



Monthly School Board Standing Committee Meetings

January 10, 2017

5:50 P.M. Audit/Budget/Finance

6:20 P.M. Personnel/Policy

6:50 P.M. Curriculum/Program

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

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I. AUDIT/BUDGET/FINANCE - 5:50 P.M.

- A. Approval of Minutes - October 11, 2016, November 1, 2016, and November 29, 2016 Audit/Budget/Finance and November 29, 2016 Joint Audit/Budget/Finance and Personnel/Policy 4
- B. Information Items
 - 1. Annual Financial Report for 2015-16
[Click Here](#)
 - 2. Monthly Financial Statements 10
- C. Future Agenda Items
 - 1. Monthly Financial Statements - February
 - 2. STRIVE - Fund 80 Program Recommendation - February
 - 3. Strategic Direction Team 4 Update - Joint Audit/Budget/Finance and Personnel/Policy - February
- D. Adjournment

II. PERSONNEL/POLICY - 6:20 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING

- A. Approval of Minutes - November 29, 2016 Joint Audit/Budget/Finance and Personnel/Policy 27
- B. Policy 6700 - Extracurricular Activities and Programs 29
- C. Policy 4340 - Reduction in Force 33
- D. Information Items
 - 1. None
- E. Future Agenda Items
 - 1. 2017-18 Preliminary Enrollment Projections - February
- F. Adjournment

III. CURRICULUM/PROGRAM - 6:50 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING

- A. Approval of Minutes - November 29, 2016 Curriculum/Program 85
- B. Building Lifelong Trust 87

C. Graduation Committee Recommendations	110
D. Information Items	
1. Talent Development Program Guide	115
2. Four-Year Graduation Rate - Cohort Analysis SY 2015-16	192
E. Future Agenda Items	
1. K-5 Science Materials - February	
2. 9-12 World Language Materials - February	
3. Curriculum Cycle Update - February	
4. LTA New Course Requests - February	
F. Adjournment	

**Please Note: Planning/Facilities/Equipment Committee Meeting
Has Been Canceled This Month**

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



KENOSHA UNIFIED SCHOOL BOARD
AUDIT/BUDGET/FINANCE MEETING
Educational Support Center – Room 110
October 11, 2016
MINUTES

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Wade was called to order at 6:15 P.M. with the following committee members present: Mr. Aceto, Mrs. Dawson, Mr. Holdorf, Mr. Balk, Mr. Potineni, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mr. Kunich, Ms. Stevens, Mr. Battle, and Mr. Kent were excused and Mr. Leipski was absent.

Mr. Wade welcomed Mr. Nicholas Balk and Mr. Rohit Potineni, newly appointed student members, to the Committee.

Approval of Minutes – August 9, 2016 Audit/Budget/Finance

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

Informational Items

Mr. Tarik Hamdan, Chief Financial Officer, presented the Monthly Financial Statements. He explained that the statements are through August 31 with little activity due to the lack of 10 month employee payroll and health/dental activity during the summer. He noted that October 15 is the date that the final equalization aid number is provided which will help the District determine the tax levy amount.

Future Agenda Items

Mr. Hamdan indicated that the Monthly Financial Statements and OPEB Study Information Report would be presented in November and the 2015-2016 Financial Audit Report and 2016-2017 Adopted Budget Book would be presented in December.

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

Meeting adjourned at 6:19 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
AUDIT/BUDGET/FINANCE MEETING
Educational Support Center – Room 110
November 1, 2016
MINUTES

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

Mrs. Coleman noted that there was not a quorum present; therefore, no action could be taken.

Approval of Minutes – October 11, 2016 Audit/Budget/Finance

Mrs. Coleman indicated that the October 11, 2016, minutes will be included on the agenda for the next meeting for approval due to lack of a quorum.

Information Items

Mr. Tarik Hamdan, Chief Financial Officer, introduced Mr. Timothy Bleick from Milliman, Inc. and he presented the Other Post-Employment Benefits Actuarial Study. He noted that an actuarial valuation under GASB 45 must be performed for plans with a total membership of 200 or more at least biennially. In order to comply with this requirement, the District requested that Milliman, Inc. prepare the updated report as of July 1, 2016. The report shows a significant reduction in total liabilities as compared to the last report just two years ago. Most of the reductions can be attributed to changes in the medical plan and the fact that future retirees will now pay a larger portion of the total premium (up to 12%). Mr. Bleick answered questions from Committee members.

Mr. Kunich arrived at 5:38 P.M.

Mr. Hamdan presented the Monthly Financial Statements. He noted that the month of September was the first month where health and dental insurance expenditures were recorded on the general ledger as the benefits run for 20 pay periods between September and June, that the first equalization aid installment payment was received, and that the maximum tax levy allowed without a referendum was approved by the Board at their October 25 meeting. There were no questions from Committee members.

Mr. Hamdan presented the Summary of Grant Activity and answered questions from Committee members.

Mr. Hamdan presented the Cash and Investment Quarterly Report and answered questions from Committee members.

Future Agenda Items

Mrs. Coleman indicated that the Monthly Financial Statements, the 2015-2016 Financial Audit Report, and 2016-2017 Adopted Budget Book would be presented in December.

Meeting adjourned at 5:53 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
JOINT AUDIT/BUDGET/FINANCE AND
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
November 29, 2016
MINUTES

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Personnel/Policy Committees chaired by Mr. Kunich was called to order at 5:35 P.M. with the following committee members present: Mrs. Snyder, Mr. Falkofske, Mrs. Dahl, Mr. Moore, Mrs. Stephens, Mrs. Shane, Mr. Fellman, Mr. Wade, Mr. Aceto, Mrs. Dawson, Mr. Holdorf, Mr. Kent, Mr. Balk, Mr. Potineni, Mrs. Coleman, and Mr. Kunich. Mrs. Julie Housaman, Chief Academic Officer, was also present. Mrs. Marks, Ms. Stevens, and Mr. Battle were excused. Mr. Wojciechowicz, Mr. Gospodarek, and Mr. Leipski were absent.

Approval of Minutes – October 11, 2016 and November 1, 2016 Joint Audit/Budget/Finance and Personnel/Policy

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

Information Items

Mrs. Housman introduced the Strategic Direction Planning Overview–Teams 3 & 5. She explained that similar to last month's meeting, information prepared by the design teams for Strategic Directions 3 and 5 would be presented at this meeting with remaining Strategic Direction 4 being presented at the January meeting.

Mrs. Annie Petering, Chief Human Resource Officer; Mr. Martin Pitts, Regional Coordinator of Elementary Leadership; Mr. William Haithcock, Principal at Harborside Academy; and Mr. Kurt Sinclair, Principal at Bradford High School; presented Strategic Direction 3 and the correlating objectives and initiatives and then asked Committee members to note their self-reflection thoughts, pair up with another Committee member and share input and/or feedback, and report out comments to the entire Committee.

Mr. Kent, Mrs. Dahl, and Mr. Balk departed the meeting at 7:07 P.M.

Mrs. Tanya Ruder, Chief Communications Officer, presented Strategic Direction 5 and the correlating objectives and initiatives and then asked Committee members to note their self-reflection thoughts, pair up with another Committee member and share input and/or feedback, and report out comments to the entire Committee.

Mrs. Shane left the meeting at 7:23 P.M.

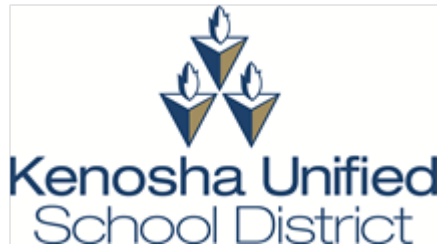
Future Agenda Items

Mr. Kunich indicated that Strategic Directions Planning Overview - Team 4 would be presented in January.

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

Meeting adjourned at 7:45 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
AUDIT/BUDGET/FINANCE MEETING
Educational Support Center – Room 110
November 29, 2016
MINUTES

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Kunich was called to order at 7:46 P.M. and Mr. Kunich noted, due to time constraints, that agenda items would be addressed at next month's meeting.

Approval of Minutes – October 11, 2016 and November 1, 2016 Audit/Budget/Finance
Due to time constraints, the minutes will be addressed at next month's meeting.

Information Items

Due to time constraints, the 2016-2017 Adopted Budget Book and Monthly Financial Statements will be addressed at next month's meeting.

Future Agenda Items

The Monthly Financial Statements and 2015-2016 Financial Audit Report will be presented in January.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin

January 10, 2017
Audit/Budget/Finance Standing Committee

Monthly Financial Statement Highlights (As of 11/30/2016)

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 = \$155.1 MM): Expected 14.51%, Actual 14.51%
- Categorical Aid (\$250/pupil = \$5.5 MM): Expected 0%, Actual 0%
- State High Poverty Aid (\$1.49 MM): Expected 0%, Actual 0%
- Tax Levy Collections (\$87.2 MM): Expected 0%, Actual 0%

Expenses (includes operating funds 10 and 27 only):

- Salaries
 - District Funded
 - Teachers (Budget \$103,472,000): Expected 31.1%, Actual 30.03%
 - Administration (Budget \$11,611,000): Expected 38.7%, Actual 38.98%
 - Grant Funded
 - Teachers (Budget \$3,030,000): Expected 31.1%, Actual 30.94%
 - Administration (Budget \$523,000): Expected 38.7% Actual 39.43%
- Benefits
 - District Funded
 - Health (Budget \$38,403,000): Expected 30%, Actual 29.15%
 - Dental (Budget \$2,266,000): Expected 30%, Actual 29.34%
 - Grant Funded
 - Health (Budget \$1,850,000): Expected 30%, Actual 28.65%
 - Dental (Budget \$107,000): Expected 30%, Actual 27.65%

Notable Items:

- The next equalization aid payment is expected on December 5, 2016.
- The \$250/pupil Categorical Aid payment will be paid in March 2017.
- The General State Aid of \$155.1 MM is the final aid certification that was determined by the Department of Public Instruction (DPI) on October 15, 2016.
- The Tax Levy amount of \$87.2 MM is the maximum allowed by law without a referendum and was set by the Board on October 25, 2016.

Administrative Recommendation

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

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 10 General Fund

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	44,557,313	44,557,313				42,222,192	42,222,192				
100 Operating Transfers In	0	0		0		0	0		0		131,231
200 Local revenues	71,190,857	70,396,665		794,192	98.88	73,224,558	72,246,340		978,217	98.66	73,394,151
300 Interdistrict revenues	485,000	0		485,000	0.00	400,000	0		400,000	0.00	487,716
500 Intermediate revenues	0	0		0		15,000	12,250		2,750	81.67	15,000
600 State aid	164,406,060	22,578,285		141,827,775	13.73	159,833,075	22,237,574		137,595,501	13.91	159,775,352
700 Federal aid	11,462,034	253,076		11,208,958	2.21	12,910,155	221,193		12,688,962	1.71	10,360,482
800 Debt proceeds	0	0		0		0	54,686		-54,686		73,379
900 Revenue adjustments	704,840	514,747		190,093	73.03	535,812	358,254		177,558	66.86	610,801
Total Revenues	248,248,790	93,742,773		154,506,018	37.76	246,918,600	95,130,297		151,788,303	38.53	244,848,113
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	120,860,942	38,546,146		82,314,796	31.89	119,431,751	39,403,284		80,028,467	32.99	118,253,257
200 Benefits	56,809,911	16,292,989	5,934	40,510,989	28.68	59,841,995	17,561,789	2,941	42,277,265	29.35	60,178,258
300 Purchased Services	21,955,738	7,476,018	1,472,399	13,007,321	34.05	21,563,962	6,572,952	1,042,581	13,948,429	30.48	19,754,188
400 Supplies	11,704,669	6,721,739	814,477	4,168,454	57.43	9,411,463	4,068,294	1,153,375	4,189,794	43.23	8,704,079
500 Capital Outlay	2,132,463	663,714	2,590,469	-1,121,719	31.12	2,102,262	764,571	64,165	1,273,526	36.37	2,030,664
600 Debt Services	272,615	176,079	0	96,536	64.59	272,615	63,608		209,007	23.33	214,941
700 Insurance	758,584	576,631		181,953	76.01	718,584	643,814		74,770	89.59	827,744
800 Operating Transfers Out	32,620,191	4,301,957		28,318,234	13.19	33,666,813	4,710,044		28,956,769	13.99	32,039,875
900 Other objects	1,280,850	157,852	16,864	1,106,134	12.32	361,790	133,580	11,193	217,017	36.92	509,986
Total Expenditures	248,395,963	74,913,124	4,900,142	168,582,697	30.16	247,371,235	73,921,937	2,274,254	171,175,043	29.88	242,512,992
Net Revenue/Expenses	-147,173	18,829,648				-452,635	21,208,360				2,335,121
Fund Balance - Ending	44,410,140	63,386,962				41,769,558	63,430,552				44,557,313

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 21 Special Revenue Trust

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	266,152	266,152				10,347	10,347				
200 Local revenues	75,000	8,279		66,721	11.04	172,968	6,258		166,710	3.62	172,968
900 Revenue adjustments	427	79,090		-78,663	18,522.1	173,662	95,012		78,650	54.71	163,316
Total Revenues	75,427	87,368		-11,941	115.83	346,630	101,270		245,360	29.22	336,284
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,900	1,849		1,051	63.74	3,877	1,141		2,736	29.43	4,325
200 Benefits	440	145		295	33.03	514	97		417	18.93	583
300 Purchased Services	14,600	9,942	1,987	2,671	68.10	22,122	4,181	100	17,841	18.90	26,696
400 Supplies	144,124	39,068	12,169	92,887	27.11	142,276	6,513	8,774	126,988	4.58	28,304
500 Capital Outlay	166,033	157,839	0	8,194	95.06	171,807	0		171,807	0.00	3,000
900 Other objects	13,482	950		12,532	7.05	6,035	577		5,457	9.57	17,570
Total Expenditures	341,579	209,793	14,156	117,630	61.42	346,630	12,509	8,874	325,246	3.61	80,479
Net Revenue/Expenses	-266,152	-122,425				0	88,761				255,805
Fund Balance - Ending	0	143,727				10,347	99,107				266,152

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 25 Head Start

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
700 Federal aid	1,991,027	408,862		1,582,165	20.54	1,987,371	409,926		1,577,445	20.63	1,924,503
Total Revenues	1,991,027	408,862		1,582,165	20.54	1,987,371	409,926		1,577,445	20.63	1,924,503
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	1,064,916	320,461		744,455	30.09	1,038,372	315,606		722,766	30.39	940,361
200 Benefits	796,830	202,926		593,903	25.47	622,871	207,457		415,414	33.31	667,642
300 Purchased Services	154,620	32,311	37,862	84,448	20.90	192,384	11,409	186	180,789	5.93	211,117
400 Supplies	100,325	20,905	271	79,149	20.84	122,643	18,187	1,175	103,281	14.83	103,882
500 Capital Outlay	0	2,257		-2,257		9,000	3,761		5,239	41.79	0
900 Other objects	-125,663	0		-125,663	0.00	2,101	0		2,101	0.00	1,501
Total Expenditures	1,991,027	578,859	38,133	1,374,035	29.07	1,987,371	556,420	1,361	1,429,590	28.00	1,924,503
Net Revenue/Expenses	0	-169,997				0	-146,494				0
Fund Balance - Ending	0	-169,997				0	-146,494				0

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 27 Special Education

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
100 Operating Transfers In	32,120,191	4,301,957		27,818,234	13.39	33,166,813	4,710,044		28,456,769	14.20	31,539,875
200 Local revenues	11,000	5,784		5,216	52.58	9,000	3,120		5,880	34.67	10,634
600 State aid	10,860,000	1,600,386		9,259,614	14.74	10,683,620	1,594,041		9,089,579	14.92	10,880,539
700 Federal aid	9,175,461	199,320		8,976,141	2.17	8,850,524	832,863		8,017,661	9.41	4,988,339
Total Revenues	52,166,652	6,107,447		46,059,205	11.71	52,709,957	7,140,068		45,569,889	13.55	47,419,387
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	28,665,198	8,421,192		20,244,006	29.38	28,705,760	8,723,052		19,982,707	30.39	27,398,087
200 Benefits	15,546,282	4,280,260		11,266,022	27.53	16,282,794	4,593,948		11,688,846	28.21	16,203,131
300 Purchased Services	4,947,653	1,382,742	786,845	2,778,066	27.95	4,882,719	1,087,900	706,755	3,088,064	22.28	3,319,901
400 Supplies	2,384,644	77,218	34,391	2,273,035	3.24	2,216,610	111,237	54,938	2,050,434	5.02	349,871
500 Capital Outlay	31,875	0	0	31,875	0.00	42,075	1,874		40,201	4.45	3,553
800 Operating Transfers Out	0	0		0		0	0		0		131,231
900 Other objects	591,000	7,314	3,901	579,785	1.24	580,000	2,175	0	577,825	0.37	13,612
Total Expenditures	52,166,652	14,168,725	825,136	37,172,790	27.16	52,709,957	14,520,186	761,694	37,428,078	27.55	47,419,387
Net Revenue/Expenses	0	-8,061,278				0	-7,380,118				0
Fund Balance - Ending	0	-8,061,278				0	-7,380,118				0

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 30-39 Debt Services Fund

----- 2017 -----					----- 2016 -----				
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	3,378,047	3,378,047			2,240,383	2,240,383			
100 Operating Transfers In	500,000	0	500,000	0.00	850,000	0	850,000	0.00	850,000
200 Local revenues	16,478,727	16,483,581	-4,854	100.03	16,825,595	16,825,059	536	100.00	16,832,865
800 Debt proceeds	0	0	0		15,589,240	15,589,246	-6	100.00	15,589,246
900 Revenue adjustments	2,490,181	1,835,977	654,205	73.73	1,024,221	259,560	764,661	25.34	1,018,308
Total Revenues	19,468,908	18,319,558	1,149,351	94.10	34,289,056	32,673,865	1,615,191	95.29	34,290,419

----- 2017 -----					----- 2016 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	19,208,302	2,349,904		16,858,397	12.23	32,802,755	17,209,430		15,593,326	52.46	32,802,755
800 Operating Transfers Out	0	0		0		350,000	0		350,000	0.00	350,000
Total Expenditures	19,208,302	2,349,904		16,858,397	12.23	33,152,755	17,209,430		15,943,326	51.91	33,152,755
Net Revenue/Expenses	260,607	15,969,653				1,136,301	15,464,436				1,137,664
Fund Balance - Ending	3,638,654	19,347,701				3,376,684	17,704,819				3,378,047

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 40-49 Capital Project Fund

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	10,811,862	10,811,862				3,464,984	3,464,984				
200 Local revenues	80,000	69,761		10,239	87.20	17,700	24,114		-6,414	136.24	44,495
800 Debt proceeds	28,495,000	28,495,000		0	100.00	16,700,000	16,700,000		0	100.00	16,700,000
900 Revenue adjustments	0	0		0		0	2,971		-2,971		138,281
Total Revenues	28,575,000	28,564,761		10,239	99.96	16,717,700	16,727,085		-9,385	100.06	16,882,776
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	19,193,101	5,217,286	90,313	13,885,501	27.18	8,115,823	3,884,209	271,106	3,960,508	47.86	9,535,899
Total Expenditures	19,193,101	5,217,286	90,313	13,885,501	27.18	8,115,823	3,884,209	271,106	3,960,508	47.86	9,535,899
Net Revenue/Expenses	9,381,900	23,347,475				8,601,877	12,842,876				7,346,878
Fund Balance - Ending	20,193,761	34,159,337				12,066,861	16,307,860				10,811,862

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 50 Food Service

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	2,904,665	2,904,665				2,579,425	2,579,425				
200 Local revenues	2,029,500	680,188		1,349,313	33.52	2,647,201	686,699		1,960,502	25.94	1,944,144
600 State aid	141,000	0		141,000	0.00	140,000	0		140,000	0.00	138,452
700 Federal aid	6,606,800	1,442,977		5,163,823	21.84	5,723,376	1,401,105		4,322,271	24.48	6,573,801
Total Revenues	8,777,300	2,123,165		6,654,135	24.19	8,510,577	2,087,805		6,422,772	24.53	8,656,397
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,168,422	672,725		1,495,697	31.02	2,146,898	665,764		1,481,134	31.01	2,224,548
200 Benefits	798,324	259,088		539,236	32.45	797,206	175,311		621,895	21.99	794,994
300 Purchased Services	268,275	49,502	88,147	130,626	18.45	268,275	178,185	327,065	-236,975	66.42	494,824
400 Supplies	5,437,279	1,390,317	2,247,933	1,799,029	25.57	5,074,087	1,372,218	2,408,343	1,293,526	27.04	4,416,406
500 Capital Outlay	30,000	46,801	0	-16,801	156.00	104,000	50,013	18,757	35,230	48.09	331,443
900 Other objects	75,000	24,908		50,092	33.21	120,111	1,894	0	118,217	1.58	68,941
Total Expenditures	8,777,300	2,443,343	2,336,080	3,997,878	27.84	8,510,577	2,443,385	2,754,164	3,313,027	28.71	8,331,157
Net Revenue/Expenses	0	-320,178				0	-355,581				325,240
Fund Balance - Ending	2,904,665	2,584,487				2,579,425	2,223,844				2,904,665

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 60 Student Activity Fund

----- 2017 -----						----- 2016 -----					
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	-217,819	25,454	192,364		0	-240,821	16,970	223,851		0
Total Expenditures	0	-217,819	25,454	192,364		0	-240,821	16,970	223,851		0
Net Revenue/Expenses	0	217,819				0	240,821				0
Fund Balance - Ending	0	217,819				0	240,821				0

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 70-79 Trust Funds

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	17,597,617	17,597,617				14,666,383	14,666,383				
200 Local revenues	20,000	26,417	-6,417	132.08		19,000	10,326	8,674	54.35	20,884	
900 Revenue adjustments	10,280,000	167,280	10,112,720	1.63		9,981,000	120,845	9,860,155	1.21	12,531,738	
Total Revenues	10,300,000	193,697	10,106,303	1.88		10,000,000	131,171	9,868,829	1.31	12,552,622	
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	0	2,340,526	14,700	-2,355,226		0	2,768,722		-2,768,722		0
300 Purchased Services	0	9,180		-9,180		0	0		0		510
900 Other objects	9,600,000	0		9,600,000	0.00	9,500,000	0		9,500,000	0.00	9,621,471
Total Expenditures	9,600,000	2,349,706	14,700	7,235,594	24.48	9,500,000	2,768,722		6,731,278	29.14	9,621,981
Net Revenue/Expenses	700,000	-2,156,008				500,000	-2,637,550				2,930,641
Fund Balance - Ending	18,297,617	15,441,609				15,166,383	12,028,833				17,597,015

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 81 Recreation Services Program

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	104,934	104,934				52,711	52,711				
200 Local revenues	550,000	505,913		44,087	91.98	550,000	514,634		35,366	93.57	541,570
Total Revenues	550,000	505,913		44,087	91.98	550,000	514,634		35,366	93.57	541,570
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	310,401	109,477		200,924	35.27	312,039	121,936		190,104	39.08	300,310
200 Benefits	123,819	40,364		83,455	32.60	146,216	48,756		97,461	33.34	137,905
300 Purchased Services	53,200	11,922	1,081	40,197	22.41	53,200	10,823	7,566	34,810	20.34	37,909
400 Supplies	23,386	3,902	433	19,051	16.68	23,839	1,709	289	21,842	7.17	11,150
500 Capital Outlay	0	0		0		0	673	0	-673		0
900 Other objects	4,000	357	0	3,643	8.92	4,000	440	0	3,560	11.00	2,073
Total Expenditures	514,806	166,021	1,514	347,270	32.25	539,295	184,336	7,855	347,104	34.18	489,346
Net Revenue/Expenses	35,194	339,892				10,705	330,298				52,223
Fund Balance - Ending	140,128	444,826				63,416	383,008				104,934

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 82 Athletic Venues

----- 2017 -----					----- 2016 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	0	0			0	0					
200 Local revenues	0	0	0		0	19,818	-19,818		0		
Total Revenues	0	0	0		0	19,818	-19,818		0		
----- 2017 -----					----- 2016 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	0		0		0	11,382		-11,382		0
200 Benefits	0	0		0		0	1,408		-1,408		0
300 Purchased Services	0	0		0		0	2,906		-2,906		0
400 Supplies	0	0		0		0	0		0		0
Total Expenditures	0	0		0		0	15,697		-15,697		0
Net Revenue/Expenses	0	0				0	4,121				0
Fund Balance - Ending	0	0				0	4,121				0

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 83 Community Services Program

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	2,579,073	2,579,073				2,275,477	2,275,477				
200 Local revenues	1,000,000	1,000,000		0	100.00	1,000,000	1,000,000		0	100.00	951,514
Total Revenues	1,000,000	1,000,000		0	100.00	1,000,000	1,000,000		0	100.00	951,514
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	258,652	79,873		178,779	30.88	233,545	83,896		149,649	35.92	237,941
200 Benefits	114,150	33,807		80,343	29.62	88,820	28,488		60,332	32.07	91,503
300 Purchased Services	283,750	21,451	40,545	221,754	7.56	290,164	106,810	160,375	22,979	36.81	291,865
400 Supplies	33,320	10,800	11,471	11,049	32.41	27,810	16,237	9,629	1,944	58.39	26,610
500 Capital Outlay	396,932	0		396,932	0.00	396,932	0		396,932	0.00	0
900 Other objects	0	0		0		0	0		0		0
Total Expenditures	1,086,804	145,931	52,016	888,858	13.43	1,037,271	235,431	170,004	631,837	22.70	647,918
Net Revenue/Expenses	-86,804	854,069				-37,271	764,569				303,596
Fund Balance - Ending	2,492,268	3,433,142				2,238,206	3,040,046				2,579,073

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 85 CLC After School Program

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	19,256	19,256				40,660	40,660				
200 Local revenues	0	0		0		0	0		0		0
Total Revenues	0	0		0		0	0		0		0
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	35,000	0		35,000	0.00	35,000	0		35,000	0.00	21,404
Total Expenditures	35,000	0		35,000	0.00	35,000	0		35,000	0.00	21,404
Net Revenue/Expenses	-35,000	0				-35,000	0				-21,404
Fund Balance - Ending	-15,744	19,256				5,660	40,660				19,256

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 86 KYPAC

----- 2017 -----					----- 2016 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	0	0			0	0					
200 Local revenues	0	15,820	-15,820		0	0	0		8,139		
Total Revenues	0	15,820	-15,820		0	0	0		8,139		
----- 2017 -----					----- 2016 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	36,460		-36,460		0	0		0		5,356
200 Benefits	0	4,309		-4,309		0	0		0		621
300 Purchased Services	0	4,082		-4,082		0	0		0		214
400 Supplies	0	6,975		-6,975		0	0		0		1,948
Total Expenditures	0	51,826		-51,826		0	0		0		8,139
Net Revenue/Expenses	0	-36,006				0	0				0
Fund Balance - Ending	0	-36,006				0	0				0

Budget to Actual Comparison Report by Fund Groups**2016 - 2017 Fund Summary Budget**

For the Period Ended 11/30/2016

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Fund 87 Marching Bands

----- 2017 -----					----- 2016 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	0	0			0	0					
200 Local revenues	0	67,895	-67,895		0	0	0		128,208		
Total Revenues	0	67,895	-67,895		0	0	0		128,208		
----- 2017 -----					----- 2016 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	8,637		-8,637		0	0		0		23,920
200 Benefits	0	980		-980		0	0		0		2,696
300 Purchased Services	0	89,758	0	-89,758		0	0		0		6,977
400 Supplies	0	31,076	0	-31,076		0	0		0		38,908
500 Capital Outlay	0	572		-572		0	0		0		55,707
900 Other objects	0	3,913		-3,913		0	0		0		0
Total Expenditures	0	134,935	0	-134,935		0	0		0		128,208
Net Revenue/Expenses	0	-67,040				0	0				0
Fund Balance - Ending	0	-67,040				0	0				0

Kenosha Unified School District No 1

Budget to Actual Comparison Report

2016 - 2017 District Summary Budget

For the Period Ended 11/30/2016

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All Funds

----- 2017 -----						----- 2016 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	82,218,919	82,218,919				67,552,563	67,552,563				
100 Operating Transfers In	32,620,191	4,301,957		28,318,234	13.19	34,016,813	4,710,044		29,306,769	13.85	32,521,106
200 Local revenues	91,435,084	89,260,303		2,174,781	97.62	94,466,021	91,336,369		3,129,652	96.69	94,049,571
300 Interdistrict revenues	485,000	0		485,000	0.00	400,000	0		400,000	0.00	487,716
500 Intermediate revenues	0	0		0		15,000	12,250		2,750	81.67	15,000
600 State aid	175,407,060	24,178,671		151,228,389	13.78	170,656,695	23,831,615		146,825,080	13.96	170,794,343
700 Federal aid	29,235,322	2,304,236		26,931,086	7.88	29,471,426	2,865,087		26,606,339	9.72	23,847,126
800 Debt proceeds	28,495,000	28,495,000		0	100.00	32,289,240	32,343,932		-54,692	100.17	32,362,626
900 Revenue adjustments	13,475,448	2,597,094		10,878,355	19.27	11,714,695	836,642		10,878,053	7.14	14,462,445
Total Revenues	371,153,105	151,137,260		220,015,845	40.72	373,029,891	155,935,939		217,093,952	41.80	368,539,932

----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	153,331,431	48,196,819		105,134,612	31.43	151,872,242	49,326,061		102,546,181	32.48	149,388,106
200 Benefits	74,189,756	23,455,394	20,634	50,713,728	31.62	77,780,417	25,385,976	2,941	52,391,500	32.64	78,077,332
300 Purchased Services	46,905,936	14,304,193	2,519,178	30,082,565	30.50	35,423,649	11,859,375	2,515,734	21,048,539	33.48	33,701,503
400 Supplies	19,827,747	8,084,181	3,146,598	8,596,968	40.77	17,018,728	5,353,574	3,653,493	8,011,661	31.46	13,681,158
500 Capital Outlay	2,757,304	871,183	2,590,469	-704,348	31.60	2,826,076	820,892	82,922	1,922,262	29.05	2,424,368
600 Debt Services	19,480,917	2,525,983	0	16,954,933	12.97	33,075,370	17,273,038		15,802,332	52.22	33,017,697
700 Insurance	758,584	576,631		181,953	76.01	718,584	643,814		74,770	89.59	827,744
800 Operating Transfers Out	32,620,191	4,301,957		28,318,234	13.19	34,016,813	4,710,044		29,306,769	13.85	32,521,106
900 Other objects	11,438,668	195,294	20,765	11,222,609	1.71	10,574,036	138,667	11,193	10,424,177	1.31	10,235,155
Total Expenditures	361,310,533	102,511,635	8,297,643	250,501,254	28.37	363,305,915	115,511,442	6,266,282	241,528,191	31.79	353,874,169
Net Revenue/Expenses	9,842,572	48,625,624				9,723,976	40,424,497				14,665,763
Fund Balance - Ending	92,061,491	130,844,543				77,276,539	107,977,060				82,218,317

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KENOSHA UNIFIED SCHOOL BOARD
JOINT AUDIT/BUDGET/FINANCE AND
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
November 29, 2016
MINUTES

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Personnel/Policy Committees chaired by Mr. Kunich was called to order at 5:35 P.M. with the following committee members present: Mrs. Snyder, Mr. Falkofske, Mrs. Dahl, Mr. Moore, Mrs. Stephens, Mrs. Shane, Mr. Fellman, Mr. Wade, Mr. Aceto, Mrs. Dawson, Mr. Holdorf, Mr. Kent, Mr. Balk, Mr. Potineni, Mrs. Coleman, and Mr. Kunich. Mrs. Julie Housaman, Chief Academic Officer, was also present. Mrs. Marks, Ms. Stevens, and Mr. Battle were excused. Mr. Wojciechowicz, Mr. Gospodarek, and Mr. Leipski were absent.

Approval of Minutes – October 11, 2016 and November 1, 2016 Joint Audit/Budget/Finance and Personnel/Policy

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

Information Items

Mrs. Housman introduced the Strategic Direction Planning Overview–Teams 3 & 5. She explained that similar to last month's meeting, information prepared by the design teams for Strategic Directions 3 and 5 would be presented at this meeting with remaining Strategic Direction 4 being presented at the January meeting.

Mrs. Annie Petering, Chief Human Resource Officer; Mr. Martin Pitts, Regional Coordinator of Elementary Leadership; Mr. William Haithcock, Principal at Harborside Academy; and Mr. Kurt Sinclair, Principal at Bradford High School; presented Strategic Direction 3 and the correlating objectives and initiatives and then asked Committee members to note their self-reflection thoughts, pair up with another Committee member and share input and/or feedback, and report out comments to the entire Committee.

Mr. Kent, Mrs. Dahl, and Mr. Balk departed the meeting at 7:07 P.M.

Mrs. Tanya Ruder, Chief Communications Officer, presented Strategic Direction 5 and the correlating objectives and initiatives and then asked Committee members to note their self-reflection thoughts, pair up with another Committee member and share input and/or feedback, and report out comments to the entire Committee.

Mrs. Shane left the meeting at 7:23 P.M.

Future Agenda Items

Mr. Kunich indicated that Strategic Directions Planning Overview - Team 4 would be presented in January.

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

Meeting adjourned at 7:45 P.M.

Stacy Schroeder Busby
School Board Secretary

**Kenosha Unified School District
Kenosha, Wisconsin**

**January 10, 2017
Personnel/Policy Standing Committee Meeting**

POLICY 6700—EXTRACURRICULAR ACTIVITIES AND PROGRAMS

Background

The U.S. Department of Education, Office of Civil Rights (OCR), filed a complaint against Kenosha Unified School District alleging discrimination on the basis of sex. More specifically the complaint alleged that the district discriminated against female students at Tremper and Bradford High Schools by denying them an equal opportunity to participate in interscholastic athletics. On October 24, 2012, the Kenosha Unified School District signed a Resolution Agreement to resolve the complaint filed.

Section III of the aforementioned agreement required the district to develop a process or procedure for students or other interested parties, such as coaches or parents, to use to request the addition of new sports or level of sports at Bradford or Tremper and to publish the procedure, including on the district's website.

In response to this finding, Policy 6700 was last updated on November 15, 2016, based on the following recommendations made by legal counsel:

- Include a detailed procedure for adding new extracurricular programs and activities.
- Add federal statutes related to the policy as well as review Wisconsin Statutes, Wisconsin Administrative Code, and cross references currently listed in the policy.

Recent Office of Civil Rights Communication

On November 17, 2016 Kenosha Unified School District received notification from the OCR that additional wording should be added to Policy 6700 to clarify that a request for additional levels of competition in an existing sport is made under this policy. An updated copy of Policy 6700 with the latest OCR required wording added may be found in Appendix A.

Additionally the District is asked to submit a plan to OCR that explains how it will demonstrate compliance to ensure that the interests and abilities of students who are members of the underrepresented sex have been met by the present athletic program for the 2017-2018 school year. In order to meet this criterion the District has extended the October 1, 2016, deadline for

submitting requests for new programs or requests for additional levels of competition in an existing program to February 1, 2017. This has been communicated to the high school students and their families via school newsletters and social media.

Recommendation

Administration recommends that the Personnel/Policy Standing Committee forward the revised Kenosha Unified School District Policy 6700—Extracurricular Activities and Programs—to the board of education for approval as a first reading at the January 24, 2017, meeting and a second reading on February 28, 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

Mr. Bryan Mogensen
Coordinator of Athletics, Physical Education, Health, Recreation, and Senior Center

POLICY 6700

EXTRACURRICULAR ACTIVITIES AND PROGRAMS

Extracurricular activities are recognized as an integral part of the educational program. The District will sponsor such activities which are beneficial to a student's development.

The School Board encourages the full participation of elementary, middle and high school students in extracurricular and recreational programs and activities offered in the District. For purposes of Board policy, "full participation" means fair and equal participation to the extent that the budget, facilities or type of activity allows.

Persons attending any school activity shall conform to the rules and regulations of the school. Persons who refuse to honor these rules can be ejected from the building without monetary admission refunds, may be denied the privilege to attend future events and will be subject to other disciplinary measures as established by District policy.

The District shall not discriminate in admission to any program or activity, standards and rules of behavior, disciplinary actions or facilities usage on the basis of sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. This policy does not, however, prohibit the District from placing a student in a program or activity based on objective standards or individual performance. Discrimination complaints shall be processed in accordance with established procedures.

New program requests **or requests for additional levels of competition in an existing program** shall be submitted in writing to the coordinator of athletics, physical education, health, and recreation by October 1 for new programs to be considered for the following school year. The coordinator will forward the request to a district team comprised of: the superintendent of schools or designee; the building principal; and the coordinator of athletics, physical education, health, and recreation. The team will review the request utilizing the following criteria: financial impact of proposal, availability of facilities, student interest, qualified coaching candidates, Title IX, impact on existing district-approved programs, and the availability of competition in the reasonable geographic area. Where such programs **or additional levels of competition** have current or future budgetary implications, written approval of the superintendent of schools or the board of education will be required.

LEGAL REF.: Federal Statutes

20 U.S.C. §§ 1681	[Prohibition on sex discrimination]
42 U.S.C. 2000d	[Prohibition on race, color, national origin discrimination]
29 U.S.C. § 794	[Prohibition on disability discrimination]

Federal Regulations

34 C.F.R. §§ 106.41	[Prohibition on sex discrimination]
34 C.F.R. § 100.3	[Prohibition on race, color, national origin discrimination]
34 C.F.R. Part 104	[Prohibition on disability discrimination]

Wisconsin Statutes

Sections 118.13	[Student discrimination prohibited]
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POLICY 6700
EXTRACURRICULAR ACTIVITIES AND PROGRAMS
Page 2

120.12(23)	[Board duty; extracurricular activity policy required that encourages full participation of K-8 students]
120.13	[Board power to do all things reasonable for the cause of education]
120.13(1)(a)	[Board power to establish rules of conduct]

Wisconsin Administrative Code

PI 9.03(1) [Extracurricular activity policy required to include nondiscrimination statement]

CROSS REF.: 5110, Equal Educational Opportunities/Discrimination Complaint
5430, Student Conduct and Discipline
6520, Field Trips/Co-Curricular Trips
6710, Student Organizations
6730, Student Social Events/Student Reward Trips
6740, Student Fundraising Activities
6750, Student Contests
6770, Interscholastic Athletics
6780, Public Appearances by Students
Athletic Code of Conduct

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

REVISED: September 24, 1991
January 29, 2002
August 23, 2016
November 15, 2016

Kenosha Unified School District
Kenosha, Wisconsin

January 10, 2017
Personnel/ Policy Standing Committee

School Board Policy 4340 – Reduction in Force

Background

Kenosha Unified School District (“the District”) does not have a reduction in force policy. Previously any layoff or reduction in staff was dictated by terms and conditions of a collective bargaining agreement. Under Act 10, any subject beyond bargaining up to CPI on a base wage is considered an illegal subject of bargaining and therefore layoff and reduction can no longer be a term and condition which can be collectively bargained. In the absence of written language, it is incumbent upon the District to have a policy in place in the event that the District may need to reduce staff.

Policy 4340, Reduction in Force (Attachment C), was created with the input of staff. A committee met weekly to create this policy and accompanying rubric. The committee members involved are reflected in the chart below:

Reduction in Force Committee

Name of Individual	Position	Department/ School
Stacy Cortez	Instructional Coach	Lincoln Middle School
Tia Bishop	Instructional Coach	Jeffrey Elementary School
Mary Limbach	Instructional Coach	
Jennifer Garin	PE Teacher	Lakeview Technology
Krista Lindsley	PE Teacher	
Judy Rogers	HR Coordinator	Office of Human Resources
Rade Dimitrijevic	HR Coordinator	Office of Human Resources
Annie Petering	Chief Human Resource Officer	Office of Human Resources

Policy 4340 captures the essence of traditional language while balancing the interests of the District in maintaining management rights. Previous collective bargaining language referenced seniority and this proposed policy continues to take into consideration length of service in the District. However, it is not the sole controlling factor. When a certified staff member is identified for reduction, the decision will be based on the following criteria:

- Quality of service made to the profession and contribution to the school community beyond the classroom and the school system;
- Adaptability to other assignments (academic and extracurricular), holding multiple certificates and/ or licenses;
- Evidence of professional growth as well as specialized or advanced training;
- Previous history of work assignments; and
- Effectiveness in teaching and in related professional responsibilities supported by evidence (e.g. documented concerns, discipline, etc.).

Please note the word effectiveness is not to be confused with educator effectiveness. We are not considering evaluations or evaluation scores. However, we will be considering discipline and any other documented concerns as we do want to ensure that we are retaining instructional staff who work to ensure the success of every student as noted in strategic direction 3.

To ensure that the policy is implemented consistently the committee developed a rubric. The rubric lists each of these factors and length of service in the District; if all things are equal the employee's continuous years of service with the District in the current position (not job title) is the "tie breaker". If there are two or more teachers with the same date of hire in the current position, we would look at the following:

1. The first contract workday worked by the teacher during his/ her first year of employment.
2. The date the individual contract was approved by the Board of Education.
3. The date the individual contract was signed by the teacher.
4. The date the teacher applied for a teaching vacancy within the District.
5. The time the teacher applied for a teaching vacancy within the District.

The committee defined and provided examples for each of the categories in the rubric. Please note that the examples are not meant to be an exhaustive list. See Attachment A (PowerPoint).

The committee then held five feedback sessions/ reactor groups during the weeks of November 2 – 15, 2016. The committee incorporated the feedback from the reactor groups. See Attachment B (listing of reactor group attendees).

Administrative Recommendation

Administration recommends that the Personnel/ Policy Standing Committee forward proposed Policy 4340 – Reduction in Force to the school board for approval as a first reading on January 24, 2017, and a second reading on February 28, 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering, J.D.
Chief Human Resource Officer



Policy 4340 – Reduction in Force

*KUSD Mission: Provide excellent,
challenging learning opportunities and
experiences that prepare each student for
success.*

Kenosha Unified School District





Policy 4340 Presentation



Policy 4340 – Reduction in Force

- Historical Review

Prior to June 29, 2011, the collective bargaining agreements set forth the terms and condition of identifying individuals for layoff/ reduction in force. Unions could bargain over wages, hours and terms and conditions of employment.

Once Act 10 became effective on June 29, 2011 – Any subject beyond bargaining up to the consumer price index (CPI) on base wage is considered an illegal subject of bargaining. Therefore, reduction in force is an illegal subject of bargaining and therefore cannot be negotiated.

In the absence of any written language, it is up to the Districts to create policy and for School Boards to approve policy.



Policy 4340 – Reduction in Force

- **Mission:** Provide excellent, challenging learning opportunities and experiences that prepare each student for success.
- **Vision:** To be Wisconsin's top performing urban school district that is highly regarded for continuously exceeding all expectations.
- **Strategic Direction 3** – Retain and recruit highly qualified staff who work to ensure the success of every student.



POLICY 4340 – Reduction in Force

- **Rationale for Reduction in Force Policy**

- Declining Enrollment***

District-wide, enrollment decreased -332 students, from 22,261 students in 2015-16 to 21,929 students in 2016-17. As noticed in 2009-10, Kenosha Unified continues to experience the effects of large declines in enrollments due to decline in birth rates. In both 2009 and 2010, over 200 less births were reported compared to previous years. This trend has impacted prekindergarten, kindergarten, and grade 1. The District's enrollment for the past six (6) years is shown below.

School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Enrollment	22,978	22,639	22,676	22,474	22,261	21,929

Policy 4340 – Reduction in Force

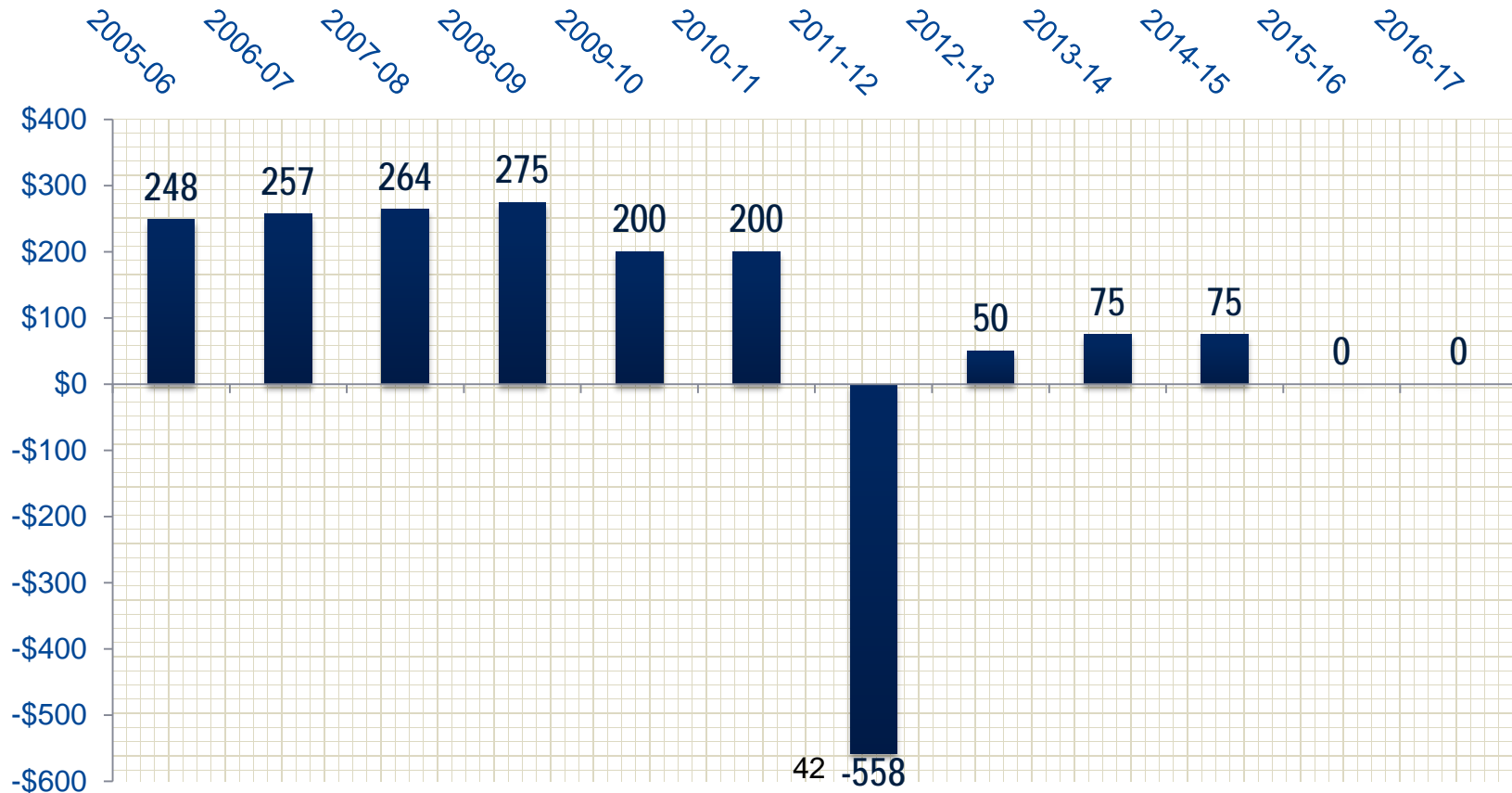
- Rationale for Reduction in Force Policy

State Funding* - data in slides 6, 7, and 8 provided by Tarik Hamdan, Chief Financial Officer.



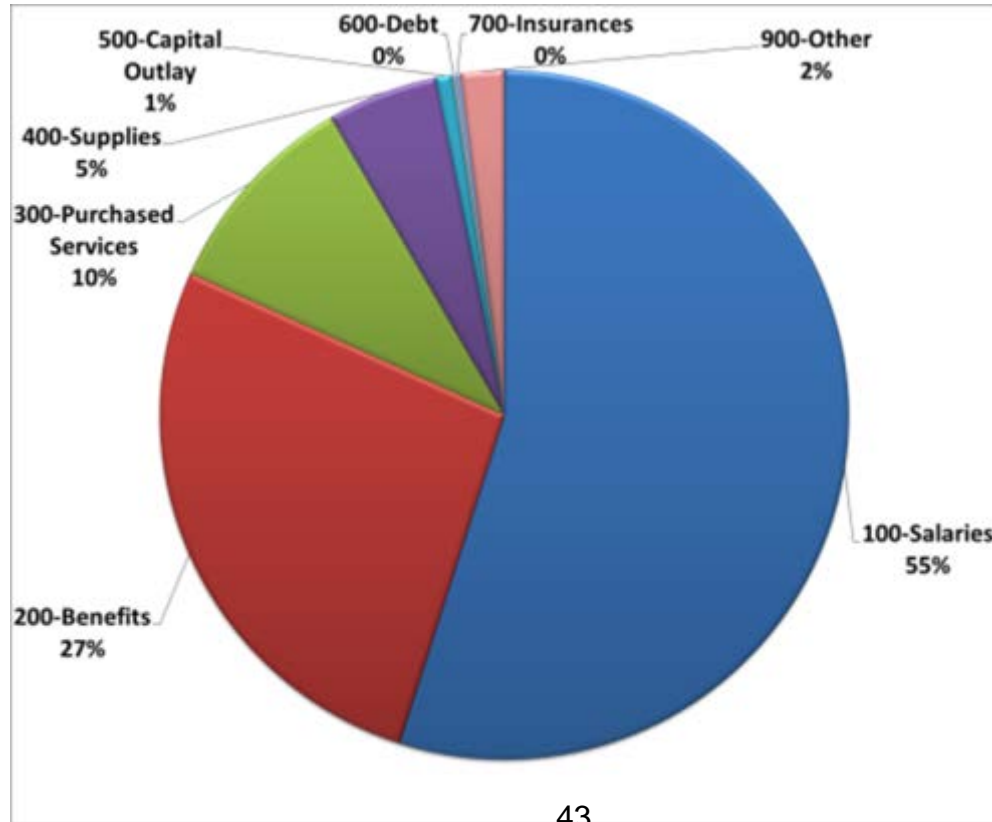
POLICY 4340 – Reduction in Force

Allowable Per Member Revenue Increase/ Decrease



POLICY 4340 – Reduction in Force

KUSD Budgeted Operating Expenses (2016-2017)



Salaries and Benefits consume **82%** of the KUSD Operating Budget

POLICY 4340 – Reduction in Force

- What are the implications of declining enrollment?
- What are the implications of state funding?



POLICY 4340 – Reduction in Force

- District Reduction in Force Committee
 - Teachers, Instructional Coaches, HR personnel
- Scholarly Articles
- Surveyed Other School Districts



POLICY 4340 – Reduction in Force

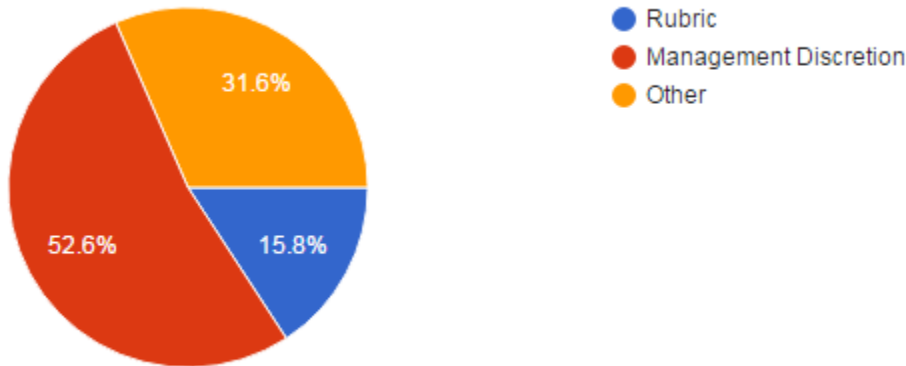
- When a certified employee (anyone holding a teaching contract with Kenosha Unified School District) is identified for reduction, the decision will be based on the following criteria (in no particular order):
 - **Quality of service** made to the profession and contribution to the school community beyond the classroom and the school system;
 - **Adaptability to other academic assignments**, holding multiple certificates and/ or licenses;
 - **Evidence of professional growth** as well as specialized or advanced training;
 - **Previous history** of work assignments; and
 - **Effectiveness** in teaching and in related professional responsibilities supported by evidence (e.g., documented concerns, discipline).



POLICY 4340 – Reduction in Force

What are other Districts doing in terms of a reduction in force policy, do they have a rubric?

- We surveyed 71 other school districts. Of the 71, 29 districts responded. Of the 29 who responded, an overwhelming majority apply their reduction in force policy based on management discretion.



*Other – most respondents cited that reduction will be based on the needs of the district.

*Management discretion means that management has the ability to make independent judgment and decisions based on the best outcome for the entity.



POLICY 4340 – Reduction in Force

Of the 15.8% of Districts who use a rubric, the following are some of the factors other Districts incorporated into their policies and respective rubrics:

- Type, quantity, and quality of service made to the teaching profession, staff member performance as determined by the District, formal and informal evaluations and contributions to the school district beyond the classroom;
- Flexibility and adaptability to other assignments (academic and extracurricular) and multiple licenses that meet the needs of the district;
- Evidence of professional growth as well as specialized skills or advanced training;
- Previous history of relevant and effectiveness in grade levels and subject areas taught;



POLICY 4340 – Reduction in Force

Of the 15.8% of Districts who use a rubric, the following are some of the factors other Districts incorporated into their policies and respective rubrics (ctd):

- Effectiveness in teaching and in related professional responsibilities evidenced by teacher evaluation;
- Demonstrated ability to work collaboratively with others on school initiatives;
- Teaching performance, contributions outside of classroom, certification, years of service, previous teaching levels;
- Adaptability;



POLICY 4340 – Reduction in Force

Of the 15.8% of Districts who use a rubric, the following are some of the factors other Districts incorporated into their policies and respective rubrics (ctd):

- The need for the services that the teacher performs;
- The certification of teacher;
- The experience of teacher;
- The teacher's contributions to the school community;
- The potential disruption to the building and/or other buildings' staffing;
- The teacher's evaluations and performance relative to other teachers; and
- The likelihood of success of new staffing plans



POLICY 4340 – Reduction in Force

- If reduction in force is necessary, before applying the rubric, administrators are first encouraged to seek out volunteers for reassignment, if an available position is open.
- Reduction in Force rubric created to ensure Policy 4340 is applied with consistency.



POLICY 4340 – Reduction in Force

Below is an example of the Reduction in Force rubric. Each category must be answered with a “yes” or “no”. The employee who receives the most number of “no” categories will be identified for reduction. An employee’s continuous years of service with the District in the current position (not job title) will be the tie breaker if all other categories are equal.

Employee Name	Quality of Service	Additional Certifications/ Professional Licensure	No Discipline	No Documented Concerns	Professional Growth	Years of Experience in Current Profession (HR)	Total "Y"	Total "N"	Years of Cts Service in the District (Tie Breaker)
Staff A	Y	Y	N	Y	Y	Y	5	1	12
Staff B	N	Y	N	N	Y	Y	3	3	3
Staff C	Y	Y	N	Y	Y	Y	5	1	8

POLICY 4340 – Reduction in Force

Rubric Definitions and Examples

QUALITY OF SERVICE	
Definition	Quality of service means voluntarily going above and beyond an individual's general job duties and responsibilities by contributing to the school, the District or the community in a leadership capacity in two or more unpaid or paid activities (within the past three years), that may be directly related to the employee's profession. Evidence must be provided for each area of quality of service considered.
Example	Building and/ or District leadership activities, leading fundraiser drive, completed coaching cycle, mentoring other teachers, advisory positions, department chair, school club activity leader/ supervisor, tutoring services, applying professional learning, PBIS/ Rtl universal team, parent engagement (PTO night presentation, parent engagement night coordination), serving on district/school committees (e.g. curriculum, design teams, strategic direction teams, etc.), safety patrol, intramurals, extracurricular, etc.

POLICY 4340 – Reduction in Force

What do you like about this category?



POLICY 4340 – Reduction in Force

What is missing from this category?



POLICY 4340 – Reduction in Force

Rubric Definitions and Examples

ADDITIONAL CERTIFICATION and PROFESSIONAL LICENSURE

Definition	The employee holds appropriate WI license/ certification for current position and possesses additional WI certifications that allow administration to create flexibility in scheduling so that the needs of all students are met. <i>Evidence must be provided to demonstrate certification and licensure.</i>
Example	Elementary teacher who has reading certification in addition to general elementary ed. certification, elementary teacher who has a kindergarten and/ or early childhood certification(s), physical education teacher who possesses health certification/adaptive PE, business teacher who possesses marketing certification.



POLICY 4340 – Reduction in Force

What do you like about this category?



POLICY 4340 – Reduction in Force

What is missing from this category?



POLICY 4340 – Reduction in Force

Rubric Definitions and Examples

NO DISCIPLINE

Definition	Employee has not had progressive discipline in the form of verbal and/ or written warnings, and /or suspensions issued within the past three years. Performance discussion worksheets are not disciplinary in nature and will not be considered under this category. <i>Evidence must be provided of any discipline that is considered.</i>
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POLICY 4340 – Reduction in Force

What do you like about this category?



POLICY 4340 – Reduction in Force

What is missing from this category?



POLICY 4340 – Reduction in Force

Rubric Definitions and Examples

NO DOCUMENTED CONCERNS

Definition

Employee is not currently on a performance improvement plan and has not had two or more performance discussion worksheets within the current year.
If considering performance discussion worksheets within the current year, evidence of follow-up emails to the employee must be provided.

Example

Examples of Formal Performance Concerns: if an employee is identified for consecutive summary year evaluation (out of sequence); employee is on a formal performance improvement plan; manager/ supervisor has correspondence supporting performance discussion meetings

POLICY 4340 – Reduction in Force

What do you like about this category?



POLICY 4340 – Reduction in Force

What is missing from this category?



POLICY 4340 – Reduction in Force

Rubric Definitions and Examples

PROFESSIONAL GROWTH	
Definition	Employee remains current in position by participating in two or more non-mandated professional learning opportunities that are directly related to the position or school/district initiatives <i>within the past three years. Evidence must be provided for each incident of professional growth considered.</i>
Example	Employee takes Google classes, participates in PLTW training, PBIS training, taking courses to enhance professional growth, attends professional conferences/summit/workshops, etc. Additional specialized training in CPR, AED, first aid, NCI, trauma, IBE, EL, AP.

POLICY 4340 – Reduction in Force

What do you like about this category?



POLICY 4340 – Reduction in Force

What is missing from this category?



POLICY 4340 – Reduction in Force

Rubric Definitions and Examples

YEARS OF RELEVANT EXPERIENCE IN CURRENT POSITION

Definition	Employee has 5 or more years of full time years of relevant experience. Relevant means closely connected to the employee's profession/occupation. <i>Evidence must be provided for consideration.</i> Principal/manager/supervisor will need to contact the Office of Human Resources to obtain this information. Cuban, Larry. <i>How Long Does it Take to Become a Good Teacher?</i> 2010.
Example	Prior administrative experience in education would translate into relevant years of experience for certified staff; prior teaching experience for instructional coaches; prior relevant private sector experience for school counselors.



POLICY 4340 – Reduction in Force

What do you like about this category?



POLICY 4340 – Reduction in Force

What is missing from this category?



POLICY 4340 – Reduction in Force

- Although length of service in the District will be considered when reducing the workforce, it will not be the sole deciding factor in any decision regarding a reduction in force. Employees who are reduced do not have any right to displace another employee.



POLICY 4340 – Reduction in Force

If after applying the rubric, you have multiple employees with the same number of “yes” or least amount of “no” in each of the categories, then principal/ manager/ supervisor would consider years of continuous service within the District in the current position (not job title).

Employee Name	Quality of Service	Additional Certifications/ Professional Licensure	No Discipline	No Documented Concerns	Professional Growth	Years of Experience in Current Profession (HR)	Total "Y"	Total "N"	Years of Cts Service in the District (Tie Breaker)
Staff A	Y	Y	N	Y	Y	Y	5	1	12
Staff B	N	Y	N	N	Y	Y	3	3	3
Staff C	Y	Y	N	Y	Y	Y	5	1	8

POLICY 4340 – Reduction in Force

- In considering years of continuous service with the District (i.e. seniority), if you have two or more teachers with the same date of hire you would look at the following:
 1. The first contract workday worked by the staff member holding teaching contract with the District, during his/ her first year of employment.
 2. The date the individual contract was approved by the Board of Education.
 3. The date the individual contract was signed by the teacher.
 4. The date the teacher applied for a teaching vacancy within the District.
 5. The time the teacher applied for a teaching vacancy within the District.



POLICY 4340 – Reduction in Force

What is missing from the consideration of the tie breaker regarding the years of continuous service ?



POLICY 4340 – Reduction in Force

- Certified staff, who are non-renewed or terminated as a result of a reduction in force, and all other employees selected for layoff or reduction in force will retain his/her original date of hire for purposes of determining wages and other benefits that apply, should the employee return to employment with the District within one (1) year from the date of reduction; however, the time spent away from the District shall not be counted towards years of service in the District.



POLICY 4340 – Reduction in Force

- Certified staff, who are non-renewed or terminated by the District as a result of a reduction in force, and all other employees selected for layoff or reduction in force may apply for any open position for which he/she is qualified, but he/she does not have any right to be recalled to a position. Employees will be hired based on the needs and best interest of the District.



POLICY 4340 – Reduction in Force

- Elimination of position does not necessarily mean the employee occupying the position will be dismissed. The District, may within its sole and exclusive discretion, reassign the employee identified for reduction to another open position.



POLICY 4340 – Reduction in Force

- In the event of a district-wide reduction in force, each building will identify individuals to be reduced by using the rubric and then a pool of identified individuals will be created for review by the Office of Human Resources.



POLICY 4340 – Reduction in Force

Does policy 4340 and the rubric support and carry out the District's mission, vision and strategic direction 3?



POLICY 4340 – Reduction in Force

Works Cited

1. Declining enrollment data (shown in slide 5) provided by the Office of Educational Accountability.
2. State funding data (shown in slides 6, 7, and 8) provided by Tarik Hamdan, Chief Financial Officer.
3. Natale, C. F., Bassett, K., Gaddis, L., & McKnight, K. (2014) *Creating sustainable teacher career pathways: A 21st century imperative*. Arlington, VA: Pearson Education & National network of State Teachers of the Year.
4. Carroll, T. G., & Foster, E. (2010) *Who Will Teach? Experience Matters*. Washington, DC: National Commission on Teaching and America's Future.
5. Cuban, L. (2010) *How Long Does It Take To Become a "Good" Teacher?* Blog, Larry Cuban on School Reform and Classroom Practice, Wordpress.
6. Ericsson, K.A., Prietula, M.J., & Cokely, E. T. (July-Aug 2007) *The Making of an Expert*. Boston, MA: Harvard Business Review.
7. Rhoden, S. (May 2015) *What It Means to Be a "Proficient" Teacher*. Blog, Stuart Rhoden, Huffington Post.
8. Babauta, L. (Nov 2009) *The Only Way to Become Amazingly Great at Something*. Blog, Leo Babauta, Zen Habits.

POLICY 4340 – Reduction in Force

Thank You

RIF RUBRIC FEEDBACK SESSION ATTENDEES

NAME	POSITION	SESSION
Aguilar, Sarah	Instructional Coach	11/2/2016
Bosco, Anna	Instructional Coach	11/2/2016
Daley, Starlynn	MS Principal	11/2/2016
Dimitrijevic, Rade	HR Coordinator	11/2/2016
Erwin, Karla	Instructional Coach	11/2/2016
Knecht, Steven	HS Principal	11/2/2016
Knight, Jennifer	Assistant Principal	11/2/2016
Kotz, Maria	HS Principal	11/2/2016
Loewen, Suzanne	Elementary Principal	11/2/2016
Ratliff, Nola	Elementary Principal	11/2/2016
Rogers, Judy	HR Coordinator	11/2/2016
Rohde, Luanne	Admin Pre-School Ed	11/2/2016
Walsh, Kathleen	Elementary Principal	11/2/2016
Casper, Anthony	Assistant Principal	11/7/2016
Gorski, Steven	Instructional Coach	11/7/2016
Heimstead, Bridget	Instructional Coach	11/7/2016
Heusdens, Keri	Teacher Consultant	11/7/2016
Huck, Terri	MS Principal	11/7/2016
Hylinski, Kyla	Instructional Coach	11/7/2016
Mayes, Nicole	Assistant Principal	11/7/2016
Miceli, Amy	Instructional Coach	11/7/2016
Pederson, Sarah	Instructional Coach	11/7/2016
Riedlinger, Amy	Assistant Principal	11/7/2016
Schroeder, Camille	Elementary Principal	11/7/2016
Seivert, Jennifer	Instructional Coach	11/7/2016
Steren, Lynne	Instructional Coach	11/7/2016
Taylor, Mandy	Instructional Coach	11/7/2016
Andersson, Angela	Elementary Principal	11/9/2016
Easley, Cherise	Elementary Principal	11/9/2016
Fitzgerald, Patty	Instructional Coach	11/9/2016
Gayle, Shane	Elementary Principal	11/9/2016
Geiger, Brian	Assistant Principal	11/9/2016
Graf, Carol	Instructional Coach	11/9/2016
Hamilton-Perry, Ursula	Elementary Principal	11/9/2016
Hribal, Alicia	Elementary Principal	11/9/2016
Jackson-Lewis, Yolanda	Elementary Principal	11/9/2016
Kaufmann, Joel	Elementary Principal	11/9/2016
Kennow, Scott	Regional Coordinator	11/9/2016
McGovern, Sam	Instructional Coach	11/9/2016
Nelson, Kari	Instructional Coach	11/9/2016
O'Neill, Katie	Instructional Coach	11/9/2016
Walls, Ruth	Instructional Coach	11/9/2016
Baumgart, Andrea	Instructional Coach	11/14/2016
Benzaquen, Eitan	Principal	11/14/2016
Gaudio, Kristy	Instructional Coach	11/14/2016
Geyer, Chris	Assistant Principal	11/14/2016
Gifford, Denise	Instructional Coach	11/14/2016

RIF RUBRIC FEEDBACK SESSION ATTENDEES

NAME	POSITION	SESSION
Giorno, Deb	Assistant Principal	11/14/2016
Grajera, Jackie	Elementary Principal	11/14/2016
Johnson, Kurt	Elementary Principal	11/14/2016
Lalonde, Wendy	Elementary Principal	11/14/2016
Makowka, Michael	Assistant Principal	11/14/2016
Nelson, April	Elementary Principal	11/14/2016
Santelli, Michelle	Assistant Principal	11/14/2016
Tenuta, Dan	HS Principal	11/14/2016
Topel, Blake	Instructional Coach	11/14/2016
Yee, Sarah	Instructional Coach	11/14/2016
Bar-Din, Jonathan	Elementary Principal	11/15/2016
Barnhart, Trent	Assistant Principal	11/15/2016
Burns, Michelle	Learning Facilitator	11/15/2016
Cascio, Jody	Elementary Principal	11/15/2016
Clements, Becky	Instructional Coach	11/15/2016
Dahlk, Chad	MS Principal	11/15/2016
Gedig, Bonnie	Instructional Coach	11/15/2016
Gifford, Vicki	Instructional Coach	11/15/2016
Haithcock, William	HS Principal	11/15/2016
Muhammad, Sheb	Elementary Principal	11/15/2016
Schneider, Jolene	Elementary Principal	11/15/2016
Sturino, Duane	Teacher Consultant	11/15/2016
Sulamayo, Julie	Instructional Coach	11/15/2016
Wilson, Ellen	Instructional Coach	11/15/2016
Zoerner, Margo	Learning Facilitator	11/15/2016

POLICY 4340
REDUCTION IN FORCE

At times it may be necessary to reduce the number of staff employed by the District. Employees will be selected for layoff/ reduction based on the needs and the best interest of the District. In the event the District, in its sole discretion, determines it is necessary to reduce the number of staff, the District will provide consideration for the exceptional individual without exclusive emphasis on date of hire.

The elimination of a position does not necessarily mean the employee occupying the position will be dismissed. The District, may, within its sole and exclusive discretion, reassign the employee holding the position identified for reduction to another open position for which he/she qualifies.

When selecting certified employees for reduction, the decision will be based on the following criteria (in no particular order):

- Quality of service made to the profession, staff member performance as determined by the District, and contribution to the school community beyond the classroom and the school system;
- Adaptability to other academic assignments , holding multiple certificates and/ or licenses;
- Evidence of professional growth as well as specialized or advanced training;
- Previous history of work assignments; and
- Effectiveness in teaching and in related professional responsibilities supported by evidence (e.g. documented concerns, discipline, etc.).

Although length of service in the District will be considered when reducing the workforce, it will not be the sole deciding factor in any decision regarding a reduction in force. Employees selected for reduction do not have any right to displace other employees.

When possible, the District will provide the employee subject to reduction in force thirty (30) days written notice; however, based on the circumstances, the District expressly reserves the right to notify an employee of reduction in force with less than thirty (30) days written notice.

Certified staff, who are non-renewed or terminated as a result of a reduction in force, and all other employees selected for layoff or reduction in force will retain his/her original date of hire for purposes of determining wages and other benefits that apply, should the employee return to employment with the District within one (1) year from the date of reduction. However, the time spent away from the District shall not be counted towards years of service in the District.

Certified staff, who are non-renewed or terminated by the District as a result of a reduction in force, and all other employees selected for layoff or reduction in force may apply for any open position for which he/she is qualified, but he/she does not have any right to be recalled to a position. Employees will be hired based on the needs and best interests of the District.

LEGAL REF.: Wisconsin Statutes
 118.22 (Renewal of Teacher Contracts)
 66.0509

CROSS REF.: 4330 – Staff Selection and Hiring Process

AFFIRMED : February 28, 2017



KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
November 29, 2016
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Wade was called to order at 7:48 P.M. with the following committee members present: Mr. Garcia, Mrs. Snyder, Mrs. Hamilton, Mrs. Karabetsos, Dr. Werwie, and Mr. Wade. Mrs. Julie Housaman, Chief Academic Officer, was also present. Dr. Evans, Ms. Riese, and Mr. Ghouse were absent.

Approval of Minutes – October 11, 2016 Joint Personnel/Policy and Curriculum/Program and October 11, 2016 and November 1, 2016 Curriculum/Program

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

ALiCE Lesson Plans

Dr. Bethany Ormseth, Chief of School Leadership, introduced the ALiCE Lesson Plans and indicated that the actual lesson plans were distributed and presented at last month's meeting; however, the item was brought back this month to ensure committee members had enough time to process the lesson plan content. Dr. Ormseth acknowledged receipt of feedback from Dr. Werwie via email prior to the meeting and then asked for any additional feedback from committee members. Dr. Ormseth noted feedback and answered questions from committee members.

Summer School 2016 Update and Summer School 2017 Program Recommendations

Mrs. Patricia Clements, Coordinator of Talent Development, presented the Summer School 2016 Update and Summer School 2017 Program Recommendations which included information on summer school objectives and course offerings at the elementary, middle and high school levels. Mrs. Housman presented the Summer School 2016 Program Recommendation which included both Grant and Jefferson Elementary Schools providing a summer program for 2017, rather than through the Regional Site Partner School Plan where they alternate the program at their schools. Mrs. Clements and Mrs. Housaman answered questions from committee members.

Mrs. Karabetsos asked for information on the number of students on the waiting list for summer physical education. Mrs. Clements indicated that she would provide that information.

Mr. Garcia moved to forward the Summer School 2016 Update and Summer School 2017 Program Recommendations to the Board for approval. Dr. Werwie seconded the motion. Unanimously approved.

Information Item

There were no informational items.

Future Agenda Items

Mr. Wade indicated that the Building Lifelong Trust, the Gifted and Talented Report, the graduation Committee Recommendations and the 2015-2016 Four-Year Graduation Rate-Cohort Analysis would be presented in January.

Meeting adjourned at 8:08 P.M.

Stacy Schroeder Busby
School Board Secretary

**Kenosha Unified School District
Kenosha, Wisconsin**

**January 10, 2017
Curriculum/Program Committee**

Building Lifelong Trust

Background

The Kenosha Police Department approached KUSD to collaborate on a program connecting high school students with Kenosha police officers in the Fall of 2016. The design of the program facilitates conversation and dialogue between KUSD high school students and the Kenosha Police Department. The program titled, **Building Lifelong Trust** (BLT) written by the Kenosha Police Department and the program is broken down into seven distinct lessons. The recommendation is for BLT to be scheduled at Bradford High School, second semester of the 2016-2017 school year with expansion to Tremper, Indian Trail and Reuther during the 2017-2018 school year. BLT has the approval and support of Kenosha Police Department Chief, Dan Miskinis.

Program Details

The program includes up to 12 students. The program runs 7 weeks concurrently (**Attachment A**). The students meet with police officers one time per week. The program will run during non-instructional time. The officers conducting the program will be the school resource officer and Officer Felicia Labatore, who represent the Kenosha Police Department. There is no cost to the district for this program.

Bradford High School administration and Kenosha Police Department representatives will hold parent meetings prior to the start of the program. Parents have the opportunity to review the lessons and must give permission for their child prior to participation. Parents or students can opt out at any time during the 7 week course.

Student volunteers for the BLT program will be solicited from the student body. Final participants will be chosen based on student schedule availability. Parents of this group of students will be contacted for an informational meeting, review of lesson plans, permission slips, etc. Bradford High School and the Kenosha Police Department will collect feedback from students after the completion of the program. This feedback and evaluation process will drive program adjustments. See attachment A for the seven lessons.

Recommendation

It is recommended that the Curriculum/Program Standing Committee forward the Building Lifelong Trust program report to the School Board for consideration at its January 24, 2017, regular board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent

Dr. Bethany Ormseth
Chief of School Leadership

Dr. Kurt Sinclair
Principal, Bradford High School

Building Lifelong Trust Curriculum

In partnership with:

Kenosha Police Department



Kenosha Unified School District



Week 1

Introductions



Week 1 - Introductions

Goal:

Officers will begin to build relationships with the students by providing a laid back environment that is comfortable and welcoming.

Explanation of program

Review of the topics that will be discussed each week.

Lesson:

1. Welcome students
2. Have students write out their name cards
3. Reasons why we are here
 - a. Build trust
 - b. Get to know each other as individuals
 - c. Give them a safe place to voice their concerns
 - d. Expectations on both sides of the table
4. Welcome
5. Officer introductions
Name, marital status, education, hobbies, why you became an officer, what positions you have held, what you currently do, tell a story to make them laugh
6. Student introductions
Name, grade, school activities, what do you want to be when you grow up, why did you agree to join the group
7. 4 Pillars Activity
A large sheet of paper will be placed on four different walls. The students will be asked to go to each sheet and write as much as they would like. The topics will then be discussed and if more time is needed to cover all of the information listed, we will use other days when time is available.

Statements to be written on each of the 4 sheets:

- a. What are some good experiences you have had with the police?
- b. What are some negative experiences you have had with the police?
- c. What are some rumors you have heard about the police?
- d. What are questions you have about the police?

8. Ask students to write down 3 things they learned from the day's session and discuss.
9. Thank the students for agreeing to be a part of the group.
(Great to meet each of them, have a great week, and see them next week same time - same place).

Week 2

Descriptions & Scenarios



Week 2 – Descriptions & Scenarios

Goal:

To gain an understanding of the importance of giving good descriptions.

- Have students be able to describe a situation.
- Provide information on reasonable suspicion and probable cause.

Lesson:

1. Welcome students back and ask about their week.
2. Recap information from Week 1
3. Description Exercise - show slide for 1 minute.
 - a. Hand out paper and pens and ask students to write down descriptions of the person in the slide.
 - b. Many different descriptions will be given: male, female, white, black, Asian, clothing etc. Officers will write down all of the answers to show the variety of descriptions.
 - c. Discuss how all of the students were offered the same opportunity, distance and time frame to see the same person, yet the descriptions are all different.

4. What is Reasonable Suspicion?

Definition:

Reasonable suspicion is a standard established by the Supreme Court in a 1968 case in which it ruled that police officers should be allowed to stop and briefly detain a person if, based upon the officer's training and experience, there is reason to believe that the individual is engaging in criminal activity. The officer is given the opportunity to freeze the action by stepping in to investigate. Unlike probable cause that uses a reasonable person standard, reasonable suspicion is based upon the standard of a reasonable police officer.

5. What is Probable Cause?

Definition:

According to the Supreme Court, probable cause to make an arrest exists when an officer has knowledge of such facts as would lead a reasonable person to believe that a particular individual is committing, has committed or is about to commit a criminal act. The officer must be able to articulate the facts and circumstances forming the basis for probable cause.

- a. This is why if you ever call the police, the dispatcher will ask a lot of questions. They then provide the information to the responding officer.
- b. Additional discussion about this scenario?

6. Listen to Dispatch calls
 - a. Call #1
 - b. Discuss the call: What was the call? What was the description?
Any other helpful information given.
7. Hand out description sheets. The students will fill in the information while listening to each call.
 - a. Call #2
 - b. Discussion
 - c. Call #3
 - d. Discuss
 - e. Call #4
 - f. Discuss
8. Next Slide. What are some reasons why you think witnesses or victims get descriptions wrong or incomplete? Discuss before moving on to the next slide.
 - a. Next slide.
Go over answers, stress, anxiety, poor observation skills, all of the above.
9. Write down 3 things that you learned today.

Week 3

*Police Stops, Behavior and
Ordinances*



Week 3 – Police Stops, Behavior and Ordinances

Goal:

Mutual understanding of expected behavior during police contacts

Lesson:

1. Welcome students back and ask about their week.
2. Recap information from week 2.
3. Ask students about the different ways to have contact or interact with officers. Officers are to write down the students' answers on a large sheet of paper that is hung on the wall. Then compare to the next slide. Discuss each type of contact. Ask the students to give examples if they have had any contacts with officers.
4. Next Slide. Discuss Mutual expectations during police contacts.
 - a. Mutual respect. Looking at each other while talking.
 - b. Identification. Officer and person should both identify themselves. Officer should explain the reason for the contact.
 - c. Communication. Verbal & physical. Examples of both the officer and person. Ask students to give examples.
 - d. Safety. Environment.
Examples: Dark alley vs. bright daytime in an open park. High-crime area vs. low-crime area. Students give examples.
 - e. Any other mutual expectations students want to discuss.
5. What is an Ordinance?
An ordinance is a municipal law, rule, or regulation that applies to a specific town or city limits. Because each city has their own set of ordinances, the different violations can be very broad.
 - a. What does an ordinance mean to you?
If you are in violation of an ordinance, you could receive a ticket.
 - b. How is an ordinance created?
Each area in the city limits has an elected alderman. If a citizen has an idea for a new ordinance, the information could be brought to their Alderman. The Alderman would then bring it to the City Attorney. In the end, the City Council would vote on it and a new ordinance could be created.

Provide an explanation that police officers taken an oath to enforce the laws, but they do not create the laws.

- c. Enforcement
If you are in violation of an ordinance, you could be given a ticket. If you are under the age of 18, your parent would also receive a copy of the ticket.
- d. Consequences
If you don't pay the ticket or show up for the scheduled court date, your driver's license will be suspended. If you are 17 years old, you are considered

an adult. If you don't pay or show up for court, you could eventually receive jail time.

If you are under 17 years old, you can ask for community service on the 1st offense and then you wouldn't have to pay the fine and it could be dismissed.

6. Trivia Game

Have students decide if a scenario is an ordinance violation- yes or no. Divide students into 2 groups and each student will have a turn to be the representative for each group and answer the question.

- | | |
|--|------------|
| • Throwing a snowball at a person or property | Yes |
| • Leaving a refrigerator on curb with doors still on | Yes |
| • Swimming with no life guard on duty | No |
| • You can only have 6 rummage sale days in a year | Yes |
| • Caught cheating on a test | No |
| • Sitting in a car for more than 2 hours in a neighborhood | No |
| • Letting your cat out without a leash | Yes |
| • Ordering in a drive thru on a bike | No |
| • Walking in the street interfering with the flow of traffic | Yes |
| • Making your muffler to be louder than originally made | Yes |
| • Minor getting a piercing other than in the ears | No |
| • Owning more than 2 pit bulls | No |
| • Asking for money at a public place | Yes |
| • Hearing a car stereo more than 50 feet away | No |
| • Wearing headphones while riding your bike | No |

The winning team gets gift certificates for free ice cream from Culver's.

7. Write down 3 things you learned today and discuss.

Week 4

Laws Common for You



Week 4 - Laws and how they affect Juveniles

Goal

Some of the common laws that juveniles often see. What do they mean? What are the consequences?

Overview of the Juvenile Justice System and how it works depending on age.

Lesson

1. Welcome students back and ask about their week.
2. Recap information from Week 3.
3. Next Slide. What are the different age groups for crimes?
 - a. 12-15 years old Ordinances
 - b. 16 years old Traffic
 - c. 17 years old Adult for Ordinances, Domestic Violence and Physical Abuse of a Child. Could go to jail..
 - d. 18 years old All adult
 - e. What does "waived into adult court mean?"
4. Next Slide. Show the Slender Man video and discuss the case. Ask the students' opinions about the case and whether they believe that the girls should be waived into adult court for the crime.
5. Laws most common to Juveniles
 - a. Disorderly Conduct.
Engage in violent, abusive, indecent, profane, boisterous, unreasonably loud, or otherwise disorderly conduct under circumstances in which such conduct tends to cause or provoke a disturbance.
 - b. Battery.
Cause bodily harm to another by any act done with intent to cause bodily harm to that person or another without the consent of the person so harmed.
 - c. Theft
Intentionally take and carry away, use, transfer, conceal, or retain possession of movable property of another, the value of which does not exceed Three Hundred (\$300.00) Dollars without his/her consent and with intent to deprive the owner the permit.
 - d. Curfew
No minor person under eighteen (18) years of age shall be in any public place between the hours of 10:30 P.M. and 6:00 A.M., Sunday through Thursday, and 12:00 Midnight to 6:00 A.M., Friday and Saturday, unless such minor is accompanied by an adult person having legal custody of such minor, or unless such minor is in the performance of an errand or a duty directed by the adult having legal custody of such minor, or whose employment makes it necessary for such minor to be in such public place. Unless there exists a reasonable necessity therefor, no person having legal custody of such minor shall permit

said minor in any public place during the hours specified in the above paragraph.

- e. Truancy
- f. Runaway
- g. Domestic Violence.
- h. Physical Abuse of a Child

(1) **DEFINITIONS.** In this section, "recklessly" means conduct which creates a situation of unreasonable risk of harm to and demonstrates a conscious disregard for the safety of the child.

(2) **Intentional Causation of Bodily Harm.**

- (a) Whoever intentionally causes great bodily harm to a child is guilty of a Class C Felony.
- (b) Whoever intentionally causes bodily harm to a child is guilty of a Class H Felony.
- (c) Whoever intentionally causes bodily harm to a child by conduct which creates a high probability of great bodily harm is guilty of a Class F felony.

i. **Sexual assault of a Child**

(1) **FIRST DEGREE SEXUAL ASSAULT.**

- (a) Whoever has sexual contact or sexual intercourse with a person who has not attained the age of 13 years and causes great bodily harm to the person is guilty of a Class A felony.
- (b) Whoever has sexual intercourse with a person who has not attained the age of 12 years is guilty of a Class B felony.
- (c) Whoever has sexual intercourse with a person who has not attained the age of 16 years by use or threat of force or violence is guilty of a Class B felony.
- (d) Whoever has sexual contact with a person who has not attained the age of 16 years by use or threat of force or violence is guilty of a Class B felony if the actor is at least 18 years of age when the sexual contact occurs.
- (e) Whoever has sexual contact or sexual intercourse with a person who has not attained the age of 13 years is guilty of a Class B felony.

(2) **SECOND DEGREE SEXUAL ASSAULT.**

Whoever has sexual contact or sexual intercourse with a person who has not attained the age of 16 years is guilty of a Class C felony.

J. **Bomb Threat Terrorist threats.**

- (1) Whoever, under any of the following circumstances, threatens to cause the death of or bodily harm to any person or to damage any person's property is guilty of a Class I felony:
 - (a) The actor intends to prevent the occupation of or cause the evacuation of a

building, dwelling, school premises, vehicle, facility of public transportation, or place of public assembly or any room within a building, dwelling, or school premises.

- (b)** The actor intends to cause public inconvenience.
- (c)** The actor intends to cause public panic or fear.
- (d)** The actor intends to cause an interruption or impairment of governmental operations or public communication, of transportation, or of a supply of water, gas, or other public service.
- (e)** The actor creates an unreasonable and substantial risk of causing a result described in par. (a), (b), (c), or (d) and is aware of that risk.

(2) Any person who violates sub. (1) and thereby contributes to any individual's death is guilty of a Class G felony.

j. Drugs/OWI

k. Sexting

l.

6. Next Slide. Review the Juvenile statistics for Kenosha.

7. Write down 3 things you learned today and discuss.

Week 5

Mental Health, Drug & Alcohol



Week 5 - Mental Health, Drugs and Alcohol

Goal

Understanding that mental health issues affect 1 in 4 people and the common diagnosis.
Effects of Drugs & Alcohol

Lesson

1. Welcome students back and ask about their week.
2. Recap information from Week 4.
3. Next Slide. What is mental health? Ask students to describe it.
Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Over the course of your life, if you experience mental health problems, the way you think, your mood, and behavior could be affected. Many factors contribute to mental health problems, including:

- Biological factors, such as genes or brain chemistry
 - Life experiences, such as trauma or abuse
 - Family history of mental health problems
4. Early Warning Signs
Not sure if you or someone you know is living with mental health problems? Experiencing one or more of the following feelings or behaviors can be an early warning sign of a problem:
 - Eating or sleeping too much or too little
 - Pulling away from people and usual activities
 - Having low or no energy
 - Feeling numb or like nothing matters
 - Having unexplained aches and pains
 - Feeling helpless or hopeless
 - Smoking, drinking, or using drugs more than usual
 - Feeling unusually confused, forgetful, on edge, angry, upset, worried, or scared
 - Yelling or fighting with family and friends
 - Experiencing severe mood swings that cause problems in relationships
 - Having persistent thoughts and memories you can't get out of your head
 - Hearing voices or believing things that are not true
 - Thinking of harming yourself or others
 - Inability to perform daily tasks like taking care of your kids or getting to work or school

5. Next Slide. Clay's Story
6. Marijuana/Alcohol slides
7. Take questions
8. Distribute resource cards
9. Write down 3 things you learned today.

Week 6

*Identifying Police &
Equipment*



Week 6 - Identifying Police and Equipment

Goal:

To understand police equipment and its uses.

To be able to identify the police in different roles.

Lesson:

1. Welcome students back and ask about their week.
2. Recap information from Week 5.
3. What do you think is a typical day in the life of a police officer?
4. Next slide. Identify uniformed police officers. They wear a navy blue uniform, have a metal badge, and most wear an outside bullet proof vest with a gun belt and police tools.
Show a picture of Officer Yandel
5. Identify Detectives
Detective Hagen is wearing a suit, and that's how officers dress for court.
Detectives Viola & Pfeffer are wearing business/casual, and this is how detectives dress day to day. But they too may wear their vest. They will all have their gun, badge, handcuffs and radio.
6. Identify Kenosha Specialty Units
 - a. K-9. Their job is to assist with finding people and drugs.
 - b. Motor Officers. Show a picture of Officer Stitch with his motorcycle.
 - c. Bicycle Unit. They are out for special events like the parade and fireworks.
 - d. Tactical Unit. They execute drug/home search warrants, standoffs, riots.
They recently went to Milwaukee to assist.
7. Identify Squad Cars
 - a. Marked vs. Unmarked.
All squads have lights, radios and sirens. The marked squads have computers and cages.
 - b. Specialty evidence vehicles.
These vehicles carry equipment needed to process crime scenes. These officers are specially trained to collect evidence & the K9 vehicle is equipped to carry the K9.
8. Duty Belt Equipment
 - a. O/C Spray.
 - b. Flashlight
 - c. Ammo Magazine x2. Holds 15 rounds. We carry hollow point.
 - d. Radio. Motorola digital. We can talk with all surrounding agencies.
 - e. Expandable Baton. ASP
 - f. Gloves
 - g. Handcuffs X 2

- h. Taser. X26. 50,000 volts. 2 probes that have barbed needles like a fish hook, that hook into your skin. How it works is it affects your skeletal muscle system. It does not affect your organs, heart, lungs, and brain. Explain the probe cartridge, take off and spark test. The shock lasts for 5 seconds.
- i. Firearm. Glock G22 Gen 4. Holds 16 rounds. We can add lights and night sights to them to help assist us if needed.

Week 7

Scenarios & Graduation



Week 7 - Public Relations, Role Play & Graduation

1. Public Relations

- a. This program is an example of the type of public relations that the police department does. Talking with students and getting to know each other.
- b. Facebook. Keeping the community informed on events.
- c. Coffee & a Cop. Interacting with our community in positive ways.
- d. Special events booths. Example - Taste of Wisconsin.
- e. Shop with a Cop
- f. Back to School with a Cop - Backpack give away
- g. Police & Firemen's Ball- Fundraiser
- h. What ideas/events would the students like to see?

2. Role Reversal

Officer will describe the scenario and ask the students who would like to be the officer and the back-up officer. We will demonstrate how easy, quickly and smooth things go when completely following the rules that were discussed of expectations on both sides from Week 3. We will also see the opposite effects when the rules are not followed. **It should be noted that at no time will anyone be touched, handcuffed or any other force or equipment be used.*

a. Scenario #1

There is a student in the hallway of the school who has been asked to leave by the Dean, and they are yelling and being disruptive in the hallway. The officer will play the role of the disruptive student. The student will play the role of the officer.

b. Scenario #2

The officer stops a car for speeding with a driver (the officer) and 3 passengers (other students). All in classroom with chairs set up for vehicle.

c. Scenario #3

There is a call for a group of kids fighting in a park. The officer (student) will arrive to the 2 officers arguing.

d. Scenario # 4

The officer (the student) will be dispatched to a loud party, called in by a neighbor that didn't give a name.

e. Scenario #5

Student's Choice for a scenario

3. Graduation

Each student will be called up and given a certificate and have a picture taken. At the end, a group picture will be taken to be put on the KPD Facebook website. Snacks will be provided.

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**Kenosha Unified School District
Kenosha, Wisconsin**

**January 10, 2017
Curriculum/Program Committee**

Graduation Committee Recommendations

Background

In the spring of 2015, concerns about the inequities within the way courses are transcribed, course offerings and the calculation of weighted grade point averages were brought to the attention of school leadership. Administration identified these concerns to be valid and requested the formation of a committee to review the graduation process. The recruitment for committee members began in September 2015.

The first committee meeting was September 28, 2015. The committee met on the following dates:

September 28, 2015	May 23, 2016
October 26, 2015	June 6, 2016
December 21, 2015	September 8, 2016
February 29, 2016	October 17, 2016
March 21, 2016	November 21, 2017
April 18, 2016	December 14, 2017
April 27, 2016	

Committee members are represented below:

Bethany Ormseth	Jennifer Knight	Kris Keckler	Rachel Riese
Chris Pratt	Jill Eggert	Kurt Koesser	Robert Wolchuk
Cindy Willer	Julie Dawson	Kurt Sinclair	Scott Plank
Dawn Burford	Julie Housaman	Maria Lall	Steven Udry
Holly Graf	Karen Seagren-Rasmussen	Mary Castle	Tenisha Williams-Jelks
Jakelyn Karabetos	Shannon Robertson	Mary Snyder	

Process

The committee work began in September 2015 with exercises to create a deep understanding of how to calculate weighted grade point averages followed by detailed examples of student schedules that demonstrate the inequity within the current structure. The student schedule examples presented were specific to the afterschool theater option and the waiver option for physical education. In efforts to establish a foundation for committee work, the committee members completed a survey.

Results from the survey revealed two questions for the committee to investigate:

1. Why is our current class rank procedure not fair to all students?
2. What are the obstacles to KUSD students taking the most rigorous schedules?

The committee identified concerns and obstacles. These identified concerns and obstacles became the foundation for the committee work. The recommendations generated by the committee evolved from discussion and research. There were four categories of recommendations:

- Weighting of Grades
- Graduation Recognition
- Communication/Scheduling/Course Offerings
- Afterschool Offerings

Weighting of Grades – The College Board explains advance placement courses (AP) reflect college expectations. Committees of higher education faculty and high school AP teachers create a rigorous AP curriculum. These courses are data driven from universities and colleges. Highly qualified teachers with the expectation of regular professional development specific to the AP curriculum must teach AP courses. The College Board website (www.collegeboard.org) contains specific AP course information and the rigor of the AP curriculum.

Committee Recommendation: AP courses will carry more weight in weighted GPA calculation.

Current weighted grade point average points and the proposed points for each course:

Advanced Placement		
Grade	Current Points	Proposed Points
A+, A, A-	6	5
B+, B, B-	5	4
C+, C, C-	4	3
D+, D, D-	3	2

Honors		
Grade	Current Points	Proposed Points
A+, A, A-	6	4.5
B+, B, B-	5	3.5
C+, C, C-	4	2.5
D+, D, D-	3	1.5

Regular (Non-Weighted)		
Grade	Current Points	Proposed Points
A+, A, A-	5	4
B+, B, B-	4	3
C+, C, C-	3	2
D+, D, D-	2	1

Graduation Recognition – The committee articulated the desire to have a grade point calculation structure that is fair to all and one that acknowledges the hard work of our top students. According to the *National Association for College Admission Counseling*, 55% of high schools do not report rank. Information on the laude system can be found at www.cumlaude.org. The purpose of the laude system is to recognize students for the rigor of their academic program as well as their success in that program. The laude structure recognizes academic levels of distinction. There are different ways laude systems are calculated. The committee analyzed different laude systems. The committee recommends the use of weighted grade point average ranges for laude recognition.

Recognition levels based on only weighted grade point averages allows students to compete against themselves for recognition. Without competition with other students, the laude system allows for a fair structure for students. The laude system is a tiered recognition system that recognizes students for the rigor of their academic program as well as their success in that program. A range of weighted grade point averages would determine the various tiers, summa cum laude, magna cum laude, and cum laude.

The recognition tiers were determined by evaluating historical graduation cohorts using the new weighted calculation formula.

Committee Recommendation: Phase in a Laude recognition models for graduating classes, beginning with the Class of 2022.

Laude Recognition	Weighted Grade Point Average Range
Suma Cum Laude	*4.300-5.0
Magna Cum Laude	*4.100 – 4.299
Cum Laude	*4.099 - 4.000

To be verified prior to January 10, 2017

Communication/Scheduling/Course Offerings – This category contains the analysis of communication between schools during scheduling, communication with parents, the rotation of course offerings. This section offers guidelines to schools for communication with each other and to parents. Committee created six guidelines for schools.

1. Schools will work collaboratively with the goal of scheduling singletons not in conflict.
2. If time allows between registration and the locking of the schedule, schools will do an all call to families for notification of schedule conflicts.
3. Schools will use blended honors courses as a last resort in scheduling.
4. Schools will attempt to run AP courses on a rotational basis to ensure students have maximum exposure.
5. Teaching and Learning will work with AP teachers to identify needs to increase scores and student participation on AP tests.
6. Each department within Teaching and Learning will explore expanding honors offerings.

Afterschool Course Offerings - Currently students have the ability to take multiple afterschool honors credits. This ability to add additional weighted credits outside the school day creates an unfair academic environment for students.

Committee recommendation: Allow students to designate one credit a year that will not calculate in the grade point average.

Committee recommendation: Afterschool honors course offerings will be transcribed but zero credit tied to course.

Implementation Timeline

Recommendation	Timeline
AP Courses will carry more weight in weighted GPA calculation	Class of 2022 (Current Grade 7)
Phase in Laude recognition system beginning with the Class of 2022.	Class of 2022 (Current Grade 7)
Communication Guidelines	Implementation Summer 2017
Allow students to audit one credit per year through identification of course as audited.	Implementation Fall 2017
Afterschool honors course offerings will be transcribed but zero credit tied to course.	Class of 2022 (Current Grade 7)
Allow student athletes participating in WIAA sports to waive physical education, providing they take an unweighted class from a core content area (math, science, social studies, language arts, or health).	Implementation Fall 2017

Future Decisions

At the first committee meeting, this group of volunteers clearly articulated the belief our current class ranking system is unfair. The group also communicated a desire to have a fair system for all KUSD students. This was the foundation for the work.

The recommendations included in this report align with the desire to have a fair system and these recommendations target specific practices that make the current system unfair. Any recommendation or decision that comes before the Board of Education should be viewed through this lens. For example, the proposal for a student athlete to waive a physical education class in place of a core class is still yet to be determined by the board.

Physical education classes are unweighted classes, meaning, there is not an honors option. Therefore, if we allow student athletes to replace this unweighted course with an honors or AP course, it would be unfair. To make it fair, student athletes must be required to replace the unweighted physical education class with another unweighted class. This is just an example of possible decisions that could impact the fairness to all students.

Recommendations

Administration recommends approval of the following recommendations:

- AP Courses will carry more weight in weighted GPA calculation
- Phase in Laude recognition system beginning with the Class of 2022.
- Communication guidelines as presented in this report
- Allow students to audit one credit per year through identification of course as audited.
- Afterschool honors course offerings will be transcribed but zero credit tied to the course.
- Allow students to waive physical education for those student athletes who participate in a WIAA sport, providing they take an unweighted class from a core content area (math, science, social studies, language arts, or health).
 - This is allowable per state statute: 118.33 (1) (e) A school board may allow a pupil who participates in sports or in another organized physical activity, as determined by the school board, to complete an additional 0.5 credit in English, social studies, mathematics, science, or health education in lieu of 0.5 credit in physical education.

Dr. Sue Savaglio-Jarvis
Superintendent

Dr. Bethany Ormseth
Chief of School Leadership

Mrs. Julie Housaman
Chief Academic Officer

Mr. Bryan Mogensen
Coordinator of Athletics, PE, Health and
Senior Center

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**Kenosha Unified School District
Kenosha, Wisconsin**

January 10, 2017

CURRICULUM/PROGRAM STANDING COMMITTEE

TALENT DEVELOPMENT PROGRAM GUIDE

Background

The Talent Development Program Committee was formed in 2014 with the charge to review and update the 2006 Kenosha Unified School District Talent Development Long-Range Plan (Appendix A). Over 40 parents, teachers, administrators, and community members (Appendices B and C) have worked collaboratively to bring forth the updated Talent Development Program Guide (Appendix D).

Updated Talent Development Program Guide

Based on research findings of exemplar gifted and talented programs and best practices in gifted education, the Wisconsin Response to Intervention (RTI) framework has been selected as the service model for Kenosha's Talent Development Education Guide. The RTI framework embeds gifted services into what is occurring throughout the school or district, and it requires administration and teachers to consider the needs of gifted students when planning. Using standardized screeners that are free from cultural and linguistic bias, students may be identified for advanced learner services in the following areas: general intellect, specific academics, visual arts, performing arts, leadership, and creative thinking.

The Talent Development Program Guide outlines a multilevel system of support. At the universal level, the needs of most students are met by the classroom teacher through differentiated core instruction. Select intervention services will be available for students identified for more specialized services. Most often these opportunities will be provided during a designated intervention/enrichment period. When testing indicates that a student should receive intense enrichment services, an advanced learner guide is written to define individualized services based on what works best for each student.

The Curriculum/Program Standing Committee members are asked to use this [link](#) to provide feedback to and/or ask questions regarding the Talent Development Program Guide. Committee members are asked to provide feedback no later than January 4, 2017. (If you experience any trouble with the link, please call Patricia Clements at 359-6199.)

Next Steps

The plan of services for working with advanced learners remains under consideration as the district moves forward into work sessions with the Board of Education in February 2017.

This is an information only report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Patricia Clements
Coordinator of Talent Development

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

May 23, 2006

TALENT DEVELOPMENT PROGRAM REVIEW AND LONG-RANGE PLAN

Introduction

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

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

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

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

Background

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

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

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

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

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

The Work

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

Findings

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

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

THE FIVE ESSENTIAL QUESTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Talent Development Strategic Plan

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

TALENT DEVELOPMENT MISSION STATEMENT

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

TALENT DEVELOPMENT PARAMETERS

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

TALENT DEVELOPMENT BELIEF STATEMENTS

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

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

Talent Development Recommendations

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

Talent Development Tactics

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

Tactic I: Identification

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

Tactic II: Continuum of services

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

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

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

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

Tactic III: Communication and marketing

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

Action Plans were developed for these tactics and specific results.

TACTIC I: IDENTIFICATION

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

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

TACTIC II: CONTINUUM OF SERVICES

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

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

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

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

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

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

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

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

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

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

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

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

Table 11: Continuum of Services					
Specific Results 11.3: Develop and implement a continuum of services for all highly capable students grades 9 through 12.					
	Action Steps	Assigned To	Date		
			Start	Due	Complete
	Assist in the development of a plan in the transition to high school.	Talent development teacher consultant, Instructional Services, and the high school principals	September 2006	March 2007	
	Define honors diploma.	Talent development teacher consultant to lead a committee representing all stakeholder groups	September 2006	May 2007	
	Map curriculum for honors classes, develop common assessments, pilot common assessments, and implement common assessments (Strategic Plan IV).	Talent development teacher consultant, Instructional Services, and teachers who teach honors and advanced placement courses	September 2006	September 2007	
	Define the difference between honors classes and advanced placement classes.	Talent development teacher consultant to lead a committee representing all stakeholder groups.	September 2006	May 2007	
	Increase AP participation: <ul style="list-style-type: none"> • Increase teacher capacity through training opportunities. • Increase AP class offerings. • Develop distance learning AP classes. 	Instructional Services, high school principals, high school counselors, and AP teachers	September 2005 September 2005 September 2006 September 2005	Annually	
	Increase AP test scores.	Instructional Services, high school principals, high school counselors, AP teachers	September 2005	Annually	
	<ul style="list-style-type: none"> • Develop teacher criteria for teaching AP classes. 		September 2006	May 2007	

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

TACTIC III: COMMUNICATION AND MARKETING

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

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

Budget Implications

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

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

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

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

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

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

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

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

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

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

Recommendation

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

Dr. R. Scott Pierce
Superintendent of Schools

Dr. Edie Holcomb
Executive Director of Instructional Services

Mrs. Jolene Schneider
Teacher Consultant—Talent Development

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

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

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

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

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

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

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

Talent Development Advisory Committee

Last Name	First Name	10/21/14	11/13/14	11/19/14	12/4/14	3/25/15	4/13/15	12/17/15	1/28/16	3/10/16
Andersson	Angie								X	
Arneberg	Jill	X	X	X						
Basley	Brett		X	X	X			X	X	
Bezzo	Janice	X	X	X	X					
Brown	James (Matt)	X	X		X					X
Calhoun	Charlotte	X	X	X	X					
Chike---Rover	Donna	X	X		X					
Christianson	Darlene	X	X	X	X					
Ciskowski	Sharon	X	X	X	X			X	X	
Clements	Patti	X	X	X	X			X	X	X
Coleman	Tamara			X						
Fox	Bruce	X	X	X	X			X	X	
Frieman	Charles	X	X	X	X					
Germain	Steve		X	X						
Giorno	Debra		X	X	X			X	X	
Henrichs	Ashleigh	X	X	X	X			X		
Hilbrink	Diane	X	X		X			X		
Ho	Juanita	X								
Housaman	Julie	X	X	X	X				X	X
Huck	Terri		X	X						
Karabetsos	Jakelyn	X	X	X	X			X	X	X
Keller	Suzanne	X								
Korbas	Katie	X		X	X					
Koroscik	Dr. Janet	X								
Lawler	Jennifer	X	X	X	X					
Layden	Brenna	X	X		X			X		
Lee	Jean	X	X		X					
Madson	Teresa	X	X	X	X					
Mattioli	Louise	X		X	X					
Miceli	Amy	X	X		X					
Pacetti	Tom	X	X	X	X					
Ratliff	Nola	X	X	X					X	X
Santarelli	Geri	X	X	X						
Schaut	John			X						
Schaut	Leah		X		X					
Schmitt	Nancy	X	X		X				X	
Schroeder	Michael	X	X	X	X					
Snyder	Mary		X		X			X		
Stein	Melanie	X	X	X	X				X	X
Stevens	Rebecca							X		
Tolefree	Curtiss		X		X			X	X	
Topel	Blake	X	X	X	X			X	X	
Tuttle	David	X	X	X	X					
Vincent	Kathleen	X	X	X	X			X		
Wickersheim	Elizabeth	X	X	X	X			X		
Wood	Diane	X	X	X	X			X	X	

Attendance Unavailable

Talent Development Writing Committee

Last Name	First Name	6/30/15	7/8/15	7/16/15	7/30/15	8/5/15	11/30/15				
Arneberg	Jill	X	X				X				
Brown	James (Matt)	X	X	X	X	X	X				
Chike-rover	Donna						X				
Clements	Patti						X				
Korbas	Katie	X					X				
Layden	Brenna						X				
Ratliff	Nola	X					X				
Schmitt	Nancy	X	X	X			X				
Schroeder	Michael	X	X				X				
Topel	Blake	X	X	X	X	X	X				
Tuttle	David	X	X	X	X	X					
Wood	Diane	X	X	X			X				

DRAFT

APPENDIX D



TALENT DEVELOPMENT PROGRAM GUIDE



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The Talent Development Program Guide supports the Kenosha Unified School District's:

Mission

Provide excellent, challenging learning opportunities and experiences that prepare each student for success.

Vision

To be Wisconsin's top performing urban school district that is highly regarded for continuously exceeding all expectations.

Core Values

Safety—Providing a safe learning and working environment

Teamwork—Collaborating respectfully to meet goals

Unity—Being united among staff, students, families and all other stakeholders

Diversity—Being inclusive of all individuals

Equity—Treating all in a fair and just manner

Nurturing—Providing a caring and encouraging environment

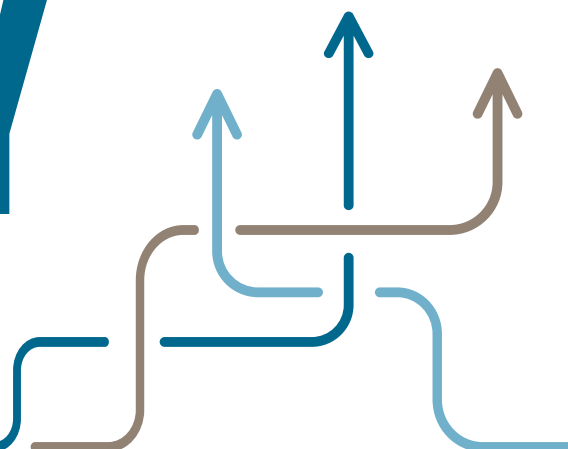
Trust—Building confidence through transparency

Stability—Building organizational capacity to adapt to change successfully

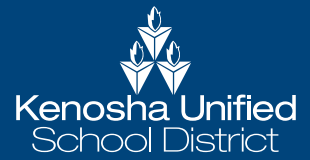
Strategic Goals

- Increase academic achievement for all students by prioritizing, planning, and implementing recommendations from the curriculum audit.
- Implement transparent fiscal management practices that prioritize and align resources with strategic goals.
- Retain and recruit highly qualified staff who works to ensure the success of every student
- Enhance the leadership and expertise of all staff through professional learning and collaboration.
- Foster and strengthen community partnerships to increase student learning and collaboration.

PATHWAY to SUCCESS



TALENT DEVELOPMENT PROGRAM VISION AND PHILOSOPHY



Vision

The vision of the Kenosha Unified School District Talent Development Program, a network designed to support every student's individual ability, is to foster, develop, and maximize the exceptional potential of every student by providing rigorous and challenging curricula and enriching opportunities through the efforts of qualified educators, involved families, and an engaged community.

Philosophy

Advanced learners have unique academic, social, and emotional needs. If these needs are not met there is a loss to the individual, to the school, and to society. Two of the most basic needs are the appropriate level of academic challenge and to meet the socio-emotional needs of advanced learner through opportunities for appropriate programming. Kenosha Unified School District utilizes the Wisconsin Response to Intervention (RtI) model as a systematic approach to serving students with gifted needs. The Kenosha Unified School District Talent Development Program Guide also supports the National Association for Gifted Children (NAGC) PreK-12 Gifted Programming Standards (Appendix A).

STATUTES, POLICIES, AND DEFINITIONS

Wisconsin Gifted and Talented Statutes and Rule

- Wisconsin Statute 121.02 (1) (t): Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.
- Wisconsin Statute: s. 118.35, Wis. Stats. Programs for gifted and talented pupils.
 1. In this section, “gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need interventions or activities not ordinarily provided in a regular school program in order to fully develop such capabilities (WI §118.35 (1)).
 3. Each school board shall:
 - a) Ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
- Administrative Rule 8.01 (2)(t)2. Each school district shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented pupils shall be identified as required in s. 118.35(1), Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35(1), Stats. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils’ economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115, Stats. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted and talented as required under ss. 118.35 (3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming. (Appendices B and C)

National Standards

The NAGC Pre-K-Grade 12 Gifted Programming Standards were developed to define student outcomes for effective gifted education plans. They helped inform the language of Wisconsin State Statutes and Administrative Rules and provided guidance for resources related to Response to Intervention. (Appendix A)

Kenosha Unified School District Policies

- Policy 6423 Talent Development Program
- Policy 5118.3 Retention/Acceleration

Definitions of Gifted and Talented

- Wisconsin School Law, Chapter 118.35: “Gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
- Federal Definition that appears in the No Child Left Behind Act of 2001: The term “gifted and talented,” when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities. (20 U.S.C. 706301)
- National Association of Gifted Children (NAGC): Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sport).

Wisconsin Response to Intervention Framework

The Kenosha Unified School District utilizes the Wisconsin RtI Framework for providing services to students with advanced learner needs. In Wisconsin's vision for RtI, the three essential elements of high quality instruction, balanced assessment, and collaboration systematically interact within a multilevel system of support to provide the structures to increase success for all students. Culturally responsive practices are central to an effective RtI system and are evident within each of the three essential elements. In a multilevel system of support, schools employ the three essential elements of RtI at varying levels of intensity based upon student responsiveness to instruction and intervention. (Appendix D)

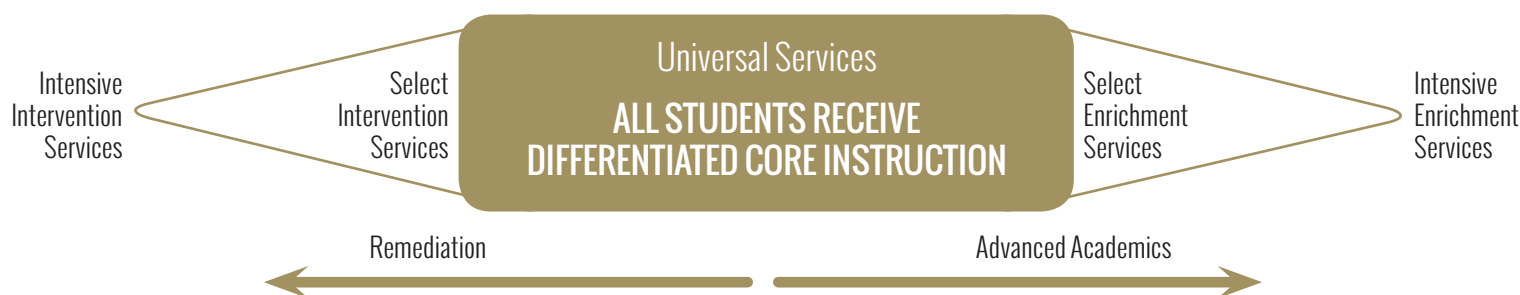


The RtI Framework creates an integrated and seamless continuum of service for students. Ideally, the academic needs of students will be met in the place where they spend most of their time. For most students this is in the regular education classroom with their peers, by subject, or with their music or art teachers. Through strong differentiated instruction, teachers provide students with a variety of opportunities and options for success (universal services). However, when differentiating is not enough for a student to grow, students will be given select services. The movement between the RtI multi-level systems of support is a fluid process based on student needs. Needs are determined through an ongoing balanced system of assessments. A student may need enrichment at some times and not others; in some subjects or all subjects. Needs are continually assessed and instruction/enrichment is adjusted as needed. Before a student is eligible to receive intensive enrichment services, an identification process must first be completed. If a student is to receive intensive enrichment services then an Advanced Learner Plan will be written detailing the services. (Appendix E)

Advanced Learner Plan Multi-Level Enrichment System of Support Services

- **Universal Services:** These services are provided in the classroom by the general education teacher. Differentiated core instruction uses a standards-based scope and sequence along with data to know where a student is at and uses extensions, curriculum compacting, and other strategies to intervene for students.
- **Select Enrichment Services:** The transition between universal and select enrichment services is a fluid process and is based on a student's current needs. Learning activities for students receiving select enrichment services are planned to meet the student's demonstrated needs. A variety of options are provided so that students have rich and varied experiences on which to build their skills. These opportunities are provided during the school day within the classroom or during the core enrichment period. At the high school level, select enrichment services include honors or advanced placement (AP) courses. At times, enrichment opportunities that extend beyond the school day may be provided.
- **Intensive Enrichment Services:** These services typically replace most or all of the grade-level core instruction in one or more content areas. These enrichments are for students who have shown mastery of curriculum content. Prior to students receiving intensive enrichment services, an identification process must be completed via the school's Collaborative Student Intervention (CSI) team and an Advanced Learner Plan.

RESPONSE TO INTERVENTION



*Enrichment services are depicted on the right side of the diagram.

Kindergarten through Eighth Grade Program

In using the Wisconsin RtI Framework, the majority of students will have their academic needs met in the regular classroom through differentiated instruction. This may involve modifications to the content process and/or product. Students may be provided additional enrichment opportunities through strategically targeted instruction based on deepened learning goals at the selected enrichment services level. Through the CSI process, parents and school staff will review the data and collaborate to create an Advanced Learner Plan for students who need intensive enrichment services. The Advanced Learner Plan will become part of the student's cumulative folder and will also be recorded on Infinite Campus.

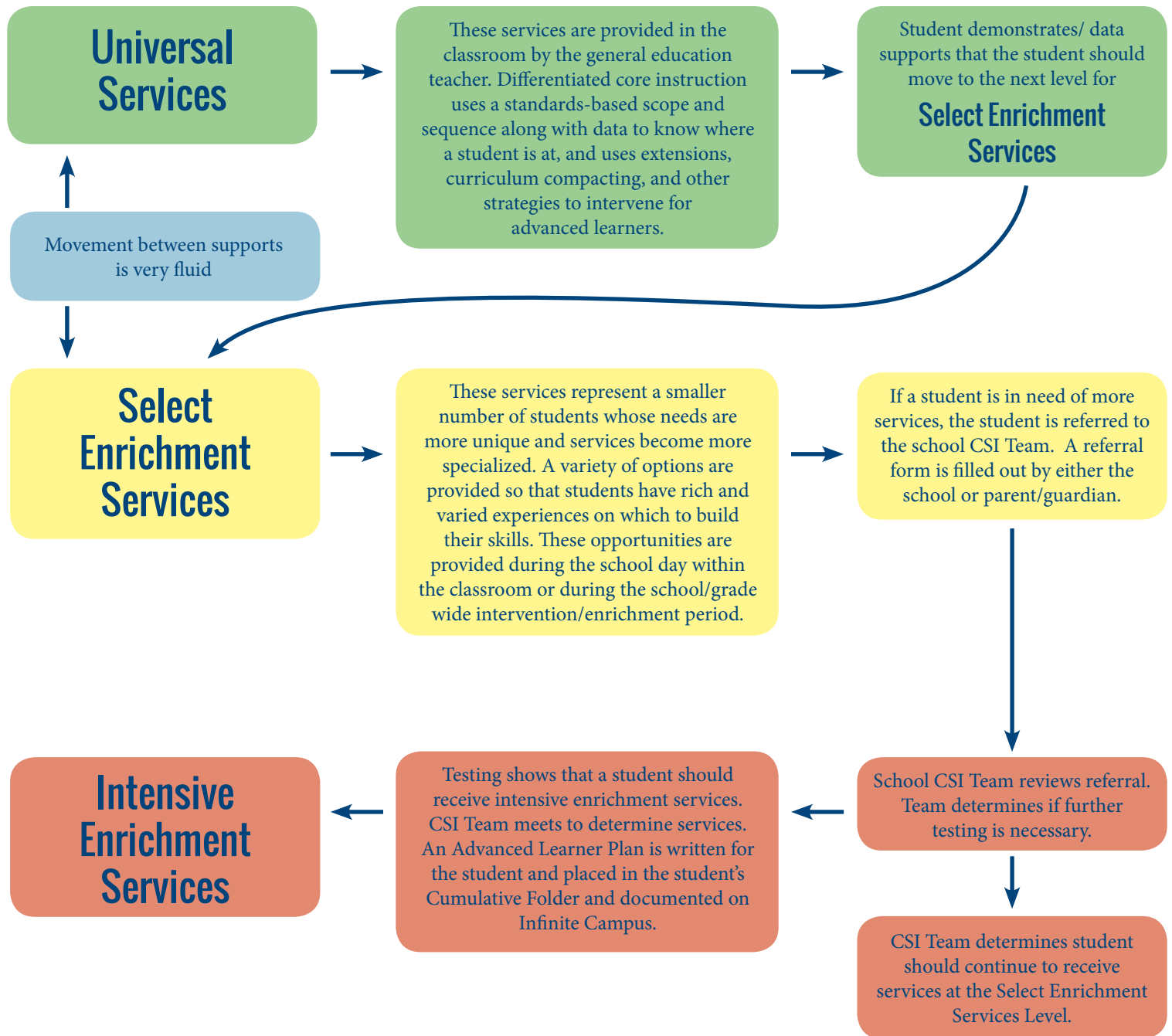
High School Program

The primary path for meeting the programming needs of high school gifted learners is through the curriculum. The majority of students find that classes at the high school level are faster paced and that the content of high school classes is broader and deeper than those they had at the elementary and middle level. According to the RtI Framework, advanced learners can have their needs met through honors or AP courses. Programming beyond what the normal curriculum offerings can accommodate is also available. The high school talent development program seeks to meet the programming needs of its students by challenging them to develop their own potential. High school students will have access to a guidance counselor who can provide guidance in course options and selection as well as provide social-emotional support.

Discontinuation of Intensive Enrichment Services

Sometimes discontinuation of programming is recommended. When a student's educational needs have changed (i.e., outside expectation, expanded interests, or frustration) or when the advanced learner plan carries responsibilities and obligations that the student is unable to meet, the exit procedure may be initiated. This is rare and done only after careful investigations, conferences, and observations. The school collaborative student intervention (CSI) team will be reviewing the information provided from the investigations, conferences, and observations. The CSI team along with the parent will determine whether to remove the advanced learner plan or not.

MULTI-LEVEL SYSTEM OF SUPPORT FLOWCHART



SOCIAL-EMOTIONAL SUPPORT

Parents and teachers need to be sensitive and alert to a student's social and emotional needs and to communicate with one another when they suspect a student may need some guidance. Academically talented students deal with a variety of social and emotional issues as do all students. Some of these are typical age-appropriate responses while others may be specifically related to their advanced talents. Students may be able to work through some of these issues on their own, but they may also need some adult guidance and discussion. For issues that continue unresolved over a period of time, counseling or intervention may be needed as a part of their continued support. Students, regardless of any identification, are not always able to verbalize what they are feeling and experiencing. Below is a list of behaviors that can give insight as to how a child is adjusting to a support level.

POSITIVE SIGNS	SIGNS OF DIFFICULTIES
<ul style="list-style-type: none"> • Willing to tackle challenging work • Able to listen closely and work hard • Able to put forth more effort when work is challenging • Able to work through frustrations caused by challenging work • Able to ask for help without reduction in self-esteem • Gains confidence through mastering challenges • Is socially comfortable in a variety of academic settings • Recognizes personal strengths and abilities but without excessive comparison to others 	<ul style="list-style-type: none"> • Is unwilling to go to school • Frequently complains of headaches or upset stomach • Often cries about school-related issues • Refuses to talk about school • Experiences frequent anxiety • Is frequently unable to complete work • Refers to self in negative ways • Wants to sleep more than usual • Teases or bullies other students • Has difficulty establishing and maintaining friendships

If any signs of difficulty continue over a period of time without being resolved, it is a good idea for staff and parents to communicate with each other. The school psychologists, social workers, counselors, and the talent development teacher advocate are all resources to support families and students. Through collaboration, steps can be taken to support students in dealing with significant issues. These could include, but are not limited to:

- Guidance groups to address specific issues
- Formal/informal check-ins
- Referral to outside agencies
- A need to re-evaluate the strategy or services

While some parents may be reluctant to seek this type of help for their child, there are times when this is very much needed.

IDENTIFICATION FOR TALENT DEVELOPMENT INTENSIVE ENRICHMENT SERVICES



Kenosha Unified School District is committed to providing excellence in education for all students. The district acknowledges that some students, by virtue of their outstanding abilities, are capable of high performance. The district adheres to the Wisconsin Standard (T) requirement, stating students in need of intensive enrichment services shall be identified as required in s. 119.35(1), Stats. The identification process evaluates a student through multiple lenses, looking at multiple pieces of data to build a profile of the student's strengths that are appropriate for the identification of intensive enrichment services in each of the following categories: general intellectual, specific academic, creativity, visual arts, performing arts, and leadership. A pupil may be identified as needing intensive enrichment services in one or more of the categories under s.118.35 (1), Stats.

In developing a systematic and coherent process for identifying students for intensive enrichment services, the goal is to find students who need more than universal and select enrichment services in order to adequately grow over the course of an academic year. Kenosha Unified School District uses three methods for identifying students in need of intensive enrichment services: parent/guardian referral, staff member referral, and a universal screening process. The universal screening process is conducted through the Kenosha Unified School District Office of Talent Development.

Parent/Guardian Referral

If a parent/guardian feels a child's needs are not being met through classroom differentiation or select enrichment services, then a referral should be made for more intensive enrichment services.

- A parent/guardian may refer students for consideration for intensive enrichment services at any time.
- A referral form should be filled out and returned to the school's talent development teacher advocate. Referral forms are available at the schools or online at www.kusd.edu/talentdevelopment. (Appendix F)
- The referral form is brought to the school's CSI team to establish a student academic profile and a student profile. These will both be reviewed when considering intensive enrichment services. The parent/guardian is invited to participate in the CSI process.
- If the CSI team decides that the student shows a need for possible intensive enrichment services, a student academic profile and a student profile will be started; and parent permission will be obtained to initiate the process for tests to be administered. (Appendix G)
- The student academic profile and student profile are brought back to the CSI team for possible intensive enrichment services. The referral results are put in the student's cumulative folder. If warranted, an Advanced Learner Plan is written.

Staff Member Referral

If a staff member feels a child's needs are not being met then a referral should be made for more intensive enrichment services.

- Any staff member can initiate a referral at any time.
- The referring staff member should notify the parent/guardian(s) that a referral has been made.
- The referral form is brought to the school's CSI team to establish a student academic profile and student profile. These will both be reviewed when considering intensive enrichment services. The parent/guardian is invited to participate in the CSI process.
- If the CSI team decides that the student shows a need for possible intensive enrichment services, a student academic profile and a student profile will be started; and parent permission will be obtained to initiate the process for tests to be administered.
- The student academic profile and student profile are brought back to the CSI team for possible intensive enrichment services. The referral results are put in the student's cumulative folder. If warranted, an Advanced Learner Plan is written.

IDENTIFICATION FOR TALENT DEVELOPMENT INTENSIVE ENRICHMENT SERVICES



Universal Screener (First Grade)

A universal screening process will be conducted through the Office of Talent Development at the first grade level.

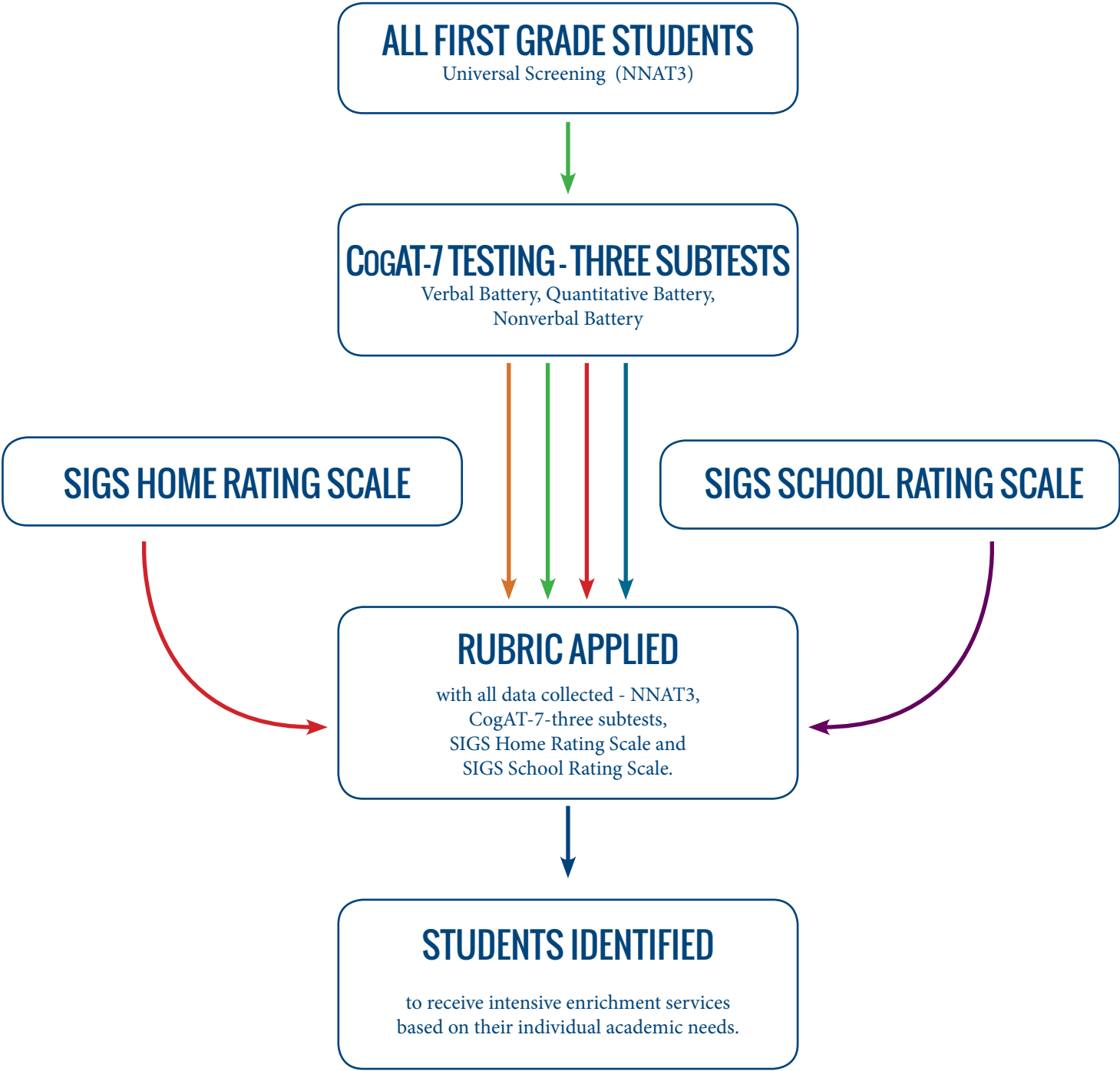
- Step 1 of the universal screening process:
 - o Administer the NNAT3 midyear.
 - o Identify students to continue to Step 2 in the identification process.
- Step 2 of the universal screening process:
 - o Students will be administered the three subtests of the Cognitive Abilities Test (CogAT-7).
 - o Parents/guardians will be asked to complete the Scales for Identifying Gifted Students (SIGS) Home Rating Scale.
 - o The current grade one teacher of each child will complete the SIGS School Rating Scale.
 - o The identification rubric will be completed and reviewed by the talent development identification team to identify students for intensive enrichment services.
 - o An Advanced Learner Plan will be written for students identified as needing intensive enrichment services.

Universal Screener (5th Grade)

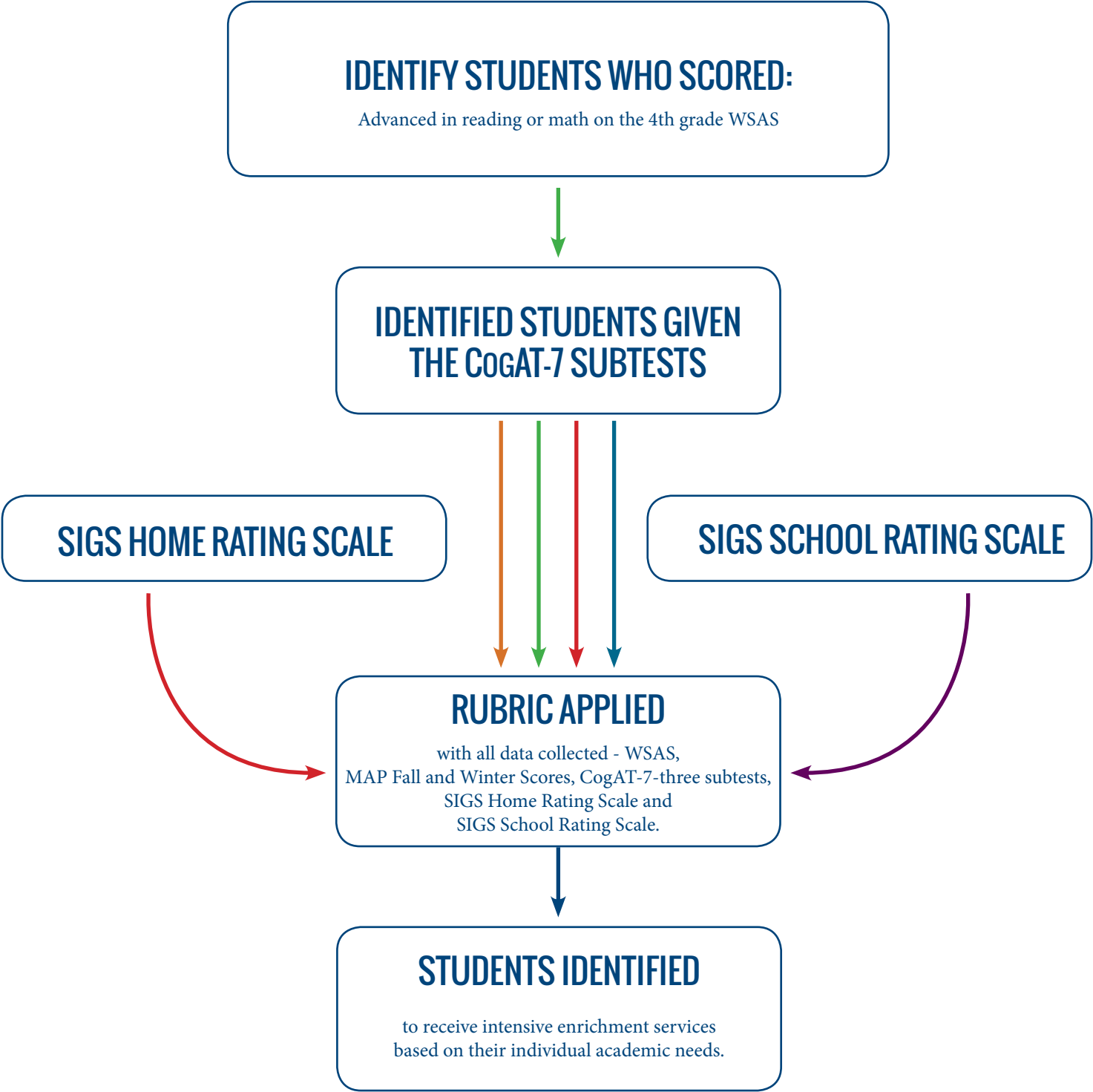
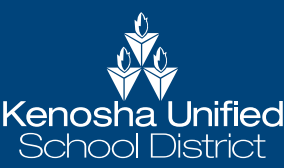
A universal screening process will be conducted through the Office of Talent Development at the fifth grade level.

- Step 1 of the universal screening process:
 - o Identify students who scored advanced in reading or math on the 4th grade Wisconsin Student Assessment System (WSAS)
 - o Identify students to continue to Step 2 in the identification process.
- Step 2 of the universal screening process:
 - o Administer all CogAT-7 subtests.
 - o Parents/guardians will be asked to complete the SIGS Home Rating Scale.
 - o The current grade 5 teacher of each child will complete the SIGS School Rating Scale.
 - o The identification rubric will be completed and reviewed by the talent development identification team to identify students for intensive enrichment services.
 - o An Advanced Learner Plan will be written for students identified as needing intensive enrichment services.

KUSD FIRST GRADE SCREENING PROCESS FOR INTENSIVE SERVICES



KUSD FIFTH GRADE SCREENING PROCESS FOR INTENSIVE SERVICES



AREAS OF TALENT DEVELOPMENT IDENTIFICATION

GENERAL INTELLECTUAL

Definition

The intellectually gifted are children who exhibit early and rapid development of language ability, strong powers of reasoning, and advanced ability in critical thinking and problem solving. They may manipulate information in divergent ways when challenged by complex issues. Typically these children are noted for being several years beyond their peers in their cognitive ability. (Gifted and Talented Resource Guide for Educators, Coordinators, and Administrators in Wisconsin Public Schools, Stone et al, 2005)

General characteristics (not inclusive)		
Formulates abstractions	Enjoys hypothesizing	Self-starter
Processes information in complex ways	Learns rapidly	Very well informed about one or more topics
Observant	Uses a large vocabulary	Shows keen insight into cause-effect relationships
Excited about new ideas	Inquisitive	Has exceptional ability to solve problems

Identification for intensive enrichment services Academic Data Profile		
Assessment	Grade level	Criteria
Measures of Academic Progress (MAP)	Grades 2-8	97th percentile or above
Wisconsin Student Assessment System (WSAS)	Grades 3-11	Advanced in reading or math
Naglieri Nonverbal Ability Test (NNAT3)	Grades K-12	9th stanine or above
Cognitive Abilities Test Form 7(CogAT7)	Grades K-12	95th percentile or above
Iowa Acceleration Scale, 3rd Edition (If applicable)	Grades K-8	A grand total score of 60 or above

Student Profile		
Assessment	Grade level	Criteria
Scales for Identifying Gifted Students (SIGS) Home Rating Scale	Grades K-12	95th percentile or above on each section
Scales for Identifying Gifted Students (SIGS) School Rating Scale	Grades K-12	95th percentile or above on each section
Gifted and Talented Evaluation Scales (GATES)	Grades K-12	Standard score 111 or above
Student work samples	Grades K-12	Above average work

Universal Services

Clustering

Curriculum
compacting

Student contracts

Differentiated
instructional
strategies

Select Services

AP classes

Honors classes

Problem-solving
activities

Youth Options

Course Options

Academic
competitions

Independent
research/inquiry

Intensive Services

Subject
acceleration

Whole grade
acceleration

Online or Advanced
level coursework

Independent
Study

AREAS OF TALENT DEVELOPMENT IDENTIFICATION

SPECIFIC ACADEMIC

Definition

Academically able students are capable of making outstanding progress in one or more of the disciplines taught in school, which include math, science, social studies, reading, and language arts. Effective education of academically able students should allow them to progress through the content area(s) at a pace and/or at the depth and breadth which reflects their considerable abilities.¹ (Gifted and Talented Resource Guide for Educators, Coordinators, and Administrators in Wisconsin Public Schools, Stone et al, 2005)

General characteristics (not inclusive)	
Advanced comprehension	High academic success in special interest area
Acquires basic skill knowledge quickly	Pursues special interest with enthusiasm and vigor
Widely read in special interest area	

Identification for intensive enrichment services Academic Data Profile		
Assessment	Grade level	Criteria
Measures of Academic Progress (MAP)	Grades 2-8	97th percentile or above
Wisconsin Student Assessment System (WSAS)	Grades 3-11	Advanced in reading and math
Naglieri Nonverbal Ability Test (NNAT3)	Grades K-12	9th stanine or above
Cognitive Abilities Test Form 7(CogAT 7)	Grades K-12	95th percentile or above
Test of Mathematical Abilities for Gifted Students (TOMAGS), (Math acceleration only)	Grades K-6	Score of 125 or above
KUSD end of year assessment in accelerated content area	Grades K-12	Score 85% or above

Student Profile		
Assessment	Grade level	Criteria
Parent Inventory	Grades K-12	90th percentile or above on each section
Teacher Inventory	Grades K-12	95th percentile or above
Gifted and Talented Evaluation Scales (GATES)	Grades K-12	Standard score 111 or above
Student work samples (if applicable)	Grades K-12	Above average work

Universal Services

Clustering

Compacting

Contracting

Differentiated
instructional
strategies

Select Services

AP classes

Honors classes

Problem-solving
activities

Youth Options

Course Options

Academic
competitions

Independent
research/inquiry

Intensive Services

Subject
acceleration

Independent
study

AREAS OF TALENT DEVELOPMENT IDENTIFICATION

VISUAL ARTS

Definition

Students may demonstrate unusual adeptness or skill in the field of visual arts. It is possible for students to have the potential for outstanding contribution in the arts as they become more involved in the arts through school and extra-curricular activities. The implication of this becomes clear when students with artistic ability reach an environment that supports the arts; then authentic performance can be a more valid indicator of giftedness.¹ (Gifted and Talented Resource Guide for Educators, Coordinators, and Administrators in Wisconsin Public Schools, Stone et al, 2005)

General characteristics (not inclusive)	
Communicates vision in visual arts	Desire for creating original product
Unusual ability for aesthetic expression	Keenly observant
Compelled to produce	Excels in demonstrating the visual arts
Exhibits creative expression	

Identification for intensive enrichment services Academic Data Profile		
Assessment	Grade level	Criteria
Gifted and Talented Evaluation Scales (GATES)	Grades K-12	Standard score 111 or above
Student work samples	Grades K-12	Above average work

Student Profile		
Assessment	Grade level	Criteria
Scales for Identifying Gifted Students (SIGS) Home Rating Scale	Grades K-12	95th percentile or above on each section
Scales for Identifying Gifted Students (SIGS) School Rating Scale	Grades K-12	95th percentile or above on each section

Universal Services

Classroom
differentiation

Flexible grouping

School clubs

Local/district
competitions

Select Services

AP Courses

Local/district
competitions

Independent
projects

Youth Options

Intensive Services

Mentorships

Apprenticeships

Independent study

AP courses

AREAS OF TALENT DEVELOPMENT IDENTIFICATION

PERFORMING ARTS

Definition

Students may demonstrate unusual adeptness or skill in the field of drama, music, and/or dance. It is possible for students to have the potential for outstanding contribution in the arts as they become more involved in the arts through school and extra-curricular activities. The implication of this becomes clear when artists reach an environment that supports the arts; then authentic performance can be a more valid indicator of giftedness. (Gifted and Talented Resource Guide for Educators, Coordinators, and Administrators in Wisconsin Public Schools, Stone et al, 2005)

General characteristics (not inclusive)	
Communicates vision in performing arts	Desire for creating original product
Compelled to perform	Keenly observant
Exhibits creative expression	Excels in demonstrating the visual arts

Identification for intensive enrichment services Academic Data Profile		
Assessment	Grade level	Criteria
Gifted and Talented Evaluation Scales (GATES)	Grades K-12	Standard score 111 or above
Student work samples	Grades K-12	Above average work

Student Profile		
Assessment	Grade level	Criteria
Scales for Identifying Gifted Students (SIGS) Home Rating Scale	Grades K-12	95th percentile or above on each section
Scales for Identifying Gifted Students (SIGS) School Rating Scale	Grades K-12	95th percentile or above on each section

Universal Services

Classroom
differentiation

Flexible grouping

School clubs

Local/district
competitions

School music
programs

Select Services

Performances

Local/district
competitions

Independent
projects

Intensive Services

Mentorships

Apprenticeships

Independent study

AREAS OF TALENT DEVELOPMENT IDENTIFICATION

LEADERSHIP

Definition

Individuals gifted in leadership usually have the ability to convince people to act or not act in specific ways. Leaders are often self-confident and comfort-able with their peers. They express themselves well and frequently are charming and charismatic. It is important to recognize that leadership traits may manifest into different leadership styles depending upon the environment and personality of the individual. (Gifted and Talented Resource Guide for Educators, Coordinators, and Administrators in Wisconsin Public Schools, Stone et al, 2005)

General characteristics (not inclusive)	
Takes an active role in decision making	Appears to be well liked by peers
High expectations for self and others	Well-liked by peers
Fluent, concise self-expression	Self-confident
Fore sees consequences and implications of decisions	Sought out by others to accomplish a task
Follows through on a plan	

Identification for intensive enrichment services Academic Data Profile		
Assessment	Grade level	Criteria
Gifted and Talented Evaluation Scales (GATES)	Grades K-12	Standard score 111 or above
Student-generated evidence of leadership activity	Grades K-12	Above average work

Student Profile		
Assessment	Grade level	Criteria
Scales for Identifying Gifted Students (SIGS) Home Rating Scale	Grades K-12	95th percentile or above on each section
Scales for Identifying Gifted Students (SIGS) School Rating Scale	Grades K-12	95th percentile or above on each section
Letters of recommendation from a third party	Grades K-12	Above average recommendation

Universal Services

Classroom leadership

Playground
leadership

Safety Patrol

Select Services

School clubs
officer position

Grade level officer
position

Mentor

Peer helper

Athletic leadership

Intensive Services

School board
committees

Local government
committees

School leadership
committees

AREAS OF TALENT DEVELOPMENT IDENTIFICATION

CREATIVE THINKING

Definition

Creativity may cross all areas (academic, arts, leadership, and intellect). High creatives tend to develop original ideas and products. They may ex-press their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking, tending to reject one-answer solutions. These children tend to possess strong visualization.¹

General characteristics (not inclusive)

Independent and/or flexible thinker	Challenged by creative tasks
Exhibits original thinking in oral and written expression	Improvises and sees unique possibilities
Comes up with several solutions to a given problem	Risk taker
Possesses a keen sense of humor	Resists conformity

Identification for gifted and talented education services Academic Data Profile

Assessment	Grade level	Criteria
Torrance Test of Creative Thinking	Grades K-12	95th percentile or above
Gifted and Talented Evaluation Scales (GATES)	Grades K-12	Standard score 111 or above
Student-generated evidence of creative thinking activity or project	Grades K-12	Above average work

Student Profile

Assessment	Grade level	Criteria
Scales for Identifying Gifted Students (SIGS) Home Rating Scale	Grades K-12	95th percentile or above on each section
Scales for Identifying Gifted Students (SIGS) School Rating Scale	Grades K-12	95th percentile or above on each section
Letters of recommendation from a third party	Grades K-12	Above average recommendation

Universal Services

Computer club

School newspaper

Select Services

AP courses

Honors courses

Youth Options

Intensive Services

Mentorships

Apprenticeships

Professional learning is critical in meeting the needs of advanced learners. DuFour states, “Effective professional development increases the understanding of how to provide supports that are responsive to the developmental needs of children...” (Professional Learning Communities At Work, Bloomfield, Indiana, Solution Tree Press, 1998, p. 255). The professional development content focuses on the district and school level within the district to best serve all stakeholders.

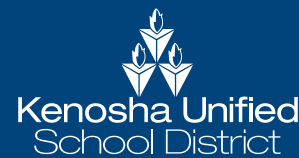
District Level

District level professional learning serves to educate all stakeholders about the Talent Development Program within Kenosha Unified School District. The Office of Talent Development functions within the Office of Teaching and Learning and will create cross-functional work groups to strengthen and expand high-quality curriculum and instruction. To best serve schools, a focus will be on developing capacity among educators so that advanced learners’ needs are met through strong instructional practices, research-based pedagogy, and differentiation strategies.

School Level

School level professional learning will be anchored in the development of tools, resources and instruction practices to support implementation of the Talent Development Program. Professional learning will be ongoing and job-embedded. Clear communication and support will be a priority to best serve all stakeholders at each school.

COMMUNITY TALENT DEVELOPMENT PROGRAM ADVISORY COMMITTEE



The Talent Development Program Advisory Committee is a group of community members and educators who:

- Advocate for talent development programming.
- Promote the cause of talent development services.
- Support students and staff who participate in talent development services.
- Monitor Talent Development Program effectiveness.
- Support parents in the education of advanced learners.

Membership is open to any district community member or district staff member. The committee will meet once minimally a year or more often if needed.

SUMMARY

Student growth and well-being are the intent of the Kenosha Unified School District Talent Development Program Guide. With systematic and consistent processes in place to support the identification, social-emotional support, services, and communication, it will be important to identify and problem solve around both student achievement and student growth. By using qualitative and quantitative data, it will be important to determine what strategies are working to identify and serve more students from various demographic groups. Customer service in the form of communication with parents is a critical component of support for advanced learners. The Office of Talent Development will need continual feedback to improve support systems and support to schools and students. Embedded coaching, consultation with school CSI teams, and relevant professional learning will support the growth and well-being of advanced learners.

The Kenosha Unified School District Talent Development Program Guide will be reviewed on a regular basis and adjusted to ensure that it provides a seamless and coherent extension of the district's curriculum scope and sequence while allowing the students' ability to continue to be challenged.

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NAGC Pre-K-Grade 12 Gifted Programming Standards

Standard 1: Learning and Development Description

Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

The Coordinator of Talent Development will work with school counselors and classroom teachers to assist advanced learners with interventions to meet their unique academic as well as socio-emotional needs.

Standard 2: Assessment Description

Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

School CSI teams in collaboration with support from the Coordinator of Talent Development, will meet to determine appropriate testing necessary to identify and serve advanced learners as described in this guide.

Standard 3: Curriculum Planning and Instruction Description

Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

KUSD will use the Wisconsin's RtI framework and Key Characteristics of Effective Gifted Education Plans. The Principal will be responsible for implementing the program at the school level. The Coordinator of Talent Development and the Teaching and Learning Department Coordinators will ensure that provision for curriculum that meets the needs of gifted students is part of the ongoing curriculum work.

Standard 4: Learning Environments Description

Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

KUSD educators maintain high expectations for all students with advanced learning needs as evidenced in meaningful and challenging activities. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages and adapt instruction appropriately. Students with advanced learning needs are able to access advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

Standard 5: Programming Description

Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive interventions for students with a variety of gifts and talents to ensure specific student outcomes.

As outlined in this guide, KUSD will offer high quality, challenging learning opportunities for advanced learners through differentiation techniques and programming described.

Standard 6: Professional Development Description

All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

The Teaching and Learning Department will coordinate professional learning opportunities to ensure that all staff understands the unique academic needs of advanced learners and that all teachers have the tools necessary to meet these needs. Classroom teachers will use differentiation and other strategies to meet the needs of all students, including advanced learners.

MEETING ADMINISTRATIVE RULE OF WI STANDARD (T)

PI8.01 (2) (t).2

The following table demonstrates how the Kenosha Unified School District meets the Administrative Rule of WI Standard (T):

Requirement	Example of Documentation
A Plan	Kenosha Unified School District Talent Development Program Guide
A person to coordinate	Coordinator of Talent Development
Identification in any of the five areas: general intellect, specific academic, creativity, visual/performing arts, and leadership	Kenosha Unified School District Talent Development Program Guide Kenosha Unified School District Policy 6423 – Talent Development Program Kenosha Unified School District Policy 5118.3 – Retention/Acceleration
Use of multiple criteria for identification of students	Kenosha Unified School District Talent Development Program Guide Identification for intensive intervention services.
Access, without charge for tuition, to programs 118.35 (3) and 121.02 (1) (t)	Kenosha Unified School District Policy 6423 – Talent Development Program Kenosha Unified School District Policy 6434.2 – Youth Options Program Kenosha Unified School District Policy 5110 – Equal Educational Opportunity/Student Discrimination Complaint Kenosha Unified School District Policy 5310 – Student Attendance Kenosha Unified School District Policy 6426 – Student Program and Curriculum Modifications
Appropriate programs	Kenosha Unified School District Talent Development Program Guide RtI Framework Model
Parental participation in program planning	Community Talent Development Program Advisory Committee

Wisconsin Education Standards Related to Kenosha Unified School District Talent Development Program Guide

Introduction

“The 20 education standards – one-half of them enacted in 1973 and the other half in 1985 – fulfill a state constitutional requirement. Article X of the Wisconsin Constitution requires that the legislature create school districts “as nearly uniform as possible.” The 20 standards focus on children, assuring that youth in Wisconsin have opportunities for quality education. By establishing minimum expectations for every district’s education program, the standards signal the clear intent of the state that opportunities and services will be provided to all children, regardless of where they reside.” (WI. DPI)

Of the 20 education standards, the following six standards relate to the area of gifted and talented education:

Standard (b) - Staff Development

Staff development plans should include information to develop awareness and understanding of the needs of gifted and talented pupils as well as materials, resources, and appropriate strategies for use with gifted and talented children and youth in the classroom.

The Teaching and Learning Department will coordinate professional learning opportunities to ensure that all staff understands the unique academic needs of advanced learners and that all teachers have the tools necessary to meet these needs. Classroom teachers will use differentiation and other strategies to meet the needs of all students, including advanced learners.

Standard (e) - Guidance and Counseling Services

Providing guidance and counseling services to gifted and talented students - critically important to overall program success.

School counselors and classroom teachers will provide advanced learners with interventions to meet their unique academic as well as socio-emotional needs.

Standard (k) - Curriculum

District curriculum plans should include objectives, content, and resources which challenge the most able and most talented children in any classroom.

KUSD will use the Wisconsin’s RtI Framework and Key Characteristics of Effective Talent Development Program Plans. The Principal will be responsible for implementing the program at the school level. The Coordinator of Talented Development and the Teaching and Learning Department Coordinators will ensure that provision for curriculum that meets the needs of advanced learners is part of the ongoing curriculum work.

As outlined in this guide, KUSD will offer high quality, challenging learning opportunities for advanced learners through differentiation techniques and programming described.

Standard (n) - Children at Risk

Many gifted children are at risk and need special attention, counsel, and support to help them realize their potential.

The Coordinator of Talent Development will work with school counselors and classroom teachers to assist advanced learners with interventions to meet their unique academic as well as socio-emotional needs.

Standard (p) - High School Graduation Standards

Pupils identified as gifted or talented may require special accommodations in programming which is outside the normal sequence of a course(s) or the standard requirements for graduation.

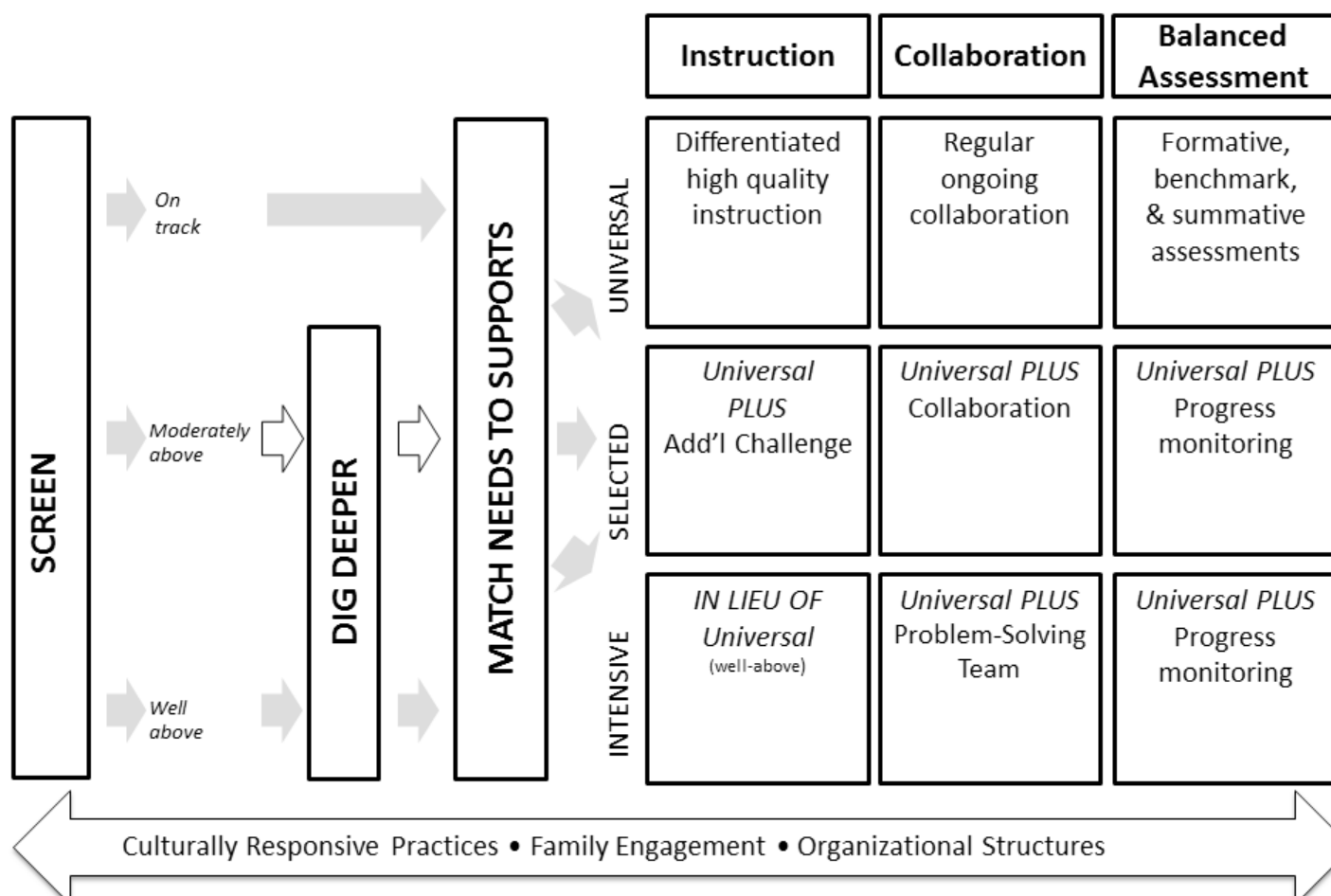
The Talent Development Program Guide identifies opportunities for grade or subject acceleration, curriculum replacement as well as the Course Options program, Youth Options program, apprenticeships which are accepted as part of the graduation requirements.

Standard (s) - Achievement Tests

Data derived from a testing program may be used as part of multiple-criteria identification processes.

School CSI teams will meet to review current student data and to determine if any further appropriate testing is necessary to identify and serve students with advanced learners needs as described in this guide. The school CSI teams will use the data obtained from testing as well as other pieces of evidence in determining eligibility for enrichment services.

CCR OUTCOME: All students graduate academically prepared and socially and emotionally competent as demonstrated in their knowledge, skills, and habits





Wisconsin Response to Intervention Roadmap: A Model for Academic and Behavioral Success for All Students Using Culturally Responsive Practices

The Wisconsin RtI Roadmap provides an overview of an enacted RtI system focused on increasing student success in both academics and behavior. This roadmap is aligned to Wisconsin's definition for RtI and explicitly embeds the three essential elements and seven guiding principles of an RtI system in Wisconsin. The definitions, elements and principles can be found at <http://www.dpi.state.wi.us/rti/index.html>.

Looking at the roadmap, it is evident that in a Wisconsin RtI system, all students should receive high quality, culturally responsive core instruction that is differentiated for student need and aligned with the Common Core standards. This core instruction, which forms the learning foundation for all students, refers to both academic areas, such as reading and mathematics, and behavioral expectations and norms that are explicitly taught and expected of all students. Core instruction stems from and is directly shaped by the Common Core standards, the district curriculum, and the effective use of formative, summative, and benchmark assessments. In addition, core instruction is enacted through a collaborative process, and analyzed using multiple measures.

Universal screeners that align to the core curriculum and corresponding benchmarks should be administered and analyzed to determine whether each student is likely to meet, exceed, or not meet benchmarks. For students whose screening data indicate they are not likely to meet benchmarks, educators use data in a collaborative process to determine how to deliver interventions for groups of students who need additional support; or determine whether individual interventions would be most appropriate. The roadmap emphasizes that students who are not meeting benchmarks must continue to access core instruction in addition to the small group or individual interventions designed to increase skills in a particular area of need. These students will continue to be monitored within a balanced assessment system that includes formative, summative and benchmark assessments. For more information on a balanced assessment system see <http://dpi.wi.gov/oea/pdf/balsystem.pdf>.

For students who are likely to meet benchmarks, the roadmap indicates that they will continue to receive core instruction and their progress will continue to be monitored within a balanced assessment system that includes formative, benchmark, and summative assessments. For more information on a balanced assessment system, click here <http://dpi.wi.gov/oea/pdf/balsystem.pdf>.

For students who are likely to exceed benchmarks, opportunities for enrichment, compacting or acceleration should be designed for the student and delivered in addition to a high quality core curriculum. As with students who are not meeting benchmarks, students who are exceeding benchmarks will have increased monitoring of progress and collaboration between educators in order to determine the effectiveness of the additional challenge for an individual student's learning. These students will continue to be monitored within a balanced assessment system that includes formative, summative and benchmark assessments. For more information on a balanced assessment system see <http://dpi.wi.gov/oea/pdf/balsystem.pdf>.

The results of an intervention/challenge should be monitored for effectiveness. As the intensity of the intervention/challenge increases so does the frequency and specificity of progress monitoring. Likewise, collaboration will increase to coordinate resources and support for the student.

In sum, the RtI process—rooted in high-quality instruction, continuous review of student progress using multiple measures, and collaboration—is a continuous practice of data-based decision-making focused on increasing student success.

Revised March 4, 2010



Advanced Learner Plan

Student Name	<input type="text"/>	Student ID Number	<input type="text"/>	Date of Birth	<input type="text"/>
School	<input type="text"/>	Current Grade Level	<input type="text"/>	Cohort Graduation Year	<input type="text"/>
Parent/Guardian Name(s)	<input type="text"/>				
Date of Talent Development Plan implementation	<input type="text"/>				

Area(s) and date(s) of Identification

Area	Date	Area	Date	Subject
<input type="checkbox"/> General Intellect	<input type="text"/>	<input type="checkbox"/> Specific Academic	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Visual Arts	<input type="text"/>	<input type="checkbox"/> Creative Thinking Ability	<input type="text"/>	
<input type="checkbox"/> Performing Arts	<input type="text"/>			

Student interests and strengths

Areas of Concern

Aptitude Scores

Naglieri	<input type="text"/>	CogAT (Verbal)	<input type="text"/>	CogAT (Nonverbal)	<input type="text"/>	CogAT (Quantitative)	<input type="text"/>
	(NAI/Stanine)		(NAI/Stanine)		(NAI/Stanine)		(NAI/Stanine)

Achievement Scores

MAP Reading	<input type="text"/>	<input type="text"/>	MAP Math	<input type="text"/>	<input type="text"/>	TOMAGS	<input type="text"/>	<input type="text"/>
	(Date)	(RIT/Percentile)		(Date)	(RIT/Percentile)		(Quotient)	(Percentile)
End of the Year Subject Assessment	<input type="text"/>	<input type="text"/>						
	(Subject)	(Percentile)						

Student Profile

GATES 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	GATES 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
	(Test)	(Quotient)	(Percentile)		(Test)	(Quotient)	(Percentile)
SIGS Home Rating Scale	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	(General)	(Lang. Arts)	(Math)	(Science)	(Soc. St.)	(Creativity)	(Leadership)
SIGS School Rating Scale	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	(General)	(Lang. Arts)	(Math)	(Science)	(Soc. St.)	(Creativity)	(Leadership)

Advanced Learning Plan Goal # 1

--

Service Setting for the Goal	Timeframe of Goal	Person Responsible for Goal

Advanced Learning Plan Goal # 2

--

Service Setting for the Goal	Timeframe of Goal	Person Responsible for Goal

Advanced Learning Plan Meeting Participants

Participant	Participant's Name	Participant's Signature	<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve
Student			<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve
Parent			<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve
Parent			<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve
Principal			<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve
Coordinator of Talent Development			<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve
Other:			<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve
Other:			<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve
Other:			<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve



3600 52ND ST., KENOSHA, WI 53144
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Intensive Enrichment Services Referral Form

Student Legal Name _____ Date _____

School Name _____

Current Grade _____ Student's Birth Date _____ Age _____

Parent/Guardian's Name: _____

Home Phone: _____ Cell/Work Phone: _____

Individual Requesting Referral:

Name: _____

Relationship to student: _____

Area(s) for consideration:

General Intellectual Ability _____ Visual Arts _____ Performing Arts _____

Leadership _____ Creative Thinking _____

Specific Academic Ability _____ Subject _____

Please state the reason for the referral:

Signature: _____

Please return completed referral form to the student's school.



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P 262-359-6300 • F 262-359-7672

Talent Development Intensive Enrichment Services Parent Permission for Testing

I give permission for my son/daughter _____ to be
(Student's Name)
screened for consideration for intensive enrichment services. The following assessments will be
used:

_____ Naglieri Nonverbal Ability Test Third Edition (NNAT3)

_____ Cognitive Abilities Test Form 7 (CogAT 7)

_____ IOWA Acceleration Scale, 3rd Edition

_____ Test of Mathematical Abilities for Gifted Students (TOMAGS)

_____ Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2)

_____ End of the Year Assessment for grade _____ in _____
Subject

Please sign and return this form to _____. If you have any questions

or concerns regarding the screening process, please contact _____

at _____.

(Parent Printed Name)

(Parent Signature)

Date: _____ Phone Number: _____



Kenosha Unified
School District

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

January 10, 2017
Curriculum/Program Standing Committee

FOUR-YEAR GRADUATION RATE – COHORT ANALYSIS

(School Year 2015-16 - Graduation Class of 2016)

Executive Summary

Administration presented the first cohort analysis of graduation trends to the Kenosha Unified School Board beginning with School Year 1994-95. This cohort analysis is the twenty-first annual report to the Kenosha Unified School Board. It provides a “base cohort” illustrating the progress of students from their initial enrollment as a ninth grader on the Official Third Friday Count Day in SY 2012-13 until the end of summer school four school years later in August 2016. Additionally, the graduation “base cohort” of the Class of 2015 was examined in terms of its progress during the year following its designated graduation year (fifth year) along with the Class of 2014 after two years (sixth year).

The cohort graduation rate presented in this report is slightly different than the rate published by the Wisconsin Department of Public Instruction (DPI). Beginning in 2009-10, DPI reported a 4-year cohort graduation rate which includes all students who have been assigned to a Wisconsin public school cohort and were last enrolled in the Kenosha Unified School District (KUSD) during the 4-year time period, whether or not the student *began* in KUSD in their ninth grade year. Additionally, DPI’s graduation rate is a factor in two priority areas of the annual Accountability School and District Report Card: Closing Gaps and On-Track and Postsecondary Readiness. For the school and district report cards, DPI provides data on the 4-year cohort and the 6-year cohort graduation rates. DPI’s WISEdash portal also includes a 5-year rate. This KUSD cohort report will align with the DPI model of presenting a 4-year, 5-year and 6-year graduation rate.

Beginning in SY 2010-11, new federal guidelines regarding student race and ethnicity were implemented. In the past, parents/guardians were required to categorize their child in one of the following ethnic groups: Asian, Black/African American, Hispanic, Native American, and White. The current guidelines apply a two-part question format: first whether or not the student is Hispanic/Latino **and** then selecting one or more of the following races: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. The students of the Class of 2016 will utilize the new race/ethnicity categories whereas cohorts prior to Class of 2014 will use the former categories.

The current graduation requirements for core content areas are 3.0 credits for Social Studies, Math and Science and 4.0 credits for English. Rule 6456 also includes a Community/Service Learning requirement with a minimum of 10 service hours. A recent change effective for Kenosha Unified students earning a diploma in School Year 2016-17 is an additional 0.5 elective credit which totals to 8.0 elective credits and a total credit requirement of

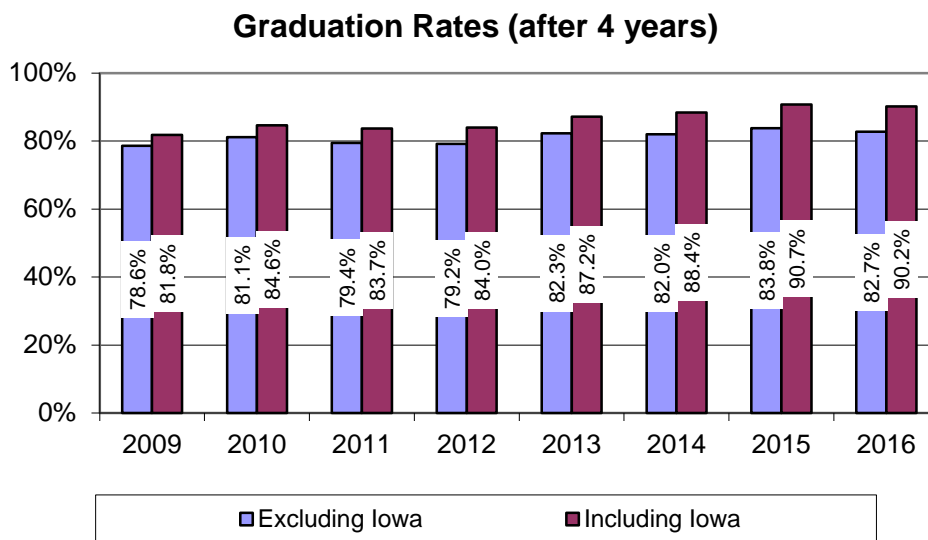
23.5. In addition, all students, beginning in 2016-17, must successfully pass the U.S. Civics Exam (U.S. Citizenship and Immigration Services Exam) with a score of 60 or higher out of 100 questions. Currently, Wisconsin High School Graduation Standards contain a minimum requirement of 4 credits for English/Language Arts, 3 credits each for Social Studies, Math and Science, 1.5 in physical education, 0.5 in health education and encourages an additional 8.5 credits which totals 23.5 credits. For the current school year (cohort 2017) the graduation requirement total number of credits for KUSD is equal to the state of Wisconsin suggested total of 23.5.

NOTICABLE FINDINGS

Four-Year Cycle (Class of 2016)

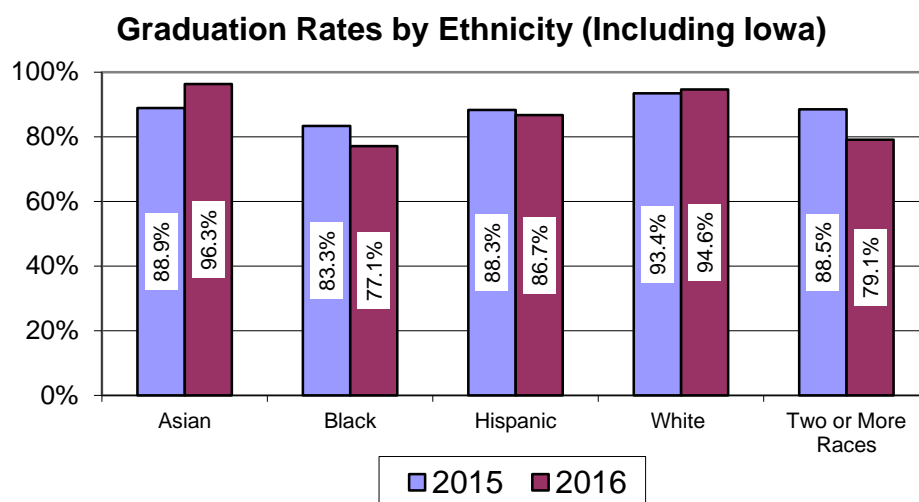
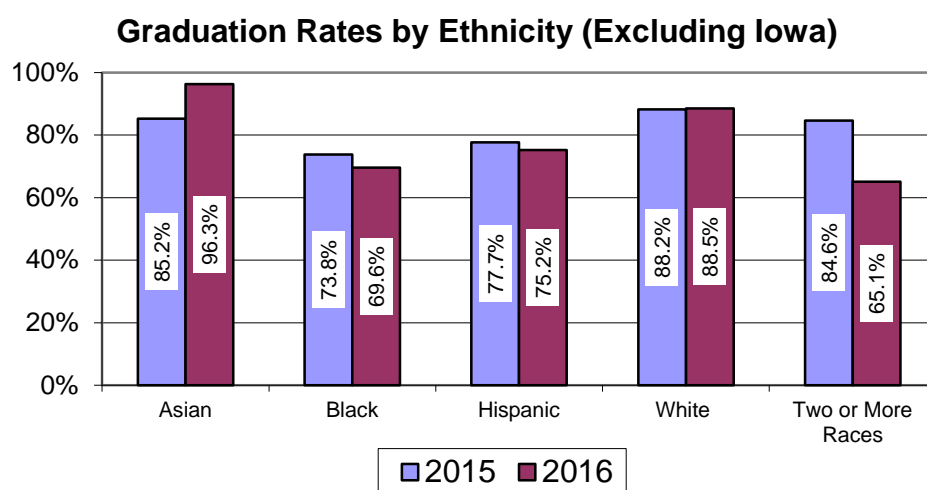
The following is a list of findings based on a review of this year's cohort analysis. Please note that the terms "Students with Disabilities", "Economically Disadvantaged", and "Limited English Proficient" are used as defined by the new Every Student Succeeds Act (ESSA), formerly No Child Left Behind (NCLB), and the Individuals with Disabilities Education Act (IDEA), as well as the state-approved waiver agreement post-NCLB, and are consistent with DPI reporting.

1. At the end of the four-year cycle, the KUSD Class of 2016 achieved an overall graduation rate of 82.7% when excluding "Iowa" graduates, and 90.2% when including "Iowa" graduates. These figures display a slight decrease from the 83.8% and 90.7% reported by the Class of 2015. However, it is the second year that the graduation rate surpassed 90%.



2. As in previous years, Females graduated at a higher rate than Males. When excluding "Iowa" graduates, Females report 84.7% compared to Males at 81.0%. However, when including "Iowa" graduates, this gender gap closes to an all-time low of less than one percent with the Class of 2016 reporting Females graduating at 90.5% and Males at 89.8%.

3. Most of the minority ethnic groups graduated at lower levels than their white peers in 2016. However, Asian students not only reported a significant increase from 2015 to 2016 when excluding and including “Iowa” graduates, they also reported the highest overall rate among the ethnic groups.
4. The other minority ethnic group reported declines in 2016. Hispanics showed a slight decrease from 2015 with 75.2% when excluding “Iowa” graduates and 86.7% when including “Iowa” graduates. However, these 2016 rates by Hispanics are higher than that of the Class of 2014 and earlier. Rates of Black students and those with Two or More Races also declined in 2016 when excluding “Iowa” graduates and including “Iowa” graduates.

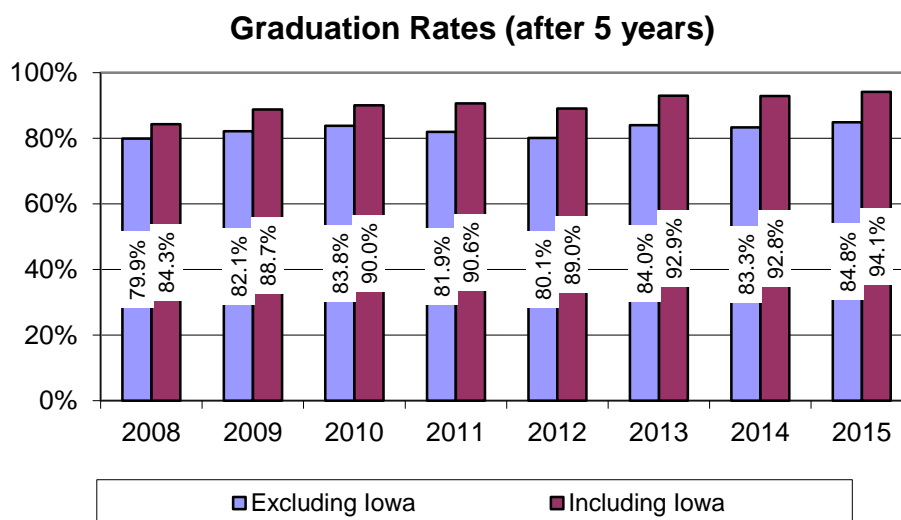


5. The graduation rates for the target groups in the School and District Report Card, “Students with Disabilities”, “Economically Disadvantaged”, and “Limited English Proficient” report graduation rates at a lower rate than their comparison group.

6. Limited English Proficient students reported significant increases from 2015 to 2016. When excluding “Iowa” graduates, their rate increased from 66.4% in 2015 to 74.8% in 2016. When including “Iowa” graduates, the rate increased from 81.9% in 2015 to 87.0% in 2016. This gap between English Proficient and Limited English Proficient fell to 3.4% when “including” “Iowa”.
7. The percent of students that transferred out of Kenosha decreased from 11.2% in 2015 to 9.6% in 2016. One of the highest rates was from Limited English Proficient students, with 16.6% transferring out since 9th grade compared to 11.5% with the Class of 2015.
8. The dropout rate decreased to a low of 1.5% in 2016 compared to 2.0% in 2015 when excluding “Iowa” graduates as dropouts. The student group with the highest dropout rate was students with Two or more Races (4.7%).
9. The number of “Iowa” graduates in the 2016 Cohort Graduation Class after four years increased to 114. There were 99 with the Class of 2015 and 97 with the Class of 2014.

Five-Year Cycle (Class of 2015)

10. At the end of the five-year period, 1,213 students (84.8%) graduated when excluding “Iowa” graduates and 1,347 students (94.1%) graduated when including “Iowa” graduates, resulting in an additional 1.0% and 3.4% of students, respectively, when compared to the end of the fourth year of the Class of 2015.



11. The Class of 2015, when compared to that of the Class of 2014, report increases in all student groups, with the exception of Asian students. When including “Iowa” graduates, the graduation rate of targeted student groups reached to the high 80s and above. Most notable were Black students at 89.5%, Hispanics at 93.0%, students of Two or More Races at 88.5%,

Economically Disadvantaged at 90.7%, Students with Disabilities at 86.1% and Limited English Proficient Students at 88.2%.

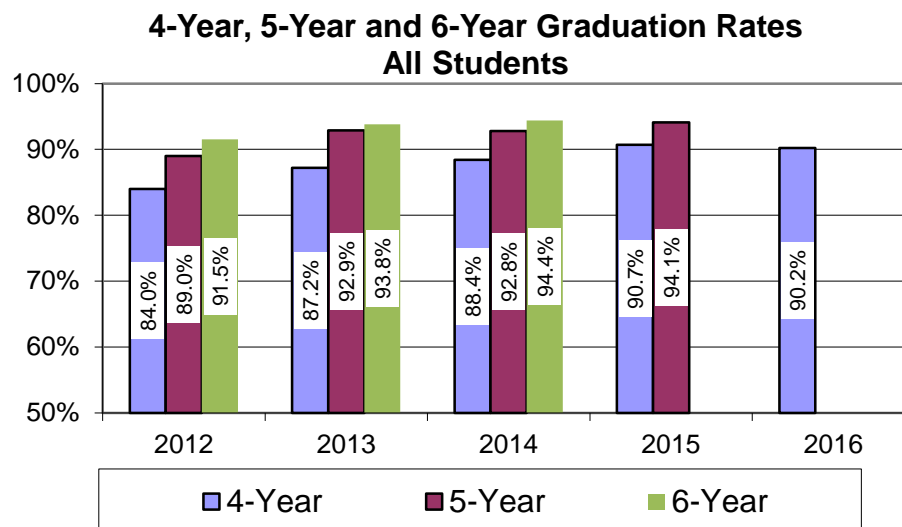
12. The percent of “Credit Deficient” students in the 2015 graduation cohort group at the end of the fifth year was 2.7%, a decrease from 7.3% after four years.
13. The number of “Iowa” graduates in the 2015 cohort group after five years was 134 students, an increase of 35 students when compared to the same cohort group after four years.

Six-Year Cycle (Class of 2014)

14. At the end of the six-year period, 1,259 students (83.6%) graduated when excluding “Iowa” graduates and 1,421 students (94.4%) graduated when including “Iowa” graduates, resulting in an additional 1.6% and 6.0% of students, respectively.

Cohort Graduation Rates

15. The Class of 2013 was the first to meet an 85% graduation rate with a 4-year rate of 87.2%. The following year reported another increase to 88.4%. The Class of 2015 was the first to perform over 90% and this continued with the Class of 2016. The 5-year rates generally show a 4 to 5 percentage point increase from the 4-year rate to the 5-year rate. The six-year rates report an additional increase of 1 to 2 percentage points to the 5-year rate.



Administrative Recommendation:

Administration recommends that the Curriculum/Program Standing Committee review and accept the 2015-16 Four Year Graduation Rate – Cohort Analysis Report and forward it to the full School Board for its review and acceptance.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

Ms. Renee Blise
Research Coordinator

Link to Complete Report with Appendices:

<http://www.kusd.edu/sites/default/files/document-library/english/cohort.pdf>