of WI National Guard Challenge Academy, modification of the online learning requirement, and alignment to WI Act 63 (2013) graduation expectations. Dr. Ormseth presented information on the impact of increasing the graduation requirement within the current student schedule structures. Mr. Keckler and Dr. Ormseth answered questions from Committee members.

Mrs. Karabetsos inquired on the option of students getting physical education credit for participation in sports. Dr. Savaglio-Jarvis indicated that information is being provided to the Committee in July.

Mr. Kunich moved to forward Policy and Rule 6456 – Graduation Requirements to the full board for approval. Ms. Stevens seconded the motion. Unanimously approved.

**Future Agenda Items**

Mr. Flood requested the review of graduation class rank. Dr. Savaglio-Jarvis and Dr. Ormseth indicated that the review of graduation class rank would happen over the next school year.

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

Meeting adjourned at 7:21 P.M.

Stacy Schroeder Busby  
School Board Secretary





**KENOSHA UNIFIED SCHOOL BOARD**  
**PERSONNEL/POLICY MEETING**  
Educational Support Center – Room 110  
JUNE 9, 2015  
**MINUTES**

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Kunich was called to order at 7:22 P.M. with the following Committee members present: Ms. Stevens, Mrs. Snyder, Mrs. Burns, Mrs. Dahl, Mrs. Stephens, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mrs. Hamilton was excused. Mrs. Butler, Mr. Riley, and Ms. Connor were absent.

**Policy 5120 – Student Enrollment Reporting**

Mr. Kristopher Keckler, Executive Director of Information and Accountability, presented Policy 5120 – Student Enrollment Reporting as contained in the agenda. He explained that the policy was last updated in 1997; therefore, the policy was being brought forward for updating to reflect current enrollment options and accountability.

Ms. Stevens moved to forward Policy 5120 – Student Enrollment Reporting to the full board for approval. Mrs. Burns seconded the motion. Unanimously approved.

**Information Items**

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

**Future Agenda Items**

There were no future agenda items noted.

Meeting adjourned at 7:24 P.M.

Stacy Schroeder Busby  
School Board Secretary

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Kunich was called to order at 5:33 P.M. with the following Committee members present: Ms. Stevens, Mrs. Snyder, Mrs. Butler, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mrs. Dahl arrived later. Mrs. Burns and Mrs. Stephens were excused. Mrs. Hamilton, Mr. Riley, and Ms. Connor were absent.

Mr. Kunich indicated that no action would be taken on any agenda items due to lack of a quorum.

**Approval of Minutes – June 9, 2015 Joint Curriculum/Program & Personnel/Policy and June 9, 2015 Personnel/Policy**

Mr. Kunich indicated that due to lack of a quorum the minutes would be addressed at next month's Committee meeting.

**School Board Policy and Rule 4333 – Chaperone Requirements and Expectations**

Dr. Savaglio-Jarvis introduced School Board Policy and Rule 5120 – Chaperone Requirements and Expectations and noted that an updated policy was handed out which included additional revisions. Mrs. Annie Petering, Chief Human Resources Officer, was present and indicated that the district does not currently have a chaperone policy; therefore, there is a need for the policy in order to provide a safe environment for any off campus activity. She noted the following additional revisions which were added to the distributed updated policy: the cross reference of policy 4332, the addition of "All individuals seeking to act as a Chaperone will submit to a criminal background check" to the rule, and the title change of the acknowledgment (Attachment B) to "Non-Employee Chaperone Policy Acknowledgement."

Mrs. Dahl arrived at 5:36 P.M.

Mrs. Petering noted that Policy 4332 - Criminal Background Checks will be brought to the Committee for language updating pertaining to volunteers and chaperones and to specify how often background checks will occur.

Mr. Kunich indicated that no action would be taken due to lack of a quorum, and the item would be forwarded to the board for consideration

**Information Items**

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

**Future Agenda Items**

Mr. Kunich noted that Policy 4332 - Criminal Background Checks would be coming to the Committee as noted above.

Meeting adjourned at 5:40 P.M.

Stacy Schroeder Busby  
School Board Secretary



August 11, 2015  
Personnel/Policy Standing Committee

**POLICY AND RULE 1520 – NOTIFICATION OF MATERIALS  
AND LITERATURE TO STUDENTS**

**Background:**

Policy 1520 was developed to give the superintendent or his/her designee guidance in approving materials that are distributed to students by schools and outside organizations. Due to the lack of clarity in the policy as it currently stands, materials that do not meet the current board policy have been sent home with students.

In an effort to prevent this from happening in the future, the policy has been edited to provide a more definitive guideline of what may and may not be sent home with students of Kenosha Unified. In addition, the language has been simplified for outside organizations seeking to distribute materials to students.

**Administration Recommendation:**

Administration recommends that the Personnel/Policy Committee forward revised Policy and Rule 1520 to the school board for consideration as a first reading on August 25, 2015, and a second reading on September 22, 2015.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Tanya Ruder  
Executive Director of Community  
Partnerships and Media Relations

POLICY 1520

**NOTIFICATION-DISTRIBUTION OF MARKETING MATERIALS AND LITERATURE TO STUDENTS**

~~Students or others may wish to notify students of upcoming events at District schools. Any individual, group of individuals, or organization that wish~~**inges** to notify students of upcoming events is subject to this policy.

~~This policy does not apply to material that is intended to be a private communication between two individuals. (e.g., a written note or greeting card passed from one student to another, graded comments from a teacher to a student, an electronic or digital message, or a note from the school office to a student)~~

~~Notification~~**Distribution** of ~~marketing~~ materials to students shall be ~~classified~~ determined by classification of the materials as either school-sponsored or non-school-sponsored**internal requests or external requests.**  
~~Notification~~**Upon approval from the superintendent or his/her designee, distribution of marketing materials may will be posted on**~~take place via any or all of the following;~~

- District website;
- School websites;
- Channel 20;
- ~~S~~social media sites (**KUSD-sponsored events only**)
- **Elementary folders**

~~or as approved by the Superintendent. Principals shall determine if copies of materials shall be made available to families who do not have access to the internet.~~

In all cases, notification of the following is not permitted:

**1.1.—Material that is primarily of a commercial nature, including material that primarily seeks to advertise products or services of outside businesses**

**2.**Material that is insulting ~~to~~ or violates the rights of others, including ~~but not limited to~~ material that is libelous, invades the privacy of others, infringes on a copyright or is in any way prohibited by state or federal law

**—2.**Material that is socially inappropriate or inappropriate due to the maturity level of the students, including ~~but not limited to~~ material that is obscene, pornographic, ~~or~~ lewd, vulgar, ~~or~~ indecent; ~~or is~~ insulting to any group or individual

**3.**

**—3.**Material that may incite ~~(lead)~~ a person/**peoples** to commit illegal acts or violate ~~s~~School ~~b~~Board policy

**4.4.** ~~Material that is primarily of a commercial nature, including but not limited to, material that primarily seeks to advertise for sale, the products or services of outside businesses~~

**5.5.**Material that is likely to cause substantial disruption ~~to~~ or ~~materially~~ interferes with the proper and orderly operation and discipline of the **district**, school or school activities

LEGAL REF.: Wisconsin Statutes

Section 118.12(1)

[Promotions in the schools]

120.12(2)

[Board duty; supervision over the schools]

CROSS REF.:

~~1330, Facilities Use~~

1410, Free Materials

1510, Advertising/Promotions

~~Current Employee Agreements~~

ADMINISTRATIVE REGULATIONS: ~~None~~

AFFIRMED: February 25, 2003

REVISED: March 25, 2003  
December 19, 2006  
September 28, 2010  
June 25, 2013

RULE 1520

**NOTIFICATION-DISTRIBUTION OF MARKETING MATERIALS**

**AND LITERATURE TO STUDENTS**

**The superintendent or his/her designee is responsible for reviewing and approving all materials that will be distributed widely to students.**

**I. Notification of School Sponsored MaterialsINTERNAL REQUESTS**

~~School sponsored materials may be placed for notification by school personnel with the approval of the Superintendent/designee. Notification of such~~ **Distribution of marketing materials shall must be done** in accordance with adopted policies, rules and procedures. **Internal requests may be approved if the following are true:**

- ~~The Mmaterials are considered “school sponsored” when intended to be~~ an extension of the school’s curriculum
- ~~and notification is given under the direction of school personnel. School sponsored materials must be consistent with the District’s curriculum or programs. Such notification is intended to be informational in nature and may include information about the school’s operations, programs and events. School sponsored materials may include information about a school sponsored or co-sponsored community event that is related to the school’s mission, is an extension of the District’s curriculum, andThe event will educationally benefit studentsis educationally beneficial to students.~~
- **The materials provide information about the school’s operations, programs or events**

**II. Non-School Sponsored MaterialsEXTERNAL REQUESTS**

~~Non-school sponsored materials may~~ **Distribution of materials must be placed for notificationdone** in accordance with adopted policies, rules and procedures. ~~Notification~~ **Distribution** shall not be construed as an endorsement or approval of the materials by the ~~dDistrict~~. Recognizing that the primary mission of the ~~dDistrict~~ is to meet the educational needs of its students, the ~~dDistrict~~ reserves the right to **deny requests. No student may be required, coerced or harassed to accept the materials.** ~~disallow notification that is inconsistent or interferes with this mission.~~

~~A. Requests to Provide Notification of Materials by Students~~

~~Students requesting materials to be placed for notification shall submit a copy of the materials and a request to the Superintendent/designee prior to publication. The material must contain the following:~~

- ~~1. The name of the sponsoring student or organization, and detailed information regarding the event to include; date, time, cost and location of event.~~
- ~~2. A clear and bold statement using front size 12 or larger on the front of the notice stating: “This material and/or activity is not sponsored by KUSD or its personnel.”~~

~~— The Superintendent/designee shall provide a timely response to the student's request. All materials placed for notification are not sponsored by the school district or its personnel.~~

**B. ~~Requests to Provide Notification of Materials by Non-Students~~**

~~— It is the policy of this Board to provide notification to students by outside individuals or organizations under limited circumstances. Non-school sponsored materials may be placed for notification~~ **Requests may be approved for students only if ALL of the following are true:**

- ~~— 1. The group or organization requesting to have their material placed for notification is a School Related Activity Group (e.g., PTA), a Recreation Department Sponsored Group, a Kenosha Unified Community Partner, or a Kenosha Unified Community Youth Group, as those terms are defined in Policy 1330.1.~~
- ~~— 2. The group or organization follows the procedure for notification of the materials.~~
- ~~— 3. The notification does not interfere with classroom instruction.~~
- ~~— 4. The materials meet the following criteria:~~
- ~~— a. The materials must provide information regarding a non-profit Kenosha Unified Community Youth Group sponsored activity that promotes the health, education and/or welfare of District school age children.~~
- ~~— b. The materials must provide information regarding a specific activity/event for students, but the material to be placed for notification must not seek to indoctrinate or convert.~~

~~The activity/event does not violate the law.~~

- The event is free
- The event is educationally beneficial to students
- The event is age-appropriate for students at the discretion of the superintendent or his/her designee
- The material contains the disclaimer, "This material and/or activity is not sponsored by KUSD or its personnel." This must be located on the front of the material in 12-point font or larger
- Materials are submitted for review one month prior to the event
- Distribution guidelines provided upon approval are followed
- e. • The individual or organization seeking approval provides and delivers all printed copies for distribution

**Distribution requests that are denied may be considered for placement on the Events for Youth webpage of kusd.edu if:**

- The event is educationally beneficial to students (academic/athletic considered)
- The material contains the disclaimer, "This material and/or activity is not sponsored by KUSD or its personnel." This must be located on the front of the material in 12-point font or larger
- Materials are submitted for review one month prior to the event

**The superintendent and his/her designee reserves the right to deny requests based on the guidelines above and the best interest of students/families of KUSD.**

**RULE 1520**

**NOTIFICATION OF MATERIALS AND LITERATURE TO STUDENTS**

**Page 2**

- ~~— d. The program/activity must be considered age appropriate by the Superintendent/ designee.~~
- ~~— e. The materials must contain the name of the sponsoring group, detailed information regarding the event to include; date, time, cost and location of event and a clear and bold statement using font size 12 or larger on the front of the notice stating: "This~~



material and/or activity is not sponsored by KUSD or its personnel.”

An electronic copy of the materials and a request must be submitted to the Superintendent/designee prior to the proposed notification. The Superintendent/designee shall provide a timely response to the request. No student may be required, coerced or harassed to accept the materials. All materials placed for notification are not sponsored by the school district or its personnel.

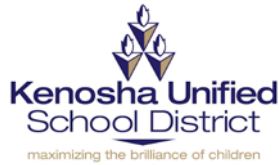
### ~~III.— Special Consideration for Notification in District Elementary Schools~~

The District recognizes that elementary school children are highly impressionable due to their relative age and less developed cognitive, emotional and psychological development. For this reason, elementary school children are vulnerable and more susceptible to outside influences than are middle and high school age children. Due to their underdeveloped ability to distinguish the source of written materials and weight to be given to any messages contained therein, notifications of materials in elementary schools will be given closer scrutiny for age appropriateness. Materials that seek to market, solicit money, recruit, indoctrinate or convert shall not be placed for notification in the elementary schools to elementary school students.

### ~~IV.— Notification Guidelines~~

Permission must be received from the Superintendent/designee for notification of materials on the District website at least one month prior to the scheduled event. A general rule to be followed for notification of materials to students is that information disseminated should be an extension of the curriculum of the School District. Requests for notification of advertising materials for businesses will not be approved. All requests for notification must be in accordance with the District School Board Policies. An electronic copy of the item to be posted on the District/School website must be submitted to [youthevents@kUSD.edu](mailto:youthevents@kUSD.edu) for review along with a description of intent for approval. Approval will be sent along with dates posted. All information posted will be removed 30 days after posting.

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August 11, 2015  
Personnel/Policy Standing Committee

**POLICY AND RULE 3643 – EMERGENCY SCHOOL CLOSING**  
**(INCLEMENT WEATHER)**

**Background:**

Policy 3643 was developed to give the superintendent or his/her designee guidance when determining whether or not to close schools. The rule outlines the operations of the district if and when school is closed due to inclement weather. The rule is also used to create an annual flier that is shared out with parents/guardians in the fall to remind them of how the decision to close is made and where they can learn of this decision.

The policy has been reviewed and updated to reflect current staff requirements regarding who reports to work, as well as what items are taken into consideration when deciding to close due to inclement weather. In addition, the notification time was changed to 5:30 a.m. in an effort to better meet parental needs when scheduling childcare, etc. when the district closes.

**Administration Recommendation:**

Administration recommends that the Personnel/Policy Committee forward revised Policy and Rule 3643 to the school board for consideration as a first reading on August 25, 2015, and a second reading on September 22, 2015.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Tanya Ruder  
Executive Director of Community  
Partnerships and Media Relations

POLICY 3643  
EMERGENCY SCHOOL CLOSINGS  
(Inclement Weather)

**Only** ~~The superintendent of schools or his/her~~ designee is ~~the only person~~ authorized to determine whether schools shall be closed in inclement weather.

A public announcement of school closings shall be made through the various available media. Schools **are** ~~shall be expected to be open following their~~ regular schedules if no public announcement is made to the contrary by **5:30** ~~5:306~~ a.m. on any given day. Schools may be open when bus transportation or food services are not in operation.

~~The same announcement, when made, shall specify whether all district personnel are expected to report to work at their regularly scheduled time. The superintendent shall determine which personnel are expected to report. All personnel should refer to the three procedures outlined in Rule 3643 to determine if/when to report to work during inclement weather. The superintendent reserves the right to close the district for all students and employees if deemed necessary.~~

LEGAL REF.: Wisconsin Statutes

Sections 115.01(10) [School day definition]

121.02(1)(f) [School district standard; minimum number of school days and hours of instruction/authority to close schools for inclement weather]

121.56 [Safe student transportation]

**118.15 [Compulsory school attendance]**

CROSS REF.: 3511 Transportation

6210 School Day/Year/Calendar

**5310 Student Attendance**

*Crisis Response Manual*

*Emergency Operations Plan*

AFFIRMED: September 24, 1991

REVISED: January 29, 2002

October 28, 2003

December 18, 2007

September 23, 2014

October 28, 2014

RULE 3643  
EMERGENCY SCHOOL CLOSING  
(Inclement Weather)

Kenosha Unified School District (KUSD) puts student safety first, **which is why the district takes several factors into consideration** when determining whether to close schools due to extreme weather, **such as:-** ~~Several factors are taken into consideration, including~~

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- ~~● Is there a sustained wind chill of -34° or lower? (automatic closure)~~
- ~~● Is there a sustained temperature of -20° or lower? (automatic closure)~~
- **Winter weather warning:**
  - **If the warning is issued prior to 5 a.m. and remains in effect throughout the school day, schools will be closed (automatic closure)**
    - Is there a sustained wind chill of -34° or lower?
    - Is there a sustained temperature of -20° or lower?
  - **If the warning goes into effect after 9 a.m. and ends by 3 p.m., school will be in session as usual**
  - **If the warning goes into effect after 9 a.m., but lasts into the evening, a decision will be made by 5:30 a.m. regarding closure**
- ~~● Will the wind chill stay that low for an extended period of time?~~
- **Other considerations:**
  - Is there blowing ~~and driving~~ snow with winds of 20 miles per hour?
  - Is there or will there be a heavy accumulation of snow, especially during the typical travel times to and from school?
  - Are streets and sidewalks clear?
  - Are buses unable to run due to extreme cold or unplowed streets?
  - Are driving conditions hazardous?
  - ~~● Are there power or phone outages?~~

**If school is not canceled and a parent and/or guardian feels his/her child is safer at home, they reserve the right to keep them home. Keeping a child home due to weather will be recorded as an excused absence on the student's record per Policy 5310 and State Statute 118.15 so long as the parent and/or guardian reports the absence in a timely manner.**

In the event ~~our~~ schools are closed or the arrival/dismissal time is changed due to severe weather, an announcement will be made via: local television stations, radio stations, the KUSD website ([www.kusd.edu](http://www.kusd.edu)), KUSD Channel 20, [Facebook.com/kenoshaschools](https://www.facebook.com/kenoshaschools), [Twitter.com/KUSD](https://twitter.com/KUSD) and 359-SNOW (7669).

If schools are ~~to be~~ closed for the day, KUSD will make every effort to release this information via the aforementioned avenues by **5:30** a.m. If schools **are** ~~is~~ closed, all after-school activities in the district, including sports and evening events, will also be canceled. ~~WAlso, when KUSD schools are closed, no transportation will be provided to private and parochial schools.~~

~~Please instruct your child in what to do, whom to contact, and where to go if school is dismissed early. School personnel will not leave buildings until all students are transported home and walkers are dismissed.~~

### **THREE PROCEDURES TO LOOK/LISTEN FOR**

*Unless notified otherwise, Procedure 1 is in effect.*

Procedure 1:

All schools in KUSD will be open today. Students and personnel are expected to attend.

Procedure 2:

All schools in KUSD will open two hours late, and **school** buses that transport students will be running approximately two hours late. There will be no **a.m.**~~AM~~ or **p.m.**~~PM~~ Early Childhood, Speech Impact or ~~Four Year Old Kindergarten~~**4K** classes. Personnel are expected to report as normally scheduled. Dismissal will be at the regular time.

RULE 3643  
EMERGENCY SCHOOL CLOSING  
(Inclement Weather)  
-Page 2

Procedure 3:

All schools in KUSD will be closed and no students are expected to report. The Senior Citizen Center **also** will be closed. **KUSD employees must refer to Policy Rule 3643 for attendance guidelines.** ~~KUSD employees required to report to work are: full-time custodial employees; full-time food service workers; maintenance personnel; carpenters and painters; warehouse personnel; administrative, supervisory technical staff.~~

#### **INCLEMENT WEATHER DAYS:**

~~Two~~**Three (3)** potential ~~school inclement weather days~~~~closings~~ are built into the academic calendar for: teachers, education support professionals (ESPs), interpreters, **miscellaneous employees and**, ~~10-month and 12-month secretaries and miscellaneous employees.~~

**KUSD employees required to report to work, use vacation or personal time or take unpaid time (deduct) are: full-time custodial employees; full-time food service workers; maintenance personnel; carpenters and painters; warehouse personnel; administrative, supervisory and technical staff.**

#### **12-MONTH SECRETARIES AND 12-MONTH MISCELLANEOUS EMPLOYEES BEYOND THREE (3) DAYS:**

**If there are more than three (3) inclement weather days in a school year, 12-month miscellaneous employees and 12-month secretaries are required to:**

- **Report to work,**
- **Use vacation**
- **Use personal time, or**
- **Take unpaid time (deduct with supervisor's approval)**

**TEACHERS, ESPs, INTERPRETERS, 10-MONTH MISCELLANEOUS EMPLOYEES AND 10-MONTH SECRETARIES BEYOND THREE (3) DAYS:**

If there are more than three (3) inclement weather days in a school year, teachers, ESPs, interpreters, 10-month miscellaneous employees and 10-month secretaries will be required to make up student contact minutes to fulfill state instructional requirements. This may be done during the spring months of the same school year, however, -if scheduling prevents this from occurring, additional instructional days will be added to the end of the school year.

If student contact minute requirements are met during spring months, teachers, ESPs, interpreters, 10-month miscellaneous employees and 10-month secretaries also will make up non-instructional days at the end of the year to meet working day requirements pursuant to their respective payroll calendar. On these days, teachers, ESPs, interpreters, 10-month miscellaneous employees and 10-month secretaries will be required to:

- Report to work,
- Use vacation (10-month employees who received and retained the vacation benefit prior to the sunset date of June 30, 2013)
- Use personal time, or
- Take unpaid time (deduct with supervisor's approval)

~~If there are more than two school closings, 10-month secretaries will have the school year extended for the purpose of making up the day(s). Twelve (12) month secretaries, education support professionals, interpreters and miscellaneous employees may report to work, use vacation or personal time, or take unpaid time (deduct).~~

**INDOOR/OUTDOOR GUIDELINES**

1. ~~1.~~ **General guidelines:** 10<sup>o</sup> degrees and below; wind chill factor of 0 degrees<sup>2</sup> or below; and rain/drizzle/blizzard = indoor recess, indoor noon recess and early entrance to door areas/hallways.
2. ~~2.~~ **Administrator's responsibilities:** Principals are responsible for the timely implementation of the guidelines; reasonable supervision of students under all circumstances; and informing parents each year of the district's expectations regarding indoor periods due to weather conditions.

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August 11, 2015  
Personnel/Policy Standing Committee

**Policy 5471 – Corporal Punishment/Use of Physical Force and  
Resolution For Off-duty Law Enforcement Officers Who Serve as Security Officers in Schools**

**Background**

Policy 5471 was last updated in 2007. Since the revision of this policy in 2007, the State of Wisconsin created Statute §118.305, Seclusion and Restraint law, for all school districts to follow. This law generally provides that students, both special education and regular education, may only be secluded or restrained in very specific and limited circumstances and only when specific procedures and cautionary measures are taken. Seclusion means the involuntary confinement of a pupil, apart from other pupils, in a room or area from which the pupil is physically prevented from leaving. Physical Restraint means a restriction that immobilizes or reduces the ability of a pupil to freely move his or her torso, arms, legs or head. The changes at the state level and the requirements that have accompanied the law have required the district to align KUSD's policy to the new state statute.

**Resolution**

The resolution was created to clarify the use of off-duty police officers within our schools. Statute §118.305(1)(c)(2) states, "Any law enforcement officer who has been authorized or designated to perform the duties under §118.125(1)(bL)1. or 2. is not a covered individual under this law and is not prohibited from restraining students".

The duties specified in §118.125(1)(bL) are:

1. Enforce any law or ordinance, or refer to the appropriate authorities a matter for enforcement of any law or ordinance, against any person other than the school district.
2. Maintain the physical security and safety of a public school.

These two statutes, properly read in conjunction, provide that the restrictions on restraining students do not apply to a law enforcement officer who is authorized or designated by a governing body. This exempts authorized law enforcement officers from the seclusion and restraint law, including the absolute prohibition on mechanical restraints such as handcuffs.

**Administrative Recommendation:**

Administration recommends that the Personnel/Policy Standing Committee forward the revised revision of Policy 5471 to the board of education for approval as a first reading at the August 25, 2015, regular school board meeting and a second reading at the September 22, 2015, regular school board meeting. It is

further recommended that the resolution clarifying the use of off-duty police officers in our schools be forwarded to the board for approval.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Susan Valeri  
Director of Special Education and Student Support

POLICY 5471

CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE

District employees may not use corporal punishment of any kind on students. District employees who violate this policy shall be subject to established disciplinary procedures.

School officials, employees or agents **are required to follow Wisconsin Statute 125 when addressing the use of seclusion and physical restraint in schools.** School officials may, according to state law, use reasonable and necessary force under the following specific circumstances:

1. To quell a disturbance or prevent an act that threatens physical injury to any person;
2. to obtain possession of a weapon or other dangerous object within a student's control;
3. for the purpose of self-defense or the defense of others, or for the protection of property in accordance with state statutes;
4. to remove a disruptive student from school premises, a motor vehicle, or a school-sponsored activity;
5. to prevent a student from inflicting harm on him/herself; and,
6. to protect the safety of others.

Incidental, minor or reasonable physical contact designed to maintain order and control may be used in the district.

In determining whether or not a person is using reasonable and necessary force, deference shall be given to reasonable, good faith judgments made by an official, employee or agent of the district.

**Wisconsin Statute §118.305, which was created by Wisconsin Act 125, generally provides that students, both special education and regular education, may only be restrained in very specific and limited circumstances and only when specific procedures and cautionary measures are taken. In particular the statute addresses seclusion and restraint as follows:**

*Definitions*

**Physical restraint: a restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs or head.**

**Seclusion: the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving.**

*Seclusion - Wisconsin Act 125*

**Prohibits the use of seclusion in public schools, including charter schools, except when:**

- A student's behavior presents a clear, present and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
- constant supervision of the student is maintained;
- the student has adequate access to the bathroom, drinking water, required medications and regularly scheduled meals; and
- seclusion is used no longer than necessary to resolve the risk to the physical safety of the student or others.

**A room may not be used for seclusion unless:**

- The room or area is free of objects or fixtures that may cause injury;
- there are no locks on the door, including hold down type mechanisms that immediately release when pressure is removed; and
- meets all applicable school building code requirements.

**Prohibits covered individuals from using physical restraint in public schools, including charter schools, except when:**

- A student's behavior presents a clear, present and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
- there are no medical contraindications to its use;
- the degree of force and duration used do not exceed what is necessary and reasonable to resolve the risk to the physical safety of the student or others; and
- no prohibited maneuver is used.

**Prohibits maneuvers or techniques that:**

- Do not give adequate attention and care to protecting the pupil's head;
- cause chest compression by placing pressure or weight on the student's chest, lungs, sternum, diaphragm, back or abdomen;
- place pressure or weight on the student's neck or throat, on an artery, or on the back of the student's head or neck, or that otherwise obstruct the student's circulation or breathing; and
- constitute corporal punishment.

**Act 125 prohibits mechanical or chemical restraints. Supportive equipment that properly aligns a student's body, assists in maintaining balance, or assists in mobility under the oversight of appropriate medical staff is not mechanical restraint.**

### ***Notification and Reporting Requirements***

**If seclusion and/or physical restraint is used on a student at school, the principal or designee must:**

- As soon as possible, but no later than one business day after the incident, notify the student's parent of the incident and of the availability of the written report.
- Within two business days after the incident, after consulting with school staff who were present, prepare a written report containing all of the following information:
  - Student's name;
  - date, time and duration of the incident;
  - description of the incident including a description of the student's behavior before and after the incident; and
  - names and titles of school staff present during the incident.
- The written report must be kept at the school and made available for review by the student's parents within three business days of the incident.

**Except as discussed below, no school staff may use physical restraint unless he or she has received training that includes:**

- Methods of preventing the need for physical restraint;
- instruction in the identification and description of dangerous behavior indicating the need for physical restraint, and in methods of evaluating risk of harm to determine whether physical restraint is needed;
- experience in administering and receiving various types of physical restraint;

- instruction on the effects of physical restraint on the person restrained, methods of monitoring signs physical distress, and techniques for determining when medical assistance may be needed;
- instruction in documenting and reporting incidents of physical restraint; and
- demonstration of proficiency in administering physical restraint.

School staff who have not received the prescribed training in physical restraint may use physical restraint on the student at school:

- Only in an emergency; and
- only if school staff members who have received training are not immediately available.

*Authority Under Other Statutory Provisions*

Nothing in Act 125 affects the ability of school staff to remove a student from class under current law (Section 118.164 (3) (b) of the Wisconsin Statutes).

Nothing in Act 125 affects the ability of school staff to use the exceptions to the prohibition on corporal punishment under current law (Section 118.31 (3) of the Wisconsin Statutes).

**LEGAL REF.: Wisconsin Statutes**

**Section 118.305 Use of Seclusion and Physical Restraint**

Section 118.31 Corporal punishment prohibited; reasonable physical force  
Authorized, policy required

**CROSS REF.:** 4362 Employee Discipline  
Current Employee Agreements

**AFFIRMED:** August 13, 1991

**REVISED:** July 26, 1994  
February 10, 1998  
March 27, 2007  
September 22, 2015



**RESOLUTION FOR OFF-DUTY LAW ENFORCEMENT OFFICERS WHO SERVE AS SECURITY OFFICERS IN SCHOOLS**

WHEREAS, all off-duty law enforcement officers hired into school security guard positions are being hired, authorized and designated to enforce any law or ordinance, or refer to the appropriate authorities a matter for enforcement of any law or ordinance, against any person other than the school district; and

WHEREAS, all off-duty law enforcement officers hired into school security guard positions are being hired to maintain the physical security and safety of a public school, as defined in §118.125(1)(bL) and §118.305(1)(c)(2); and

WHEREAS, NOW BE IT RESOLVED, that Kenosha Unified School District does hereby support the use of off-duty officers for the protection and safety of all staff and students.

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education.

\_\_\_\_\_  
*President, Board of Education*

\_\_\_\_\_  
*Superintendent of Schools*

\_\_\_\_\_  
*Secretary, Board of Education*  
*Members of the Board:*

\_\_\_\_\_  
\_\_\_\_\_  
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*Resolution 317*

*September 22, 2015*

**Kenosha Unified School District**

**Kenosha, WI**

**August 11, 2015**

The Human Resources recommendations regarding the following actions:

<b>ACTION</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SCHOOL/DEPT</b>	<b>POSITION</b>	<b>STAFF</b>	<b>DATE</b>	<b>FTE</b>	<b>SALARY</b>
Appointment	Patrick	Andrea	Brass Community School	Grade 4	Instructional	8/25/2015	1	\$39,106.00
Appointment	Cano	Karen	Reuther Central High School	English	Instructional	08/25/2015	1	\$39,106.00
Appointment	Fedorick	Ashley	Jefferson Elementary School	Grade 2	Instructional	08/25/2015	1	\$39,106.00
Appointment	Anderson	Kailin	Jeffery Elementary School	Special Education - CDS	Instructional	08/25/2015	1	\$40,296.00
Appointment	Miller	Patience	Bullen Middle School	Social Studies Grade 6	Instructional	08/25/2015	1	\$39,106.00
Appointment	Kusters	Catherine	Somers Elementary School	Grade 1	Instructional	08/25/2015	1	\$39,106.00
Appointment	Muellemann	Melissa	Mahone Middle School	English	Instructional	08/25/2015	1	\$40,890.00
Appointment	Beltran	Yesenia	EBSOLA-Dual Language	Grade 1 Dual Language	Instructional	08/25/2015	1	\$39,106.00
Appointment	Chambers	Vanessa	McKinley Elementary	4K Teacher	Instructional	08/25/2015	0.5	\$23,119.50
Appointment	Escobedo	Julio	EBSOLA-Dual Language	Dual Spanish	Instructional	08/25/2015	1	\$39,106.00
Appointment	Braden	Jamie	KTEC	Kindergarten	Instructional	08/25/2015	1	\$39,106.00
Appointment	Koslica	Michael	Tremper High School	Special Education-Cross Categorical	Instructional	08/25/2015	1	\$39,106.00
Appointment	Meinen	Jessica	Vernon Elementary School	Early Childhood-Special Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Wertzler	Jennifer	KTEC	Grade 5	Instructional	08/25/2015	1	\$39,106.00
Appointment	Krekling	Kerin	Harborside Academy	Special Education - Cross Categorical	Instructional	08/25/2015	1	\$44,257.00
Appointment	Hogan	Lisa	Bradford High School	Special Education-CDB	Instructional	08/25/2015	1	\$75,600.00
Appointment	Kooping	Aaron	Harborside Academy	Math	Instructional	08/25/2015	1	\$39,106.00
Appointment	Santos	Amanda	KTEC	Grade 3	Instructional	08/25/2015	1	\$39,106.00
Appointment	Trottier	Mary	Special Education & Student Support	Special Health Needs Nurse	Instructional	08/25/2015	1	\$53,369.00
Appointment	Greve	Emilia	Bradford High School	Physical Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Leonard	Pamela	Harborside Academy	Special Education	ESP	08/28/2015	1	\$14.33
Appointment	Leone	Brittany	Brompton School	Reading Resource	Instructional	08/25/2015	0.8	\$45,030.00
Appointment	Rovik	Randall	Lincoln Middle School	Middle School Band/Elementary Band	Instructional	08/25/2015	1	\$72,158.00
Appointment	Kramer	Nicole	Harvey Elementary School	Special Education - CDS	Instructional	08/25/2015	1	\$39,106.00
Appointment	Fortney	Brad	Bradford High School	Special Education-Cross Categorical	Instructional	08/25/2015	1	\$43,664.00
Appointment	Engle	Taylor	KTEC	Special Education-Cross Categorical	Instructional	08/25/2015	1	\$39,106.00
Appointment	Stein	Nicole	Bradford High School	Family Consumer Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Lehman	Erinne	Lincoln Middle School	Math Grade 7	Instructional	08/25/2015	1	\$39,702.00
Appointment	Heifner	Carolyn	Special Education & Student Support	Guidance Attendance Officer	Instructional	08/25/2015	1	\$64,581.00
Appointment	Carton	Emily	Mahone Middle School	Math	Instructional	08/25/2015	1	\$39,106.00
Appointment	Bohn	Erika	Bradford High School	Family Consumer Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Mahoney	Megan	EBSOLA-CA	Early Childhood-Special Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Evans	Royette	Washington Middle School	At-Risk	Instructional	08/25/2015	1	\$62,893.00
Appointment	McLellan	Sarah	Bradford High School	Social Studies	Instructional	08/25/2015	0.67	\$37,319.67
Appointment	Wabalickis	Robin	EBSOLA-Dual Language	ESL Other Language	Instructional	08/25/2015	1	\$39,702.00
Appointment	Chilsen	Lisa	Bradford High School	Special Education-Cross Categorical	Instructional	08/25/2015	1	\$39,106.00

**Kenosha Unified School District**

**Kenosha, WI**

**August 11, 2015**

The Human Resources recommendations regarding the following actions:

<b>ACTION</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SCHOOL/DEPT</b>	<b>POSITION</b>	<b>STAFF</b>	<b>DATE</b>	<b>FTE</b>	<b>SALARY</b>
Appointment	Hill	Stephanie	Grant Elementary School	Grade 3	Instructional	08/25/2015	1	\$55,354.00
Appointment	Niespodziany	Rosalia	Bradford High School	Italian	Instructional	08/25/2015	0.67	\$26,201.02
Appointment	Melander	Amber	Stocker Elementary School	Grade 4	Instructional	08/25/2015	1	\$53,349.00
Early Retirement	Tuttle	David	Teaching and Learning	Curriculum Coordinator - Talent Developm	Administration	08/31/2015	1	\$99,064.00
Resignation	Fifer	Samantha	Reuther Central High School	Family Consumer Education	Instructional	07/14/2015	1	\$39,106.00
Resignation	Schlie-Reed	Jennifer	Stocker Elementary School	Library Media Specialist	Instructional	07/09/2015	1	\$58,838.00
Resignation	Lewis	Denielle	Washington Middle School	Grade 6	Instructional	07/22/2015	1	\$39,106.00
Resignation	Luellen	Pamela	Bullen Middle School	Grade 6	Instructional	07/22/2015	1	\$49,472.00



**Kenosha Unified School District  
Kenosha, Wisconsin**

**August 11, 2015**

**Personnel/Policy & Curriculum/Program Standing Committee Meeting**

**ATHLETICS FOR PHYSICAL EDUCATION CREDIT WAIVER**

**Background**

In 2011 the State of Wisconsin passed Act 105, offering school districts the option to provide credit toward graduation in physical education for participation in extracurricular activities (Wisconsin State Statute 118.33). Specifically, Act 105 states: “A school board may allow a pupil who participates in sports or in another organized physical activity, as determined by the school board, to complete an additional 0.5 credit in English, social studies, mathematics, science, or health education in lieu of 0.5 credit in physical education.”

**Committee**

Pursuant to a request made by a school board member, Mr. Kyle Flood, a committee was formed to research the merits of an athletic-for-physical-education waiver and to bring forward a recommendation based on the findings. All kindergarten through twelfth grade physical education teachers were invited to participate on this committee; high school teachers comprised the majority of this group of volunteers (Appendix A). The committee met on four different dates in 2015 (January 14, January 21, March 18, and June 9) to research the work of other districts in Wisconsin who have already established an athletics-for-physical-education credit waiver. Districts included in this research are: Green Bay, Hudson, Janesville, Madison, Menominee Falls, Mequon Thiensville, Milwaukee, New Berlin, Racine, Sun Prairie, Westosha and Whitehall (Appendix B).

**FINDINGS**

Based on the research and extensive discussion, a pro and con list was developed. The committee unanimously determined that it is not beneficial for the district to pursue the option of offering physical education credit for athletes. Areas of concern included:

<b>PROS</b>	<b>CONS</b>
Additional academic credit available to athletes	This may be discriminatory to students with special needs and nonathletes.

PROS	CONS
Potential growth for Wisconsin Interscholastic Athletic Association teams	Nationally, childhood obesity is a focus; and decreasing opportunities for any student to participate in physical activity is counterproductive to achieving this goal.
Lower high school physical education class size	Kenosha Unified School District has opportunities for students to receive advanced credit in physical education, providing opportunities for <i>all</i> students to pursue additional academic credits.
	Kenosha Unified School District has been proactive in developing courses designed to meet the physical conditioning needs of its athletes with the guidance of a trained instructor including: <ul style="list-style-type: none"> <li>• Personal Fitness</li> <li>• Active Lifestyles</li> <li>• Lifetime Fitness</li> <li>• Physical Education Foundations</li> </ul>
	Brain-based research supports opportunities for physical fitness during the school day; i.e., fitness breaks.
	This will create additional clerical work for high school personnel including: <ul style="list-style-type: none"> <li>• Counselors</li> <li>• Registrar</li> <li>• Physical education teachers</li> <li>• Coaches</li> </ul>
	<i>If</i> Kenosha Unified School District Board of Education decided to implement the waiver option, academic classes would recognize an increase of students in the classroom.

### **Viewpoints**

It is important to note that in Kenosha Unified School District, there are already existing options for all students to take advanced credit in physical education through Summer School physical education and online physical education courses. This provides scheduling relief for students during the school year to take additional academic or elective credit. Further, athletic participation is viewed in this district and in the United States as a privilege, not a right. Allowing athletes to attain physical education credit for participating in something they have the privilege of participating in challenges the district's definition of privilege.

This is an information only item.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. Julie Housaman  
Assistant Superintendent of Teaching and Learning

Mr. Steven Knecht  
Coordinator of Athletics/Physical Education

**APPENDIX A****ATHLETICS FOR CREDIT PHYSICAL EDUCATION WAIVER COMMITTEE**

<b>NAME</b>	<b>SCHOOL</b>
Aaron Ahoenen	Bradford High School
Aaron Boyd	Indian Trail High School and Academy
Michael Clements	Whittier Elementary School
Becky Djurickovic	Bradford High School
Jennifer Garin	LakeView Technology Academy
Terry Hedmen	Dimensions of Learning
John Hoeksema	Harborside Academy
Joe Kosman	Kenosha School of Technology Enhanced Curriculum
Paul Kresse	Indian Trail High School and Academy
Linda Larson	Tremper High School
Bryan Mogensen	Bradford High School
Michael Schmidt	Indian Trail High School and Academy
Jackie Valeri	Tremper High School
Bill Vassos	District-wide specially designed physical education
John Wilhelmson	Tremper High School

## APPENDIX B

### SAMPLING OF WISCONSIN SCHOOL DISTRICTS IN REGARD TO THE ESTABLISHMENT OF AN ATHLETICS-FOR-PHYSICAL-EDUCATION CREDIT WAIVER

<b>DISTRICT</b>	<b>CREDIT FOR ATHLETICS</b>	<b>NUMBER OF STUDENTS PARTICIPATING</b>	<b>PERSON RESPONSIBLE</b>	<b>ADVANCED CREDIT OPTION (Example: Summer School or ESchool)</b>
Green Bay	No	NA	NA	Yes—Summer School (remedial)  No—Online
Hudson	Yes	Unknown	Coach, counselor, teacher, and principal	Unknown
Janesville	No (legally advised not to pursue due to potential liability concerns)	NA	NA	Yes—Summer School  No—online
Madison	Yes	No cap (juniors and first semester seniors)	School athletic director in conjunction with physical education teacher	Yes—Summer School  Yes—online
Menomonee Falls	Yes	Juniors or fall seniors  No cap (25 students first year, 50 students second year)	School athletic director  (Students complete sign-off form one year in advance. Coach signs off on 95 percent of activities.)	Yes—Summer School  No—online

<b>DISTRICT</b>	<b>CREDIT FOR ATHLETICS</b>	<b>NUMBER OF STUDENTS PARTICIPATING</b>	<b>PERSON RESPONSIBLE</b>	<b>ADVANCED CREDIT OPTION (Example: Summer School or ESchool)</b>
Mequon Thiensville	Yes	CAP—60 (sophomores and juniors, few participants)	Counselor signs off on two-page reflection paper.  Coach  Teacher	No—Summer School  No—online
Milwaukee	Yes	No cap (juniors or seniors)	Physical education department chair  Pass final exam.  Complete 50-hour activity log.	Yes—Summer School  No—online
New Berlin	Yes	No information provided	No information provided	Yes—Summer School  Yes—online
Racine	Yes	Begins fall 2015 (juniors only)	Athletic director (district administrator can override)	No—Summer School  Yes—online
Sun Prairie	No	NA	NA	Unknown
Westosha	Yes	Approximately 50 during the 2014-15 school year (juniors or seniors)	Athletic director (must have two seasons of competition)	Yes—Summer School  No—online

**Kenosha Unified School District  
Kenosha, Wisconsin**

**August 11, 2015**

**Joint Personnel/Policy & Curriculum/Program Standing Committee Meeting**

**POLICY 4370—PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

**Background**

The September 2013 Curriculum Audit conducted by Phi Delta Kappa International states that “There is no clear expectation within board policies that requires a comprehensive, coordinated professional plan (page 334).” In response to this finding, the Professional Learning Steering Committee revised Policy 4370, which was last updated September 24, 2002. This policy is 13 years old.

The revisions to the policy focus on the administrative recommendations in the November 2013 Curriculum Audit of Kenosha Unified School District as follows:

- Direct the superintendent to revise Board Policy 4370 to align with the 18 Quality Criteria for Staff Development found in Exhibit 3.2.3. Direct the superintendent to develop for consideration and adoption a board policy that establishes a clear expectation for a written plan for the development and implementation of a comprehensive, coordinated professional development program with clear direction for how professional development needs will be identified, prioritized, and coordinated at the district, school site, and individual levels. Establish within this policy guidance directing the procedures and criteria that will be used to determine the effectiveness of the district’s professional development efforts. (Page 334)
- Revise Board Policy 4370 to define the purpose of professional development, to be in congruence with state expectation and the goals of the district, and to align with the Quality Criteria for Staff Development. Develop for consideration by the board, a board policy to direct the development and implementation of a comprehensive written professional development plan focused on the effective delivery of the adopted curriculum that aligns with the district’s strategic plan and implementation projects. (Page 335)

The Professional Learning Steering Committee revised policy 4370 (Appendix A) to reflect these recommendations as well as current best practices from the field of professional learning. These revisions will provide guidance in the development of a professional learning plan. The table on pages 2 through 6 shows the correlations between the November 2013 Kenosha Unified School District Curriculum Audit and Learning Forward’s Learning System components. Learning Forward is a professional learning association devoted exclusively to

educators and administrators who work in educator professional development. This organization focuses on planning, implementing, and measuring high quality professional learning so that individuals, schools, and the district can demonstrate improved academic achievement for all students.

<b>CORRELATION BETWEEN CURRICULUM AUDIT RECOMMENDATIONS AND UPDATED POLICY</b>		
<b>Curriculum Audit Recommendation (Page 335)</b>	<b>Learning Forward System Component(s)*</b>	<b>New Policy Verbiage</b>
Alignment of a mission for professional development with that of the district and a focus on organizational change consistent with district goals	Vision, mission, beliefs for professional learning	The school Board requires that professional learning aligns with the district's mission, vision, goals, and strategic directions. (Paragraph 1, Appendix A)
A framework that takes a long-range planning approach and focuses on organizational change with professional development efforts in line with district goals	Alignment with other systems  Plans for professional learning	District leadership will collaborate with school and department leaders in using a long-range planning framework to systematically align district-wide, school- or department-based, and individual professional learning in order to address identified areas of improvement. (Paragraph 3, Appendix A)  Professional learning opportunities provided through the district must include an implementation plan outlining steps for ongoing support and a method to determine the effectiveness of the professional learning. (Paragraph 8, Appendix A)
A norm of continuous improvement and learning for all employees	Definition of professional learning	The school board recognizes the importance of providing high quality professional learning with an expectation of continuous improvement for all employees in order to support organizational change and growth. (Paragraph 1, Appendix A)  Professional learning is defined as a comprehensive, sustained, and intensive approach to improving

\*Hirsh, S., Psencik, K., and Brown, F., *Becoming a Learning System*, Learning Forward, Oxford, Ohio, 2014.



Curriculum Audit Recommendation (Page 335)	Learning Forward System Component(s)*	New Policy Verbiage
		<p>staff effectiveness in raising student achievement. Professional learning should be collaborative and job embedded in order to support the transfer of new knowledge and skills into the workplace. (Paragraph 2, Appendix A)</p> <p>District employees are required to engage in professional learning as part of the continuous improvement cycle. Certified staff members are responsible for engaging in the necessary professional learning to maintain licenses or certifications required for their position. (Paragraph 7, Appendix A)</p> <p>The delivery of high quality professional learning occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. (Paragraph 9, Appendix A)</p>
Provision for district-wide, school-based, and individual development in a systemic manner	Purposes for professional learning	<p>A district plan will outline the identification, implementation, and institutionalization of systemic professional learning. (Paragraph 1, Appendix A)</p> <p>District leadership will collaborate with school and department leaders in using a long-range planning framework to systematically align district-wide, school- or department-based, and individual professional learning in order to address identified areas of improvement. (Paragraph 3, Appendix A)</p>

\*Hirsh, S., Psencik, K., and Brown, F., *Becoming a Learning System*, Learning Forward, Oxford, Ohio, 2014.

Curriculum Audit Recommendation (Page 335)	Learning Forward System Component(s)*	New Policy Verbiage
		Administrators and staff members will work collaboratively to identify, implement, and assess the effectiveness of individual's professional goals that are aligned with district and school or department goals in order to increase student achievement. (Paragraph 6, Appendix A)
Supervisors to serve as staff developers of those supervised	Roles and responsibilities for professional learning  Leadership for professional learning	Detailed descriptions of all professional learning roles and responsibilities are provided in paragraphs 1, 3, 4, 5, 6, and 7 of the policy. The delivery of high quality professional learning requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. (Paragraph 9, Appendix A)
Basis in data-based analysis of needs	Data-informed professional learning	Through the analysis of student achievement and system data, priority areas for professional learning will be determined through a district's needs assessment process. (Paragraph 3, Appendix A)  Administrators will use school/department data to develop a professional learning plan that is aligned with district goals and will assess the effectiveness of implementation. (Paragraph 6, Appendix A)  The delivery of high quality professional learning uses a variety of sources and types of data to plan, assess, and evaluate professional learning. (Paragraph 9, Appendix A)

\*Hirsh, S., Psencik, K., and Brown, F., *Becoming a Learning System*, Learning Forward, Oxford, Ohio, 2014.

<b>Curriculum Audit Recommendation (Page 335)</b>	<b>Learning Forward System Component(s)*</b>	<b>New Policy Verbiage</b>
A focus on proven research-based approaches with demonstrated effectiveness in increasing productivity	Standards for professional learning	All district-endorsed professional learning opportunities will meet the district's standards for high quality professional learning. (Paragraph 2, Appendix A)
		<p>The delivery of high quality professional learning applies research on change and sustaining support for implementation of professional learning for long-term change. (Paragraph 9, Appendix A)</p> <p>The departments will oversee the use and leverage of necessary resources to ensure the delivery of high quality professional learning in compliance with all local, state, and federal funding regulations. (Paragraph 5, Appendix A)</p>
Provision of support for all three phases of the change process—initiation, implementation, and institutionalizations—which require provision of an on-the-job application and follow-up training and support necessary to cement new learning	<p>Dedicated time for professional learning</p> <p>Job-embedded collaboration</p>	<p>A district plan will outline the identification, implementation, and institutionalization of systemic professional learning. (Paragraph 1, Appendix A)</p> <p>District leadership will ensure dedicated time within the work day for professional learning. (Paragraph 3, Appendix A)</p> <p>Administrators will ensure the effective use of dedicated time and provide opportunities for professional learning that supports the professional growth of their staff members. (Paragraph 6, Appendix A)</p>

\*Hirsh, S., Psencik, K., and Brown, F., *Becoming a Learning System*, Learning Forward, Oxford, Ohio, 2014.

<b>Curriculum Audit Recommendation (Page 335)</b>	<b>Learning Forward System Component(s)*</b>	<b>New Policy Verbiage</b>
Use of various staff development and adult learning approaches—all based on understanding of adult learning and development	Flexible designs	The delivery of high quality professional learning integrates theories, research, and models of human learning to achieve its intended outcomes. (Paragraph 9, Appendix A)
Ongoing evaluation using multiple information sources focusing on all levels of the organization and based on actual changed behavior	Evaluation of professional learning	The Professional Learning Steering Committee, comprised of district and building administrators, teacher leaders, teachers, and noninstructional staff will apply a framework to monitor and assess the implementation of the district professional learning plan. (Paragraph 4, Appendix A)
System-wide oversight and coordination	Governance for professional learning  Roles and responsibilities for professional learning	The Office of Organizational Training and Development will coordinate district-identified professional learning for instructional staff. The Office of Human Resources will coordinate professional learning for noninstructional staff. The departments will oversee the use and leverage of necessary resources to ensure the delivery of high quality professional learning in compliance with all local, state, and federal funding regulations. (Paragraph 5, Appendix A)  The delivery of high quality professional learning requires prioritizing, monitoring, and coordinating resources for professional learning. (Paragraph 9, Appendix A)
Provision for necessary funding to carry out staff development goals	Dedicated funding for professional learning	The board will allocate the funding to successfully implement the plan. (Paragraph 1, Appendix A)

\*Hirsh, S., Psencik, K., and Brown, F., *Becoming a Learning System*, Learning Forward, Oxford, Ohio, 2014.

Curriculum Audit Recommendation (Page 335)	Learning Forward System Component(s)*	New Policy Verbiage
		The departments will oversee the use and leverage of necessary resources to ensure the delivery of high quality professional learning in compliance with all local, state and federal funding regulations. (Paragraph 5, Appendix A)

In the process of revising the policy, the Professional Learning Steering Committee suggested that the name of the policy be revised to *Professional Learning* from *Professional Development Opportunities*. Current research states that professional development denotes something that is done to staff with little say in the process along with the understanding that once the professional development has been completed that the task has been accomplished. Instead, the committee would like Kenosha Unified to maintain a positive mindset about professional learning in which staff members engage in authentic valuable learning experiences that promote active engagement, teacher voice, collaboration, inquiry, and reflection. Professional learning promotes ongoing learning in which staff engages in an ongoing cycle of improvement.

#### **2014-15 Professional Learning Steering Committee**

Sarah Aguilar Elementary Instructional Coach	Patty Barrett High School Special Education Teacher	Andrea Baumgart High School Instructional Coach
Eric Beem High School Teacher	Pamela Black Coordinator of Special Education and Student Support	Kristal Brandt Middle School Instructional Coach
Mary Beth Braun Elementary Special Area Teacher	Patricia Bytnar High School Instructional Coach	Stacy Cortez Middle School Instructional\ Coach
Star Daley Middle School Principal	Amy Garrigan Professional Learning Specialist	Jennifer Haluska Middle School Teacher
Keri Heusdens District Instructional Coach	Julie Housaman Assistant Superintendent of Teaching and Learning	Stacey Keckler Middle School Teacher
Beverly Keelin High School English as a Second Language Teacher	Page Kessler High School Instructional Technology Teacher	Wendy LaLonde High School Assistant Principal
Jennifer Lawler Coordinator of Mathematics	Mary Limbach Elementary Instructional	Michael Makowka Elementary Dean of Students

\*Hirsh, S., Psencik, K., and Brown, F., *Becoming a Learning System*, Learning Forward, Oxford, Ohio, 2014.

	Coach	
Susan Mirsky Coordinator of English/Language Arts	Shebaniah Muhammad Elementary Principal	Jennifer Navarro Coordinator of Organizational Training and Development
Katie O'Neil Early Childhood Instructional Coach	Christine Pratt Coordinator of Science	Amy Riedlinger High School Assistant Principal
Luanne Rohde Elementary Principal	Jolene Schneider Elementary Principal	Curtiss Tolefree Middle School Principal
Susanne Ventura Elementary Special Education Teacher	Peggy Walasek Elementary Instructional Coach	

### **Recommendation**

Administration recommends that the joint Personnel/Policy and Curriculum/Program Standing Committee forward the revised Kenosha Unified School District Policy 4370—Professional Learning—to the Board of Education for approval as a first reading at the August 25, 2015, meeting and second reading on September 22, 2015.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. Julie Housaman  
Assistant Superintendent of Teaching and Learning

Ms. Jennifer Navarro  
Coordinator of Organizational Training and Development

POLICY 4370 STAFF DEVELOPMENT OPPORTUNITIES  
POLICY 4370 PROFESSIONAL LEARNING

The School Board recognizes the importance of providing high quality professional development inservice education opportunities.

District staff development inservice courses are designed to:

- Deepen knowledge of subject content
- Expand research-based instructional skills
- Provide ongoing classroom assistance in implementing new skills
- Provide classroom assessment skills
- Encourage innovation, teach state of the art practices, share new ideas and practices
- Provide diversity instruction
- Provide for job-related growth for improved operations

Inservice courses are aligned with District goals and initiatives.

District staff is provided opportunities to attend periodic conferences, workshops and seminars sponsored by associations outside the District. Permission to attend and funds allocated for these activities must be directly aligned with District department and site goals. Cost considerations include pooling funds to provide on-site staff development opportunities, working in collaboration with CESA, local universities and other agencies. Every effort will be made to send a small core of staff to seek information and share ideas upon their return.

Staff development opportunities shall be provided consistent with the District, school and department staff development plan. Staff members may become involved in formulating the staff development plan, and may participate in professional development activities in accordance with state law and established District procedures.

The school board recognizes the importance of providing high quality professional learning with an expectation of continuous improvement for all employees in order to support organizational change and growth. The school board requires that professional learning aligns with the district's mission, vision, goals, and strategic directions. A district plan will outline the identification, implementation, and institutionalization of systemic professional learning. The board will allocate the funding to successfully implement the plan.

Professional learning is defined as a comprehensive, sustained, and intensive approach to improving staff effectiveness in raising student achievement. Professional learning should be collaborative and job embedded in order to support the transfer of new knowledge and skills into the workplace. All district-endorsed professional learning opportunities will meet the district's standards for high quality professional learning.

Through the analysis of student achievement and system data, priority areas for professional learning will be determined through a district's needs assessment process. District leadership will collaborate with school and department leaders in using a long-range planning framework to systematically align district-wide, school- or department-based, and individual professional learning in order to address identified areas of improvement. District leadership will ensure dedicated time for professional learning.

**The Professional Learning Steering Committee, comprised of district and building administrators, teacher leaders, teachers, and noninstructional staff, will apply a framework to monitor and assess the implementation of the district professional learning plan.**

**The Office of Organizational Training and Development will coordinate district-identified professional learning for instructional staff. The Office of Human Resources will coordinate professional learning for noninstructional staff. The departments will oversee the use and leverage of necessary resources to ensure the delivery of high quality professional learning in compliance with all local, state, and federal funding regulations.**

**Administrators will use school/department data to develop a professional learning plan that is aligned with district goals and will assess the effectiveness of implementation. Administrators will ensure the effective use of dedicated time and provide opportunities for professional learning that support the professional growth of their staff members. Administrators and staff members will work collaboratively to identify, implement, and assess the effectiveness of individual's professional goals that are aligned with district and school or department goals in order to increase student achievement.**

**District employees are required to engage in professional learning as part of the continuous improvement cycle. Certified staff members are responsible for engaging in the necessary professional learning to maintain licenses or certifications required for their position.**

**Professional learning opportunities provided through the district will include an implementation plan outlining steps for ongoing support and a method to determine the effectiveness of the professional learning.**

**The delivery of high quality professional learning:**

- **Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.**
- **Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.**
- **Requires prioritizing, monitoring, and coordinating resources for professional learning.**
- **Uses a variety of sources and types of data to plan, assess, and evaluate professional learning.**
- **Integrates theories, research, and models of human learning to achieve its intended outcomes.**
- **Applies research on change and sustaining support for implementation of professional learning for long-term change.**
- **Aligns its outcomes with employee performance and standards.**

**(Taken from: <http://learningforward.org/standards-for-professional-learning#.VbACLfViko>)**



**A professional learning report will be submitted to the board annually by the Office of Organizational Training and Development.**

LEGAL REF.: Wisconsin  
Statutes

121.02(1)(b) Professional staff development plan required  
[PI 8.01\(2\)\(b\), Wisconsin Administrative Code \(Professional staff development plan requirements\)](#)

Proposed Amendments to Section 9101 (34) of the Elementary and  
Secondary Education Act as  
reauthorized by the No  
Child Left Behind Act of  
2001.

CROSS REF.: Current Employee Agreements

AFFIRMED: September 24, 1991

REVISED: June 2, 2000  
January 29, 2002  
September 24, 2002  
**September 2015**

**RULE 4370 STAFF DEVELOPMENT OPPORTUNITIES**  
**RULE 4370 PROFESSIONAL LEARNING**

1. ~~Inservice courses appropriate to the needs of the instructional staff and aligned with District initiatives will be organized and directed annually by the Coordinator of Staff Development, Library Media and Instructional Technology and with the assistance of the Executive Director of Special Projects and administrative personnel.~~
2. ~~Inservice credit for instructional staff appropriate to their needs and aligned with District initiatives may be earned for courses/workshops/seminars offered by agencies outside the District. These courses/workshops/seminars are subject to approval by the Coordinator of Staff Development, Library Media and Instructional Technology.~~
3. Permission to attend ~~staff development~~ **professional learning** activities (conferences, workshops, seminars, etc.) requires the approval of the **employee's direct** supervisor and budget manager.
4. District employees will provide ~~staff development~~ **professional learning** when appropriate.

5. District ~~staff members~~ **employees** will not be permitted to attend more than two conferences, workshops, **or** seminars, ~~etc.~~ outside the ~~Dd~~district, annually; unless their attendance at such conferences, workshops, **and** seminars, ~~etc.~~ is required for the performance of their job duties **and approval is granted by the employee's direct supervisor.**

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Snyder was called to order at 5:43 P.M. with the following Committee members present: Mr. Kunich, Mr. Wade, Mrs. Daghfal, Mrs. Karabetsos, Mrs. Kenefick, Mrs. Renish-Ratelis, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mrs. Wickersheim was excused. Mrs. Santoro and Mr. Wojciechowicz were absent.

**Approval of Minutes – June 9, 2015 Joint Audit/Budget/Finance & Curriculum Program and June 9, 2015 Joint Curriculum/Program and Personnel/Policy**

Mr. Wade moved to approve the minutes as presented in the agenda. Mr. Kunich seconded the motion. Unanimously approved.

**Dimensions of Learning Academy Charter Contract Renewal**

Dr. Savaglio introduced the Dimensions of Learning Academy Charter Contract Renewal and indicated that it was a two-year renewal. Ms. Diana Pearson, Principal at Dimensions of Learning presented the revisions to the charter contract which consisted of changes in the language from “standards and benchmarks” to “Common Core standards,” the move of descriptions of instructional practice from the “Mission” section, the replacement of “Director” with “Principal,” and other minor language changes to keep current with changes made in the past five years. Ms. Pearson; Dr. Floyd Williams, Assistant Superintendent of Elementary School Leadership; and Ms. Lori Waters, Student Support Specialist and Co-Founder of Dimensions of Learning; answered questions from Committee members.

Discussion took place in regards to Section 2(B) - The Advisory Council of the charter contract. It was suggested that the language be changed to the standard language used in other charter contracts in regards to the Principal selection and hiring practice.

It was suggested that the language in Section 14(C) - Exercise of Purchase Option be revised to make it clearer that the building is fully paid for.

Mrs. Snyder requested that a copy of the revised charter contract be sent to the Committee members prior to going to the Board.

Mrs. Karabetsos inquired if other KUSD charter contracts contained and/or practiced the racial/ethnic balance goal/method and/or the same student acceptance/admission requirements as those of Dimensions of Learning. Dr. Williams indicated that he would find out.

Mr. Kunich moved to forward the Dimensions of Learning Academy Charter Contract Renewal to the full board for consideration with the discussed suggested changes. Mrs. Renish-Ratelis seconded the motion. Unanimously approved.

**Information Items**

Ms. Belinda Grantham, Director of Early Education, presented the Head Start Semi Annual Report. She noted that Head Start participated in three monitoring reviews during the last six months. Satisfactory results have been received on one of the reviews with the results of the other two reviews still pending. She indicated that the Parent, Family, and Community Engagement (PFCE) Framework was implemented this year and data showed that 58% of the families experienced gains in the family outcome areas, 21% of the families experienced no gains or progress in the family outcome areas, and 21% of the families chose not to participate in the PFCE Framework areas. A decrease in the number of children that completed health and dental checks was noted. Because of this decrease, additional dental clinics, additional appointments, and changes in staff have been implemented to address it. The most significant domains of improvements during the school year were literacy and math with math continuing to be the lowest achieving domain. Information on Head Start School Readiness outcomes will be discussed and analyzed in order to improve language and math achievement in the spring. Dr. Williams and Ms. Grantham answered questions from the committee members.

**Future Agenda Items**

Mrs. Housaman indicated that in August she would have the professional learning policy and information regarding students receiving physical education credits for participating in school sports.

Meeting adjourned at 6:21 P.M.

Stacy Schroeder Busby  
School Board Secretary

**Kenosha Unified School District  
Kenosha, Wisconsin**

**August 11, 2015  
Curriculum/Program Standing Committee Meeting**

**NEW COURSE PROPOSALS:  
WRITING ABOUT SPORTS  
AND  
ARTS, RHETORIC, AND SWING**

**Background**

Kenosha eSchool is requesting the addition of two new elective courses for the 2015-16 school year. As online learning course options expand both within the state and the nation, eSchool actively reviews options and adds to its course catalogue to meet the market demands of its student population. Additionally, eSchool administration must consider the licensure of the teaching staff when selecting new elective courses. The eSchool English teacher is certified to provide instruction for both of these courses.

**Course Change Proposal**

In order to implement these additional courses in the first semester of the 2015-16 school year, the Office of Teaching and Learning is proposing, for board of education approval, the course addition forms. The forms are attached in Appendices A and B. The attached forms are completed in full and explain the rationale for the new course additions. They will also provide a description of each course, course standards, and a sample pacing guide.

The following table shows the available elective courses in the eSchool curriculum:

<b>CURRENT ELECTIVE OPPORTUNITIES</b>	<b>PROPOSED COURSE ADDITIONS</b>
Art Appreciation	Writing About Sports
Career Planning	Art, Rhetoric, and Swing
Computer Fundamentals	
Creative Writing for Writers	
Digital Photography I and II	
Forensic Science	
German I, II, III, and IV	
Gothic Literature	
Great Minds in Science	
International Business	
Life Skills	

<b>CURRENT ELECTIVE OPPORTUNITIES</b>	<b>PROPOSED COURSE ADDITIONS</b>
Mythology and Folklore	
Orientation to Art 2D	
Spanish I, II, III, and IV	
AP Spanish	
Thinking and Learning Strategies	
Veterinary Science	
Web Design	

### **Recommendation**

Administration recommends that the Curriculum/Program Standing Committee forward the proposal for the addition of the eSchool elective courses entitled Writing About Sports and Art, Rhetoric, and Swing to the full school board on August 25, 2015, for consideration.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Julie Housaman  
Assistant Superintendent of Teaching and Learning

Mr. Daniel Tenuta  
Principal of Kenosha eSchool

**COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL**

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

Date Initiated 3/1/15 Name Lily Stasik

Department & School: English Kenosha eSchool

Proposed or Removed Course Name: Writing about Sports

☒ New Course \_\_\_\_\_ New Name \_\_\_\_\_ Length: \_\_\_\_\_ Quarter \_\_\_\_\_ Credits: ☒ ½ credit  
☐ Removal/Replacement of Course \_\_\_\_\_ 1 Semester \_\_\_\_\_ 1 credit

Recommended Prerequisites (if any) None

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

Kenosha eSchool requires more elective choices particularly those that develop reading, writing, and critical thinking skills.

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

"Sports, not religion, is the opiate of the people." So says David Remnick, editor of the New Yorker and a former sportswriter. Many of our heroes are sports heroes, and for many of us, sports were an important part of our childhood years. Sports are big business, even on college campuses, and they are the subject of many classic movies. In this introductory writing class we consider the role of sports in our own lives and explore the cultural meanings of sports in America. Sports have produced a large body of excellent descriptive and analytic writing; we'll read writers as diverse as Hank Aaron, John Updike, David Foster Wallace, and Malcolm Gladwell on the joys and conundrums of baseball, boxing, football, tennis, and running.

The primary work of the class is improving students' communication skills. We'll write and revise 3 essays, including an investigative essay, and we'll also give one short oral report. Revision is an important part of the class; all essays will be revised at least once.

(<http://ocw.mit.edu/courses/comparative-media-studies-writing/21w-015-writing-and-rhetoric-writing-about-sports-fall-2013/>)

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

<u>Reading</u>	<u>Writing</u>
CCSS.ELA-Literacy.RL.9-10.2	CCSS.ELA-Literacy.W.9-10.1
CCSS.ELA-Literacy.RL.9-10.4	CCSS.ELA-Literacy.W.9-10.2
CCSS.ELA-Literacy.RL.9-10.5	CCSS.ELA-Literacy.W.9-10.3
CCSS.ELA-Literacy.RI.9-10.1	CCSS.ELA-Literacy.W.9-10.4
CCSS.ELA-Literacy.RI.9-10.2	CCSS.ELA-Literacy.W.9-10.5
CCSS.ELA-Literacy.RI.9-10.3	CCSS.ELA-Literacy.W.9-10.6
CCSS.ELA-Literacy.RI.9-10.4	
CCSS.ELA-Literacy.RI.9-10.5	
CCSS.ELA-Literacy.RI.9-10.6	
<u>Speaking &amp; Listening</u>	

CCSS.ELA-Literacy.SL.9-10.4	
CCSS.ELA-Literacy.SL.9-10.5	

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

See Attached

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

a. Teaching Staff \$ \_\_\_\_\_

c. Supplementary \$ 450. Optional -  
Voice Thread License for school (Can be  
used in other course)

b. Textbooks/kits \$ \_\_\_\_\_

d. Facilities/Space \$ \_\_\_\_\_

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	<u>Daniel Tenute</u>	<u>6/4/15</u>
Building Review Committee	<u>Julie Zupit</u>	<u>6/4/15</u>
District Review Committee		
Central Office	<u>Julie Hancock</u>	<u>7/17/15</u>

Created March 2001



SES #	TOPICS	READINGS	ASSIGNMENTS
1	<p>Introductions</p> <p>Course overview</p> <p>The possibilities of "sports" as a topic for essays</p>	<p>Lopate, Phillip. "Why I Remain a Baseball Fan." in <i>Portrait Inside My Head</i>. Free Press, 2013. ISBN: 9781451695861. [Preview with <a href="#">Google Books</a>]</p> <p>Updike, John. "Hub Fans Bid Kid Adieu." In <i>Assorted Prose</i>. Alfred A. Knopf, 1965. ISBN: 9780394414737.</p>	<a href="#">Assignment 1</a>
2	<p>Sports and personal and cultural meanings</p> <p>Voice, sensibility, audience</p> <p>Description and scenes</p> <p><a href="#">Idea and Essay (PDF)</a></p>	<p>Wallace, David Foster. "<a href="#">Federer as Religious Experience</a>," <i>The New York Times</i>, August 20, 2006.</p> <p>Agassi, Andre. Chapter 9 in <i>Open</i>. Vintage, 2010. ISBN: 9780307388407. [Preview with <a href="#">Google Books</a>]</p> <p>Gladwell, Malcolm. "<a href="#">Slackers</a>," <i>The New Yorker</i>, July 30, 2012, 26–9.</p> <p>Macone, Steve. "<a href="#">What I Learned From Getting Knocked Around</a>," <i>The New York Times</i>, March 10, 2012.</p> <p>"<a href="#">The Cage</a>." (PDF) Example student work. (Courtesy of Jesse Orlowski. Used with permission.)</p> <p>"<a href="#">Reunion</a>." (PDF) Example student work. (Courtesy of an MIT Student. Used with permission.)</p> <p><a href="#">Format for Essays II.D</a></p>	<p><a href="#">Assignment 2</a></p> <p><a href="#">Assignment 3</a></p>
3	<p>Shaping an essay</p> <p>Prepare for Work shopping: Sign up for group conferences (Possible Collaborate Sessions)</p>		<a href="#">Assignment 4</a> (contains description of Essay 1)
4	<p>Sports and culture: issues of race and gender</p> <p>Introduce Essay 2 assignment</p>	<p>Fallows, James. "<a href="#">Throwing Like a Girl</a>," <i>The Atlantic Monthly</i>, August 1996, 84–7.</p> <p>Mooney, Sally Cole. "'Man-On': The Culture of Girls' Soccer." In <i>Sport, Rhetoric, and Gender: Historical Perspectives and Media Representations</i>. Edited by Linda K. Fuller. Palgrave Macmillan, 2009. ISBN: 9780230619708.</p> <p>Early, Gerald. "Where Have We Gone, Mr. Robinson?" In <i>A Level Playing Field: African American Athletes and the Republic of Sports</i>. Harvard University Press, 2011. ISBN: 9780674050983. [Preview with <a href="#">Google Books</a>]</p>	<p><a href="#">Assignment 5</a></p> <p><a href="#">Assignment 6</a></p> <p><a href="#">Assignment 7</a> (contains description of Essay 2)</p> <p><a href="#">Essay 2 – Additional Tips (PDF)</a></p> <p><a href="#">Style Matters</a></p>

		Levy, Ariel. "A Ring of One's Own," <i>The New Yorker</i> , May 7, 2012, 36–47.	
5	<b>Sports and character</b>  Joining the conversation  Developing an argument	Aaron, Hank. " <u>When Baseball Mattered</u> ," <i>The New York Times</i> , April 13, 1997.  Hawkins, Billy, Mitch Abrams, et al. " <u>Should Character Matter in Pro Sports?</u> " <i>The New York Times</i> , July 1, 2013.  Wolff, Alexander, and David Epstein. " <u>A Massive Fraud Now More Fully Exposed</u> ," <i>Sports Illustrated</i> , October 22, 2012.  Lapham, Lewis H. " <u>Mudville</u> ," <i>Harper's</i> , March 2008, 11–4.  The Writing Center, University of North Carolina at Chapel Hill. " <u>Argument</u> ."	<u>Assignment 8</u>
6	<b>Sports and drugs</b>  Joining the Conversation / Developing an argument	Pappano, Laura. " <u>How Big-Time Sports Ate College Life</u> ," <i>The New York Times</i> , January 20, 2012.  Ripley, Amanda. " <u>The Case Against High-School Sports</u> ," <i>The Atlantic</i> , October 2013, 72–8.	<u>Assignment 9</u> (contains description of Essay 3)
7	<b>"Big-time" college sports</b>  Argument & evidence	Gladwell, Malcolm. " <u>Offensive Play</u> ," <i>The New Yorker</i> , October 19, 2009.	<u>Assignment 10</u>
8	<b>Sports and strategies</b>  Representing ideas accurately  Rhetoric: handling complexity	" <u>The Human Element</u> ," (PDF) Example student work. (Courtesy of Patrick Everett. Used with permission.)  " <u>Johnny Manziel As A Performance Artist</u> ," (PDF) Example student work. (Courtesy of an MIT Student. Used with permission.)	<u>Assignment 11</u> (contains description of Presentation)
9	<b>Workshop Essay 2: small groups</b>	" <u>Playing to His Potential</u> ," (PDF) Example student work. (Courtesy of Dirk Beck. Used with permission.)  " <u>The System: Football for Sale</u> ," (PDF) Example student work. (Courtesy of an MIT Student. Used with permission.)	<u>Assignment 12</u>

Based on MIT Open Course.Wware:

Karen Boiko. *21W.015 Writing and Rhetoric: Writing about Sports, Fall 2013*. (Massachusetts Institute of Technology: MIT OpenCourseWare), <http://ocw.mit.edu> (Accessed 3 Jun, 2015). License: Creative Commons BY-NC-SA

**COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL**

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

Date Initiated March 6, 2015 Name Lily Stasik

Department & School English, Kenosha eSchool

Proposed or Removed Course Name Arts, Rhetoric, and Swing

☒ New Course \_\_\_\_\_ New Name \_\_\_\_\_ Length: ☒ Quarter Credits: ☒ ½ credit  
☐ Removal/Replacement of Course \_\_\_\_\_ Semester \_\_\_\_\_ 1 credit

Recommended Prerequisites (if any) None

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

**Kenosha eSchool needs additional elective options for high school students. This course focuses on composition and critical thinking based on the history of jazz.**

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

**This is a non fiction elective course aligned to the English Language Arts (ELA) Common Core State Standards (CCSS) and the schema of Bloom's Taxonomy. Essential questions are also provided in the Teacher's Study Guide. The course provides a close study of the rhetorical strategies and literary techniques used by Wynton Marsalis in his book, *Moving to Higher Ground, How Jazz Can Change Your Life*. It also focuses on Marsalis's themes pertaining to arts, music, education, and culture. There is also background on Aristotle's rhetorical strategies and philosophical approaches to the arts.**

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

**See attached Lessons outlining the Common Core Reading Informational Texts, English Language Arts, Writing, and College and Career Readiness.**

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

**See attached Lessons Plans outlining the 15 Modules students would cover during the course. The 0.5 credit course would run approximately 9 weeks, or the equivalent of a Quarter at eSchool.**

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

- a. Teaching Staff \$ Part of current FTE      c. Supplementary \$ 35/ online enrollment  
b. Textbooks/kits \$ 480/set or \$20/student      d. Facilities/Space \$ 0

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	<u>Paul , Kemate</u>	<u>6/4/15</u>
Building Review Committee	<u>Jill Zupst</u>	<u>6/4/15</u>
District Review Committee		
Central Office	<u>Jane Hume</u>	<u>7/17/15</u>

**Lesson Plans:** There are 15 lesson plans. The teacher is free to take as much time per lesson plan as student interest or academic schedule dictates.

## Lesson Plan I

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### Pre test, Introduction

#### I. Objectives

- A. Students will test to assess prior knowledge of English Language Arts (ELA) terms that will be used in this unit as well as prior knowledge of jazz and American music.
- B. Students will articulate attitude toward the arts and study of the arts in the ELA classroom.

#### II. Materials needed

- A. Jazz music should be playing in the background as students enter the classroom—some sort of background music will be a daily occurrence, so a CD player or audio technology is necessary.
- B. Copies of pretest (from Teacher's Guide).
- C. Text: *Moving to Higher Ground, How Jazz Can Change Your Life*. (MTHG)
- D. Teacher and student study guides.

#### III. Common Core State Standards (CCSS) addressed

- A. Reading Informational Texts (RI): 8
- B. English Language Arts (ELA): 3
- C. Anchor Standards for College and Career Readiness (CC): 1

#### IV. Teaching Strategies

- A. Inform
- B. Lead discussion
- C. Test administration

#### V. Teaching and learning procedures

- A. Explain purpose of pretest is to assess prior knowledge, will not be used for a grade but to measure what students already know about the content.
- B. Administer pre-test.
- C. As students hand in test, give them a copy of the book MTHG and a copy of the student study guide.
- D. As students wait for everyone to finish test, tell them to begin reading the biography of Wynton Marsalis found in the guide.
- E. When all tests have been collected, review the characteristics of the genre of nonfiction.

#### VI. Homework

- A. Remind students they must all have a notebook specifically for this unit in which they will be responding to the Language Arts questions from the study guide.
- B. Assign students to read the Biography in the study guide and the Introduction of the book.
- C. Be prepared to discuss in class.

## Lesson Plan 2

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### Video introducing Wynton Marsalis as author

#### I. Objectives

- A. Students will be able to define and identify literary terms: allusion, anecdote, theme, style, tone, purpose, and simile.
- B. Students will gain insight as they see and hear the author and musician, Wynton Marsalis, discuss his role as a writer, educator, and artist.
- C. Students will begin to articulate their own views on the arts and education.

#### II. Materials needed

- A. \*Video *Arts, Rhetoric, and Swing, the Writings of Wynton Marsalis*.
- B. DVD player, Smart Board, internet access—any technology that can play a video.
- C. Text and study guides.  
\*Register to have online access to the video and audio at [www.artsrhetoricandswing.com](http://www.artsrhetoricandswing.com)

#### III. CCSS

- A. RI: 7
- B. ELA: 6, 7
- C. CC: 7

#### IV. Teaching strategies

- A. Reloop
- B. Multimedia reinforcement
- C. Discuss
- D. Predict

#### V. Teaching and learning procedures

- A. Review the Language Arts terms from Introduction—make sure students have study guide answers in their notebooks. Review the purpose of the book stated in the Introduction: to demystify jazz and to show how jazz can change your life.
- B. Review biography of Wynton Marsalis.
- C. Introduce video. Go over the different segments of the video and what to expect.
- D. Direct students to the video questions page in the study guide.
- E. Play video—pause between sections to respond to questions on study sheet. Make sure students have a grasp on the main content of the video.
- F. Ask students to predict what they think the book is going to be about.

#### VI. Homework

- A. Read Chapter 1, *Discovering the Joy of Swing*, in the text.
- B. Look over the Language Arts questions in the study guide.

## Lesson Plan 3

---

### Chapter 1, concept of “Swing”

#### I. Objectives

- A. Students will be able to define and identify: voice, jargon, metaphor, epiphany, analogy, personification, and rhetorical strategies.
- B. Students will be able to relate the theme of “swing” to their personal, community, and national culture.
- C. Students will examine and/or change their attitudes toward art and music, in particular, jazz.

#### II. Materials needed

- A. Text
- B. Study guides

#### III. CCSS

- A. RI: 1, 4, 6, 10
- B. ELA: 5, 6
- C. CC: 1, 4

#### IV. Teaching strategies

- A. Reloop
- B. Lecture
- C. Lead discussion
- D. Cooperative teaching and learning

#### V. Teaching and learning procedures

- A. Discuss homework (ELA questions from chapter 1).
- B. Make sure, through class discussion, that students understand all of the literary terms listed in the objectives.
- C. Group work
  - 1. Divide students into 5 groups based on which discussion questions they wish to respond to from chapter 1 of their study guides.
  - 2. Instruct them to be prepared to discuss their responses in class.

#### VI. Homework

- A. Invite the students to bring to class samples of their parents’ or other generations’ music so that the class may compare and contrast how these samples reflect Marsalis’s belief that music can transcend and unite generations.
- B. Begin reading chapter 2.



## Lesson Plan 4

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### Themes of art, race, and age

#### I. Objectives

- A. Students will begin to articulate their position on the role of arts and music in their culture.
- B. Students will discuss the themes of the text regarding concepts of race and age.

#### II. Materials

- A. CD, record player, technology needed to play the music brought in by the students.
- B. Text and study guides.

#### III. CCSS

- A. RI: 1, 4, 5, 6, 7
- B. ELA: 5, 6, 7, 8
- C. CC: 6, 7

#### IV. Teaching strategies

- A. Relooping
- B. Group discussion
- C. Multimedia reinforcement
- D. Ecological approach
- E. Cooperative teaching and learning

#### V. Teaching and learning procedures

- A. Review Language Arts terms from chapter 1.
- B. Group reports and discussion from previous lesson.
- C. Discuss Marsalis's idea that "swing" and music can unite generations.
- D. Play the music brought in by the students and discuss why they can or cannot relate to it.\*  
\* It is possible that students may forget to bring in music—teacher should have some music from the 40s, 50s, and 60s available to play.

#### VI. Homework—Remind students when chapter 2 is due.

## Lesson Plan 4

---

### Themes of art, race, and age

#### I. Objectives

- A. Students will begin to articulate their position on the role of arts and music in their culture.
- B. Students will discuss the themes of the text regarding concepts of race and age.

#### II. Materials

- A. CD, record player, technology needed to play the music brought in by the students.
- B. Text and study guides.

#### III. CCSS

- A. RI: 1, 4, 5, 6, 7
- B. ELA: 5, 6, 7, 8
- C. CC: 6, 7

#### IV. Teaching strategies

- A. Relooping
- B. Group discussion
- C. Multimedia reinforcement
- D. Ecological approach
- E. Cooperative teaching and learning

#### V. Teaching and learning procedures

- A. Review Language Arts terms from chapter 1.
- B. Group reports and discussion from previous lesson.
- C. Discuss Marsalis's idea that "swing" and music can unite generations.
- D. Play the music brought in by the students and discuss why they can or cannot relate to it.\*  
\* It is possible that students may forget to bring in music—teacher should have some music from the 40s, 50s, and 60s available to play.

#### VI. Homework—Remind students when chapter 2 is due.

## Lesson Plan 5

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### Chapter 2, Music and language

#### I. Objectives

- A. Students will be able to define, identify, and analyze: analogy, person, irony, and catharsis.
- B. Students will relate the concepts of communication and swing to the study of language, music, and life.

#### II. Materials needed

- A. Internet access
- B. Study guide (Listener's guide)
- C. Copy of Alexander Pope's *Essay on Man* (optional)

#### III. CCSS

- A. RI: 1, 5, 6, 7
- B. ELA: 4, 6, 8
- C. CC: 5, 6

#### IV. Teaching strategies

- A. Relooping
- B. Lecture
- C. Cooperative learning
- D. Class discussion
- E. Multimedia reinforcement

#### V. Teaching and learning procedures

- A. Review previous lesson.
- B. Discuss Language Arts questions for chapter 2, making sure students have answers in their notebooks.
- C. Discuss question #2 from the guide, chapter 2.
- D. Ask students which, if any, of the musical terms were difficult to understand. Begin with these terms and proceed to play the audio/CD, referring to the Listener's Guide to aid in understanding.

#### VI. Homework—Read chapter 3.

## Lesson Plan 6

---

### Chapter 3, The Blues

#### I. Objectives

- A. Students will be able to define, identify and analyze: dichotomy, personification, metaphor, and diction.
- B. Students will be able to infer and summarize themes of the text such as how the blues communicates the sorrows and joys of life.
- C. Students will be able to articulate and defend their position on the role of art and music culture.
- D. Students will be able to understand the paradoxical themes of jazz.

#### II. Materials

- A. Internet audio access
- B. Text
- C. Study guide

#### III. CCSS

- A. RI: 1, 2, 4, 5, 6, 7
- B. ELA: 6, 7
- C. CC: 2, 4, 6, 8

#### IV. Teaching strategies

- A. Relooping
- B. Multimedia reinforcement
- C. Discussion

#### V. Teaching and Learning Procedures

- A. Have some blues music playing as students enter the classroom—allow them to listen for a few minutes as everyone gets settled.
- B. Review previous lessons.
- C. Discuss chapter 3 by thoroughly answering the Language Arts and discussion questions from the study guide. (Make sure students write the answers and notes in their notebooks.)
- D. Pay special attention to discussion question #2 regarding Marsalis's comments about contemporary music and rap. Encourage students to discuss their attitudes regarding their views as well as Marsalis's.
- E. Using the Listener's Guide, listen to the blues selections from the *Moving to Higher Ground* audio/CD.

#### VI. Homework

- A. Read chapter 4.
- B. Tell students to bring in contemporary music that they listen to on a daily basis.

## Lesson Plan 7

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### Today's Music

#### I. Objectives

- A. Students will be able to define, identify, and analyze poetry and conflict.
- B. Students will observe and understand the conflict of appearance vs. reality and the theme, things are not always as they appear to be.
- C. Students will articulate and defend their opinion on the role of music in their culture.
- D. Students will be able to apply the themes of individuality and teamwork to their activities.
- E. Students will be able to interpret music in relationship to self and societal worth.

#### II. Materials

- A. Text
- B. Study guide
- C. Audio/CD player and current music

#### III. CCSS

- A. RI: 1, 2, 5, 6
- B. ELA: 4, 5, 8
- C. CC: 2, 6, 9

#### IV. Teaching strategies

- A. Reloop
- B. Ecological approach
- C. Hands on learning
- D. Lecture
- E. Cooperative learning
- F. Discussion

#### V. Teaching and learning procedures

- A. Review previous lesson.
- B. Discuss chapter 4 Language Arts questions 1 and 2.
- C. Choose some music selections that the students brought to class.
- D. After listening to the selections, ask students to discuss how their music differs from the jazz characteristics that Marsalis writes about. For example, does the music "swing"? Does the music present an air of optimism? What do the words indicate about the values of the current culture?

#### VI. Homework

- A. Finish reading chapter 4.
- B. Study for Literary Term Quiz.

## Lesson Plan 8

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### Terms Quiz – Sustained Silent Reading (SSR)

#### I. Objectives

- A. Students will present knowledge of literary terms through a quiz assessment.
- B. Students will have the opportunity to “catch up” on their reading, while they read *Moving To Higher Ground* in a sustained, silent environment.

#### II. Materials

- A. Quiz (created by teacher)
- B. Text

#### III. CCSS

- A. RI: 10
- B. ELA: 5

#### IV. Teaching strategies

- A. Quiz to assess knowledge of literary terms
- B. Model SSR

#### V. Teaching and learning procedures

- A. Explain to students that the class will consist of a quiz on literary terms from chapters 1 through 4 and then students are to read silently for the remainder of the period.
- B. Distribute quiz.
- C. Model SSR by reading silently for the remainder of the period.

#### VI. Homework—Finish reading chapter 5.

## Lesson Plan 9

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### Chapter 5, stereotypes, racism, and the history of music

#### I. Objectives

- A. Students will be able to define, identify, and analyze: stereotypes, imagery, audience, anecdotes, irony, cliché, metaphor, and connotations.
- B. Students will discuss the importance of jazz in American culture.
- C. Students will be able to articulate their opinion on the inclusion of the arts in educational curriculum.
- D. Students will be able to infer, interpret, and paraphrase the author's message.
- E. Students will be able to role play themes regarding race and age.

#### II. Materials

- A. Text
- B. Study guides

#### III. CCSS

- A. RI: 1, 4, 5, 6
- B. ELA: 4, 6, 7
- C. CC: 4

#### IV. Teaching strategies

- A. Reloop
- B. Lecture
- C. Ecological relevance
- D. Discussion
- E. Role play

#### V. Teaching and learning procedures

- A. The main focus of this lesson is to encourage students to examine and articulate their attitudes and experiences regarding race—while keeping in mind Marsalis's experience and attitudes.
- B. Make sure the students know and understand the language arts terms from chapters 4 and 5. Teachers may just provide answers to the Language Arts questions for these chapters.
- C. Assign groups to answer the Questions for Discussion at the end of chapter 5. Responses are to be written and handed in.
- D. Ask for volunteers to act out (role play) the race scenarios for this lesson.
- E. Discuss reactions to the role playing.

#### VI. Homework—Finish reading book by Lesson 12.

## Lesson Plan 10

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### Chapter 6, Non fiction and learning from the best

#### I. Objectives

- A. Students will reinforce their knowledge of the non fiction genre.
- B. Students will be able to define, identify, and analyze: allusions, biography, simile, metaphor, anecdote, and dictum.
- C. Students will be able to evaluate the paradoxical themes found in jazz musicians and their music.
- D. Students will be able to infer, interpret, and paraphrase the author's message.
- E. Students will be able to connect the lessons of jazz and life.

#### II. Materials

- A. Internet audio access
- B. MTHG audio
- C. Text
- D. Study guide

#### III. CCSS

- A. RI: 1, 2, 4, 5, 6
- B. ELA: 4, 6, 7
- C. CC: 4
- D. Writing (W): 2

#### IV. Teaching strategies

- A. Relooping
- B. Discussion
- C. Paraphrasing
- D. Lecture
- E. Multimedia reinforcement

#### V. Teaching and learning procedures

- A. Review previous lessons, including non fiction characteristics.
- B. Combine lecture and discussion and proceed to answer the Language Arts questions, reminding students to write answers in their notebooks.
- C. Ask students which biography impressed them the most—either in a negative or positive manner.
- D. Find examples on the *Moving to Higher Ground* Audio/CD of some of the musicians mentioned in the chapter and play their music, using the Listener's Guide to enhance understanding.

#### VI. Homework

- A. Finish reading book by Lesson 12.
- B. Respond (in essay form) to one discussion question of student choice from the discussion/essay questions from chapters 6 and 7. Due by Lesson 13.



## Lesson 11

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### Chapter 7, Creativity, History, and Jazz

#### I. Objectives

- A. Students will learn to define, identify, and analyze: tone, didactic, figurative language.
- B. Students will be able to infer, interpret, and paraphrase the author's message.
- C. Students will be able to appreciate the role of jazz in American history.
- D. Students will understand the concept and reality of creativity.

#### II. Materials

- A. Text
- B. Study guide

#### III. CCSS

- A. RI: 1, 2, 4
- B. ELA: 4, 6, 7
- C. CC: 2, 4, 5, 8

#### IV. Teaching strategies

- A. Releop
- B. Lecture/Discussion

#### V. Teaching and learning procedures

- A. Review previous lesson.
- B. Though many students will not have finished reading the book, proceed to lecture on the content of chapter 7.
- C. Using the study guide as foundation, summarize the final chapter of the text and provide the answers for the Language Arts questions as part of the lecture.
- D. Allow for any student input or questions during the lecture.

#### VI. Homework

- A. Text is to be completed by Lesson 12.
- B. Remind students essay questions are due by Lesson 13.

## Lesson 12

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### Students' opinions

#### I. Objectives

- A. Students will be able to define, identify, and analyze: figurative language and literary techniques.
- B. Students will be able to infer, interpret and summarize author's message.
- C. Students will be able to articulate their ideas regarding the value of arts in education.
- D. Students will be able to predict how the American culture in the future will value the arts.

#### II. Materials

- A. Internet audio access
- B. *Moving to Higher Ground* Audio
- C. Text
- D. Study guide

#### III. CCSS

- A. RI: 2, 5, 6
- B. ELA: 6
- C. CC: 1, 2, 8

#### IV. Teaching strategies

- A. Reloop
- B. Lecture
- C. Discussion

#### V. Teaching and learning procedures

- A. Review previous lesson.
- B. Lead a general discussion of the text—what did students enjoy? What did they find most interesting? etc.
- C. Answer, with the class, the discussion questions for chapter 7 of the study guide.
- D. Ask the students what or who is their favorite musician or music mentioned in the text. For the remaining moments of the class, play the music just for enjoyment.

#### VI. Homework

- A. Remind students that questions from Lesson 10 are due by the next lesson.
- B. Catch up on reading if text not finished.
- C. Post test (for a grade) on Lesson 15.

## Lesson 13

---

### Aristotle and Rhetoric

#### I. Objectives

- A. Students will be able to name and explain the elements of persuasive rhetoric.
- B. Students will be able to name and explain the Aristotelian Triangle.
- C. Students will be able to name and explain the 3 Aristotelian appeals.

#### II. Materials

- A. Internet access/DVD player (or technology that can play a video)
- B. Video from *Moving to Higher Ground*
- C. Text
- D. Study guide

#### III. CCSS

- A. RI: 2, 6, 7
- B. ELA: 5
- C. CC: 4, 6, 7

#### IV. Teaching strategies

- A. Reloop
- B. Multimedia reinforcement
- C. Lecture

#### V. Teaching and learning procedures

- A. Collect homework questions from Lesson 10.
- B. Review previous lesson.
- C. Show *Moving to Higher Ground* video section relating to Aristotle and rhetoric.
- D. Lecture/Discuss Aristotle's triad and appeals using the information in the study guide.

#### VI. Homework

- A. Review Aristotle and rhetoric information.
- B. Have students think of or find examples of how they have used logos, pathos, and ethos to persuade people.
- C. Read the pages of the study guide regarding Tolstoy's philosophy of art.

## Lesson 14

---

### Philosophy of art

#### I. Objectives:

- A. Students will be able to understand the philosophical attitudes toward art of Plato, Aristotle, and Tolstoy.
- B. Students will be able to compare Marsalis's philosophy of art to Plato, Aristotle, and Tolstoy.
- C. Students will be able to define, identify, and analyze figurative language and literary techniques.

#### II. Materials

- A. Text
- B. Study guide

#### III. CCSS

- A. RI: 2, 7
- B. ELA: 8
- C. CC: 9
- D. W: 2

#### IV. Teaching strategies

- A. Relooping
- B. Lecture
- C. Discussion
- D. Ecological relevance

#### V. Teaching and learning procedures

- A. Reloop previous lesson, making sure students understand logos, pathos, and ethos. Also, review for the post test.
- B. Discuss homework, making sure students understand the basics of Plato's, Aristotle's, and Tolstoy's attitudes toward art.
- C. Discuss Marsalis's attitude toward art and how it compares to the others.

#### VI. Homework—Study for post test tomorrow.

## Lesson 15

---

### Post test and writing assignment

#### I. Objectives

- A. Students will score at least 60% on the unit test which encompasses the language arts and thematic content of the text.
- B. Students will begin a writing assignment of their choice. Assignment will encompass the language arts and thematic content of the text.

#### II. Materials

- A. Post test
- B. Writing assignments
- C. Internet audio access and *Moving to Higher Ground* Audio

#### III. CCSS

- A. RI: 1, 2, 8
- B. ELA: 1, 2, 5, 6
- C. CC: 2
- D. W: 1, 2

#### IV. Teaching strategies

- A. Test administration
- B. Assignment instruction

#### V. Teaching and learning procedure

- A. Allow the students a few minutes to review.
- B. Distribute the test.
- C. As students hand in test, provide them with writing assignment handout.
- D. When all tests are complete, explain the assignment.
- E. If time allows, play some jazz, for enjoyment.

#### VI. Homework—Writing assignment. (Next page)

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**August 11, 2015  
Curriculum/Program Standing Committee Meeting**

**NEW COURSE PROPOSAL: SCRIPTING**

**Background**

Network scripting is the complementary course with the already-offered Network Administration—Microsoft—class. Students learn the scripting skills needed by network administrators and network security professionals. This course fulfills Gateway Technical College credit requirements for both professions and is for students who wish to pursue a career in networking or in network/cyber security.

**Course Change Proposal**

In order to implement this additional course in the second semester of the 2015-16 school year, the Office of Teaching and Learning is proposing, for board of education approval, the course addition form. The form is attached in Appendix A. The attached form is completed in full and explains the rationale for the new course addition. It also provides a description of the course, course standards, and a sample pacing guide.

**Recommendation**

Administration recommends that the Curriculum/Program Standing Committee forward the proposal for the addition of the Gateway Technical College Contracted Service course entitled Scripting to the full school board on August 25, 2015, for consideration.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Julie Housaman  
Assistant Superintendent of Teaching and Learning

Ms. Marsha Nelson  
Coordinator of Career and Technical Education

Mr. William Hittman  
Principal/Director of LakeView Technology Academy

## COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated 5/7/15 Name Jason Creel/Pamela See

Department & School IT Lakeview Technology Academy

Proposed or Removed Course Name Scripting

☒ New Course ☐ New Name Length: ☒ Quarter Credits: ☐ ½ Credit  
☐ Removal/Replacement of Course ☐ Semester ☐ 1 Credit

Recommended Prerequisites (if any) Network Admin-Microsoft

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

**This course will be used to complete a Pathway for Network Special-Security Analyst. With the addition of this class, students will earn 15 credits in the Gateway Technical College's Network Specialist-Security Analyst degree. This is a contracted course.**

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

**150-170 Scripting**

**Pre-requisite/Co-requisite 150-111 Network Administration-Microsoft**

**Windows PowerShell is used in the Microsoft World for administration and management of Windows Clients. This class will introduce IT students to PowerShell and how it is used for administering Microsoft networks. Students will develop a sound understanding of administering Window's environments using PowerShell and developing scripts using basic programming logic.**

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

**Course competencies:**

1. Evaluate Windows PowerShell functions.
2. Utilize Windows PowerShell as an interactive, command-line shell.e
3. Utilize built-in Windows PowerShell cmdlets for everyday functions.
4. Customize the program output.
5. Develop scripts to manage Windows Management Instrumentation (WMI)
6. Construct Active Directory objects with Windows PowerShell cmdlets.
7. Document scripts.
8. Troubleshoot scripts.
9. Recommend best practices for working with Window PowerShell.



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

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


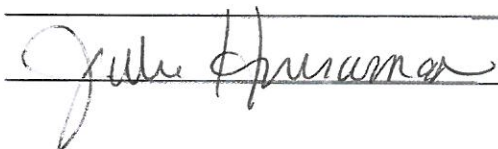
a. Teaching Staff \$ 10,360

c. Supplementary \$ 0

b. Textbooks/kits \$ 0

d. Facilities/Space \$ 0

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	 <u>Wm R. Hutton</u>	<u>5-13-15</u>
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	 <u>Julie Hunsman</u>	<u>5-17-15</u>

Revised 2/14/14



## 2015SP - 150-107-3EM1 - Scripting-JohnsonJ

### Syllabus

### Instructor Information

**Instructor:** Jeramie Johnson  
**Office:** N/A  
**Address:** Gateway Technical College - Elkhorn  
Attention: Jeramie Johnson  
Type the address for your campus.  
Elkhorn, WI 53121  
**Phone:** 414-840-9636 (cell)  
**Email:** johnsonjj@gtc.edu

**Office Hours:** M 8-10:00pm  
T \_\_\_\_\_  
W \_\_\_\_\_  
TH \_\_\_\_\_  
F \_\_\_\_\_  
S \_\_\_\_\_

### Course Information

**Key Dates:** Class Day/Time: Monday/05:50P-07:50P  
Start/End Date: 01/12-04/27  
Financial Aid Census Date: 01/25/15  
Last day for Students to Drop: **01/29/15**  
Instructor Drop Period: 01/30/15 through 02/05/15  
Midterm Grade Date: 02/27/15  
Last Date for Students to Withdrawal: 04/07/15

See the *Gateway Student Handbook* ([PDE](#)) for details about how the financial aid census date, student drops, instructor drops, and student withdrawals affect financial aid and potential refunds.

**Check-in:** To check in to class prior to the Financial Aid Census Date and to acknowledge understanding of the syllabus, students must go to the Discussion Board on Blackboard and participate in the Introduce yourself. You should tell us a bit about yourself and also post your acknowledgement verifying that you have read and understand the requirements of this course.

To maintain enrollment in the course, students must **follow the syllabus**.

**Description:** This class will be delivered in a blended format. 2 hours will be delivered in a traditional classroom and 2 hours will be delivered via the Internet. Details will be provided on the first day of class.

**Course Description:** Windows PowerShell is used in the Microsoft world for administration and management of Windows Clients. This class will introduce IT students to PowerShell and how it is used for administering Microsoft Networks. Students will develop a sound understanding of administering Windows environments using PowerShell and developing scripts using basic programming logic.

## Course Competencies:

1. Evaluate Windows PowerShell functions.
2. Utilize Windows PowerShell as an interactive, command-line shell.
3. Utilize built-in Windows PowerShell cmdlets for everyday functions.
4. Customize the program output.
5. Develop scripts to manage Windows Management Instrumentation (WMI)
6. Construct Active Directory objects with Windows PowerShell cmdlets.
7. Document scripts.
8. Troubleshoot scripts.
9. Recommend best practices for working with Window PowerShell.

**Credits:** 3

**Prerequisites:** None.

**Corequisites:** COREQUISITES-150-111 Network Administration - Microsoft

**Textbook:** Microsoft Windows PowerShell Programming etc Edition: 2nd  
Author: Ford  
ISBN: 9781598638998  
Copyright Year: 2009  
Publisher: Course Technology

**Materials:** 1) USB flash drive – 16 GB Minimum  
2) A computer with access to the Internet, browser software, and an e-mail account is required for this class. Computers in Gateway's computer labs are available for student use.

**Core Abilities:** Gateway Technical College believes students need both technical knowledge and skills and core abilities in order to succeed in a career and in life. The following nine core abilities are the general attitudes and skills promoted and assessed in all Gateway programs:

- ☐ Act responsibly
- ☐ Communicate clearly and effectively
- ☐ Demonstrate essential computer skills
- ☐ Demonstrate essential mathematical skills
- ☐ Develop job-seeking skills
- ☐ Respect self and others as members of a diverse society
- ☐ Think critically and creatively
- ☐ Work cooperatively
- ☐ Value learning

## Grading

An understanding of the grading guidelines is critical to the successful completion of this course. Please read carefully, and contact the instructor if you have any questions.

## Final Grades:

Final grades will be calculated based on the following percentages of total points:

Attendance	(1 pt per class 15 Total Points)	=	10%
Activities and Challenge Labs	(1920 Total Points)	=	30%
	(180 Total Extra Credit)		
Post-Tests and Feedback Review/Mind Mapping	(288 Total Points)	=	10%
Discussions	(330 Total Points)	=	20%
Project	(400 Total Points)	=	20%
Peer Review	(196 Total Points)	=	10%

*Total Points Possible = 3149*

## General Grading Policies:

1. All assignments are due prior to the start of a new chapter/unit.
2. Only 1 late assignment will be accepted throughout the semester and it will have a 1-week grace period to be turned in. It will also result in a 25% grade reduction.
3. Assignments will receive a zero grade past the grace period.
4. No assignments or exams will be accepted beyond the last day of class.
5. All assignments are due before exam on that subject.

**\* The instructor reserves the right to adjust the late policy due to extenuating circumstances.**

## Instructor Specific Grading Policies:

- If your work is completed satisfactorily, you'll receive full points for each assignment.
- If your work has errors or isn't satisfactory, you should review the rubric attached to the assignment and also look for details that may have been left in the gradebook.
- **Rubrics are available on each assignment.** Be sure to read the rubrics when completing the assignment to be sure that you meet the expectations of the assignment grading. If you need further clarification on the rubrics don't hesitate to contact me to discuss them.

**Any questions about grades must be addressed with your instructor within 1-week of grade posting.**

## Participation Policy

Final Grade will be calculated by the following overall points:

Letter Grade	Percentage	Point Range
A	94 – 100	2992-3149
A-	90 – 93	2834-2991
B+	87 – 89	2739-2833
B	84 – 86	2613-2738
B-	80 – 83	2519-2612
C+	77 – 79	2424-2518
C-	70 – 73	2204-2423
D+	67 – 69	
D	64 – 66	
D-	60 – 63	
F	< 60	0-2203



- Your participation is important! You are a vital resource with unique experience and perspective. Thoughtful "discussion" cannot occur without your participation. Since interaction is intended to provide information, stimulation and inspiration, it is a component of your semester grade. Participation will be monitored by your involvement in class or discussion boards each week.
- Your success in the course depends greatly on your presence in class. Attendance means "being here" mentally as well as physically. During the course of the program, you will be expected to be in attendance just as you would be on a job—both physically and mentally. Please remember that often times what happens in the classroom is a unique learning experience that cannot be duplicated just by getting the notes for the day or by reading a textbook. Should you find yourself ill or in extenuating circumstances that prevent you from being in class, you are still responsible for doing the work for that day. It is your responsibility to contact me to get any required work or turn in any work that was due.
- Tardiness is discouraged. Tardiness will not affect your grade unless it becomes excessive. If your tardiness is determined to be excessive, you will be notified in writing and a penalty will be assessed for additional tardiness.



**Grading Scale:** The following grading scale is used in this class:

Grade	Percentage	Grade	Percentage
A	94 – 100	C	74 – 76
A-	90 – 93	C-	70 – 73
B+	87 – 89	D+	67 – 69
B	84 – 86	D	64 – 66
B-	80 – 83	D-	60 – 63
C+	77 – 79	F	< 60

Note: Students in the **Type program name** program must earn a "C" or higher in the class or retake it.

**Incompletes:** An incomplete grade is given only in extenuating circumstances. To request an incomplete grade, a student must have already completed 80% of coursework and have a passing grade at the time of the request. The instructor and student will come up with a plan and timetable when unfinished work will be due. The incomplete grade can hold up a student's financial aid for the next semester, resulting in financial aid probation until the course is completed and a final grade is given.

**Midterm:** Midterm grades will be posted by the course instructor and available via WebAdvisor approximately seven weeks into the semester. Midterm grades are a snapshot of your grade on the date the midterm grade is entered. Midterm grades do not appear on your transcript and are not calculated into your GPA. Instructor progress comments may also be provided via WebAdvisor and/or via email.

## Policies and Procedures

The following policies will be followed in this class. Additional college policies can be found in the *Gateway Student Handbook*. Printed and PDF copies of the handbook are available in the bookstore and on Gateway's website ([www.gtc.edu](http://www.gtc.edu)), respectively.

**Class Policies:** Type any individual or department policies, or delete this section if there are none.

**DSS:** Disability Support Services (DSS) offers a variety of accommodations and support services to assist students in their academic success. Students with disabilities who believe they may need reasonable accommodations in this class are encouraged to contact DSS instructors as soon as possible to ensure that such accommodations are implemented in a timely fashion. Accommodations are not retroactive and course standards will not be lowered; therefore, students are encouraged to connect with the DSS instructors early using the information below:

Burlington/Elkhorn	Kenosha	Racine
Learning Success Center North Building (262) 741-8020	Learning Success Center Academic Building, A111 (262) 564-2006	Learning Success Center Lake Building, 1 <sup>st</sup> Floor (262) 619-6216

**Due Process:** If you have an issue with the class, instructor, or grades, please follow the Student Due Process Rights outlined in the *Gateway Student Handbook* ([PDF](#)).

**Internet Use:** The Internet and social networking sites, including but not limited to Twitter, YouTube, and Facebook, are not controlled by Gateway Technical College. While there can be educational value to these sites, there is potential for offensive language, adult content and situations. If you have concerns, please talk with your instructor.

**Pandemic:** Should there be a public health pandemic emergency, students are responsible for the following:

- ☐ Being prepared and able to adapt if there is an unplanned absence (pandemic emergency). Students should be present when classes are in session and manage their time so that they can complete assignments and assessments on or before the date they are due.
- ☐ Completing work missed due to an absence within the time frame determined by the instructor.
- ☐ Participating in an alternative delivery method of instruction as determined by the instructor. The alternative delivery method that will be used for this course is Internet (Blackboard).

**Responsibility:** The Gateway District recognizes that in order to operate a meaningful educational program and a safe environment for students and staff, the Student Code of Conduct in the *Gateway Student Handbook* ([PDF](#)) will be followed. The Gateway District believes every student has the right to pursue an education free from disruption, harassment, illegal activities, threats, or danger. Every student is expected to comply with the standards set and to be familiar with all the rules, regulations, and policies of Gateway Technical College. On a daily basis, any student or group of students may be denied access to the classroom upon the instructor's determination that their behavior impedes student learning, the health and safety of peers, self, or the staff. The instructor will notify the student(s) of their denied access. The dean of campus affairs will also be notified by the end of the working day.

The District further believes that academic honesty and integrity are fundamental to the educational mission of this College. Dishonesty, which includes, but is not



limited to, knowingly furnishing false information to the College, plagiarism, or any form of cheating, will be punished. For a first violation, the instructor will issue an "F" for the assignment or exam. For a second violation, the instructor will issue an "F" for the course. All violations will be reported to the dean of campus affairs or designee, who will follow the discipline procedure in the *Gateway Student Handbook* ([PDF](#)).

**Student Support:** Gateway offers a variety of free support services and support programs to help students succeed in their studies. Services include tutoring, supplemental instruction, and disability support services in the Learning Success Center. Programs include the Learning Success Coaching, Multicultural Program, Non-Traditional Occupations Program, StepUp Program, and TRiO Support Services. For details, see the "Services for Students" section of the *Gateway Student Handbook* ([PDF](#)).

**Tech. Support:** If there is a technology problem, please contact the instructor or the Gateway Technology Support Center by doing the following:

- ❑ entering a support request on the ticketing system at <https://support.gtc.edu>
- ❑ telephoning 1.262.564.3695 or 1.800.353.3153

## Course Schedule

The schedule may change to promote learning.

Class Date	Scripting Competency No.	Lecture, Labs, Skills Review and Post-Test Dates
01/12	Welcome	Syllabus Review, Introductions and Team Sign-Up under Group Enrollment <i>due 1/25 by 11:59 pm</i>
01/19	1, 2	Chapter 1 Introducing Windows PowerShell Ch 1 Discussion <i>due 01/25 by 11:59 pm;</i> Ch 1 Activities and Challenge Labs <i>due 02/08 by 11:59 pm</i>
01/26	2	Chapter 2 Interacting with the Windows PowerShell Command Line and Graphical Environment Ch 2 Discussions <i>due 02/01 by 11:59 pm</i> Ch 2 Activities and Challenge Labs <i>due 02/08 by 11:59 pm</i>
02/02	1, 2, 3, 5	Chapter 3 Object-Based Scripting with .NET Ch 3 Discussions <i>due 02/08 by 11:59 pm</i> Ch 4 Activities and Challenge Labs <i>due 02/08 by 11:59 pm</i>
02/09	2, 3, 4	Chapter 4 Working with Variables, Arrays and Hashes Ch 4 Discussions <i>due 02/15 by 11:59 pm</i> Ch 4 Activities and Challenge Labs <i>due 02/22 by 11:59 pm</i>

02/16	2, 9	Chapter 5 Implementing Conditional Logic Ch 5 Discussions <i>due 02/22 by 11:59 pm</i> Ch 5 Activities and Challenge Labs <i>due 02/22 by 11:59 pm</i>
02/23	1, 2, 3, 4, & 9	<i>Chapters 1-5 Post Test; Feedback Review/Mind Mapping due</i>
03/02	5, 6, 7, & 9	<i>Team Project Introduced</i>
03/9		<i>Enjoy the Spring Break!</i>
03/16	2, 9	Chapter 6 Using Loops to Process Data Ch 6 Discussions <i>due 03/22 by 11:59 pm</i> Ch 6 Activities and Challenge Labs <i>due 04/05 by 11:59 pm</i>
03/23	1, 3, 4	Chapter 7 Organizing Scripts Using Functions; Ch 7 Discussions <i>due 03/29 by 11:59 pm;</i> Ch 7 Activities and Challenge Labs <i>due 04/05 by 11:59 pm.</i>
03/30	5, 6, 7	Chapter 8 Working with Files and Folders Ch 8 Discussions <i>due 04/05 by 11:59 pm</i> Ch 8 Activities and Challenge Labs <i>due 04/05 by 11:59 pm</i>
04/06	5, 6, 7	Chapter 9 Basic System Administration Ch 9 Discussions <i>due 04/12 by 11:59 pm;</i> Ch 9 Activities and Challenge Labs <i>due 04/19 by 11:59 pm</i>
04/13	8	Chapter 10 Debugging PowerShell Scripts Ch 10 Discussions <i>due 04/19 by 11:59 pm</i> Ch 10 Activities and Challenge Labs <i>due 04/19 by 11:59 pm</i>
04/20	1, 2, 3 4 & 9	<i>Team Project with Presentation due</i>
04/27	1 through 9	<i>Chapters 6-10 Post Test; Feedback Review/Mind Mapping due</i>