



# MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

November 10, 2015

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

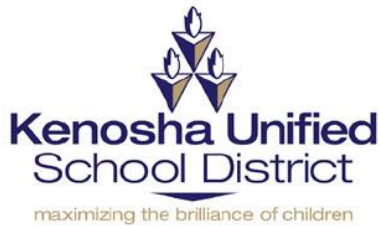
6:00 P.M. Personnel/Policy

6:10 P.M. Joint Personnel/Policy & Curriculum/Program

6:30 P.M. Curriculum/Program

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

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

- A. Approval of Minutes - October 13, 2015 Joint Audit/Budget/Finance & Personnel/Policy and October 13, 2015 Audit/Budget/Finance 4
- B. Annual Financial Report for 2014-15 (link to full document below)  
[http://www.kusd.edu/sites/default/files/document-library/english/FY15\\_AFR.pdf](http://www.kusd.edu/sites/default/files/document-library/english/FY15_AFR.pdf)
- C. Information Items
  - 1. Monthly Financial Statements 7
  - 2. Summary of Grant Activity 22
- D. Future Agenda Items
  - 1. 2015-16 Published Budget - December
- E. Adjournment

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

- A. Approval of Minutes - October 13, 2015 Personnel/Policy and October 13, 2015 Joint Audit/Budget/Finance & Personnel/Policy 23
- B. Information Item
  - 1. Recommendation Concerning Appointments, Leaves of Absence, Retirements and Resignations 25
- C. Future Agenda Items
  - 1. Home School Participation in Extra-Curricular Activities - December
  - 2. School Board Policies 1213 (Web Publication) and 4226 (Online Forum) - January
  - 3. School Year 2016-17 Preliminary Enrollment Projections - February
- D. Adjournment

**III. JOINT PERSONNEL/POLICY AND CURRICULUM/PROGRAM - 6:10 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING**

- A. Policy 6300 - Curriculum Development and Improvement and Policy 6610 - Selection of Instructional Materials 26
- B. Future Agenda Items - None at this time
- C. Adjournment

**IV. CURRICULUM/PROGRAM- 6:30 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING**

- A. Approval of Minutes - October 13, 2015 Curriculum/Program 45
- B. Information Item
  - 1. Athletics for Physical Education Credit Waiver 47
- C. Future Agenda Items
  - 1. Summer School 2015 Update and Summer School 2016 Program Recommendations - December
  - 2. New Course Proposal: English Language Development 3 - December
  - 3. New Course Proposal: Spanish for Spanish Speakers 2 - December
  - 4. New Course Proposal: Computer Science - December
  - 5. Four-Year Graduation Rate (Cohort Analysis) School Year 2014-15 - January
- D. Adjournment

PLEASE NOTE: The November 2015 Planning/Facilities/Equipment Committee meeting as been canceled

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



**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT AUDIT/BUDGET/FINANCE AND**  
**PERSONNEL/POLICY MEETING**  
Educational Support Center – Room 110  
October 13, 2015  
**MINUTES**

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Personnel/Policy Committee chaired by Mrs. Snyder was called to order at 6:34 P.M. with the following committee members present: Ms. Stevens, Mrs. Gentner, Mrs. Hamilton, Mr. Moore, Mrs. Stephens, Mr. Jenewein, Mr. Wade, Mr. Flood, Mr. Falkofske, Mr. Aceto, Mrs. Dawson, Mr. Holdorf, Mr. Battle, Mr. Leipski, Mr. Lawler, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mr. Kunich, Mrs. Dahl, and Mr. Kent were excused.

**Information Item**

Mr. Kristopher Keckler, Executive Director of Information and Accountability, presented the 2015-16 Official Third Friday Enrollment. He noted a District-wide enrollment decrease of -213 students, from 22,474 students in 2014-15 to 22,261 students in 2015-16. Elementary school enrollment decreased by -266 students mainly due to both the noticeable decline in birth rates and the continued KTEC growth. Middle school enrollment decreased by -216 students (also related to the grade 6 expansion for KTEC), and high school enrollment increased by +155 students.

Mr. Keckler distributed an updated Appendix 1 and new information provided in Appendix 2 and Appendix 3, which was not available until after the agenda was finalized. Appendix 1 contained the official enrollment for school year 2015-16, Appendix 2 contained the total enrollment by school, and Appendix 3 contained class size averages by school. Mr. Keckler informed Committee members that additional teachers were added at EBSOLA (CA-kindergarten), McKinley (kindergarten), Roosevelt (grade 5), Southport (grade 4), and Curtis Strange (kindergarten) in response to the high classroom sizes noted in Appendix 3 for those particular schools/grades.

Mr. Keckler and Ms. Renee Blise, Research Coordinator, answered questions from Committee members.

**Future Agenda Items**

There were no future agenda items noted.

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

Meeting adjourned at 6:52 P.M.

Stacy Schroeder Busby  
School Board Secretary

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Wade was called to order at 6:54 P.M. with the following committee members present: Mr. Flood, Mr. Falkofske, Mr. Aceto, Mrs. Dawson, Mr. Holdorf, Mr. Battle, Mr. Leipski, Mr. Lawler, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mr. Kent was excused.

Mr. Wade welcomed new committee members Mr. Battle, Mr. Leipski, and Mr. Lawler and asked for introductions by all committee members.

**Approval of Minutes – June 9, 2015 Audit/Budget/Finance, June 9, 2015 Joint Audit/Budget/Finance and Curriculum/Program, and August 11, 2015 Audit/Budget/Finance**

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

**Change in Fiscal Year 2014-2015 Adopted Budget**

Mr. Tarik Hamdan, Chief Financial Officer, presented the Change in Fiscal Year 2014-2015 Adopted Budget. He indicated that from time to time there is a need to modify or amend the adopted budget for a variety of reasons. When doing this, state statutes require that official modifications to the adopted budget be approved by two-thirds (2/3) majority of the Board and that there be a publication of a Class 1 notice within ten (10) days of board approval. He noted that the requested budget modifications to the 2014-2015 budget are listed in the report with the majority of the changes being a result of carryover notifications determined to be available for various grants after the budget was formally adopted. Other grant awards (e.g. Ed Foundation, mini-grants) were also received after the adoption of the budget. These grant awards conform to existing board policy and have been previously shared with the board of education through the approval of the grant and/or through the grant summary reports.

Mr. Battle moved to forward the Change in Fiscal Year 2014-2015 Adopted Budget to the full Board for approval and that the Class 1 notice be published within ten days of the official board adoption. Mr. Leipski seconded the motion. Unanimously approved.

**2014-2015 Budget Carryovers to the 2015-2016 Budget**

Mr. Hamdan presented the 2014-2015 Carryovers to the 2015-2016 Budget. He indicated that historically the District has prohibited the carryover of unutilized budget authority from one fiscal year to the next. However, occasionally purchases that were authorized but not fully paid for by the close of the respective fiscal year lead to a request to carry budget dollars over to the next year to cover those expenses. In addition, there are several exceptional items that are potentially carried over from year to year. Therefore, Administration is requesting to carryover the following to the 2015-2016 fiscal year budget:

Site Requested Carryover	\$254,800
Donation and Mini Grant Carryover	<u>\$197,836</u>
Total Carryover	\$452,636

Mr. Hamdan explained that charter schools are allowed carryover of any unspent general fund dollars, as stipulated in their individual contracts with the district. This is necessitated due to the unique funding of the schools, the responsibility they have for their entire budget, and their responsibility for future major maintenance issues or technology replacement not funded by the district. Starting fiscal year 2013, charter school carryovers were accounted for as assigned portions of the general fund balance rather than be added as additional amounts in expense budgets as in the past. This method provides for more accurate year to year budgeting while preserving the charter school's access to their surplus funds. The schedule at the bottom of Attachment A showed the total balance in the charter fund balance reserve accounts as \$1,188,193 as of June 30, 2015.

Mr. Battle moved to forward the 2014-2015 Budget Carryovers to the 2015-2016 Budget to the full Board for approval. Mr. Leipski seconded the motion. Unanimously approved.

#### **Information Item**

Mr. Hamdan presented the Monthly Financial Statements. He noted that the \$150 per pupil categorical aid payment, which was previously paid in March, is being delayed until July which will affect cash flow borrowing. He also noted that the salaries variance is due to the fact that the first full payroll run of the year does not get reported until September.

#### **Future Agenda Items**

Dr. Savaglio-Jarvis noted that the Annual Financial Report for 2014-2015 would be presented in November and that the 2015-2016 Published Budget would be presented in December as noted in the agenda.

Mr. Flood requested a charter school funding update. Mr. Hamden indicated that he would bring that report in December.

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

Meeting adjourned at 7:10 P.M.

Stacy Schroeder Busby  
School Board Secretary

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Kenosha Unified School District  
Kenosha, Wisconsin

November 10, 2015  
Audit/Budget/Finance Standing Committee

**Monthly Financial Statement Highlights (As of 9/30/2015)**

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 = \$152.6 MM): Expected 14.5%, Actual 14.5%
- Categorical Aid (\$150/pupil = \$3.3 MM): Expected 0%, Actual 0%
- State High Poverty Aid (\$1.49 MM): Expected 0%, Actual 0%
- Tax Levy Collections (\$89.4 MM): Expected 0%, Actual 0%

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

- Salaries
  - District Funded
    - Teachers (Budget \$100,359,000): Expected 12%, Actual 12%
    - Administration (Budget \$11,572,000): Expected 24%, Actual 24%
  - Grant Funded
    - Teachers (Budget \$3,629,000): Expected 12%, Actual 11%
    - Administration (Budget \$412,000): Expected 24%, Actual 24%
- Benefits
  - District Funded
    - Health (Budget \$39,970,000): Expected 10%, Actual 10%
    - Dental (Budget \$2,412,000): Expected 10%, Actual 10%
  - Grant Funded
    - Health (Budget \$2,050,000): Expected 10%, Actual 9%
    - Dental (Budget \$118,000): Expected 10%, Actual 9%

**Notable Items:**

- The \$150/pupil Categorical Aid payment is being delayed for 2015-16 per WI Act 55. This aid amount was previously paid in March; it will be delayed until July.
- The Tax Levy amount of \$89.4 MM was set by the School Board along with the adopted budget on October 27, 2015.
- The month of September is the first month where Health and Dental Insurance expenditures are recorded on the general ledger. These benefits run for 20 pay periods between September and June.

**Administrative Recommendation**

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

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

**Budget to Actual Comparison Report by Fund Groups****2015 - 2016 Fund Summary Budget**

For the Period Ended 9/30/2015

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**Fund 10 General Fund**

----- 2016 -----						----- 2015 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	42,222,192	42,222,192				36,805,631	36,805,631				
200 Local revenues	73,084,784	997,354		72,087,430	1.36	75,148,855	1,000,263		74,148,592	1.33	75,074,875
300 Interdistrict revenues	400,000	0		400,000	0.00	350,000	0		350,000	0.00	487,120
500 Intermediate revenues	0	0		0		35,383	128		35,254	0.36	21,478
600 State aid	159,554,962	22,235,203		137,319,759	13.94	157,603,981	21,604,674		135,999,307	13.71	157,625,534
700 Federal aid	11,373,939	10,752		11,363,187	0.09	12,881,356	16,975		12,864,381	0.13	11,151,377
800 Debt proceeds	0	51,172		-51,172		0	503		-503		185,463
900 Revenue adjustments	400,034	142,304		257,730	35.57	490,375	143,092		347,283	29.18	683,748
<b>Total Revenues</b>	<b>244,813,719</b>	<b>23,436,784</b>		<b>221,376,935</b>	<b>9.57</b>	<b>246,509,950</b>	<b>22,765,635</b>		<b>223,744,315</b>	<b>9.24</b>	<b>245,229,596</b>
----- 2016 -----						----- 2015 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	117,448,554	17,353,415		100,095,138	14.78	119,846,997	12,872,245		106,974,752	10.74	116,659,708
200 Benefits	59,581,988	6,904,874		52,677,114	11.59	57,897,804	4,172,222	286	53,725,295	7.21	56,583,847
300 Purchased Services	19,392,287	3,656,789	1,497,622	14,237,876	26.58	21,863,491	3,706,033	2,203,221	15,954,237	27.03	21,273,428
400 Supplies	10,033,896	2,649,298	967,295	6,417,303	36.04	11,039,404	4,229,414	1,036,204	5,773,786	47.70	10,471,290
500 Capital Outlay	1,716,528	503,370	121,484	1,091,673	36.40	2,274,185	736,742	161,102	1,376,341	39.48	1,896,499
600 Debt Services	265,115	22,412		242,703	8.45	326,676	36,895		289,781	11.29	197,742
700 Insurance	718,434	628,106		90,328	87.43	736,164	458,355		277,809	62.26	576,337
800 Operating Transfers Out	33,149,387	4,710,044		28,439,343	14.21	33,065,188	0		33,065,188	0.00	31,645,286
900 Other objects	2,960,166	100,148	4,519	2,855,499	3.54	679,052	75,161	26,988	576,903	15.04	508,899
<b>Total Expenditures</b>	<b>245,266,354</b>	<b>36,528,457</b>	<b>2,590,920</b>	<b>206,146,977</b>	<b>15.95</b>	<b>247,728,961</b>	<b>26,287,067</b>	<b>3,427,801</b>	<b>218,014,094</b>	<b>11.99</b>	<b>239,813,035</b>
<b>Net Revenue/Expenses</b>	<b>-452,636</b>	<b>-13,091,673</b>				<b>-1,219,012</b>	<b>-3,521,432</b>				<b>5,416,561</b>
<b>Fund Balance - Ending</b>	<b>41,769,557</b>	<b>29,130,519</b>				<b>35,586,620</b>	<b>33,284,199</b>				<b>42,222,192</b>

**Budget to Actual Comparison Report by Fund Groups****2015 - 2016 Fund Summary Budget**

For the Period Ended 9/30/2015

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**Fund 21 Special Revenue Trust**

----- 2016 -----					----- 2015 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	10,347	10,347			0	0					
900 Revenue adjustments	0	0	0		0	0	0		10,347		
<b>Total Revenues</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>		<b>10,347</b>		
----- 2016 -----					----- 2015 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	0	0		0		0	0		0		0
400 Supplies	0	-26,886		26,886		0	0		0		0
<b>Total Expenditures</b>	<b>0</b>	<b>-26,886</b>		<b>26,886</b>		<b>0</b>	<b>0</b>		<b>0</b>		<b>0</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>26,886</b>				<b>0</b>	<b>0</b>				<b>10,347</b>
<b>Fund Balance - Ending</b>	<b>10,347</b>	<b>37,233</b>				<b>0</b>	<b>0</b>				<b>10,347</b>

**Budget to Actual Comparison Report by Fund Groups****2015 - 2016 Fund Summary Budget**

For the Period Ended 9/30/2015

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**Fund 25 Head Start**

----- 2016 -----						----- 2015 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
700 Federal aid	1,987,371	0		1,987,371	0.00	1,989,486	0		1,989,486	0.00	1,934,953
<b>Total Revenues</b>	<b>1,987,371</b>	<b>0</b>		<b>1,987,371</b>	<b>0.00</b>	<b>1,989,486</b>	<b>0</b>		<b>1,989,486</b>	<b>0.00</b>	<b>1,934,953</b>
----- 2016 -----						----- 2015 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	1,066,240	143,732		922,507	13.48	1,013,920	122,157		891,764	12.05	1,015,137
200 Benefits	620,855	77,255		543,600	12.44	784,612	50,067		734,545	6.38	701,765
300 Purchased Services	170,874	5,063		165,811	2.96	138,198	11,878	49,070	77,250	44.10	169,762
400 Supplies	118,202	13,340	1,452	103,409	12.51	41,719	14,834	1,108	25,776	38.21	37,598
500 Capital Outlay	9,000	2,257		6,743	25.07	9,036	1,794		7,242	19.86	8,564
900 Other objects	2,201	0		2,201	0.00	2,001	150		1,851	7.49	2,126
<b>Total Expenditures</b>	<b>1,987,371</b>	<b>241,647</b>	<b>1,452</b>	<b>1,744,271</b>	<b>12.23</b>	<b>1,989,486</b>	<b>200,880</b>	<b>50,178</b>	<b>1,738,428</b>	<b>12.62</b>	<b>1,934,953</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-241,647</b>				<b>0</b>	<b>-200,880</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>-241,647</b>				<b>0</b>	<b>-200,880</b>				<b>0</b>

**Budget to Actual Comparison Report by Fund Groups****2015 - 2016 Fund Summary Budget**

For the Period Ended 9/30/2015

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**Fund 27 Special Education**

----- 2016 -----						----- 2015 -----							
Source		Budget	Actual	Balance	% Rec	Budget		Actual	Balance	% Rec	Fiscal		
	Fund Balance - Beginning	0	0			0	0						
100	Operating Transfers In	32,649,387	4,710,044	27,939,343	14.43	32,565,188	0	32,565,188	0.00	31,132,806			
200	Local revenues	9,000	728	8,272	8.09	8,000	1,326	6,674	16.58	9,438			
600	State aid	10,683,620	0	10,683,620	0.00	10,791,667	0	10,791,667	0.00	10,829,724			
700	Federal aid	5,398,823	0	5,398,823	0.00	8,595,101	2,226	8,592,875	0.03	3,971,966			
Total Revenues		48,740,830	4,710,772	44,030,058	9.66	51,959,956	3,552	51,956,404	0.01	45,943,934			
----- 2016 -----						----- 2015 -----							
Object		Budget	Actual	Encumbered	Balance	% Used	Budget		Actual	Encumbered	Balance	% Used	Fiscal
100	Salaries	28,024,739	3,351,641		24,673,097	11.96	28,736,444	2,171,720		26,564,724	7.56	27,145,934	
200	Benefits	16,171,599	1,682,471		14,489,128	10.40	15,963,373	921,676		15,041,696	5.77	15,203,429	
300	Purchased Services	3,514,888	121,376	791,878	2,601,633	25.98	4,726,963	140,404	396,904	4,189,655	11.37	3,254,505	
400	Supplies	1,001,905	64,074	38,404	899,427	10.23	1,941,438	42,311	40,846	1,858,281	4.28	313,182	
500	Capital Outlay	0	0		0		11,739	2,438	8,993	309	97.37	22,302	
900	Other objects	27,701	567	480	26,654	3.78	580,000	869	240	578,891	0.19	4,582	
Total Expenditures		48,740,830	5,220,129	830,762	42,689,939	12.41	51,959,956	3,279,417	446,982	48,233,556	7.17	45,943,934	
Net Revenue/Expenses		0	-509,357				0	-3,275,865					0
Fund Balance - Ending		0	-509,357				0	-3,275,865					0

**Budget to Actual Comparison Report by Fund Groups****2015 - 2016 Fund Summary Budget**

For the Period Ended 9/30/2015

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**Fund 30-39 Debt Services Fund**

----- 2016 -----						----- 2015 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	2,240,383	2,240,383				3,278,974	3,278,974				
100 Operating Transfers In	850,000	0		850,000	0.00	500,000	0		500,000	0.00	500,000
200 Local revenues	16,825,595	1,229		16,824,366	0.01	15,021,203	278		15,020,926	0.00	15,022,587
800 Debt proceeds	15,589,240	15,589,246		-6	100.00	0	0		0		0
900 Revenue adjustments	1,024,221	259,560		764,661	25.34	1,044,705	259,840		784,865	24.87	1,056,395
<b>Total Revenues</b>	<b>34,289,056</b>	<b>15,850,035</b>		<b>18,439,021</b>	<b>46.22</b>	<b>16,565,909</b>	<b>260,118</b>		<b>16,305,791</b>	<b>1.57</b>	<b>16,578,982</b>
----- 2016 -----						----- 2015 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	32,802,755	16,211,267		16,591,489	49.42	17,617,572	1,201,213		16,416,360	6.82	17,617,572
800 Operating Transfers Out	350,000	0		350,000	0.00	0	0		0		0
<b>Total Expenditures</b>	<b>33,152,755</b>	<b>16,211,267</b>		<b>16,941,489</b>	<b>48.90</b>	<b>17,617,572</b>	<b>1,201,213</b>		<b>16,416,360</b>	<b>6.82</b>	<b>17,617,572</b>
<b>Net Revenue/Expenses</b>	<b>1,136,301</b>	<b>-361,231</b>				<b>-1,051,664</b>	<b>-941,095</b>				<b>-1,038,591</b>
<b>Fund Balance - Ending</b>	<b>3,376,684</b>	<b>1,879,152</b>				<b>2,227,310</b>	<b>2,337,879</b>				<b>2,240,383</b>

**Budget to Actual Comparison Report by Fund Groups****2015 - 2016 Fund Summary Budget**

For the Period Ended 9/30/2015

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**Fund 40-49 Capital Project Fund**

----- 2016 -----						----- 2015 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	3,464,984	3,464,984				13,490,260	13,490,260				
200 Local revenues	17,700	19,617	-1,917	110.83		10,000	12,869	-2,869	128.69	25,572	
800 Debt proceeds	16,700,000	16,700,000	0	100.00		0	0	0		0	
900 Revenue adjustments	0	0	0			0	0	0		98,625	
<b>Total Revenues</b>	<b>16,717,700</b>	<b>16,719,617</b>	<b>-1,917</b>	<b>100.01</b>		<b>10,000</b>	<b>12,869</b>	<b>-2,869</b>	<b>128.69</b>	<b>124,197</b>	
----- 2016 -----						----- 2015 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	8,115,823	3,713,678	2,253,868	2,148,278	73.53	12,735,000	3,840,752	113,325	8,780,923	31.05	10,146,227
400 Supplies	0	0		0		0	3,246		-3,246		3,246
<b>Total Expenditures</b>	<b>8,115,823</b>	<b>3,713,678</b>	<b>2,253,868</b>	<b>2,148,278</b>	<b>73.53</b>	<b>12,735,000</b>	<b>3,843,998</b>	<b>113,325</b>	<b>8,777,677</b>	<b>31.07</b>	<b>10,149,474</b>
<b>Net Revenue/Expenses</b>	<b>8,601,877</b>	<b>13,005,939</b>				<b>-12,725,000</b>	<b>-3,831,129</b>				<b>-10,025,276</b>
<b>Fund Balance - Ending</b>	<b>12,066,861</b>	<b>16,470,923</b>				<b>765,260</b>	<b>9,659,131</b>				<b>3,464,984</b>

**Budget to Actual Comparison Report by Fund Groups****2015 - 2016 Fund Summary Budget**

For the Period Ended 9/30/2015

/Bitech-gl\_bs\_mgmt02\_rpt

**Fund 50 Food Service**

----- 2016 -----						----- 2015 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	2,579,425	2,579,425				2,763,872	2,763,872				
100 Operating Transfers In	0	0		0		0	0		0		12,480
200 Local revenues	2,647,201	241,478		2,405,723	9.12	2,647,964	245,360		2,402,604	9.27	1,943,626
600 State aid	140,000	0		140,000	0.00	140,000	0		140,000	0.00	138,075
700 Federal aid	5,734,547	38,746		5,695,801	0.68	5,731,383	54,287		5,677,096	0.95	6,372,775
900 Revenue adjustments	0	0		0		0	0		0		-144
<b>Total Revenues</b>	<b>8,521,748</b>	<b>280,225</b>		<b>8,241,523</b>	<b>3.29</b>	<b>8,519,347</b>	<b>299,647</b>		<b>8,219,700</b>	<b>3.52</b>	<b>8,466,812</b>
----- 2016 -----						----- 2015 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,131,945	289,744		1,842,201	13.59	2,132,708	187,931		1,944,777	8.81	2,173,138
200 Benefits	795,474	66,823		728,650	8.40	795,474	58,790		736,683	7.39	777,877
300 Purchased Services	268,275	139,015	278,516	-149,256	155.64	268,275	37,574	155,857	74,844	72.10	352,738
400 Supplies	5,101,944	358,533	3,355,051	1,388,360	72.79	5,098,780	363,670	4,101,290	633,820	87.57	4,428,091
500 Capital Outlay	104,000	12,576		91,424	12.09	104,000	608,682	62,219	-566,901	645.10	853,435
900 Other objects	120,111	1,886	0	118,225	1.57	120,111	3,207		116,904	2.67	65,980
<b>Total Expenditures</b>	<b>8,521,748</b>	<b>868,577</b>	<b>3,633,567</b>	<b>4,019,604</b>	<b>52.83</b>	<b>8,519,347</b>	<b>1,259,854</b>	<b>4,319,366</b>	<b>2,940,127</b>	<b>65.49</b>	<b>8,651,260</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-588,352</b>				<b>0</b>	<b>-960,207</b>				<b>-184,447</b>
<b>Fund Balance - Ending</b>	<b>2,579,425</b>	<b>1,991,073</b>				<b>2,763,872</b>	<b>1,803,665</b>				<b>2,579,425</b>



**Budget to Actual Comparison Report by Fund Groups****2015 - 2016 Fund Summary Budget**

For the Period Ended 9/30/2015

/Bitech-gl\_bs\_mgmt02\_rpt

**Fund 60 Student Activity Fund**

----- 2016 -----						----- 2015 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	0	0		0		0	0		0		0
400 Supplies	0	-247,094	22,076	225,018		0	-362,136	13,593	348,543		0
900 Other objects	0	0		0		0	0		0		0
<b>Total Expenditures</b>	<b>0</b>	<b>-247,094</b>	<b>22,076</b>	<b>225,018</b>		<b>0</b>	<b>-362,136</b>	<b>13,593</b>	<b>348,543</b>		<b>0</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>247,094</b>				<b>0</b>	<b>362,136</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>247,094</b>				<b>0</b>	<b>362,136</b>				<b>0</b>

**Budget to Actual Comparison Report by Fund Groups****2015 - 2016 Fund Summary Budget**

For the Period Ended 9/30/2015

/Bitech-gl\_bs\_mgmt02\_rpt

**Fund 70-79 Trust Funds**

----- 2016 -----					----- 2015 -----						
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	14,667,374	14,667,374				11,691,917	11,691,917				
200 Local revenues	19,000	120		18,880	0.63	18,000	3,896		14,104	21.65	19,471
900 Revenue adjustments	9,981,000	70,657		9,910,343	0.71	10,025,000	0		10,025,000	0.00	11,957,160
Total Revenues	10,000,000	70,777		9,929,223	0.71	10,043,000	3,896		10,039,104	0.04	11,976,631
----- 2016 -----					----- 2015 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	0	1,837,453		-1,837,453		0	1,400,596	0	-1,400,596		0
300 Purchased Services	0	0		0		0	0		0		23,937
900 Other objects	9,500,000	0		9,500,000	0.00	9,500,000	0		9,500,000	0.00	8,978,386
Total Expenditures	9,500,000	1,837,453		7,662,547	19.34	9,500,000	1,400,596	0	8,099,404	14.74	9,002,323
Net Revenue/Expenses	500,000	-1,766,676				543,000	-1,396,700				2,974,308
Fund Balance - Ending	15,167,374	12,900,698				12,234,917	10,295,217				14,666,374

**Budget to Actual Comparison Report by Fund Groups****2015 - 2016 Fund Summary Budget**

For the Period Ended 9/30/2015

/Bitech-gl\_bs\_mgmt02\_rpt

**Fund 81 Recreation Services Program**

----- 2016 -----						----- 2015 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	52,711	52,711				186,560	186,560				
200 Local revenues	550,000	7,898		542,102	1.44	420,000	11,348		408,652	2.70	418,279
<b>Total Revenues</b>	<b>550,000</b>	<b>7,898</b>		<b>542,102</b>	<b>1.44</b>	<b>420,000</b>	<b>11,348</b>		<b>408,652</b>	<b>2.70</b>	<b>418,279</b>
----- 2016 -----						----- 2015 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	312,039	80,323		231,717	25.74	312,039	74,575		237,464	23.90	293,869
200 Benefits	146,216	21,823		124,393	14.93	151,828	16,212		135,616	10.68	154,032
300 Purchased Services	51,360	6,012	9,728	35,620	30.65	51,360	7,790	9,445	34,125	33.56	55,224
400 Supplies	23,839	1,076	850	21,914	8.08	23,839	608	155	23,077	3.20	6,289
500 Capital Outlay	1,840	673	0	1,167	36.58	1,840	0		1,840	0.00	40,862
900 Other objects	4,000	75	0	3,925	1.88	4,000	60	0	3,940	1.50	1,853
<b>Total Expenditures</b>	<b>539,295</b>	<b>109,981</b>	<b>10,578</b>	<b>418,736</b>	<b>22.35</b>	<b>544,907</b>	<b>99,245</b>	<b>9,599</b>	<b>436,062</b>	<b>19.97</b>	<b>552,129</b>
<b>Net Revenue/Expenses</b>	<b>10,705</b>	<b>-102,083</b>				<b>-124,907</b>	<b>-87,897</b>				<b>-133,850</b>
<b>Fund Balance - Ending</b>	<b>63,416</b>	<b>-49,373</b>				<b>61,654</b>	<b>98,663</b>				<b>52,711</b>

**Budget to Actual Comparison Report by Fund Groups****2015 - 2016 Fund Summary Budget**

For the Period Ended 9/30/2015

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**Fund 82 Athletic Venues**

----- 2016 -----						----- 2015 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				5,059	5,059				
200 Local revenues	0	0		0		29,125	7,202		21,923	24.73	28,378
<b>Total Revenues</b>	<b>0</b>	<b>0</b>		<b>0</b>		<b>29,125</b>	<b>7,202</b>		<b>21,923</b>	<b>24.73</b>	<b>28,378</b>
----- 2016 -----						----- 2015 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	5,918		-5,918		10,000	4,243		5,757	42.43	11,628
200 Benefits	0	757		-757		0	264		-264		661
300 Purchased Services	0	1,724		-1,724		10,000	2,848		7,152	28.48	10,652
400 Supplies	0	0		0		380	384	0	-3	100.90	4,695
900 Other objects	0	0		0		0	0		0		5,802
<b>Total Expenditures</b>	<b>0</b>	<b>8,399</b>		<b>-8,399</b>		<b>20,380</b>	<b>7,738</b>	<b>0</b>	<b>12,642</b>	<b>37.97</b>	<b>33,437</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-8,399</b>				<b>8,745</b>	<b>-537</b>				<b>-5,059</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>-8,399</b>				<b>13,804</b>	<b>4,522</b>				<b>0</b>

**Budget to Actual Comparison Report by Fund Groups****2015 - 2016 Fund Summary Budget**

For the Period Ended 9/30/2015

/Bitech-gl\_bs\_mgmt02\_rpt

**Fund 83 Community Services Program**

----- 2016 -----						----- 2015 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	2,275,477	2,275,477				1,768,941	1,768,941				
200 Local revenues	1,000,000	0		1,000,000	0.00	1,130,000	0		1,130,000	0.00	1,130,000
<b>Total Revenues</b>	<b>1,000,000</b>	<b>0</b>		<b>1,000,000</b>	<b>0.00</b>	<b>1,130,000</b>	<b>0</b>		<b>1,130,000</b>	<b>0.00</b>	<b>1,130,000</b>
----- 2016 -----						----- 2015 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	233,347	42,074		191,273	18.03	241,143	35,653		205,490	14.79	231,487
200 Benefits	90,406	12,508		77,898	13.84	67,808	8,113		59,694	11.97	75,284
300 Purchased Services	281,312	5,115	47	276,151	1.83	280,289	3,260	51	276,978	1.18	279,583
400 Supplies	35,274	10,026	14,495	10,753	69.51	38,220	7,174	16,750	14,296	62.60	31,822
500 Capital Outlay	396,932	0		396,932	0.00	396,932	0		396,932	0.00	0
900 Other objects	0	0		0		0	0		0		5,288
<b>Total Expenditures</b>	<b>1,037,271</b>	<b>69,723</b>	<b>14,541</b>	<b>953,007</b>	<b>8.12</b>	<b>1,024,392</b>	<b>54,201</b>	<b>16,800</b>	<b>953,390</b>	<b>6.93</b>	<b>623,464</b>
<b>Net Revenue/Expenses</b>	<b>-37,271</b>	<b>-69,723</b>				<b>105,608</b>	<b>-54,201</b>				<b>506,536</b>
<b>Fund Balance - Ending</b>	<b>2,238,206</b>	<b>2,205,754</b>				<b>1,874,549</b>	<b>1,714,740</b>				<b>2,275,477</b>

**Budget to Actual Comparison Report by Fund Groups****2015 - 2016 Fund Summary Budget**

For the Period Ended 9/30/2015

/Bitech-gl\_bs\_mgmt02\_rpt

**Fund 85 CLC After School Program**

----- 2016 -----						----- 2015 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	40,660	40,660				72,465	72,465				
500 Intermediate revenues	0	0	0			0	0	0		350	
<b>Total Revenues</b>	<b>0</b>	<b>0</b>	<b>0</b>			<b>0</b>	<b>0</b>	<b>0</b>		<b>350</b>	
----- 2016 -----						----- 2015 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	35,000	0		35,000	0.00	16,400	0		16,400	0.00	32,154
<b>Total Expenditures</b>	<b>35,000</b>	<b>0</b>		<b>35,000</b>	<b>0.00</b>	<b>16,400</b>	<b>0</b>		<b>16,400</b>	<b>0.00</b>	<b>32,154</b>
<b>Net Revenue/Expenses</b>	<b>-35,000</b>	<b>0</b>				<b>-16,400</b>	<b>0</b>				<b>-31,804</b>
<b>Fund Balance - Ending</b>	<b>5,660</b>	<b>40,660</b>				<b>56,065</b>	<b>72,465</b>				<b>40,660</b>

# Kenosha Unified School District No 1

## Budget to Actual Comparison Report

### 2015 - 2016 District Summary Budget

For the Period Ended 9/30/2015

/Bitech-gl\_bs\_mgmt04\_rpt

**All Funds**

----- 2016 -----						----- 2015 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	67,553,554	67,553,554				70,063,679	70,063,679				
100 Operating Transfers In	33,499,387	4,710,044		28,789,343	14.06	33,065,188	0		33,065,188	0.00	31,645,286
200 Local revenues	94,153,280	1,268,424		92,884,856	1.35	94,433,147	1,282,542		93,150,605	1.36	93,672,227
300 Interdistrict revenues	400,000	0		400,000	0.00	350,000	0		350,000	0.00	487,120
500 Intermediate revenues	0	0		0		35,383	128		35,254	0.36	21,828
600 State aid	170,378,582	22,235,203		148,143,379	13.05	168,535,648	21,604,674		146,930,974	12.82	168,593,333
700 Federal aid	24,494,680	49,498		24,445,182	0.20	29,197,326	73,488		29,123,838	0.25	23,431,072
800 Debt proceeds	32,289,240	32,340,418		-51,178	100.16	0	503		-503		185,463
900 Revenue adjustments	11,405,255	472,521		10,932,734	4.14	11,560,081	402,932		11,157,149	3.49	13,806,130
<b>Total Revenues</b>	<b>366,620,424</b>	<b>61,076,107</b>		<b>305,544,316</b>	<b>16.66</b>	<b>337,176,773</b>	<b>23,364,267</b>		<b>313,812,506</b>	<b>6.93</b>	<b>331,842,459</b>

----- 2016 -----						----- 2015 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	149,216,862	21,266,847		127,950,015	14.25	152,293,251	15,468,523		136,824,728	10.16	147,530,900
200 Benefits	77,406,538	10,603,964		66,802,574	13.70	75,660,897	6,627,941	286	69,032,670	8.76	73,496,896
300 Purchased Services	31,829,819	7,648,773	4,831,659	19,349,387	39.21	40,089,976	7,750,538	2,927,873	29,411,565	26.64	35,598,210
400 Supplies	16,315,059	2,822,367	4,399,622	9,093,070	44.27	18,183,780	4,299,505	5,209,945	8,674,330	52.30	15,296,213
500 Capital Outlay	2,228,300	518,876	121,484	1,587,940	28.74	2,797,732	1,349,657	232,313	1,215,763	56.54	2,821,663
600 Debt Services	33,067,870	16,233,679		16,834,191	49.09	17,944,248	1,238,107		16,706,141	6.90	17,815,314
700 Insurance	718,434	628,106		90,328	87.43	736,164	458,355		277,809	62.26	576,337
800 Operating Transfers Out	33,499,387	4,710,044		28,789,343	14.06	33,065,188	0		33,065,188	0.00	31,645,286
900 Other objects	12,614,178	102,675	4,999	12,506,504	0.85	10,885,164	79,447	27,228	10,778,489	0.98	9,572,917
<b>Total Expenditures</b>	<b>356,896,448</b>	<b>64,535,332</b>	<b>9,357,764</b>	<b>283,003,353</b>	<b>20.70</b>	<b>351,656,401</b>	<b>37,272,074</b>	<b>8,397,645</b>	<b>305,986,682</b>	<b>12.99</b>	<b>334,353,734</b>
<b>Net Revenue/Expenses</b>	<b>9,723,976</b>	<b>-3,459,225</b>				<b>-14,479,629</b>	<b>-13,907,808</b>				<b>-2,511,275</b>
<b>Fund Balance - Ending</b>	<b>77,277,529</b>	<b>64,094,329</b>				<b>55,584,051</b>	<b>56,155,872</b>				<b>67,552,554</b>

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Kenosha Unified School District  
Summary of Grant Activity  
As of September 30, 2015

PROJECT NUMBER		2014-2015		2015-2016		FY 2015 - FY 2016
		BUDGET	ACTUAL	BUDGET *	ACTUAL AS OF 09/30/2015	CHANGE IN BUDGET
154	ACADEMIC PARENT TEACHER-TEAMS PILOT SCHOOLS	\$20,000	\$18,463	\$25,000	\$281	\$5,000
623	21ST CENTURY LEARNING CENTER	\$499,526	\$340,220	\$100,000	\$4,758	(\$399,526)
430	CARL PERKINS	\$226,145	\$222,379	\$214,836	\$171,936	(\$11,309)
141	ESEA TITLE I-A	\$6,727,468	\$5,608,680	\$6,118,916	\$1,142,652	(\$608,552)
145	ESEA TITLE I-A FOCUS SCHOOLS	\$84,000	\$76,888	\$0	\$18,024	(\$84,000)
140	ESEA TITLE I-D NEGLECTED/DELINQUENT	\$53,127	\$48,366	\$75,853	\$9,126	\$22,726
604	ESEA TITLE II-A TEACHER & PRINCIPAL TRAINING	\$1,117,742	\$784,962	\$881,399	\$154,464	(\$236,343)
391	ESEA TITLE III-A ENGLISH LANGUAGE ACQUISITION	\$338,632	\$280,533	\$304,631	\$77,905	(\$34,001)
601/611	HEAD START - FEDERAL PROGRAM	\$2,056,333	\$1,934,953	\$2,056,333	\$241,647	\$0
335	HOMELESS CHILDREN	\$50,000	\$49,020	\$50,000	\$5,134	\$0
345	IDEA EARLY INTERVENTION SERVICES	\$688,921	\$443,584	\$690,926	\$69,509	\$2,005
341	IDEA FLOWTHROUGH	\$7,008,968	\$3,118,944	\$4,353,474	\$491,750	(\$2,655,494)
347	IDEA PRESCHOOL ENTITLEMENT	\$308,630	\$149,579	\$161,773	\$18,335	(\$146,857)
592	SAFE AND SUPPORTIVE SCHOOLS	\$108,451	\$103,560	\$0	\$0	(\$108,451)
563	SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS (STEM)	\$8,454	\$8,454	\$0	\$0	(\$8,454)
376/594	USDA FRESH FRUIT AND VEGETABLE PROGRAM	\$241,383	\$240,801	\$24,573	\$3,522	(\$216,810)
334/568/598	WISCONSIN PARTNERSHIP FOR CHILDHOOD FITNESS	\$2,446	\$2,223	\$0	\$0	(\$2,446)
	<b>TOTAL FEDERAL FUNDED GRANTS</b>	<b>\$19,540,227</b>	<b>\$13,431,607</b>	<b>\$15,057,714</b>	<b>\$2,409,043</b>	<b>(\$4,482,513)</b>
395	AODA	\$25,000	\$24,157	\$25,000	\$2,371	\$0
399	HEAD START - WISCONSIN STATE PROGRAM	\$335,954	\$315,306	\$335,954	\$37,335	\$0
583	EDUCATOR EFFECTIVENESS	\$130,400	\$131,345	\$0	\$0	(\$130,400)
614	YOUTH APPRENTICESHIP	\$20,383	\$6,268	\$0	\$0	(\$20,383)
	<b>TOTAL STATE FUNDED GRANTS</b>	<b>\$511,737</b>	<b>\$477,075</b>	<b>\$360,954</b>	<b>\$39,706</b>	<b>(\$150,783)</b>
750	DONATIONS AND EFK GRANTS	\$217,585	\$84,033	\$13,375	\$19,511	(\$204,211)
751	MINI-GRANTS	\$438,421	\$371,307	\$138,644	\$47,991	(\$299,777)
	<b>TOTAL DONATIONS / MINI-GRANTS</b>	<b>\$656,006</b>	<b>\$455,341</b>	<b>\$152,019</b>	<b>\$67,502</b>	<b>(\$503,988)</b>
	<b>GRAND TOTAL FEDERAL AND STATE FUNDED GRANTS</b>	<b>\$20,051,964</b>	<b>\$13,908,682</b>	<b>\$15,418,668</b>	<b>\$2,448,749</b>	<b>(\$4,633,296)</b>

\* FY16 Budget Amounts may contain carryover from FY15.

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

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**KENOSHA UNIFIED SCHOOL BOARD**  
**PERSONNEL/POLICY MEETING**  
Educational Support Center – Room 110  
October 13, 2015  
**MINUTES**

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mrs. Snyder was called to order at 6:22 P.M. with the following committee members present: Ms. Stevens, Mrs. Gentner, Mrs. Hamilton, Mr. Moore, Mrs. Stephens, Mr. Jenewein, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mr. Kunich and Mrs. Dahl were excused.

Mrs. Snyder welcomed new committee members Mrs. Gentner, Mr. Moore, and Mr. Jenewein and asked for introductions by all committee members.

**Approval of Minutes – September 8, 2015 Personnel/Policy**

Mrs. Stephens moved to approve the minutes as presented in the agenda. Mrs. Gentner seconded the motion. Unanimously approved.

**Policy and Rule 5436 - Weapons**

Dr. Savaglio-Jarvis introduced Policy and Rule 5436 – Weapons and indicated that School Board member Dan Wade has suggested revisions to the policy which would define any knife as a dangerous weapon as well as razor blades and box cutters.

Dr. Bethany Ormseth, Assistant Superintendent of Secondary School Leadership, was present and answered questions from Committee members.

Mr. Jenewein noted a typo in the third bullet of the policy and suggested that the word “sprint” be changed to “spring.”

Ms. Stevens moved to forward Policy and Rule 5436 – Weapons, with the correction of the typo noted above, to the full Board for consideration. Mrs. Stephens seconded the motion. Unanimously approved.

**Information Item**

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

**Future Agenda Items**

Dr. Savaglio-Jarvis noted that a report regarding Home School Participation in Extra-Curricular Activities would be presented in November as noted in the agenda.

Mr. Moore moved to adjourn the meeting. Mrs. Gentner seconded the motion. Unanimously approved.

Meeting adjourned at 6:31 P.M.

Stacy Schroeder Busby  
School Board Secretary



**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT AUDIT/BUDGET/FINANCE AND**  
**PERSONNEL/POLICY MEETING**  
Educational Support Center – Room 110  
October 13, 2015  
**MINUTES**

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Personnel/Policy Committee chaired by Mrs. Snyder was called to order at 6:34 P.M. with the following committee members present: Ms. Stevens, Mrs. Gentner, Mrs. Hamilton, Mr. Moore, Mrs. Stephens, Mr. Jenewein, Mr. Wade, Mr. Flood, Mr. Falkofske, Mr. Aceto, Mrs. Dawson, Mr. Holdorf, Mr. Battle, Mr. Leipski, Mr. Lawler, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mr. Kunich, Mrs. Dahl, and Mr. Kent were excused.

**Information Item**

Mr. Kristopher Keckler, Executive Director of Information and Accountability, presented the 2015-16 Official Third Friday Enrollment. He noted a District-wide enrollment decrease of -213 students, from 22,474 students in 2014-15 to 22,261 students in 2015-16. Elementary school enrollment decreased by -266 students mainly due to both the noticeable decline in birth rates and the continued KTEC growth. Middle school enrollment decreased by -216 students (also related to the grade 6 expansion for KTEC), and high school enrollment increased by +155 students.

Mr. Keckler distributed an updated Appendix 1 and new information provided in Appendix 2 and Appendix 3, which was not available until after the agenda was finalized. Appendix 1 contained the official enrollment for school year 2015-16, Appendix 2 contained the total enrollment by school, and Appendix 3 contained class size averages by school. Mr. Keckler informed Committee members that additional teachers were added at EBSOLA (CA-kindergarten), McKinley (kindergarten), Roosevelt (grade 5), Southport (grade 4), and Curtis Strange (kindergarten) in response to the high classroom sizes noted in Appendix 3 for those particular schools/grades.

Mr. Keckler and Ms. Renee Blise, Research Coordinator, answered questions from Committee members.

**Future Agenda Items**

There were no future agenda items noted.

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

Meeting adjourned at 6:52 P.M.

Stacy Schroeder Busby  
School Board Secretary

**Kenosha Unified School District  
Kenosha, WI  
November 10, 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	Brown	Melinda	Bullen Middle School	Special Education Cross Categorical	Instructional	10/19/2015	1	\$55,390.00
Appointment	Arellano	Maria	EBSOLA	Bilingual ESP	ESP	09/23/2015	0.49	\$15.44
Appointment	Days	Willie	School Leadership	Coordinator of Diversity/Student & Family Engagement	Administration	11/01/2015	1	\$87,802.00
Appointment	Pytel	Mark	Vernon Elementary School	Grade 5	Instructional	10/19/2015	1	\$39,106.00
Appointment	Clements	Patricia	Teaching and Learning	Coordinator of Gifted & Talented & Summer School	Administration	10/28/2015	1	\$89,591.00
Appointment	Anderson	Katherine	KTEC	ESP - Classroom	ESP	10/12/2015	1	\$15.33
Appointment	States	Hiroko	Whittier Elementary School	ESP - Classroom	ESP	10/26/2015	1	\$15.33
Resignation	Conforti	Tammy	Whittier Elementary School	HR ESP on Leave	ESP	10/26/2015	1	\$17.64

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**November 10, 2015**

**Joint Personnel/Policy and Curriculum/Program Standing Committee**

**POLICY 6300—CURRICULUM DEVELOPMENT AND IMPROVEMENT—AND  
POLICY 6610—SELECTION OF INSTRUCTIONAL MATERIALS**

**Rationale**

It is critical that teachers are provided the support, training, and instructional resources to successfully implement district curriculum in all content areas. A systematic process is essential to evaluate, develop, and implement all curricula in a manner that allocates district resources effectively. This report outlines a proposed update to Kenosha Unified School District Board Policy 6300 to include a systematic curriculum development cycle (Appendix A) and Policy 6610 to include a seven-year curriculum review cycle (Appendix B).

**Background**

Kenosha Unified School District Board of Education Policy 6610 provides a process for selecting instructional materials, including required textbooks and supplementary materials. A chart outlining a curriculum evaluation and renewal cycle that spanned the school years from 1999-2000 through 2006-07 is contained in Appendix C.

Due to several factors—notably significant budget reductions—curriculum reviews were delayed and off cycle beginning with the 2005-06 adoption of mathematics curriculum resources. Because there were insufficient funds, the mathematics purchase was extended over two years, and the curriculum evaluation and renewal cycle was altered from that point forward. Funding formerly allocated to the purchase of curriculum materials was removed from the Teaching and Learning budget in the 2011-12 budget. Appendix D outlines the purchase of textbooks and curriculum materials from the 1999-2000 school year through the 2014-15 school year.

In spring 2013 the International Curriculum Management Audit Center was retained to complete a comprehensive curriculum audit. Finding 2.1 of this audit identified a lack of a planning process and comprehensive management plan to provide coordinated direction of the design, delivery, and evaluation of the curriculum. The auditors responded to the findings with eight recommendations for how to address the problems that were pinpointed in the audit. Establishing a seven-year curriculum review cycle is one specific item recorded in Recommendation 5, and it states:

“Establish and implement a seven-year curriculum review cycle that includes the design of curriculum guides. During the initial review cycle, develop local curriculum guides for every instructional offering in the district. (A5.4)”

### **Curriculum Development Cycle**

School board Policy 6300 (Appendix A) has been updated to include a proposed curriculum development cycle. This cycle provides for a comprehensive evaluation of course content, an inclusive development process, a thoughtful implementation, revision based on data, and time for program effectiveness to be realized. The curriculum development cycle will adhere to a five-phase process as follows:

- Phase 1—Review (one year)
- Phase 2—Develop (one year)
- Phase 3—Prepare (one year)
- Phase 4—Implement (one year)
- Phase 5—Monitor (three years)

Additionally, the curriculum development cycle supports effective teaching and learning in every classroom. The cycle requires teams of teachers and administrators to collaboratively examine student performance data, to design and implement instruction, and to monitor results. It includes the examination of current curricula and student achievement data to determine necessary improvements. The plan also determines when concepts and standards should be taught and when and how they will be assessed. The assessments of the curricula provide the necessary data to drive ongoing curriculum review, revision, and renewal. The process helps ensure that the curricular expectations of the district and its schools are rigorous, relevant, and public. In addition, it guarantees that the curriculum is aligned with appropriate state and national standards and is preparing and inspiring students to realize their potential. The five-phase cyclical process is guided by four essential questions:

- What do students need to know and be able to do?
- How will we know that students have learned?
- What will we do when they haven’t learned?
- What will we do when they already know it?

### **PHASE 1: REVIEW**

The ideal program is determined by a comprehensive review of research and best practice, deconstructing relevant state and national standards, and comparing the actual district program to the desired program. A wide range of data is collected and reviewed including but not limited to:



- Existing curriculum documents
- District and state assessment data
- Curriculum audit recommendations

The comprehensive review reveals the strengths of the existing program as well as the deficiencies to be addressed during curriculum development. Areas that require further development are identified. A philosophical statement is developed to guide the work of the design team.

This phase also includes the development of a scope and sequence, including district-developed content objectives that align with district, state, and national standards. In all content areas, the scope and sequence ensures vertical articulation and cohesiveness in content, instruction, and assessment processes and predictability of curriculum delivery from one level to another.

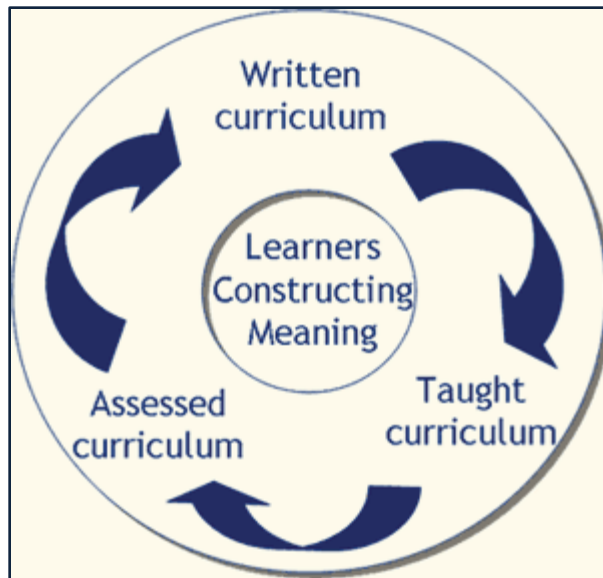
## **PHASE 2: DEVELOP**

This process begins with establishing a framework for the curriculum design based on the philosophical statement prepared in Phase 1. It leads to the fulfillment of a student-centered written curriculum that provides teachers with the information they need to prepare high-quality lessons and ensure student achievement. There are three distinct content/course/grade-level documents that are produced through the development process:

- Curriculum guides
- Units of study
- Assessments

A curriculum guide is a more detailed outline of the scope and sequence and is created by staff that teaches the content/course/grade level. The guide includes: pacing calendars, prerequisite learning, academic vocabulary, suggested teaching strategies, reteaching and intervention strategies, connections to other content areas, real-world applications, enrichment opportunities, and suggested instructional resources. The instructional units are fluid and can be edited on an ongoing basis so that the latest research-based strategies and resources are available to all teachers and administrators. Curriculum documents are available electronically to all district personnel in LiveBinders via a link on the district's staff web page.

Additionally, in Phase 2, the foundation for program evaluation is established. Benchmarks for program success and student success indicators are established. These indicators guide the development of assessments to measure student achievement and reveal needs for additional resources to prepare teachers for successful implementation.



### PHASE 3: PREPARE

Completed curriculum documents are shared informally, and feedback is provided through focus groups comprised of classroom teachers and school administrators. A comprehensive review of curriculum resources is completed using appropriate rubrics to ensure alignment of curriculum documents and resources.

**Budget.** Early in this phase, the curriculum design team will determine both the material resources and the professional learning needs that are essential to strengthen the curriculum and instruction for the identified content area based on the work completed in Phases 1 and 2. The assistant superintendent of teaching and learning will prepare a budget assumption for presentation to the superintendent and the school board. It is estimated that an annual set-aside of \$1.5 million to \$2 million will be required to purchase updated curriculum resources.

### PHASE 4: IMPLEMENT

In this phase the curriculum, composed of curriculum guides, appropriate resources, and assessments, is put into practice in classrooms. Professional learning is a major focus. Ongoing opportunities for training to support implementation are provided. Teacher feedback is encouraged and is gathered through two electronic forms: the Error Reporting Form and the End of Unit Reflection Tool.

Content coordinators, instructional coaches, and school principals conduct program observations to gather additional feedback from teachers. Emphasis is placed on implementation and interpretation of the curriculum and continuity of delivery. The information collected is used to impact professional learning and to provide continued support.

## **PHASE 5: MONITOR**

In this final phase, the program is fully operational in all classrooms. Teachers are implementing the curriculum and instruction in direct alignment with the newly established curriculum guides. Data collection is ongoing, and data are utilized to develop a comprehensive program evaluation report.

Based on input gathered during the school year and feedback from teachers and administrators, some revisions to the curriculum may be necessary. A comprehensive analysis of district and state assessment results will further inform the effectiveness of implementation and the extent to which curriculum alignment is present. Professional learning will continue for needed areas.

# SEVEN-YEAR CURRICULUM REVIEW CYCLE

PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
Year 1—How does what we are doing now correlate with the research?	Year 2—What are we going to do?	Year 3—How are we going to do it?	Year 4—What does it look like in the classroom?	Year 5—How will we know we accomplished what we intended?	Year 6—How well is it working, and how can we make it better?	Year 7—Is what we set out to do happening—are students learning?
<ul style="list-style-type: none"> <li>Review curriculum audit recommendations.</li> <li>Analyze state and district assessment results.</li> <li>Study current trends and basic beliefs surrounding discipline.</li> <li>Develop philosophical statement.</li> <li>Deconstruct standards and compare to curriculum.</li> <li>Develop scope and sequence.</li> </ul> <p><b>Who:</b> Content coordinator and curriculum team</p> <p><b>Products:</b> Summaries of assessment data, scope and sequence, and philosophical statement</p>	<ul style="list-style-type: none"> <li>Determine units of study.</li> <li>Align written and tested curriculum.</li> <li>Create assessment tools.</li> <li>Complete curriculum guides.</li> <li>Determine resource and professional learning needs.</li> </ul> <p><b>Who:</b> Content coordinator and curriculum team</p> <p><b>Products:</b> Curriculum guides, assessments, identification of resources, and professional learning needs.</p>	<ul style="list-style-type: none"> <li>Gather feedback from focus groups.</li> <li>Recommend and purchase identified resources and materials based on board of education approval.</li> <li>Plan professional learning.</li> </ul> <p><b>Who:</b> Content coordinator, curriculum team, and teachers</p> <p><b>Products:</b> Summary of focus group feedback, resource purchase request, and professional learning plan</p>	<ul style="list-style-type: none"> <li>Deliver professional learning, and monitor impact.</li> <li>Assess student progress using end-of-unit assessments.</li> <li>Plan and activate the ongoing program evaluation design.</li> <li>Collect feedback via Error Reporting Form and End-of-Unit Reflection Tool.</li> </ul> <p><b>Who:</b> Content coordinator, teachers, instructional coaches, and principals</p> <p><b>Products:</b> Summary of program evaluation data and summary of professional learning impact</p>	<ul style="list-style-type: none"> <li>Analyze student work on end-of-unit assessments.</li> <li>Analyze state assessment results.</li> <li>Review data to determine extend to which curriculum alignment is present.</li> <li>Review and update curriculum guides and assessments.</li> <li>Continue professional learning and monitor impact.</li> <li>Evaluate improvements made.</li> </ul> <p><b>Who:</b> Content coordinator and curriculum team</p> <p><b>Products:</b> Summary of alignment review, updated curriculum guides, summary of professional learning impact, and recommendations for improvement</p>		

### **Selection of Instructional Materials**

School Board Policy 6610 (Appendix B) includes the proposed seven-year curriculum review cycle and indicates where each curriculum area falls within the cycle. It is important to note that all content areas responded to the curriculum audit and began work in the 2013-14 school year. In some content areas (mathematics, for example), multiple phases were accomplished during that year. In other content areas, the work of a single phase was spread over multiple years. This is indicated in the District Curriculum Work 2013-16 table.

In the absence of district set-aside funding for curriculum resources, the Teaching and Learning budget has been utilized to purchase essential resources as determined by the curriculum design teams. For the 2015-16 school year, the assistant superintendent of teaching and learning will request to carryover \$231,951.63 in unspent funds from the 2014-15 school year to obtain the Phase III resources for eleventh through twelfth grade math, kindergarten through second grade science, kindergarten through second grade social studies, and ninth through twelfth grade English Language Development III.

While an established cycle is practical, it must also take into consideration responsiveness to the continuously changing global community and academic expectations and standards. In addition, the immediate needs of students and teachers alike must be addressed as the curriculum is implemented. This process will assure that curriculum is revised or developed in a cycle that will facilitate effective and fiscally responsible use of district resources. Budget allocations for materials, textbooks, and professional learning can be focused on the successful implementation of the revisions to existing resources or the adoption of new program resources.

DISTRICT CURRICULUM WORK 2013-15\*

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
2013-14**	<ul style="list-style-type: none"> <li>K-12 ELA</li> <li>K-12 math</li> <li>K-12 science</li> <li>K-12 social studies</li> </ul>	<ul style="list-style-type: none"> <li>K-12 ELA</li> <li>K-11 math</li> <li>K-11 science</li> <li>K-12 social studies</li> </ul>	<ul style="list-style-type: none"> <li>6-10 math</li> </ul>				
2014-15**	<ul style="list-style-type: none"> <li>K-5 social studies</li> <li>9-12 career and technical education (Exploring Health Occupations)</li> </ul>	<ul style="list-style-type: none"> <li>K-12 ELA</li> <li>K-12 math</li> <li>K-11 science</li> <li>K-12 social studies</li> <li>9-12 world languages</li> <li>K-12 English Language Development I and II</li> <li>9-12 English Language Development III</li> </ul>	<ul style="list-style-type: none"> <li>K-5 reading</li> <li>6-12 English</li> <li>K-12 English Language Development I and II</li> </ul>	<ul style="list-style-type: none"> <li>6-10 math</li> </ul>			
2015-16	<ul style="list-style-type: none"> <li>9-12 social studies (World History)</li> <li>K-12 health</li> <li>6-12 theatre</li> </ul>	<ul style="list-style-type: none"> <li>K-11 science</li> <li>K-5 social studies</li> <li>9-12 social studies (U.S. History)</li> <li>9-12 career and technical education (Exploring Health Occupations)</li> <li>9-12 world languages</li> </ul>	<ul style="list-style-type: none"> <li>11-12 math (fourth courses)</li> <li>K-2 science</li> <li>K-2 social studies</li> <li>9-12 English Language Development III</li> </ul>	<ul style="list-style-type: none"> <li>K-5 reading</li> <li>6-12 English</li> <li>K-12 English Language Development I/II</li> </ul>	<ul style="list-style-type: none"> <li>6-10 math</li> </ul>		

\*All content areas responded to the curriculum audit and began work. In some cases multiple phases were addressed in one year.

\*\*In some content areas, multiple years were required to accomplish the initial work.

## **Summary**

The curriculum review process is a dynamic endeavor that responds to the needs of specific school communities. The development of this thorough process is a credit to the commitment of district personnel. As each area is approached for review, the Office of Teaching and Learning and the curriculum design teams keep the specific needs and interests of the Kenosha community in the forefront of their planning. Perhaps the most important elements of the curriculum review process are the knowledgeable and thoughtful ways in which teachers implement curricula in each classroom to meet student needs, abilities, interests, and aspirations.

## **Administrative Recommendations**

Administration recommends that the Joint Personnel/Policy and Curriculum Program/Standing Committee review Policy 6300 to include a systematic curriculum review cycle and forward the report to the full school board for a first reading on November 24, 2015, and a second reading on December 15, 2015.

Administration recommends that the Joint Personnel/Policy and Curriculum/Program Standing Committee review Policy 6610 to include a seven-year curriculum review cycle with an annual budget assumption to support needed purchases as outlined in Phase 3 of the cycle and forward the report to the full school board for a first reading on November 24, 2015, and a second reading on December 15, 2015.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. Susan Mirsky  
Coordinator of English/Language Arts

Ms. Julie Housaman  
Assistant Superintendent of Teaching  
and Learning

Ms. Marsha Nelson  
Coordinator of Career and  
Technical Education

Mr. Che Kearby  
Coordinator of Educator Effectiveness and  
Social Studies

Mr. Scott Plank  
Coordinator of Fine Arts

Mr. Steven Knecht  
Coordinator of Athletics/Physical Education

Mrs. Christine Pratt  
Coordinator of Science

Mrs. Jennifer Lawler  
Coordinator of Mathematics

Mrs. Sarah Smith  
Coordinator of Language Acquisition

## POLICY 6300

## CURRICULUM DEVELOPMENT AND IMPROVEMENT

A **prekindergarten through twelfth grade**~~PK-12~~ curriculum shall be established and maintained in accordance with state law, the needs of society, the local community, and the individual student.

The District's academic content ~~and the state's academic~~ standards adopted by the School Board shall serve as the basis for all curriculum and instructional program development in the District.

**A cyclical curriculum development process for all fields of study will provide a comprehensive evaluation of course content, an inclusive curriculum development process, a thoughtful implementation, revisions based on data, and time for program effectiveness to be realized. The cyclical curriculum development process includes five phases encompassing seven years of work. In Phase 3 the curriculum design team will determine the curriculum resources and professional learning needs that are critical to advance the curriculum development process to Phase 4. A budget assumption will be brought to the school board for approval annually during Phase 3.**

Recommendation for additions or deletions to the established curriculum shall be reviewed by the Assistant Superintendent of Teaching and Learning and provided to the Superintendent of Schools and School Board for approval.

## LEGAL REF: Wisconsin Statutes

- Sections 118.01 (Instructional program goal requirements)
- 118.30 (Academic standards and assessment requirements)
- 120.13 (Board power to do all things reasonable for the cause of education)
- 121.02(1)(k) & (L) (Rules implementing curriculum state standard)
- Wisconsin Administrative Code
- PI 8.01(2)(k) & (l) Rules implementing curriculum program standards

## CROSS REF:

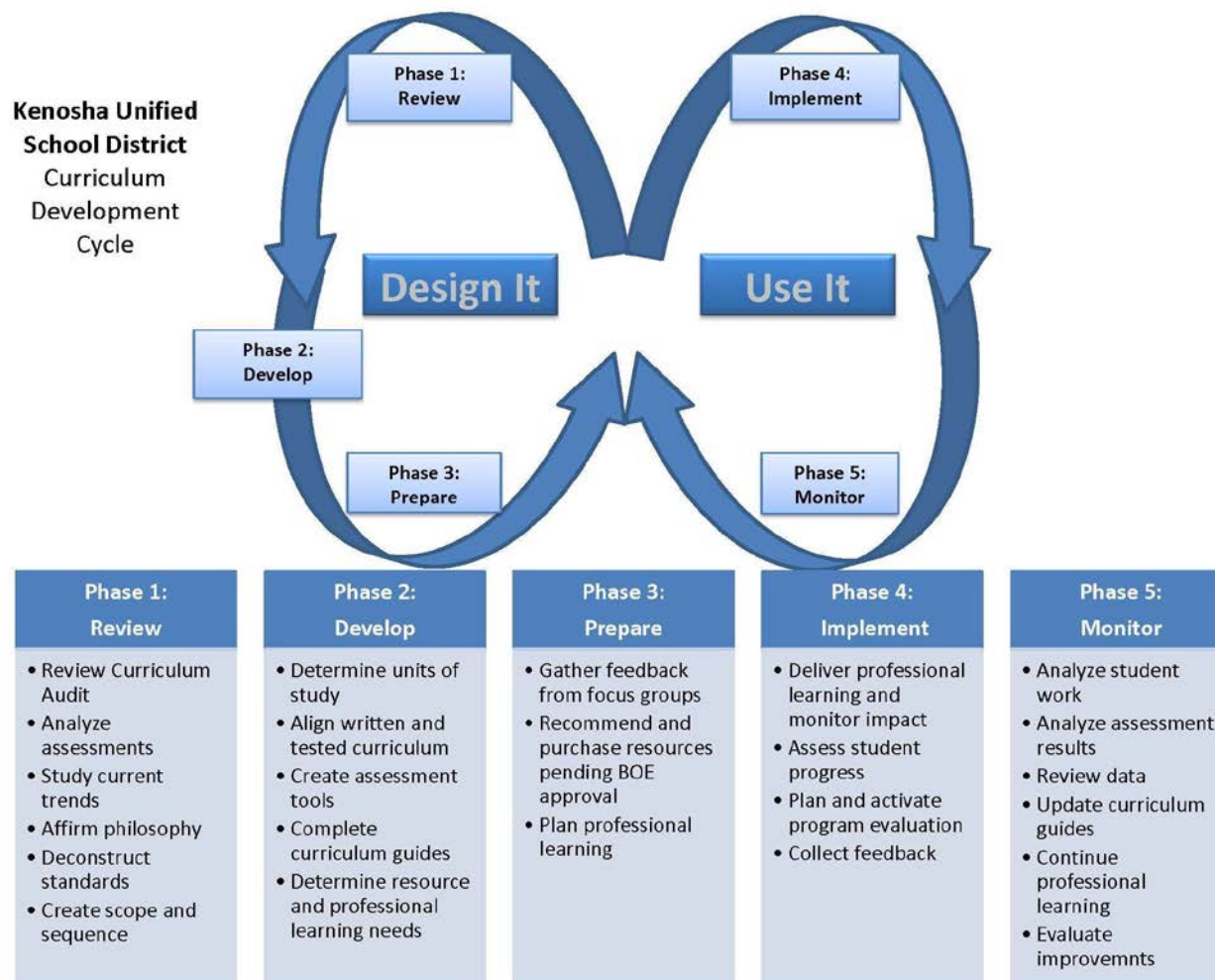
- 6100, Mission, Principles, Goals, Results
- 6310, Elementary School Curriculum
- 6610, Selection of Instructional Materials
- 6620, Library Resources
- Board-Adopted Academic Standards
- District Learning and Content Standards
- ~~Teaching and Learning Handbook~~

AFFIRMED: September 24, 1991

REVISED: November 8, 1994  
 October 13, 1998  
 January 29, 2002  
 December 20, 2011  
 June 25, 2013  
**December 15, 2015**



**RULE 6300**  
**CURRICULUM DEVELOPMENT AND IMPROVEMENT**



## POLICY 6610

## SELECTION OF INSTRUCTIONAL MATERIALS

The selection of instructional materials, including required textbooks and supplementary books and materials, shall be recommended to the School Board by the Superintendent of Schools, in accordance with District rules and regulations. The Board shall make the final determination regarding selection of materials.

Textbooks and other materials which are required to be read by all students shall be evaluated and recommended to the Superintendent by the Assistant Superintendent of ~~Instruction~~ **Teaching and Learning** and the curriculum ~~design team study committee~~. This ~~team committee~~ is charged with the responsibility of screening materials and preparing recommendations for selection and adoption of instructional materials.

Supplementary materials which are to be used for particular programs in individual schools may be selected by teachers, teacher committees or departments with the approval of the principal, the Assistant Superintendent of **Teaching and Learning** ~~Instruction~~, and the Superintendent/designee.

The Board shall adopt the required textbooks for the District. ~~and shall file a list of these books with the Department of Instruction.~~

The District shall not discriminate in the selection and evaluation of instructional and library materials or media on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

## LEGAL REF.: Wisconsin Statutes

- Sections 118.03(2) [Purchase of textbooks]
- 118.13 [Student discrimination prohibited]
- 120.10(15) [Annual meeting power; authorize school to furnish textbooks]
- 120.12(11) [Board duty; provision of books and supplies to indigent students]
- 120.13 [Board power to do all things reasonable for cause of education]
- 120.13(5) [Board power to purchase books, equipment and materials for use in schools]
- 121.02(1)(h) [Instructional materials standard]

## Wisconsin Administrative Code

- PI 9.03(1) [Nondiscrimination statement required in instructional materials selection/evaluation policy]

## CROSS REF.: 1410, Use of Free Materials

- 2110, Accountability
- 3100, Annual Operating Budget
- 3280, Student Fees
- 5110, Equal Educational Opportunities
- 6300, Curriculum Development and Improvement
- 6430, Instructional Arrangements (The Learning Situation)
- 6110, Instructional Program Mission and Beliefs
- 6620, Library Resources

6810, Teaching about Controversial Issues  
Board-Adopted Academic Standards  
District Learning and Content Standards

ADMINISTRATIVE REGULATIONS: 6620, Guidelines for Library Resources

AFFIRMED: September 24, 1991

REVISED: March 9, 1999  
January 29, 2002  
**December 15, 2015**

RULE 6610

PROCEDURES FOR SELECTING AND USING  
SUPPLEMENTARY INSTRUCTIONAL MATERIALS

1. No student shall be required to read supplementary books; or those on a required list; if the parent/guardian indicates there are reasons why a particular book should not be read by their child.
2. **Movies/video clips can enhance the educational experience for students. Therefore, movies/videos must be directly relevant to the curriculum and be appropriate for all students within the classroom.** Following careful evaluation, **movies/video clips** in various formats and other audio-visual materials may be used for instructional purposes **in accordance with District Policy 3531.1—Copyrighted Materials.**
3. **Movies/video clips are defined as being less than 25 minutes in length and are to be used with classroom discussion or activities.**
4. Commercial entertainment videos having obvious educational value may be included when appropriate to the subject being studied. Commercial videos that are unrated or rated PG or PG-13 shall not be shown to students in the District without advance written notice to the parents. Such notice shall contain an accurate description of the contents of the film. No videos having an R, NC-17, or X shall be shown to students at any school.
5. Parents/guardians not wishing to have their children participate in viewing a particular video may indicate this decision in a note to the principal. The decision of the parent/guardian will be respected, and an assignment of equal value may be given as an alternative to attending the showing of such a video. The parent/guardian shall be given an opportunity to review District-owned audio-visual materials as available; at no additional expense to the District.

RULE 6610  
 PROCEDURES FOR SELECTING AND USING  
 SUPPLEMENTARY INSTRUCTIONAL MATERIALS

SEVEN-YEAR CURRICULUM REVIEW CYCLE

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
	Year 1—How does what we are doing now correlate with the research?	Year 2—What are we going to do?	Year 3—How are we going to do it?	Year 4—What does it look like in the classroom?	Year 5—How will we know we accomplished what we intended?	Year 6—How well is it working, and how can we make it better?	Year 7—Is what we set out to do happening—are students learning?
2016-17	<ul style="list-style-type: none"> <li>• K-5 math</li> <li>• 9-12 science electives</li> <li>• K-12 art</li> <li>• 9-12 career and technical education (business and family and consumer science)</li> </ul>	<ul style="list-style-type: none"> <li>• 9-12 social studies (World History)</li> <li>• K-12 health</li> <li>• 6-12 theatre</li> </ul>	<ul style="list-style-type: none"> <li>• 3-5 science</li> <li>• 3-5 social studies</li> <li>• 9-12 social studies (U.S. History)</li> <li>• 9-12 career and technical education (Exploring Health Occupations)</li> <li>• 9-12 world languages</li> </ul>	<ul style="list-style-type: none"> <li>• 11-12 math (fourth courses)</li> <li>• K-2 science</li> <li>• K-2 social studies</li> <li>• 9-12 English Language Development III</li> <li>• 9-12 world languages</li> </ul>	<ul style="list-style-type: none"> <li>• K-5 reading</li> <li>• 6-12 English</li> <li>• K-12 English Language Development I/II</li> </ul>	<ul style="list-style-type: none"> <li>• 6-10 math</li> </ul>	

<b>SCHOOL YEAR</b>	<b>PHASE 1: REVIEW</b>	<b>PHASE 2: DEVELOP</b>	<b>PHASE 3: PREPARE</b>	<b>PHASE 4: IMPLEMENT</b>	<b>PHASE 5: MONITOR</b>		
2017-18	<ul style="list-style-type: none"> <li>6-8 social studies</li> <li>9-12 social studies (U.S. Government, Psychology, and electives)</li> <li>6-12 choir, orchestra, and band</li> <li>Career and technical education (Technology)</li> </ul>	<ul style="list-style-type: none"> <li>K-5 math</li> <li>9-12 science electives</li> <li>K-12 art</li> <li>9-12 career and technical education (business and family and consumer science)</li> </ul>	<ul style="list-style-type: none"> <li>6-11 science</li> <li>6-12 theatre</li> <li>9-12 social studies (World History)</li> <li>K-12 health</li> </ul>	<ul style="list-style-type: none"> <li>3-5 science</li> <li>3-5 social studies</li> <li>9-12 social studies (U.S. History)</li> <li>9-12 career and technical education (Exploring Health Occupations)</li> <li>9-12 world languages</li> </ul>	<ul style="list-style-type: none"> <li>11-12 math (fourth courses)</li> <li>K-2 science</li> <li>K-2 social studies</li> <li>9-12 English Language Development I/II</li> <li>9-12 world languages</li> </ul>	<ul style="list-style-type: none"> <li>K-5 reading</li> <li>6-12 English</li> <li>K-12 English Language Development I/II</li> </ul>	<ul style="list-style-type: none"> <li>6-10 math</li> </ul>
2018-19	<ul style="list-style-type: none"> <li>6-10 math</li> <li>K-5 music</li> </ul>	<ul style="list-style-type: none"> <li>6-8 social studies</li> <li>9-12 social studies (U.S. Government, Psychology, and electives)</li> <li>6-12 choir, orchestra, and band</li> <li>Career and technical education (Technology)</li> </ul>	<ul style="list-style-type: none"> <li>K-5 math</li> <li>9-12 science electives</li> <li>K-12 art</li> <li>9-12 career and technical education (business and family and consumer science)</li> </ul>	<ul style="list-style-type: none"> <li>6-12 theatre</li> <li>6-11 science</li> <li>9-12 social studies (World History)</li> <li>K-12 health</li> </ul>	<ul style="list-style-type: none"> <li>3-5 science</li> <li>3-5 social studies</li> <li>9-12 social studies (U.S. History)</li> <li>9-12 career and technical education (Exploring Health Occupations)</li> <li>9-12 world languages</li> </ul>	<ul style="list-style-type: none"> <li>11-12 math (fourth courses)</li> <li>K-2 science</li> <li>K-2 social studies</li> <li>9-12 English Language Development III</li> <li>World languages</li> </ul>	<ul style="list-style-type: none"> <li>K-5 reading</li> <li>6-12 English</li> <li>K-12 English Language Development I/II</li> </ul>

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
2019-20	<ul style="list-style-type: none"> <li>K-12 English language arts</li> <li>K-12 English Language Development I/II</li> <li>K-12 physical education</li> </ul>	<ul style="list-style-type: none"> <li>6-10 math</li> <li>K-5 music</li> </ul>	<ul style="list-style-type: none"> <li>6-8 social studies</li> <li>9-12 social studies (U.S. Government, Psychology, and electives)</li> <li>6-12 choir, orchestra, and band</li> <li>Career and technical education (technology)</li> </ul>	<ul style="list-style-type: none"> <li>K-5 math</li> <li>9-12 science electives</li> <li>K-12 art</li> <li>9-12 career and technical education (business and family and consumer science)</li> </ul>	<ul style="list-style-type: none"> <li>6-12 theatre</li> <li>6-11 science</li> <li>9-12 social studies (World History)</li> <li>K-12 health</li> </ul>	<ul style="list-style-type: none"> <li>3-5 science</li> <li>3-5 social studies</li> <li>9-12 social studies (U.S. History)</li> <li>9-12 career and technical education (Exploring Health Occupations)</li> <li>9-12 world languages</li> </ul>	<ul style="list-style-type: none"> <li>11-12 math (fourth courses)</li> <li>K-2 science</li> <li>K-2 social studies</li> <li>9-12 English Language Development III</li> <li>World languages</li> </ul>
2020-21		<ul style="list-style-type: none"> <li>K-12 English language arts</li> <li>K-12 English Language Development I/II</li> <li>K-12 physical education</li> </ul>	<ul style="list-style-type: none"> <li>6-10 math</li> <li>K-5 music</li> </ul>	<ul style="list-style-type: none"> <li>6-8 social studies</li> <li>9-12 social studies (U.S. Government, psychology, and electives)</li> <li>6-12 choir, orchestra, and band</li> <li>Career and technical education (technology)</li> </ul>	<ul style="list-style-type: none"> <li>K-5 math</li> <li>9-12 science electives</li> <li>K-12 art</li> <li>9-12 career and technical education (business and family and consumer science)</li> </ul>	<ul style="list-style-type: none"> <li>6-12 theatre</li> <li>6-11 science</li> <li>9-12 social studies (World History)</li> <li>K-12 health</li> </ul>	<ul style="list-style-type: none"> <li>3-5 science</li> <li>3-5 social studies</li> <li>9-12 social studies (U.S. History)</li> <li>9-12 math (Financial Algebra)</li> <li>Career and technical education (Exploring Health Occupations)</li> <li>9-12 world languages</li> </ul>

\*Throughout 2016-21 the Curriculum Review Cycle may need to be amended due to state and district curriculum and assessment guidelines and revisions.

## Curriculum Evaluation and Renewal Cycle

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Study and Review of Programs	Rdg./LA K-5	Soc. St. K-12	School to Career K-12	Rdg/LA 6-12 Music K-12	For.Lang. 6-12 Health K-5* Art K-12	Math K-12	Science K-12	Rdg/LA K-5
Pilot/Purchase Materials (Major Budget Year)	Science K-12 (1.0)	Rdg/LA K-5 (1.0)	Soc. St. K-12 (1.0)	School to Career K-12 (1.0)	Rdg/LA 6-12 (.75) Music K-12 (.25)	For. Lang. 6-12(.4) Health K-5* (.4) Art K-12 (.2)	Math K-12 (1.0)	Science K-12 (1.0)
Implement Program (Staff Development and Formative Assess.)								
Use and Review (Staff Development and Formative Assess.)								
Use and Review (Staff Development and Formative Assess.)								
Use and Review (Staff Development and Formative Assess.)								
Use and Review (Summative Assessment)								

1. KSOL: Immersion curriculum work and materials adoption should match the identified subject areas for study, piloting, and purchasing.
  2. Staff development: Emphasis should be given to subject areas participating in the first 3 years of the review/adoption cycle.
  3. Different amounts of money will be required depending on the subjects being studied during each calendar year. This should be determined prior to the start of each subject's cycle (year 1). Science K-12, Math K-12, Reading/LA K-12, and Social Studies K-12 are heavy budget items. Other areas may require a smaller budgeted figure.
- \* Since Health 6-12 texts were purchased in 1999-2000, Health would not be studied as a complete K-12 unit until 2009-2010.



HISTORY OF CURRICULUM PURCHASES

SCHOOL YEAR	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06*	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
PURCHASE	SCI K-12  Health 6-12	ELA K-5	SS K-12	CTE K-12	ELA 6-12  Music K-12	WL 6-12  Art K-12	Math 6-12	Math K-5	Sci 6-12	Sci K-5 Literature sets only  PE^ K-2	SS# 6-12  PE^ 3-8	ELA K-5	WL@ K-8  Math K-5** eSuite  PE^ 9-12	Math K-5** eSuite	Math 6-8 Algebra Geo Alg 2  Math K-5** eSuite	Music K-5  Math K-5** eSuite  Sci*** On-line renew

Key:

- ELA – English Language Arts
- SS – Social Studies
- CTE – Career and Technical Education
- WL – World Language
- Sci – Science
- PE – Physical Education

Notes:

\*In the 2005-06 school year available funds were not sufficient to purchase K-12 materials. The purchase and implementation were split over two years and the cycle was altered from that point forward.

#No K-5 SS adoption occurred. SS 6-12 purchase occurred out of sequence to allow two study years for ELA K-5.

^Physical Education began a 4 year phase in of a K-12 Curriculum (Spark) that was completely grant funded.

\*\* Everyday Math eSuite is an update to a new version of teacher resources and student journals for everyday math. It is an annual expense.

@World Language K-8 was purchased 2011-12 for implementation in 2012-13 and is a new addition to the cycle.

\*\*\*On-line science textbook subscriptions from the 2007-08 school year began to expire. Renewal is a yearly expense.

Career/Tech Ed was scheduled to purchase in 2011-12 and did not.

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**KENOSHA UNIFIED SCHOOL BOARD**  
**CURRICULUM/PROGRAM MEETING**  
Educational Support Center – Room 110  
October 13, 2015  
**MINUTES**

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Snyder was called to order at 7:14 P.M. with the following committee members present: Mr. Wade, Mrs. Karabetsos, Mrs. Santoro, Mrs. Wickersheim, Mrs. GroveMarqui, Mrs. Nielsen, Ms. Riese, Mr. Wojciechowicz, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mr. Kunich was excused.

Mrs. Snyder Wade welcomed new committee members Mrs. GroveMarqui, Mrs. Nielsen, and Ms. Riese and asked for introductions by all committee members.

**Approval of Minutes – August 11, 2015 Joint Personnel/Policy and Curriculum/Program and August 11, 2015 Curriculum/Program**

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

**Act 55 – Notice of Academic Standards**

Mrs. Julie Housaman, Assistant Superintendent of Teaching and Learning, presented Act 55 – Notice of Academic Standards. She indicated that on July 12, 2015, the Wisconsin 2015-17 State Budget Bill, Act 55, was signed into law which requires the District to provide parents and guardians with notice of the academic standards in mathematics, science, reading and writing, geography and history that have been adopted by the school board and that will be in effect during each school year. She noted that the District's academic standards that will be in effect in these specific content areas along with electronic links to the detailed version of the applicable standards will be provided in the parent notice.

Mrs. Housaman introduced Mr. Che Kearby, Coordinator of Educator Effectiveness and Social Studies; Mrs. Jennifer Lawler, Coordinator of Mathematics; Mrs. Susan Mirsky, Coordinator of English/Language Arts; and Mrs. Christine Pratt, Coordinator of Science; and they gave a live demonstration of "Live Binders" which is the tool provided by the District to the teachers that contains the curriculum information and documents for each of the different content areas.

Mr. Wade moved to forward the annual declaration and parent notice of the District's student academic standards that will be in effect for the 2015-2016 school year to the full board for approval. Mrs. GroveMarqui seconded the motion. Unanimously approved.

**Information Items**

Mrs. Housaman and Mr. Kirby presented the Civics Exam Requirement. They informed the Committee that the State of Wisconsin's 2015-17 biannual budget includes a provision requiring class of 2017 high school students to pass a civics exam prior to graduation. School districts may develop their own exam, but all questions included on the U.S. naturalization exam must be included on the district-developed exam. Students are allowed to retake the exam until they are able to successfully answer a minimum of 60 out of the 100 questions

correctly. Information and feedback is currently being gathered from administration, teachers, students, this Committee, and other districts in the state. The goal is to have the test implemented next semester to allow students ample time to take and pass the test.

Mrs. Housaman presented the Gifted and Talented Education Plan. She noted that since the last update in February, 2015, the Talent Development Gifted and Talented Advisory Committee has continued to meet and work on researching best practices in the field of gifted education and reviewing gifted education plans of comparable school districts—both in the state of Wisconsin and across the nation. The advisory committee has summarized its research and has recommendations for revision and modification to the previous Talent Development (Long-Range) Plan; however, the Coordinator of Talent Development submitted his retirement effective August 31, 2015. This position was posted on August 12, 2015. Multiple applications were received and the interview process has commenced. It is anticipated that a candidate will be selected by the end of October, 2015. Following the appointment of the coordinator, the advisory committee will reconvene to finalize the plan. It is anticipated that the final plan will be brought to the Curriculum/Program Standing Committee in January, 2016.

Mrs. Housaman presented the Advanced Placement (AP) Update. She noted that the number of students taking the AP courses continues to grow. In 2014-15, 2,170 students occupied seats in AP courses, showing that many students enrolled in multiple courses. The number of students taking the AP examination also continues to grow. Data reflects that in 2004-05, 407 examinations were administered to 278 students. In 2014-15, 1,336 examinations were administered to 800 students. Over this span of time, the number of exams has more than tripled; and the number of students participating in exams has almost tripled. Students passed 740 of the 1,238 exams taken in May 2015, receiving a score of 3, 4, or 5. This was a decrease of three exams from the previous year. The percentage of students passing the examination also decreased (from 60.1% in 2013) to 55.5%. It is the expectation that all new AP teachers attend the weeklong AP Summer Institute in their content area prior to teaching the AP course and, when available, participate in an AP Fall Workshop to learn of changes in the program, network with other AP teachers in their field, and have discussions on best practices in an AP classroom. Next step plans include the Coordinator of Talent Development working in collaboration with building leaders to develop plans for increasing the rigor of student learning, planning opportunities for teachers to work collectively to develop common course syllabi and pacing guides for AP courses, expanding the opportunities for all students to participate and be successful in the AP courses, reviewing data of the AP courses on a yearly basis, and holding AP teachers accountable for the design and delivery of the AP curriculum.

### **Future Agenda Items**

Dr. Savaglio-Jarvis noted that in November School Board Policies 6300 and 6610 would be presented and that in December the Summer School 2015 Update and Summer School 2016 Program Recommendation, the New Course Proposal – English Language Development III, and the New Course Proposal – Spanish for Spanish Speakers II would be presented.

Meeting adjourned at 7:57 P.M.

Stacy Schroeder Busby  
School Board Secretary

**Kenosha Unified School District**  
**Kenosha, Wisconsin**  
  
**November 10, 2015**  
**Curriculum/Program Standing Committee**

**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 .5 credit in English, social studies, mathematics, science, or health education in lieu of a .5 credit in physical education.”

A committee was formed in January 2015 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, and high school teachers comprised the majority of this group of volunteers.

On August 11, 2015 the work of this committee was presented to the Curriculum/Program Standing Committee. Following discussion of the findings, the Curriculum/Program Standing Committee requested that district administration:

- Respond to multiple inquiries brought forward by school board and committee members (Appendix A).
- Seek participation from community members, parents, and student athletes to participate on the Athletic Waiver Committee. A press release (Appendix B) was sent to Kenosha News on September 1, 2015; and the newly formed committee met on September 30, October 7 and October 21. All of those who expressed interest in participating on the committee were invited to attend; and members include: students, community members, administration, coaches, and physical education teachers (Appendix C).

**Update**

The newly formed Athletic Waiver Committee work commenced with a review of the following information:

- Act 105

- Findings of the original Athletic Waiver Committee (Appendix D)
- Administration's findings in response to questions presented by school board and committee members

Committee members were divided into four groups to review and seek information regarding the following topics:

- Club sports and activities available in Kenosha
- Existing waivers from Racine, Westosha Central, Hudson, and Menomonee Falls
- Research on physical activity breaks during the school day
- Requirements to obtain Physical Education Certification at the University of Wisconsin—Madison, the University of Wisconsin—Lacrosse, the University of Wisconsin—Whitewater, and Carthage College

Each of these groups shared the information they gathered with the full committee as follows:

- Club sports (Appendix E)—
  - Practice—minimum of two to three times per week plus competition (Each session is a minimum of two hours in length.)
  - Most club sports are available year round. Exception may be that they are not offered during the season the sport is played in high school.
  - Focus on fitness—cardio, flexibility, and endurance.
  - Most available to students from age 7 to 18
- Review of existing waivers in four school districts—

Athletic Waiver Comparisons of Four Wisconsin School Districts

<b>DISTRICT</b>	Racine	Westosha	Hudson	Menominee Falls
<b>WAIVER FOR WIAA</b>	Yes	Yes	Yes	Yes
<b>WAIVER FOR OTHER ACTIVITIES AND/OR</b>	Yes  Minimum 75 hours required in	Yes—cheer and dance  No—outside clubs	Yes—cheer and dance  No—outside clubs	Yes—school activities only

<b>CLUB SPORTS</b>	activity or club sport	Minimum 75 hours required in activity	No hour requirement	95% participation in activity required
<b>OTHER DETAILS</b>	<p>Complete by end of first semester senior year</p> <p>Juniors and seniors</p> <p>No injury criteria</p> <p>Athletic code</p>	<p>Complete by end of first semester senior year</p> <p>Some tenth grade students, juniors, and seniors</p> <p>Injury criteria included</p> <p>Athletic code</p>	<p>Complete by fall senior year</p> <p>Juniors and seniors</p> <p>No injury criteria</p> <p>No athletic code</p>	<p>Complete by fall senior year</p> <p>Juniors and seniors</p> <p>Injury criteria included</p> <p>Athletic code</p>

- Physical activity breaks during the school day—
  - There is more activity going on by the neurons in the brain when students are moving (Brain-Based Learning Theory).
  - Active students demonstrate more excitement/motivation for being in class.
  - Active students are more focused.
  - Behavioral issues decrease.
  - Participation in physical education does not have a negative effect on student academic performance.
- Physical education certification requirements for the University of Wisconsin—Whitewater, the University of Wisconsin—Madison, the University of Wisconsin—LaCrosse, and Carthage College—
  - Physical education teachers' course of study includes the human body, physical education, sports training, and wellness at all universities.

- Other options available at some institutions include:
  - Coaching,
  - Working with special needs students (specially designed physical education certification),
  - Cardiopulmonary resuscitation/automated external defibrillator and athletic training with board exam

Based on the committee's research and extensive discussion, committee members collaboratively developed the following document highlighting the pros and cons of implementing a waiver for athletes:

Pros and Cons of Implementing a Waiver for Athletes

<b>PROS</b>	<b>CONS</b>
Athletes are able to take an additional academic course.	Athletes would have the opportunity to have a greater probability to achieve valedictorian status if waiver allows athletes to take an AP course (or honors) in place of physical education (nonweighted course)
Athletes would have the opportunity to have a greater probability to achieve valedictorian status if waiver allows athletes to take an AP course (or honors) in place of physical education (nonweighted course)	There will be a potential for lawsuits if the waiver provides an advantage for athletes to achieve valedictorian status.
The risk of injury may be reduced for athletes.	Board policy must be revised and/or developed to govern this waiver.
Kenosha Unified School District Mission references providing opportunities for students; this offers additional opportunities for academic coursework for athletes	Is the statute long-term? This was implemented in 2011 and has not changed. Will time be invested in developing the waiver and then the state change the statute?
Athletes' participation in AP courses may increase.	<u>Credit Replacement</u>  How many opportunities are there for .5 courses in the allowed areas? Scheduling complications may result and be an "added burden" for the district to develop.
One credit of physical education is required—only waiving a .5 credit.	A structure for implementing the waiver would need to be developed.



PROS	CONS
	<ul style="list-style-type: none"> <li>• Who is in charge of approving the waiver?</li> <li>• What happens if the athlete fails the replacement course?</li> <li>• Who makes the final decision about whether or not the replacement activity will meet the requirements?</li> <li>• The coach, athletic director, guidance counselor, or administrator must take on the additional paperwork to determine that all criteria are met for students who opt to waive physical education.</li> </ul>
High school student participation in Wisconsin Interscholastic Athletic Association sports may increase.	What happens if a student has already taken all courses available in a content area? Special needs students, as an example, may have more limited options available depending upon their specific academic needs.
	Will students in club and extra-curricular activities (e.g., cheerleading, gymnastics, club track, club soccer, etc.) be interested in participating in the waiver?
	A protocol will be needed to determine the how to respond if an athlete is injured and not able to participate in practice or the sport for the remainder of the season.
	If the committee develops a waiver, the board may change the result.
	Existing board policy does not support the waiver and would need to be adjusted.
	The criteria coaches used to determine whether or not the athlete met the criteria for the waiver may be considered subjective.

PROS	CONS
	The opportunity to waive physical education is not available for all students.
	In spite of increased obesity rates physical education requirements would be reduced.
	Changing number of full-time equivalents for content courses based on what courses students opt to take may be difficult to plan for.
	Athletes may have additional homework by replacing physical education with a content course.

### **Conclusion**

Athletic Waiver Committee members were asked to vote yes or no to the following question at the end of the second and third committee meetings: Do you feel Kenosha Unified School District should offer a physical education waiver for student athletes? The results were as follows:

- October 7, 2015 (15 members present)
  - Six committee members voted yes.
  - Seven committee members voted no.
  - Two committee members were undecided.
- October 21, 2015 (13 members present and 1 vote by letter)
  - Seven committee members voted yes.
  - Seven committee members voted no.

Committee members in support of the waiver and those against the waiver were equally emphatic in articulating the rationale that would justify the district implementing a waiver or the district declining the waiver.

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

### PHYSICAL EDUCATION CREDIT WAIVER FOR ATHLETES

#### SCHOOL BOARD AND CURRICULUM/PROGRAM STANDING COMMITTEE MEMBER QUESTIONS

QUESTION/CONCERN	RESPONSE
Survey athletes to see if this is something they want Kenosha Unified School District to consider.	Athletes at Bradford High School, Indian Trail High School and Academy, and Tremper High School were invited to attend a brief presentation of Wisconsin Act 105 followed by a six-question electronic survey. Ultimately, 539 students completed the survey. In the 2014-15 school year there were 2,315 high school athletes that participated in Wisconsin Interscholastic Athletic Association sports for the school district. Assuming the total number of district athletes will be similar for the 2015-16 school year, this would be an athletic waiver survey participation rate of 23.28 percent of all student athletes. The survey results (Appendix F ) indicate that 66.79 percent of the 308 students who choose to take the survey would take an academic class in order to waive .5 credit of physical education. Over 31 percent of these students would replace physical education with a math course, and 28 percent would select a science course. The current high school course catalogue offers the following .5-credit options in the content areas identified as allowable in Act 105:

QUESTION/CONCERN	RESPONSE					
	<u>Kenosha Unified School District .5 Credit Course Options</u>					
	<b>CONTENT</b>	<b>ENGLISH</b>	<b>SOCIAL STUDIES</b>	<b>SCIENCE</b>	<b>MATH</b>	<b>HEALTH</b>
	Number of existing .5-credit options*	None	Sociology Ethnic Studies Psychology Economics Global Studies	Forensic Science Genetics	Trigonometry Probability & Statistics	None
	eSchool courses	None	Economics Psychology Sociology	None	Trigonometry	None
*Not all courses are offered at all schools and/or every semester						
Explain how the waiver is different from credit for drama.	Drama courses (Theatre Practicum and Stagecraft) are elective credits, and elective credits are NOT required for graduation. A total of 1.5 credits of physical education are required for graduation.					
Why aren't athletes awarded credit like theatre students are?	<p>Theatre students have the option to take an elective course. A total of 1.5 credits of physical education are required for graduation.</p> <p>Act 105 does not provide athletes with a credit for their time participating in a sport. It does offer athletes the option of being waived from a .5 credit of gym but they must take a .5 credit in English, math, social studies, science, or health in place of the .5 credit for physical education.</p>					

QUESTION/CONCERN	RESPONSE
How are credits currently awarded for extracurricular theater?	<p>Theatre Practicum is offered as an afterschool course for .5 elective credit at Bradford. It is a graded course, it may be taken for honors credit, and students may take this course multiple times.</p> <p>Stagecraft is also offered as an afterschool course option at Bradford and Indian Trail. It is a graded course, it may be taken for honors credit, and students may take this course multiple times.</p>
Are there any other extracurricular courses offered where students can get credit or a credit waiver?	<p>Theatre Practicum and Stagecraft are the only other examples of afterschool courses available for credit.</p> <p>The only option to waive a credit available is for physical education <i>if</i> a school board chooses to do so.</p>
Many students who do not participate in Kenosha Unified School District sports do participate in club sports. Will this also qualify for the waiver?	ACT 105 does not specify the criteria for what sports or activities would be eligible for the waiver. Each district must develop guidelines to identify the sports and/or activities that would meet their criteria for the waiver.
Keep track of Racine and how the implementation of the waiver impacts them.	Racine will implement the waiver in the 2015-16 school year.
Why not allow student athletes on the committee or parents of athletes?	Mr. Steven Knecht was asked to gather information about the waiver to provide an overview to the Kenosha Unified School District Board of Education. For this initial purpose, current physical education teachers volunteered to participate.
Explore adding the option to award elective credit for participation in a sport.	Sports participation is a privilege, not a right for public education.
Questions about grading and teacher certification	Physical education credit will be waived so <u>no grade</u> will be given for the waived physical education .5 credit. While this eliminates the concern of coaches being certified (for the purposes of providing a grade), it does not alleviate the concern of whether or not a coach without physical education certification has the same knowledge of physical fitness and health that a certified physical education teacher has. The majority of coaches have a singular focus—a single sport—as compared to a physical education teacher that has studied how the body works and a wide variety of physical activities.

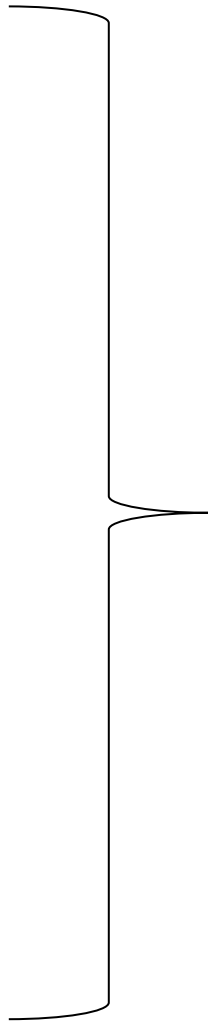
QUESTION/CONCERN	RESPONSE																		
	<div>2014-15 Kenosha Unified School District Coaching Staff Data</div> <table><tr><th>COACHING POSITIONS</th><th>NUMBER</th><th>PERCENT OF COACHING STAFF</th></tr><tr><td>Paid coaching positions</td><td>250</td><td>100%</td></tr><tr><td>Certified teachers</td><td>137</td><td>55%</td></tr><tr><td>Noncertified teachers</td><td>113</td><td>45%</td></tr><tr><td>Physical education certified teachers of the certified staff</td><td>35</td><td>31%</td></tr><tr><td>Physical education certified teachers of the coaching staff</td><td>35</td><td>14%</td></tr></table>	COACHING POSITIONS	NUMBER	PERCENT OF COACHING STAFF	Paid coaching positions	250	100%	Certified teachers	137	55%	Noncertified teachers	113	45%	Physical education certified teachers of the certified staff	35	31%	Physical education certified teachers of the coaching staff	35	14%
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Issue of equity concern—for students without skill to participate on a team, parents to get you to practice, and funds to join teams. Rather than focus on a policy like this, we should focus on programs that are available to all students.	<p>Kenosha Unified School District does not decline student participation in sports due to inability to pay fees. The principal has the authority to waive fees for students that qualify for free and reduced lunch.</p> <p>Each school maintains records of fees waived, and this is not information administrators have access to at the district level.</p>																		
With block scheduling students only had four course options; now they have seven. The argument that students don’t have time to get all the courses they want is not accurate.	<p>Students currently have seven credit opportunities each year. Additionally, if a student elects to take advanced gym credit (summer gym), he/she would have the option to take 1.5 additional academic credits during the school year.</p>																		
Can we experiment with this with a small number of schools—give it a “test run”?	<p>It is challenging to provide this at one school and not offer the opportunity to athletes at other schools.</p>																		

QUESTION/CONCERN	RESPONSE
How do we get more opportunities for younger students?	With a longer school day (contact minutes with students), adding time for additional physical education minutes would be possible. Additional funding would also be needed to increase the number of physical education teachers.
Could high school physical education teachers be moved to elementary schools if class sizes at high schools decline because of the waiver (so teachers would not lose positions)?	Yes, but consider that additional academic teachers may be needed due to waived students entering these sections. As a result moving high school physical education teachers to elementary schools, rather than reducing and then needing to add additional full-time equivalents in academic subjects, will require additional funding.
McKinley Middle School offered different options for students after school. How was that done?	These activities were provided using 21 <sup>st</sup> Century Community Learning Center (CLC) grant funds and middle school intramural funding (\$15,000/year). Although middle schools no longer have CLC grant funding, each school does have intramural funding that is used to provide before- and after-school activities for students.
Give credit to athletes that help other students.	There has been a practice of students being invited to be a teacher's assistant to replace study hall, but the students do not receive credit for this. Students may use ten hours of their time as a teachers' assistants toward their community service requirement.
What does Act 105 mean—is it in lieu of physical education credit?	Student wouldn't be given credit in physical education; rather, eligible students would be required to take an additional one-half credit in English, math, social studies, science or health education that is otherwise not required for graduation in lieu of the .5 physical education credit. No semester grade is given for the physical education course because that graduation credit requirement is waived.
Doesn't the opportunity for students to take "advanced credit" in physical education make the opportunity to waive the physical education credit equal to anyone?	No, it does not because students taking physical education as an advanced credit have three .5 credits averaged into their total grade point average. A student that has the opportunity to waive one .5 credit and replace it with an honors .5 credit will receive a larger number of points for averaging overall grade point average. (Scenarios will demonstrate this.)



QUESTION/CONCERN	RESPONSE			
What is the average class size of physical education classes?	<u>Average Student-to-Teacher Ratio</u>			
	(Based on Annual Third Friday Count)			
	School	2012-13	2013-14	2014-15
	Bradford	37.7	34	40.4
	Indian Trail	46.5	36.9	38.3
Tremper	40.8	32.8	31.4	
Athletes are already excelling physically so the waiver makes sense.	Is there data to indicate that all athletes are excelling physically? For example, a shot putter has much less physical activity than a long distance runner.			
What if a student is engaged in two sports—wouldn't this be enough physical activity?	Act 105 does not define how much physical activity a student must be involved in to have the .5 physical education credit waived. This decision is made by the school district			
What years did Kenosha Unified School District waive credit for physical education?  When was physical education credit requirements reduced to 1.5 credits?  What were the required number of physical education credits between 1985 and 2015?	<ul style="list-style-type: none"><li>• In 1974 high school students were required to complete 13.5 credits to graduate—including 1 credit of physical education and .5 credit of health.</li><li>• In 1980 athletes were excused from physical education on the day of an athletic contest. The superintendent, Dr. John Hosmanek, recommended development of a plan to permit substituting participation on an athletic team for physical education units of study in the junior or senior class level.</li><li>• A motion was made in 1982 for athletes to waive a .5 physical education credit requirement for the 1983-84 school year and obtain the .5 credit in another area. This motion failed.</li><li>• In 1983 a motion was made for a .5 physical education credit to be waived for athletic participation, but no credit would be given toward graduation. This motion also failed.</li><li>• A second motion attempt was made in December 1983. Students presently receiving physical education credit would receive a waiver, and students taking four seasons of athletics would receive credit. This motion passed.</li></ul>			

QUESTION/CONCERN	RESPONSE
	<ul style="list-style-type: none"> <li>On January 10, 1984, the previous motion was amended and approved as follows: Students may receive .5 credit in physical education for the second semester physical education requirement upon completion of athletic participation which meets or exceeds the following criteria:               <ul style="list-style-type: none"> <li>Three seasons of participation and</li> <li>More than one sport and</li> <li>More than one school year</li> </ul> </li> </ul>
<p>A committee member shared an example of her son—an AP student, an athlete, a musician, and he took summer gym. Students like this would benefit from the waiver so they could have a study hall.</p>	<p>Act 105 requires that students eligible to waive .5 physical education credit take an academic course in place of the physical education credit. Presumably, the student's workload would increase. (The implication was that multiple-sport athletes are already so busy that they could use a study hall. Whereas this waiver would result in additional academic work, rather than a study hall, to complete homework.)</p>
<p>Of the 1.5 credits currently required, are they all physical education, or is .5 a health credit?</p>	<p>The 1.5 credits in physical education are required for graduation.</p> <p>An additional .5 credit in health is required for graduation.</p>

QUESTION/CONCERN	RESPONSE
<p>What if the student gets hurt and already received the waiver and it's too late for them to take gym? Do they not graduate?</p>	 <div data-bbox="894 748 1892 857" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>The school board determines the criteria for the waiver. Each of these questions will need to be considered in developing a policy for the waiver.</p> </div>
<p>Do we only offer this to sophomores and juniors? juniors or seniors? Depending on which grade level, what does it look like?</p>	
<p>What happens if the student gets cut from the team?</p>	
<p>What happens if the student quits the team?</p>	
<p>The statue states that it can also be waived for ". . . any physical activity." Well, if my daughter is on a competitive cheerleading squad, does that mean she can get a waiver? We have to think about how that works? Or, if a student travels on an Amateur Athletic Union basketball team outside of school that is considered a physical activity, how does that work?</p>	

QUESTION/CONCERN	RESPONSE																				
<p>The state statute said ". . . it's in lieu of .5 credit." Who gives the waiver then?</p>	<p>The school board gives the waiver to the student based on board policy to implement Act 105.</p>																				
<p>Does this effect student grade point average and class rankings? Does it give a greater advantage for a student to take more honor/AP classes to boost their grade point average because they can get a waiver? We have to consider that.</p>	<p>Yes this will impact grade point average and class rank. In the scenario which follows, both students take the same courses with the exception of period 6. The athlete has been waived from her final .5 physical education credit and replaces that with an honors forensics course. The nonathlete is required to take the .5 physical education credit to meet graduation requirements. Physical education does not have an honors option, making it impossible for Student B to earn the same number of points for this course and thus obtaining a lower grade point average.</p> <table border="1" data-bbox="558 634 1904 1045"> <thead> <tr> <th data-bbox="558 634 1230 708">STUDENT A</th><th data-bbox="1234 634 1904 708">STUDENT B (Physical Education Waived)</th></tr> </thead> <tbody> <tr> <td data-bbox="558 711 1230 748">Honors English—A (6.0)</td><td data-bbox="1234 711 1904 748">Honors English—A (6.0)</td></tr> <tr> <td data-bbox="558 751 1230 789">Honors Geometry—A (6.0)</td><td data-bbox="1234 751 1904 789">Honors Geometry—A (6.0)</td></tr> <tr> <td data-bbox="558 792 1230 829">Honors U.S. History—A (6.0)</td><td data-bbox="1234 792 1904 829">Honors U.S. History—A (6.0)</td></tr> <tr> <td data-bbox="558 833 1230 870">Honors Biology—A (6.0)</td><td data-bbox="1234 833 1904 870">Honors Biology—A (6.0)</td></tr> <tr> <td data-bbox="558 873 1230 911">Honors Band—A (6.0)</td><td data-bbox="1234 873 1904 911">Honors Band—A (6.0)</td></tr> <tr> <td data-bbox="558 914 1230 951">Honors Spanish—A (6.0)</td><td data-bbox="1234 914 1904 951">Honors Spanish—A (6.0)</td></tr> <tr> <td data-bbox="558 954 1230 992">Honors Personal Finance—A (3.0)</td><td data-bbox="1234 954 1904 992">Honors Personal Finance—A (3.0)</td></tr> <tr> <td data-bbox="558 995 1230 1032">Physical Education—A (2.0)</td><td data-bbox="1234 995 1904 1032">Honors Economics—A (3.0)</td></tr> <tr> <td data-bbox="558 1036 1230 1045"><b>41 points/7 credits=5.857 GPA</b></td><td data-bbox="1234 1036 1904 1045"><b>42 points/7 credits=6.0 GPA</b></td></tr> </tbody> </table>	STUDENT A	STUDENT B (Physical Education Waived)	Honors English—A (6.0)	Honors English—A (6.0)	Honors Geometry—A (6.0)	Honors Geometry—A (6.0)	Honors U.S. History—A (6.0)	Honors U.S. History—A (6.0)	Honors Biology—A (6.0)	Honors Biology—A (6.0)	Honors Band—A (6.0)	Honors Band—A (6.0)	Honors Spanish—A (6.0)	Honors Spanish—A (6.0)	Honors Personal Finance—A (3.0)	Honors Personal Finance—A (3.0)	Physical Education—A (2.0)	Honors Economics—A (3.0)	<b>41 points/7 credits=5.857 GPA</b>	<b>42 points/7 credits=6.0 GPA</b>
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<p>How many different athletic extracurricular options are currently available, and what are they?</p>	<p>Intramural funding is provided to elementary, middle and high schools to design extra-curricular intramural opportunities. No credit is offered for these activities.</p> <p>At each of the comprehensive high schools there are a total of 52 Wisconsin Interscholastic Athletic Association athletic opportunities through 22 sport programs:</p> <ul style="list-style-type: none"> <li>• Baseball—freshman, junior varsity, varsity</li> <li>• Boys basketball—freshman, junior varsity, varsity</li> <li>• Girls basketball—freshman, junior varsity, varsity</li> <li>• Boys cross country—junior varsity, varsity</li> </ul>																				

QUESTION/CONCERN	RESPONSE
	<ul style="list-style-type: none"> <li>• Girls cross country—junior varsity, varsity</li> <li>• Football—freshman, junior varsity, varsity</li> <li>• Gymnastics*—j junior varsity, varsity</li> <li>• Boys golf—junior varsity, varsity</li> <li>• Girls golf—junior varsity, varsity</li> <li>• Boys hockey**—junior varsity 1, junior varsity 2, varsity</li> <li>• Boys soccer—junior varsity 1, junior varsity 2, varsity</li> <li>• Girls soccer—junior varsity 1, junior varsity 2, varsity</li> <li>• Softball—junior varsity 1, junior varsity 2, varsity</li> <li>• Boys swimming and diving—junior varsity, varsity</li> <li>• Girls swimming and diving—junior varsity, varsity</li> <li>• Boys tennis—junior varsity, varsity</li> <li>• Girls tennis—junior varsity, varsity</li> <li>• Boys track and field—junior varsity, varsity</li> <li>• Girls track and field—junior varsity, varsity</li> <li>• Boys volleyball—junior varsity, varsity</li> <li>• Girls volleyball—freshman, junior varsity, varsity</li> <li>• Wrestling—junior varsity, varsity</li> </ul> <p>*These opportunities exist in each high school, but it is one combined team in the district.</p> <p>**These opportunities exist in each high school, but it is one combined team in the district. Also, girls may participate on the boys’ team and have. The interest or the numbers have not been there to sustain a girls’ hockey team.</p> <p>Beyond the Wisconsin Interscholastic Athletic Association programs in the high schools there are clubs and intramurals that differ from school to school and differ in physical activity</p>

QUESTION/CONCERN	RESPONSE																
What ratio would it be to force a reduction in physical education teacher positions?	<p>This will vary by school. Based on the range of average class sizes depicted in the table above, a section of physical education would be reduced for every 31.4 students seeking a waiver.</p> <p>KUSD provides opportunities for students to seek advanced credit in physical education. Athletes are able to take this option to select a study hall during the school year. More than 1,000 students took physical education credit in summer 2015. As a result of the increasing enrollment in summer school, fewer sections of physical education are needed during the school year. This resulted in a reduction of full-time equivalents at each high school but did not reduce class size.</p> <p style="text-align: center;"><u>Physical Education Full-Time Equivalent Reduction from 2014-15 to 2015-16</u></p> <table><tr><th>SCHOOL</th><th>2014-15 FTE ALLOCATED</th><th>2015-16 FTE ALLOCATED</th><th>DIFFERENCE IN FTE ALLOCATION</th></tr><tr><td>Bradford</td><td>3.17</td><td>3.0</td><td>-.17 (The .17 was added back to Bradford following Third Friday count due to increased enrollment.)</td></tr><tr><td>Indian Trail</td><td>5.0</td><td>4.83</td><td>-.17</td></tr><tr><td>Tremper</td><td>3.42</td><td>3.0</td><td>-.42</td></tr></table>	SCHOOL	2014-15 FTE ALLOCATED	2015-16 FTE ALLOCATED	DIFFERENCE IN FTE ALLOCATION	Bradford	3.17	3.0	-.17 (The .17 was added back to Bradford following Third Friday count due to increased enrollment.)	Indian Trail	5.0	4.83	-.17	Tremper	3.42	3.0	-.42
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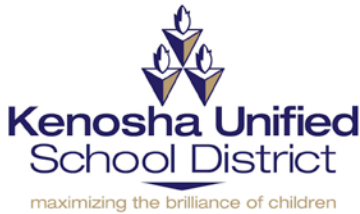
QUESTION/CONCERN	RESPONSE			
	<u>Summer School Physical Education Participation History</u>			
	YEAR	NUMBER OF STUDENTS IN KENOSHA ESCHOOL PHYSICAL EDUCATION	NUMBER OF STUDENTS IN SUMMER SCHOOL PHYSICAL EDUCATION	
	2010	NA	399	
	2011	NA	566	
	2012	66	654	
	2013	52	847	
	2014	0 (not offered—moved to Jefferson Annex)	910	
	2015	7	1,095	
What is the current student-to-teacher physical education ratio?	<u>Average Student to Teacher Ratio</u>  (Based on Annual Third Friday Count)			
	SCHOOL	2012-13	2013-14	2014-15
	Bradford	37.7	34	40.4
	Indian Trail	46.5	36.9	38.3
	Tremper	40.8	32.8	31.4
How quickly would those positions be reduced if a reduction was necessary?	This is based on student enrollment in physical education courses. Reduction in force process occurs in the spring.			
What would happen to those teachers who lost those positions?	Reduction in work force procedure would be implemented.			

QUESTION/CONCERN	RESPONSE								
How many students currently participate in extracurricular athletic options?	<p style="text-align: center;"><u>Kenosha Unified School District Student Participation in Wisconsin Interscholastic Athletic Association Activities</u></p> <table border="1" data-bbox="562 337 1906 529"> <thead> <tr> <th data-bbox="562 337 772 412">SCHOOL YEAR</th><th data-bbox="772 337 1906 412">TOTAL NUMBER OF ATHLETES PARTICIPATING IN WISCONSIN INTERSCHOLASTIC ATHLETIC ASSOCIATION ACTIVITIES*</th></tr> </thead> <tbody> <tr> <td data-bbox="562 412 772 451">2012-13</td><td data-bbox="772 412 1906 451">3,791</td></tr> <tr> <td data-bbox="562 451 772 490">2013-14</td><td data-bbox="772 451 1906 490">3,766</td></tr> <tr> <td data-bbox="562 490 772 529">2014-15</td><td data-bbox="772 490 1906 529">3,645</td></tr> </tbody> </table> <p>*Includes middle and high school students</p>	SCHOOL YEAR	TOTAL NUMBER OF ATHLETES PARTICIPATING IN WISCONSIN INTERSCHOLASTIC ATHLETIC ASSOCIATION ACTIVITIES*	2012-13	3,791	2013-14	3,766	2014-15	3,645
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How many semesters of English, science, math, and history are currently required?	<p>School Board Policy 6456 states that 23.5 credits are required for graduation. This includes:</p> <ul style="list-style-type: none"> <li>• English—4 credits</li> <li>• Social Studies—3 credits</li> <li>• U.S. History—1 credit</li> <li>• World History – 1 credit</li> <li>• Government/Politics—.5 credit</li> <li>• Behavior Science.5 credit</li> <li>• Science—3 credits</li> <li>• Physical Education—1.5 credits</li> <li>• Health—.5 credit</li> <li>• Consumer education—1 credit</li> <li>• Electives—7.5 credits</li> </ul>								
What options would there be to give the credit waiver to students (i.e., would it be just for varsity or for all athletes)? How would it be determined?	<p>The school board will determine the criteria for students to request that the final .5 physical education credit requirement be waived so that they are able to take an additional .5 course in English, math, social studies, science or health.</p> <p>Current .5-credit courses available in each of these content areas include:</p>								



QUESTION/CONCERN	RESPONSE						
Is someone was on varsity but didn't show up for all practices or was second string and didn't get a lot of playing time, how would credit be determined?		<b>CONTENT</b>	<b>ENGLISH</b>	<b>SOCIAL STUDIES</b>	<b>SCIENCE</b>	<b>MATH</b>	<b>HEALTH</b>
		Number of existing .5-credit options*	None	Sociology Ethnic Studies Psychology Economics Global Studies	Forensic Science Genetics	Trigonometry Probability & Statistics	None
		Kenosha eSchool courses	None	Economics Psychology Sociology	None	Trigonometry	None
Have any students requested a waiver?	*Not all courses are offered at all schools and/or every semester						
	Mr. Knecht has received occasional parent inquiries, and most of these have inquired about the option of waiving the .5 physical education credit for a study hall. (This is not allowable according to the state statute.) The remainder were interested in an additional AP credit. (This is allowable in English, social studies, science, math, or health.)						

<p>Do students have the option to take more than 1.5 credits of physical education right now?</p>	<p>Yes, there are 4 different .5 credit courses available to students:</p> <ul style="list-style-type: none"> <li>• PE Foundations—.5 credit—required for all students</li> <li>• Lifetime Fitness</li> <li>• Personal Fitness</li> <li>• Active Fitness</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-left: 150px;"> <p>Students are required to select two of these options to complete the additional one credit required for graduation.</p> </div> <p>Physical Education Foundations will introduce fitness to students through many different activities, including team sports, individual sports, and organized fitness activities. Implementation of the SPARK curriculum for high school will come from Physical Education Foundations. This course must be successfully completed before entering any of the other offered physical education courses.</p> <p>Lifetime Fitness class will teach students fitness and the importance of fitness through team sports and team building. Students will have the opportunity to cooperatively learn the importance of staying fit and the healthy aspects of lifetime sports. SPARK curriculum will continue with emphasis on team lessons.</p> <p>Personal Fitness class is primarily held in the school's fitness center/weight room. The class will introduce and incorporate a fitness plan for students to follow and transition into each student developing and implementing his/ her own personalized fitness plan. Where appropriate, SPARK curriculum will be incorporated into lessons.</p> <p>Active Lifestyles class emphasizes the importance of staying fit and healthy individually. Students will be able to learn different ways to take responsibility for their fitness and health through individual lifetime sports and individual fitness opportunities. SPARK curriculum will continue with the emphasis on individual fitness-building lessons.</p>
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Contact: Tanya Ruder  
Executive Director of Community Partnerships and Media Relations  
Tel: 262-359-7612  
Cell: 414-587-9998  
Email: [truder@kUSD.edu](mailto:truder@kUSD.edu)

FOR IMMEDIATE RELEASE

### KUSD SEEKS PE WAIVER COMMITTEE MEMBERS

KENOSHA, Wis. (Monday, Aug. 31, 2015) – The Kenosha Unified School District is inviting members of the public to participate on a physical education waiver committee. The committee will be tasked with exploring Wisconsin Act 105 which offers school districts the option to provide credit toward graduation in physical education for participation in extracurricular activities (Wisconsin State Statute 118.33).

Individuals who wish to serve on the committee should submit their interest in writing no later than Friday, Sept. 18. The district will then appoint committee members by Wednesday, Sept. 23.

The committee will meet at the Educational Support Center, 3600 52<sup>nd</sup> St., at 5:30 p.m. on Sept. 30, Oct. 7 and Oct. 21. Attendance is required for all meetings.

Letters of interest should be mailed to the Office of Teaching and Learning, ATTN: Carol Higgins, via U.S. mail (3600 52<sup>nd</sup> St., Kenosha, WI 53144), fax (262-359-7648) or email ([chiggins@kUSD.edu](mailto:chiggins@kUSD.edu)) by Friday, Sept. 18. They also can be dropped off in person from 7:30 a.m. to 4:30 p.m., Monday through Friday.

###

About Kenosha Unified School District: *Our mission is to assure every child experiences high quality, personalized learning success.* KUSD is the third largest public school district in Wisconsin. It serves over 22,000 students and almost 2,500 staff. The District, created in 1967, includes the city of Kenosha, village of Pleasant Prairie and town of Somers. The Board of Education is comprised of seven elected members. The Superintendent of Schools is Dr. Michele Hancock.

## APPENDIX C

### PHYSICAL EDUCATION WAIVER COMMITTEE MEMBERS

NAME	POSITION
Julie Housaman	Assistant superintendent of teaching and learning
Steve Knecht	Coordinator of athletics/physical Education
Maxwell Bado	Student at LakeView
Andy Berg	Community member
Mary Jane Carreno	Community member
Richard Coshun	Dean at Lincoln
Jennifer Garin	Physical education teacher at LakeView
Patricia Hupp	Track coach at Tremper
Kurt Koesser	Community member
Paul Kresse	Physical education teacher at Indian Trail
Gary Kunich	School board member
Bob McFall	Community member
Paul Myers	Community member
Charlene Smith	Community member
Paige Smith	Student at Harborside
Elizabeth Wickersheim	Curriculum/Program Standing Committee member
Myron Yench	Community member

## APPENDIX D

### PROS AND CONS OF IMPLEMENTING THE PHYSICAL EDUCATION WAIVER FOR ATHLETES DEVELOPED BY KENOSHA UNIFIED SCHOOL DISTRICT PHYSICAL EDUCATION TEACHERS

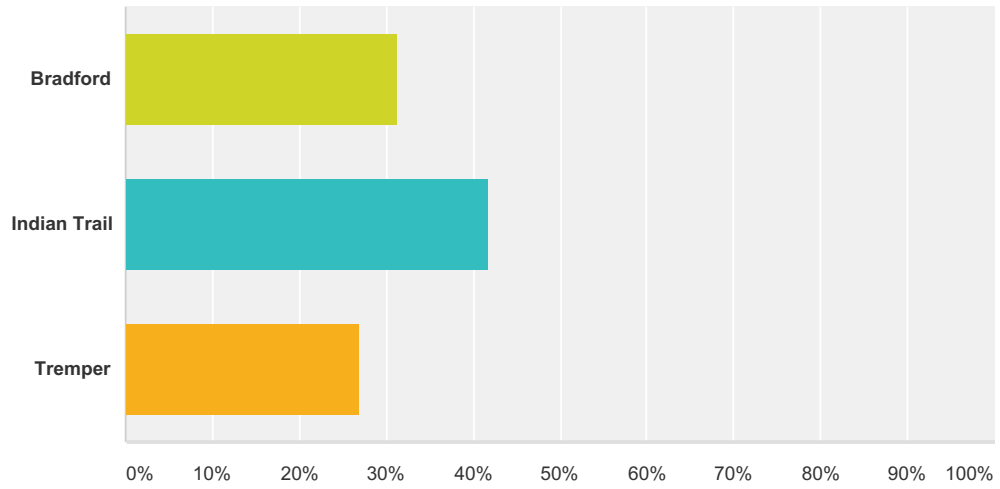
PROS	CONS
Additional academic credit will be available to athletes.	The waiver may be discriminatory to students with special needs and nonathletes.
There will be potential growth for Wisconsin Interscholastic Athletic Association teams.	Nationally, childhood obesity is a focus; and decreasing opportunities for any student to participate in physical activity is counterproductive to achieving this goal.
This may result in 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 athletes with the guidance of a trained instructor. <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).
	The implementation of the waiver will create additional clerical work for high school personnel, such as: <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.

KENOSHA COMMUNITY CLUB SPORTS AND ACTIVITIES

ORGANIZATION	Pleasant Prairie Patriots	Scamps Gymnastics, Inc.	Tremper Cheer	Kenosha Phylerz	Red Star Soccer Club	Patriettes	Various Amateur Athletic Union Clubs	Southport Boys' Volleyball Club	Kenosha Academy of Dance
SPORT/ACTIVITY	Swimming	Gymnastics	Cheerleading	Track and field/cross country	Soccer	Ice skating	Basketball	Volleyball	Dance
LENGTH OF SEASON	Year round	Year round	Football and basketball seasons	Year round  High school— summer and fall only	August-June	Year round	Year round	November- July	Year round
AVERAGE PRACTICE TIMES/WEEK	Varies by age  Seniors practice six to eight sessions per week for two hours each session.	Advanced gymnasts (middle and high school) average 18 hours per week.	Two times per week for two hours  Competition teams practice an additional day each week for three hours.	Five days per week for two hours each day and one competition day	Two to three times per week depending on team	Minimum of two hours per day plus competitions and seasonal shows	Two to three times per week for two hours plus tournaments	Two to three times per week plus tournaments	Number and frequency depends on the type of dance course or courses participating in
FITNESS RELATED GOALS	Cardio Strength training	Strength, flexibility, stamina, kinesthetic awareness, and spatial awareness	Tumbling class, run laps, conditioning, and stretching	Fitness, strengthening core, speed, general conditioning, weights, and mental health	Conditioning	Strength and conditioning	Strength, conditioning, and skill work	Strength, conditioning, and skill work	Strength, conditioning, and performance
AGE GROUPS	All ages	Ages 3-18	Ninth-twelfth grade	Ages 8-18	Ages 7-17	All ages	All ages	Middle and high school	All ages

### Q1 Please select your primary school.

Answered: 539 Skipped: 0

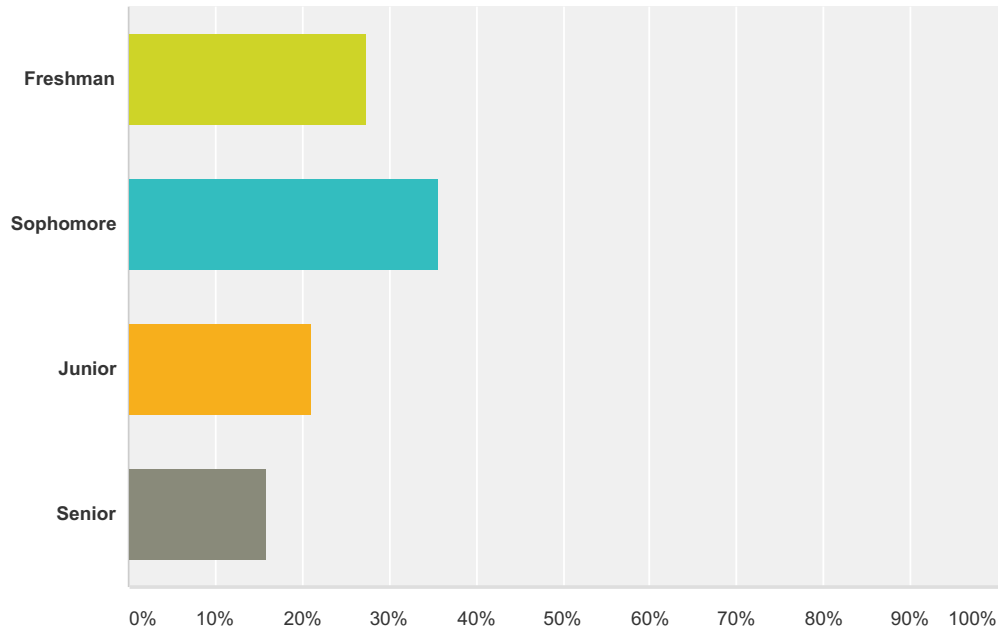


Answer Choices	Responses	
Bradford	31.35%	169
Indian Trail	41.74%	225
Tremper	26.90%	145
Total		539

# Athletic Waiver Student Survey

## Q2 Please select your current year in school.

Answered: 539 Skipped: 0



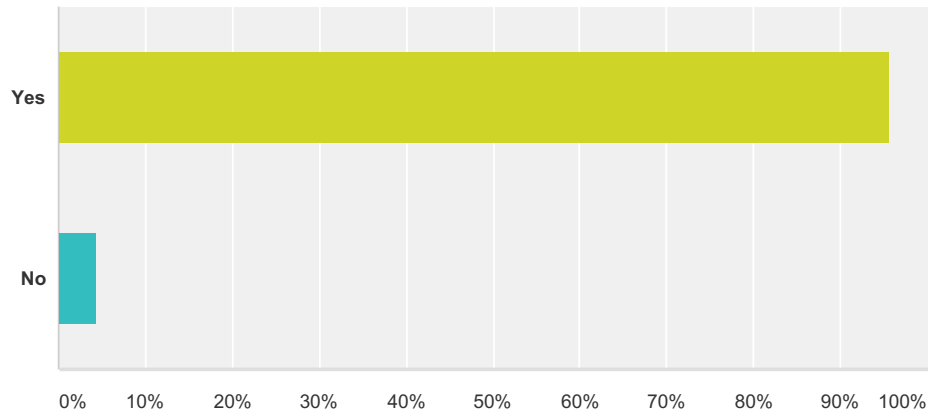
Answer Choices	Responses	
Freshman	27.27%	147
Sophomore	35.62%	192
Junior	21.15%	114
Senior	15.96%	86
Total		539



# Athletic Waiver Student Survey

## Q3 Are you currently a member of a WIAA approved KUSD sports team?

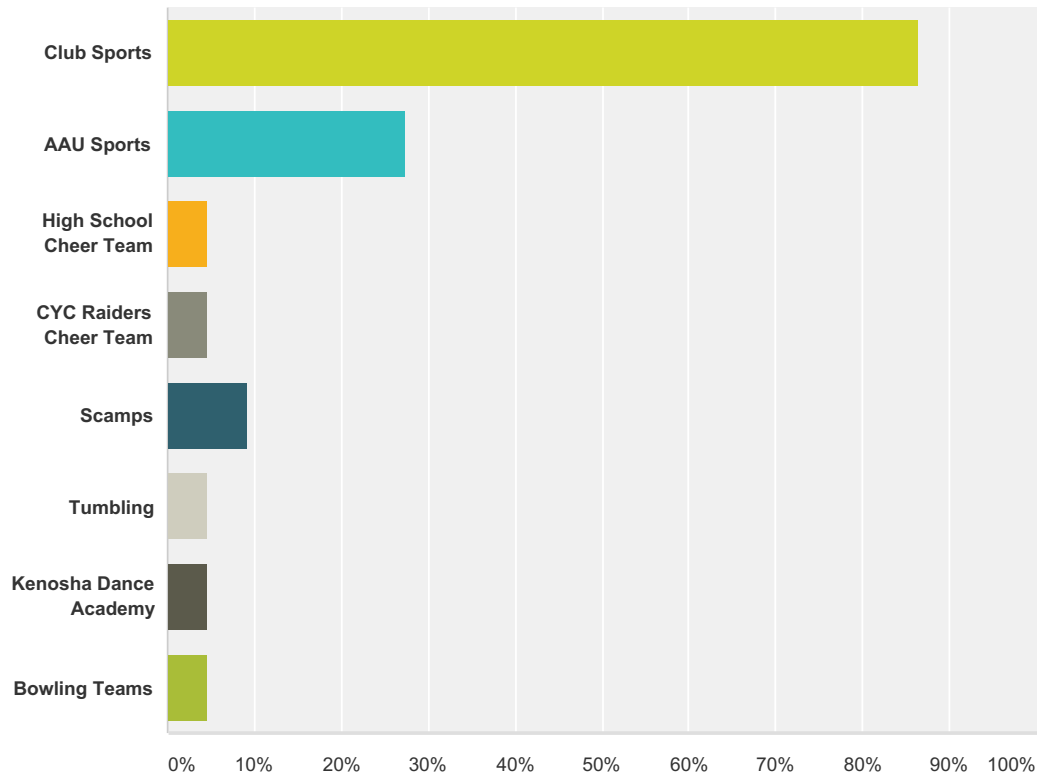
Answered: 539 Skipped: 0



Answer Choices	Responses	
Yes	95.55%	515
No	4.45%	24
Total		539

### Q4 What physical activity do you currently participate in that you feel would make you eligible for the waiver? (select all that apply)

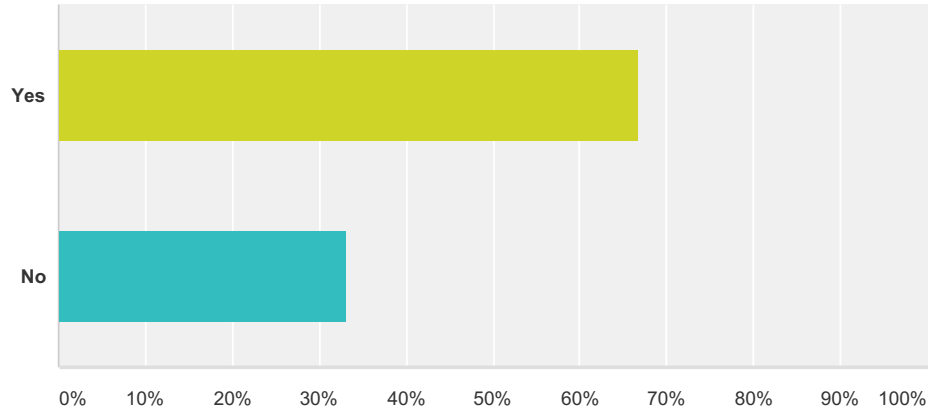
Answered: 22 Skipped: 517



Answer Choices	Responses
Club Sports	86.36% 19
AAU Sports	27.27% 6
High School Cheer Team	4.55% 1
CYC Raiders Cheer Team	4.55% 1
Scamps	9.09% 2
Tumbling	4.55% 1
Kenosha Dance Academy	4.55% 1
Bowling Teams	4.55% 1
Total Respondents: 22	

**Q5 If provided the opportunity, would you take an academic class in order to waive the .5 credit of PE?**

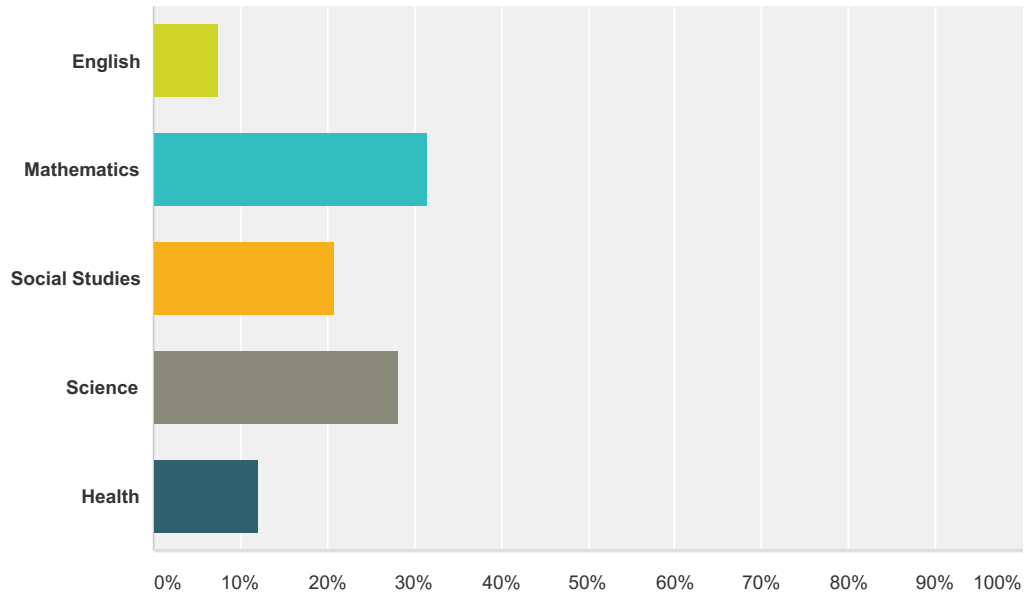
Answered: 533 Skipped: 6



Answer Choices	Responses	
Yes	66.79%	356
No	33.21%	177
Total		533

**Q6 In what subject area would you most likely take an additional .5 credit? This .5 credit would be in addition to the credits in the subject area required for graduation.**

Answered: 356 Skipped: 183



Answer Choices	Responses
English	7.58% 27
Mathematics	31.46% 112
Social Studies	20.79% 74
Science	28.09% 100
Health	12.08% 43
<b>Total</b>	<b>356</b>