Kenosha Unified School District

MONTHLY SCHOOL BOARD
STANDING COMMITTEE MEETINGS

February 9, 2016

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

6:00 P.M. Personnel/Policy

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

6:50 P.M. Joint Audit/Budget/Finance and
Curriculum/Program

7:10 P.M. Curriculum/Program

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

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**Kenosha Unified
School District**

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

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

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

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

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

Mr. Falkofske welcomed new committee members Mr. Thomey and Mr. Wicklund and asked for introductions by all committee members.

Approval of Minutes – April 14, 2015 and August 11, 2015 Planning/Facilities/Equipment
Ms. Stevens moved to approve the minutes as presented in the agenda. Mr. Zielinski seconded the motion. Unanimously approved.

Outdoor Athletic Facility Project Conceptual Design and Cost Estimate
Mr. Patrick Finnemore, Director of Facilities, introduced the Outdoor Athletic Facility Project Conceptual Design and Cost Estimate and he indicated that Mr. Steven Knecht, Coordinator of Athletics/Physical Education; Mr. Adam Sulko, Athletics Director at Bradford High School; and Mr. John Matera, Athletics Director at Tremper High School; were present to provide Committee members with information on the different outdoor athletic facility project designs.

Mr. Matera and Mr. Knecht displayed and presented the site plans for the Tremper outdoor athletic projects which included the following:
- Renovation of Ameche Field including new synthetic turf, the addition of a track, new bleachers with a home bleacher capacity of 2,000 and visitor bleacher capacity of 1,000, and storage under the home bleachers;
- A new support building for the stadium which will include team rooms, public restrooms, concessions, referee changing room, and storage;
- A synthetic turf infield and new bleachers for the varsity baseball and softball fields;
- A building housing a press box which will include concession areas and storage for baseball and tennis;
- A separate building housing a press box and storage for varsity softball; and
- New tennis courts.

Mr. Sulko and Mr. Knecht displayed and presented the site plans for the Bradford/Bullen outdoor athletic projects which included the following:
- A new football/soccer/track stadium with home bleacher capacity of 2,000 and visitor bleacher capacity of 1,000 with storage under the home bleachers;
- A new support building which will include team rooms, public restrooms, concession areas, referee changing room, and storage;
- A synthetic turf infield and new bleachers for the varsity baseball field;
- Construction of a new sports complex on the Bullen site to house varsity and JV softball fields, a JV baseball field, tennis courts, and three practice football/soccer fields;

- A building housing a press box which will also include concession areas, and storage for softball, tennis and baseball; and
- An expanded parking lot on the north side of Bradford.

Mr. Knecht displayed and presented the site plan for Indian Trail which included a synthetic turf infield and new bleachers for the varsity baseball and softball fields. Mr. Finnemore noted that the resurfacing of the track at Indian Trail is also included but not noted on the site plan.

Mr. Finnemore noted the cost estimate summary for the outdoor projects, the proposed project timeline, and the request for authorization to make any necessary amendments to the lease agreement with the City.

Mr. Finnemore and Mr. Knecht answered questions from committee members.

Ms. Stevens moved to forward the Outdoor Athletic Facility Project Conceptual Design and Cost Estimate to the full Board for consideration. Mr. Flood seconded the motion. Unanimously approved.

Information Item
Mr. Finnemore indicated that a Capital Projects Update was included in the agenda; however, due to time constraints, unless there were questions, he would present the information at next month's meeting. There were no questions by committee members.

Future Agenda Items
Dr. Savaglio-Jarvis noted that an Amendment to the Anderson Park Lease Agreement would be presented to the Committee in November or December as noted in the agenda.

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

Meeting adjourned at 6:14 P.M.

Stacy Schroeder Busby
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 9, 2016
Planning/Facilities/Equipment Standing Committee

OUTDOOR ATHLETICS FACILITY PROJECT BID SUMMARY

Background:

The construction bids for the Outdoor Athletic Facility Project were received on February 2, 2016, by Camosy Construction and representatives of our Facilities Department staff. The table below summarizes the low bids and selected key contractors by bid section.

Discipline	Contractor/Supplier	Bid
Concrete	Camosy	$2,007,048
Carpentry	Camosy	$351,686
Masonry	Camosy	$724,754
Stadium Bleachers	JW Industries	$1,515,300
Fixed Bleachers	Southern Bleacher	$438,000
Synthetic Turf	FieldTurf USA	$1,907,162
Track Surface	Athletic Field Services	$395,550
Structural Steel	Metro Welding	$82,100
Roofing	Van's Roofing	$248,780
Mechanical	Lee Plumbing	$342,000
Fire Protection	Flannery Fire Protection	$126,250
Electrical	ECI	$1,030,500
Athletic Equipment	Various	$163,097
Misc. Specialties	Various	$455,004
Site Disciplines Not Yet Awarded		$5,048,429
• Excavation/Site Utilities	TBD	
• Tennis Surfacing	TBD	
• Asphalt	TBD	
• Landscaping	TBD	
• Fencing	TBD	
Total Administrative Costs	Camosy	$1,394,540
Architectural Fee	PID	$469,800
Total		$16,700,000

The total at the bottom of the table is the guaranteed maximum price for construction of the project which matches the referendum budget of $16,700,000.

Disciplines highlighted in gray are those that final selections have not been made as of the date this report was written. The bid amount total shown for the sum of those disciplines is considered to be a worst case amount by Camosy. Representatives of Camosy are meeting with contractors in those disciplines to clarify bids and identify value engineering opportunities. Final contractor selections and bid amounts for those disciplines should be firmed up within the next several days. Any savings realized during this process will be applied towards alternates identified during the design committee meetings. Note that this report will be updated with the latest information prior to the School Board meeting on February 23, 2016.

Contractors highlighted in blue are headquartered in Kenosha County (note that some of the undecided discipline selections may also be Kenosha County companies).

Administration Recommendation:

Administration recommends that the Planning, Facilities, and Equipment Committee forward the contractor selection and associated bids for the Outdoor Athletic Facility project as summarized in this report to the full Board for their consideration.

Dr. Sue Savaglio-Jarvis   Mr. Patrick M. Finnemore, PE
Superintendent of Schools   Director of Facilities

Mr. John E. Setter, AIA
Project Architect

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 9, 2016
Planning/Facilities/Equipment Standing Committee

STORM WATER EASEMENTS – OUTDOOR ATHLETICS PROJECTS

Background:

The City of Kenosha requires that KUSD provide an easement on a portion of the following school owned or leased properties:

- Ameche Field/Anderson Park
- Bradford High School
- Bullen Middle School

This easement will allow the City access to the storm water management facilities being installed at the three sites to support the Outdoor athletic projects at the three locations. This access will allow City staff or contractors to perform necessary maintenance and inspections on those facilities.

A draft copy of the easement has been developed by our civil engineering consultant, Nielsen Madsen & Barber, and is provided as an attachment to this report. The City Attorney will generate a final easement agreement based on the draft, and it is recommended that the Board authorize the KUSD Director of Facilities to represent the district in the review of the final agreement. Once the agreement is finalized, it will be provided to the School Board President for final signature. There are no financial considerations associated with this easement.

Administration Recommendation:

Administration recommends that the Planning, Facilities, and Equipment Committee forward the proposed storm water easements with the City of Kenosha as described in this report to the full Board for their consideration.

Dr. Sue Savaglio-Jarvis   Patrick M. Finnemore, P.E.
Superintendent of Schools   Director of Facilities

STORM WATER DRAINAGE, ACCESS & MAINTENANCE EASEMENT:

Being part of the Northwest ¼ of Section 25, Township 2 North, Range 22 East, in the City of Kenosha, Kenosha County, Wisconsin; bounded as follows: Commence at a point on the West line of said Section 25 located N01°31'58"W 1161.95 feet from the West ¼ of said Section 25; thence N90°00'00"E 40.01 feet to the East right-of-way of 39th Avenue and the point of beginning of this description; run thence N01°31'58"W 20.01 feet along said East right-of-way; thence N90°00'00"E 40.53 feet; thence N00°00'00"E 64.21 feet; thence N90°00'00"E 360.00 feet; thence S00°00'00"E 37.00 feet; thence N90°00'00"W 337.00 feet; thence S00°00'00"E 47.21 feet; thence N90°00'00"W 63.00 feet to said East right-of-way and the point of beginning. Containing 0.349 acres.
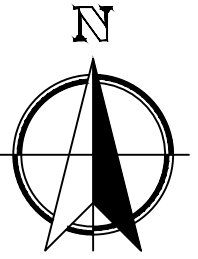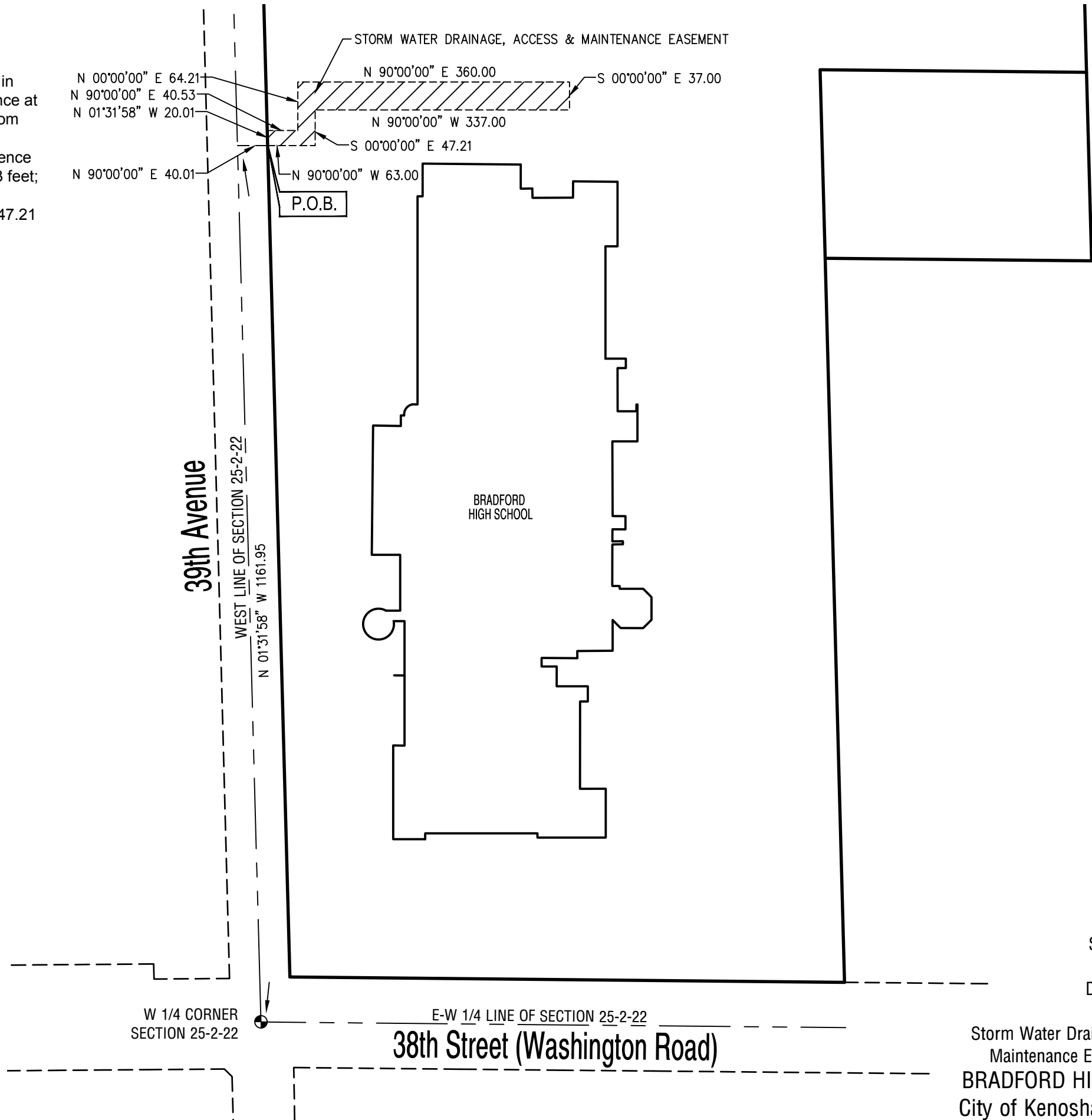
STORM WATER DRAINAGE, ACCESS & MAINTENANCE EASEMENT

N 00°00'00" E 64.21
N 90°00'00" E 40.53
N 01°31'58" W 20.01
N 90°00'00" E 360.00
S 00°00'00" E 37.00
N 90°00'00" W 337.00
S 00°00'00" E 47.21
N 90°00'00" E 40.01
N 90°00'00" W 63.00

P.O.B.

N

39th Avenue

WEST LINE OF SECTION 25-2-22
N 01°31'58" W 1161.95

BRADFORD
HIGH SCHOOL

W 1/4 CORNER
SECTION 25-2-22

E-W 1/4 LINE OF SECTION 25-2-22

38th Street (Washington Road)

Nielsen Madsen & Barber S.C.
Civil Engineers and Land Surveyors
1458 Horizon Blvd. Suite 200, Racine, Wisconsin 53406
Phone (262) 634-5588 * Facsimile (262) 634-5024 * Website nmbsc.net

Scale: 1" = 150'
Drawn By: SCB
DATE: 1-7-2016
2015.0077.01
Storm Water Drainage, Access &
Maintenance Easement Exhibit
BRADFORD HIGH SCHOOL
City of Kenosha, Wisconsin

STORM WATER DRAINAGE, ACCESS & MAINTENANCE EASEMENT:

Being part of Parcel I of Certified Survey Map No. 2583, a recorded map in the Southeast ¼ of Section 23, Township 2 North, Range 22 East, in the City of Kenosha, Kenosha County, Wisconsin; bounded as follows: Commence at a point on the East line of said Section 23 located N02°14'30"W 122.60 feet from the Southeast corner of said Section 23; thence S89°20'51"W 40.02 feet to the West right-of-way of 39th Avenue and the East line of said Parcel I; thence N02°14'30"W 487.32 feet along said West right-of-way and said East line to the point of beginning of this description; run thence S89°47'53"W 52.14 feet; thence S00°00'00"E 487.57 feet to the South line of said Parcel I; thence S89°20'51"W 864.91 feet along said South line to the East line of Parcel II of said CSM 2583; thence N01°54'37"W 355.44 feet along the Northerly projection of said East line; thence S90°00'00"E 137.13 feet; thence S01°54'37"E 333.88 feet; thence N89°20'51"E 708.49 feet; thence N00°00'00"E 497.73 feet; thence N89°47'53"E 70.96 feet to said West right-of-way and the East line of said Parcel I; thence S02°14'30"E 30.02 feet along said West right-of-way and said East line to the point of beginning. Containing 1.714 acres.

N

BULLEN MIDDLE SCHOOL

Parcel I CSM 2583

28th Street

EAST LINE OF SECTION 23-2-22

N 89°47'53" E 70.96

S 89°47'53" W 52.14

S 02°14'30" E 30.02

29th Street

P.O.B.

43rd Avenue

2837

2901

2911

2923

S 90°00'00" E 137.13

STORM WATER DRAINAGE, ACCESS & MAINTENANCE EASEMENT

N 01°54'37" W 355.44

S 01°54'37" E 333.88

N 00°00'00" E 497.73

S 00°00'00" E 487.57

N 02°14'30" W 487.32

39th Avenue

Parcel II CSM 2583

30th Street

20'

N 89°20'51" E 708.49

S 89°20'51" W 864.91

3030

S 89°20'51" W 40.02

N 02°14'30" W 122.60

30th Street

SE CORNER
SECTION 23-2-22

Scale: 1" = 150'
Drawn By: SCB
DATE: 1-7-2016
2015.0077.01

Storm Water Drainage, Access &
Maintenance Easement Exhibit
BULLEN MIDDLE SCHOOL
City of Kenosha, Wisconsin

Nielsen Madsen & Barber S.C.
Civil Engineers and Land Surveyors
1458 Horizon Blvd. Suite 200, Racine, Wisconsin 53406
Phone (262) 634-5588 * Facsimile (262) 634-5024 * Website nmbsc.net

Friday, January 08, 2016   8:15:04 AM   11

STORM WATER DRAINAGE, ACCESS & MAINTENANCE EASEMENT:

Being part of the Northeast ¼ of Section 13, Township 1 North, Range 22 East, in the City of Kenosha, Kenosha County, Wisconsin; bounded as follows: Commence at a point on the East line of said Section 13 located S03°06'34"E 50.07 feet from the Northeast corner of said Section 13 to the South right-of-way of 85th Street extended Easterly; thence S89°54'51"W 1361.56 feet along said South right-of-way to the East right-of-way of 26th Avenue; thence S03°06'34"E 588.43 feet along said East right-of-way to the point of beginning of this description; run thence N86°45'58"E 258.06 feet; thence S03°14'02"E 85.51 feet; thence N87°06'05"E 416.71 feet; thence N02°53'55"W 76.92 feet; thence N87°06'05"E 26.00 feet; thence S02°53'55"E 274.00 feet; thence S87°06'05"W 26.00 feet; thence N02°53'55"W 174.08 feet; thence S87°06'05"W 442.46 feet; thence N03°14'02"W 84.66 feet; thence S86°45'58"W 27.83 feet; thence S03°14'02"E 614.14 feet; thence N86°45'58"E 52.74 feet; thence S22°11'28"E 123.26 feet; thence N87°06'05"E 237.04 feet; thence N43°01'15"E 133.19 feet; thence N02°53'55"W 163.17 feet; thence N87°06'05"E 34.00 feet; thence S02°53'55"E 179.00 feet; thence S43°01'15"W 143.50 feet; thence S87°06'05"W 262.67 feet; thence N22°11'28"W 126.33 feet; thence S86°45'58"W 59.29 feet; thence N03°14'02"W 634.14 feet; thence S86°45'58"W 180.41 feet to said East right-of-way of 26th Avenue; thence N03°06'34"W 24.00 feet along said East right-of-way to the point of beginning. Containing 1.353 acres.

85th STREET — NORTH LINE OF SECTION 13-1-22

NE CORNER SECTION 13-1-22

S 03°06'34" E 50.07

S 89°54'51" W 1361.56

S 03°06'34" E 588.43

22nd Avenue — EAST LINE OF SECTION 13-1-22

26th Avenue

STORM WATER DRAINAGE, ACCESS & MAINTENANCE EASEMENT

N 03°06'34" W 24.00
N 86°45'58" E 258.06
S 86°45'58" W 180.41
S 86°45'58" W 27.83
P.O.B.
S 03°14'02" E 85.81
N 02°53'55" W 76.92
N 87°06'05" E 416.71
S 87°06'05" W 442.46
N 03°14'02" W 84.66
N 02°53'55" W 174.08
N 87°06'05" E 26.00
S 02°53'55" E 274.00
S 87°06'05" W 26.00
N 03°14'02" W 634.14
S 03°14'02" E 614.14
N 87°06'05" E 34.00
N 02°53'55" W 163.17
S 02°53'55" E 179.00
N 86°45'58" E 52.74
N 43°01'15" E 133.19
S 43°01'15" W 143.50
S 22°11'28" E 123.26
N 87°06'05" E 237.04
S 86°45'58" W 59.29
S 87°06'05" W 262.67
N 22°11'28" W 126.33

STORM WATER DRAINAGE, ACCESS & MAINTENANCE EASEMENT

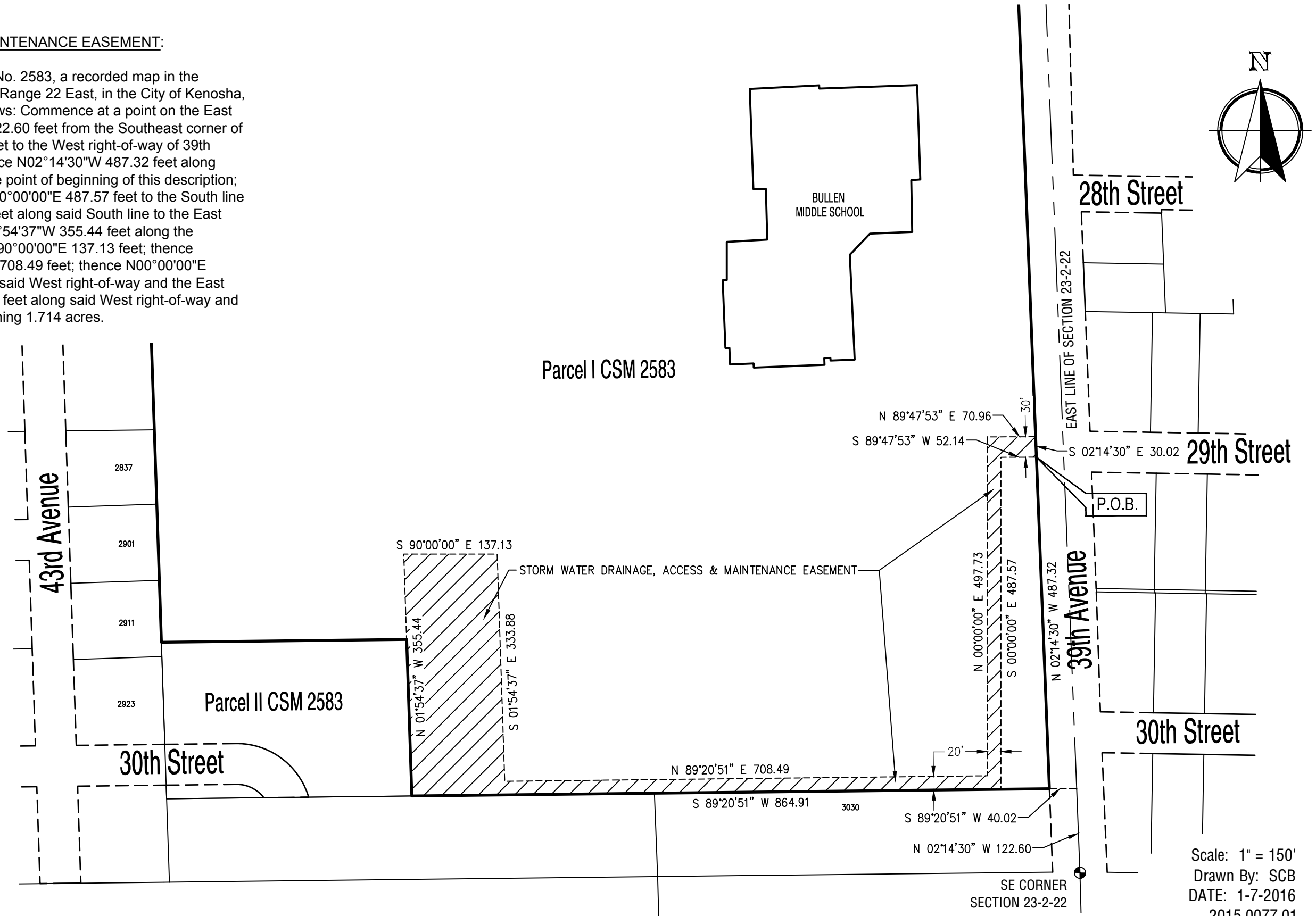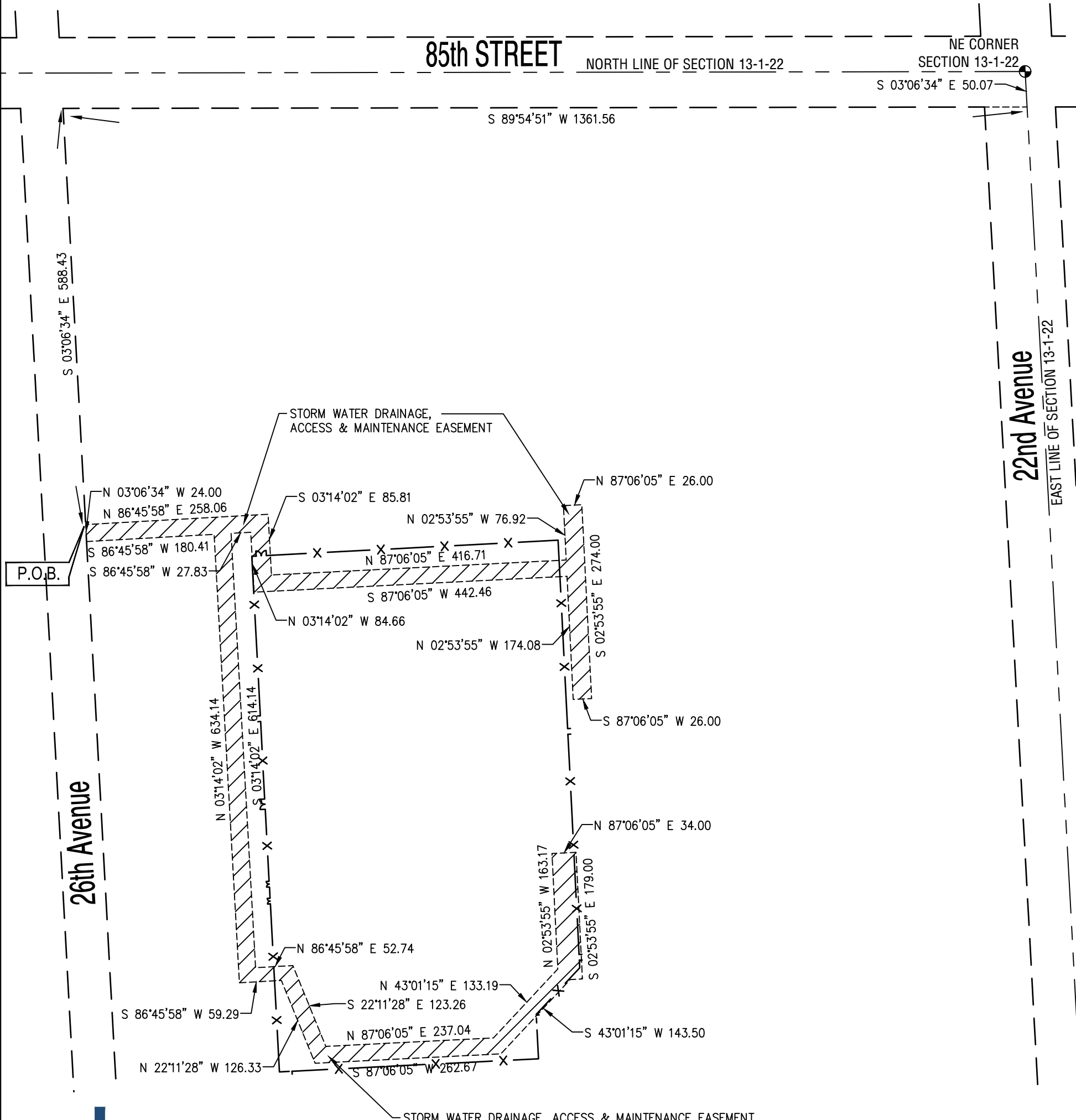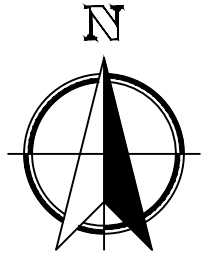**Nielsen Madsen & Barber S.C.**
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DATE: 1-7-2016
2015.0077.01
Storm Water Drainage, Access & Maintenance Easement Exhibit
ANDERSON PARK
City of Kenosha, Wisconsin

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 9, 2016
Planning/Facilities/Equipment Standing Committee

2016- 2017 CAPITAL PROJECTS PLAN

Background:

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1 of each year. This report includes the proposed major maintenance and energy savings projects plans for 2016-17.

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

Available Budget:

The overall major maintenance budget is $2,000,000; however $500,000 will once again be used to continue to pay off the loan used to fund the Reuther masonry restoration project that was performed in 2009-2011. The current estimate is that the loan for that project will be completely paid off by the end of the 2019-20 fiscal year. That leaves $1,500,000 available for major maintenance projects this coming fiscal year. In addition, we have a budget of $500,000 within our utilities/energy budget to fund capital projects each year. The energy project funds were generated from measured savings from previous energy projects over a 10 year period. Energy savings generated from projects the past couple of years have been placed back in the general fund for other district expenditures.

Major Maintenance Plan Information:

The 2016-17 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated fifteen years ago, and the energy savings project program started thirteen years ago. The major maintenance plan includes a proposed contingency of $35,000 or 2.33% of the available budget for projects that will be performed this year. Board Policy

3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past fifteen years.

Administration Recommendation:

Administration recommends that the Planning, Facilities, and Equipment Committee forward the 2016-17 Capital Projects Plan as described in this report to the full Board for their consideration.

Dr. Sue Savaglio-Jarvis   Mr. Patrick M. Finnemore, PE
Superintendent of Schools   Director of Facilities

Mr. John E. Setter, AIA
Project Architect

PROPOSED 2016-17 CAPITAL PROJECTS PLAN

MAJOR MAINTENANCE PROJECTS:

Bradford Parking Lot Replacement Project:

As part of the design development and planning process for the outdoor athletic facility referendum, we identified other improvements at the schools (Bradford and Tremper in particular) that should be performed concurrently with the athletics project and funded with major maintenance dollars. This year, that project is the replacement of the north parking lot at Bradford as well as other site improvements associated with the parking lot. The referendum project is funding an expansion to the parking lot from just under 300 stalls to over 500 stalls. Performing the expansion without replacing the remainder of the lot which we believe is the KUSD parking lot in the poorest condition, would be a major oversight. This project would replace the parking lot, the concrete approaches off of 39th Avenue, the concrete walkways on the north side of the school, and other miscellaneous concrete work to support the construction. In addition, the project which is estimated at $800,000 includes other features as required by the City of Kenosha Ordinances for new parking lots which this will be categorized because of the expansion. These features include landscaping islands and upgraded parking lot lighting. The new parking lot lighting will include new poles and LED lighting conforming to the KUSD standards for exterior lighting upgrades. This project is being bid out as an alternate as part of the athletic project bid process through Camosy Construction in order to use the same contractors that will be constructing the addition to the lot so that it is one cohesive project. In addition, this will provide the best results from a cost perspective through economy of scale of the two large projects.

Washington Middle School Renovation Project:

Over the past several years, we have been upgrading various areas within Washington Middle School with a duo-pronged approach to upgrading the spaces to today's standards as well as addressing a long-standing "old building" smell that has existed at the school for longer than anyone can remember. The school has been tested numerous times for air quality, and nothing has ever been identified as a health concern; however the odor is persistent and not desirable. This fall, over Thanksgiving break, KUSD staff with the aid of industrial hygiene experts from Environmental Management Consulting (EMC) Inc. performed the most extensive and invasive testing of a school that we have ever done. The building was isolated into three sections allowing us to focus the testing on the two areas that we believed were the most likely sources of the odor. Those two areas are highlighted on Attachment B of this report. The first

area was the gymnasium and the second area was the basement footprint of the original gymnasium for the school. In both cases large (10" diameter) and small (4 inch diameter) holes were cut out of the wood floors to expose the wooden subflooring and concrete below. Air and moisture sampling was performed in the subfloor areas as well as removing samples of all of the subflooring materials. In addition those two areas were completely isolated from the remainder of the school by constructing air tight containments and drawing air out of the two spaces to create vacuums in the two areas of question. The vacuums were maintained for approximately 72 hours, and then while still under vacuum EMC performed air quality testing in the two areas as well as the remainder of the school. The air testing confirmed that the source of the odor appears to be in both of the two areas.

The scope of work in the gymnasium and cafeteria above includes replacement of the mechanical system heating and ventilating the gymnasium. The return air plenum serving the gym is a tunnel system along the perimeter of the gym. This tunnel system will be abandoned and replaced with ductwork within the gym space. Due to the layout of the school which is a horseshoe footprint on a relatively small site, water from the space inside the horseshoe easily seeps into the tunnel space. The tunnel will still exist, but it will be closed off from the gym and no longer be part of the ventilation system. In addition we will be installing equipment inside the tunnel to ventilate it to atmosphere so that any stale air odors in the tunnel do not permeate into the gym space. The existing ventilation equipment for the gym is located on a narrow metal mezzanine that is both difficult to access and not very safe on which to perform maintenance. The new units will be roof mounted making them much easier to access and maintain. As part of the removal of the old units, we will replace the ceilings in both the gym and the cafeteria as well as upgrading the lighting in the cafeteria (the gymnasium lighting was upgraded a few years ago and will be reused). The final scope item in the gym will be the sanding and refurbishment of the wood gym floor. This is by far the smallest scope item from a cost perspective and will address numerous imperfections created during the air testing as well as floor damage caused by a roof leak a few years ago.

The scope of work in the old gymnasium area which is now used to house art, tech ed., and general classrooms is more extensive. There are two primary scope items, the first is to remove the old wood gym floor, and the second is to remove the wood sleepers that the old gym floor was mounted to. In order to do this in an area that houses 4 classrooms and some supporting storage rooms and offices, the majority of the partition walls will need to be removed, as will much or all of the concrete under the wood floor. This will be an extensive and very manual project due to the fact that the rooms are not located at ground level. The amount of concrete that will need to be removed is still a bit of an unknown. Our budget is assuming the removal of all of the concrete as well as a couple inches of the sand below the concrete. The actual amount necessary for removal will be determined by EMC once the wood floor has been removed and the concrete is exposed. Once the demo is complete, new concrete floors will be poured and then covered with vinyl composite floor tile. The partition walls will

be reconstructed with a few modifications to better match the current and proposed uses of the spaces by the school. There are a few additional scope items such as removal of some unnecessary casework in a couple of rooms, and replacement of ceilings and lighting in two rooms.

The overall cost for the project is estimated at $750,000 with $160,000 funded by the energy project savings budget that will go towards the HVAC system equipment replacement and the lighting upgrades. The remaining $590,000 will come from major maintenance dollars.

Grewenow Window and Door Replacement Project:

The largest of the energy savings funded projects will be the completion of the replacement of single pane windows and metal panels at Grewenow Elementary School with brick and energy efficient windows started last year along with replacement of the exterior doors at the school. As discussed in last year's capital project plan report, the overall project at Grewenow exceeded the available budget in the energy savings account; therefore all of the classroom windows were replaced last year, and the remainder of the work was deferred to this year. All of the doors being replaced are original to the building which is approximately 60 years old. This project will be funded through the savings generated from our energy savings programs which has a budget of $500,000. The estimated cost for the project at Grewenow is $340,000.

Forest Park Hallway Flooring Replacement Project:

We are proposing one flooring-only project for this coming summer which is the replacement of hallway floor tile at Forest Park Elementary School. All of the flooring at Forest Park has been replaced in the last 10 years except for the hallway flooring which is over 30 years old and could best be described as a patchwork quilt of tile. Failure of the mastic holding the old tile in place has resulted in numerous locations where the tile has become loose and popped up. The old tile is no longer manufactured, so each repair location has been done with tile that does not match the original tile. The mastic is continuing to fail at a higher frequency making replacement of all of the hallway flooring necessary. The estimated cost of the flooring project is $75,000. This cost estimate consists of approximately $45,000 in removal of the old tile and associated asbestos abatement of the mastic, and $32,000 in new flooring

Contingency Projects:

If funds become available as a result of one of the other projects coming in under budget, there are two projects that we would consider based on the amount of the funds that were available. The first project would be the replacement of the clock system at Jefferson Elementary which is a rather small project estimated at $5,000. We have been replacing the old hard-wired Simplex clock systems systematically over the past several years with wireless Primex clock systems.

The second project would be major exterior masonry repairs in the automotive shop classroom at Tremper High School. This project, estimated at $95,000, would correct a long-standing water infiltration problem in the auto repair area of the space. Generally, funds of this magnitude do not become available, but because of the size of the Bradford and Washington projects, and the unknown quality of the demolition of the subflooring at Washington, we may have a larger than normal contingency created when those projects are completed.

ATTACHMENT B
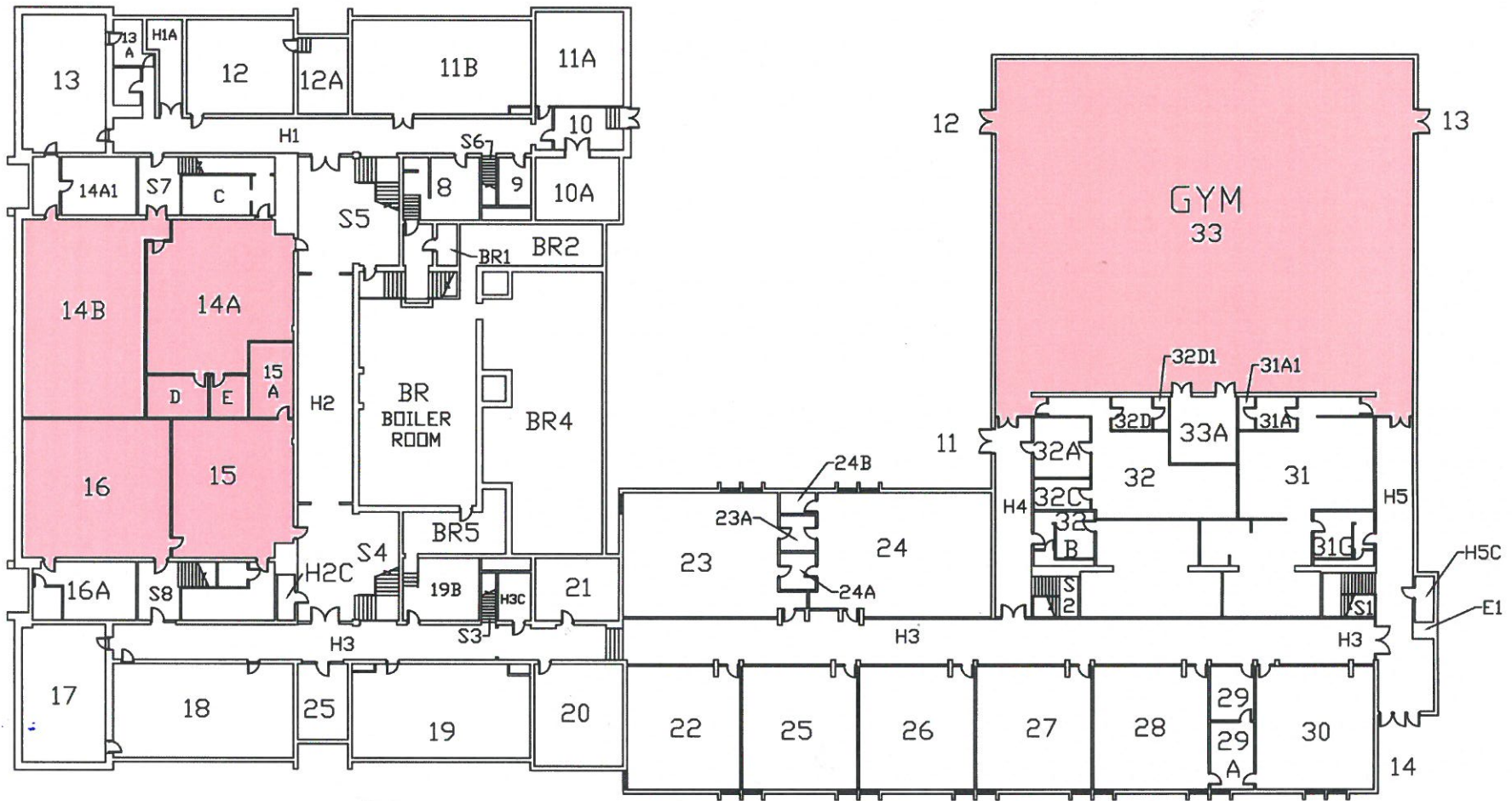
BASEMENT PLAN

Washington Middle School
811 Washington Rd., Kenosha, WI

BUILDING NUMBER	333	DRAWING SCALE	N.T.S.

DATE 01-20-16

SHEET NUMBER 1 OF 1

KENOSHA UNIFIED SCHOOL DISTRICT

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February 9, 2016
Planning/Facilities/Equipment Standing Committee

UTILITY & ENERGY SAVINGS PROGRAM REPORT

The purpose of this report is to provide the regular update on the 2015-16 utilities budget and the operational energy savings program through December.

Utilities Budget Update:

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

- We have spent $144,847 less on natural gas this year as compared to last year.

- We have spent $58,984 less on electricity this year as compared to last year.

- We have spent 39% of the overall utility budget as compared to 43% last year at this time.

Operational Energy Program Update:

The following is a brief summary of the amount of energy saved as of December. Please see the attachment for energy savings by school:

	2015-16	**2014-15**
Electricity Saved (KWh)	3,501,967	3,760,784
Gas Saved (Therms)	237,103	161,736
Dollars Saved	**$514,570**	**$462,296**

This is an informational report.

Dr. Sue Savaglio-Jarvis   Mr. Patrick Finnemore, PE
Superintendent of Schools   Director of Facilities

Mr. John Allen   Mr. Kevin Christoun
Distribution and Utilities Manager   Maintenance Supervisor

Monthly Energy Efficiency Program Tracking Summary

UTILITY INFORMATION (4 months of gas and electric data)

September 2015 through December 2015

End of FY - **Jun-16** Current Month: **Dec-15** Degree Days (Sep-Dec) Last Year: HTG 2606: CLNG 58.5 Degree Days (Sep-Dec) This Year: HTG 1857.5: CLNG 131

BUILDING	ACTUAL USE FY2016				Last Year FY2015 SAVINGS*					FY2016 SAVINGS*				
	kWh	kW	therms	$	kWh	kW	therms	$	% Savings	kWh	kW	therms	$	% Savings
Bradford	898,627	2,724	45,063	$121,670	371,666	584	16,835	$45,386	24.7%	359,815	648	6,638	$36,975	23.3%
Hillcrest	31,080	-	5,415	$7,055	11,022	-	744	$1,841	18.7%	7,114	0	(329)	$725	9.3%
Indian Trail	1,119,200	4,280	29,055	$156,463	636,346	2,149	11,296	$85,291	35.2%	608,204	1,685	1,759	$69,593	30.8%
LakeView Tec	139,360	669	1,138	$20,959	146,852	135	543	$12,029	35.8%	146,662	62	2,300	$11,014	34.4%
Reuther	298,980	1,802	38,203	$63,624	88,379	333	13,006	$18,601	20.6%	113,165	(52)	8,792	$10,839	14.6%
Tremper	664,977	1,987	51,405	$96,763	273,579	448	14,608	$31,859	21.0%	344,174	582	4,601	$31,025	24.3%
HS Total:	**3,152,224**	**11,462**	**170,279**	**$466,534**	**1,527,844**	**3,649**	**57,032**	**$195,008**	**27.4%**	**1,579,134**	**2,925**	**23,761**	**$160,171**	**25.6%**
Bullen	220,410	774	12,802	$33,934	174,688	147	18,499	$24,907	37.9%	188,816	197	12,723	$20,532	37.7%
Lance	192,839	747	16,043	$33,233	42,673	92	6,522	$7,324	15.9%	58,511	148	3,295	$7,460	18.3%
Lincoln Middl	275,384	1,172	16,959	$45,246	96,874	194	12,148	$16,574	22.3%	146,949	337	8,258	$18,071	28.5%
Mahone	408,000	1,950	12,745	$65,344	217,327	140	19,220	$28,077	28.9%	198,165	347	12,898	$22,770	25.8%
KTEC West	151,800	528	12,054	$24,307	124,402	425	5,351	$25,470	43.8%	111,576	380	9,043	$17,704	42.1%
Washington	156,101	611	16,772	$29,114	67,371	282	2,531	$10,005	23.1%	69,099	309	(1,743)	$8,583	22.8%
MS Total:	**1,404,534**	**5,782**	**87,375**	**$231,178**	**723,335**	**1,280**	**64,271**	**$112,357**	**29.2%**	**773,116**	**1,716**	**44,474**	**$95,119**	**29.2%**
Bain School o	250,500	1,224	11,419	$43,160	61,366	(162)	5,933	$5,131	10.0%	64,017	210	4,727	$9,502	18.0%
Bose	48,160	218	3,860	$8,832	81,344	168	8,733	$14,872	54.6%	89,580	196	7,303	$14,069	61.4%
Brass	148,800	660	4,288	$23,212	18,707	227	7,409	$14,891	36.0%	33,396	330	4,112	$8,938	27.8%
Dimensions o	33,207	-	6,251	$7,639	4,141	-	(441)	$455	4.9%	(1,387)	0	(1,538)	($934)	-13.9%
Forest	62,642	263	5,252	$11,661	15,329	7	10,686	$8,040	35.3%	26,942	23	7,982	$6,993	37.5%
Frank	201,680	805	8,716	$31,840	93,257	99	1,762	$8,975	20.7%	105,058	149	79	$8,957	22.0%
Grant	46,720	183	4,256	$8,575	7,916	57	8,251	$6,306	35.6%	16,236	78	6,729	$5,687	39.9%
Grewenow	59,520	233	6,284	$11,188	49,876	102	7,084	$9,826	40.8%	50,659	98	5,828	$8,674	43.7%
Harvey	54,193	209	5,546	$10,154	36,607	103	7,717	$9,272	41.8%	36,650	116	7,398	$8,431	45.4%
Jefferson	61,741	175	5,910	$11,462	34,438	80	4,143	$6,540	28.4%	33,205	90	6,232	$7,367	39.1%
Jeffery	79,232	290	2,775	$11,873	56,447	133	1,351	$7,689	31.3%	50,123	145	820	$6,722	36.1%
KTEC	66,400	295	4,242	$11,483	3,785	25	2,234	$1,763	11.6%	7,751	30	1,476	$1,789	13.5%
McKinley Eler	48,160	234	6,793	$10,489	17,904	25	2,890	$3,729	22.6%	20,651	18	1,573	$3,012	22.3%
Charles Nash	56,160	307	3,751	$12,234	20,993	223	8,382	$9,357	26.8%	124,459	622	9,898	$22,096	64.4%
Pleasant Prai	215,840	819	6,786	$31,213	32,437	(19)	347	$1,568	4.4%	40,855	(26)	28	$1,997	6.0%
Prairie Lane	98,830	459	5,555	$16,590	47,676	78	2,177	$6,915	28.7%	40,019	(14)	862	$4,553	21.5%
Roosevelt	70,680	226	4,872	$11,479	29,281	91	1,321	$4,420	22.1%	21,516	92	4,200	$5,199	31.2%
Somers	155,360	491	9,855	$23,381	58,195	176	4,870	$9,859	28.7%	44,130	172	686	$6,035	20.5%
Southport	88,320	435	6,832	$16,114	33,905	46	1,404	$4,330	19.9%	33,473	40	60	$3,608	18.3%
Stocker	140,800	579	5,215	$21,542	93,125	213	2,093	$10,978	31.9%	99,831	266	792	$10,781	33.4%
Strange	87,389	353	5,972	$14,945	62,560	88	2,910	$8,680	34.7%	59,874	95	210	$6,604	30.6%
Vernon	142,624	503	13,841	$24,482	68,492	165	8,418	$10,429	24.7%	55,155	195	13,242	$12,705	34.2%
Whittier	113,280	596	2,657	$18,826	128,598	350	2,459	$15,345	38.6%	136,433	388	4,508	$16,823	47.2%
Wilson	44,080	220	9,317	$11,345	37,677	77	6,198	$8,162	37.7%	38,418	81	1,805	$5,243	31.6%
ELEM Total:	**2,374,318**	**9,777**	**150,245**	**$403,719**	**1,094,056**	**2,351**	**108,331**	**$187,531**	**27.9%**	**1,227,044**	**3,394**	**89,012**	**$184,849**	**31.4%**
Cesar Chave:	46,080	179	1,684	$7,687	34,490	68	1,753	$5,064	35.8%	37,752	86	1,089	$4,864	38.8%
ESC	416,560	1,235	13,433	$53,196	116,859	235	5,568	$13,791	18.9%	135,967	420	3,570	$16,384	23.5%
Recreation	24,595	-	2,476	$4,702	5,383	-	148	$819	12.1%	7,771	0	(170)	$909	16.2%
Other Total:	**487,235**	**1,414**	**17,593**	**$65,584**	**156,732**	**304**	**7,469**	**$19,673**	**21.0%**	**181,490**	**506**	**4,489**	**$22,157**	**25.3%**
Totals:	**7,418,311**	**28,435**	**425,492**	**$1,167,015**	**3,501,967**	**7,584**	**237,103**	**$514,570**	**27.6%**	**3,760,784**	**8,542**	**161,736**	**$462,296**	**28.4%**

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

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Kunich was called to order at 5:45 P.M. with the following committee members present: Mrs. Snyder, Ms. Stevens, Mrs. Hamilton, Mr. Moore, Mr. Jenewein, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mrs. Stephens arrived later. Mrs. Dahl and Mrs. Gentner were absent.

Approval of Minutes – November 10, 2015 Personnel/Policy and November 10, 2015 Joint Personnel/Policy and Curriculum/Program
Ms. Stevens moved to approve the minutes as contained in the agenda. Mrs. Hamilton seconded the motion. Unanimously approved.

Policy 5240 – Accommodation of Private School, Tribal School, and Home-Based Private Educational Program Students
Dr. Savaglio-Jarvis introduced Policy 5240 – Accommodation of Private School, Tribal School, and Home-Based Private Educational Program Students and indicated that the Policy was being modified to align with Wisconsin Act 55 which mandates school districts to allow home-schooled students to participate in interscholastic athletics and extra-curricular activities "on the same basis and to the same extent" as district enrolled students.

Mrs. Stephens arrived at 5:48 P.M.

Mrs. Julie Housaman, Assistant Superintendent of Teaching and Learning, and Mr. Steven Knecht, Coordinator of Athletics/Physical Education, were present and answered questions from committee members.

Mr. Moore moved to forward Policy 5240 – Accommodation of Private School, Tribal School, and Home-Based Private Educational Program Students to the full Board for approval as a first reading. Ms. Stevens seconded the motion. Unanimously approved.

Policy 5260 – Open Enrollment – Full Time
Dr. Savaglio-Jarvis introduced Policy 5260 – Open Enrollment – Full Time and indicated that the policy was being modified to align with a recent legislative change due to the Wisconsin Biennial Budget (2015 Act 55) in regards to the application processing, aid transfer, and calculating services for students with special needs who are enrolled through the open enrollment process or identified as a tuition waiver.

Mr. Kristopher Keckler, Executive Director of Information & Accountability, was present and answered questions from committee members.

Ms. Stevens moved to forward Policy 5260 – Open Enrollment – Full Time to the full Board for approval as a first reading. Mr. Moore seconded the motion. Unanimously approved.

Future Agenda Items
Mr. Kunich noted that the agenda indicated that Policies 1213 – Web Publication and 4226 – Online Forum would be presented in January but that they will now be presented in February. He also noted that the School Year 2016-2017 Preliminary Enrollment Projections would be presented in February.

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

Meeting adjourned at 5:58 P.M.

Stacy Schroeder Busby
School Board Secretary

February 9, 2016 - REVISED
Personnel/Policy Standing Committee

POLICY AND RULES 1213, 3535 AND 4226

Background:

Policies 1213 Web Publication, 3535 Technology Acceptable Use and 4226 Online Forum each currently refer to the appropriate use of technology and the content that is posted on online forums, including websites, social media, blogs and other various forums. While each of the policies independently served a purpose in the past, our legal advisors recommend streamlining the three policies into one to better allow the district to uphold what is contained within them. By streamlining, the district will have one policy regarding acceptable use of technology for staff.

One of the major changes includes cleaning up language to delineate between an employee's personal use and professional use of social media. This was done to ensure the District does not violate First Amendment Rights. The new policy clarifies personal use of the District's electronic communication system, personal/off-duty use of social media and electronic communications with students.

Another change includes discouraging the use of personal email and social media accounts as a tool to communicate with students. While this is not banned, it will be discouraged because employees have District email and should use this tool rather than personal communication tools. There are exceptions allowed, but in general it will be discouraged.

In addition, language from Policy 1213 was cleaned up to allow the District to post/share appropriate student information as allowable under FERPA, Wis. Stat. 118.25 and the District's Student Records Policy. These items allow the District to disclose directory data such as athlete's names.

The new employee guidelines also put into writing the restriction for soliciting for personal commercial use as well as for outside organizations. This prevents staff from using District email to solicit for organizations outside of KUSD (i.e. non-district charity walks, fundraisers, etc.).

Administration Recommendation:
Administration recommends that the Personnel/Policy Committee forward revised Policy and Rule 4226 Staff Technology Acceptable Use Policy to the school board for consideration as a first reading on February 23, 2016, and a second reading on March 22, 2016.

Dr. Sue Savaglio-Jarvis   Tanya Ruder
Superintendent of Schools   Executive Director of Community
                                                 Partnerships and Media Relations

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POLICY 4226
STAFF TECHNOLOGY ACCETABLE USE

Technology may be used for instruction, research, communication and other educational or professional purposes. Employee use of technology shall be consistent with the educational goals and objectives of the District and shall comply with applicable Board policies and rules.

The District will maintain a District website and use social media for the purpose of collaborating, communicating and disseminating District information. Content posted on the District's website and social media pages is the property of the District.

The District's electronic communication system, which includes telephones, copy/scan/fax machines, desktop computers, laptop computers, email and the network, is the property of the District. All messages, information and data sent, received or stored on the District's electronic communication system is the property of the District. The District reserves the right to monitor employee and student use of technology and inspect any messages, information or data sent, received or stored on the District's electronic communication system.

Failure to comply with this policy and its implementing rule may result in discipline, up to and including termination.

LEGAL REF　　　　**Wis. Stat. § 118.001**
　　　　　　　　　　Wis. Stat. § 120.12
　　　　　　　　　　Wis. Stat. § 120.13
　　　　　　　　　　Wis. Stat. § 943.70
　　　　　　　　　　Wis. Stat. § 947.0125
　　　　　　　　　　Wis. Stat. §§ 19.31 - 19.39
　　　　　　　　　　Wis. Stat. § 115.31
　　　　　　　　　　Wis. Stat. §§ 19.62 - 19.80
　　　　　　　　　　Children's Internet Protection Act
　　　　　　　　　　Neighborhood Children's Internet Protection Act
　　　　　　　　　　Children's Online Privacy Protection Act

CROSS REF　　　　**1200　Public Information Program**
　　　　　　　　　　1210　Communication – School Sponsored (Including Crisis)
　　　　　　　　　　1213　Web Publication
　　　　　　　　　　1240　Access to Public Records
　　　　　　　　　　1510　Advertising/Promotions
　　　　　　　　　　3531.1 Copyrighted Materials
　　　　　　　　　　4111　Employee Harassment
　　　　　　　　　　4224　Employee Code of Ethics
　　　　　　　　　　4260　Personnel Records

4362   **Employee Discipline**

6120   **Core Values**

6470   **Student Records**

6633   **Student Technology Acceptable Use Policy**

Employee Handbook

AFFIRMED

RULE 4226
GUIDELINES FOR STAFF TECHNOLOGY ACCEPTABLE USE

For the purposes of this document, an electronic communications system is defined as the district's technology offerings, including but not limited to telephones, mobile phones, fax/scan/copy machines, Internet, Wi-Fi, the network computing devices and other technology tools available to staff.

1. <u>Responsibility</u>: Employees are responsible for the proper use of any District electronic communication accounts that are issued under their name or that the employee is charged with managing. Employees are responsible for ensuring proper use of technology by students under their supervision.

2. <u>Passwords and security</u>: Employees are prohibited from sharing their password for any electronic communication accounts that are issued under their name, however, employees may share their password with a member of the IT staff if necessary. In that case, the employee shall change his or her password immediately after the IT staff member has completed the task. Employees also are prohibited from accessing another user's account without permission. If an employee identifies a security problem associated with the network or his or her user account, the employee shall notify IT staff.

3. <u>Privacy</u>: Passwords are for the purpose of preventing unauthorized access to the District's electronic communication system only; employees have no expectation of privacy when using the District's electronic communication system, even for personal use. The electronic communication system is the property of the District, and the District reserves the right to monitor and inspect any messages, information and data sent, received or stored on the District's electronic communication system. Documents or messages created, sent, received or stored on the District's electronic information system may be considered a public record and subject to disclosure under the Public Records Law.

4. <u>Prohibited use of the District's electronic communication system</u>: Employees' use of the District's Electronic Communication System must reflect the District's standards for professionalism. Employees shall not use the District's electronic communication system for:

   a. Accessing, sending, viewing or storing messages, images, websites or other materials which are sexually explicit, obscene, pornographic, or harmful to minors;
   b. Soliciting for personal commercial activities or non-District related organizations or activities, unless approved by the District pursuant to the procedures in Board Policy 1500;

      c.   **Accessing or disclosing confidential information without authorization. Any access to or disclosure of confidential student information must comply with the Family Educational Rights and Privacy Act, Section 118.125 of the Wisconsin statutes and the District's student records policy; or**

      d.   **Any other purpose which would violate law or Board policy (including harassment policies).**

Employees who use District equipment on District premises will accept full and unconditional responsibility for any equipment damage or loss and will reimburse the District within a reasonable time for the applicable repair/replacement cost. Further, the responsible party agrees to hold the District harmless for damages caused to any individual or others by the use of this equipment.

5.   <u>**Use of District technology equipment off district premises**</u>**: Employees may use District-owned technology equipment off District premises with appropriate administrator approval. Technology equipment may not be removed from a District building if its removal in any way causes disruption to the learning environment or decreases access to technology for Districtor staff. Any technology assigned to staff for both on and off premises must be reflected in Destiny Asset Manager.**

     Employees who use District equipment off District premises will accept full and unconditional responsibility for any equipment damage or loss and will reimburse the District within a reasonable time for the applicable repair/replacement cost. Further, the responsible party agrees to hold the District harmless for damages caused to any individual or others by the use of this equipment.

6.   <u>**Personal use of the District's electronic communication system**</u>**: Incidental and occasional personal use of the District's electronic communication system is permitted, but such use is subject to this policy. Personal use of technology must be limited to break time and time outside the work day. Personal use must not interfere with student instruction, the performance of an employee's job duties or District business. Employees shall not use their District email address for personal commercial purposes. Employees may connect personal technology devices to the District's network, as long as this does not interfere with the operation, integrity or security of the District's network. The District is not responsible for the safety or security of personal technology devices or the software on them that employees choose to bring into the District. The District does not provide technology support for personal devices.**

7.   <u>**Personal/off-duty use of social media and personal Web pages**</u>**: Even if an employee is off-duty and not using the District's electronic communication system, an employee's personal use of technology or social media may be subject to this policy and regulated by the District if: the employee chooses to identify himself/herself as a District employee; the use affects the employee's job performance or the performance of other District employees or the use involves or relates to the District, District students/families or District employees. Unless authorized to do so by the**

superintendent or his/her designee, employees shall not: represent themselves as a spokesperson for the District or create or post content to a personal/non-authorized website that purports to be an official/authorized website of the District. Employees shall not use their District email address to register for a personal social media account and shall not post photos of students or other personally identifiable confidential student information on personal pages and/or sites without the written consent of the adult student or the minor student's parent/guardian.

8. **Electronic communication with students: Employees shall use their District email address when communicating with students. Unless authorized to do so by the superintendent or his/her designee, employees shall not communicate with students via their personal email addresses, social media accounts, home phones, cellphones or other application not authorized by the District for communication with students. Employees also should use discretion when communicating with parents on social media (e.g., accepting "friend" or "follower" requests).**

9. **The District's website/social media pages: The superintendent or his/her designee reserve the right to approve content posted on the District's website and social media pages. All school-level Web editors must communicate with the District Web Specialist for information and assistance. The editors are responsible for ensuring accurate information is shared by maintaining the website and requesting updates be made by the Web specialist. All school-level social media administrators must communicate with the District communications specialist for information and assistance. The social media administrators are responsible for ensuring accurate and timely information is shared/posted. The Web editors and social media administrators are expected to ensure accurate spelling and grammar.**

   The following content shall not be posted or shared on the District's website or social media pages:

   a. **Content that is sexually explicit, obscene, pornographic or depicts alcohol, drug or tobacco use.**
   b. **Copyrighted material without the written consent from the owner and proper attribution.**
   c. **Any photos, videos, names, artwork or other likenesses of students with a media restriction on file.**
   d. **Links to personal or commercial websites.**
   e. **Content that violates Board policy or rules.**
   f. **Personally identifiable information relating to individual students or their families, except as permitted by the Family Educational Rights and Privacy Act, Section 118.125 of the Wisconsin statutes, and the District's student records policy. Elementary (4K-5) students only may be identified by their first name and last initial. Note: Regardless of age, photos, videos, names, artwork or other likenesses cannot be used if a student has a media restriction on file. Home telephone numbers, home addresses and**

email addresses of students and their family members shall not be posted or shared.

POLICY 4226
ONLINE FORUM

Online forums, including social networking websites (such as MySpace, Facebook, Twitter LinkedIn, etc.), personal websites, online discussion/chat rooms, and weblogs, have become popular tools for communication among students, staff and parents. While the use of these online forums has many advantages, such use can also create potential liability for the District. As a result, the District has developed certain rules regarding employee use of online forums, as such use pertains to the school community, in order to protect the interests of the students, the parents, the District, and its personnel.

Cross Ref: 1200 Public Relations Program
               1210 Communication – School-Sponsored (including Crisis)
               1213 Web Management
               1240 Access to Public Records
               3531.1 Use of Copyrighted Materials
               3535 Electronic Communication (Personnel)
               3811 Use of District-Owned Technology Equipment by Employees Off School Premises
               4111 Employee Harassment
               4224 Employee Code of Ethics
               4260 Personnel Records
               4362 Employee Discipline
               6120 Core Values
               6470 Student Records
               Employee Handbook

AFFIRMED: July 20, 2010

RULE 4226
ONLINE FORUM

The following policy should be adhered to when posting on or communicating via any online forum:

1. Employees should have no expectation of privacy when using online forums. Information posted on or exchanged through online forums may be accessed by parents, students, co-workers, and members of the public. Therefore, when communicating with students or parents, District employees should remember that their conduct represents the District, and any information posted or exchanged should always be in the interest of serving the District's students.

2. District employees may not use online forums to harass, threaten, libel, malign, defame, disparage or discriminate against members of the school community, including but not limited to, students, parents and/or guardians, co-workers or the administration. Employees may not write about, post pictures of, or otherwise refer to any student, parent/or guardians, co-workers or administrator without their permission.

3. Electronic communications and social networking activities for work-related purposes, regardless from where they are sent, must maintain and reflect the District's standards for professionalism, including proper tone and subject matter. Thus, for example, profanity and vulgar or demeaning jokes are inappropriate. Employees should also avoid discussions of conduct that is prohibited by District policies, such as alcohol and drug use on school property.

4. Employees must comply with all District policies covering confidential information. Employees may not post confidential or otherwise legally protected information or materials on any online forum. Employees are prohibited from posting photographs of students, staff or parents taken at District premises or events, without explicit permission.

5. Employees determined to have violated this policy may be subject to discipline up to and including discharge.

~~POLICY 1213~~
~~WEB PUBLICATION~~

~~The purpose of the District's website and supported web environment is to provide an effective means to communicate, collaborate and disseminate District information. Students and staff provide web content that promote and support the educational mission of the District school curriculum, instruction, and school-authorized activities. All web content published within the District's web environment shall comply with District rules regarding content and technical specifications, and is the property of the District.~~

~~LEGAL REF~~   ~~United States Congress~~
                       ~~Section 508 of the Rehabilitation Act 29 U.S.C. 794d~~
                       ~~Wisconsin Statutes~~
                       ~~Sections 19.31~~   ~~[Public policy on access to record information]~~
                                   ~~118.125~~   ~~[Confidentiality of student records]~~
                                   ~~120.12(1)~~   ~~[Board duty; care and control of school district property]~~
                                   ~~120.13~~   ~~[Board power to do all things reasonable for the cause of education]~~
                                   ~~943.70~~   ~~[Computer crime]~~
                                   ~~947.0125~~   ~~[Unlawful use of computerized communication systems]~~
                                   ~~Family and Educational Rights and Privacy Act [Confidentiality of student record information]~~
                                   ~~17 U.S.C.~~   ~~[Federal Copyright Law]~~
                                   ~~Children's Internet Protection Act~~
                                   ~~Neighborhood Children's Internet Protection Act~~
                                   ~~Children's Online Privacy Act~~

~~CROSS REF.:~~   ~~1200~~   ~~Public Relations Program~~
                       ~~1210~~   ~~Communication - School Sponsored (Including Crisis)~~
                       ~~1240,~~   ~~Access to Public Records~~
                       ~~1510~~   ~~Advertising/Promotions~~
                       ~~3531.1,~~ ~~Copyrighted Materials~~
                       ~~3535,~~   ~~Technology Acceptable Use~~
                       ~~4226~~   ~~Online Forum~~
                       ~~6470~~   ~~Student Records~~

~~AFFIRMED: December 14, 2004~~

~~REVISED: December 19, 2006~~
                ~~September 27, 2011~~

RULE 1213
WEB PUBLICATION

1. Creator and publisher of District online content must adhere to all District Policies, rules, regulations, and obligations. Kenosha Unified has the right to approve the content.
2. All web developers must communicate with the District Web Specialist for information and assistance. Developers are ultimately responsible and must ensure accurate and up to date content by maintaining this content or communicating changes to the Web Specialist. Developers are expected to ensure accurate spelling and grammar.
3. Text, images, movies or sounds that contain pornography, profanity, obscenity, alcohol or tobacco usage, or language that bullies others will not be permitted. Web pages should not contain copyrighted material without proper permission.
4. Student Identification Safeguards
    a. No personal information about a student may be included on web pages published on the District website. This includes home telephone numbers and addresses as well as information regarding the specific location of any student at any given time, other than attendance at a particular school or participation in activities. This includes full names of other family members or full names of friends.
    b. Elementary (PK-5) student work, photos, movies, or sound recordings that are supported through media release protocol may only be identified with the student's first name and initial of their last name. No media may identify elementary students by their full name unless permission is given in writing by a parent/guardian.
    c. Student email addresses should not be published on District web content.
5. Personal or commercial websites may not be linked from or published on the Kenosha Unified supported web environment.
6. All main school websites will be hosted within the District domain.
7. Staff, students, school clubs, groups, and organizations that wish to publish a website outside of the District supported web environment will adhere to District policies. Any links to these third party sites will utilize the external website District disclaimer.
8. Staff, students, school clubs, groups, and organizations may not utilize District logos on non-District sites or sites not housed on the District servers, nor may they represent the website as sanctioned by the District.
9. Published content cannot include any written statements, student images, or any references to students, parent/guardians, co-workers, or administrators on non-District-sanctioned websites without their permission.
10. The District provides a supported and secured online learning collaborative resource for classroom assignments, discussions and documentation. Teachers should utilize this environment for classroom content first before securing a third party alternate web resource.

POLICY 3535
TECHNOLOGY ACCEPTABLE USE

The District provides electronic communication resources to enhance productivity and enable users to achieve an efficient, high quality educational environment. Electronic communication refers to all aspects of voice, video and data communications including, but not limited to voice mail, e-mail, fax, Internet, etc.

The District's technology resources are District assets. While the District respects the privacy and security needs of all individuals, authorized District representatives may review, audit, intercept, access and/or disclose all communications created, received or sent using District or personal technology resources including the use of personal email accounts at any time, with or without notice. Use of such resources constitutes consent to monitoring and/or access.

Failure to comply with the terms of this policy and its implementing rules may result in disciplinary action being taken against the user. Such action shall be in accordance with Board policy regarding employee discipline.

LEGAL REF.: Wisconsin Statutes
      Sections 118.125 [Confidentiality of student records]
          120.12(1) [Board duty; care, control and management of district property]
          947.0125 [Prohibited conduct via electronic communication systems]
          943.70 [Computer crimes]
      17 U.S.C., Federal Copyright Law [Use of copyrighted materials]
      Children's Internet Protection Act [On-line safety]
      Federal Family Educational Rights and Privacy Act [Confidentiality of student
       records]

CROSS REF.: 1240, Access to Public Records
      3531.1, Copyrighted Materials
      4111, Employee Harassment
      4224, Employee Code of Ethics
      4226, Online Forum
      4260, Personnel Records
      4362, Employee Discipline
      6120, Core Values
      6470, Student Records
      6633, Student Technology Acceptable Use Policy

AFFIRMED: November 23, 1999

REVISED: April 24, 2000
      October 28, 2003
      May 22, 2007
      December 18, 2007
      June 28, 2011

RULE 3535
TECHNOLOGY ACCEPTABLE USE

A. Use of Technology Resources
1. All electronic and telephonic systems and communications transmitted by, received from or stored on the District storage devices are the property of the District.
2. The District reserves the right to inspect and/or monitor messages and materials transmitted over all communications media, including the monitoring of Internet connect time and sites accessed. Information services staff members are not authorized to access, open or delete individual files, mailboxes, messages or other electronic transactions unless authorized by the Superintendent/District designee or the individual user.
3. All electronic communication tools are to be used for District-related purposes, and users must use these in accordance with their access privileges. Personal use of these tools is allowed only if it:
   • Does not interfere with student instruction or District business,
   • Does not compromise district infrastructure,
   • Does not create a conflict of interest,
   • Does not constitute an illegal activity, including, but not limited to: copyright violations; modification, acquisition of or access to passwords, files, accounts or other electronic information that belongs to another person; use of the system(s) to harass, threaten or interfere with the business of others; or downloading, displaying or printing of distasteful or offensive materials, including without limitation "adult," racist or hateful materials or visual depictions that are obscene or child pornography.
4. It is within the District's sole discretion to determine what is distasteful, offensive or has the potential of causing the creation of a "hostile" work environment.
5. District employees shall not use their District e-mail address for personal commercial business.

B. Authorized Access/Security/Privacy
1. The primary responsibility for ensuring the confidentiality of personal communications lies with the user. Users should not share or divulge their password(s) as they may be held liable for any access by their account even if the actions were undertaken by another individual.
2. Abuse of access privileges or passwords by unauthorized entry into another user's system or files or into the District's internal or external networks, or the distribution of messages or materials that are not consistent with the policies for appropriate workplace conduct, is subject to disciplinary action. If the abuse of access privileges is illegal, the violator may be subject to legal penalties.
3. The use of external communications, such as Internet, are not secure and information communicated may be intercepted and accessed illegally. Therefore, never transmit or discuss sensitive information or use another user's electronic credentials.
4. The confidentiality of student record information is protected by the Family Educational rights and Privacy Act, (FERPA), and the state student records law. Designated school officials may review electronic transactions to ensure that systems are being used properly. Confidentiality shall be maintained in accordance with the District's student records policy and procedures and applicable legal requirements.

RULE 3535
TECHNOLOGY ACCEPTABLE USE
Page 2

C. Use of District Technology Equipment by Employees Off District Premises
1. District employees shall be permitted to use District owned technology equipment off District premises with appropriate administrator approval. Any technology assigned to staff for both on and off premises use must be reflected in Destiny Asset Manager.
2. Employees who use district equipment off school premises will accept full and unconditional responsibility for any equipment damage or loss and will reimburse the District within a reasonable time for the applicable repair/replacement cost. Further, the responsible party agrees to hold the District harmless for damages caused to any individual or others by the use of this equipment.
3. Technology equipment may not be removed from a District building if its removal in any way causes disruption of the learning environment or decreases access to technology for District students and/or staff.

D. Use of Personally Owned Technology Equipment Connected to District Network Infrastructure
1. Personal technology may be used to connect to the District infrastructure.
2. The use of personal technology must not interfere with legitimate educational purposes and must be used in accordance with the overall Technology Acceptable Use Policy.
3. Personal technology devices and applications must not interfere with the operation and integrity of the District's internal wired and wireless network.
4. The District is not responsible for the safety or security of personal technology devices that staff chooses to bring into the District.

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KENOSHA UNIFIED SCHOOL DISTRICT

February 9, 2016
Personnel/Policy Standing Committee

Policy & Rule 6633 –Student Technology Acceptable Use Policy

Policy 6633 – Student Technology Acceptable Use Policy refers to the expectations for Kenosha Unified students and their various interactions with technology. This policy currently is presented to all families as a required component of the annual school registration process. Also, each student is sent a copy to their district assigned internal email account at the start of each school year. Staff members from each school take time to educate all students on the expectations as well as the benefits to gaining comfort and efficiency with the ever growing technology within our schools. Similar policies related to technology use have been revised based on legal guidance. Minor revisions relate to the proposed alignment to the other district policies related to overall technology use, as well as removal of redundant phrases.

Administrative Recommendation:

Administration recommends that the Personnel/Policy Standing Committee forward the proposed revisions to Policy and Rule 6633– Student Technology Acceptable Use to the Board of Education for approval as a first reading at the February 23, 2016, regular school board meeting and a second reading at the March 22, 2016, regular school board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Executive Director of Information & Accountability

POLICY 6633
STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

The Kenosha Unified School District expects students to use technology in ways that promote a productive educational environment. Technology includes, but is not limited to, electronic devices, private and public networks~~.~~**, and electronic communication systems managed within KUSD. These may include common technologies utilizing the Internet, Wi-Fi, laptops, iPads, and other related tools available to staff and students.** With this educational opportunity comes personal responsibility. Primary responsibility for appropriate use of technology resources resides with the student. School and network administrators and staff will review files and communications to maintain system integrity and to ensure that the network is ~~being~~ used responsibly. All communication including text and ~~images~~ **media files** may be disclosed to third parties and/or law enforcement without prior consent of the sender or receiver.

In accordance with requirements of the Children's Internet Protection Act (CIPA), technology protection measures shall be used, to the extent practical, to promote the safety and security of users. Access to inappropriate electronic material and communications will be filtered. Digital Media and mobile devices are dynamic and continue to increase in functionality with enriched usage by students and staff. Allowing students the opportunity to utilize their own devices within district technology networks and staff monitored environments will only expand the skillset needed to operate in a comfortable and responsible manner. Student-owned devices should only be used as a resource for learning, and strengthen the integration with curriculum and collaboration. Aligned with the Protecting Children in the 21st Century Act, KUSD will continue to reinforce the instructional practices related to Internet safety, appropriate online behavior, social networking, chat rooms, and cyberbullying issues. Review and agreement of this policy ~~will be~~ **is** an annual expectation for students and parents/guardians.

LEGAL REF.: Wisconsin Statutes
Sections 120.12(1)   [**School** Board **duties** ~~duty; care and control of school district~~
~~property~~]

120.13   [**School** Board power~~s to do all things reasonable for the cause of~~
~~education~~]

~~121.01(1)(h) [Instructional materials standard]~~
943.70   [Computer crimes]
947.0125 [Unlawful use of computerized communication systems]
U.S.C. 17, Federal Copyright Law [Use of copyrighted materials]
Children's Internet Protection Act [Online safety]
Neighborhood Children's Internet Protection Act [Online safety]
Children's Online Privacy Act [Online privacy protection]
Broadband Data Improvement Act, Title II, Section 215 [Internet safe use]
Protecting Children in the 21st Century Act

CROSS REF.: 3531.1, Copyrighted Materials
3535, Technology Acceptable Use ~~Policy~~
5111, **Anti-**Bullying/Harassment/Hate
5430, Student Conduct and Discipline
5437, Threats ~~and/or~~ Assaults ~~by Students~~
~~6110, Instructional Program Mission and Beliefs~~
6120, Core Values
6470, Student Records
6600, Instructional Resources

POLICY 6633
STUDENT TECHNOLOGY ACCEPTABLE USE POLICY
Page 2

6610, Selection of Instructional Materials
6620, Library Resources
6634, Assistive Technology

AFFIRMED: November 28, 1995

REVISED: January 29, 2002
              May 22, 2007
              July 28, 2009
              June 28, 2011
              June 25, 2013

RULE 6633
STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

General school rules for behavior and communications apply, including the District's anti-harassment policies. Students shall abide by District guidelines governing Internet safety and acceptable use **of technology**. Misuse of electronic resources including the Internet may result in loss of access privileges and school disciplinary action may be taken. Appropriate legal action may also be taken against students performing illegal activities using electronic resources.

- Students shall not engage in an**y** electronic activity that disrupts, distracts, or compromises the learning process or the environment.
- Electronic activities must not contain profanity, obscene comments, sexually explicit material, or expressions of bigotry, racism, or hate**,** or be disorderly ~~in nature or cause another to be disturbed or distracted~~.
- Students shall not use District technology resources for personal commercial activities not related to instruction. Personal purchase or sale of products or services is prohibited.
- Students shall have the ability to use their own devices within communicated instructional guidelines and practices while on school grounds.
- Students must abide by all applicable copyright and licensing laws when using technology resources within the District.
- Students shall maintain confidentiality of their usernames and passwords and shall not utilize usernames and passwords of others.
- **All school related electronic publications** ~~Student produced web pages~~ are subject to approval and ongoing review by staff. All ~~web communication~~ **publications** should reflect the mission and ~~character~~ **cores values** of the school and District.
- Students shall not breach or disable network security mechanisms or compromise network stability or security in any way. Student**s** shall refrain from utilizing proxy gateways to bypass monitoring or filtering.
- Students are responsible for reporting any inappropriate media or resources they encounter**,** regardless of who owns the device.
- **Students shall not use any technology or communication system for any other purpose that would violate law or Board policy (including harassment policies).**

The District's technology resources are District assets. While the District respects the privacy and security needs of all individuals, authorized District representatives may review, audit, intercept, access and/or disclose all communications created, received or sent using District technology.

Use of Personally Owned Technology Equipment Connected to District Network Infrastructure
1. Personal technology may be used to connect to the District infrastructure, when authorized.
2. The use of personal technology must not interfere with legitimate educational purposes and must be used in accordance with the overall Technology Acceptable Use Policy.
3. Personal technology devices and applications must not interfere with the operation and integrity of the District's internal wired and wireless network.
4. The District is not responsible for the support, safety, or security of personal technology devices that students choose to bring into the District.

Electronic information, including the Internet, is dynamic. This makes it challenging to predict or reliably control what information students may encounter. District staff makes every reasonable effort to filter inappropriate content.

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 9, 2016
Personnel/Policy Standing Committee

School Year 2016-17 Preliminary Enrollment Projections

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

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

Preliminary enrollment projections for School Years 2016-17, 2017-18 and 2018-19 are being submitted to the Personnel/Policy Committee utilizing enrollment trends, birth rates, and cohort survival rates.

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

<u>Summary</u>

- The preliminary projections include all students in grades PK-12. This includes students in the following categories: Regular Education, Special Education, ESL, Enrichment Program, HeadStart, Charter Schools, Special Schools, and 4 Year Old Kindergarten.

- Appendix A illustrates actual student enrollment by building for the past two (2) years and projected enrollment for the next three (3) years. For staffing purposes, enrollment is disaggregated by pre-kindergarten and K-12.

- Appendix B is a comparison of the SY 2015-16 from the Official Third Friday count and the projected SY 2016-17 enrollments for each building. Variances are listed by grade level and school.

- Appendix C is a grade level enrollment comparison of the previous seventeen (17) years of actual student enrollment, together with preliminary projections for the next three years. The projected enrollment for SY 2016-17 is 22,010 students, a decrease of 251 from the SY 2015-16 Official Third Friday Pupil Count (22,261).

- The projections indicate that student enrollment at the elementary level will be 9,074, a decrease of 213 students when compared to this school year. Similar to last year, the continued expansion of KTEC and the noticeably declining birthrate (Appendix D) will now impact grade 1 for the 2016-17 school year.

- The projected middle school enrollment is 3,922 students, a decrease of 79 when compared to this school year. The KTEC expansion at 7th grade is a known factor.

- At the high school level, the projected enrollment of 6,438 students, down 97 students from this school year, impacted mostly by a decreased incoming grade 9 cohort group.

- The total enrollment counts for Special Schools are expected to increase overall by 138 students in SY 2016-17, again, mainly due to the approved KTEC expansion.

- The following methods are used to calculate the enrollment projections:

  - Pre-kindergarten projected enrollments are calculated using a "*Birth-to-4K Survival Rate Method*", comparing the number of infant births to preschool enrollment of the same cohort group. Due to the universal expansion of the 4 year old kindergarten program in 2013, participation, based on birth rates, increased from 50% in 2012-13 to 65% in 2013-14 to 70% in 2014-15, and 69% in 2015-16. The realized 69% participation rate was used for the 2016-17 projections.

  - Kindergarten projected enrollments are calculated using a "*Birth-to-Kindergarten Survival Rate Method*", with enrollment distributed to schools based on ratios and trending data from the past three years.

  - Projections for grades 1 through 5, and 7 and 8 are calculated by using the "*Grade Progression Ratio Method*", which moves students diagonally from one grade level to the next. Adjustments are made to the projections by applying the "*Cohort Survival Rate Method*", which uses trended grade progression ratios from one grade to the next that are attributed to migration trends, transfers to and from private schools, transfers between schools in the district, new residential developments, and dropout, graduation, and retention rates.

  - Projections for grades 6, 9, 10, 11, and 12 are calculated by applying the "*Cohort Survival Rate Method*". At grade 6 in the traditional middle schools and grade 9 at the comprehensive high schools, enrollment is distributed based on the ratios from the past three school years.

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

Dr. Sue Savaglio-Jarvis   Mr. Kristopher Keckler
Superintendent of Schools   Executive Director
Information and Accountability

Ms. Renee Blise
Research Coordinator

KENOSHA UNIFIED SCHOOL DISTRICT
Actual Building Enrollment and Projected Enrollment

	Actual Enrollment						Projected Enrollment									
	2014-15			2015-16			2016-17			2017-18			2018-19		
School	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total
Bose	50	318	368	55	270	325	54	264	318	54	250	304	54	240	294
Brass	57	445	502	51	408	459	51	393	444	51	399	450	50	403	453
Ed Bain - Creative Arts	84	433	517	93	413	506	92	394	486	91	389	480	90	383	473
Ed Bain - Dual Language		328	328		331	331		324	324		310	310		312	312
Forest Park	32	403	435	40	373	413	40	351	391	40	329	369	39	304	343
Frank	65	371	436	51	380	431	51	375	426	51	365	416	50	360	410
Grant	30	271	301	25	251	276	25	247	272	25	243	268	24	238	262
Grewenow	42	335	377	36	325	361	36	315	351	36	311	347	35	292	327
Harvey	28	252	280	28	243	271	28	244	272	28	229	257	27	224	251
Jefferson	33	256	289	27	231	258	27	225	252	27	213	240	26	198	224
Jeffery	34	295	329	49	290	339	49	283	332	49	275	324	48	272	320
McKinley	51	291	342	40	290	330	40	286	326	40	289	329	39	293	332
Nash	59	609	668	53	596	649	52	585	637	52	559	611	52	553	605
Pleasant Prairie	63	546	609	61	536	597	60	527	587	59	510	569	60	495	555
Prairie Lane	48	372	420	51	365	416	51	368	419	51	363	414	49	354	403
Roosevelt	32	422	454	43	431	474	43	422	465	43	418	461	41	408	449
Somers	54	409	463	64	425	489	63	420	483	62	406	468	63	406	469
Southport	46	385	431	56	373	429	55	360	415	55	356	411	55	354	409
Stocker	56	437	493	45	424	469	45	410	455	45	396	441	43	382	425
Strange	61	476	537	43	457	500	43	451	494	43	453	496	41	458	499
Vernon	44	294	338	32	287	319	32	279	311	32	265	297	31	252	283
Whittier	52	381	433	69	382	451	69	362	431	68	357	425	68	339	407
Wilson	25	178	203	27	167	194	27	156	183	27	150	177	26	138	164
TOTAL (Elementary)	**1,046**	**8,507**	**9,553**	**1,039**	**8,248**	**9,287**	**1,033**	**8,041**	**9,074**	**1,029**	**7,835**	**8,864**	**1,011**	**7,658**	**8,669**
Bullen		816	816		745	745		724	724		696	696		696	696
Lance		976	976		933	933		932	932		900	900		869	869
Lincoln		720	720		654	654		648	648		592	592		611	611
Mahone		1145	1,145		1121	1,121		1087	1,087		1055	1,055		1034	1,034
Washington		560	560		548	548		531	531		525	525		515	515
TOTAL (Middle)		**4,217**	**4,217**		**4,001**	**4,001**		**3,922**	**3,922**		**3,768**	**3,768**		**3,725**	**3,725**
Bradford		1,551	1,551		1,661	1,661		1,647	1,647		1,676	1,676		1,677	1,677
Indian Trail		2,224	2,224		2,297	2,297		2,255	2,255		2,224	2,224		2,191	2,191
LakeView		435	435		438	438		415	415		400	400		385	385
Reuther		393	393		402	402		390	390		385	385		380	380
Tremper		1,777	1,777		1,737	1,737		1,731	1,731		1,705	1,705		1,683	1,683
TOTAL (High)		**6,380**	**6,380**		**6,535**	**6,535**		**6,438**	**6,438**		**6,390**	**6,390**		**6,316**	**6,316**
4 Yr Kindergarten *	137		137	120		120	117		117	117		117	111		111
Chavez	162		162	117		117	115		115	115		115	108		108
Brompton		216	216		215	215		216	216		216	216		216	216
Dimensions of Learning		225	225		220	220		220	220		220	220		220	220
KTEC	62	707	769	62	911	973	64	1,062	1,126	64	1,168	1,232	64	1,168	1,232
Harborside		590	590		602	602		596	596		601	601		601	601
Hillcrest		67	67		55	55		52	52		55	55		55	55
Kenosha eSchool		133	133		113	113		111	111		113	113		113	113
Phoenix Project		25	25		23	23		23	23		23	23		23	23
TOTAL (Special)	**361**	**1,963**	**2,324**	**299**	**2,139**	**2,438**	**296**	**2,280**	**2,576**	**296**	**2,396**	**2,692**	**283**	**2,396**	**2,679**
TOTALS	**1,407**	**21,067**	**22,474**	**1,338**	**20,923**	**22,261**	**1,329**	**20,681**	**22,010**	**1,325**	**20,389**	**21,714**	**1,294**	**20,095**	**21,389**
DISTRICT		**22,474**			**22,261**			**22,010**			**21,714**			**21,389**	
Change		*-202*			*-213*			*-251*			*-296*			*-325*	

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

KENOSHA UNIFIED SCHOOL DISTRICT
2016-17 Enrollment Projections vs. 2015-16 Actual Third Friday Enrollment

School Name	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	16-17 Proj	15-16 3rd Fri	Diff
Bose Elementary School	54	43	33	52	43	45	48								**318**	325	-7
Brass Community School	51	62	59	74	77	61	60								**444**	459	-15
Brompton Elementary School		22	22	22	24	24	24	26	26	26					**216**	215	+1
Chavez Learning Station	115														**115**	117	-2
Dimensions of Learning Academy		20	23	25	25	26	25	25	25	26					**220**	220	0
Edward Bain Creative Arts	92	62	57	74	75	64	62								**486**	506	-20
Edward Bain Dual Language		56	56	63	49	43	57								**324**	331	-7
Forest Park Elementary School	40	48	41	58	68	70	66								**391**	413	-22
Frank Elementary School	51	63	63	66	59	61	63								**426**	431	-5
Grant Elementary School	25	35	34	36	52	45	45								**272**	276	-4
Grewenow Elementary School	36	50	46	59	52	64	44								**351**	361	-10
Harvey Elementary School	28	35	36	45	40	39	49								**272**	271	+1
Jefferson Elementary School	27	34	29	33	45	44	40								**252**	258	-6
Jeffery Elementary School	49	41	45	42	60	44	51								**332**	339	-7
Kenosha 4-Yr Old Kindergarten	117														**117**	120	-3
KTEC	64	100	110	113	120	130	125	156	156	52					**1,126**	973	+153
McKinley Elementary School	40	53	55	49	53	38	38								**326**	330	-4
Nash Elementary School	52	86	98	95	96	96	114								**637**	649	-12
Pleasant Prairie Elementary Schl	60	82	89	88	77	98	93								**587**	597	-10
Prairie Lane Elementary School	51	55	59	63	66	65	60								**419**	416	+3
Roosevelt Elementary School	43	53	55	90	71	80	73								**465**	474	-9
Somers Elementary School	63	69	72	70	73	62	74								**483**	489	-6
Southport Elementary School	55	61	61	62	61	58	57								**415**	429	-14
Stocker Elementary School	45	65	65	74	70	67	69								**455**	469	-14
Strange Elementary School	43	81	88	86	58	67	71								**494**	500	-6
Vernon Elementary School	32	46	48	47	46	46	46								**311**	319	-8
Whittier Elementary School	69	51	54	54	78	70	55								**431**	451	-20
Wilson Elementary School	27	21	18	27	36	30	24								**183**	194	-11
Bullen Middle School								233	229	262					**724**	745	-21
Lance Middle School								291	317	324					**932**	933	-1
Lincoln Middle School								205	182	261					**648**	654	-6
Mahone Middle School								347	362	378					**1,087**	1,121	-34
Washington Middle School								172	180	179					**531**	548	-17
Bradford High School											382	444	395	426	**1,647**	1,661	-14
Harborside Academy								52	52	52	110	114	113	103	**596**	602	-6
Hillcrest School									5	8	5	8	11	15	**52**	55	-3
Indian Trail H.S. & Academy											534	557	560	604	**2,255**	2,297	-42
Kenosha eSchool		3	3	4	4	1	1	1	8	12	5	13	20	36	**111**	113	-2
Lakeview Technology Academy											100	110	105	100	**415**	438	-23
Phoenix Project													1	22	**23**	23	0
Reuther Central High School											50	65	125	150	**390**	402	-12
Tremper High School											416	439	426	450	**1,731**	1,737	-6
2016-17 Enrollment Projections	**1,329**	**1,397**	**1,419**	**1,571**	**1,578**	**1,538**	**1,534**	**1,508**	**1,542**	**1,580**	**1,602**	**1,750**	**1,756**	**1,906**	**22,010**	**22,261**	**-251**
2015-16 3rd Friday Enrollment	1,338	1,417	1,586	1,583	1,551	1,541	1,517	1,527	1,573	1,503	1,746	1,730	1,753	1,896	**22,261**		
Difference	-9	-20	-167	-12	27	-3	17	-19	-31	77	-144	20	3	10	**-251**		

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

	Year	Head Start	EC Peers	4 Yr Kinder	PK SpEd (EC/SP)	Total PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Year to Year Difference	
																					% Students	# Students
Actual	1999-00					612	1,474	1,476	1,535	1,525	1,626	1,566	1,452	1,411	1,461	1,760	1,480	1,293	986	19,657		
	2000-01					649	1,484	1,514	1,502	1,567	1,562	1,630	1,581	1,479	1,436	1,836	1,562	1,300	1,056	20,158	2.55%	501
	2001-02	383	94	24	174	675	1,475	1,494	1,535	1,537	1,600	1,592	1,667	1,620	1,495	1,931	1,446	1,472	1,061	20,600	2.19%	442
	2002-03	370	87	85	193	735	1,494	1,534	1,511	1,581	1,569	1,638	1,629	1,709	1,598	1,990	1,538	1,490	1,130	21,146	2.65%	546
	2003-04	369	90	107	206	772	1,578	1,501	1,535	1,512	1,587	1,577	1,659	1,637	1,719	2,051	1,596	1,638	1,142	21,504	1.69%	358
	2004-05	381	82	118	223	804	1,651	1,585	1,480	1,541	1,564	1,632	1,585	1,662	1,662	2,098	1,472	1,889	1,234	21,859	1.65%	355
	2005-06	381	93	141	230	845	1,654	1,693	1,583	1,488	1,578	1,585	1,641	1,583	1,681	2,096	1,751	1,734	1,304	22,216	1.63%	357
	2006-07	376	84	128	216	804	1,706	1,683	1,715	1,630	1,527	1,596	1,592	1,670	1,627	2,123	1,694	1,882	1,336	22,585	1.66%	369
	2007-08	396	105	128	209	838	1,600	1,719	1,704	1,717	1,641	1,556	1,616	1,618	1,699	2,043	1,745	1,864	1,409	22,769	0.81%	184
	2008-09	398	326		228	952	1,676	1,594	1,693	1,682	1,734	1,646	1,537	1,645	1,623	2,028	1,722	1,899	1,407	22,838	0.30%	69
	2009-10	*390*	*753*			1,143	1,580	1,689	1,571	1,703	1,675	1,726	1,647	1,528	1,634	1,919	1,764	1,882	1,558	23,019	0.79%	181
	2010-11					1,238	1,603	1,592	1,667	1,615	1,723	1,691	1,693	1,661	1,538	1,904	1,722	2,059	1,416	23,122	0.45%	103
	2011-12					1,151	1,612	1,619	1,606	1,690	1,608	1,691	1,688	1,711	1,645	1,785	1,735	1,918	1,519	22,978	-0.62%	-144
	2012-13					1,172	1,600	1,567	1,584	1,567	1,685	1,566	1,630	1,687	1,694	1,868	1,571	1,937	1,511	22,639	-1.48%	-339
	2013-14					1,502	1,586	1,587	1,535	1,546	1,530	1,645	1,517	1,640	1,686	1,982	1,576	1,855	1,489	22,676	0.16%	37
	2014-15					1,407	1,581	1,595	1,567	1,554	1,535	1,531	1,601	1,484	1,638	1,731	1,739	1,710	1,801	22,474	-0.89%	-202
	2015-16					1,338	1,417	1,586	1,583	1,551	1,541	1,517	1,527	1,573	1,503	1,746	1,730	1,753	1,896	22,261	-0.95%	-213
Projected	2016-17					*1,329*	*1,397*	*1,419*	*1,571*	*1,578*	*1,538*	*1,534*	*1,508*	*1,542*	*1,580*	*1,602*	*1,750*	*1,756*	*1,906*	22,010	-1.13%	-251
Projected	2017-18					*1,325*	*1,387*	*1,402*	*1,405*	*1,562*	*1,566*	*1,511*	*1,511*	*1,520*	*1,549*	*1,679*	*1,620*	*1,764*	*1,913*	21,714	-1.34%	-296
Projected	2018-19					*1,294*	*1,387*	*1,391*	*1,390*	*1,401*	*1,546*	*1,540*	*1,488*	*1,523*	*1,527*	*1,649*	*1,685*	*1,640*	*1,928*	21,389	-1.50%	-325

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

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

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

Diagonal Increases (+) or Decreases (-)

	Year	Head Start	EC Peers	4 Yr Kinder	PK SpEd (EC/SP)	Total PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Actual	1999-00																				
	2000-01							2.71%	1.76%	2.08%	2.43%	0.25%	0.96%	1.86%	1.77%	25.67%	-11.25%	-12.16%	-18.33%	2.55%	
	2001-02							0.67%	1.39%	2.33%	2.11%	1.92%	2.27%	2.47%	1.08%	34.47%	-21.24%	-5.76%	-18.38%	2.19%	Diagonal Increases (+) or Decreases (-) are calculated by determining the differences in enrollment by moving grade levels of students from one year to the next. For example, the difference between the Kindergarten class of 1999-00 (1,474 students) and the grade 1 class of 2000-01 (1,514 students) is 2.71% located in the grade 1 cell for 2000-01.
	2002-03							4.00%	1.14%	3.00%	2.08%	2.38%	2.32%	2.52%	-1.36%	33.11%	-20.35%	3.04%	-23.23%	2.65%	
	2003-04							0.47%	0.07%	0.07%	0.38%	0.51%	1.28%	0.49%	0.59%	28.35%	-19.80%	6.50%	-23.36%	1.69%	
	2004-05							0.44%	-1.40%	0.39%	3.44%	2.84%	0.51%	0.18%	1.53%	22.05%	-28.23%	18.36%	-24.66%	1.65%	
	2005-06							2.54%	-0.13%	0.54%	2.40%	1.34%	0.55%	-0.13%	1.14%	26.11%	-16.54%	17.80%	-30.97%	1.63%	
	2006-07							1.75%	1.30%	2.97%	2.62%	1.14%	0.44%	1.77%	2.78%	26.29%	-19.18%	7.48%	-22.95%	1.66%	
	2007-08							0.76%	1.25%	0.24%	0.67%	1.90%	1.25%	1.63%	1.74%	25.57%	-17.80%	10.04%	-25.13%	0.81%	
	2008-09							-0.38%	-1.51%	-1.29%	0.99%	0.30%	-1.22%	1.79%	0.31%	19.36%	-15.71%	8.83%	-24.52%	0.30%	
	2009-10							0.78%	-1.44%	0.59%	-0.42%	-0.46%	0.06%	-0.59%	-0.67%	18.24%	-13.02%	9.29%	-17.96%	0.79%	
	2010-11							0.76%	-1.30%	2.80%	1.17%	0.96%	-1.91%	0.85%	0.65%	16.52%	-10.27%	16.72%	-24.76%	0.45%	
	2011-12							1.00%	0.88%	1.38%	-0.43%	-1.86%	-0.18%	1.06%	-0.96%	16.06%	-8.88%	11.38%	-26.23%	-0.62%	
	2012-13							-2.79%	-2.16%	-2.43%	-0.30%	-2.61%	-3.61%	-0.06%	-0.99%	13.56%	-11.99%	11.64%	-21.22%	-1.48%	
	2013-14							-0.81%	-2.04%	-2.40%	-2.36%	-2.37%	-3.13%	0.61%	-0.06%	17.00%	-15.63%	18.08%	-23.13%	0.16%	
	2014-15							0.57%	-1.26%	1.24%	-0.71%	0.07%	-2.67%	-2.18%	-0.12%	2.67%	-12.26%	8.50%	-2.91%	-0.89%	
	2015-16							0.32%	-0.75%	-1.02%	-0.84%	-1.17%	-0.26%	-1.75%	1.28%	6.59%	-0.06%	0.81%	10.88%	-0.95%	
Projected	2016-17							0.14%	-0.95%	-0.32%	-0.84%	-0.45%	-0.59%	0.98%	0.45%	6.59%	0.23%	1.50%	8.73%	-1.13%	
Projected	2017-18							0.36%	-0.99%	-0.57%	-0.76%	-1.76%	-1.50%	0.80%	0.45%	6.27%	1.12%	0.80%	8.94%	-1.34%	
Projected	2018-19							0.29%	-0.86%	-0.28%	-1.02%	-1.66%	-1.52%	0.79%	0.46%	6.46%	0.36%	1.23%	9.30%	-1.50%	

Number of Births (Kenosha, Pleasant Prairie, Somers) and KUSD Kindergarten Enrollment (5 Years Later)
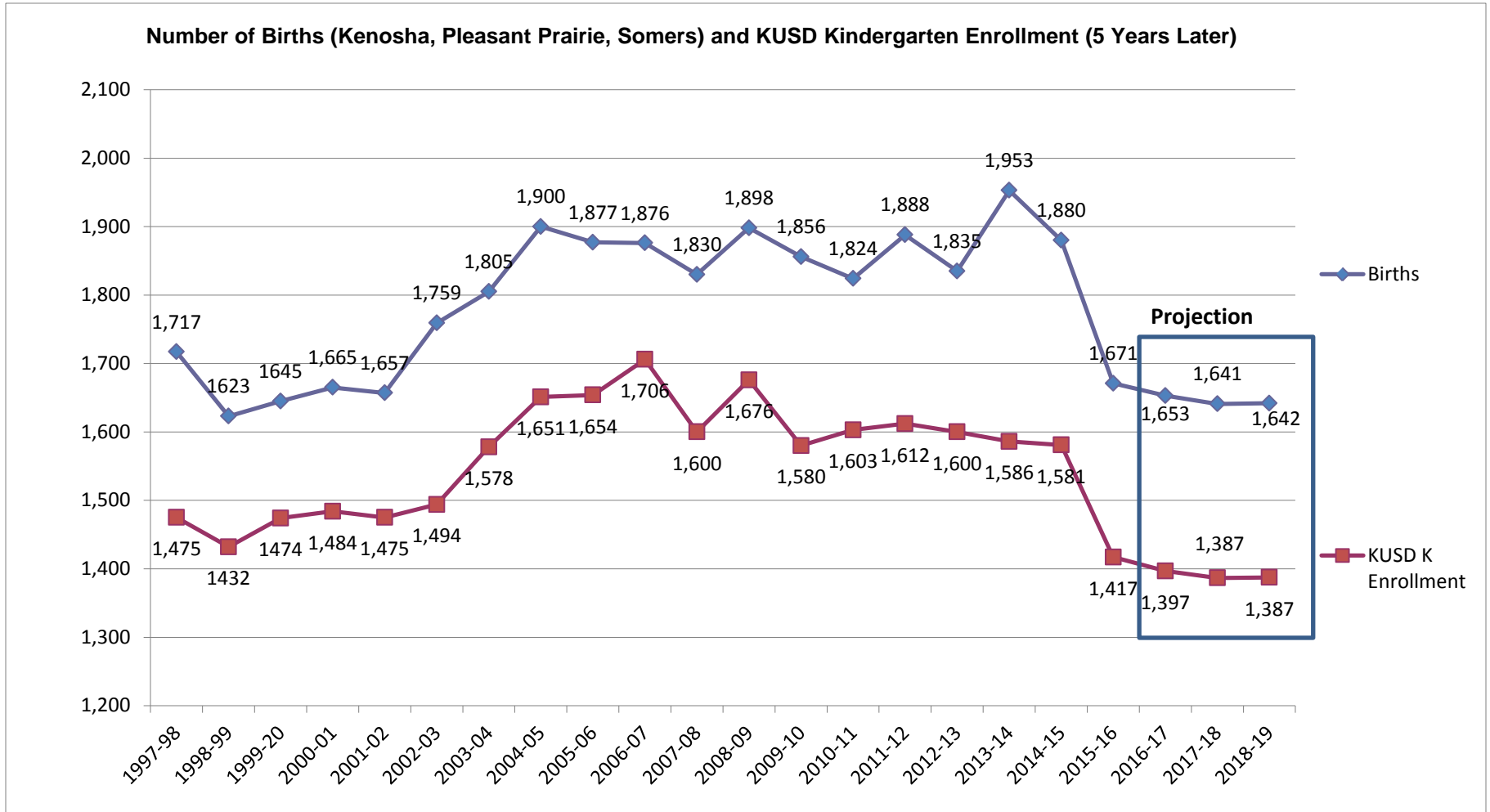
NOTE: The APPENDIX D data points for SY 2016-17, 2017-18, and 2018-19, and the enrollment projections referenced in APPENDICES A-C use a 5-year average of 84.5% participation for Kindergarten membership.

Preliminary Enrollment Projections – School Year 2016-17

The following processes were utilized when projecting student enrollment for School Years 2016-17, 2017-18 and 2018-19.

TOTAL DISTRICT ENROLLMENT BY GRADE SPAN/GROUP (page 1)
- Enrollment is projected to decrease by 251 to 22,010 students in SY 2016-17. Enrollment is expected to decrease by 296 students in SY 2017-18 to 21,714. SY 2018-19 will show another decrease of 325 to 21,389 students. The largest contributing factor for these decreases is still attributed to the declining birth rate for the Kenosha community.

ELEMENTARY SCHOOLS (pages 2-11)
- Pre-kindergarten programs of *Head Start, Early Childhood, 4 Year Old Kindergarten, and Speech Impact* are projected to have a slight decrease of 6 students.
- Enrollment is calculated using a *Birth-to-4K Survival Rate Method*[1] using the number of infant births. The percentage of participation is based on the past school year.
- First grade enrollment is projected to decrease by 165 students as reflected in the decrease in the birth rate.
- Overall district Kindergarten enrollment is calculated using a *Birth-to-Kindergarten Survival Rate Method*[2], with enrollment distributed to schools based on ratios and trending data from the past five years.
- Projections for grades 1 thru 5 are calculated by using the *Grade Progression Rate Method*[3], and adjusted by applying the *Cohort Survival Rate Method*[4].

MIDDLE SCHOOLS (pages 12-14)
- Overall, district 6th grade enrollment is calculated by applying the *Cohort Survival Rate Method*[4], with enrollment distributed to schools based on ratios from the past three years.
- Projections for grades 7 and 8 are calculated by using the *Grade Progression Rate Method*[3].

HIGH SCHOOLS (pages 15-16)
- Overall, district 9th grade enrollment is calculated by applying the *Cohort Survival Rate Method*[4], with enrollment distributed to schools based on ratios from the past three school years.
- Projections for grades 10, 11, and 12 are calculated by using the *Cohort Survival Rate Method*[4].

SPECIAL SCHOOLS (pages 17-21)
- KTEC is projected to expand its elementary by an additional two classrooms or approximately 50 students.
- KTEC will continue to expand its middle school with an increase of approximately 100 students in grade 7 in 2016-17 and another 100 in grade 8 in 2017-18.
- The remaining charter and special schools are expected to remain stable.

NOTES

1. *Birth-to-4K Survival Rate Method* – compares birth rates to 4 year old preschool enrollment of the same cohort group.
2. *Birth-to-Kindergarten Survival Rate Method* – compares birth rates to Kindergarten enrollment of the same cohort group.
3. Grade *Progression Rate Method* – moves students diagonally from one grade level to the next.
4. *Cohort Survival Rate Method* - uses trended grade progression ratios from one grade to the next that are attributed to migration trends, transfers to and from private schools, transfers between schools in the district, new residential developments, and dropout, graduation, and retention rates.

	Elementary Schools	Middle Schools	High Schools	Special Schools	Total Enrollment	Change (+) or (-)
Actual 1999-00	9,358	4,229	5,461	609	19,657	
Actual 2000-01	9,316	4,359	5,675	808	20,158	+501
Actual 2001-02	9,311	4,602	5,830	857	20,600	+442
Actual 2002-03	9,481	4,782	6,087	796	21,146	+546
Actual 2003-04	9,477	4,855	6,361	811	21,504	+358
Actual 2004-05	9,662	4,753	6,618	826	21,859	+355
Proj 2005-06	*9,795*	*4,759*	*6,769*	*818*	*22,141*	*+282*
Actual 2005-06	9,823	4,760	6,815	818	22,216	+357
Proj 2006-07	*9,984*	*4,698*	*7,027*	*825*	*22,534*	*+318*
Actual 2006-07	10,053	4,741	6,964	827	22,585	+369
Proj 2007-08	*10,266*	*4,747*	*7,037*	*836*	*22,886*	*+301*
Actual 2007-08	9,917	4,674	6,847	1,331	22,769	+184
Proj 2008-09	*10,032*	*4,605*	*6,823*	*1,543*	*23,003*	*+234*
Actual 2008-09	9,999	4,513	6,704	1,622	22,838	+69
Proj 2009-10	*10,033*	*4,518*	*6,590*	*1,842*	*22,983*	*+145*
Actual 2009-10	9,970	4,499	6,623	1,927	23,019	+181
Proj 2010-11	*9,859*	*4,594*	*6,356*	*2,136*	*22,945*	*-74*
Actual 2010-11	10,063	4,588	6,518	1,953	23,122	+103
Proj 2011-12	*10,133*	*4,734*	*6,362*	*1,989*	*23,218*	*+96*
Actual 2011-12	9,998	4,734	6,309	1,937	22,978	-144
Proj 2012-13	*9,973*	*4,656*	*6,237*	*2,052*	*22,918*	*-60*
Actual 2012-13	9,729	4,521	6,246	2,143	22,639	-339
Proj 2013-14	*10,081*	*4,367*	*6,186*	*2,039*	*22,673*	*+34*
Actual 2013-14	9,998	4,338	6,269	2,071	22,676	+37
Proj 2014-15	*9,463*	*4,267*	*6,295*	*2,399*	*22,424*	*-252*
Actual 2014-15	9,553	4,217	6,380	2,324	22,474	-202
Proj 2015-16	*9,291*	*3,979*	*6,326*	*2,530*	*22,126*	*-348*
Actual 2015-16	9,287	4,001	6,535	2,438	22,261	-213
Proj 2016-17	*9,074*	*3,922*	*6,438*	*2,576*	*22,010*	*-251*
Proj 2017-18	*8,864*	*3,768*	*6,390*	*2,692*	*21,714*	*-296*
Proj 2018-19	*8,669*	*3,725*	*6,316*	*2,679*	*21,389*	*-325*

CAUTION: The reported enrollment projections are based on trends and current data. They are subject to change as additional statistics become available.

Preliminary Enrollment Projections
Elementary Schools

Bose

	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		20		47	68	59	56	54	52	356
Proj 2010-11		*20*		*48*	*47*	*62*	*60*	*61*	*54*	*352*
Actual 2010-11		51		53	48	60	65	56	52	385
Proj 2011-12		*51*		*52*	*54*	*44*	*63*	*69*	*56*	*389*
Actual 2011-12		55		67	51	50	67	64	56	410
Proj 2012-13		*55*		*66*	*68*	*49*	*54*	*70*	*63*	*425*
Actual 2012-13		47		62	67	56	55	65	67	419
Proj 2013-14		*65*		*64*	*63*	*66*	*57*	*57*	*65*	*441*
Actual 2013-14		60		48	59	52	52	48	62	381
Proj 2014-15		*54*		*48*	*46*	*52*	*53*	*50*	*46*	*349*
Actual 2014-15		50		67	52	52	55	47	45	368
Proj 2015-16		*50*		*55*	*67*	*49*	*54*	*52*	*46*	*373*
Actual 2015-16		55		34	56	42	48	50	40	325
Proj 2016-17		*54*		*43*	*33*	*52*	*43*	*45*	*48*	*318*
Proj 2017-18		*54*		*42*	*42*	*30*	*53*	*40*	*43*	*304*
Proj 2018-19		*54*		*42*	*41*	*39*	*31*	*49*	*38*	*294*

Brass

	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		30		60	72	58	66	70	70	426
Proj 2010-11		*30*		*57*	*60*	*72*	*58*	*66*	*70*	*413*
Actual 2010-11		28		79	69	75	70	67	81	469
Proj 2011-12		*28*		*76*	*81*	*68*	*87*	*70*	*68*	*478*
Actual 2011-12		28		72	84	73	71	68	65	461
Proj 2012-13		*28*		*71*	*75*	*85*	*79*	*70*	*68*	*476*
Actual 2012-13		30		60	72	79	70	64	68	443
Proj 2013-14		*33*		*60*	*62*	*72*	*83*	*68*	*64*	*442*
Actual 2013-14		53		75	64	61	75	64	63	455
Proj 2014-15		*48*		*68*	*75*	*59*	*61*	*69*	*62*	*442*
Actual 2014-15		57		80	77	63	68	91	66	502
Proj 2015-16		*57*		*72*	*85*	*74*	*64*	*67*	*94*	*513*
Actual 2015-16		51		58	74	78	62	62	74	459
Proj 2016-17		*51*		*62*	*59*	*74*	*77*	*61*	*60*	*444*
Proj 2017-18		*51*		*61*	*63*	*60*	*75*	*78*	*62*	*450*
Proj 2018-19		*50*		*61*	*62*	*64*	*61*	*76*	*79*	*453*

Columbus

	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		12		34	44	30	38	39	38	235
Proj 2010-11		*12*		*40*	*31*	*42*	*31*	*42*	*40*	*238*
Actual 2010-11		32		50	40	48	31	40	37	278
Proj 2011-12		*32*		*45*	*49*	*39*	*49*	*34*	*41*	*289*
Actual 2011-12										
Proj 2012-13										
Actual 2012-13										
Proj 2013-14										
Actual 2013-14										
Proj 2014-15										
Actual 2014-15										
Proj 2015-16										
Actual 2015-16										
Proj 2016-17										
Proj 2017-18										
Proj 2018-19										

Beginning in 2008-09, Peers were included in 4 Yr Kindergarten.
Beginning in 2009-10, all preschool programs were combined into one count.

Edward Bain School of Language and Art

	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		61		133	150	116	108	101	102	771
Proj 2010-11		*61*		*138*	*128*	*140*	*112*	*103*	*96*	*778*
Actual 2010-11		73		138	126	134	116	109	111	807
Proj 2011-12		*73*		*139*	*133*	*117*	*130*	*112*	*108*	*812*
Actual 2011-12		64		140	156	133	142	118	124	877
Proj 2012-13		*64*		*138*	*142*	*147*	*133*	*136*	*119*	*879*
Actual 2012-13										
Proj 2013-14										
Actual 2013-14										
Proj 2014-15										
Actual 2014-15										
Proj 2015-16										
Actual 2015-16										
Proj 2016-17										
Proj 2017-18										
Proj 2018-19										

Edward Bain - Creative Arts

	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2012-13		62		76	65	92	72	83	78	528
Proj 2013-14		*64*		*83*	*76*	*65*	*98*	*71*	*94*	*551*
Actual 2013-14		102		78	69	62	81	68	81	541
Proj 2014-15		*92*		*76*	*77*	*69*	*63*	*79*	*75*	*531*
Actual 2014-15		84		79	76	73	60	76	69	517
Proj 2015-16		*84*		*70*	*77*	*76*	*72*	*59*	*77*	*515*
Actual 2015-16		93		59	72	78	65	62	77	506
Proj 2016-17		*92*		*62*	*57*	*74*	*75*	*64*	*62*	*486*
Proj 2017-18		*91*		*61*	*60*	*59*	*71*	*74*	*64*	*480*
Proj 2018-19		*90*		*61*	*59*	*62*	*57*	*70*	*74*	*473*

Edward Bain - Dual Language

	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2012-13				58	66	64	57	51	52	348
Proj 2013-14				*58*	*58*	*61*	*62*	*56*	*52*	*347*
Actual 2013-14				61	53	62	58	54	50	338
Proj 2014-15				*54*	*57*	*47*	*56*	*52*	*51*	*317*
Actual 2014-15				59	55	50	60	53	51	328
Proj 2015-16				*59*	*58*	*52*	*47*	*56*	*51*	*323*
Actual 2015-16				57	66	53	45	60	50	331
Proj 2016-17				*56*	*56*	*63*	*49*	*43*	*57*	*324*
Proj 2017-18				*55*	*55*	*54*	*59*	*46*	*41*	*310*
Proj 2018-19				*55*	*54*	*53*	*50*	*56*	*44*	*312*

Forest Park

	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		20		74	64	69	73	79	79	458
Proj 2010-11		*20*		*73*	*67*	*65*	*67*	*74*	*76*	*442*
Actual 2010-11		43		68	71	69	70	76	79	476
Proj 2011-12		*43*		*72*	*63*	*73*	*68*	*71*	*74*	*464*
Actual 2011-12		50		69	72	66	68	71	70	466
Proj 2012-13		*50*		*68*	*66*	*73*	*65*	*71*	*68*	*461*
Actual 2012-13		44		71	74	70	67	74	73	473
Proj 2013-14		*45*		*76*	*70*	*74*	*69*	*70*	*72*	*476*
Actual 2013-14		46		73	69	71	68	69	69	465
Proj 2014-15		*41*		*70*	*69*	*66*	*69*	*70*	*64*	*449*
Actual 2014-15		32		63	63	69	73	66	69	435
Proj 2015-16		*32*		*58*	*62*	*61*	*68*	*75*	*64*	*420*
Actual 2015-16		40		42	59	68	70	68	66	413
Proj 2016-17		*40*		*48*	*41*	*58*	*68*	*70*	*66*	*391*
Proj 2017-18		*40*		*47*	*47*	*41*	*58*	*68*	*68*	*369*
Proj 2018-19		*39*		*47*	*46*	*46*	*41*	*58*	*66*	*343*

Beginning in 2008-09, Peers were included in 4 Yr Kindergarten.
Beginning in 2009-10, all preschool programs were combined into one count.

				Frank						
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		30		75	68	74	72	52	64	435
Proj 2010-11		*30*		*73*	*75*	*67*	*66*	*69*	*51*	*431*
Actual 2010-11		31		71	68	65	66	72	56	429
Proj 2011-12		*31*		*74*	*69*	*66*	*58*	*64*	*73*	*435*
Actual 2011-12		33		64	79	76	76	65	64	457
Proj 2012-13		*33*		*63*	*64*	*79*	*76*	*74*	*61*	*450*
Actual 2012-13		35		88	68	78	64	68	71	472
Proj 2013-14		*41*		*99*	*83*	*68*	*67*	*61*	*67*	*486*
Actual 2013-14		75		75	80	76	70	68	66	510
Proj 2014-15		*67*		*78*	*71*	*80*	*69*	*66*	*64*	*495*
Actual 2014-15		65		69	62	60	64	56	60	436
Proj 2015-16		*64*		*60*	*64*	*58*	*51*	*60*	*56*	*413*
Actual 2015-16		51		65	67	61	64	65	58	431
Proj 2016-17		*51*		*63*	*63*	*66*	*59*	*61*	*63*	*426*
Proj 2017-18		*51*		*62*	*62*	*62*	*64*	*56*	*59*	*416*
Proj 2018-19		*50*		*62*	*61*	*61*	*60*	*61*	*55*	*410*

				Grant						
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		24		42	43	37	47	51	36	280
Proj 2010-11		*24*		*43*	*46*	*42*	*34*	*39*	*53*	*281*
Actual 2010-11		21		38	35	36	32	38	52	252
Proj 2011-12		*21*		*40*	*39*	*33*	*32*	*26*	*40*	*231*
Actual 2011-12		23		37	39	31	37	36	42	245
Proj 2012-13		*23*		*36*	*39*	*36*	*30*	*34*	*38*	*236*
Actual 2012-13		23		47	48	34	40	44	34	270
Proj 2013-14		*24*		*52*	*51*	*44*	*35*	*39*	*46*	*291*
Actual 2013-14		29		44	41	41	38	36	43	272
Proj 2014-15		*26*		*44*	*43*	*33*	*43*	*39*	*36*	*264*
Actual 2014-15		30		46	51	44	48	42	40	301
Proj 2015-16		*30*		*40*	*48*	*46*	*47*	*49*	*43*	*303*
Actual 2015-16		25		33	39	47	43	43	46	276
Proj 2016-17		*25*		*35*	*34*	*36*	*52*	*45*	*45*	*272*
Proj 2017-18		*25*		*35*	*36*	*31*	*40*	*54*	*47*	*268*
Proj 2018-19		*24*		*35*	*36*	*33*	*35*	*42*	*57*	*262*

				Grewenow						
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		40		46	59	45	57	55	46	348
Proj 2010-11		*40*		*48*	*43*	*57*	*43*	*55*	*52*	*338*
Actual 2010-11		28		58	45	59	44	60	51	345
Proj 2011-12		*28*		*57*	*55*	*44*	*57*	*43*	*57*	*341*
Actual 2011-12		29		60	61	57	69	49	67	392
Proj 2012-13		*29*		*59*	*60*	*61*	*56*	*68*	*47*	*380*
Actual 2012-13		34		69	55	52	56	70	48	384
Proj 2013-14		*46*		*75*	*67*	*53*	*51*	*55*	*68*	*415*
Actual 2013-14		53		63	67	59	50	59	60	411
Proj 2014-15		*47*		*63*	*58*	*63*	*56*	*48*	*54*	*389*
Actual 2014-15		42		61	54	61	54	50	55	377
Proj 2015-16		*42*		*53*	*57*	*52*	*58*	*56*	*46*	*364*
Actual 2015-16		36		49	61	53	64	47	51	361
Proj 2016-17		*36*		*50*	*46*	*59*	*52*	*64*	*44*	*351*
Proj 2017-18		*36*		*50*	*47*	*44*	*58*	*52*	*60*	*347*
Proj 2018-19		*35*		*50*	*47*	*45*	*43*	*58*	*49*	*327*

Beginning in 2008-09, Peers were included in 4 Yr Kindergarten.
Beginning in 2009-10, all preschool programs were combined into one count.

	Harvey									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		31		60	53	47	71	64	64	390
Reg		31		60	53	47	57	50	50	348
Enrichment							14	14	14	42
Proj 2010-11		*31*		*58*	*59*	*52*	*46*	*70*	*64*	*380*
Reg		*31*		*58*	*59*	*52*	*46*	*56*	*50*	*352*
Enrichment								*14*	*14*	*28*
Actual 2010-11		31		47	47	49	48	67	68	357
Reg		31		47	47	49	48	53	53	328
Enrichment								14	15	29
Proj 2011-12		*31*		*51*	*41*	*48*	*47*	*46*	*66*	*330*
Reg		*31*		*51*	*41*	*48*	*47*	*46*	*52*	*316*
Enrichment									*14*	*14*
Actual 2011-12		26		57	44	54	53	56	68	358
Reg		26		57	44	54	53	56	68	358
Enrichment										
Proj 2012-13		*26*		*56*	*51*	*47*	*54*	*54*	*56*	*344*
Actual 2012-13		26		42	55	38	48	49	53	311
Proj 2013-14		*28*		*41*	*38*	*56*	*37*	*48*	*48*	*296*
Actual 2013-14		30		37	41	48	34	46	47	283
Proj 2014-15		*27*		*34*	*32*	*37*	*45*	*33*	*44*	*252*
Actual 2014-15		28		42	41	40	46	34	49	280
Proj 2015-16		*28*		*36*	*40*	*39*	*38*	*46*	*34*	*261*
Actual 2015-16		28		35	46	42	38	49	33	271
Proj 2016-17		*28*		*35*	*36*	*45*	*40*	*39*	*49*	*272*
Proj 2017-18		*28*		*35*	*36*	*35*	*43*	*41*	*39*	*257*
Proj 2018-19		*27*		*35*	*36*	*35*	*33*	*44*	*41*	*251*

	Jefferson									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		25		51	59	42	53	57	47	334
Proj 2010-11		*25*		*51*	*52*	*54*	*41*	*47*	*57*	*327*
Actual 2010-11		28		40	52	48	51	53	53	325
Proj 2011-12		*28*		*44*	*41*	*46*	*50*	*47*	*52*	*308*
Actual 2011-12		17		45	40	55	42	41	59	299
Proj 2012-13		*17*		*45*	*47*	*37*	*55*	*39*	*42*	*282*
Actual 2012-13		28		57	36	32	49	50	37	289
Proj 2013-14		*47*		*64*	*57*	*32*	*31*	*48*	*50*	*329*
Actual 2013-14		31		60	44	37	35	53	45	305
Proj 2014-15		*28*		*60*	*54*	*38*	*36*	*35*	*49*	*300*
Actual 2014-15		33		38	55	34	40	39	50	289
Proj 2015-16		*33*		*37*	*34*	*49*	*35*	*42*	*37*	*267*
Actual 2015-16		27		33	37	43	42	42	34	258
Proj 2016-17		*27*		*34*	*29*	*33*	*45*	*44*	*40*	*252*
Proj 2017-18		*27*		*34*	*30*	*26*	*34*	*47*	*42*	*240*
Proj 2018-19		*26*		*34*	*30*	*27*	*27*	*36*	*44*	*224*

Beginning in 2008-09, Peers were included in 4 Yr Kindergarten.
Beginning in 2009-10, all preschool programs were combined into one count.

Jeffery

	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		24		45	47	65	57	53	73	364
Proj 2010-11		*24*		*42*	*52*	*45*	*67*	*56*	*53*	*339*
Actual 2010-11		23		46	54	49	61	67	57	357
Proj 2011-12		*23*		*47*	*53*	*53*	*50*	*63*	*68*	*357*
Actual 2011-12		25		40	50	50	50	63	66	344
Proj 2012-13		*25*		*39*	*46*	*49*	*52*	*53*	*65*	*329*
Actual 2012-13		29		46	47	47	51	56	60	336
Proj 2013-14		*30*		*50*	*53*	*46*	*49*	*55*	*57*	*340*
Actual 2013-14		40		62	47	49	45	50	50	343
Proj 2014-15		*36*		*55*	*66*	*44*	*48*	*47*	*47*	*343*
Actual 2014-15		34		42	62	46	49	45	51	329
Proj 2015-16		*34*		*42*	*46*	*61*	*44*	*52*	*44*	*323*
Actual 2015-16		49		42	43	61	43	51	50	339
Proj 2016-17		*49*		*41*	*45*	*42*	*60*	*44*	*51*	*332*
Proj 2017-18		*49*		*40*	*44*	*44*	*41*	*62*	*44*	*324*
Proj 2018-19		*48*		*40*	*42*	*43*	*43*	*42*	*62*	*320*

McKinley

	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10				44	47	47	43	41	52	274
Proj 2010-11				*44*	*53*	*47*	*51*	*43*	*39*	*277*
Actual 2010-11				45	40	44	50	41	41	261
Proj 2011-12				*47*	*51*	*40*	*47*	*49*	*40*	*274*
Actual 2011-12		28		52	50	48	59	57	50	344
Proj 2012-13		*28*		*51*	*56*	*49*	*53*	*58*	*57*	*352*
Actual 2012-13		30		55	53	41	48	50	54	331
Proj 2013-14		*31*		*59*	*59*	*50*	*44*	*46*	*49*	*338*
Actual 2013-14		59		63	51	48	42	50	54	367
Proj 2014-15		*53*		*60*	*57*	*43*	*47*	*39*	*48*	*347*
Actual 2014-15		51		54	59	49	40	43	46	342
Proj 2015-16		*50*		*50*	*51*	*53*	*47*	*39*	*42*	*332*
Actual 2015-16		40		57	54	56	39	38	46	330
Proj 2016-17		*40*		*53*	*55*	*49*	*53*	*38*	*38*	*326*
Proj 2017-18		*40*		*53*	*51*	*50*	*46*	*51*	*38*	*329*
Proj 2018-19		*39*		*53*	*51*	*47*	*47*	*44*	*51*	*332*

Nash

	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10				102	84	121	104	110	99	620
Proj 2010-11				*92*	*104*	*87*	*117*	*110*	*111*	*621*
Actual 2010-11				104	105	89	129	108	112	647
Proj 2011-12				*110*	*106*	*110*	*89*	*136*	*109*	*660*
Actual 2011-12				109	105	107	92	126	106	645
Proj 2012-13				*107*	*111*	*109*	*108*	*95*	*127*	*657*
Actual 2012-13		26		87	107	105	102	93	121	641
Proj 2013-14		*40*		*86*	*88*	*110*	*105*	*105*	*93*	*627*
Actual 2013-14		62		97	96	108	103	104	94	664
Proj 2014-15		*55*		*88*	*95*	*94*	*104*	*101*	*99*	*636*
Actual 2014-15		59		88	102	100	114	103	102	668
Proj 2015-16		*58*		*80*	*90*	*104*	*101*	*115*	*102*	*650*
Actual 2015-16		53		94	95	96	96	116	99	649
Proj 2016-17		*52*		*86*	*98*	*95*	*96*	*96*	*114*	*637*
Proj 2017-18		*52*		*86*	*90*	*98*	*95*	*96*	*94*	*611*
Proj 2018-19		*52*		*86*	*90*	*90*	*98*	*95*	*94*	*605*

Beginning in 2008-09, Peers were included in 4 Yr Kindergarten.
Beginning in 2009-10, all preschool programs were combined into one count.

	Pleasant Prairie									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10				94	98	94	86	103	98	573
Proj 2010-11				*95*	*101*	*91*	*100*	*85*	*108*	*580*
Actual 2010-11				86	93	106	91	92	105	573
Proj 2011-12				*91*	*90*	*91*	*109*	*92*	*95*	*568*
Actual 2011-12			19	112	97	95	110	95	94	622
Proj 2012-13			*19*	*110*	*120*	*96*	*98*	*112*	*98*	*653*
Actual 2012-13			14	90	106	92	94	114	85	595
Proj 2013-14			*44*	*90*	*94*	*104*	*94*	*96*	*115*	*637*
Actual 2013-14			62	91	105	103	98	93	113	665
Proj 2014-15			*55*	*84*	*92*	*101*	*102*	*98*	*89*	*621*
Actual 2014-15			63	91	84	93	97	94	87	609
Proj 2015-16			*62*	*80*	*93*	*81*	*92*	*99*	*91*	*598*
Actual 2015-16			61	86	93	76	97	97	87	597
Proj 2016-17			*60*	*82*	*89*	*88*	*77*	*98*	*93*	*587*
Proj 2017-18			*59*	*82*	*85*	*84*	*89*	*77*	*93*	*569*
Proj 2018-19			*60*	*82*	*85*	*80*	*85*	*90*	*73*	*555*

	Prairie Lane									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10				63	76	80	73	100	95	487
Proj 2010-11				*65*	*63*	*79*	*86*	*74*	*106*	*473*
Actual 2010-11			20	63	65	77	85	78	100	488
Proj 2011-12			*20*	*64*	*66*	*66*	*82*	*88*	*82*	*468*
Actual 2011-12			35	57	66	69	83	93	74	477
Proj 2012-13			*35*	*56*	*60*	*67*	*73*	*87*	*95*	*473*
Actual 2012-13			38	82	63	65	69	82	95	494
Proj 2013-14			*41*	*93*	*87*	*64*	*68*	*71*	*84*	*508*
Actual 2013-14			48	59	83	57	56	60	74	437
Proj 2014-15			*43*	*64*	*59*	*80*	*56*	*55*	*57*	*414*
Actual 2014-15			48	64	70	71	58	50	59	420
Proj 2015-16			*47*	*53*	*66*	*67*	*70*	*57*	*49*	*409*
Actual 2015-16			51	57	64	67	64	61	52	416
Proj 2016-17			*51*	*55*	*59*	*63*	*66*	*65*	*60*	*419*
Proj 2017-18			*51*	*55*	*57*	*58*	*62*	*67*	*64*	*414*
Proj 2018-19			*49*	*55*	*57*	*56*	*57*	*63*	*66*	*403*

Beginning in 2008-09, Peers were included in 4 Yr Kindergarten.
Beginning in 2009-10, all preschool programs were combined into one count.

	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10				48	51	52	72	69	72	364
Reg				48	51	41	54	50	52	296
Enrichment						11	18	19	20	68
Proj 2010-11				*47*	*54*	*66*	*55*	*72*	*69*	*363*
Reg				*47*	*54*	*51*	*41*	*54*	*50*	*297*
Enrichment						*15*	*14*	*18*	*19*	*66*
Actual 2010-11		24		50	53	74	55	72	67	395
Reg		24		50	53	50	42	54	51	324
Enrichment						24	13	18	16	71
Proj 2011-12		*24*		*52*	*55*	*71*	*74*	*56*	*69*	*401*
Reg		*24*		*52*	*55*	*47*	*50*	*43*	*51*	*322*
Enrichment						*24*	*24*	*13*	*18*	*79*
Actual 2011-12		26		54	62	81	88	67	86	464
Reg		26		54	62	65	65	51	67	390
Enrichment						16	23	16	19	74
Proj 2012-13		*26*		*53*	*60*	*83*	*84*	*90*	*66*	*462*
Reg		*26*		*53*	*60*	*64*	*68*	*67*	*50*	*388*
Enrichment						*19*	*16*	*23*	*16*	*74*
Actual 2012-13		27		58	51	89	73	85	59	442
Reg		27		58	51	59	56	61	45	357
Enrichment						30	17	24	14	85
Proj 2013-14		*34*		*62*	*62*	*80*	*89*	*74*	*84*	*485*
Reg		*34*		*62*	*62*	*50*	*59*	*57*	*61*	*385*
Enrichment						*30*	*30*	*17*	*23*	*100*
Actual 2013-14		37		65	70	73	83	73	81	482
Reg		37		65	70	49	57	59	61	398
Enrichment						24	26	14	20	84
Proj 2014-15		*33*		*62*	*63*	*88*	*68*	*80*	*68*	*462*
Reg		*33*		*62*	*63*	*64*	*45*	*54*	*54*	*375*
Enrichment						*24*	*23*	*26*	*14*	*87*
Actual 2014-15		32		59	51	88	75	75	74	454
Reg		32		59	51	65	49	53	60	369
Enrichment						23	26	22	14	85
Proj 2015-16		*32*		*54*	*59*	*72*	*85*	*70*	*75*	*447*
Reg		*32*		*54*	*59*	*48*	*61*	*48*	*51*	*353*
Enrichment						*24*	*24*	*22*	*24*	*94*
Actual 2015-16		43		54	64	73	82	74	84	474
Reg		43		54	64	52	61	51	61	386
Enrichment						21	21	23	23	88
Proj 2016-17		*43*		*53*	*55*	*90*	*71*	*80*	*73*	*465*
Proj 2017-18		*43*		*52*	*54*	*77*	*87*	*69*	*79*	*461*
Proj 2018-19		*41*		*52*	*53*	*76*	*75*	*84*	*68*	*449*

Beginning in 2008-09, Peers were included in 4 Yr Kindergarten.
Beginning in 2009-10, all preschool programs were combined into one count.

	Somers									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10				67	76	76	81	75	95	470
Proj 2010-11				*67*	*63*	*74*	*75*	*82*	*79*	*440*
Proj 2010-11		24		81	67	71	72	78	76	469
Proj 2011-12		*24*		*80*	*78*	*64*	*69*	*72*	*81*	*468*
Actual 2011-12		40		86	81	63	68	78	81	497
Proj 2012-13		*40*		*85*	*83*	*78*	*61*	*69*	*81*	*497*
Actual 2012-13		26		65	82	67	68	67	73	448
Proj 2013-14		*42*		*63*	*63*	*76*	*66*	*69*	*68*	*447*
Actual 2013-14		58		77	67	76	73	57	72	480
Proj 2014-15		*52*		*69*	*73*	*59*	*75*	*68*	*56*	*452*
Actual 2014-15		54		74	71	65	75	70	54	463
Proj 2015-16		*53*		*68*	*72*	*64*	*65*	*71*	*70*	*463*
Actual 2015-16		64		73	75	72	64	75	66	489
Proj 2016-17		*63*		*69*	*72*	*70*	*73*	*62*	*74*	*483*
Proj 2017-18		*62*		*68*	*68*	*67*	*71*	*71*	*61*	*468*
Proj 2018-19		*63*		*68*	*67*	*64*	*68*	*69*	*70*	*469*

	Southport									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		23		65	85	73	80	82	75	483
Proj 2010-11		*23*		*66*	*65*	*85*	*73*	*86*	*86*	*484*
Actual 2010-11		27		66	67	82	85	91	83	501
Proj 2011-12		*27*		*66*	*66*	*66*	*87*	*93*	*94*	*499*
Actual 2011-12		33		77	67	62	77	81	78	475
Proj 2012-13		*33*		*77*	*80*	*66*	*65*	*81*	*81*	*483*
Actual 2012-13		31		72	71	70	60	79	70	453
Proj 2013-14		*41*		*75*	*73*	*71*	*72*	*63*	*77*	*472*
Actual 2013-14		48		70	65	70	73	59	79	464
Proj 2014-15		*43*		*67*	*66*	*61*	*70*	*73*	*55*	*435*
Actual 2014-15		46		69	70	69	54	67	56	431
Proj 2015-16		*46*		*61*	*67*	*69*	*66*	*54*	*63*	*426*
Actual 2015-16		56		63	63	64	57	60	66	429
Proj 2016-17		*55*		*61*	*61*	*62*	*61*	*58*	*57*	*415*
Proj 2017-18		*55*		*61*	*59*	*60*	*59*	*62*	*55*	*411*
Proj 2018-19		*55*		*61*	*59*	*58*	*57*	*60*	*59*	*409*

	Stocker									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-12		24		82	88	78	95	87	81	535
Proj 2010-11		*24*		*83*	*80*	*79*	*87*	*103*	*91*	*547*
Actual 2010-11		29		92	94	91	80	97	88	571
Proj 2011-12		*29*		*93*	*95*	*89*	*99*	*85*	*100*	*590*
Actual 2011-12		33		80	87	89	104	77	103	573
Proj 2012-13		*33*		*79*	*81*	*82*	*98*	*108*	*80*	*561*
Actual 2012-13		33		86	69	76	81	94	73	512
Proj 2013-14		*63*		*93*	*84*	*64*	*81*	*82*	*96*	*563*
Actual 2013-14		65		77	84	78	70	75	99	548
Proj 2014-15		*58*		*77*	*73*	*79*	*79*	*66*	*73*	*505*
Actual 2014-15		56		72	72	77	77	66	73	493
Proj 2015-16		*55*		*63*	*70*	*70*	*79*	*75*	*67*	*479*
Actual 2015-16		45		68	76	71	73	68	68	469
Proj 2016-17		*45*		*65*	*65*	*74*	*70*	*67*	*69*	*455*
Proj 2017-18		*45*		*65*	*62*	*63*	*73*	*65*	*68*	*441*
Proj 2018-19		*43*		*65*	*62*	*60*	*62*	*67*	*66*	*425*

Beginning in 2008-09, Peers were included in 4 Yr Kindergarten.
Beginning in 2009-10, all preschool programs were combined into one count.

	Strange									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-12		28		95	85	69	83	59	94	513
Proj 2010-11		*28*		*97*	*96*	*88*	*72*	*83*	*57*	*521*
Actual 2010-11		23		96	95	81	72	80	55	502
Proj 2011-12		*23*		*93*	*97*	*96*	*84*	*71*	*77*	*541*
Actual 2011-12		29		80	88	92	83	66	74	512
Proj 2012-13		*29*		*79*	*79*	*88*	*95*	*81*	*63*	*514*
Actual 2012-13		31		68	77	88	92	82	65	503
Proj 2013-14		*44*		*69*	*65*	*76*	*90*	*88*	*81*	*513*
Actual 2013-14		82		68	80	72	93	90	84	569
Proj 2014-15		*73*		*64*	*65*	*74*	*72*	*86*	*86*	*520*
Actual 2014-15		61		89	67	77	70	78	95	537
Proj 2015-16		*60*		*76*	*89*	*64*	*77*	*67*	*78*	*511*
Actual 2015-16		43		87	91	58	71	71	79	500
Proj 2016-17		*43*		*81*	*88*	*86*	*58*	*67*	*71*	*494*
Proj 2017-18		*43*		*80*	*82*	*83*	*86*	*55*	*67*	*496*
Proj 2018-19		*41*		*80*	*81*	*78*	*83*	*81*	*55*	*499*

	Vernon									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		22		67	70	66	78	55	78	436
Proj 2010-11		*22*		*64*	*67*	*70*	*66*	*78*	*55*	*422*
Actual 2010-11		47		60	65	61	70	63	56	422
Proj 2011-12		*47*		*63*	*63*	*60*	*57*	*62*	*62*	*414*
Actual 2011-12		34		64	54	61	56	60	59	388
Proj 2012-13		*34*		*63*	*64*	*49*	*56*	*48*	*59*	*373*
Actual 2012-13		32		72	57	53	56	60	51	381
Proj 2013-14		*38*		*78*	*70*	*52*	*49*	*50*	*57*	*394*
Actual 2013-14		36		53	62	52	46	48	60	357
Proj 2014-15		*32*		*55*	*47*	*53*	*46*	*38*	*44*	*315*
Actual 2014-15		44		47	54	51	50	37	55	338
Proj 2015-16		*44*		*40*	*45*	*47*	*46*	*43*	*37*	*302*
Actual 2015-16		32		50	51	49	51	46	40	319
Proj 2016-17		*32*		*46*	*48*	*47*	*46*	*46*	*46*	*311*
Proj 2017-18		*32*		*46*	*44*	*44*	*44*	*41*	*46*	*297*
Proj 2018-19		*31*		*46*	*44*	*40*	*41*	*40*	*41*	*283*

	Whittier									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		114		63	73	52	85	85	88	560
Proj 2010-11		*114*		*68*	*59*	*77*	*55*	*90*	*87*	*550*
Actual 2010-11		93		67	62	69	52	89	84	516
Proj 2011-12		*93*		*67*	*64*	*63*	*72*	*55*	*90*	*504*
Actual 2011-12		48		79	73	71	72	54	85	482
Proj 2012-13		*48*		*78*	*78*	*77*	*74*	*76*	*54*	*485*
Actual 2012-13		54		65	63	75	65	73	50	445
Proj 2013-14		*62*		*65*	*62*	*66*	*76*	*68*	*72*	*471*
Actual 2013-14		52		72	62	64	77	67	67	461
Proj 2014-15		*46*		*66*	*66*	*62*	*62*	*76*	*63*	*441*
Actual 2014-15		52		50	73	62	58	72	66	433
Proj 2015-16		*52*		*48*	*48*	*75*	*60*	*58*	*70*	*411*
Actual 2015-16		69		55	51	78	70	58	70	451
Proj 2016-17		*69*		*51*	*54*	*54*	*78*	*70*	*55*	*431*
Proj 2017-18		*68*		*51*	*50*	*57*	*54*	*78*	*67*	*425*
Proj 2018-19		*68*		*51*	*50*	*53*	*57*	*54*	*74*	*407*

Beginning in 2008-09, Peers were included in 4 Yr Kindergarten.
Beginning in 2009-10, all preschool programs were combined into one count.

	Pre-kindergarten			**Wilson**						
				Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10				45	51	39	39	45	39	258
Proj 2010-11				*46*	*44*	*49*	*39*	*39*	*45*	*262*
Actual 2010-11				27	52	49	35	39	36	238
Proj 2011-12				*30*	*28*	*46*	*42*	*32*	*34*	*212*
Actual 2011-12		28		31	30	36	32	28	25	210
Proj 2012-13		*28*		*31*	*32*	*26*	*30*	*30*	*24*	*201*
Actual 2012-13		29		38	26	28	32	29	29	211
Proj 2013-14		*30*		*42*	*37*	*23*	*24*	*30*	*26*	*212*
Actual 2013-14		32		28	32	23	26	33	26	200
Proj 2014-15		*29*		*30*	*26*	*27*	*19*	*24*	*29*	*184*
Actual 2014-15		25		30	35	29	25	29	30	203
Proj 2015-16		*25*		*25*	*29*	*32*	*27*	*25*	*27*	*190*
Actual 2015-16		27		18	29	37	30	25	28	194
Proj 2016-17		*27*		*21*	*18*	*27*	*36*	*30*	*24*	*183*
Proj 2017-18		*27*		*21*	*20*	*17*	*27*	*36*	*29*	*177*
Proj 2018-19		*26*		*21*	*20*	*19*	*17*	*27*	*34*	*164*

	Pre-kindergarten			**4 Yr Old Kindergarten - KUSD Sites (currently unknown)**						
				Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Proj 2011-12			*100*							*100*
Proj 2012-13										
Proj 2014-15										
Proj 2013-15										
Proj 2015-16										
Proj 2016-17										
Proj 2017-18										

	Pre-kindergarten			**DISTRICT Elementary**						
				Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2009-10		528		1,502	1,611	1,489	1,617	1,586	1,637	9,970
Proj 2010-11		*528*		*1,505*	*1,509*	*1,590*	*1,501*	*1,627*	*1,599*	*9,859*
Actual 2010-11		676		1,525	1,513	1,586	1,530	1,633	1,600	10,063
Proj 2011-12		*776*		*1,553*	*1,537*	*1,493*	*1,602*	*1,536*	*1,636*	*10,133*
Actual 2011-12		703		1,532	1,536	1,519	1,599	1,513	1,596	9,998
Proj 2012-13		*703*		*1,510*	*1,562*	*1,533*	*1,549*	*1,604*	*1,512*	*9,973*
Actual 2012-13		729		1,514	1,478	1,491	1,469	1,582	1,466	9,729
Proj 2013-14		*933*		*1,597*	*1,522*	*1,473*	*1,501*	*1,470*	*1,585*	*10,081*
Actual 2013-14		1,160		1,496	1,491	1,442	1,446	1,424	1,539	9,998
Proj 2014-15		*1,038*		*1,436*	*1,430*	*1,409*	*1,399*	*1,392*	*1,359*	*9,463*
Actual 2014-15		1,046		1,433	1,456	1,423	1,410	1,383	1,402	9,553
Proj 2015-16		*1,038*		*1,280*	*1,417*	*1,415*	*1,393*	*1,387*	*1,363*	*9,293*
Actual 2015-16		1,039		1,269	1,426	1,423	1,378	1,388	1,364	9,287
Proj 2016-17		*1,033*		*1,252*	*1,261*	*1,407*	*1,405*	*1,357*	*1,359*	*9,074*
Proj 2017-18		*1,029*		*1,242*	*1,244*	*1,244*	*1,389*	*1,386*	*1,330*	*8,864*
Proj 2018-19		*1,011*		*1,242*	*1,233*	*1,229*	*1,228*	*1,366*	*1,360*	*8,669*

Beginning in 2008-09, Peers were included in 4 Yr Kindergarten.
Beginning in 2009-10, all preschool programs were combined into one count.

	Bullen Middle			
	GR 6	**GR 7**	**GR 8**	**Grades 6 - 8**
Actual 2009-10	261	245	235	741
Proj 2010-11	*282*	*261*	*245*	*788*
Actual 2010-11	278	272	252	802
Proj 2011-12	*274*	*278*	*272*	*824*
Actual 2011-12	280	278	272	830
Proj 2012-13	*272*	*271*	*274*	*817*
Actual 2012-13	293	289	292	874
Proj 2013-14	*275*	*293*	*289*	*857*
Actual 2013-14	257	299	291	847
Proj 2014-15	*282*	*257*	*299*	*838*
Actual 2014-15	272	251	293	816
Proj 2015-16	*242*	*272*	*251*	*765*
Actual 2015-16	229	262	254	745
Proj 2016-17	*233*	*229*	*262*	*724*
Proj 2017-18	*234*	*233*	*229*	*696*
Proj 2018-19	*229*	*234*	*233*	*696*

	Lance Middle			
	GR 6	**GR 7**	**GR 8**	**Grades 6 - 8**
Actual 2009-10	297	292	318	907
Proj 2010-11	*309*	*297*	*292*	*898*
Actual 2010-11	322	306	297	925
Proj 2011-12	*318*	*322*	*306*	*946*
Actual 2011-12	294	316	302	912
Proj 2012-13	*292*	*283*	*312*	*887*
Actual 2012-13	342	353	365	1,060
Proj 2013-14	*320*	*342*	*353*	*1,015*
Actual 2013-14	296	349	344	989
Proj 2014-15	*327*	*296*	*349*	*972*
Actual 2014-15	331	292	353	976
Proj 2015-16	*282*	*331*	*292*	*905*
Actual 2015-16	317	324	292	933
Proj 2016-17	*291*	*317*	*324*	*932*
Proj 2017-18	*292*	*291*	*317*	*900*
Proj 2018-19	*286*	*292*	*291*	*869*

	Lincoln Middle			
	GR 6	**GR 7**	**GR 8**	**Grades 6 - 8**
Actual 2009-10	236	212	241	689
Proj 2010-11	*250*	*236*	*212*	*698*
Actual 2010-11	231	217	205	653
Proj 2011-12	*234*	*231*	*217*	*682*
Actual 2011-12	225	226	210	661
Proj 2012-13	*217*	*218*	*223*	*658*
Actual 2012-13	250	259	270	779
Proj 2013-14	*234*	*250*	*259*	*743*
Actual 2013-14	228	265	272	765
Proj 2014-15	*245*	*228*	*265*	*738*
Actual 2014-15	257	225	238	720
Proj 2015-16	*199*	*257*	*225*	*681*
Actual 2015-16	182	261	211	654
Proj 2016-17	*205*	*182*	*261*	*648*
Proj 2017-18	*205*	*205*	*182*	*592*
Proj 2018-19	*201*	*205*	*205*	*611*

	Mahone Middle			
	GR 6	**GR 7**	**GR 8**	**Grades 6 - 8**
Actual 2009-10	347	284	339	970
Proj 2010-11	*355*	*347*	*284*	*986*
Actual 2010-11	346	350	294	990
Proj 2011-12	*353*	*346*	*350*	*1,049*
Actual 2011-12	350	359	361	1,070
Proj 2012-13	*337*	*337*	*355*	*1,029*
Actual 2012-13	378	395	415	1,188
Proj 2013-14	*354*	*378*	*395*	*1,127*
Actual 2013-14	375	379	395	1,149
Proj 2014-15	*387*	*375*	*379*	*1,141*
Actual 2014-15	387	369	389	1,145
Proj 2015-16	*343*	*387*	*369*	*1,099*
Actual 2015-16	362	378	381	1,121
Proj 2016-17	*347*	*362*	*378*	*1,087*
Proj 2017-18	*346*	*347*	*362*	*1,055*
Proj 2018-19	*341*	*346*	*347*	*1,034*

	McKinley Middle			
	GR 6	**GR 7**	**GR 8**	**Grades 6 - 8**
Actual 2009-10	215	175	191	581
Proj 2010-11	*221*	*215*	*175*	*611*
Actual 2010-11	233	209	176	618
Proj 2011-12	*234*	*233*	*209*	*676*
Actual 2011-12	219	235	202	656
Proj 2012-13	*216*	*214*	*232*	*662*
Actual 2012-13				
Proj 2013-14				
Actual 2013-14				
Proj 2014-15				
Actual 2014-15				
Proj 2015-16				
Actual 2015-16				
Proj 2016-17				
Proj 2017-18				
Proj 2018-19				

	Washington Middle			
	GR 6	**GR 7**	**GR 8**	**Grades 6 - 8**
Actual 2009-10	189	217	205	611
Reg	160	181	172	*513*
ESL	29	36	33	*98*
Proj 2010-11	*207*	*189*	*217*	*613*
Reg	*178*	*153*	*184*	*515*
ESL	*29*	*36*	*33*	*98*
Actual 2010-11	180	201	219	600
Reg	150	170	185	*505*
ESL	30	31	34	*95*
Proj 2011-12	*176*	*180*	*201*	*557*
Actual 2011-12	217	192	196	605
Proj 2012-13	*202*	*212*	*189*	*603*
Actual 2012-13	204	230	186	620
Proj 2013-14	*191*	*204*	*230*	*625*
Actual 2013-14	191	184	213	588
Proj 2014-15	*203*	*191*	*184*	*578*
Actual 2014-15	188	178	194	560
Proj 2015-16	*163*	*188*	*178*	*529*
Actual 2015-16	180	179	189	548
Proj 2016-17	*172*	*180*	*179*	*531*
Proj 2017-18	*173*	*172*	*180*	*525*
Proj 2018-19	*170*	*173*	*172*	*515*

	DISTRICT Middle Schools			
	GR 6	**GR 7**	**GR 8**	**Grades 6 - 8**
Actual 2009-10	1,545	1,425	1,529	4,499
Proj 2010-11	*1,624*	*1,545*	*1,425*	*4,594*
Actual 2010-11	1,590	1,555	1,443	4,588
Proj 2011-12	*1,589*	*1,590*	*1,555*	*4,734*
Actual 2011-12	1,585	1,606	1,543	4,734
Proj 2012-13	*1,536*	*1,535*	*1,585*	*4,656*
Actual 2012-13	1,467	1,526	1,528	4,521
Proj 2013-14	*1,374*	*1,467*	*1,526*	*4,367*
Actual 2013-14	1,347	1,476	1,515	4,338
Proj 2014-15	*1,444*	*1,347*	*1,476*	*4,267*
Actual 2014-15	1,435	1,315	1,467	4,217
Proj 2015-16	*1,229*	*1,435*	*1,315*	*3,979*
Actual 2015-16	1,270	1,404	1,327	4,001
Proj 2016-17	*1,248*	*1,270*	*1,404*	*3,922*
Proj 2017-18	*1,250*	*1,248*	*1,270*	*3,768*
Proj 2018-19	*1,227*	*1,250*	*1,248*	*3,725*

Bradford High	GR 9	Gr 10	Gr 11	Gr 12	Grades 9 - 12
Actual 2009-10	593	492	626	521	2,232
Proj 2010-11	429	506	524	458	1,917
Actual 2010-11	462	526	592	423	2,003
Proj 2011-12	440	399	584	422	1,845
Actual 2011-12	405	378	553	384	1,720
Proj 2012-13	444	331	420	366	1,561
Actual 2012-13	423	361	410	451	1,645
Proj 2013-14	436	367	366	337	1,506
Actual 2013-14	442	317	419	298	1,476
Proj 2014-15	443	372	361	309	1,485
Actual 2014-15	365	376	400	410	1,551
Proj 2015-16	370	353	356	410	1,489
Actual 2015-16	428	395	387	451	1,661
Proj 2016-17	382	444	395	426	1,647
Proj 2017-18	401	397	444	434	1,676
Proj 2018-19	375	416	397	489	1,677

Indian Trail High School & Academy	GR 9	Gr 10	Gr 11	Gr 12	Grades 9 - 12
Actual 2009-10	341	245	242	185	1,013
Proj 2010-11	596	260	243	176	1,275
Actual 2010-11	607	269	282	154	1,312
Proj 2011-12	578	468	281	197	1,524
Actual 2011-12	590	528	279	184	1,581
Proj 2012-13	639	513	565	185	1,902
Actual 2012-13	664	480	554	213	1,911
Proj 2013-14	681	558	490	406	2,135
Actual 2013-14	672	528	533	434	2,167
Proj 2014-15	671	567	573	391	2,202
Actual 2014-15	604	583	541	496	2,224
Proj 2015-16	584	584	558	551	2,277
Actual 2015-16	570	580	560	587	2,297
Proj 2016-17	534	557	560	604	2,255
Proj 2017-18	561	522	537	604	2,224
Proj 2018-19	560	548	503	580	2,191

LakeView Tech Academy	GR 9	Gr 10	Gr 11	Gr 12	Grades 9 - 12
Actual 2009-10	102	106	82	86	376
Proj 2010-11	110	91	113	68	382
Actual 2010-11	99	95	94	69	357
Proj 2011-12	94	90	96	78	358
Actual 2011-12	105	98	99	89	391
Proj 2012-13	113	99	99	87	398
Actual 2012-13	123	102	106	90	421
Proj 2013-14	123	117	105	94	439
Actual 2013-14	109	115	100	103	427
Proj 2014-15	112	105	115	95	427
Actual 2014-15	117	108	115	95	435
Proj 2015-16	100	111	105	110	426
Actual 2015-16	115	110	103	110	438
Proj 2016-17	100	110	105	100	415
Proj 2017-18	100	95	105	100	400
Proj 2018-19	100	95	90	100	385

	Reuther Central				
	GR 9	**Gr 10**	**Gr 11**	**Gr 12**	**Grades 9 - 12**
Actual 2009-10	89	117	157	209	572
Proj 2010-11	*86*	*103*	*160*	*175*	*524*
Actual 2010-11	49	113	240	144	546
Proj 2011-12	*47*	*112*	*180*	*184*	*523*
Actual 2011-12	66	103	190	175	534
Proj 2012-13	*50*	*88*	*167*	*155*	*460*
Actual 2012-13	64	70	190	126	450
Proj 2013-14	*68*	*74*	*190*	*125*	*457*
Actual 2013-14	74	87	156	111	428
Proj 2014-15	*68*	*87*	*165*	*105*	*425*
Actual 2014-15	49	67	93	184	393
Proj 2015-16	*55*	*69*	*87*	*185*	*396*
Actual 2015-16	58	62	132	150	402
Proj 2016-17	*50*	*65*	*125*	*150*	*390*
Proj 2017-18	*50*	*65*	*120*	*150*	*385*
Proj 2018-19	*50*	*65*	*120*	*145*	*380*

	Tremper High				
	GR 9	**Gr 10**	**Gr 11**	**Gr 12**	**Grades 9 - 12**
Actual 2009-10	641	652	609	528	2,430
Proj 2010-11	*556*	*520*	*708*	*474*	*2,258*
Actual 2010-11	548	579	685	488	2,300
Proj 2011-12	*522*	*456*	*592*	*542*	*2,112*
Actual 2011-12	471	479	613	520	2,083
Proj 2012-13	*514*	*406*	*518*	*478*	*1,916*
Actual 2012-13	443	410	495	471	1,819
Proj 2013-14	*461*	*376*	*430*	*382*	*1,649*
Actual 2013-14	519	388	466	398	1,771
Proj 2014-15	*499*	*449*	*441*	*367*	*1,756*
Actual 2014-15	463	466	406	442	1,777
Proj 2015-16	*429*	*448*	*445*	*416*	*1,738*
Actual 2015-16	447	449	433	408	1,737
Proj 2016-17	*416*	*439*	*426*	*450*	*1,731*
Proj 2017-18	*437*	*409*	*416*	*443*	*1,705*
Proj 2018-19	*434*	*429*	*388*	*432*	*1,683*

	DISTRICT High Schools				
	GR 9	**Gr 10**	**Gr 11**	**Gr 12**	**Grades 9 - 12**
Actual 2009-10	1,766	1,612	1,716	1,529	6,623
Proj 2010-11	*1,777*	*1,480*	*1,748*	*1,351*	*6,356*
Actual 2010-11	1,765	1,582	1,893	1,278	6,518
Proj 2011-12	*1,681*	*1,525*	*1,733*	*1,423*	*6,362*
Actual 2011-12	1,637	1,586	1,734	1,352	6,309
Proj 2012-13	*1,760*	*1,437*	*1,769*	*1,271*	*6,237*
Actual 2012-13	1,717	1,423	1,755	1,351	6,246
Proj 2013-14	*1,769*	*1,492*	*1,581*	*1,344*	*6,186*
Actual 2013-14	1,816	1,435	1,674	1,344	6,269
Proj 2014-15	*1,793*	*1,580*	*1,655*	*1,267*	*6,295*
Actual 2014-15	1,598	1,600	1,555	1,627	6,380
Proj 2015-16	*1,538*	*1,565*	*1,551*	*1,672*	*6,326*
Actual 2015-16	1,618	1,596	1,615	1,706	6,535
Proj 2016-17	*1,482*	*1,615*	*1,611*	*1,730*	*6,438*
Proj 2017-18	*1,549*	*1,488*	*1,622*	*1,731*	*6,390*
Proj 2018-19	*1,519*	*1,553*	*1,498*	*1,746*	*6,316*

Kenosha 4 Yr Old Kindergarten - Off Site Centers	GR PK	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	Total Enroll
Actual 2009-10	225														*225*
Proj 2010-11	*325*														*325*
Actual 2010-11	235														*235*
Proj 2011-12	*235*														*235*
Actual 2011-12	255														*255*
Proj 2012-13	*255*														*255*
Actual 2012-13	246														*246*
Proj 2013-14	*130*														*130*
Actual 2013-14	139														*139*
Proj 2014-15	*130*														*130*
Actual 2014-15	137														*137*
Proj 2015-16	*126*														*126*
Actual 2015-16	120														*120*
Proj 2016-17	*117*														*117*
Proj 2017-18	*117*														*117*
Proj 2018-19	*111*														*111*

Chavez Learning Station	GR PK	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	Total Enroll
Actual 2009-12	390														390
Proj 2010-11	*390*														*390*
Actual 2010-11	297														297
Proj 2011-12	*297*														*297*
Actual 2011-12	164														164
Proj 2012-13	*164*														*164*
Actual 2012-13	166														*166*
Proj 2013-14	*160*														*160*
Actual 2013-14	171														*171*
Proj 2014-15	*157*														*157*
Actual 2014-15	162														*162*
Proj 2015-16	*161*														*161*
Actual 2015-16	117														*117*
Proj 2016-17	*115*														*115*
Proj 2017-18	*115*														*115*
Proj 2018-19	*108*														*108*

Brompton School	GR PK	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	Total Enroll
Actual 2009-12		18	18	18	18	16	14								102
Proj 2010-11		*18*	*18*	*18*	*18*	*17*	*15*								**104**
Actual 2010-11		18	18	18	18	18	16								106
Proj 2011-12		*18*	*18*	*18*	*18*	*18*	*18*								**108**
Actual 2011-12		19	18	18	18	18	18								109
Proj 2012-13		*18*	*18*	*18*	*18*	*18*	*18*	*25*	*25*						**158**
Actual 2012-13		20	20	21	21	21	21	25	25	25					*199*
Proj 2013-14		*22*	*22*	*22*	*22*	*22*	*22*	*25*	*25*	*25*					207
Actual 2013-14		22	22	22	24	24	24	26	26	26					*216*
Proj 2014-15		*22*	*22*	*22*	*24*	*24*	*24*	*26*	*26*	*26*					*216*
Actual 2014-15		22	22	22	24	24	24	26	27	25					*216*
Proj 2015-16		*22*	*22*	*22*	*24*	*24*	*24*	*26*	*26*	*27*					*217*
Actual 2015-16		22	22	22	23	24	24	26	26	26					*215*
Proj 2016-17		*22*	*22*	*22*	*24*	*24*	*24*	*26*	*26*	*26*					*216*
Proj 2017-18		*22*	*22*	*22*	*24*	*24*	*24*	*26*	*26*	*26*					*216*
Proj 2018-19		*22*	*22*	*22*	*24*	*24*	*24*	*26*	*26*	*26*					*216*

Dimensions of Learning Academy	GR PK	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	Total Enroll
Actual 2009-10		20	20	24	24	25	25	26	25	24					213
Proj 2010-11		*20*	*20*	*22*	*22*	*25*	*25*	*25*	*25*	*25*					**209**
Actual 2010-11		20	20	23	23	24	25	25	26	24					210
Proj 2011-12		*20*	*20*	*22*	*22*	*24*	*25*	*25*	*26*	*26*					**210**
Actual 2011-12		21	21	25	25	25	25	25	25	25					217
Proj 2012-13		*21*	*21*	*25*	*25*	*25*	*25*	*25*	*25*	*25*					**217**
Actual 2012-13		21	24	26	26	26	26	26	26	25					*226*
Proj 2013-14		*21*	*24*	*26*	*26*	*26*	*26*	*26*	*26*	*26*					*227*
Actual 2013-14		22	23	26	26	26	27	26	25	25					*226*
Proj 2014-15		*22*	*22*	*26*	*26*	*26*	*26*	*27*	*26*	*25*					*226*
Actual 2014-15		22	24	26	26	26	26	27	26	22					*225*
Proj 2015-16		*22*	*23*	*26*	*26*	*26*	*26*	*26*	*26*	*26*					*227*
Actual 2015-16		20	23	25	26	25	25	25	26	25					*220*
Proj 2016-17		*20*	*23*	*25*	*25*	*26*	*25*	*25*	*25*	*26*					*220*
Proj 2017-18		*20*	*23*	*25*	*25*	*25*	*26*	*26*	*25*	*25*					*220*
Proj 2018-19		*20*	*23*	*25*	*25*	*25*	*25*	*26*	*26*	*25*					*220*

KTEC	GR PK	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	Total Enroll
Actual 2009-10		40	40	40	44	48	50	52	52	52					418
Proj 2010-11		*40*	*40*	*40*	*44*	*48*	*50*	*52*	*52*	*52*					418
Actual 2010-11	30	40	41	40	44	48	50	52	52	52					449
Proj 2011-12	*30*	*40*	*40*	*40*	*44*	*48*	*50*	*52*	*52*	*52*					**448**
Actual 2011-12	29	40	44	44	48	52	52	52	52	49					462
Proj 2012-13	*29*	*40*	*44*	*44*	*48*	*52*	*52*	*52*	*52*	*50*					**463**
Actual 2012-13	31	40	44	44	49	52	52	52	52	51					*467*
Proj 2013-14	*30*	*40*	*44*	*44*	*49*	*52*	*52*	*52*	*52*	*52*					*467*
Actual 2013-14	32	40	45	44	49	52	52	52	52	52					*470*
Proj 2014-15	*28*	*100*	*110*	*110*	*96*	*104*	*104*	*52*	*52*	*52*					*808*
Actual 2014-15	62	102	88	88	94	102	78	53	51	51					*769*
Proj 2015-16	*62*	*100*	*110*	*110*	*120*	*104*	*102*	*156*	*52*	*51*					*967*
Actual 2015-16	62	103	113	109	120	104	103	155	52	52					*973*
Proj 2016-17	*64*	*100*	*110*	*113*	*120*	*130*	*125*	*156*	*156*	*52*					*1126*
Proj 2017-18	*64*	*100*	*110*	*110*	*120*	*130*	*130*	*156*	*156*	*156*					*1232*
Proj 2018-19	*64*	*100*	*110*	*110*	*120*	*130*	*130*	*156*	*156*	*156*					*1232*

Paideia Academy	GR PK	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	Total Enroll
Actual 2009-10								24	23	19					66
Proj 2010-11								*25*	*23*	*22*					**70**
Actual 2010-11								25	25	19					69
Proj 2011-12								*25*	*25*	*23*					**73**
Actual 2011-12								26	25	23					74
Proj 2012-13								*50*	*50*	*44*					**144**
Actual 2012-13															
Proj 2013-14															
Actual 2013-14															
Proj 2014-15															
Actual 2014-15															
Proj 2015-16															
Actual 2015-16															
Proj 2016-17															
Proj 2017-18															
Proj 2018-19															

Harborside Academy	GR PK	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	Total Enroll
Actual 2009-10											114	111	107		332
Proj 2010-11											*110*	*110*	*110*	*105*	**435**
Actual 2010-11											117	104	113	99	433
Proj 2011-12											*115*	*110*	*108*	*110*	**443**
Actual 2011-12											117	115	109	106	447
Proj 2012-13											*115*	*113*	*116*	*102*	**446**
Actual 2012-13								53	50	50	117	112	116	108	*606*
Proj 2013-14								*50*	*53*	*50*	*117*	*113*	*113*	*110*	606
Actual 2013-14								58	51	51	117	115	106	109	*607*
Proj 2014-15								*52*	*57*	*51*	*117*	*114*	*112*	*105*	*608*
Actual 2014-15								54	51	50	116	106	112	101	*590*
Proj 2015-16								*54*	*54*	*51*	*116*	*111*	*104*	*112*	*602*
Actual 2015-16								50	52	52	115	113	106	114	*602*
Proj 2016-17								*52*	*52*	*52*	*110*	*114*	*113*	*103*	*596*
Proj 2017-18								*52*	*52*	*52*	*115*	*111*	*110*	*109*	*601*
Proj 2018-19								*52*	*52*	*52*	*115*	*111*	*110*	*109*	*601*

Preliminary Enrollment Projections
Special Schools

Hillcrest School	GR PK	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	Total Enroll
Actual 2009-10									3	10	15	25	13	4	70
Proj 2010-11									3	10	15	25	13	4	70
Actual 2010-11								1	3		8	11	21	4	48
Proj 2011-12								1	5	5	15	20	15	4	65
Actual 2011-12									2	4	22	12	26	3	69
Proj 2012-13									2	4	19	15	21	3	64
Actual 2012-13									1	3	15	14	16	8	57
Proj 2013-14									4	7	17	15	17	4	64
Actual 2013-14								2	3	6	19	4	20	4	58
Proj 2014-15								1	2	6	19	10	13	5	56
Actual 2014-15									6	8	10	13	14	16	67
Proj 2015-16									3	5	10	11	15	15	59
Actual 2015-16									5	9	6	8	11	16	55
Proj 2016-17									5	8	5	8	11	15	52
Proj 2017-18									5	8	8	8	11	15	55
Proj 2018-19									5	8	8	8	11	15	55

Kenosha eSchool	GR PK	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	Total Enroll
Actual 2009-10											21	17	32	20	90
Proj 2010-11											20	20	35	20	95
Actual 2010-11											14	19	24	33	90
Proj 2011-12											15	20	25	30	90
Actual 2011-12									1	1	8	19	34	27	90
Proj 2012-13									1	1	13	18	30	27	90
Actual 2012-13		5	1	2	2	4	1	7	7	12	17	18	32	33	141
Proj 2013-14		5	3	3	3	3	3	11	10	14	20	20	30	30	155
Actual 2013-14		6	6	1	1	4	3	6	7	11	29	21	35	21	151
Proj 2014-15		6	6	5	2	3	4	7	8	12	30	23	38	23	167
Actual 2014-15		2	5	8	0	0	1	6	8	15	7	20	26	35	133
Proj 2015-16		2	3	3	4	2	2	6	7	13	18	20	29	32	141
Actual 2015-16		3	2	4	4	0	1	1	8	12	7	13	20	38	113
Proj 2016-17		3	3	4	4	1	1	1	8	12	5	13	20	36	111
Proj 2017-18		3	3	4	4	1	1	1	8	12	7	13	20	36	113
Proj 2018-19		3	3	4	4	1	1	1	8	12	7	13	20	36	113

Kenosha STEP	GR PK	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	Total Enroll
Actual 2011-12														27	27
Proj 2012-13														30	30
Actual 2012-13															
Proj 2013-14															
Actual 2013-14															
Proj 2014-15															
Actual 2014-15															
Proj 2015-16															
Actual 2015-16															
Proj 2016-17															
Proj 2017-18															
Proj 2018-19															

Phoenix Project	GR PK	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	Total Enroll
Actual 2009-10											1	1	15	4	21
Proj 2010-11											*5*	*5*	*5*	*5*	*20*
Actual 2010-11												6	8	2	16
Proj 2011-12											*2*	*4*	*10*	*4*	*20*
Actual 2011-12											1	3	15	4	23
Proj 2012-13											*2*	*4*	*11*	*4*	*21*
Actual 2012-13											2	4	18	11	*35*
Proj 2013-14											*1*	*4*	*13*	*5*	*23*
Actual 2013-14											1	1	20	11	*33*
Proj 2014-15											*1*	*3*	*18*	*9*	*31*
Actual 2014-15												3	22		*25*
Proj 2015-16												*7*	*23*		*30*
Actual 2015-16												1	22		*23*
Proj 2016-17													*1*	*22*	*23*
Proj 2017-18													*1*	*22*	*23*
Proj 2018-19													*1*	*22*	*23*

DISTRICT Special Schools	GR PK	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	Total Enroll
Actual 2009-10	615	78	78	82	86	89	89	102	103	105	151	154	167	28	1,927
Proj 2010-11	*715*	*78*	*78*	*80*	*84*	*90*	*90*	*102*	*103*	*109*	*150*	*160*	*163*	*134*	*2,136*
Actual 2010-11	562	78	79	81	85	90	91	103	106	95	139	140	166	138	1,953
Proj 2011-12	*562*	*78*	*78*	*80*	*84*	*90*	*93*	*103*	*108*	*106*	*147*	*154*	*158*	*148*	*1,989*
Actual 2011-12	448	80	83	87	91	95	95	103	105	102	148	149	184	167	1,937
Proj 2012-13	*448*	*79*	*83*	*87*	*91*	*95*	*95*	*152*	*155*	*124*	*149*	*150*	*178*	*166*	*2,052*
Actual 2012-13	443	86	89	93	98	103	100	163	161	166	151	148	182	160	*2,143*
Proj 2013-14	*320*	*88*	*93*	*95*	*100*	*103*	*103*	*164*	*170*	*174*	*155*	*152*	*173*	*149*	*2,039*
Actual 2013-14	342	90	96	93	100	106	106	170	164	171	166	141	181	145	*2,071*
Proj 2014-15	*315*	*150*	*160*	*163*	*148*	*157*	*158*	*165*	*171*	*172*	*167*	*150*	*181*	*142*	*2,399*
Actual 2014-15	361	148	139	144	144	152	129	166	169	171	133	139	155	174	*2,324*
Proj 2015-16	*349*	*146*	*158*	*161*	*174*	*156*	*154*	*268*	*168*	*173*	*144*	*142*	*155*	*182*	*2,530*
Actual 2015-16	299	148	160	160	173	153	153	257	169	176	128	134	138	190	*2,438*
Proj 2016-17	*296*	*145*	*158*	*164*	*173*	*181*	*175*	*260*	*272*	*176*	*120*	*135*	*145*	*176*	*2,576*
Proj 2017-18	*296*	*145*	*158*	*161*	*173*	*180*	*181*	*261*	*272*	*279*	*130*	*132*	*142*	*182*	*2,692*
Proj 2018-19	*283*	*145*	*158*	*161*	*173*	*180*	*180*	*261*	*273*	*279*	*130*	*132*	*142*	*182*	*2,679*

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Jankowski	Deborah	Lincoln Middle School	Guidance Counselor	Instructional	01/29/2016	1	$79,396.00
Early Retirement	Chwala	Bruce	Facility Services	Night Custodian - Second Shift	Service	02/26/2016	1	$21.32
Resignation	Ackland, Jr.	Philip	Tremper High School	Technology Education	Instructional	01/22/2016	1	$39,106.00
Resignation	Schultz	Jacqueline	ITA	English	Instructional	01/25/2016	1	$39,106.00
Resignation	Miller	Ambrial	Brass Community School	Head Start	ESP	01/21/2016	1	$15.33
Resignation	Hotchkiss	Keith	Information Services	Technology Support Technician	Miscellaneous	01/29/2016	1	$20.22
Resignation	Anderson	Lisa	Strange Elementary School	Special Education	ESP	01/15/2016	1	$15.97
Resignation	Pignotti	Mary	Mahone Middle School	Special Education	ESP	02/05/2016	1	$14.33
Retirement	Burkoth	Maryann	ITA	Special Education	ESP	06/09/2016	1	$17.64

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A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Wade was called to order at 5:32 P.M. with the following committee members present: Mr. Falkofske, Mr. Kent, Mrs. Dawson, Mr. Battle, Mr. Leipski, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mr. Flood arrived later. Mr. Aceto and Mr. Holdorf were excused. Mr. Lawler was absent.

Approval of Minutes – December 1, 2015 Audit/Budget/Finance
Mr. Kent moved to approve the minutes as contained in the agenda. Mr. Leipski seconded the motion. Unanimously approved.

Informational Items
Dr. Savaglio-Jarvis noted that the Charter Funding Report was being provided as an informational item in order to answer the following questions submitted by Mr. Flood:
- What percentage of each charter school's budget has gone unspent each year for the past three years?
- What is the average class size of each subject area at each charter school?
- How long is the waitlist at each charter school?
- What actual methods does each school use to raise the portion of their budget that they must fund?
- Please provide the most recent budget for each charter school.
- When is each charter school up for renewal?

Mr. Flood arrived at 5:36 P.M.

Dr. Bethany Ormseth, Assistant Superintendent of Secondary School Leadership; Mr. Daniel Tenuta, Principal at eSchool; Mrs. Suzanne Loewen, Principal at Brompton; Mrs. Angela Andersson, Principal at Kenosha School of Technology Enhanced Curriculum (KTEC); and Mr. William Haithcock, Principal at Harborside Academy; were present to answer questions from Committee members in regards to the Charter Funding Report.

Mr. Tarik Hamdan, Chief Financial Officer, presented the monthly financial statements. He noted that the grant funded administrative salary variance is due to a pending budget adjustment and indicated that once the adjustment is finalized, the budget will align.

Future Agenda Items
Mr. Wade noted that the Monthly Financial Statements would be presented in February as noted on the agenda.

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

Meeting adjourned at 5:45 P.M.

Stacy Schroeder Busby
School Board Secretary

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Financial Institution	Total Fiscal Year 2015 - 2016			Total Fiscal Year 2014 - 2015			Total Fiscal Year 2013 - 2014		
	Cash Balance	Interest Earned*	Rate	Cash Balance	Interest Earned*	Rate	Cash Balance	Interest Earned*	Rate
General (Funds 10, 20s, 50, & 80s)									
Johnson Bank Checking	$ 9,970,978	$ -	0.00%	$ 9,537,660	$ -	0.00%	$ 12,310,148	$ -	0.00%
Johnson Bank Repurchase Account	4,000,000	998	0.02%	4,000,000	1,666	0.04%	4,000,000	1,597	0.02%
U.S. Bank Savings	-	-	0.00%	-	-	0.00%	10,275	3	0.01%
Petty Cash Accounts	8,382	N/A	N/A	8,975	N/A	N/A	8,441	N/A	N/A
Local Government Investment Pool	1,002	1	(c)	1,002	27	(b)	43,565	40	0.09%
Wisconsin Investment Series Coop	19,487,223	12,645	(a)	45,528,957	35,533	(a)	58,418,860	27,444	(a)
	$ 33,467,586	$ 13,643		$ 59,076,594	$ 37,225		$ 74,791,289	$ 29,085	
Debt Service (Fund 30s)									
Local Government Investment Pool	$ 143	$ 0	(c)	$ 143	$ 1	(b)	$ 143	$ 1,876	0.09%
Wisconsin Investment Series Coop	880,959	1,342	(a)	2,240,240	3,133	(a)	3,088,323	1,711	(a)
	$ 881,102	$ 1,342		$ 2,240,383	$ 3,134		$ 3,088,466	$ 3,587	
Capital Projects (Fund 40s)									
Wisconsin Investment Series Coop	$ 16,729,549	$ 23,413	(a)	$ 6,113,857	$ 25,571	(a)	$ 15,016,209	$ 9,169	(a)
OPEB (Fund 73)									
Wisconsin Investment Series Coop (CDO)	$ 570	$ -	0.00%	$ 570	$ -	0.00%	$ 570	$ -	0.11%
Wisconsin Investment Series Coop	14,426,201	8,156	* (a)	10,611,956	19,064	(a)	7,317,804	18,723	(a)
	$ 14,426,771	$ 8,156		$ 10,612,526	$ 19,064		$ 7,318,374	$ 18,723	
Total	$ 65,505,009	$ 46,554		$ 78,043,361	$ 84,995		$ 100,214,338	$ 60,564	

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

(a)   Rate varies by fund and investment term. This also includes any market adjustments.
(b)   LGIP interest rate ranged from .08% to .14%
(c)   Current year LGIP interest rate ranges from .13% to .19%
N/A Not applicable

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

PROJECT NUMBER	GRANT TITLE	2014-2015		2015-2016		FY 2015 - FY 2016
		BUDGET	ACTUAL	BUDGET *	ACTUAL AS OF 12/31/2015	CHANGE IN BUDGET
154	ACADEMIC PARENT TEACHER-TEAMS PILOT SCHOOLS	$20,000	$18,463	$25,000	$3,501	$5,000
623	21ST CENTURY LEARNING CENTER	$499,526	$340,220	$112,647	$29,585	($386,879)
430	CARL PERKINS	$226,145	$222,379	$226,999	$173,694	$854
141	ESEA TITLE I-A	$6,727,468	$5,608,680	$6,118,916	$2,851,134	($608,552)
145	ESEA TITLE I-A FOCUS SCHOOLS	$84,000	$76,888	$84,000	$48,942	$0
140	ESEA TITLE I-D NEGLECTED/DELINQUENT	$53,127	$48,366	$78,988	$31,477	$25,861
604	ESEA TITLE II-A TEACHER & PRINCIPAL TRAINING	$1,117,742	$784,962	$1,187,804	$374,980	$70,062
391	ESEA TITLE III-A ENGLISH LANGUAGE ACQUISITION	$338,632	$280,533	$357,942	$131,224	$19,310
601/611	HEAD START - FEDERAL PROGRAM	$2,056,333	$1,934,953	$2,056,333	$738,970	$0
335	HOMELESS CHILDREN	$50,000	$49,020	$50,980	$19,026	$980
345	IDEA EARLY INTERVENTION SERVICES	$688,921	$443,584	$667,755	$270,437	($21,166)
341	IDEA FLOWTHROUGH	$7,008,968	$3,118,944	$7,792,701	$1,456,401	$783,733
347	IDEA PRESCHOOL ENTITLEMENT	$308,630	$149,579	$315,798	$56,037	$7,168
592	SAFE AND SUPPORTIVE SCHOOLS	$108,451	$103,560	$0	$6	($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	$186,395	$74,270	($54,988)
334/568/598	WISCONSIN PARTNERSHIP FOR CHILDHOOD FITNESS	$2,446	$2,223	$224	$0	($2,223)
	TOTAL FEDERAL FUNDED GRANTS	**$19,540,227**	**$13,431,607**	**$19,262,482**	**$6,259,683**	**($277,745)**
395	AODA	$25,000	$24,157	$25,000	$3,595	$0
395	AODA - STUDENT MINI-GRANT	$0	$0	$982	$0	$982
399	HEAD START - WISCONSIN STATE PROGRAM	$335,954	$315,306	$335,954	$130,659	$0
583	EDUCATOR EFFECTIVENESS	$130,400	$131,345	$130,400	$301	$0
614	YOUTH APPRENTICESHIP	$20,383	$6,268	$0	$0	($20,383)
	TOTAL STATE FUNDED GRANTS	**$511,737**	**$477,075**	**$492,336**	**$134,554**	**($19,401)**
750	DONATIONS AND EFK GRANTS	$217,585	$84,033	$165,324	$91,241	($52,262)
751	MINI-GRANTS	$438,421	$371,307	$289,413	$115,661	($149,008)
	TOTAL DONATIONS / MINI-GRANTS	**$656,006**	**$455,341**	**$454,737**	**$206,901**	**($201,269)**
	GRAND TOTAL FEDERAL AND STATE FUNDED GRANTS	**$20,051,964**	**$13,908,682**	**$19,754,818**	**$6,394,238**	**($297,146)**

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* 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 District
Kenosha, Wisconsin

February 9, 2016
Audit/Budget/Finance Standing Committee
Monthly Financial Statement Highlights (As of 12/31/2015)

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

Revenues:
- General State Aid (Equalization Aid = $152.6 MM): Expected 39.3%, Actual 39.3%
- 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 $101,852,000): Expected 42.1%, Actual 42.7%
    - Administration (Budget $11,755,000): Expected 47.3%, Actual 47.5%

  - Grant Funded
    - Teachers (Budget $3,560,000): Expected 42.1%, Actual 39.6%
    - Administration (Budget $519,000): Expected 47.3%, Actual 49.6%

- Benefits
  - District Funded
    - Health (Budget $39,970,000): Expected 40%, Actual 39.6%
    - Dental (Budget $2,412,000): Expected 40%, Actual 39.5%

  - Grant Funded
    - Health (Budget $2,047,000): Expected 40%, Actual 36.1%
    - Dental (Budget $118,000: Expected 40%, Actual 35.8%

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, 2016.
- Property Tax receipts will begin in January (settlement date of 1/15/16 expected).
- With the exception of grant fund administrative salaries, salaries and benefits are tracking consistent to expected values.
- Grant funded administrative salary variance has been traced to a pending budget adjustment to account for an administrative position being moved to the Title II-A grant. Corrections have been submitted and will reflect in the January, 2016 financial statements.

Administrative Recommendation

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

Dr. Sue Savaglio-Jarvis   Tarik Hamdan   Lisa M. Salo, CPA
Superintendent of Schools   Chief Financial Officer   Accounting Manager

Kenosha Unified School District No 1

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 12/31/2015

Fund 10   General Fund

	Source		2016					2015			
		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	73,103,488	72,332,873	770,615	98.95		75,148,855	74,128,804	1,020,051	98.64	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	15,000	15,000	0	100.00		35,383	128	35,254	0.36	21,478
600	State aid	159,686,344	59,996,995	99,689,349	37.57		157,603,981	59,307,619	98,296,362	37.63	157,625,534
700	Federal aid	11,954,922	605,601	11,349,321	5.07		12,881,356	841,279	12,040,077	6.53	11,151,377
800	Debt proceeds	0	54,686	-54,686			0	1,704	-1,704		185,463
900	Revenue adjustments	470,532	375,511	95,021	79.81		490,375	383,386	106,989	78.18	683,748
	Total Revenues	**245,630,286**	**133,380,666**	**112,249,619**	**54.30**		**246,509,950**	**134,662,921**	**111,847,029**	**54.63**	**245,229,596**

	Object			2016						2015			
		Budget	Actual	Encumbered	Balance	% Used		Budget	Actual	Encumbered	Balance	% Used	Fiscal
100	Salaries	119,086,036	52,052,125		67,033,911	43.71		119,846,997	51,590,567		68,256,430	43.05	116,659,708
200	Benefits	59,896,743	23,142,180	2,941	36,751,622	38.64		57,897,804	21,851,696	1,186	36,044,922	37.74	56,583,847
300	Purchased Services	19,583,727	7,483,339	1,195,857	10,904,531	44.32		21,863,491	8,694,469	1,476,699	11,692,323	46.52	21,273,428
400	Supplies	10,187,710	4,900,724	737,864	4,549,122	55.35		11,039,404	6,263,293	694,298	4,081,814	63.03	10,471,201
500	Capital Outlay	1,759,249	870,389	32,410	856,450	51.32		2,274,185	1,065,739	56,263	1,152,183	49.34	1,896,499
600	Debt Services	265,115	91,075		174,040	34.35		326,676	117,471		209,205	35.96	197,742
700	Insurance	718,584	649,431		69,153	90.38		736,164	497,320	0	238,844	67.56	576,337
800	Operating Transfers Out	33,577,430	14,486,701		19,090,728	43.14		33,065,188	18,363,561		14,701,627	55.54	31,645,286
900	Other objects	1,008,328	241,032	8,144	759,151	24.71		679,052	139,104	3,445	536,503	20.99	508,899
	Total Expenditures	**246,082,922**	**103,916,998**	**1,977,216**	**140,188,708**	**43.03**		**247,728,961**	**108,583,219**	**2,231,890**	**136,913,852**	**44.73**	**239,812,946**
	Net Revenue/Expenses	**-452,636**	**29,463,669**					**-1,219,012**	**26,079,701**				**5,416,650**
	Fund Balance - Ending	**41,769,557**	**71,685,861**					**35,586,620**	**62,885,333**				**42,222,282**

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Kenosha Unified School District No 1

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 12/31/2015 /Bitech-gl_bs_mgmt02_rpt

Fund 21   Special Revenue Trust

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	2015 Fiscal
	Fund Balance - Beginning	10,347	10,347			0	0			
200	Local revenues	2,097	6,292	-4,195	300.05	0	0	0		0
900	Revenue adjustments	101,032	95,012	6,021	94.04	0	0	0		10,347
	Total Revenues	**103,129**	**101,304**	**1,826**	**98.23**	**0**	**0**	**0**		**10,347**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
100	Salaries	0	1,141		-1,141		0	0		0		0
200	Benefits	0	97		-97		0	0		0		0
300	Purchased Services	0	4,181	0	-4,181		0	0		0		0
400	Supplies	101,032	15,770	800	84,462	16.40	0	0		0		0
500	Capital Outlay	2,097	0		2,097	0.00	0	0		0		0
900	Other objects	0	577		-577		0	0		0		0
	Total Expenditures	**103,129**	**21,766**	**800**	**80,563**	**21.88**	**0**	**0**		**0**		**0**
	Net Revenue/Expenses	**0**	**79,537**				**0**	**0**				**10,347**
	Fund Balance - Ending	**10,347**	**89,884**				**0**	**0**				**10,347**

Kenosha Unified School District No 1

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 12/31/2015

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Fund 25   Head Start

Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	Fiscal
Fund Balance - Beginning	0	0			0	0			
700 Federal aid	1,987,371	570,291	1,417,080	28.70	1,989,486	630,313	1,359,173	31.68	1,934,953
Total Revenues	**1,987,371**	**570,291**	**1,417,080**	**28.70**	**1,989,486**	**630,313**	**1,359,173**	**31.68**	**1,934,953**

Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	Fiscal
100 Salaries	1,064,223	416,023		648,200	39.09	1,013,920	447,688		566,232	44.15	1,015,137
200 Benefits	622,871	272,770		350,101	43.79	784,612	285,519		499,093	36.39	701,765
300 Purchased Services	174,323	26,985	38,063	109,276	37.31	138,198	34,764	36,803	66,632	51.79	169,762
400 Supplies	114,853	18,679	1,669	94,505	17.72	41,719	20,995	536	20,188	51.61	37,598
500 Capital Outlay	9,000	4,513		4,487	50.15	9,036	4,051		4,985	44.83	8,564
900 Other objects	2,101	0		2,101	0.00	2,001	150		1,851	7.49	2,126
Total Expenditures	**1,987,371**	**738,970**	**39,731**	**1,208,670**	**39.18**	**1,989,486**	**793,167**	**37,338**	**1,158,981**	**41.74**	**1,934,953**
Net Revenue/Expenses	**0**	**-168,679**				**0**	**-162,854**				**0**
Fund Balance - Ending	**0**	**-168,679**				**0**	**-162,854**				**0**

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Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 12/31/2015

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Fund 27   Special Education

	Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
				2016				**2015**		
	Fund Balance - Beginning	0	0			0	0			
100	Operating Transfers In	33,077,430	14,486,701	18,590,728	43.80	32,565,188	17,863,561	14,701,627	54.85	31,132,806
200	Local revenues	9,000	3,874	5,126	43.04	8,000	3,614	4,386	45.18	9,438
600	State aid	10,683,620	3,188,081	7,495,539	29.84	10,791,667	3,144,130	7,647,537	29.13	10,829,724
700	Federal aid	8,871,570	1,155,828	7,715,742	13.03	8,595,101	1,031,906	7,563,195	12.01	3,971,966
	Total Revenues	**52,641,620**	**18,834,484**	**33,807,135**	**35.78**	**51,959,956**	**22,043,211**	**29,916,745**	**42.42**	**45,943,934**

	Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
					2016					**2015**		
100	Salaries	28,424,812	11,819,393		16,605,419	41.58	28,736,444	11,692,280		17,044,164	40.69	27,145,934
200	Benefits	16,232,511	6,095,148		10,137,363	37.55	15,963,373	5,712,636		10,250,737	35.79	15,203,429
300	Purchased Services	3,514,928	1,145,535	659,315	1,710,078	51.35	4,726,963	1,646,310	579,760	2,500,893	47.09	3,254,505
400	Supplies	1,002,865	126,829	54,284	821,752	18.06	1,941,438	133,665	15,242	1,792,530	7.67	313,271
500	Capital Outlay	0	1,874		-1,874		11,739	16,507	2,202	-6,969	159.37	22,302
900	Other objects	3,466,504	2,315	0	3,464,190	0.07	580,000	3,111	240	576,649	0.58	4,582
	Total Expenditures	**52,641,620**	**19,191,094**	**713,598**	**32,736,927**	**37.81**	**51,959,956**	**19,204,509**	**597,444**	**32,158,004**	**38.11**	**45,944,023**
	Net Revenue/Expenses	**0**	**-356,610**				**0**	**2,838,703**				**-89**
	Fund Balance - Ending	**0**	**-356,610**				**0**	**2,838,703**				**-89**

Kenosha Unified School District No 1

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 12/31/2015

Fund 30-39   Debt Services Fund

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	2015 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	500,000	0	100.00	500,000
200	Local revenues	16,825,595	16,825,097	498	100.00	15,021,203	15,019,794	1,409	99.99	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	261,007	783,699	24.98	1,056,395
	Total Revenues	**34,289,056**	**32,673,904**	**1,615,152**	**95.29**	**16,565,909**	**15,780,801**	**785,107**	**95.26**	**16,578,982**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
600	Debt Services	32,802,755	17,209,430		15,593,326	52.46	17,617,572	2,422,574		15,194,999	13.75	17,617,572
800	Operating Transfers Out	350,000	0		350,000	0.00	0	0		0		0
	Total Expenditures	**33,152,755**	**17,209,430**		**15,943,326**	**51.91**	**17,617,572**	**2,422,574**		**15,194,999**	**13.75**	**17,617,572**
	Net Revenue/Expenses	**1,136,301**	**15,464,474**				**-1,051,664**	**13,358,228**				**-1,038,591**
	Fund Balance - Ending	**3,376,684**	**17,704,857**				**2,227,310**	**16,637,202**				**2,240,383**

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Kenosha Unified School District No 1

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 12/31/2015

Fund 40-49   Capital Project Fund

	Source	2016 Budget	2016 Actual	2016 Balance	% Rec	2015 Budget	2015 Actual	2015 Balance	% Rec	Fiscal
	Fund Balance - Beginning	3,464,984	3,464,984			13,490,260	13,490,260			
200	Local revenues	17,700	23,413	-5,713	132.28	10,000	13,289	-3,289	132.89	25,572
800	Debt proceeds	16,700,000	16,700,000	0	100.00	0	0	0		0
900	Revenue adjustments	0	138,281	-138,281		0	0	0		98,625
	Total Revenues	**16,717,700**	**16,861,694**	**-143,994**	**100.86**	**10,000**	**13,289**	**-3,289**	**132.89**	**124,197**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	% Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	% Used	Fiscal
300	Purchased Services	8,115,823	3,818,852	223,113	4,073,857	49.80	12,735,000	5,585,805	445,138	6,704,058	47.36	10,146,227
400	Supplies	0	0		0		0	3,246		-3,246		3,246
	Total Expenditures	**8,115,823**	**3,818,852**	**223,113**	**4,073,857**	**49.80**	**12,735,000**	**5,589,051**	**445,138**	**6,700,812**	**47.38**	**10,149,474**
	Net Revenue/Expenses	**8,601,877**	**13,042,842**				**-12,725,000**	**-5,575,762**				**-10,025,276**
	Fund Balance - Ending	**12,066,861**	**16,507,826**				**765,260**	**7,914,498**				**3,464,984**

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Kenosha Unified School District No 1

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 12/31/2015

Fund 50   Food Service

	Source	**2016** Budget	Actual	Balance	% Rec	**2015** 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	870,930	1,776,271	32.90	2,647,964	868,108	1,779,856	32.78	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	5,676,395	2,035,424	3,640,971	35.86	5,731,383	1,973,422	3,757,961	34.43	6,372,775
900	Revenue adjustments	0	0	0		0	0	0		-144
	Total Revenues	**8,463,596**	**2,906,353**	**5,557,243**	**34.34**	**8,519,347**	**2,841,530**	**5,677,817**	**33.35**	**8,466,812**

	Object	**2016** Budget	Actual	Encumbered	Balance	% Used	**2015** Budget	Actual	Encumbered	Balance	% Used	Fiscal
100	Salaries	2,146,898	931,618		1,215,280	43.39	2,132,708	944,098		1,188,610	44.27	2,173,138
200	Benefits	797,206	320,878		476,329	40.25	795,474	308,866		486,608	38.83	777,877
300	Purchased Services	268,275	378,846	126,851	-237,421	188.50	268,275	70,280	126,390	71,605	73.31	352,738
400	Supplies	5,027,106	1,718,763	2,168,643	1,139,700	77.33	5,098,780	1,808,717	2,807,963	482,100	90.54	4,428,091
500	Capital Outlay	104,000	55,037	18,757	30,206	70.96	104,000	687,688	20,384	-604,072	680.84	853,435
900	Other objects	120,111	1,883	0	118,228	1.57	120,111	25,516		94,595	21.24	65,980
	Total Expenditures	**8,463,596**	**3,407,024**	**2,314,250**	**2,742,322**	**67.60**	**8,519,347**	**3,845,165**	**2,954,737**	**1,719,445**	**79.82**	**8,651,260**
	Net Revenue/Expenses	**0**	**-500,670**				**0**	**-1,003,635**				**-184,447**
	Fund Balance - Ending	**2,579,425**	**2,078,754**				**2,763,872**	**1,760,237**				**2,579,425**

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Kenosha Unified School District No 1

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 12/31/2015

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	-245,405	17,651	227,755			0	-316,338	28,089	288,249		0
900 Other objects	0	0		0			0	0		0		0
Total Expenditures	**0**	**-245,405**	**17,651**	**227,755**			**0**	**-316,338**	**28,089**	**288,249**		**0**
Net Revenue/Expenses	**0**	**245,405**					**0**	**316,338**				**0**
Fund Balance - Ending	**0**	**245,405**					**0**	**316,338**				**0**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 12/31/2015

Fund 70-79   Trust Funds

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	Fiscal
	Fund Balance - Beginning	14,666,383	14,666,383			11,691,967	11,691,967			
200	Local revenues	19,000	8,156	10,844	42.92	18,000	12,469	5,531	69.27	19,471
900	Revenue adjustments	9,981,000	2,371,821	7,609,179	23.76	10,025,000	141,049	9,883,951	1.41	11,957,160
	Total Revenues	**10,000,000**	**2,379,977**	**7,620,023**	**23.80**	**10,043,000**	**153,518**	**9,889,482**	**1.53**	**11,976,631**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	Fiscal
200	Benefits	0	3,215,589		-3,215,589		0	3,322,995	506,473	-3,829,468		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**	**3,215,589**		**6,284,411**	**33.85**	**9,500,000**	**3,322,995**	**506,473**	**5,670,532**	**40.31**	**9,002,323**
	Net Revenue/Expenses	**500,000**	**-835,612**				**543,000**	**-3,169,476**				**2,974,308**
	Fund Balance - Ending	**15,166,383**	**13,830,771**				**12,234,967**	**8,522,490**				**14,666,374**

Kenosha Unified School District No 1

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 12/31/2015

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	514,634	35,366	93.57	420,000	387,307	32,693	92.22	418,279
	Total Revenues	**550,000**	**514,634**	**35,366**	**93.57**	**420,000**	**387,307**	**32,693**	**92.22**	**418,279**

		- - - - - - - - - - - 2016 - - - - - - - - - - -					- - - - - - - - - - - 2015 - - - - - - - - - - -					
	Object	**Budget**	**Actual**	**Encumbered**	**Balance**	**% Used**	**Budget**	**Actual**	**Encumbered**	**Balance**	**% Used**	**Fiscal**
100	Salaries	312,039	146,242		165,797	46.87	312,039	145,467		166,573	46.62	293,869
200	Benefits	146,216	62,748		83,469	42.91	151,828	64,914		86,914	42.76	154,032
300	Purchased Services	53,200	13,249	6,485	33,465	37.09	51,360	16,061	6,297	29,003	43.53	55,224
400	Supplies	23,839	1,716	407	21,717	8.90	23,839	1,312	106	22,421	5.95	6,289
500	Capital Outlay	0	673	0	-673		1,840	0		1,840	0.00	40,862
900	Other objects	4,000	440	0	3,560	11.00	4,000	614	0	3,386	15.36	1,853
	Total Expenditures	**539,295**	**225,067**	**6,892**	**307,335**	**43.01**	**544,907**	**228,368**	**6,403**	**310,136**	**43.08**	**552,129**
	Net Revenue/Expenses	**10,705**	**289,566**				**-124,907**	**158,939**				**-133,850**
	Fund Balance - Ending	**63,416**	**342,277**				**61,654**	**345,499**				**52,711**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 12/31/2015

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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	23,117	-23,117		29,125	19,169	9,956	65.82	28,378
	Total Revenues	**0**	**23,117**	**-23,117**		**29,125**	**19,169**	**9,956**	**65.82**	**28,378**

		- - - - - - - - - - - - - - - - - - 2016 - - - - - - - - - - - - - - - - - -					- 2015 -					
	Object	**Budget**	**Actual**	**Encumbered**	**Balance**	**% Used**	**Budget**	**Actual**	**Encumbered**	**Balance**	**% Used**	**Fiscal**
100	Salaries	0	11,549		-11,549		10,000	8,593		1,407	85.93	11,628
200	Benefits	0	1,434		-1,434		0	477		-477		661
300	Purchased Services	0	3,412		-3,412		10,000	5,976		4,024	59.76	10,652
400	Supplies	0	0		0		380	2,000	0	-1,619	525.88	4,695
900	Other objects	0	0		0		0	0		0		5,802
	Total Expenditures	**0**	**16,395**		**-16,395**		**20,380**	**17,046**	**0**	**3,334**	**83.64**	**33,437**
	Net Revenue/Expenses	**0**	**6,722**				**8,745**	**2,123**				**-5,059**
	Fund Balance - Ending	**0**	**6,722**				**13,804**	**7,182**				**0**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 12/31/2015

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	1,000,000	0	100.00		1,130,000	1,130,000	0	100.00	1,130,000
Total Revenues	**1,000,000**	**1,000,000**	**0**	**100.00**		**1,130,000**	**1,130,000**	**0**	**100.00**	**1,130,000**

		- - - - - 2016 - - - - -					- - - - - 2015 - - - - -					
Object	**Budget**	**Actual**	**Encumbered**	**Balance**	**% Used**		**Budget**	**Actual**	**Encumbered**	**Balance**	**% Used**	**Fiscal**
100 Salaries	233,347	106,935		126,412	45.83		241,143	107,683		133,460	44.66	231,487
200 Benefits	90,406	36,853		53,553	40.76		67,808	27,571		40,237	40.66	75,284
300 Purchased Services	281,312	112,483	155,158	13,672	95.14		280,289	117,676	147,383	15,230	94.57	279,583
400 Supplies	35,274	19,234	7,927	8,113	77.00		38,220	12,866	14,920	10,434	72.70	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
Total Expenditures	**1,037,271**	**275,505**	**163,085**	**598,681**	**42.28**		**1,024,392**	**265,796**	**162,302**	**596,293**	**41.79**	**623,464**
Net Revenue/Expenses	**-37,271**	**724,495**					**105,608**	**864,204**				**506,536**
Fund Balance - Ending	**2,238,206**	**2,999,972**					**1,874,549**	**2,633,145**				**2,275,477**

Kenosha Unified School District No 1

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 12/31/2015

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Fund 85   CLC After School Program

Source		Budget	Actual		Balance	% Rec		Budget	Actual		Balance	% Rec	Fiscal
		- - - - - - - 2016 - - - - - - -						**- - - - - - - 2015 - - - - - - -**					
	Fund Balance - Beginning	40,660	40,660					72,465	72,465				
500	Intermediate revenues	0	0		0			0	350		-350		350
	Total Revenues	**0**	**0**		**0**			**0**	**350**		**-350**		**350**

Object		Budget	Actual	Encumbered	Balance	% Used		Budget	Actual	Encumbered	Balance	% Used	Fiscal
		- - - - - - - 2016 - - - - - - -						**- - - - - - - 2015 - - - - - - -**					
300	Purchased Services	35,000	0		35,000	0.00		16,400	0		16,400	0.00	32,154
	Total Expenditures	**35,000**	**0**		**35,000**	**0.00**		**16,400**	**0**		**16,400**	**0.00**	**32,154**
	Net Revenue/Expenses	**-35,000**	**0**					**-16,400**	**350**				**-31,804**
	Fund Balance - Ending	**5,660**	**40,660**					**56,065**	**72,814**				**40,660**

Kenosha Unified School District No 1
Budget to Actual Comparison Report
2015 - 2016 District Summary Budget
For the Period Ended 12/31/2015

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All Funds

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	2015 Fiscal
	Fund Balance - Beginning	67,552,563	67,552,563			70,063,729	70,063,729			
100	Operating Transfers In	33,927,430	14,486,701	19,440,728	42.70	33,065,188	18,363,561	14,701,627	55.54	31,645,286
200	Local revenues	94,174,081	91,608,385	2,565,696	97.28	94,433,147	91,582,555	2,850,592	96.98	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	15,000	15,000	0	100.00	35,383	478	34,905	1.35	21,828
600	State aid	170,509,964	63,185,076	107,324,888	37.06	168,535,648	62,451,749	106,083,899	37.06	168,593,333
700	Federal aid	28,490,258	4,367,144	24,123,114	15.33	29,197,326	4,476,921	24,720,405	15.33	23,431,072
800	Debt proceeds	32,289,240	32,343,932	-54,692	100.17	0	1,704	-1,704		185,463
900	Revenue adjustments	11,576,785	3,240,186	8,336,600	27.99	11,560,081	785,442	10,774,638	6.79	13,806,130
	Total Revenues	**371,382,758**	**209,246,424**	**162,136,334**	**56.34**	**337,176,773**	**177,662,409**	**159,514,363**	**52.69**	**331,842,459**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
100	Salaries	151,267,355	65,485,026		85,782,329	43.29	152,293,251	64,936,376		87,356,875	42.64	147,530,900
200	Benefits	77,785,954	33,147,697	2,941	44,635,316	42.62	75,660,897	31,574,674	507,659	43,578,565	42.40	73,496,896
300	Purchased Services	32,026,588	12,986,881	2,404,841	16,634,866	48.06	40,089,976	16,171,340	2,818,469	21,100,168	47.37	35,598,210
400	Supplies	16,492,680	6,556,310	2,989,244	6,947,125	57.88	18,183,780	7,929,756	3,561,153	6,692,870	63.19	15,296,213
500	Capital Outlay	2,271,278	932,486	51,167	1,287,625	43.31	2,797,732	1,773,985	78,848	944,899	66.23	2,821,663
600	Debt Services	33,067,870	17,300,505		15,767,365	52.32	17,944,248	2,540,044		15,404,204	14.16	17,815,314
700	Insurance	718,584	649,431		69,153	90.38	736,164	497,320	0	238,844	67.56	576,337
800	Operating Transfers Out	33,927,430	14,486,701		19,440,728	42.70	33,065,188	18,363,561		14,701,627	55.54	31,645,286
900	Other objects	14,101,044	246,247	8,144	13,846,653	1.80	10,885,164	168,495	3,685	10,712,984	1.58	9,572,917
	Total Expenditures	**361,658,782**	**151,791,284**	**5,456,338**	**204,411,161**	**43.48**	**351,656,401**	**143,955,552**	**6,969,814**	**200,731,036**	**42.92**	**334,353,734**
	Net Revenue/Expenses	**9,723,976**	**57,455,140**				**-14,479,629**	**33,706,858**				**-2,511,275**
	Fund Balance - Ending	**77,276,538**	**125,007,703**				**55,584,101**	**103,770,587**				**67,552,554**

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MARY FROST ASHLEY CHARITABLE TRUST

Background

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

During the 2016-2017 school year, the district plans to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences, student learning opportunities, District Recognition Program, annual Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch and awareness week, and provide safe playground equipment for Grant Elementary School. Plans for three new initiatives to be implemented include establishing a yearlong class for parents with technology, Active Parenting, a six-week researched based program, and offer two family postsecondary/college tours. This comprehensive program is developed with the framework of Search Institute's "40 Developmental Assets," and Joyce Epstein's School, Family and Community Partnerships guide. The design plan includes improving student achievement and personalized learning, expanding collaborative partnerships with families and the community, securing resources to support student learning and implementing Joyce Epstein's "Ten Steps to Success: School-Based Programs of Family, School, and Community Partnerships."

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

Goal I   Implement interactive family learning experiences that relate to curriculum, strengthen family and school connections, and safety issues. Develop a twelve session program to assist parents with computer use and understanding safe technology use. Initiate a math and science fair with two elementary schools.

Goal II   Further develop parent education trainings by implementing Active Parenting, a six-week researched based program. Active Parenting strengthens parenting skill development, family communications, learning at home, and violence prevention.

Goal III   Develop and train Action Teams for Partnerships in five schools that will establish a yearlong plan to strengthen family engagement and community

Goal IV	Plan and implement two 10 week Saturday sessions at Washington Middle School that include math and literacy support for students to increase their skills and provide parenting skill development sessions for parents.

partnerships as well as provide follow up sessions with school teams that are implementing plans.

Goal IV   Plan and implement two 10 week Saturday sessions at Washington Middle School that include math and literacy support for students to increase their skills and provide parenting skill development sessions for parents.

Goal V   Provide support to organize and implement two family postsecondary/college tours; one being with 9th grade students and their families and the other with 10th grade students and their families.

Goal VI   Further develop the Bradford Leading Ladies program and the three high school Student Engagement Through Groups and Activities (SEGA) program.

Goal VII   Provide two researched based series and a leadership class: FASTWORKS at Bose Elementary School, Strengthening Families at a middle school and Parent Leadership Classes.

Goal VIII   Provide support for the Annual Kenosha County Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch and week long education sessions.

Goal IX   Assist with strengthening the District's Recognition Program.

Goal X   Provide playground equipment for Grant Elementary School

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

Title

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

Funding Source

These funds originate from the Mary Frost Ashley Charitable Trust. The Trust was created by Mary Frost Ashley to provide financial support to the charitable organizations in Kenosha, Wisconsin. The Kenosha Unified School District was invited to submit a 2016 proposal to the Trust.

Time Period

July 1, 2016 – June 30, 2017

Purpose

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

Number of students served: 22,261

Budget

Classification	Object	Amount
Support Services	Salaries	$28,446.20
	Fringes	$3,591.19
	Purchased Services	$30,340.49
	Non-Capitol Objects	$42,622.12
	Equipment	$20,000.00
	Total	$125,000.00

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

The community school relations coordinator is required to coordinate all goals in the program. Support for parent site organizers, child care and additional time for staff is covered through the Community School Relations Office budget for approximately $18,000.

Evaluation Plan

- The family interactive learning experiences and parent skill development trainings will have a formal written evaluation which includes a written narrative on how parents will use the strategies gained through a program to enhance learning at home and improve home-school communication.   The programs will also have informal group reviews to determine the effectiveness of the program. This data will be reviewed by the principals and presenters.

- Active Parenting is a research based program that provides parents with a workbook to utilize during the six-week series and then keep as a reference to refer to the strategies learned throughout the program. Parents will complete an evaluation that is developed through the Active Parenting program. Attendance data and evaluations will be reviewed by the instructors and Patricia Demos for future planning.

- The five schools that participate in the Joyce Epstein's School, Family and Community Partnerships process to strengthen family engagement and community participation will complete an evaluation through an informal discussion with the Action Team for Partnership members.

- The Action Teams for Partnership will review their first year's plan and further develop the programs established within their school sites. Evaluations will be reviewed and adjustments made if necessary for program effectiveness.

- The Washington Middle School Saturday Academy Planning Team will review the data kept from the Saturday sessions to determine if students are gaining academic progress in the areas of literacy and math.

- The family postsecondary/college tours will be evaluated through surveys completed by parents and students that participate in the informational meeting, workshop and tours. The information will be compiled and reviewed by a team representative of the schools that participated in this initiative.

- The Bradford Leading Ladies group and the three high school Student Engagement Through Groups and Activities (SEGA) program will engage in a focus group with students and a facilitator to assist in determining the effectiveness of the program. Students that participate in the team building training will complete a written evaluation.

- Best practice, research based and evidence based programs will follow the evaluation criteria set up for the program. Examples include Second Step, FASTWORKS (Families and School Together) and Strengthening Families. Parents participating in Successful Fathering and Motherread Fatherread will participate in a focus group when the series is completed. A survey will be developed and implemented for parents who participate in the Parent Leadership Classes. Information compiled will help set the direction of the program for future groups.

- The Annual Kenosha County Alcohol, Tobacco, and the Other Drugs Awareness Student Recognition Committee will send out evaluations to school site representatives, parents, teachers, and the committee at large. Input from the evaluations will be used to consider revisions in the yearlong program for the 2016-2017 school year.

- The District Recognition Program has three components: 25 Year Reception, Recognition Dinner and Retirement Reception. Each program will be evaluated by the Recognition Committee. The committee will also seek out information/comments from attendees through a survey. The information will be compiled and the Recognition Committee will review the information for future program planning.

- Grant Elementary School will evaluate their project that connected families and their students in raising funds for the playground equipment. The information will be compiled and reviewed by the planning team for the playground equipment.

- Every program will collect attendance data that includes how many parents and students attend and participate in the interactive program, ethnicity and attendance of pre-school children during the program.

Type of Project

This is a competitive application.

Staff Persons involved in preparation of application

Tanya Ruder, Executive Director of Community Partnerships and Media Relations
Patricia Demos, Community School Relations Coordinator
Juan Torres, Diversity and Family/Student Engagement Coordinator
Willie Days, Diversity and Family Student Engagement Coordinator
Tiffany Norphlet, Bose Elementary School Counselor
Dr. Kurt Sinclair, Bradford High School Principal
Gary Vargas, Bradford High School Bi-lingual Community Liaison
Cheryl Johnson, Bradford High School Dean of Students
Joel Kaufman, Brass Community School Principal
Hansel Lugo, Even Start Program and Community Liaison
Louann Daniels, Frank Elementary School Instruction Coach
Shebaniah Muhammed, Grant Element School Principal
Rachel Stevenson, Grant Elementary School Parent Engagement Liaison
Samuel Saucedo, Indian Trail High School and Academy Bilingual Community Liaison
Ardis Mosley, Lincoln Middle School Parent Liaison
Nola Starling Ratliff, Roosevelt Elementary School Principal
Juan Cruz, Tremper High School Bi-lingual Community Liaison
Curtis Tolefree, Washington Middle School Principal
Yolanda Jackson Lewis, Wilson Elementary School Principal

<u>Administrative Recommendation:</u>

Administration recommends that the Audit/Budget/Finance and Curriculum/Program Standing
Committees forward to the Board of Education this one-year grant proposal titled Framework for
Healthy Youth Development: Expanding Family Learning and Student Engagement Program in
the amount of $125,000 for submission to the Mary Frost Ashley Charitable Trust.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Executive Director of Community Partnerships and Media Relations

Patricia Demos
Community School Relations Coordinator

Kenosha Unified School District No. 1

Fiscal, Facilities and Personnel Impact Statement

Title: A Framework for Heathly Youth Development: Expanding Family and Student Learning Programs

Budget Year: 2016-2017

Department: Office of Communications

Budget Manager: Patricia Demos

REQUEST
School Board approval is requested to submit and implement a one-year grant to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences, provide enrichment on Saturdays for one middle school, and expand student engagement learning opportunities through a high school group that provides a framework for character buidling and healthy learning experiences. The program will also create two family postsecondary/college tours. This comprehensive program is developed with the framework of Search Institute's "40 Developmental Assets" and Joyce Epstein's researched based School, Family and Community Partnerships process. The plan includes improving student achievement, expanding collaborative partnerships with families and the community as well as implementing Joyce Epstein's "Ten Steps to Success: School-Based Programs of Family, School, and Community Partnerships" and securing resources to support student learning, comprehensive interactive family and student learning program opportunities to increase student attendance, achievement and participation in citizenship. The grant includes support for the district Recognition Program and the ATOD Awareness Program. Grant Elementary School will receive support to improve playground equipment.. The grant request is for $125,000.

RATIONALE/ INSTRUCTIONAL FOCUS
The Grant will provide funding to further develop family learning opportunities, parenting skills development, family interactive learning programs, implementing the Joyce Epstein's Partnership model process, student group learning opportunities and initiate a family postsecondary/college tour program. The goals include:

Goal I   Implement interactive family learning experiences that relate to curriculum, strengthen family and school connections, and safety issues. Develop a twelve session program to assist parents with computer use and understanding safe technology use. Initiate a math and science fair with two elementary schools.

Goal II   Further develop parent education trainings by implementing Active Parenting, a six-week researched based program.

Goal III   Develop and train Action Teams for Partnerships in five schools that will establish a yearlong plan to strengthen family engagement and community partnerships as well as provide follow up sessions with school teams that are implementing plans.

Goal IV   Plan and implement two 10 week Saturday sessions at Washington Middle

Goal V   School that include math and literacy support for students to increase their skills and provide parenting skill development sessions for parents.

Goal V   Provide support to organize and implement two family postsecondary/college tours; one being with 9th grade students and their families and the other with 10th grade students and their families.

Goal VI   Further develop the Bradford Leading Ladies program and the three high school Student Engagement Through Groups and Activities (SEGA) program.

Goal VII   Provide two researched based programs and a leaderhsip class: FASTWORKS at Bose Elementary School, Strengthening Families at a middle school and Parent Leadership Classes.

Goal VIII   Provide support for the Annual Kenosha County Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch and week long education sessions.

Goal IX   Assist with strengthening the District's Recognition Program.

Goal X   Provide playground equipment for Grant Elementary School

IMPACT

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

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	$28,446.20
200's	Fringes	$3,591.19
300's	Purchased Services	$30,340.49
400's	Non-Capital Objects	$42,622.12
500's	Capital Objects	$20,000.00
	TOTAL	**$125,000.00**

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

FUNDING SOURCES

Select Funding Sources: Additional Source of Revenue Available
(Mary Frost Ashley Charitable Trust)

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A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Snyder was called to order at 5:48 P.M. with the following committee members present: Mr. Kunich, Mr. Wade, Mrs. Karabetsos, Mrs. Santoro, Mrs. Wickersheim, Ms. Nielsen, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Ms. Riese arrived later. Mrs. GroveMarqui and Mr. Wojciechowicz were absent.

Approval of Minutes – December 1, 2015 Curriculum/Program
Mr. Kunich moved to approve the minutes as presented in the agenda. Mr. Wade seconded the motion. Unanimously approved.

Ms. Riese arrived at 5:50 P.M.

Four-Year Graduation Rate – Cohort Analysis for the 2014-2015 School Year
Mr. Kristopher Keckler, Executive Director of Information and Accountability, presented the Four Year Graduation Rate - Cohort Analysis School Year 2014-15. Mr. Keckler noted a 2.3% increase of the graduation rate to 90.7% from last year's rate of 88.4% when including "Iowa" graduates. He also noted that with the exception of no change for Asian and American Indian/Alaska Native students, each minority ethnic group showed a graduation rate increase from 2014 to 2015. Mr. Keckler answered questions from Committee members.

Ms. Nielsen moved to forward the the Four Year Graduation Rate - Cohort Analysis for the 2014-2015 School Year to the full School Board for its review and acceptance. Mr. Kunich seconded the motion. Unanimously approved.

Future Agenda Items
Mrs. Snyder noted that New Course Proposals would be presented in February or March as noted in the agenda.

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

Meeting adjourned at 6:30 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin

February 9, 2016
Curriculum/Program Standing Committee

HEAD START SEMI ANNUAL REPORT

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

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

All Head Start programs are structured through a common framework with the following components: Program Design and Management, Family and Community Partnership, and Early Childhood Development and Health Services. This report will summarize activities in each of these components from July 2015 through December 2015.

PROGRAM DESIGN AND MANAGEMENT

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

- Revisions to Sites and Services
  Head Start enrollment is capped at 389 students. Head Start is provided at the following locations for the 2015-2016 school year.

Head Start Locations 2015-16
Two Sessions (AM and PM)
Bose Elementary School
Brass Community School
Cesar Chavez Learning Station
Edward Bain School of Language and Art – Creative Arts
Frank Elementary School
McKinley Elementary School
Wilson Elementary School
Single Session
Jefferson Elementary School – PM only

There are two revisions to the locations of Head Start this year.
1. Prior to this school year, Jefferson Elementary School offered Head Start in both the AM and PM session. This year Head Start is only offered in the PM session. Head Start Performance Standards limit class size to a maximum of 17 students. Early

Education enrollment at Jefferson has exceeded 17 students in each session for the past two years rendering Head Start out of compliance with Performance Standards at this site. To ensure that this does not happen for the 2015-16 school year the Head Start and Jefferson Elementary teams made the decision to provide Head Start services only in the afternoon. The afternoon session is capped at 17 students. The morning session, which does not provide Head Start, may exceed 17 students as dictated by enrollment.

2. In collaboration with Just Kid Inn Childcare, Head Start has offered a full day option for the past ten years. The full day option provided children six hours of Head Start programming preceded or followed by childcare services that were needed by the family. This option was only available to Head Start families that worked full time, attended school full time or worked and attended school to equal full time. For the 2015-16 school year only three families selected this option. This option and the collaboration between KUSD and Just Kid Inn was eliminated in August 2015 due to lack of enrollment.

- Enrollment
  Head Start has not yet met the mandated enrollment number this school year. 250 families were accepted into the program by June 30, 2015. As of December 30, 338 students were enrolled. Families will continue to be recruited to participate in Head Start throughout the remainder of this school year. Progress will be monitored through the monthly HS22 report that is provided to the Head Start Policy Council and School Board.

- Head Start Monitoring Reviews
  The Office of Head Start assesses grantee (KUSD) compliance through a monitoring system that is aligned with a comprehensive five year continuous oversight plan. The Aligned Monitoring System allows for greater clarity in distinguishing between high and low grantee performance. It also aids in intensive examination of performance in these core areas:

  - Environmental Health and Safety
  - Management Systems and Program Governance
  - Fiscal Integrity
  - Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
  - Comprehensive Services and School Readiness
  - Teacher-Child Interactions, as addressed through the Classroom Assessment Scoring System (CLASS™) observation instrument

  KUSD Head Start participated in one monitoring review during the past six months, making a total of four Federal Reviews in the 2015 calendar year. The Comprehensive Services and School Readiness Review was conducted during the week of November 30, 2015. The Comprehensive Services and School Readiness Review focuses on grantee performance in providing comprehensive services and promoting school readiness to children and families enrolled in Head Start. The Review assessed the level of program performance in the following four areas:
  - Identifying Child and Family Strengths and Needs

- Addressing Child and Family Needs
- Providing High-Quality Teaching and Learning
- Planning for Transition

By monitoring comprehensive services and school readiness the Office of Head Start strives to ensure that Head Start programs are providing quality support and education to all Head Start families and children. The results of this review have not yet been received.

FAMILY AND COMMUNITY PARTNERSHIP

The family and community partnership component of Head Start focuses on strengthening families through connecting school and home, and strengthening community awareness, collaboration, and outreach. Key activities for this report include:

- Family Partnerships
  The goal of parent and family engagement is to build strong and effective partnerships with families that can help children and families thrive. Strong partnerships with families contribute to positive and lasting change for families and children. In KUSD's Head Start program family service providers are asked to develop a family partnership with each of their families. The family partnership tool assesses the strengths of a family and areas with room for growth. Family partnership data for the months of August – December 2015 shows:
  - 401 Head Start families have been identified as needing services.
  - These needs resulted in 464 referrals to various community agencies in the past five months.
  - Kenosha Community Health Center, Holiday House, and Prevention Services Network have been the most utilized agencies for these referrals.

- Providing Family Support
  Family service providers work to develop relationships with Head Start parents while providing support for their physical, social, and educational needs. To increase parent understanding of child development family service providers have offered monthly parent trainings. Trainings have occurred in both English and Spanish. Spanish speaking family service providers have also supported families by providing translation support for families during home visits and during parent-teacher conferences. These activities promote the Head Start foundational belief that children are most successful when parents participate in their education. Both English speaking and non-English speaking Head Start families have this opportunity.

EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES

Early Childhood Development and Health Services are designed to ensure that every Head Start child is healthy and receives a quality educational experience that is reflective of best practice. Activities for the past six months include:
- Health Services

Head Start Performance Standards require that every Head Start child have multiple health assessments to ensure that the child is healthy enough to learn. Children/families that are accepted into the Head Start program and do not have these health assessments receive support to guarantee these assessments occur within the first ninety days of the program. The chart below provides the name of the assessment, the number of children that have received the assessment as of December 30, 2015, and the percent of students in the program that have met this requirement.

Assessment	Number of Students	Percentage of Students
Blood Pressure	329 students	97%
Growth Assessment	332 students	98%
Lead	306 students	91%
Physical Exam	251 students	74%
Dental Exam	251 students	74%
Immunizations	333 students	99%

The Kenosha Community Health Center (KCHC) continues to be the main provider for Head Start children to receive these required exams and follow up treatment. Support from additional clinics and private providers continue to be sought to bring the program into compliance.

- Student Achievement
  The KUSD's Head Start Program reports student progress three times per year using Teaching Strategies GOLD™. Head Start School Readiness Outcomes for Fall 2015 is summarized below. The progress of Head Start children is compared to the progress of the entire Early Education program to ensure that student progress is commensurate with peers throughout the district.

Fall, 2015
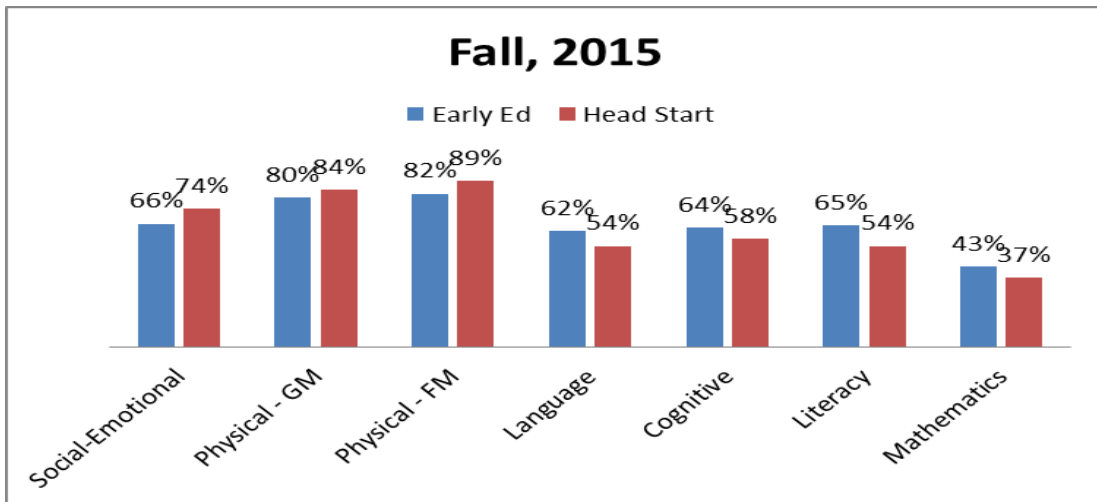
- Developmental Screening
  A developmental screening is required by Head Start Performance Standards. This screening process occurred in the beginning of October. Each child was screened for cognitive development and behavior, vision, hearing, height, weight, and blood pressure.

For children whose scores indicated non-typical development a parent conference was held and appropriate recommendations to address these possible concerns were made.

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

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Bethany Ormseth
Assistant Superintendent of Secondary
School Leadership

Ms. Belinda Grantham
Director of Early Education

Ms. Lisa KC
Assistant Director Head Start

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Kenosha Unified School District
Kenosha, Wisconsin

February 9, 2016
School Board Committee Meeting

COURSE CHANGE PROPOSALS FOR LAKEVIEW TECHNOLOGY ACADEMY

Background

LakeView Technology Academy, under the guidance of Gateway Technical College, is proposing a shift in instructional foci in the Information Technology Academy from networking to computer programming and web development, beginning transitionally the 2016-2017 school year and then making the shift complete by the 2017-2018 school year.

The rise of cloud services provides companies with cheaper alternatives to maintaining their own networks. As a result the market in networking is becoming oversaturated and certifications in networking are diminishing in value. However, computer programming and web development, both of which have shown continual growth since 2012, are predicted to be among the most in-demand jobs in 2016. LakeView and Gateway wish to respond to the change in the market to better serve our students in their future careers in information technology.

Course Change Proposal Requests

Beginning with the 2016-2017 school year, LakeView, under the guidance of Gateway Technical College, wishes to transition from networking to computer programming and web development in our Information Technology Academy. This transition will take two years to implement. This is because students at the senior level in networking during the 2016-2017 school year will need to continue their track to earn their networking certification. However, the junior level students will be beginning working towards their certification in computer programming and web development. By the 2017-2018 school year, all LakeView students, in the IT track, will have transitioned to new IT curriculum.

Courses to be removed in the 2016-2017 school year include:

Networking Concepts – CCNA 1
Routing – CCNA2
A+CCENT Certification Boot Camp
Virtual Technologies

Courses removed in the 2016-2017 school year will be replaced with:

Quarter	Class	Gateway Credits	Length of class, in of Weeks
1	Intro to Programming and Database Concepts	4	9
2	Web Programming 1	3	9
3	Dynamic Web Design	2	6
3	Microsoft Certification: HTML.5 Application Development Fundamentals 98-375 Certification Prep Class	1	3
4	Advanced Microcomputer Programming	3	9

Courses to be removed in the 2017-2018 school year include:
Network Security
Network Admin Microsoft
Scripting

Courses removed in the 2017-2018 school year will be replaced with:

Quarter	Class	Gateway Credits	Number of Weeks
1	Advanced Databases	3	9
2	PHP Web Programming	3	9
3	Web Programming II	3	9
4	Ruby on Rails	3	9

Lake Technology Academy and the Department of Teaching and Learning are proposing, for Board of Education approval, the removal of seven courses and the addition of nine courses as detailed below. The attached appendices include the Course/Program Change Proposal forms and recommended course schedules for the course additions.

School Year 2016-2017
Appendix A: Course Removal: A+CCENT Certification Boot Camp
Appendix B: Course Removal: Networking Concepts – CCNA 1
Appendix C: Course Removal: Routing – CCNA 2
Appendix D: Course Removal: Virtual Technologies
Appendix E: Course Proposal: Programming and Databases
Appendix F: Course Proposal: Web Programming I
Appendix G: Course Proposal: Elements of Dynamic Design
Appendix H: Course Proposal: Review MTA 98-375 Exam
Appendix I: Course Proposal: Microcomputing, Advanced

Recommendation

Administration recommends that the Curriculum/Program Standing Committee forward the attached course proposals and course elimination requests to shift the instructional foci from networking to computer programming and web development in the Information Technology Academy at LakeView Technology Academy to the full School Board for consideration.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent
of Teaching and Learning

Ms. Marsha Nelson
Interim Coordinator of
Career and Technical Education

Mr. William R. Hittman
Principal/Director, Lakeview Technology
Academy

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated __11/19/2015__   Name __Jason Creel/Pamela See__

Department & School   **IT Lakeview Technology Academy**

Proposed or Removed Course Name **A+/CCENT Bootcamp**

___ New Course ___ New Name   Length: _X_ Quarter   Credits: _X_ .75 Credit

_X_ Removal/Replacement of Course   ___ Semester   ___ 1 Credit

Recommended Prerequisites (if any) **Routing CCNA2**

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

This course is one of four being proposed for removal, effective the 2016-2017 schoolyear as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

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

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

N/A

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

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

      a. Teaching Staff   c. Supplementary $ 0
      N/A

      b. Textbooks/kits   d. Facilities/Space $ 0
      N/A

Approvals:	Name(s)	Date
Department head & Principal	_____/_____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated __11/19/2015__   Name __Jason Creel/Pamela See__

Department & School   **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Network Concepts CCNA1**

___ New Course ___ New Name   Length: _X_ Quarter   Credits: _X_ .75Credit

_X_ Removal/Replacement of Course   ___Semester   ___1 Credit

Recommended Prerequisites (if any) _____

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

This course is one of four being proposed for removal, effective the 2016-2017 schoolyear as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

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

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

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

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

a. Teaching Staff   c. Supplementary $ 0
N/A

b. Textbooks/kits   d. Facilities/Space $ 0
N/A

Approvals:	Name(s)	Date
Department head & Principal	_____/_____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

evised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated **11/19/2015**   Name **Jason Creel/Pamela See**

Department & School   **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Routing CCNA2**

____ New Course ____ New Name   Length: __X__ Quarter   Credits: __X__ .75Credit

__X__ Removal/Replacement of Course   ____Semester   ____1 Credit

Recommended Prerequisites (if any) **Network Concepts CCNA1**

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

This course is one of four being proposed for removal, effective the 2016-2017 schoolyear as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

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

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

N/A

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

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

a. Teaching Staff
N/A

c. Supplementary $ 0

b. Textbooks/kits
N/A

d. Facilities/Space $ 0

Approvals: Name(s)   Date

Department head & Principal   _____/_____   _____

Building Review Committee   _____   _____

District Review Committee   _____   _____

Central Office   _____   _____

Revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated __11/19/2015__   Name __Jason Creel/Pamela See__

Department & School   **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Virtual Technologies**

___ New Course ___ New Name   Length: _X_ Quarter   Credits: _X_ .75Credit

_X_ Removal/Replacement of Course   ___Semester   ___1 Credit

Recommended Prerequisites (if any) _____

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

This course is one of four being proposed for removal, effective the 2016-2017 schoolyear as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

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

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

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

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

> a. Teaching Staff
> <u>N/A</u>
>
> b. Textbooks/kits
> <u>N/A</u>

> c. Supplementary $ <u>0</u>
>
> d. Facilities/Space $ <u>0</u>

Approvals:	Name(s)	Date
Department head & Principal	_____/_____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated __11/19/2015__   Name   **Jason Creel/Pamela See**

Department & School **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Programming & Database, Introduction to
Concepts**

__X__ New Course ____ New Name   Length: __X__ Quarter   Credits: ____.75Credit

____ Removal/Replacement of Course   ___Semester   __X__ 1 Credit

Recommended Prerequisites (if any) **None**

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends
course sequence, addresses needs of a particular learner. How does this course support the
district focus on achievement for all students? *Does this course fit the District's approved
curriculum cycle?*
(If this is a course removal, only fill out this
section.)
**This course is one of many being proposed for the 2016-2017 school year as part of a
shift in focus from networking, a field that is becoming oversaturated, to
programming, a field that is showing for the past three years to have continual growth
and employment opportunities.**

Proposed Course Description: In three or four sentences, write a course overview
appropriate for the Course Description Booklet.
152-126-3KM1 Introduction to Programming & Databases

Pre-requisite/Co-requisite NONE

**This class will introduce students to the structures, logic, and controls of programming
techniques and database applications. Students will be able to develop a program that
will utilize a database.**

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

Course competencies

1. **Demonstrate structured programming techniques.**
2. **Identify basic database concepts and terminology.**
3. **Construct executable programs using data file access.**
4. **Develop database file structures and relationships.**
5. **Maintain databases by updating, creating and deleting records.**
6. **Develop queries using SQL.**

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7. **Create forms and reports including sorting and statistics.**
8. **Demonstrate Object-Oriented, event driven programming techniques.**
9. **Document applications using best practices.**
10. **Implement testing techniques in applications.**
11. **Integrate error-handling techniques.**
12. Utilize Development Languages.

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

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

a. Teaching Staff $ 0

c. Supplementary $ 0

b. Textbooks/kits $ 91 per student (Year 1 Gateway; Year 2 and beyond max. $4500 from T&L textbook budget)

d. Facilities/Space $ 0

Approvals:	Name(s)	Date
Department head & Principal	_____/_____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Schedule Intro to Programming and Database Concepts

Week 1	Introduction to Problem Solving Problem Solving and Pseudocode Chapter 1
Week 2	VB, Controls, and Events Variables, Input and Output Chapter 2
Week 3	Logical Structures, Sequence Selection Repetition
Week 4	Decisions, Procedures Chapter 4
Week 5	Arrays Chapter 7
Week 6	Text Files Chapter 8
Week 7	Databases Chapter 10
Week 8	Object-Oriented Programming Chapter 11
Week 9	Complete Projects Review Final Exam

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated __11/19/2015__   Name __Jason Creel/Pamela See__

Department & School **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Web Programming 1**

__X__ New Course ___ New   Quarter   Credits: _
Name   Length: _X_   .75Credit

___ Removal/Replacement of Course   ___Semester   _X_ 1
Credit

Recommended Prerequisites (if any) **None** _____

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for __all__ students? *Does this course fit the District's approved curriculum cycle?*
(If this is a course removal, only fill out this section.)
This course is one of many being proposed for the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.
152-182   Web Programming 1

(PREREQUISITE- NONE)

This course teaches students essential Web page development skills. Students will build an understanding of how to manage the Application Life Cycle, build the User Interface by Using HTML5, and format the User Interface by Using CSS, code by Using JavaScript. Other topics include validating HTML and CSS code, recognizing the importance of marketing, and implementing fundamental design concepts.

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

Course competencies

- Manage the Application Life Cycle
- Develop the User Interface with HTML5 tags

- Code input forms with HTML5 tags and validate user input
- Format the User Interface by using CSS3
- Incorporate graphic elements by using CSS3
- Program by Using JavaScript Fundamentals
- Create animations using JavaScript
- Develop JavaScript code for touch interface devices
- Debug HTML, JavaScript and CSS files

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

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

a. Teaching Staff $0   c. Supplementary $ 0

b. Textbooks/kits $ $ 91 per   d. Facilities/Space $ 0
   student (Year 1 Gateway; Year 2
   and beyond max. $4500 from T&L
   textbook budget)

Approvals: Name(s)   Date

Department head & Principal _____/_____   _____

Building Review Committee _____   _____

District Review Committee _____   _____

Central Office   _____   _____

Revised 2/14/14

Schedule Web Programming 1

Week 1	Orientation & Syllabus Before You Begin Chapter 1 The Internet and the Web • U1P Lab • U1A Assignment • Quiz 1 Chapter 2 HTML Basics • U2P Lab • U2A Assignment • Quiz 2
Week 2	Chapter 3 Configuring Color and Text with CSS • U3P Lab • U3A Assignment • Quiz 3 Chapter 4 Visual Elements and Graphics • U4P Lab • U4A Assignment • Quiz 4
Week 3	Chapters 5 Web Design • U5P Lab • U5A Assignment • Quiz 5 • Web Project Begins – Phase 1 Chapters 6 Page Layout • U6P Lab • U6A Assignment • Quiz 6
Week 4	Chapter 7 More on Links, Layout, and Mobile • U7P Lab • U7A Assignment • Quiz 7 **MIDTERM**
Week 5	Chapter 8 Tables • U8P Lab • U8A Assignment • Quiz 8 • Web Project Phase 2

Week 6	Chapter 9 Forms • U9P Lab • U9A Assignment • Quiz 9 Chapter 10 Web Development • NO UNIT ASSIGNMENTS • Quiz 10
Week 7	Chapter 11 Web Multimedia and Interactivity • U11P Lab • U11A Assignment • Quiz 11 Chapter 12 E-Commerce Overview • U12P Lab • U12A Assignment • Quiz 12 • Web Project Phase 3
Week 8	UNIT 16 Chapter 16 - Offline Web Applications Chapter 16 Practice Exercises Personal Web Site Project Update
Week 8	Chapter 13 Web Promotion • U13P Lab • U13A Assignment • Quiz 13 Chapter 14 A Brief Look at JavaScript and JQuery • U13P Lab • U13A Assignment • Quiz 13
Week 9	**FINAL WEB PROJECT** **FINAL EXAM**

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated **11/19/2015**   Name   **Jason Creel/Pamela See**

Department & School   **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Elements of Dynamic Web Design**

  X New Course ___ New Name   Length: **X** Quarter   Credits: ___ .75 Credit

___ Removal/Replacement of Course   ___ Semester   ___ 1 Credit

Recommended Prerequisites (if any) **None** _____

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

This course is one of several being proposed for the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

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

152-190   Elements of Dynamic Web Design

(PREREQUISITE-152-182 Web Programming 1)

This course will introduce students to how to add intuitive, dynamic and animated interaction between their webpages and its visitors. Using HTML5 as a base, we will be using the universal languages of Javascript and Ajax to react to user actions and change webpage structure, content, and appearance. Through this course, we will learn how to dynamically refine design appearance and create content within a medium that is used for both desktop and mobile device computing.

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

Course competencies

- **Explore newest standards of Web elements and structure.**
- **Examine JavaScript Basics and its interaction with Web Object Models.**
- **Create reusable JavaScript Functions and Objects.**
- **Add user interaction to manipulate Web Objects.**
- **Implement Web design standards into a product.**
- **Integrate drawing and animation into JavaScript code.**
- **Enhance interactive projects using related Web coding software.**
- **Articulate the concepts of HTML5 and JavaScript programming**

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

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

a. Teaching Staff $0

c. Supplementary $ 0

b. Textbooks/kits $ 91 per student (Year 1 Gateway; Year 2 and beyond max. $4500 from T&L textbook budget)

d. Facilities/Space $ 0

Approvals:	Name(s)	Date
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Schedule Elements of Dynamic Web Design	
Week 1	Knowing the new HTML5 1. Prepare • Read Chapter 1(Freeman) • View Tutorials • Reflect on Discussion Board as outlined 2. Practice • Do chapter activities • Install / test multiple Web browsers 3. Apply: Complete and test HTML to HTML5 activity outlined. JavaScript in Review 1. Prepare: • Read Chapter 2(Freeman); • Review JavaScript • Chapters 1 to 3 (Gosselin) • View Tutorials • Reflect on Discussion Board. 2. Practice: • Do chapter activities • Complete Practice Activity 4. Apply: Complete and test Playlist in the Apply activity.
Week 2/3	Interaction with JavaScript 1. Prepare • Read Chapter 3(Freeman) • Use JavaScript (Gosselin) as reference if needed • View Tutorials. 2. Practice • Do chapter activities • Complete Practice Activity. 3. Apply: Improve and test Playlist in the Apply activity. 4. MID-TERM EXAM

Week 4	Serious JavaScript Objects 1. Prepare • Read Chapter 4(Freeman) • View Tutorials • Reflect on Discussion Board. 2. Practice • Do chapter activities • Complete Webville Cinema project 3. Apply: Modify and test Webville Cinema as in the Apply activity.
Week 5	Beyond HTML with AJAX & JSON 1. Prepare • Install local Web server as per instructions • Read Chapter 6(Freeman) • View Tutorials • Do Discussion Board. 2. Practice • Do chapter activities • Complete Mighty Gumball project 3. Apply: Modify and test Gumball project as in the Apply activity.
Week 6	Dynamic Art: The Canvas Element 1. Prepare • Read Chapter 7(Freeman) • View Tutorials • Reflect on Discussion Board. 2. Practice • Do chapter activities • Complete Cookie Break project. 3. Apply: Complete and test Tweetshirt project in the Apply activity.
Week 7	Final Exam

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated __11/19/2015__   Name   __Jason Creel/Pamela See__

Department & School **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Review MTA 98-375 Exam**

__X__ New Course ___ New Name   Length: _X_ Quarter   Credits: _X_ .75Credit

___ Removal/Replacement of Course   ___Semester   ____1 Credit

Recommended Prerequisites (if any) **152-182 Web Programming 1**

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

**This course is one of many being proposed for the 2016-2017 school year as part of a
shift in focus from networking, a field that is becoming oversaturated, to
programming, a field that is showing for the past three years to have continual growth
and employment opportunities.**

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

152-183   Review MTA 98-375 Exam

(PREREQUISITE-152-182 Web Programming 1)

**This focused course helps prepare a student to take the HTML.5 Application
Development Fundamentals: MTA Exam 98-375. The Microsoft Technology Associate
exam focuses on the areas of Managing the Application Life Cycle, building the User
Interface by Using HTML.5, formatting the User Interface by Using CSS, and Coding
by Using JavaScript.**

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

Course competencies

- Manage the Application Life Cycle
- Develop the User Interface with HTML5 tags
- Format the User Interface by using CSS3
- Program by Using JavaScript Fundamentals

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

Course structure and timeline attached.

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

a. Teaching Staff $ 0   c. Supplementary $ 0

b. Textbooks/kits $ 91 per student   d. Facilities/Space $ 0
(Year 1 Gateway; Year 2 and
beyond max. $4500 from T&L
textbook budget)

Approvals: Name(s)   Date

Department head & Principal _____/_____   _____

Building Review Committee _____   _____

District Review Committee _____   _____

Central Office _____   _____

Revised 2/14/14

Schedule MTA 98-375 Exam Class

Week 1	Manage the Application Life Cycle
	Develop the User Interface with HTML5 tags
Week 2	Format the User Interface by using CSS3
Week 3	Program by Using JavaScript Fundamentals

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated __11/19/2015__   Name __Jason Creel/Pamela See__

Department & School   **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Advanced Microcomputer Programming**

__X__ New Course ___ New Name   Length: _X_ Quarter   Credits: _X_ .75Credit

___ Removal/Replacement of Course   ___Semester   _____1 Credit

Recommended Prerequisites (if any) **152-126 Programming & Database, Intro to Concepts**

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

This course is one of many being proposed for the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

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

152-151   Microcomputer Programming Advanced

(PREREQUISITE-152-126 Programming & Database, Introduction to Concepts)

This is a class in advanced microcomputer programming techniques. This class will examine trends in microcomputer program development including: use of objects, database access, receiving user input, displaying output, error handling, application controls, and online assistance.

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

Course competencies

1. Utilize controls in program development
2. Write applications that process user input
3. Develop classes
4. Create an application that uses external components
5. Design components for external use.
6. Construct applications that access databases
7. Utilize standard error handling techniques
8. Construct online assistance
9. Synchronize objects and events

10. Manipulate menus dynamically

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

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

a. Teaching Staff $ 572.28 per student (Teaching and Learning budget)

c. Supplementary $ 0

b. Textbooks/kits $ 93 per student (Teaching and Learning budget)

d. Facilities/Space $ 0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Schedule Advanced Microcomputing

Week 1	General Review, .Net, IDE, General Types and Projects.
Week 2	Data Types, Classes
Week 3	Debugging and Errors
Week 4	Objects, Namespaces, Modules, and Enumeration
Week 5	Inheritance and Interfaces
Week 6	Generics and Delegates
Week 7	Collections, Files, Menus, Help, Forms
Week 8	ADO .Net, IBM Power System Database Access
Week 9	Review and Final Exams - Hands On and Online

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated **11/19/2015**   Name **Jason Creel/Pamela See**

Department & School **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Network Admin Microsoft**

___ New Course ___ New Name   Length: _X_ Quarter   Credits: _X_ .75Credit

_X_ Removal/Replacement of Course   ___Semester   ___1 Credit

Recommended Prerequisites (if any) **Network Security** _____

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

This course is one of three being proposed for removal, effective the 2017-2018 schoolyear as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

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

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

N/A

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

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

       a. Teaching Staff   c. Supplementary $ 0 _____
       N/A _____

       b. Textbooks/kits   d. Facilities/Space $ 0 _____
       N/A _____

Approvals:	Name(s)	Date
Department head & Principal	_____/_____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated __11/19/2015____   Name   __Jason Creel/Pamela See__

Department & School   **IT Lakeview Technology Academy_**

Proposed or Removed Course Name **Network Security**

___ New Course ___ New Name   Length: _X_ Quarter   Credits: _X_ .75 Credit

_X_ Removal/Replacement of Course   ___ Semester   ___ 1 Credit

Recommended Prerequisites (if any) _____

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

This course is one of four being proposed for removal, effective the 2017-2018 schoolyear as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

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

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

N/A

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

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

a. Teaching Staff
<u>N/A</u>

c. Supplementary $ 0

b. Textbooks/kits
<u>N/A</u>

d. Facilities/Space $ 0

Approvals:	Name(s)	Date
Department head & Principal	_____/_____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated __11/19/2015____   Name   __Jason Creel/Pamela See__

Department & School   **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Scripting**

___ New Course ___ New Name   Length: _X_ Quarter   Credits: __X_ .75Credit

_X_ Removal/Replacement of Course   ___Semester   _____1 Credit

Recommended Prerequisites (if any) _____

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

This course is one of three being proposed for removal, effective the 2017-2018 schoolyear as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

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

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

N/A

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

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

      a. Teaching Staff
      N/A _____

      c. Supplementary $ 0 _____

      b. Textbooks/kits
      N/A _____

      d. Facilities/Space $ 0 _____

Approvals:	Name(s)	Date
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated __11/19/2015__   Name   __Jason Creel/Pamela See__

Department & School **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Advanced Databases**

  __X__ New Course ____ New Name   Length: __X__ Quarter   Credits: __X__ .75Credit

  ____ Removal/Replacement of Course   ___Semester   _____1 Credit

Recommended Prerequisites (if any) **152-126 Programming & Database, Intro to
Concepts**

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

**This course is one of many being proposed for the 2016-2017 school year as part of a
shift in focus from networking, a field that is becoming oversaturated, to
programming, a field that is showing for the past three years to have continual growth
and employment opportunities.**

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

152-146   Databases, Advanced

(PREREQUISITE-152-126 Programming & Database, Introduction to Concepts)

**This course offers students an introduction to enterprise data server technology. The
class covers the concepts of both relational and object relational databases and the
powerful SQL programming language. Students are taught to create and maintain
database objects and to store, retrieve, and manipulate data. Demonstrations and
hands-on practice reinforce the fundamental concepts.**

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

Course competencies

1. Identify different aspects of a relational database.

2. Identify enterprise database architectures.
3. Manage database objects.
4. Develop DML and DDL statements.
5. Assign system and object privileges (DCL).
6. Implement transaction processing.
7. Apply advanced techniques to retrieve data.
8. Utilize Procedure Language.
9. Explore database security.
10. Identify advanced database concepts.

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

Course schedule and timeline is attached.

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

a. Teaching Staff $ 0   c. Supplementary $ 0

b. Textbooks/kits $ 91 per student   d. Facilities/Space $ 0
(Year 1 Gateway; Year 2 and
beyond max. $4500 from T&L
textbook budget)

Approvals:	Name(s)	Date
Department head & Principal	_____/_____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Schedule Advanced Databases

Week 1 Week 2	Syllabus - Assignment Introduction Discussion Board - Assignment **UNIT 1** Read Chapter 1 - SQL Server Basics, Db Objects, Data Types, Identifiers Installing SQL Server Assignment (or access VDI) Installing Adventure Works Database Assignment (or Access VDI) Identify Database Components Assignment
Week 3	**UNIT 2** Chapters 2 - SQL Server Tools, Db Connect Chapter 3 up to page 75 - Retrieve, Insert, Update Chapter 3 Lab Assignment Unit 2 Reflection Assignment
	UNIT 3 Chapter 3 pages 76 to 88 DDL, DML, Insert, Update, Create, Delete Chapter 3 Lab Assignment Unit 3 Reflection Assignment
Week 4	**UNIT 4** Chapter 4 - Joins, Union, Relationships Chapter 4 Lab Assignment Relationships Assignment Unit 4 reflection Assignment **Quiz** on Units 1, 2, and 3
	UNIT 5 Chapter 5 - Creating Altering Tables Lynda.com - Db Planning Chapter 5 Lab Assignment Database Planning Assignment
Week 5	**UNIT 6** Chapter 6 - Keys and Constraints Chapter 6 Lab Assignment **MID TERM EXAM** - Chapters 1 through 5 comprehensive
	UNIT 7 Chapter 8 - Normalization Normalization Project Assignment
Week 6	**UNIT 8** Chapter 9 - Indexing and Storage Video resources - Db Archetecture and storage Performance Presentation Assignment Chapter 9 Lab Assignment
	UNIT 9 Chapter 10 - Views Chapter 10 Lab Assignment **Quiz** - Chapters 6, 7, and 8

Week 7	**UNIT 10** Chapter 11 - Scripts and Batches Chapter 11 Lab Installing MySQL Assignment (or access VDI)
	UNIT 11 Chapter 12 - Stored Procedures Chapter 21 - Administration (overview) Chapter 12 Lab Assignment DBA Roles Paper Assignment Installing MySQL Assignment / Acitivities
Week 8	**UNIT 12** Chapter 14 - Transactions and Locks Chapter 21 - Login and User Security (pg 760-763) Chapter 14 Lab Assignment Unit 12 Reflection Assignment
Week 9	 **OPEN LAB and FINAL EXAM**

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated **11/19/2015**   Name   **Jason Creel/Pamela See**

Department & School **IT Lakeview Technology Academy**

Proposed or Removed Course Name **PHP Web Programming**

__X__ New Course ___ New Name   Length: _X_ Quarter   Credits: __X__ .75Credit

___ Removal/Replacement of Course   ___Semester   _____1 Credit

Recommended Prerequisites (if any) **152-182 Web Programming 1**

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

**This course is one of many being proposed for the 2016-2017 school year as part of a
shift in focus from networking, a field that is becoming oversaturated, to
programming, a field that is showing for the past three years to have continual growth
and employment opportunities.**

Proposed Course Description: In three or four sentences, write a course overview
appropriate for the Course Description Booklet.
152-188   PHP Web Programming

(PREREQUISITE-152-182 Web Programming 1)

**This hands-on PHP Web Programming course provides the knowledge necessary to
design and develop dynamic, database-driven web pages. Students will learn how to
write and debug PHP code, how to effectively use many of its powerful features, and
how to design and build their own PHP web applications. Students will design and
create a Web Database using the popular MySQL DBMS to function as a backend
database for their PHP website.**

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

Course competencies

1. Identify the advantages of using PHP language with MySQL Database.
2. Write PHP scripts containing variables and constants.
3. Write PHP scripts containing conditional execution.

4. Write PHP scripts that manipulate strings.
5. Write PHP scripts that handle user input.
6. Write PHP Scripts that work with files.
7. Write PHP Scripts that utilize arrays.
8. Write SQL statements to manage a MySQL database.
9. Write PHP scripts to manage a MySQL database.
10. Write PHP scripts that manage state information.
11. Write PHP scripts that utilize object-oriented Programming (OOP).
12. Write PHP scripts that use PHP debugging facilities to find and fix errors in code.

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

Course structure and timeline is attached.

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

a. Teaching Staff $ 0   c. Supplementary $ 0

b. Textbooks/kits $ 91 per student   d. Facilities/Space $ 0
(Year 1 Gateway; Year 2 and
beyond max. $4500 from T&L
textbook budget)

Approvals:	Name(s)	Date
Department head & Principal _____/_____		_____
Building Review Committee _____		_____
District Review Committee _____		_____
Central Office _____		_____

Revised 2/14/14

Schedule PHP Web Programming	
Week 1	Introduction to PHP Variables Constants Web site front-ends and back-ends
Week 2	Decision Statements, maintaining State information
Week 3	PHP and strings User Input
Week 4	Accessing and writing to files Arrays **Midterm Exam**
Week 5	Structured Query Language
Week 6	Using PHP to manage SQL databases
Week 7	Project Assignment, Object-oriented PHP
Week 8	Debugging, Misc additional topics
Week 9	Project Completion **Final Exam**

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated __11/19/2015__   Name   __Jason Creel/Pamela See__

Department & School **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Web Programming II**

__X__ New Course ___ New Name   Length: _X_ Quarter   Credits: __X_ .75Credit

___ Removal/Replacement of Course   ___Semester   _____1 Credit

Recommended Prerequisites (if any) **152-182 Web Programming 1** _____

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

This course is one of many being proposed for the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

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

152-150   Web Programming 2

This course provides an introduction to HTML, CSS, and JavaScript. The course focuses on using HTML/CSS/JavaScript to apply programming logic, define and use variables, perform looping and branching, develop user interfaces, capture and validate user input, store data, and create well-structured applications. This course will help prepare students for exam 70-480.

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

Course competencies

• Explain how to use Visual Studio 2012 to create and run a Web application.
• Describe the new features of HTML5, and create and style HTML5 pages.
• Add interactivity to an HTML5 page by using JavaScript.

• Create HTML5 forms by using different input types, and validate user input by using HTML5 attributes and JavaScript code.
• Send and receive data to and from a remote data source by using XMLHTTPRequest objects and jQuery AJAX operations. • Style HTML5 pages by using CSS3.
• Create well-structured and easily-maintainable JavaScript code.
• Use common HTML5 APIs in interactive Web applications.
• Create Web applications that support offline operations.
• Create HTML5 Web pages that can adapt to different devices and form factors.
• Add advanced graphics to an HTML5 page by using Canvas elements, and by using and Scalable Vector Graphics.
• Enhance the user experience by adding animations to an HTML5 page.
• Use Web Sockets to send and receive data between a Web application and a server.
• Improve the responsiveness of a Web application that performs long-running operations by using Web Worker processes (PREREQUISITE-152-182 Web Programming 1)

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

Course structure and timeline attached.

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

a. Teaching Staff $ 0   c. Supplementary $ 0

b. Textbooks/kits $ 91 per student   d. Facilities/Space $ 0
(Year 1 Gateway; Year 2 and
beyond max. $4500 from T&L
textbook budget)

Approvals:	Name(s)	Date
Department head & Principal	_____/_____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Schedule Web Programming II

Week 1	Syllabus - Assignment Introduction Discussion Board - Assignment **UNIT 1** Chapter 1 - Using Visual Studio and Blend for Web Authoring HTML5/CSS/JS Pre-test of basic topics Chapter 1 Practice Exercises **UNIT 2** Chapter 2 - HTML5 and Embedding Content Chapter 2 Practice Exercises Personal Web Site Planning Assignment
Week 2	**UNIT 3** Chapter 3 - Javascript Chapter 3 Practice Exercises **Quiz** Chapters 1, 2, and 3
	UNIT 4 Chapter 4 - CSS3 Chapter 4 Practice Exercises Personal Web Site Project Update
Week 3	**UNIT 5** Chapter 5 - More HTML5 Semantics Chapter 5 Practice Exercises **Quiz** on Chapters 4 and 5
	UNIT 6 Chapter 6 - Javascript and jQuery Chapter 6 Practice Exercises Personal Web Site Project Update
Week 4	**UNIT 7** Chapter 7 - Working with Forms Chapter 7 Practice Exercises
	UNIT 8 Chapter 8 - Websites and Services Chapter 8 Practice Exercises **MID TERM EXAM** - Chapters 1 through 8 comprehensive
Week 5	**UNIT 9** Chapter 9 - Asynchronous Operations Chapter 9 Practice Exercises Personal Web Site Project Update **UNIT 10** Chapter 10 - Web Socket Operations Chapter 10 Practice Exercises
	UNIT 11 Chapter 11 - HTML5 Multimedia Chapter 11 Practice Exercises **Quiz** Chapters 9, 10, and 11

Week 6	**UNIT 12** Chapter 12 - Drawing with HTML5 Chapter 12 Practice Exercises Personal Web Site Project Update
	UNIT 13 Chapter 13 - Drag and Drop Chapter 13 Practice Exercises **UNIT 14** Chapter 14 - Making your app location-aware Chapter 14 Practice Exercises
Week 7	**UNIT 15** Chapter 15 - Local Data with Web Storage Chapter 15 Practice Exercises **Quiz** Chapters 12 through 15
Week 8	**UNIT 16** Chapter 16 - Offline Web Applications Chapter 16 Practice Exercises Personal Web Site Project Update
Week 8	Completion of Outstanding Topics/Chapters Personal Web Site Project Status Review
Week 9	**Personal Web Site Project Presentations** **FINAL EXAM**

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated **11/19/2015**   Name   **Jason Creel/Pamela See**

Department & School **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Ruby on Rails**

  X New Course ___ New Name   Length: **X** Quarter   Credits: __**X**__ .75Credit

___ Removal/Replacement of Course   ___Semester   _____1 Credit

Recommended Prerequisites (if any) **152-126 Programming & Database, Intro to Concepts**

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for <u>all</u> students? *Does this course fit the District's approved curriculum cycle?*
(If this is a course removal, only fill out this section.)
This course is one of many being proposed for the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.
152-139

Please note that this course description and the competencies listed below are undergoing curriculum development, and therefore it is possible that topics and competencies will be modified within the next year.

This course introduces the student to Ruby *(and Rails)*, a popular, open-source, dynamic object-oriented scripting language. Topics will include installing Ruby, an introduction to the Ruby programming language, an overview of the Rails framework, ActiveRecord basics, ActionController coding, Action Views, AJAX and the Web 2.0 Action mailer basics, security, deployment and scaling. Students will produce a very modern web application that can be adapted to many professional web development needs.

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

Course competencies

1.   Utilize the Ruby Programming Language to create Object Oriented scripts.

2.   Create database-driven web applications using Rails
3.   Create Standards compliant web applications
4.   Utilize the Rails Model View Controller framework
5.   Identify techniques to create dynamic web content
6.   Apply rapid development techniques

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

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

a. Teaching Staff $ 0   c. Supplementary $ 0 _____

b. Textbooks/kits $ 91 per student   d. Facilities/Space $ 0 _____
(Year 1 Gateway; Year 2 and
beyond max. $4500 from T&L
textbook budget)

Approvals:	Name(s)	Date
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Schedule Ruby on Rails

Week 1	Syllabus - Assignment Introduction Discussion Board - Assignment **UNIT 1** Introducing the Rails Framework, Getting Started
Week 2	**UNIT 2** Introduction to the Ruby Language
Week 3	**UNIT 3** Working with a Database, Active Record
Week 4	**UNIT 4** Action Pack and Advanced Action Pack, MIDTERM EXAM
Week 5	**UNIT 5** Rails with JavaScript and CSS
Week 6	**UNIT 6** Sending and Receiving Email, Testing your Application
Week 7	**UNIT 7** Deploying your Rails Application, Internationalization
Week 8	**UNIT 8** Complete all Lab Assignments Review Final Exam
Week 9	Review and Final Exams - Hands On and Online

Kenosha Unified School District
Kenosha, Wisconsin

February 9, 2016
Curriculum/Program Standing Committee Meeting

NEW COURSE PROPOSAL: FOUNDATIONS OF ALGEBRA

Background

Nationwide there is growing concern about Americans' mathematical literacy. As economic conditions shift within the United States, schools have come under increasing criticism for insufficiently preparing students for the rigorous demands of college math courses and careers requiring high-level math skills. In 2015 only 40 percent of eighth graders scored at or above proficient levels in math on the National Assessment of Educational Progress (NAEP); in KUSD 22% of students in grade eleven met the ACT College Readiness Benchmark. Additionally, more than one quarter of college freshmen must take remedial math courses because they lack sufficient knowledge to enroll in college-level math courses. Clearly, there is a gap between the math skills students gain in high school and the requirements they face once they leave. Across the country, states are responding to the need to equip young adults with higher-level math skills. Consequently, states and districts have sought to increase the rigor of math coursework both in the middle grades and in high school. Despite these efforts many students are still entering high school unprepared for Algebra I, the gateway course for more advanced math. This is a substantial concern because grades and course failures are strong predictors of important outcomes like high school and college graduation.

Course Change Proposal

In order to implement this course in the 2016-17 school year, the Office of Teaching and Learning is providing, for board of education approval, the course addition form (Appendix A). The form explains the rationale for the new course addition. Additional appendices provide the following information:

- Appendix B: Foundations of Algebra Scope and Sequence

<u>Recommendation</u>

Administration recommends that the Curriculum/Program Standing Committee forward the proposal for the addition of the Foundations of Algebra course to the full school board on February 23, 2016, for consideration.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mrs. Jennifer Lawler
Coordinator of Mathematics

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated 12/8/2015   Name   Jennifer Lawler

Department & School   Teaching & Learning

Proposed or Removed Course Name Foundations of Algebra

  x   New Course ____ New Name   Length: X Year   Credits: ____ ½ Credit

____ Removal/Replacement of Course   ___Semester   X 1 Credit

Recommended Prerequisites (if any) Administrative Placement; Concurrent enrollment in Algebra 1

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

Despite efforts at the middle school level to improve students' readiness for high school mathematics, failure rates in KUSD high school Algebra 1 courses remain high. Research has shown that students who fail Algebra 1 in 9th grade are much more likely to drop out of high school before graduation. This course is designed to support students who, based on several indicators, a likely to struggle in their 9th grade Algebra 1 class by addressing conceptual understanding in key areas as well as skill gaps in key foundational areas that are essential for success in Algebra 1.

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

This course provides targeted support to students to successfully cross the bridge from middle school to high school mathematics. It is designed to build students' algebraic habits of mind, key mathematical ways of thinking that allow students to make sense of mathematics and succeed in Algebra 1.

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

 This course supports the KUSD Priority Standards for Algebra 1. See Appendix A

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

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

    a. Teaching Staff $ 0   c. Supplementary $ 0

    b. Textbooks/kits $ 25 per student   2017 from curriculum budget
    annual consumable = $6500 for 2016-   assumption

152

Approvals:	Name(s)	Date
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Kenosha Unified School District
Algebra 1 Priority Standards

Priority Standard	Essential Knowledge & Skills
N.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.	- Understand and apply the properties of exponents - Convert from radical representation to using rational exponents and vice versa
*** CROSS-CUTTING*** N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	- Interpret units in the context of the problem - When solving a multi-step problem, use units to evaluate the appropriateness of the solution. - Choose the appropriate units for a specific formula and interpret the meaning of the unit in that context. - Choose and interpret both the scale and the origin in graphs and data displays

*** CROSS-CUTTING***
 	
A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.
   a. Interpret parts of an expression, such as terms, factors, and coefficients.
   b. Interpret complicated expressions by viewing one or more of their parts as a single entity.
	- Identify the different parts of the expression and explain their meaning within the context of a problem (ex. interpret the slope and y-intercept). - Decompose expressions and make sense of the multiple factors and terms by explaining the meaning of the individual parts (ex. interpret as the product of factors independent meanings)

A.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* a. Factor a quadratic expression to reveal the zeros of the function it defines.	- Write expressions in equivalent forms by factoring to find the zeros of a quadratic function and explain the meaning of the zeros. - Given a quadratic function explain the meaning of the zeros of the function. That is if $f(x) = (x - c)(x - a)$ then $f(a) = 0$ and $f(c) = 0$. - Given a quadratic expression, explain the meaning of the zeros graphically. That is for an expression $(x - a)(x - c)$, a and c correspond to the x-intercepts (if a and c are real).
*** CROSS-CUTTING*** A.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales	- Create equations in two or more variables to represent relationships between quantities. - Graph equations in two variables on a coordinate plane and label the axes and scales.
*** CROSS-CUTTING*** A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context	- Write and use a system of equations and/or inequalities to solve a real world problem. - Recognize that the equations and inequalities represent the constraints of the problem. - Interpret the solution in the context of the problem.

A.REI.B.4 Solve quadratic equations in one variable. b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a+/- bi for real numbers a and b.	● Solve quadratic equations in one variable by simple inspection (by looking at a graph or factored form), taking the square root, factoring, and quadratic formula. ● Understand why taking the square root of both sides of an equation yields two solutions.
A.REI.C.6 Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables.	● Solve systems of equations using graphs, substitution, and elimination.
A.REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	● Understand that all solutions to an equation in two variables are contained on the graph of that equation. ● Be able to identify solutions from a graph.

A.REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations y=f(x) and y=g(x) intersect are the solutions of the equation f(x)=g(x); find one solutions approximately, e.g. using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear.	● Explain why the intersection of y = f(x) and y = g(x) is the solution of f(x) = g(x) for any combination of linear. Find the solution(s) by:
	  ○ Using technology to graph the equations and determine their point of intersection,
	  ○ Using tables of values, or
	  ○ Using successive approximations that become closer and closer to the actual value

F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship.	● Graph a function in two variables in any given form (standard, slope-intercept, exponential, etc.) on a coordinate plane and label the axes. ● Given a function, identify key features in graphs and tables including: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; and symmetries. ● Given the key features of a function, sketch the graph.
F.IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	● Compare the key features of two functions represented in different ways. (ex. given an equation of one quadratic and the graph of another, identify key features such as which has maximum or minimum)
F.BF.A.1 Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context.	● Write a function that describes the linear/exponential relationship between two quantities.

F.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.
 	
   a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
 	
   b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
 	
   c. Recognize situations in which a quantity grows or decays by a constant percent or rate per unit interval relative to another.
	● Given a contextual situation, describe whether the situation in question has a linear pattern of change or an exponential pattern of change.
	● Show that linear functions change at the same rate over time and that exponential functions change by equal factors over time.
	● Describe situations where one quantity changes at a constant rate per unit interval as compared to another.
	● Describe situations where a quantity grows or decays at a constant percent rate per unit interval as compared to another.

S.ID.B.6   Represent data on two quantitative variables on a scatter plot, and describe how the variables are related
 	
   a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
   b. Informally assess the fit of a function by plotting and analyzing residuals.
   c. Fit a linear function for a scatter plot that suggests a linear association
	● Describe the form, strength and direction of the relationship.
	● Categorize data as linear or not. Use algebraic methods and technology to fit a linear function to the data. Use the function to predict values.
	● Explain the meaning of the slope and y-intercept in context.
	● Categorize data as exponential. Use algebraic methods and technology to fit an exponential function to the data. Use the function to predict values.
	● Explain the meaning of the growth rate and y-intercept in context.
	● Categorize data as quadratic. Use algebraic methods and technology to fit a quadratic function to the data. Use the function to predict values.
	● Explain the meaning of the constant and coefficients in context.
	● Calculate a residual. Create and analyze a residual plot.

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KENOSHA UNIFIED SCHOOL DISTRICT
KENOSHA, WI

February 9, 2016
Curriculum/Program Standing Committee Meeting

NEW COURSE PROPOSAL: COMPUTER SCIENCE FUNDAMENTALS

Background

In the United States it is estimated that 1.2 million workers will be needed in the fields of computer science and mathematics over the next five years. While the demand for employees with this training is rapidly increasing the number of students seeking this pathway in technical and four year colleges will only fill approximately 40% of the openings. In December 2015 the school board approved the addition of Exploring Computer Science for the senior high schools.

Middle school students across the district participated in the Hour of Code activities in December 2015, during the school day, before, and after school. Students responded enthusiastically to this opportunity to learn about computer programming and write code. Administration acknowledges the benefit of providing opportunities for students to explore this growing career pathway prior to entering high school. The addition of Computer Science Fundamentals as an elective computer science course will respond to student interest, and provide an opportunity for middle school students to explore career options in computer science. If approved this course would be added to the middle school schedule as a semester elective option either in grades 7 and 8 or grade 8 for the 2016-2017.

Computer Science Fundamentals

2016-2017

School	Grade Level(s)
Bullen	7 and 8
Lance	7 and 8
Lincoln	8
Mahone	7 and 8
Washington	8

Data will be collected from this course, analyzed and utilized to determine the benefit of adding a second elective option in the 2017-2018 school year.

Course Change Proposal

In order to implement this course in the 2016-2017 school year, the Department of Teaching and Learning is providing, for Board of Education approval, the course addition form (Appendix A). The attached form explains the rationale for the new course addition.

The following table shows the available Computer Science courses at the middle schools.

Current Computer Science Course Opportunities at the Middle School Level	Proposed Course Addition
None	Computer Science Fundamentals

Recommendation

Administration recommends that the Curriculum/Program Standing Committee forward the proposal for the addition of the Computer Science Fundamentals course to the full School Board on February 23, 2016, for consideration.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent
of Teaching and Learning

Ms. Marsha Nelson
Interim Coordinator of
Career and Technical Education

Mrs. Jennifer Lawler
Coordinator of Mathematics

COURSE/PROGRAM CHANGE PROPOSAL: MIDDLE SCHOOL

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

Date Initiated __1/12/2016__   Name   __Jennifer Lawler, Marsha Nelson__

Department & School   **Mathematics/Career and Technical Education**

Proposed or Removed Course Name **Computer Science Fundamentals**

X New Course ___ New Name   Length: ___Quarter   Credits: ___.75Credit

___ Removal/Replacement of Course   __X_Semester   ____1 Credit

Recommended Prerequisites (if any) __none__

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

Nearly 2/3 of future STEM jobs will be computing, however the number of students in the pipeline for these careers is only about 40% of the number of job openings. Currently opportunities for early computer science exploration do not exist prior to high school. This course would begin a pathway for middle school students.

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

Computer Science Fundamentals will emphasize the knowledge, practices and fundamental literacies that students need to create the dynamic and interactive computational media that they utilize in their daily lives. Students will engage in the development of interactive multi-media projects and have opportunities to share completed projects with others through on-line communities.

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

Curriculum for this semester long introductory course will be developed using multiple resources including: code.org, scratchmit.edu and Project Lead The Way resources. Teachers will attend training provided by code.org and Project Lead The Way.

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

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

      a. Teaching Staff   c. Supplementary $ 0
      $0 (schools will utilize existing staff)

b. Textbooks/kits
up to $20/student (Teaching and
Learning)   d. Facilities/Space $ 0

Approvals: Name(s)   Date

Department head & Principal   _____/_____   _____

Building Review Committee   _____   _____

District Review Committee   _____   _____

Central Office   _____   _____

Revised 2/14/14

Kenosha Unified School District
Kenosha, Wisconsin

February 9, 2016
Curriculum/Program Standing Committee Meeting

COURSE REMOVAL AND NAME CHANGE PROPOSAL: PRECALCULUS

Background

In 2006 Advanced Math Analysis-Honors was renamed Precalculus-Honors. However, Math Analysis was not renamed. This change is consistent with course naming conventions for other mathematics courses as well as courses in other content areas.

Course Removal

In order to implement this name change in the 2016-17 school year, the Office of Teaching and Learning is providing, for board of education approval, the course change form (Appendix A). The form explains the rationale for the removal.

Course Change Proposal

In order to implement this name change in the 2016-17 school year, the Office of Teaching and Learning is providing, for board of education approval, the course change form (Appendix B). The form explains the rationale for the name change. Appendix C includes the scope and sequence for this course.

Recommendation

Administration recommends that the Curriculum/Program Standing Committee forward the proposal for the change of the Math Analysis course to Precalculus to the full school board on February 23, 2016, for consideration.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mrs. Jennifer Lawler
Coordinator of Mathematics

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated 12/8/2015 　　　　　Name Jennifer Lawler

Department & School   Teaching & Learning

Proposed or Removed Course Name Precalculus (352011 & 352012)

___ New Course ___ New Name 　　　Length: ___Quarter 　　　Credits: ___½ Credit

　X Removal/Replacement of Course 　　　___Semester 　　　　X_ 1 Credit

Recommended Prerequisites (if any) _____

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

This course was created for scheduling purposes at Indian Trail Academy. The Academy no longer uses this course number.

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

N/A

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

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

N/A

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

　　a. Teaching Staff $ 0　　　　　　c. Supplementary $ 0

　　b. Textbooks/kits $ 0　　　　　　d. Facilities/Space $ 0

Approvals:	Name(s)	Date
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

　　　　　　　　　　　　　　　　Revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated 12/8/2015   Name   Jennifer Lawler

Department & School   Teaching & Learning

Proposed or Removed Course Name Math Analysis /Precalculus (351011 & 351012)

___ New Course _X_ New Name   Length: ___Quarter   Credits: ___½ Credit

___ Removal/Replacement of Course   ___Semester   _X_ 1 Credit

Recommended Prerequisites (if any) Algebra 2

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

In the 2006 adoption cycle, *Advanced Math Analysis Honors* was renamed *Precalculus Honors*. To be consistent with course naming conventions for other high school mathematics courses as well as in other content areas, this request is to rename *Math Analysis* as *Precalculus*.

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

N/A

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

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

N/A

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

    a. Teaching Staff $_____   c. Supplementary $_____

    b. Textbooks/kits $_____   d. Facilities/Space $_____

Approvals: Name(s)   Date

Department head & Principal   _____/_____   _____

Building Review Committee   _____   _____

District Review Committee   _____   _____

Central Office   _____   _____

Kenosha Unified School District

maximizing the brilliance of children

Precalculus

Year at a Glance						
Semester 1			Semester 2			
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Functions	Complex Numbers and Polar Coordinates	Trigonometry	Conics	Matrices	Vectors	Statistics
20 days	15 days	45 days	15 days	25 days	15 days	25 days
N.CN.C.9 F.BF.B.4 F.BF.B.5 F.IF.C.7 F.BF.A.1 A.APR.7	N.CN.A.3 N.CN.B.4 N.CN.B.5 N.CN.B.6 N.CN.C.8	F.TF.A.3 F.TF.A.4 F.TF.B.6 F.TF.B.7 F.TF.C.9 G.SRT.D.9 G.SRT.D.10 G.SRT.D.11 G.C.A.4	G.GMD.A.2 G.GPE.A.1 G.GPE.A.2 G.GPE.A.3	N.VM.C.6 N.VM.C.7 N.VM.C.8 N.VM.C.9 N.VM.C.10 N.VM.C.12 A.REI.C.8 A.REI.C.9	N.VM.A.1 N.VM.A.2 N.VM.A.3 N.VM.A.4 N.VM.A.5 N.VM.C.11	A.APR.C.5 S.CP.B.8 S.CP.B.9 S.MD.A.1 S.MD.A.2 S.MD.A.3 S.MD.A.4 S.MD.B.5 S.MD.B.6 S.MD.B.7