



## Monthly School Board Standing Committee Meetings

February 14, 2017

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

5:50 P.M. Joint Planning/Facilities/Equipment &  
Personnel/Policy

6:00 P.M. Personnel/Policy

6:30 P.M. Joint Personnel/Policy & Audit/Budget/Finance

7:00 P.M. Audit/Budget/Finance

7:20 P.M. Audit/Budget/Finance & Curriculum/Program

7:40 P.M. Curriculum/Program

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

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Standing Committee Meetings  
February 14, 2017  
Educational Support Center

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

A. Approval of Minutes - November 1, 2016	6
B. 2017-18 Capital Projects Plan	8
C. Information Items	
1. Capital Projects Update	11
2. Utility & Energy Savings Program Report	13
D. Future Agenda Items	
1. Capital Projects Update	
2. Utility & Energy Savings Program Report	
E. Adjournment	

**II. JOINT PLANNING/FACILITIES/EQUIPMENT & PERSONNEL/POLICY - 5:50 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING**

A. Changes to Building Permit Fees & Regulations and Board Policies 1330 & 1331	15
B. Adjournment	

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

A. Approval of Minutes - January 10, 2017	33
B. School Board Policies Update	35
C. Information Items	
1. School Year 2017-18 Preliminary Enrollment Projections	124
D. Future Agenda Items	
1. None at this time	
E. Adjournment	

**IV. JOINT PERSONNEL/POLICY AND AUDIT/BUDGET/FINANCE - 6:30 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING**

A. Strategic Direction No. 4 Planning Overview	151
B. Adjournment	
<b>V. <u>AUDIT/BUDGET/FINANCE - 7:00 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING</u></b>	
A. Approval of Minutes - January 10, 2017	157
B. Building Our Future Partnership (Strive Together)	158
C. Information Items	
1. Monthly Financial Statements	166
2. Summary of Grant Activity	183
D. Future Agenda Items	
1. Monthly Financial Statements - March	
E. Adjournment	
<b>VI. <u>JOINT AUDIT/BUDGET/FINANCE AND CURRICULUM/PROGRAM - 7:20 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING</u></b>	
A. Mary Frost Ashley Charitable Trust	184
B. Adjournment	
<b>VII. <u>CURRICULUM/PROGRAM - 7:40 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING</u></b>	
A. Approval of Minutes - January 10, 2017	191
B. Information Technology Course Change Proposals for LakeView Technology Academy	193
C. Engineering Course Change Proposals for LakeView Technology Academy	207
D. New Course Proposal: Computer Science 2	221
E. Information Item	
1. Head Start Semi-Annual Report	227
F. Future Agenda Items	
1. K-5 Science Materials - March	
2. 9-12 World Language Materials - March	
3. Policy 6610 - Procedures for Selecting and Using Supplementary Materials - March	
4. Harborside Academy Charter Renewal - April	
G. Adjournment	



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.

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**KENOSHA UNIFIED SCHOOL BOARD**  
**PLANNING/FACILITIES/EQUIPMENT MEETING**  
Educational Support Center – Room 110  
November 1, 2016  
**MINUTES**

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Mrs. Coleman was called to order at 8:40 P.M. with the following committee members present: Mr. Falkofske, Mr. Garcia, Mr. Flood, Mr. Thomey, Mr. Butts, Mr. Schaffrick, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Ms. Stevens and Mrs. Bothe were excused. Mr. Cardinali and Mr. Wicklund were absent.

**Approval of Minutes – October 11, 2016 Planning/Facilities/Equipment**

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

**Information Items**

Dr. Savaglio-Jarvis presented the Traffic/Parking at Roosevelt Elementary School and explained that issues had been reported relative to the traffic flow during the morning drop-off and afternoon pick-up times of the day. A recommendation was made during the September Committee meeting to investigate the matter; therefore, a group met on September 20, 2016, to observe and discuss the traffic flow issues. The following solutions have been agreed upon:

- installation of “No Parking” signs on the east side of 34<sup>th</sup> Avenue adjacent to the school’s playground to allow for parent drop off and pick up;
- adjustments to garbage pick-up routes would be made so that trucks are not proceeding down 34<sup>th</sup> Avenue during morning drop-off or afternoon pick-up times;
- elimination of the approach just north of the school building onto 34<sup>th</sup> Avenue with replacement of a curb which would extend the drop off zone by approximately 20 feet;
- purchase of two yield cones to be placed daily in the center line of 34<sup>th</sup> Avenue at both 69<sup>th</sup> and 70<sup>th</sup> Streets to alert traffic of the student crossing areas and for the safety of safety patrol students; and
- assignment of six additional safety patrol students along the east 34<sup>th</sup> Avenue vehicle exit area to assist with student transitions in and out of vehicles to improve efficiency which would likely reduce the line of parked cars extending into Roosevelt Road.

Mr. Patrick Finnemore, Director of Facilities, presented the Capital Project Update. In regards to the Outdoor Athletics Project, he noted the work at Bradford was essentially complete with the exception of a few punch list items, the bleachers at Indian Trail have been completed, the press box building at Bullen is almost complete, and the installation of the synthetic turf at Tremper is underway. He noted that the 50% design review documents meeting for Phase 2 projects was held, that the 95% plans and specs review meeting is scheduled for late December, and that final construction bids should be issued in January 2017. He noted that the Major Maintenance Projects were all complete.

Mr. Thomey asked if water/sewer utility usage/conservation was ever considered. Mr. Finnemore indicated he will add a quarterly water/sewer utility usage/conservation component to the Energy Efficiency Projects

**Future Agenda Items**

Mrs. Coleman indicated that the Capital Project Update and the Utility & Energy Savings Program Report would be presented in January.

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

Meeting adjourned at 8:52 P.M.

Stacy Schroeder Busby  
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

February 14, 2016  
Planning/Facilities/Equipment Standing Committee

**2017- 2018 CAPITAL PROJECTS PLAN**

**Background:**

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1 of each year. This report includes the proposed major maintenance and energy savings projects plans for 2017-18.

Historically during times of rapid enrollment growth this report also includes the capacity projects as required by Board Policy 7210; however there are no capacity projects proposed for the coming year.

Available Budget:

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

Major Maintenance Plan Information:

The 2017-18 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated 16 years ago, and the energy savings project program started 14 years ago. The major maintenance plan includes a proposed contingency of \$50,000 or 3.33% of the available budget for projects that will be performed this year. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past 16 years.

One important thing to note in this year's plan is that for the coming year, and the next 5 years that follow, a large portion of the capital funds will be used to support the major energy efficiency projects at Bullen and Lance Middle Schools, Tremper High School, and Bradford High School. This was discussed in great detail during the Committee and Board meetings that lead to the approval of those projects at the April 25, 2016, School Board meeting, and the selection of the performance contractors at the June 28, 2016, School Board meeting.

**Administration Recommendation:**

Administration recommends that the Planning, Facilities, and Equipment Committee forward the 2017-18 Capital Projects Plan as described in Attachment A of this report to the full Board for their consideration.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Patrick M. Finnemore, PE  
Director of Facilities

Mr. John E. Setter, AIA  
Project Architect

## **PROPOSED 2017-18 CAPITAL PROJECTS PLAN**

### **MAJOR MAINTENANCE PROJECTS:**

#### **Bullen and Lance Middle School Improvements Project:**

The bulk of the work being performed at Bullen and Lance the next two years is energy related and will be funded by the revenue limit exemption previously approved by the Board. There are, however, a number of scope items that we identified that are best performed at the same time the energy related work is being performed and those items will be funded by the major maintenance budget. Examples of items that will be performed over the next two summers include: asbestos abatement and replacement of flooring, replacement of the auditorium seating, replacement of interior doors, a portion of the scope/costs related to the new main entrance vestibules, a portion of the costs related to the cafeteria addition at Lance, a portion of the cost related to a new secure entrance and remodel of the Bullen office, amongst others. The majority of these scope items are directly tied to energy saving scope items that will be performed concurrently by the same contractors thus resulting in a significant savings versus performing these scope items as stand-alone projects.

#### **Tremper High School Exterior Improvements Project:**

As part of the design development and planning process for the outdoor athletic facility referendum, we identified other improvements at the schools (Bradford and Tremper in particular) that should be performed concurrently with the athletics project and funded with major maintenance dollars. Last year it was the replacement of the north parking lot at Bradford as well as other site improvements associated with the parking lot. This year, it includes a number of concrete and asphalt replacement projects at both Tremper High School and the KUSD maintained areas around Ameche Field. In addition, the project includes other features that support the project such as landscaping and site lighting. This project was bid out as part of the athletic project bid process through Camosy Construction in order to use the same contractors that are constructing the athletic improvements so that it is one cohesive project.

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

February 14, 2017  
Planning/Facilities/Equipment Standing Committee

**CAPITAL PROJECT UPDATE**

**Outdoor Athletics Project:**

**Background:**

On April 7, 2015, the voting public approved a \$16,700,000 referendum to construct major upgrades to the outdoor athletic facilities for Bradford (including those at Bullen), Indian Trail and Tremper High Schools. In May of 2015, the school board interviewed and selected Partners in Design Architects and Camosy Construction to help the district design and construct the new facilities. The construction bids for the Outdoor Athletic Facility Project were received on February 2, 2016, by Camosy Construction and representatives of our Facilities Department staff, and were approved by the School Board on February 23, 2016.

**Highlights This Month:**

- The project was suspended for the winter months and will resume as described below.
- Work will resume at Tremper/Ameche in the late winter/very early spring as weather allows. The largest scope items for 2017 include the storm water management facilities, new track, new synthetic turf at Ameche Field, the team and public restroom building at Ameche, press boxes for both baseball and softball, and the new tennis courts.
- Installation of the synthetic turf infields for the varsity baseball and softball fields at Indian Trail will occur in June and July of 2017 per the construction schedule provided to the School Board when the project began.

**Energy Efficiency Projects at Bullen and Lance:**

**Background:**

At the April 25, 2016, School Board meeting, the Board approved a proposal to implement a Phase 2 series of energy efficiency projects using the energy

revenue limit exemption based on the provisions in 2011 Wisconsin Act 32 and subsequent legislation. Furthermore, the Board approved an Initial Resolution on May 10, held a Public Hearing on the projects on May 24, and formally approved the selection of the performance contractors on June 28.

### **Highlights of Project to Date:**

The key accomplishments this past month on the project include:

- Development of the construction documents for the Bullen and Lance projects are complete. The construction package was issued for bid on or about January 23, 2017, and we will receive bids the week of February 20. A summary of the selected subcontractors will be provided to this Committee as part of this informational report at an upcoming meeting.
- Submittals have been made to the City of Kenosha for review of the plans associated with additions by the City Plan Commission in late February.
- Construction activities will begin in April during spring break. We will continue to work at both schools during May and early June on both first and second shift, and then work activities will significantly ramp up once the school year is over.

This is an informational report.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Patrick Finnemore, PE  
Director of Facilities

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

February 14, 2017  
Planning/Facilities/Equipment Standing Committee

**UTILITY & ENERGY SAVINGS PROGRAM REPORT**

The purpose of this report is to provide the regular update on the 2016-17 utilities budget and the operational energy savings program.

**Utilities Budget Update:**

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

- We have spent \$21,544 more on natural gas this year as compared to last year.
- We have spent \$87,512 more on electricity this year as compared to last year.
- We have spent 42% of the overall utility budget as compared to 39% last year at this time.

**Operational Energy Program Update:**

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

	<b>2016-17</b>	<b>2015-16</b>
Electricity Saved (KWh)	3,518,705	3,668,210
Gas Saved (Therms)	157,464	157,417
<b>Dollars Saved</b>	<b>\$431,025</b>	<b>\$447,767</b>

This is an informational report.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Patrick Finnemore, PE  
Director of Facilities

Mr. John Allen  
Distribution and Utilities Manager

Mr. Kevin Christoun  
Maintenance Supervisor

# Monthly Energy Efficiency Program Tracking Summary

UTILITY INFORMATION (4 months of gas and electric data)

## September 2016 through December 2016

End of FY -	Jun-17	Current Month: Dec-16				Degree Days (Sep-Dec) Last Year: HTG 1857.5: CLNG 131					Degree Days (Sep-Dec) This Year: HTG 2058: CLNG 146.5				
BUILDING	ACTUAL USE FY2017				Last Year FY2016 SAVINGS*					FY2017 SAVINGS*					
	kWh	kW	therms	\$	kWh	kW	therms	\$	% Savings	kWh	kW	therms	\$	% Savings	
Bradford	871,360	2,754	48,538	\$119,185	359,815	648	6,638	\$36,975	23.3%	375,258	632	8,695	\$36,130	23.3%	
Hillcrest	31,160	-	2,237	\$5,328	7,114	-	(329)	\$725	9.3%	6,577	0	3,054	\$2,541	32.3%	
Indian Trail	1,127,200	4,472	34,031	\$157,352	608,204	1,685	1,759	\$69,593	30.8%	616,700	1,493	1,239	\$66,452	29.7%	
LakeView Tec	140,800	618	1,376	\$20,100	146,662	62	1,156	\$10,390	32.3%	152,925	111	535	\$10,938	35.2%	
Reuther	337,080	1,822	45,876	\$69,485	113,165	(52)	8,792	\$10,839	14.6%	65,396	3	4,424	\$6,099	8.1%	
Tremper	713,834	2,035	62,898	\$104,745	344,174	582	4,601	\$31,025	24.1%	314,368	566	112	\$26,513	20.2%	
HS Total:	3,221,434	11,701	194,956	\$476,195	1,579,134	2,925	22,617	\$159,547	25.4%	1,531,224	2,805	18,059	\$148,674	23.8%	
Bullen	218,400	759	11,495	\$32,924	188,808	197	12,723	\$20,531	37.7%	184,241	211	15,754	\$22,043	40.1%	
Lance	190,979	747	17,400	\$33,030	58,511	148	3,295	\$7,460	18.3%	50,103	154	2,188	\$6,486	16.4%	
Lincoln Middle	298,584	1,152	22,722	\$46,610	146,949	337	8,258	\$18,071	28.5%	138,697	376	5,391	\$16,665	26.3%	
Mahone	472,200	2,010	17,133	\$70,133	198,165	347	12,898	\$22,770	25.8%	151,022	313	11,200	\$18,329	20.7%	
KTEC West	168,600	573	18,180	\$29,214	111,576	380	9,043	\$17,704	42.1%	92,223	335	4,806	\$13,565	31.7%	
Washington	172,009	646	18,429	\$30,808	69,099	309	(1,743)	\$8,583	22.8%	52,649	273	(1,948)	\$6,770	18.0%	
MS Total:	1,520,772	5,887	105,359	\$242,720	773,108	1,716	44,474	\$95,118	29.1%	668,935	1,661	37,391	\$83,858	25.7%	
Bain School o	220,500	1,110	7,297	\$36,918	64,017	210	4,727	\$9,502	18.0%	94,049	361	9,507	\$16,157	30.4%	
Bose	53,280	221	4,892	\$9,933	89,580	196	7,303	\$14,069	61.4%	85,226	195	6,906	\$13,407	57.4%	
Brass	146,640	701	5,040	\$24,073	33,396	330	4,112	\$8,938	27.8%	40,656	307	3,414	\$8,503	26.1%	
Dimensions o	26,652	-	6,289	\$7,024	(1,387)	-	(1,538)	(\$934)	-13.9%	3,914	0	(849)	\$98	1.4%	
Forest	59,138	253	4,807	\$10,723	26,942	23	7,982	\$6,993	37.5%	27,887	35	9,172	\$7,960	42.6%	
Frank	206,000	918	8,066	\$33,004	105,058	149	79	\$8,957	22.0%	97,982	51	1,611	\$7,713	18.9%	
Grant	47,920	182	4,123	\$8,656	16,236	78	6,729	\$5,687	39.9%	14,759	79	6,964	\$5,755	39.9%	
Grewenow	54,560	215	7,396	\$11,325	50,659	98	5,828	\$8,674	43.7%	58,201	127	5,696	\$9,563	45.8%	
Harvey	50,877	223	2,799	\$8,452	36,650	116	7,398	\$8,431	45.4%	39,819	101	10,520	\$10,496	55.4%	
Jefferson	55,963	177	5,970	\$10,991	33,205	90	6,232	\$7,367	39.1%	40,484	92	6,742	\$8,389	43.3%	
Jeffery	69,971	299	2,705	\$11,035	50,123	145	820	\$6,722	36.1%	60,537	136	1,437	\$7,817	41.5%	
KTEC	64,560	285	3,726	\$10,859	7,751	30	1,476	\$1,789	13.5%	8,991	41	2,688	\$2,675	19.8%	
McKinley Eler	50,480	220	7,386	\$10,851	20,651	18	1,573	\$3,012	22.3%	17,821	31	1,594	\$2,915	21.2%	
Charles Nash	148,080	713	5,647	\$25,154	31,869	219	9,898	\$9,901	28.7%	41,058	206	7,539	\$9,260	26.9%	
Pleasant Prair	220,960	770	8,005	\$31,240	40,855	(26)	28	\$1,997	6.0%	34,834	42	(150)	\$2,339	7.0%	
Prairie Lane	113,320	430	7,185	\$18,454	40,043	(14)	579	\$4,414	20.8%	26,981	15	384	\$3,281	15.1%	
Roosevelt	59,640	239	5,332	\$10,881	21,516	92	4,200	\$5,199	31.2%	28,382	81	4,323	\$5,755	34.6%	
Somers	161,440	533	10,321	\$24,572	44,130	172	686	\$6,035	20.5%	41,533	130	1,282	\$5,403	18.0%	
Southport	90,400	454	8,188	\$17,131	33,473	40	60	\$3,608	18.3%	33,179	35	(372)	\$3,232	15.9%	
Stocker	161,280	670	7,248	\$25,295	99,831	266	792	\$10,781	33.4%	84,587	189	(696)	\$7,639	23.2%	
Strange	91,254	358	6,626	\$15,557	59,874	95	210	\$6,604	30.6%	55,030	92	1,007	\$6,480	29.4%	
Vernon	121,897	465	16,165	\$23,236	55,155	195	13,242	\$12,705	34.2%	75,557	242	12,077	\$14,030	37.6%	
Whittier	124,320	580	3,776	\$19,806	136,433	388	1,616	\$15,253	42.2%	123,396	404	114	\$13,930	41.3%	
Wilson	43,040	222	9,195	\$11,249	38,418	81	1,805	\$5,243	31.6%	38,509	79	3,024	\$5,894	34.4%	
ELEM Total:	2,442,172	10,238	158,184	\$416,418	1,134,478	2,991	85,837	\$170,945	29.0%	1,173,372	3,071	93,934	\$178,689	30.0%	
Cesar Chavez	57,440	198	1,973	\$8,952	37,752	86	1,089	\$4,864	38.8%	29,034	67	893	\$3,725	29.4%	
ESC	440,800	1,312	14,231	\$54,936	135,967	420	3,570	\$16,384	23.5%	107,814	332	5,812	\$14,244	20.6%	
Recreation	23,227	-	1,157	\$3,764	7,771	-	(170)	\$909	16.2%	8,326	0	1,375	\$1,835	32.8%	
Other Total:	521,467	1,510	17,361	\$67,651	181,490	506	4,489	\$22,157	25.3%	145,174	399	8,080	\$19,804	22.6%	
Totals:	7,705,845	29,336	475,860	\$1,202,985	3,668,210	8,139	157,417	\$447,767	27.5%	3,518,705	7,936	157,464	\$431,025	26.4%	

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

February 14, 2017  
Joint Meeting of the Planning/Facilities/Equipment and  
Personnel/Policy Standing Committees

**CHANGES TO BUILDING PERMIT FEES & REGULATIONS  
AND BOARD POLICIES 1330 & 1331**

**Background:**

The primary purpose for this report is to address changes to the building permit fees and regulations in order to reflect the new or improved outdoor athletic facilities at our high schools. Generally changes to fees are addressed in the summer of each year to take effect on September 1; however, there is a great deal of interest related to rentals of the new facilities; therefore, it was not prudent to wait until the summer to address these changes. In addition, we are proposing a couple of additional changes so that all of the regulation and policy related changes can be considered at the same time. The proposed changes are shown in Attachment 1 to this report.

**Outdoor Athletic Field Fee and Regulation Changes:**

The new or improved facilities that necessitated this report are the new Bradford Stadium and the varsity baseball and softball fields at the three high schools which all currently have (or will have by the end of the summer) synthetic turf infields. A group which included Tarik Hamdan, Bryan Mogensen, Adam Sulko, John Matera, Eric Corbett, Steve Knecht, Kurt Sinclair, and Patrick Finnemore met to determine the recommended changes provided below:

- Bradford Stadium was added to the Athletic Field and Stadium Regulations page. It was decided that the current fees charged for the stadiums are still appropriate, so we are not recommending any changes to those.
- A new fee structure was developed for the varsity baseball and softball fields that better reflects how the fields are used and adjusts the pricing to reflect the addition of synthetic turf to the infields. These changes include:
  - Creating a two fee structure, one for Monday through Wednesday rentals and the other for Thursday through Sunday rentals. This allows local teams/organizations the opportunity to use the fields on weekdays at lower rates than the weekend tournaments.
  - Increasing the rental fees related to all options because of the addition of the synthetic turf. The single game rates for weekends will increase from

- Eliminating the 3 and 4 day tournament rental options. Instead providing an all-day rental option allowing tournament organizers the option to have tournaments of varying lengths of time.
- Adding a two hour practice rental option for \$50 as an attractive option for local youth programs.

- ### Other Fee and Regulation Changes:

- Removing the word “new” in reference to the online permit process using the SchoolDude software since it has now been in place for a couple of years.
- Adding a new section on snow removal for building permits that gives permit holders the opportunity to pay a fee for snow removal services or cancel their event if there is weather that necessitates that service in order for the event to occur. We have experienced situations in the past where KUSD cancels school and/or after school activities and building permit holders still want to hold their event. We reviewed policies from other districts and found a couple of examples, specifically Milwaukee Public Schools and the Antigo School District that have language and fees similar to what we are proposing to address this scenario. We have chosen a flat fee of \$200 as compared to MPS which has a flat fee of \$180 and Antigo which charges the actual cost of the service. We feel a flat fee makes more sense since KUSD self-performs snow removal versus charging the actual costs like Antigo who contracts their snow removal services and has an invoiced amount from their snow removal contractor.

- Adding a statement explaining the active threat alert system associated with our adoption of ALICE and a link to a short video that explains what building occupants should know and expect if that system is activated.
- Modifying the language for Priority Use 5 permit users to clarify that a partial cost rental fee would be charged if the organization collects fees from participants versus charging a daily fee to better reflect that most groups that charge fees do not necessarily charge daily fees, i.e. they may be seasonal or annual, etc.

### **Board Policy and Rule Changes:**

We reviewed the Board Policies related to building permits, and determined that a handful of changes should be made to better reflect the permit process here at KUSD. A copy of the proposed changes are included as Attachment 2 to this report. The following is a brief description of the proposed changes to Policy and Rule 1330 and Policy and Rule 1331

#### Policy & Rule 1330 – Facilities Use

- Change title from Executive Director of Business Services to Chief of School Leadership.
- Change the language that describes the permit process to reflect the online request system.
- Add language to reflect the \$20 permit application fee,

#### Policy & Rule 1331 – Classification of Groups Using School District Facilities

- Minor terminology and wording changes for consistency purposes.

### **Administration Recommendation:**

Administration recommends that the Planning, Facilities, and Equipment Committee forward the changes to the permit fees and regulations and Board Policy and Rules 1330 and 1331 as described in this report to the full Board for their consideration. Note that the Policy changes will require a first reading on February 28, 2017, and second reading on March 28, 2017.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Patrick M. Finnemore, P.E.  
Director of Facilities

**DRAFT**

**2016 - 2017**  
**PERMIT FEES & REGULATIONS**  
**FOR THE USE OF KUSD FACILITIES**



**Kenosha Unified**  
**School District**

PRICING EFFECTIVE FOR ALL PERMITS TAKING PLACE BETWEEN  
~~SEPTEMBER 1, 2016~~ AND **AUGUST 31, 2017**  
**MARCH 7**

ALL PERMITS SHALL BE REQUESTED THROUGH THE ONLINE PERMIT REQUEST SYSTEM.  
GO TO THE FOLLOWING WEBSITE TO GET STARTED: [KUSD.EDU/BUILDING-RENTAL-PERMITS](http://KUSD.EDU/BUILDING-RENTAL-PERMITS)

**A \$20<sup>00</sup> PERMIT FEE MUST BE PAID FOR EACH PERMIT REQUESTED**

School programs and school activities are exempt from paying this \$20 permit processing fee.

The permit fee should be paid immediately upon submitting your permit request (you will not receive a bill). This fee can be paid in person at the school or mailed to the school. Only cash, checks and money orders are accepted at this time. Please make checks and money orders out to Kenosha Unified School District, and note the 5-digit "Schedule ID" # of your permit, the name of your group or event, and school, with your payment.



**GENERAL REGULATIONS FOR ALL AREAS**  
**AS PER SCHOOL BOARD POLICIES: 1330, 1331 & 1610**

1. All permits for use of school property must be initiated online at [www.kusd.edu/building-rental-permits](http://www.kusd.edu/building-rental-permits). Follow the instructions provided at this link. Paper permits are not accepted.
2. Due to the **new** online permit process, permit requests for use of school facilities must be submitted at least three (3) weeks in advance of the date of desired use. It is highly recommended that you request your permit as far in advance as possible. Last minute requests cannot be guaranteed.
3. **Fees:** Each permit request is charged an initial Permit Processing Fee of \$20. In order for you to retain the dates/times of your permit, this fee shall be paid at the school quickly upon submitting your request. The rental fee per hour applies from the time the user group enters the building until the user group leaves. There are additional fees charged for custodial, auditorium, kitchen, and stadium personnel, when applicable. Payment is to be made immediately upon receipt of invoice. Fees are listed on the following pages.
4. **Liability:** User shall assume full liability for any personal injury or property damage arising in connection with the event. A Certificate of Insurance for one-million dollars (\$1,000,000.00) covering the event is required.
5. User agrees to indemnify the school district for any damage to the building or equipment resulting from the event. Repair or replacement shall be made to the satisfaction of the school district.
6. **Cancellation/Denial of Permits:** Vandalism or violation of permit provisions shall be grounds for cancellation of the permit and denial of future permit requests. Permits may be canceled or denied if the event is contrary to School Board Policy, conflicts with School District schedules, or has the potential of inciting disorders that could be a danger to personnel or property, as determined by the Director of Facilities Services.
7. Illegal games of chance are not permitted.
8. Facilities are to be used only for the purpose and areas specified by the permit. Transferring of permits is not permitted.
9. Smoking is prohibited at all school buildings and school property. Possession/use of intoxicants and controlled substances is prohibited.
10. Registered Sex Offenders must obtain prior approval from the Superintendent of Schools before organizing and/or attending any school sponsored event/activity on school premises. Refer to School Board Policy 1610 for more information.
11. User must arrange for their equipment to be unloaded and reloaded. School personnel or students are not available for such work.
12. School personnel shall supervise events and perform stage operations when considered necessary by the school administrator.
13. **Snow Removal:** If it snows, or other winter precipitation such as freezing rain occurs, between the end of the last school day prior to a building rental (this could be on the same day as the rental) and the rental use, and that snow necessitates plowing or salting operations, the permit user/holder will have the option of paying a \$200 snow removal charge, or canceling the permit.
14. KUSD has an alert system in all of our buildings to warn building occupants of an active threat (dangerous person(s) with the intent of doing harm to others) in the building. Permit holders are strongly encouraged to watch the short video on the KUSD website Building Permit homepage. Video Link: <https://drive.google.com/file/d/0B4YruYCDqG6Hdy1HNIRHc2ICVIE/view>

**Classification of Groups Renting School District Facilities**

Refer to School Board Policy 1331 for complete group classification descriptions.

Priority Use	Policy Classification	Examples	\$20 Permit Fee	Rental Fee (Hourly)		Custodial Overtime Fee
				Partial Cost	Full Cost	
1	School Activity Group	Cheerleading; School Socials; Intramural Sports; School Clubs	No	No	No	Yes
2	Recreation Department Sponsored Groups	Senior Citizens; Summer Recreation; Summer Playground; Senior Swim/Exercise	No	No	No	Yes
3	School Related Activity Groups	Parent-Teacher Grps.; Parent Booster Grps.	No	No	No	Yes
4	Non-Curriculum Related Student Groups	Religious Student Grps.; Bible Study Grps.; Chess Club	Yes	No	No	Yes
5	Kenosha Unified Community Youth Groups	Student Activity: Scouts; Youth Grps. and Clubs; Swim Teams	Yes	Yes-if fundraising, or charge a daily user fee	No	Yes
6	Kenosha Unified Community Groups	Adult Activity: Churches; Public Information Mtgs; Museum	Yes	No	Yes	Yes
7	For-Profit and Other Groups	Private Recreational Activities; Men's Basketball Grps.; Universities/Colleges	Yes	No	Yes	Yes

if organization collects fees from participants

**POOL REGULATIONS***In addition to the General Regulations*

1. Initial Charge is a one-time cost per event in addition to hourly pool rental rate.
2. Number of participating swimmers must be noted on permits, based on maximum allowable attendance.
3. **Swimming Supervisor Requirements:** The user shall provide a supervisor who must be 21 years or older. This individual's name must be listed on the permit.
4. **LIFEGUARD REQUIREMENTS:**

**All lifeguards must have up-to-date lifeguard, first-aid, and CPR certification on file at the Recreation Department. A list of approved lifeguards is available upon request at the Recreation Department, 2717 – 67<sup>th</sup> Street, Phone 359-6255, and online: <http://www.kusd.edu/departments/recreation-0>.**

**Recreational-Type Swim:** One Advanced Guard, certified by the American Red Cross (ARC), is required for each 25 swimmers.

**Instructional-Type Swim:** One ARC Water Safety Instructor (WSI) is required for the first 25 swimmers. One Advanced Guard, certified by ARC, is required for each additional 25 swimmers.

5. All scheduling and payment arrangements of lifeguards must be made between the user and the lifeguard.
6. Swimmers with contagious diseases, open wounds, or sores, and/or wearing any type of bandages will not be permitted in the pool area.
7. All swimmers must furnish their own suit and towel.
8. No street shoes are allowed on pool deck.
9. A soap shower is required before entering the pool.
10. All regulations relating to maximum swimmer capacity and pool safety must be enforced by the Lifeguard Supervisor.

**SWIMMING POOL FEES**

INCLUDES LOCKER &amp; SHOWER ROOMS

SCHOOL	MAXIMUM CAPACITY	INITIAL CHARGE	PARTIAL COST RENTAL FEE PER HOUR	FULL COST RENTAL FEE PER HOUR
Reuther	50	\$123.50	\$26.25	\$35.00
Tremper	75	\$180.50	\$33.50	\$44.75
Bradford	100	\$244.50	\$50.25	\$67.00
Vernon	30	\$72.75	\$14.75	\$19.75

**GYMNASIUM REGULATIONS***In addition to the General Regulations*

1. Permission to use specific apparatus, sound system or scoreboard must be obtained from the Principal.
2. All contracting, scheduling, and payment arrangements of school approved scoreboard operators must be made by the user.
3. Basketballs, volleyballs, and other playing equipment, and towels must be provided by the user.
4. Rubber soled shoes are required for all sport/game activities.
5. Spectators and children are not permitted at athletic practice sessions.

**HIGH SCHOOL GYMNASIUM FEES**

LOCKER &amp; SHOWER ROOMS: ADD \$18.25 PER HOUR

SCHOOL	BLEACHER SEATING CAPACITY	PARTIAL COST RENTAL FEE PER HOUR	FULL COST RENTAL FEE PER HOUR
Bradford Fieldhouse	2500	\$139.75	\$186.50
Indian Trail Fieldhouse	2296	\$156.25	\$208.25
Indian Trail Upper Gym	None	\$34.25	\$45.75
Tremper P.E. Center	None	\$93.25	\$124.50
Tremper Gym	1680	\$68.25	\$91.00
Tremper Upper Gym	None	\$28.50	\$38.00
Reuther Gym	377	\$39.50	\$52.75

**MIDDLE & ELEMENTARY GYMNASIUM FEES**

INCLUDES LOCKER &amp; SHOWER ROOMS, UNLESS NOTED

SCHOOL	BLEACHER SEATING CAPACITY	PARTIAL COST RENTAL FEE PER HOUR	FULL COST RENTAL FEE PER HOUR
Bullen	294	\$44.25	\$59.00
Lance	300	\$44.25	\$59.00
Lincoln	172	\$39.50	\$52.75
Mahone	1476	\$68.25	\$91.00
Washington	216	\$39.50	\$52.75
Brass, EBSOLA, Frank, Nash, Pleasant Prairie, Somers, Stocker		\$34.25	\$45.75
Bose, Forest Park, Grant, Grewenow, Harvey, Hillcrest, Jefferson, Jeffery, McKinley, Prairie Lane, Roosevelt, Southport, Strange, Vernon, Whittier, Wilson		\$28.50	\$38.00

**AUDITORIUM REGULATIONS***In addition to the General Regulations*

1. The rental fee per hour includes the use of the auditorium, available lighting, sound system, upright piano, adjoining dressing rooms and projection booth.
2. Additional fees are charged for facility managers, stage hands, and custodial staff when such services are required.
3. Ticket printing and sales are the responsibility of the user. Ticket numbering data is available from the Facilities Services Department.
4. Organization must pay the cost of tuning the piano. Tuner must be approved by the School District's Fine Arts Department (359-7760).
5. Temporary stage extensions or attachments to existing walls or floors are prohibited.
6. All detailed arrangements must be made at least two (2) weeks in advance with facility manager who is responsible for assigning stage manager, stage hands, and ushers required for activity.
7. If interested in using a grand piano at Bradford, Indian Trail, or Tremper, please contact the Fine Arts Department (359-7760) for rates and availability.

**AUDITORIUM FEES**

SCHOOL	SEATING CAPACITY	RENTAL FEE PER HOUR
Bradford		
- Performance	1,027	\$109.75
- Rehearsal		\$76.75
Indian Trail		
- Performance	1080	\$160.50
- Rehearsal		\$112.25
Tremper		
- Performance	1,156	\$109.75
- Rehearsal		\$76.75
Tremper		
- Room 120	120	\$41.75
Reuther		
- Performance	1,410	\$109.75
- Rehearsal		\$76.75
Bullen	776	\$67.00
Lance	840	\$67.00
Lincoln	943	\$87.00
Mahone	574	\$87.00
Washington	636	\$67.00

**Indian Trail Auditorium**

## MISCELLANEOUS AREAS

AREA	SCHOOL	SEATING CAPACITY	PARTIAL COST RENTAL FEE PER HOUR	FULL COST RENTAL FEE PER HOUR
<b>Cafeterias &amp; Multi-Purpose Rooms:</b>	Bradford	504	\$53.00	\$70.75
	Indian Trail	675	\$72.00	\$96.50
	Reuther	140	\$36.50	\$48.75
	Tremper	648	\$53.00	\$70.75
	LakeView	120	\$36.50	\$48.75
	Bullen	338	\$36.50	\$48.75
	Lance	295	\$36.50	\$48.75
	Mahone	600	\$53.00	\$70.75
	Lincoln	300	\$36.50	\$48.75
	Washington	333	\$36.50	\$48.75
	Brass, EBSOLA, Nash, Pleasant Prairie, Prairie Lane, Stocker, Whittier		\$36.50	\$48.75
	Bose, Forest Park, Grewenow, Jeffery, Somers, Vernon		\$34.25	\$45.75
<b>Classrooms:</b>	Bradford Commons		\$35.75	\$47.75
	All District Classrooms		\$34.25	\$45.75
<b>Computer Labs:</b>	All District Computer Labs		\$61.25	\$81.75
<b>ESC Boardroom:</b>	Please call 359-6300 to reserve the boardroom.	238	\$32.00	\$42.75
<b>Fields – High School:</b>	Does <u>not</u> include synthetic athletic fields and baseball/softball fields – see additional pricing on next two pages		\$15.50	\$20.75
<b>Fields – Middle School, Elementary School:</b>			\$15.50 per day	\$20.75 per day
<b>Asphalt/Concrete Areas:</b> Playgrounds, parking lots, concrete spaces	All District Facilities NOTE: This fee is only applicable if renting an asphalt/concrete area ONLY. This fee will not be charged in addition to the rental fees for other spaces if the rental includes spaces beyond just the asphalt/concrete areas.		\$15.50 per day	\$20.75 per day
<b>Kitchens:</b>	Bradford, Indian Trail, Tremper, EBSOLA		\$38.75	\$51.75
<b>Libraries:</b>	Indian Trail, Bradford, Tremper, Mahone		\$42.75	\$57.00
	Reuther, Bullen, Lance, Lincoln, Washington, Brass, EBSOLA, Frank, Nash, Somers, Stocker, Pleasant Prairie, Prairie Lane		\$38.75	\$51.75
	Bose, Forest Park, Grant, Grewenow, Harvey, Jefferson, Jeffery, KTEC, McKinley, Roosevelt, Southport, Strange, Vernon, Whittier, Wilson		\$35.00	\$46.75
<b>Locker Rooms:</b>	Bradford, Indian Trail, Tremper, Mahone		N/A	\$18.25
<b>Tennis Courts:</b>	Bradford, Indian Trail, Tremper		\$15.50	\$20.75

**Custodial Overtime Fee** ..... \$40.08 per hour  
Charged when rental takes place outside of regular custodian and/or building hours (i.e. weekends, holiday breaks, overnights)

**Kitchen Supervision Fee** ..... \$33.53 per hour  
To arrange for a Kitchen Supervisor, contact Food Services at 359-6382



## ATHLETIC FIELD & STADIUM REGULATIONS

*In addition to the General Regulations*

1. Ameche Field, Jaskwhich Fields, and Bradford Stadium are available only to established organizations, and are not available to individuals for commercial gain or for political/partisan events.
2. Profits resulting from the event are to remain with using organization and are not to be distributed to any individuals.
3. Liability: User shall assume full liability for any personal injury or property damage arising in connection with the event. A certificate of liability covering the event is required.
4. User agrees to indemnify the School District for any damage to the field or equipment resulting from the event. Repair or replacement shall be made to the satisfaction of the School District.
5. Cancellation/Denial of Permits: Vandalism or violation of permit provisions shall be grounds for cancellation of the permit and denial of future permit requests. Permits may be denied if the event is contrary to School Board policy, conflicts with School District schedules, or has the potential of inciting disorder that could be a danger to personnel or property.
6. Illegal games of chance are not permitted.
7. Facilities are to be used only for the purpose and areas specified on the permit. Transfer of permits is not permitted.
8. Possession and/or use of intoxicants, controlled substances, cigarettes, and chewing tobacco is prohibited.
9. **The use of CHEWING GUM & SUNFLOWER SEEDS ON THE FIELD IS PROHIBITED.** Chewing gum is not permitted to be sold in the Concession Stands. Violators of rule #10 & #11 will be subject to an additional \$100.00 cleanup fee and may be denied future access to the athletic fields.
10. Sidelines, bleacher areas, concession stands, and outlying areas are to be cleaned by user prior to leaving.
11. Appropriate shoes are to be worn on the field. Spectators are not allowed on the field.
12. User must check in with Stadium Manager upon arrival and prior to departure at end of rental time.
13. Profanity is strongly discouraged by members of teams and spectators at the stadium. Fighting is not allowed; future permits may be denied.
14. User is responsible for providing adequate security personnel.
15. KUSD has the right of refusal to potential rental groups

## Attachment 1

### AMECHE FIELD\* & JASKWHICH ATHLETIC FIELD & BRADFORD STADIUM FEES

Description	W/O Lights	With Lights	Stadium Manager Fee Per Hour	Custodial Fee Per Hour
			\$16.24	\$40.08
Football Practice	\$103.75	\$155.50	Yes	Yes
Football Game	\$466.00	\$517.75	Yes	Yes
Soccer Practice	\$103.75	\$155.50	Yes	Yes
Soccer Game	\$310.50	\$362.25	Yes	Yes
Track Practice	\$103.75	\$155.50	Yes	Yes
Track Meet	\$466.00	\$517.75	Yes	Yes
All Day Events***	\$931.75	\$1,035.50	Yes	Yes
Half Day Events ****	\$310.50	\$362.25	Yes	Yes

#### Notes:

An additional permit must be filled out to secure the use of the Mahone and Tremper locker rooms and showers. An additional \$20 permit fee is also required.

\*Contact the City of Kenosha Parks Department (653-4080) to secure the use of the Anderson Park locker room and restrooms.

\*\*\*All Day Events are defined as events lasting longer than five (5) hours, and include music events, soccer tournaments, football or soccer camps, etc.

\*\*\*\*Half Day Events are defined as events lasting five (5) hours or less, and do not fall under the categories listed above.



**Jaskwhich Field & Grandstand**

**BASEBALL/SOFTBALL FIELD REGULATIONS***In addition to the General Regulations*

1. KUSD Varsity Baseball/Softball Fields are available only to established organizations and are not available to individuals for commercial gain or for political/partisan events.
2. Profits resulting from an event are to remain with using organization and are not to be distributed to any individuals.
3. Field preparation in most cases, which includes lining, raking, filling and tamping holes in the home plate area and on the pitching mound, and dragging of the field is the responsibility of the renter. The use of the press box and scoreboard, if applicable, is not part of the permit. ~~An agreement for field preparation, press box, and scoreboard use can be negotiated with the Coordinator of Athletics, School Athletic Director, and/or Head Custodian.~~
4. Liability: User shall assume full liability for any personal injuries or property damage arising in connection with the event. A certificate of liability covering the event is required.
5. User agrees to indemnify the School District for any damages to the field or equipment resulting from the event. Repair or replacement shall be made to the satisfaction of the School District.
6. Cancellation/Denial of Permits: Vandalism or violation of contract provisions shall be grounds for cancellation of the permit and denial of future permit requests. Permits may be denied if the event is contrary to School Board policy, conflicts with School District schedules, or has the potential of inciting disorder that could be a danger to personnel or property.
7. Illegal games of chance are not permitted.
8. Facilities are to be used only for the purpose and areas specified on the permit. Transfer of permits is not permitted.
9. Possession and/or use of intoxicants and controlled substances are prohibited.
10. All tobacco products are prohibited. Violators of this rule will be subject to an additional \$100 clean up fee and may be denied future access of baseball/softball fields. User is also responsible to inform opposing team of this rule.
11. User is responsible for arranging unloading and reloading of their equipment with outside labor.
12. Spectators are not permitted on the field.
13. Long-term permits must be re-submitted each school (fiscal) year.
14. ~~Scoreboards are not available for rentals of baseball/softball fields.~~

15. No metal spikes are allowed on synthetic turf fields.

16. The use of **CHEWING GUM & SUNFLOWER SEEDS ON THE FIELD IS PROHIBITED.** Chewing gum is not permitted to be sold in the Concession Stands. Violators of this rule will be subject to an additional \$100.00 cleanup fee and may be denied future access to the athletic fields.

17. ~~14.~~ Renters must request to use the concession stands and/or to sell concession products.

18. ~~15.~~ KUSD has the right of refusal to potential rental groups.

**BASEBALL/SOFTBALL FIELD FEES**

Description	Fees	Fees	
		Mon-Wed	Thurs-Sun
Single Baseball Game	<del>\$77.75</del>	\$80	\$125
Double Header	<del>\$129.50</del>	\$135	\$200
<del>3-Day Tournament</del>	<del>\$440.00</del>		
<del>4-Day Tournament</del>	<del>\$543.75</del>		
2-Hour Practice		\$50	\$50
All Day Rental	<del>\$181.50</del>	Not Available	\$500

Field Prep &amp; Manager Fee: \$30.50 per baseball/softball game

**AN ADDITIONAL CHARGE OF \$100 WILL BE ASSESSED IF THE ORGANIZATION DOES NOT CLEAN UP AFTER USING THE RENTED AREA(S)**

**Baseball & Softball Fields @ Indian Trail**

Kenosha Unified School District is an Equal Opportunity Educator/Employer with established policies prohibiting discrimination on the basis of age, race, creed, religion, color, sex, national origin, disability or handicap, sexual orientation, or political affiliation in any educational program, activity, or employment in the District. The District Superintendent/designee (359-6320) addresses questions regarding student discrimination, and the Executive Director of Human Resources (359-6333) answers questions concerning staff discrimination.

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*Kenosha Unified School District*  
*Kenosha, Wisconsin*

*School Board Policies*  
*Rules and Regulations*

POLICY 1330  
 FACILITIES USE

Schools are an integral part of the community in terms of its intellectual and social expression and development. To this end, the District encourages the use of District facilities (including grounds) by the community under conditions prescribed or permitted by law and in accordance with adopted policies, rules and procedures of the School Board.

It is the intent of the Board to encourage and prioritize use of the District's facilities by School Activity Groups, Recreation Department Sponsored Groups, School Related Activity Groups, Non-Curriculum Related Student Groups, Community Groups, and Community Groups operating as nonprofit organizations when the facilities are available and upon specific request. It is the intent of the Board to allow the use of District facilities by for-profit and other groups on a limited basis.

The primary use of District facilities is for District activities including curricular, extracurricular and recreational activities. School facilities are generally not available for community use during regularly scheduled school hours or when otherwise in use for District activities.

Authorization for use of District facilities shall not be construed as an endorsement of or approval of any group or organization, nor the purpose it represents. Furthermore, such authorization shall not be construed to allow the permanent institutionalization of community groups or organizations within District facilities.

The Board retains the right to deny use of District facilities and shall be the final authority in all cases. Uses of District facilities for the following shall be strictly prohibited: (1) usage for obscene, pornographic, lewd, vulgar or indecent purposes; and (2) usage that will likely cause substantial disruption or materially interfere with the proper and orderly operation and discipline of the District's schools.

The District's ~~Executive Director of Business Services~~ **Chief of School Leadership**, Director of Facilities Services or Building Principal is authorized to approve/deny and schedule the use of District facilities in accordance with Board policies, rules and procedures. If the request for use is denied, the requesting party may appeal to the Board of Education for approval.

LEGAL REF.: Wisconsin Statutes

Sections	120.12(1)	[Board duty; care, control and management of school property]
	120.12(9)	[Board duty; use for discussion of public questions]
	120.125	[Use for before and after-school child care programs]
	120.15(17)	[Board power; temporary use of school property and authority to charge use fees]
	120.13(19)	[Board power; use for community education programs]
	120.13(21)	[Board power; use for educational lectures]
	120.13(35)	[Board power; presence of persons in school buildings]

Wisconsin Administrative Code

HSS 172.05 [Swimming pool staffing rules]

Equal Access Act [Access to school facilities by non-curriculum related student groups]

Boy Scouts of America Equal Access Act [Access to school facilities by Boy Scouts and other designated youth groups]

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*Kenosha Unified School District*  
*Kenosha, Wisconsin*

*School Board Policies*  
*Rules and Regulations*

POLICY 1330  
 FACILITIES USE  
 Page 2

CROSS REF.: 1310, Tobacco Use on School Premises  
 1331, Classification of Groups Using School District Facilities  
 1333, ~~Facilities~~ Charges **for Use of District Facilities & Grounds**  
 1350, **Use of District** Equipment Use by Community Groups  
 1600, Visitors  
 1812, Relations with Parent-Teacher Organizations  
 3600, School Safety  
 3622, Access to School Buildings and Grounds  
 5436, Weapons  
 6570, Before and/or After-School Child Care Programs

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: May 28, 1991  
 May 27, 2003  
 December 19, 2006  
 November 27, 2012  
 December 18, 2012  
**March 28, 2017**



**DRAFT**

Kenosha Unified School District  
Kenosha, Wisconsin

School Board Policies  
Rules and Regulations

RULE 1330  
 FACILITIES USE

The following rules govern the use of District facilities (including grounds) by all organizations and individuals. Violation of these rules may result in revocation of approval, denial of future applications ~~requests~~ for ~~“Permit for Use of School Property,”~~ **facility use** and/or legal action.

1. No organization or individual shall be permitted to use District facilities when such use interferes with the use of the property for school purposes or school related functions. The determination of whether a requested use interferes with use of the facilities for school purposes or school related functions shall be made by the building principal (where applicable) and the District's Director of Facilities Services/designee.
2. Requests for use of District facilities shall be initiated by the sponsoring person or organization by ~~obtaining a "Permit for Use of School Property" form from the building to be used~~ **enrolling and requesting facility use through the “CommunityUse” calendar and request system online.**
3. ~~Applicants Requestors shall log into their account online, complete the Permit for Use of School Property form~~ **Facility Use Request, and enter it into the online request system** at least two weeks in advance of the proposed date(s) of use. **Upon entering the Facility Use Request online, A a \$20.00 permit processing fee will be collected from all non-school related organizations shall be paid at the building that is being requested to use at the time the permit is submitted.** In the event the permit **request** is denied, the \$20.00 fee will be returned to the ~~applicant~~ **requestor**. The requested school will then ~~then forward the approved/denied form to the Facilities Office~~ **approve/decline the Facility Use Request through the online request system.** All participating organizations or groups must be ~~listed on the form~~ **named in the request.**
4. All requests must be reviewed by and are subject to the approval of the Director of Facilities Services/designee and building principal (where applicable).
5. Agreements for use of District facilities must be ~~signed~~ **acknowledged** by all responsible applicants.
6. Applicants and users must follow all policies, rules and procedures of the District, local ordinances, and Wisconsin Statutes governing the use of public school facilities.
7. Applicants are responsible for any applicable fees and costs associated with their rental of District facilities in accordance with District Policies 1331 and 1333. Such fees and costs must be paid within 30 days of the billing or shall be subject to the accrual of interest at a rate of twelve percent (12%) per annum.
8. If additional services are required, the applicant must make separate arrangements with the Director of Facilities Services/designee. Such additional services may subject the applicant to additional fees or charges as determined by the Director of Facilities Services/designee.
9. Approved applicants shall not sublet or otherwise transfer their approved usage of District facilities to other persons, entities or organizations.
10. Approved applicants shall be responsible for any damage or loss to District property resulting from their usage and shall reimburse the District for all such damage or loss immediately upon receipt of a written demand for payment from the District.
11. District facilities are to be used only for the purpose and in the areas identified in the rental agreement with the District.
12. Organizations advertising or announcing programs to be held on District property shall identify their sponsorship in any advertisements or announcements of such programs.
13. Applicants will save and hold the District and the District's employees and agents harmless from and against any losses, damages, liability, or expenses (including reasonable attorneys' fees) resulting from, claimed by or against, or incurred by the District, arising from any injury to any person or loss of or damage to any property, to the extent caused by or resulting from any negligence or willful acts or omissions of the applicant or the applicant's use of the District's property and facilities, except to the extent of the negligence or willful conduct of the District or its employees, agents, and invitees.

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*Kenosha Unified School District*  
*Kenosha, Wisconsin*

*School Board Policies*  
*Rules and Regulations*

RULE 1330  
 FACILITIES USE  
 Page 2

14. As determined by the Director of Facilities Services/designee, liability insurance coverage may be required of an applicant. When requested, a Certificate of Insurance, in a form acceptable to the Facilities Department, ~~must be attached to the rental agreement upon signing~~ **must be submitted along with the \$20.00 permit fee.** The minimum acceptable policy limit is \$1,000,000.00 and the District must be named as an additional insured covered by the policy.
15. All cancellations must be made at least five (5) business days in advance of the intended use to either the Facilities Services office or at the applicable building location. The rental cost will be assessed for failure to cancel an approved rental.
16. There is a one-hour MINIMUM usage per rental.
17. All applicants shall be responsible for the conduct and control of any patrons, participants or invitees and must provide sufficient supervision to satisfy the Building Principal and/or Director of Facilities Services/designee that the event will be adequately controlled.
18. The District is not responsible for any personal items of the applicant or other persons using the facilities that are lost, stolen or broken.
19. The applicant and users of District facilities must follow and enforce all state and local laws governing fire prevention and safety.
20. Use of District facilities is contingent upon the availability of custodial services and other necessary services.
21. The possession and use of tobacco products, alcoholic beverages, intoxicants or illegal controlled substances on District property is strictly prohibited.
22. Gambling of any kind is prohibited.
23. Disorderly conduct is prohibited.
24. The use of power driven recreational apparatuses such as snowmobiles, go-carts, mini-bikes, miniature airplanes, and self-propelled modes of transportation such as bicycles, skateboards, roller skates, roller blades and scooters shall not be permitted on District property without the express consent of the Director of Facilities Services/designee. This excludes any electronic, battery operated or mechanical transportation aid for individuals with physical disabilities.
25. Practice for the improvement of golf skills, including the swinging of golf clubs or hitting of golf balls, is not permitted on District property.
26. Use of an open flame on District property is strictly prohibited.
27. The District reserves the right to remove any individual or organization from District facilities for violation of District policies or rules.
28. Any individual or organization failing to conduct their usage consistent with District policies, rules and procedures may be denied subsequent rental.
29. All conditions or situations not covered by these rules shall be handled on a case-by-case basis by the District and the Director of Facilities Services/designee.
30. District facilities shall be open to inspection, at all times, by authorized representatives of the School Board.
31. Approval may be denied if the intended use is contrary to District policy, conflicts with use of the property for school purposes, or may result in danger to others or District property.
32. Lifeguards must be chosen from the Recreation Department's approved list, paid by the user, and must be on duty anytime that the pool is rented. State law and regulations shall be followed when staffing the pool.

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***Kenosha Unified School District  
Kenosha, Wisconsin***

***School Board Policies  
Rules and Regulations***

POLICY 1331

**CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES**

Permitted usage and availability of District facilities shall be determined by classification of the group requesting use of the facility. Charges for use of District facilities, including rental and custodial fees, shall vary in accordance with such classification.

The Director of Facilities Services or designee will categorize groups eligible to use District facilities under one of the seven classifications defined below. District facilities shall be made available to eligible groups in the following order, as space and priority allow:

1. School Activity Groups
2. Recreation Department Sponsored Groups
3. School Related Activity Groups
4. Non-Curriculum Related Student Groups
5. Kenosha Unified Community Youth Groups
6. Kenosha Unified Community Groups
7. For-Profit and Other Groups

Classification of groups using District facilities shall be as follows:

1. **School Activity Groups**

School Activity Groups are those groups that are directly related to a District educational program or extracurricular program sponsored by the District, including academic, athletic, cultural and social group activities. (e.g., drama clubs and cheerleading)

School Activity Groups will be permitted to use District facilities during non-school hours, with the permission of the Building Principal or Director of Facilities Services, and when such use does not interfere with District purposes. The District will waive the rental fee. The actual custodial fee beyond the normal custodial working hours will be charged to the appropriate school account.

2. **Recreation Department Sponsored Groups**

Recreation Department Sponsored Groups are those groups or programs that are directly sponsored and administered by the District's Recreation Department.

Recreation Department Sponsored Groups will be allowed to use District facilities for any lawful purpose that promotes the recreation and physical fitness of the District's residents and students. (e.g., senior citizens and summer recreation)

Recreation Department Sponsored Groups will be permitted to use District facilities during non-school hours with the permission of the Coordinator of Athletics/Physical Education and/or Director of Facilities Services, and when such use does not interfere with District purposes or by School Activity Groups. The District will waive the rental fee. The actual custodial fee beyond the normal custodial working hours will be charged to the Recreation Department.

3. **School Related Activity Groups**

School Related Activity Groups are those groups not under direct sponsorship of the school or District, but related to the schools in that they are organized for the sole purpose of supporting the District's schools and improving District education. (e.g., parent-teacher and parent booster groups)

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POLICY 1331

## CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

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School Related Activity Groups will be permitted to use District facilities during non-school hours with the permission of the Building Principal and/or Director of Facilities Services, and when such use does not interfere with District purposes, or use by School Activity Groups or Recreation Department Sponsored Groups. The District will waive the rental fee. The actual custodial cost beyond the regular custodial working hours will be charged to the School Related Activity Group.

4. Non-Curriculum Related Student Groups

Non-Curriculum Related Student Groups have the following characteristics:

- a. The group is comprised of District students.
- b. The subject matter of the group is not actually taught, or will not soon be taught, as a regularly offered course of the school.
- c. The subject matter of the group does not concern the body of courses as a whole.
- d. Participation in the group is not required for a particular course.
- e. Participation in the group does not result in academic credit.
- f. Group meetings are not directed, controlled, conducted or regularly attended by non-school persons.

Non-Curriculum Related Student Groups will be given equal access and priority to District facilities. The District will not deny equal access or a fair opportunity to, or discriminate against, any Non-Curriculum-Related Student Group who wishes to conduct a meeting on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

Non-Curriculum Related Student Groups may not be sponsored by the school, the District, or their agents or employees. Meetings of Non-Curriculum Related Student Groups must be student-initiated and voluntary.

Non-Curriculum Related Student Groups will be permitted to use District facilities for any purpose that does not materially and substantially interfere with the orderly conduct of educational activities within the school. The District retains the right to deny access to District facilities to maintain order and discipline on school premises, to protect the wellbeing of District students and faculty, and to assure that attendance of students at meetings is voluntary.

Non-Curriculum Related Student Groups will be permitted to use District facilities during non-school hours with the permission of the Building Principal and/or Director of Facilities Services, and when such use does not interfere with District purposes, or by School Activity Groups, Recreation Department Sponsored Groups or School Related Activity Groups. The District will ~~cover~~ **wave** the rental ~~cost~~ **fee**. The actual custodial cost beyond the normal custodial working hours will be charged to the Non-Curriculum Related Student Groups

5. Kenosha Unified Community Youth Groups

A Kenosha Unified Community Youth Group is a non-profit group or organization whose primary purpose is to serve children and youth of the Kenosha Unified School District. (e.g., Scouts and youth sports) The focus of the use of District facilities must be to provide a program that actively involves young people who reside within the boundaries of the District.

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POLICY 1331

## CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

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The Kenosha Unified Community Youth Groups will be permitted to use District facilities during non-school hours with the permission of the Building Principal and/or Director of Facilities Services, and when such use does not interfere with District purposes, or by School Activity Groups, Recreation Department Sponsored Groups, School Related Activity Groups or Non-Curriculum Related Student Groups. The District will waive the rental fee; ~~however, if~~ **however, if** the event or activity is a fundraiser, or user/hourly fees are charged to participants, the Kenosha Unified Community Youth Group will be charged a rental fee. The actual custodial fee beyond the normal custodial working hours will be charged to the Kenosha Unified Community Youth Groups.

6. Kenosha Unified Community Groups

Kenosha Unified Community Groups are nonprofit groups that intend to use District facilities for a lawful non-school purpose primarily for adults.

To qualify as a Kenosha Unified Community Group, at least 51% of the owners or members of the group or at least 51% of its attendees during use of District facilities must be residents of Kenosha Unified attendance area. Certified lists of members, owners, or attendees, with addresses, may be requested when applying for use of District facilities.

Kenosha Unified Community Groups may use District facilities during non-school hours with the permission of the Building Principal and/or Director of Facilities Services and when such use does not interfere with District purposes or by School Activity Groups, Recreation Department Sponsored Groups, School Related Activity Groups, Non-Curriculum Related Student Groups or Kenosha Unified Community Youth Groups.

Kenosha Unified Community Groups will be charged rent for the use of facilities and actual custodial fee beyond the normal custodial working hours.

7. For-Profit and Other Groups

For-Profit and Other Groups are groups, organizations or individual(s) that intend to use District facilities for a lawful non-school purpose and do not fall within any of the other classifications stated herein.

To qualify as a For-Profit and Other Group, at least 51% of the owners or members of the group or at least 51% of its attendees during use of District facilities must be residents of Kenosha Unified attendance area. Certified lists of members, owners, or attendees, with addresses, may be requested when applying for use of District facilities.

For-Profit and Other Groups may use District facilities during non-school hours with the permission of the Building Principal and/or Director of Facilities Services and when such use does not interfere with District purposes, or by School Activity Groups, Recreation Department Sponsored Groups, School Related Activity Groups, Non-Curriculum Related Student Groups, Kenosha Unified Community Youth Groups or Kenosha Unified Community Groups. For-Profit and Other Groups will be charged rent for use of facilities and actual custodial fee beyond the normal custodial working hours.

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POLICY 1331

## CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

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Nothing in this policy or any other District policy is intended to prohibit or affect the use of District facilities for free discussions of public questions upon the written application of one-half of the District's electors pursuant to state law.

## LEGAL REF.: Wisconsin Statutes

Sections 120.12(1)	[Board duty; care, control and management of school property]
120.12(9)	[Board duty; use for discussion of public questions]
120.125	[Use for before and after-school child care programs]
120.13(17)	[Board power; temporary use of school property and authority to charge use fees]
120.13(19)	[Board power; use for community education programs]
120.13(21)	[Board power; use for educational lectures]
120.13(35)	[Board power; presence of persons in school buildings]

## Wisconsin Administrative Code

HSS 172.05 [Swimming pool staffing rules]

Equal Access Act [Access to school facilities by non-curriculum-related student groups]

Boy Scouts of America Equal Access Act [Access to school facilities by Boy Scouts and other designated youth groups]

## CROSS REF.: 1310, Tobacco Use on School Premises

1330, Facilities Use

1333, Charges for Use of District Facilities **& Grounds**

1812, Relations with Parent-Teacher Organizations

5436, Weapons

6570, Before and/or After School Child Care Programs

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: May 28, 1991  
 May 27, 2003  
 December 18, 2012  
**March 28, 2017**



**KENOSHA UNIFIED SCHOOL BOARD**  
**PERSONNEL/POLICY MEETING**  
Educational Support Center – Room 110  
January 10, 2017  
**MINUTES**

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mrs. Snyder was called to order at 6:25 P.M. with the following committee members present: Mr. Falkofske, Mr. Kunich, Mrs. Dahl, Mrs. Marks, Mr. Moore, Mrs. Shane, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mrs. Stephens and Mr. Fellmen were excused. Mr. Wojciechowicz and Mr. Gospodarek were absent.

**Approval of Minutes – November 29, 2016 Joint Audit/Budget/Finance and Personnel/Policy**

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

**Policy 6700 – Extracurricular Activities and Programs**

Dr. Savaglio-Jarvis presented Policy 6700 – Extracurricular Activities and Programs and indicated that the policy was last updated on November 15, 2016, in response to an Office of Civil Rights (OCR) complaint alleging the district discriminated against female students at Bradford and Tremper High Schools by denying them an equal opportunity to participate in interscholastic athletics. Since that policy change, the district received additional 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. Additionally, the district was 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. There were no questions from Committee members.

Mr. Kunich moved to forward Policy 6700 – Extracurricular Activities and Programs to the full board for approval. Mr. Falkofske seconded the motion. Unanimously approved.

**Policy 4340 – Reduction in Force**

Mrs. Annie Petering, Chief Human Resource Officer, introduced Policy 4340 – Reduction in Force and explained that 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; 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 was created with the input of staff. A committee met weekly to create the policy and accompanying rubric.

Mrs. Petering and Mrs. Stacy Cortez, Instructional Coach at Lincoln Middle School, gave a PowerPoint presentation which covered the following topics: historical review, rationale for reduction in force policy, district reduction in force committee, reduction in force criteria, what are

other districts doing – do they have a rubric?, surveyed information from other districts, example of the reduction in force rubric, and rubric definition and examples.

Mrs. Petering asked Committee members to pair up with another Committee member to discuss and then share input and/or feedback to the entire Committee.

Mr. Coleman indicated that due to time constraints, the Committee needed to move to the next agenda items. She noted that the Committee would reconvene at a later date to further discuss the agenda item.

#### **Informational Items**

There were no informational items.

#### **Future Agenda Items**

Mrs. Snyder indicated that the 2017-2018 Preliminary Enrollment Projections would be presented in February.

Mrs. Marks requested that the Naming Policy be brought forward for review. Mrs. Snyder instructed Mrs. Marks to send a written request to the Superintendent's Office.

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

Meeting adjourned at 7:23 P.M.

Stacy Schroeder Busby  
School Board Secretary



Kenosha Unified School District  
Kenosha, Wisconsin

February 14, 2017  
Personnel/ Policy Standing Committee

**School Board Policies Update**

**Background**

Kenosha Unified School District ("the District") has an employee handbook that is in effect until June 30, 2017. Each year, the Office of Human Resources reviews and updates the employee handbook. During this review, the Office of Human Resources found several Board policies that are in need of updates for various reasons. The relevant Board policies, along with rationale for the necessary updates, are set forth below. The corresponding Board policies are attached.

**Board Policies to be Updated**

<b>Policy No. and Title</b>	<b>Recommended Update</b>	<b>Rationale for Update</b>
Policy 1310 – Tobacco Use (see Attachment A)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 1310 failed to include this cross reference and should henceforth for consistency.
Policy 3412 – Mileage Reimbursement (see Attachment B)	1. Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook  2. Cross reference corrections	1. Employees now utilize the Employee Handbook rather than employee agreements.  2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).
Policy 3440 – Fixed Charges (see Attachment C)	Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook	Employees now utilize the Employee Handbook rather than employee agreements.

Policy 3623 – Loss or Damage of Personal Property on District Premises (see Attachment D)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 3623 failed to include this cross reference and should henceforth for consistency.
Policy 3631 – Accident Reports (see Attachment E)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections.</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 3631 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 3643 – Emergency School Closings (see Attachment F)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Remove reference to “miscellaneous employee(s)”</p> <p>3. Update/clarify awkward phrasing of sentence to read, <u>“If school is not canceled and a parent and/or guardian feels his/her child is safer at home, the parent and/or guardian may keep the child home. Keeping a child home due to weather will be recorded as an excused absence on the student’s record per Policy 5310 and Wis. Statute 118.15 so long as the parent and/or guardian reports the absence in a timely manner.”</u></p> <p>4. Cross reference corrections</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 3643 failed to include this cross reference and should henceforth for consistency.</p> <p>2. KUSD employees have been reclassified into other employee groups.</p> <p>3. Prior policy version contained awkward sentence phrasing. The proposed update changes phrasing to provide clarity and ease of reading.</p> <p>4. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>

Policy 3651 – Hazardous Chemicals (see Attachment G)	Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook	Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.
Policy 4110 – Equal Employment Opportunity and Affirmative Action (see Attachment H)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4110 failed to include this cross reference and should henceforth for consistency.
Policy 4111 – Employee Harassment (see Attachment I)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Update complaint procedure and chain of appeal for consistency with other Board policies</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4111 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Prior version of Policy 4111 did not contain the same complaint procedure and chain of appeal as other similar Board policies; text of Board Policy has been 4111 has been updated to provide this consistency.</p>
Policy 4112 – Violence in the Workplace (see Attachment J)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4112 failed to include this cross reference and should henceforth for consistency.
Policy 4211 – Staff Communications to the School Board (see Attachment K)	<p>1. Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook</p> <p>2. Font style change</p>	<p>1. Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.</p> <p>2. Remove bold font style.</p>

Policy 4221 – Alcohol and Drug-free Workplace (see Attachment L)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4221 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4223 – Staff Misconduct Reporting (see Attachment M)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections.</p> <p>3. Font style change</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4223 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p> <p>3. Remove bold font style.</p>
Policy 4224 – Employee Code of Ethics (see Attachment N)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4224 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4229 – Employee Dress and Grooming (see Attachment O)	Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook	Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.
Policy 4231 – Staff Physical Examinations	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee

(see Attachment P)		Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4231 failed to include this cross reference and should henceforth for consistency.
Policy 4233 – Employee Assistance Program (see Attachment Q)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4233 failed to include this cross reference and should henceforth for consistency.
Policy 4235 – Employees Right to Know (Toxic Substances and Infectious Agents) (see Attachment R)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p> <p>3. Font style change</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4235 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p> <p>3. Remove bold font style.</p>
Policy 4240 – Staff Gifts (see Attachment S)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4240 failed to include this cross reference and should henceforth for consistency.

Policy 4260 – Personnel Records (see Attachment T)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4260 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4270 – General Employee Complaints (see Attachment U)	<p>1. Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p> <p>3. Font style change</p>	<p>1. Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p> <p>3. Remove bold font style.</p>
Policy 4271 – Employee Complaint (Grievance) (see Attachment V)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4271 failed to include this cross reference and should henceforth for consistency.

<p>Policy 4280 – Employee Attendance (see Attachment W)</p>	<ol style="list-style-type: none"> <li>1. Strike cross-reference to Policy 4340, Substitute Personnel Employment</li> <li>2. Amend second paragraph of policy for clarification, to read <u>“Tardiness, unexcused absences, patterns of absenteeism (e.g. same days over a period of time), fraudulent use of paid or unpaid leave, and excessive excused absences (other than FMLA or ADA/WFEA-approved leave) are cause for progressive corrective actions including...”</u></li> <li>3. Cross reference corrections</li> </ol>	<ol style="list-style-type: none"> <li>1. Current Policy 4280 contains cross reference to old policy which no longer exists.</li> <li>2. The second paragraph needs to be clarified to define absence.</li> <li>3. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</li> </ol>
<p>Policy 4320 – Individual Employment Contracts (see Attachment X)</p>	<ol style="list-style-type: none"> <li>1. Strike cross reference to KEA Agreement</li> <li>2. Cross reference corrections</li> <li>3. Font style change</li> </ol>	<ol style="list-style-type: none"> <li>1. This policy references the KEA agreement. The KEA agreement, by law, can no longer reference any items beyond wages that are collectively bargained up to consumer price index (CPI).</li> <li>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</li> <li>3. Remove bold font style.</li> </ol>

<p>Administrative Regulation 4323.1 – Family and Medical Leave Notice of Rights (see Attachment Y)</p>	<p>1. Addition of required language regarding bone marrow and organ donation leave</p> <p>2. Update/change policy numeration to reflect addition of required language to policy</p> <p>3. Addition of applicable legal references, Board policy cross references, and Employee Handbook cross reference</p> <p>LEGAL REF: 29 USC Chapter 28 Sections 2601-2654 (Family and Medical Leave Act); 29 C.F.R. Part 825</p> <p>Wisconsin Statute Section 103.10 (Family or Medical Leave)</p> <p>Wisconsin Admin. Code Ch. DWD 225</p> <p>Wisconsin Statute Section 103.11 (Bone Marrow and organ donation leave)</p> <p>CROSS REF: Policy 4280, Employee Attendance and Punctuality</p> <p>Employee Handbook</p>	<p>1. Wisconsin Statute Section 103.11 added inclusion of bone marrow and organ donation leave to coverage under family medical leave.</p> <p>2. Numeration of policy updated/changed to reflect addition of bone marrow and organ donation leave and its unique maximum leave allowance.</p> <p>3. Cross references to applicable legal references added to reflect state and federal laws governing family medical leave; Board policy cross reference added for consistency with past practice; practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4323.1 failed to include this cross reference and should henceforth for consistency.</p>
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Policy 4331 – Conflicts of Interest (Nepotism) (see Attachment Z)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4331 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4332 – Criminal Background Checks (see Attachment AA)	<p>1. Remove reference to “miscellaneous employee(s)”</p> <p>2. Cross reference corrections</p>	<p>1. KUSD employees have been reclassified into other employee groups.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4351 – Staff Work Schedules (see Attachment BB)	<p>1. Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p> <p>3. Font style change</p>	<p>1. Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p> <p>3. Remove bold font style.</p>

Policy 4351.1 – Teaching Load (see Attachment CC)	<p>1. Remove cross reference to Policy 4351.1</p> <p>2. Remove cross reference to KEA agreement</p> <p>3. Cross reference corrections</p>	<p>1. This policy references a policy titled “Staff Cooperation” that no longer exists.</p> <p>2. This policy references the KEA agreement. The KEA agreement, by law, can no longer reference any items beyond wages that are collectively bargained up to consumer price index (CPI).</p> <p>3. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4361 – Employee Resignation/Retirement (see Attachment DD)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4361 failed to include this cross reference and should henceforth for consistency.
Policy 4362 – Employee Discipline (see Attachment EE)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4362 failed to include this cross reference and should henceforth for consistency.
Policy 4370 – Professional Learning (see Attachment FF)	Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook	Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.
Policy 4380 – Employee Evaluations (see Attachment GG)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4380 failed to include this cross reference and should henceforth for consistency.
Policy 5471 – Corporal Punishment/Use of Physical Force (see Attachment HH)	Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook	Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.

## **Administrative Recommendation**

Administration recommends that the Personnel/ Policy Standing Committee forward proposed updates to policies referenced above to the school board for approval as a first reading on February 28, 2017, and a second reading on March 28, 2017.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Annie Petering, J.D.  
Chief Human Resource Officer

***Kenosha Unified School District***  
***Kenosha, Wisconsin***

***School Board Policies***  
***Rules and Regulations***

POLICY 1310  
 TOBACCO USE

Smoking and the use of tobacco products in any form, by anyone, is prohibited on district premises. “Premises” is defined as all property owned by, rented by or under the control of the district, including grounds, schools, offices, work areas, school buses and other school vehicles.

LEGAL REF.: Wisconsin Statutes

Sections 101.123 [Smoking prohibited]

120.12(20) [Board duty; prohibit tobacco use on school premise]

No Child Left Behind Act of 2001 [Section 4303 – No smoking policy for children’s services]

CROSS REF.: 5433, Tobacco Use by Students  
**Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

APPROVED: February 25, 2003

REVISED: December 19, 2006  
 September 23, 2014  
 October 28, 2014

POLICY 3412

MILEAGE REIMBURSEMENT

The School Board recognizes the need for some school employees to use their own automobiles for school purposes regularly or occasionally. To safeguard the District and employees, District guidelines shall be observed for eligibility for mileage reimbursement.

LEGAL REF.: Wisconsin Statutes

Sections

118.21(1)

[Teacher travel reimbursements]

118.24(2)(e)

[Administrator travel reimbursements]

120.16(2)

[Disbursements from district treasury]

CROSS REF.: 3514 Use of Privately **Owned** Vehicles to Transport Students

3900 Insurance Management

4370 **Professional Learning** ~~Staff Development Opportunities~~

**Employee Handbook** ~~Current Employee Agreements~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 22, 2000

REVISED: October 28, 2003

RULE 3412

MILEAGE REIMBURSEMENT

To use a personal vehicle for school purposes, the employee must have the written permission of the Superintendent of Schools/designee and must have on file a current driver license and proof of insurance. Additional requirements apply when transporting students in private vehicles, consistent with established Board policy.

Employees so authorized to use their personal vehicle for school business purposes may claim mileage reimbursement from the District at the rate established by the Internal Revenue Service. The District shall assume no responsibility for liability in case of accident, unless the employee has the authorization described above. The individual’s own insurance is primary coverage in case of an accident and the school’s liability insurance is secondary.

*Kenosha Unified School District No. 1*  
*Kenosha, Wisconsin*

*School Board Policies*  
*Rules and Regulations*

POLICY 3440  
 FIXED CHARGES

Fixed charges shall be administered in accordance with Board policies, agreements and other requirements. Fixed charges shall include worker's compensation insurance, liability insurance, property insurance, group life insurance, group long-term disability insurance, social security, retirement fund contributions, unemployment compensation, health insurance and employee health examinations.

The Assistant Superintendent of Business Services shall be responsible for administering the fixed charges and for administering employee fringe benefits programs.

LEGAL REF.: Wisconsin Statutes

Chapter 40 [Public employee retirement, social security and other benefits]

Chapter 102 [Worker's compensation]

Chapter 108 [Unemployment insurance]

CROSS REF.: 3311 Authorized Signatures

3430 Payment for Supplies, Equipment and Services

3900 Insurance Management

4231 Staff Physical Examinations

**Employee Handbook** ~~Current Employee Agreements~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 9, 1991

REVISED: October 28, 2003

December 18, 2007

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*Kenosha Unified School District No. 1*  
*Kenosha, Wisconsin*

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*School Board Policies*  
*Rules and Regulations*

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## POLICY 3623

## LOSS OR DAMAGE OF PERSONAL PROPERTY ON DISTRICT PREMISES

The district will assist individuals seeking redress by providing any available information that will help to facilitate reimbursement from others for any loss or damage of personal property on district premises, but assumes no responsibility for such loss as a district.

Any exception to this policy requires the approval of the superintendent of schools, upon recommendation by the Office of Human Resources.

LEGAL REF.: Wisconsin Statutes  
Section 895.035 [Parental liability for acts of minor child]

CROSS REF.: 5439 Property Damage/Theft  
**Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 26, 1991

REVISED: October 28, 2003  
December 18, 2007  
September 23, 2014  
October 28, 2014



***Kenosha Unified School District No. 1***  
***Kenosha, Wisconsin***

***School Board Policies***  
***Rules and Regulations***

POLICY 3631  
 ACCIDENT REPORTS

It is essential that all accidents occurring on school property concerning students, employees or members of the public, and casualty losses, be reported promptly to the Office of Human Resources. Accidents shall be reported in accordance with established District procedures.

LEGAL REF.: Wisconsin Statutes

Sections 121.02(1)(g) [Emergency nursing services standard]  
 121.02(1)(i) [Safe and healthful facilities standard]  
 PI 8.01(2)(g) Wisconsin Administrative Code [Accident reporting procedures required]

CROSS REF.: 1240 Access to Public Records

3600 School Safety  
 3710 Facilities Maintenance  
 4260 Personnel Records  
 5531 Emergency Care ~~Services~~  
 5534 ~~Administering Medication to Students~~  
 5570 Crisis Management/Suicide Prevention ~~Program~~  
 6470 Student Records  
**Employee Handbook**  
*Crisis Response Manual*

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 24, 1991

REVISED: October 28, 2003  
 December 18, 2007

*Kenosha Unified School District No. 1*  
*Kenosha, Wisconsin*

*School Board Policies*  
*Rules and Regulations*

POLICY 3643  
 EMERGENCY SCHOOL CLOSINGS  
 (Inclement Weather)

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

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

All personnel should refer to the three procedures outlined in Rule 3643 to determine if/when to report to work during inclement weather. The superintendent reserves the right to close the district for *all* students and employees if deemed necessary.

LEGAL REF.: Wisconsin Statutes

Sections 115.01(10)	[School day definition]
121.02(1)(f)	[School district standard; minimum number of school days and hours of instruction/authority to close schools for inclement weather]
121.56	[Safe student transportation]
118.15	[Compulsory school attendance]

CROSS REF.: 3511 Transportation  
 5310 Student Attendance  
 6210 School ~~Day~~/Year/ Calendar  
**Employee Handbook**  
*Crisis Response Manual*  
*Emergency Operations Plan*

AFFIRMED: Sept. 24, 1991

REVISED: Jan. 29, 2002  
 Oct. 28, 2003  
 Dec. 18, 2007  
 Sept. 23, 2014  
 Oct. 28, 2014  
 Sept. 22, 2015

RULE 3643  
EMERGENCY SCHOOL CLOSING  
(Inclement Weather)

Kenosha Unified School District puts student safety first, which is why the district takes several factors into consideration when determining whether to close schools due to extreme weather, such as:

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

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

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

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

**THREE PROCEDURES TO LOOK/LISTEN FOR**  
***Unless notified otherwise, Procedure 1 is in effect.***

Procedure 1: All schools in KUSD will be open today. Students and personnel are expected to attend.

Procedure 2: All schools in KUSD will open two hours late, and school buses that transport students will be

running approximately two hours late. There will be no a.m. or p.m. Early Childhood, Speech Impact or 4K classes. Personnel are expected to report as normally scheduled. Dismissal will be at the regular time.

Procedure 3: All schools in KUSD will be closed, and no students are expected to report. The Senior Citizen Center also will be closed. KUSD employees must refer to Policy Rule 3643 for attendance guidelines.

RULE 3643  
EMERGENCY SCHOOL CLOSING  
(Inclement Weather)  
Page 2

**INCLEMENT WEATHER DAYS:**

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

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

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

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

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

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

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

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

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

**INDOOR/OUTDOOR GUIDELINES**

1. **General guidelines:** 10 degrees or below, wind chill factor of 0 degrees or below and rain/drizzle/blizzard = indoor recess, indoor noon recess and early entrance to door areas/hallways.

2. **Administrator's responsibilities:** Principals are responsible for the timely implementation of the guidelines, reasonable supervision of students under all circumstances and informing parents each year of the district's expectations regarding indoor periods due to weather conditions.

POLICY 3651  
HAZARDOUS CHEMICALS

The District shall strive to provide a safe and healthy environment for all persons on its premises including those working in science, art and technical education laboratories. To aid in reaching this goal, the District shall implement a Chemical Hygiene Plan for Laboratory Operations. This plan shall meet legal requirements and include the following:

1. An Authorized Use List (ALL) of chemicals currently approved for classroom and laboratory use within the District. All chemicals must be approved for instructional use and appear on this list prior to requisitioning chemical substances from the Purchasing Department. Chemicals or chemical substances not on this list are prohibited from use. Students and/or staff members found using any unauthorized chemical shall be subject to disciplinary action.
2. Standard operating procedures developed to ensure that certain classes of hazardous materials (corrosives, flammables, oxidizers, etc.) are handled safely and used in a manner protective of employee and student health.

Staff members shall be expected to comply with other regulations and/or District programs, including all potential revisions that support the Chemical Hygiene Plan. Related District programs include the Personal Protection Equipment Program, Flammable and Combustible Materials Code and Hazard Communication Standard. Related regulations include those dealing with occupational exposure to hazardous chemicals in laboratories, hazard communication, personal protective equipment, and flammable and combustible liquids. Staff members found in violation of these regulations and/or programs shall be subject to disciplinary action.

The Chemical Hygiene Plan and related regulations and programs shall be made available to those persons working in science, art and technical education laboratories. The Chemical Hygiene Plan shall be reviewed annually and updated as necessary.

This policy does not apply to chemicals used for facility maintenance purposes.

LEGAL REF.: COMM 32 Wisconsin Administrative Code [Bloodborne Pathogens Standard]  
 29 CFR 1910.1450 [Occupational Exposure to Hazardous Chemicals in Laboratories]  
 20 CFR 1910.1200 [Hazard Communication Standard]  
 NFPA 30 (National Fire Protection Association) [Flammable and Combustible Liquids Code]

CROSS REF.: 3600 School Safety  
 4235 Employee's Right to Know (Toxic Substances and Infectious Agents)  
 4362 Employee Discipline  
 5430 Student Conduct and Discipline  
**Employee Handbook** ~~Current Employee Agreements~~  
 District Chemical Hygiene Plan for Laboratory Operations  
 District Exposure Control Plan  
 District Personal Protection Equipment Program  
 District Flammable and Combustible Materials Code  
 District Hazard Communication Standard  
*Crisis Response Manual*

POLICY 3651  
HAZARDOUS CHEMICALS  
Page 2

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: October 28, 1997

REVISED: October 28, 2003  
December 18, 2007

RULE 3651  
HAZARDOUS CHEMICALS

1. The Environmental Services crew, Maintenance Supervisor and the District's designated Chemical Hygiene Officer shall be cognizant of chemicals included on the Authorized Use List and the chemicals categorized for restricted use; e.g., instructor use only, advanced science students only grades 9-12, or general use.
2. Instructional employees found in violation of the Chemical Hygiene Plan for laboratory operations, including the possession of any unauthorized chemical in the District, shall be reported to the Chemical Hygiene Officer and appropriate building principal. Students found in violation of the Chemical Hygiene Plan for laboratory operations, including the possession of any unauthorized chemical in the District, shall be reported to the appropriate building principal. The Chemical Hygiene Officer, in cooperation with the building principal, shall recommend appropriate discipline of staff members and/or students according to established District policies and procedures.
3. Staff members found in violation of the District's Hazard Communication Standard, Flammable and Combustible Materials Code, Personal Protective Equipment Program, or related regulations, shall be reported to the Director of Facilities and the appropriate building principal. The Director of Facilities, in cooperation with the building principal, shall recommend appropriate discipline of staff members according to established District policies and procedures.



POLICY 4110

EQUAL EMPLOYMENT OPPORTUNITY  
AND AFFIRMATIVE ACTION

The District is an equal opportunity employer. Personnel administration in the district shall be conducted so as not to discriminate on the basis of age, race, creed, religion, color, sex, pregnancy, sexual orientation, national origin, disability, political affiliation, handicap, marital status, ancestry, citizenship, arrest or conviction record, membership in the national guard, state defense force, or any other reserve component of the military forces of the United States or Wisconsin, use or non-use of lawful products off school premises during non-working hours, or any other reason prohibited by state or federal law. This policy shall apply to hiring, placement, assignment, formal and informal training, seniority, transfer, promotion, lay-off, recall and termination. Similarly, all salaries, wages, benefit programs and personnel policies shall be administered in conformity with this policy.

Reasonable accommodations shall be made for qualified individuals with a disability or handicap, unless such accommodations would impose an undue hardship to the District.

Any applicant or employee who believes he/she has been discriminated against in violation of this policy may file a complaint. Responsibility for overseeing the District’s equal employment opportunity and affirmative action programs and investigating discrimination complaints is assigned to the Office of Human Resources.

All employees will receive information and training regarding rights and responsibilities regarding discrimination considerations as they relate to employment.

LEGAL REF.:

Wisconsin Statutes

Sections 111.31-111.395 (Fair employment standards - employment discrimination)

118.195 (Handicapped teacher discrimination)

118.20 (Teacher discrimination, including sexual harassment)

Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (Race, color, national origin discrimination; general employment discrimination)

Title IX, Education Amendments of 1972 (Sex discrimination)

Section 504, Rehabilitation Act of 1973 (Handicap discrimination)

Age Discrimination Act of 1975 (Age discrimination)

Pregnancy Discrimination Act (Pregnancy, childbirth, or related medical conditions discrimination)

Immigration Control and Reform Act of 1986 (Citizenship discrimination)

Americans with Disabilities Act of 1990 (Disability discrimination)

Civil Rights Act of 1991 (Penalties for discrimination law violations)

CROSS REF.:

Policy 4111, Employee Harassment

**Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: January 26, 1993

March 22, 1994  
March 9, 1999  
June 27, 2000  
September 23, 2014  
October 28, 2014

**RULE 4110**

**EMPLOYEE DISCRIMINATION COMPLAINT PROCEDURE**

The Office of Human Resources is responsible for coordinating compliance with state and federal nondiscrimination laws and the district's equal employment opportunity and affirmative action policy.

Any employee or applicant for employment who believes he/she has been discriminated against in violation of state and federal nondiscrimination laws or the District's equal employment opportunity policy may file a complaint as outlined below. If it is determined that a violation has occurred, appropriate steps shall be taken to ensure compliance with state and federal nondiscrimination laws and district policy.

**INFORMAL PROCEDURE**

The district promotes the voluntary resolution of problems at the level of government closest to their source and, as such, encourages informal resolution of employment discrimination complaints. If a complaint cannot be solved informally, the complainant may initiate a formal complaint as outlined below. An informal resolution of a complaint does not prohibit the filing of a formal complaint at any time.

**FORMAL COMPLAINT PROCEDURE**

The timelines governing the resolution of the formal complaint do not go into effect until the written complaint is received.

Step 1: The complaint shall be presented in writing to the Office of Human Resources and shall include the specific nature of the alleged discrimination, the facts (including specific details and corresponding dates), and the name, address, and phone number of the complainant.

The Office of Human Resources shall thoroughly investigate the complaint, notify the employees who have been accused of discrimination and permit them to respond to the allegation and arrange a meeting to discuss the complaint with all concerned parties within 15 working days after receipt of the written complaint, if deemed necessary. The Office of Human Resources shall give a written answer to the complaint within fifteen (15) working days after receipt of the written complaint.

Step 2: If the complainant is not satisfied with the answer from the Office of Human Resources, he/she may submit a written appeal to the superintendent of schools or designee indicating with particularity the nature of disagreement with the answer. The appeal must be filed within 15 working days after the receipt of the answer in Step 1. The superintendent shall arrange a meeting with the complainant and other affected parties, if requested by the complainant, at a mutually agreeable time to discuss the appeal. The superintendent shall give a written answer to the complainant's appeal within 15 working days.

Step 3: If the complainant is not satisfied with the answer of the superintendent, he/she may file the complaint with the board of education by submitting a written appeal to the superintendent within 10 working days after receipt of the superintendent's answer. The board shall, within 20 working days,

conduct a hearing at which time the complainant shall be given an opportunity to present the complaint.  
The board shall give a written answer to the complaint within 10 working days following the completion of the hearing.

RULE 4110

EMPLOYEE DISCRIMINATION COMPLAINT PROCEDURE

Page 2

Nothing in these procedures shall preclude persons from filing a complaint directly, or on appeal with designated agencies as authorized by state and federal law (e.g., U.S. Office of Civil Rights, State Superintendent of Public Instruction, Equal Rights Division of the Department of Workforce Development) and/or with courts having proper jurisdiction.

#### MAINTENANCE OF COMPLAINT RECORDS

Records shall be kept of all employment discrimination complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:

1. The name of the complainant and his/her title or status.
2. The date the complaint was filed.
3. The specific allegation made and any corrective action requested by the complainant.
4. The name(s) of the respondents.
5. The levels of processing followed, and the resolution, date and decision-making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

POLICY 4111  
EMPLOYEE HARASSMENT

The Kenosha Unified School District seeks to provide fair and equal employment opportunities and to maintain a professional work and academic environment comprised of people who respect one another and who believe in the district's high ideals. Harassment is a form of misconduct that undermines the integrity of the district's employment and academic relationships. All employees and students must be allowed to work and learn in an environment that is free from intimidation and harassment.

All new employees will receive a copy of the employee harassment policy and other harassment educational information as a part of the initial employment process and at other times as appropriate and necessary.

Harassment or similar unacceptable activities that could become a condition of employment or a basis for personnel decisions, or which create a hostile, intimidating or offensive environment are specifically prohibited by the district. Intimidation and harassment can arise from a broad range of physical or verbal behaviors (by employees or by non-employees, such as outside contractors or members of the community) which can include, but is not limited to, the following:

- physical or mental abuse;
- offensive or derogatory comments to any person, either directly or indirectly, based on the person's membership in any protected class;
- racial, ethnic or religious insults or slurs;
- unwelcome sexual advances, touching or demands for sexual favors, accompanied by implied or overt promises of preferential treatment or threats concerning an individual's employment or academic status;
- sexual comments, jokes, or display of sexually offensive materials;
- sex-oriented name-calling or bullying;
- inappropriate staring at another individual or touching of his/her clothing, hair, or body;
- asking personal questions about another individual's sex life; and
- repeatedly asking out an employee who has stated that he/she is not interested.

These activities are offensive and are inappropriate in a school atmosphere and in the workplace. This is a serious issue not just for the district but also for each individual in the district. It is the responsibility of the administration and all employees to ensure that these prohibited activities do not occur. An employee or supervisor may be held individually liable as a harasser and subject to the same penalties that may be imposed upon employers under state or federal law.

Any employee who engages in harassment or similar unacceptable behavior, or retaliates against another individual because the individual made a report of such behavior or participated in an investigation of a claim of harassment or similar unacceptable behavior, is subject to immediate discipline, up to and including discharge. Any employee who witnesses or otherwise becomes aware of harassment or similar unacceptable behavior has an affirmative duty to report said conduct to his or her supervisor, or to the administration.

Any person who believes that he or she has been the subject of prohibited harassment or similar unacceptable behavior or retaliation should report the matter immediately to the Office of Human Resources or, in the

alternative, the superintendent/designee. All such reports will be investigated promptly and will be kept confidential within the bounds of the investigation and the law.

POLICY 4111  
EMPLOYEE HARASSMENT  
PAGE 2

LEGAL REF: Wisconsin Statutes

Sections 111.31-111.395 (Fair employment standards - employment discrimination)  
118.195 (Handicapped teacher discrimination)  
118.20 (Teacher discrimination, including sexual harassment)  
Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (Race, color, national origin discrimination; general employment discrimination)  
Title IX, Education Amendments of 1972 (Sex discrimination)  
Section 504, Rehabilitation Act of 1973 (Handicap discrimination)  
Age Discrimination Act of 1975 (Age discrimination)  
Pregnancy Discrimination Act (Pregnancy, childbirth or related medical conditions discrimination)  
Immigration Control and Reform Act of 1986 (Citizenship discrimination)  
Americans with Disabilities Act of 1990 (Disability discrimination)  
Civil Rights Act of 1991 (Penalties for discrimination law violations)  
Equal Employment Opportunities Commission Guidelines (29 C.F.R. - Part 1604.11)  
(Employee sexual harassment)

CROSS REF.: 4110 Equal Employment Opportunity and Affirmative Action  
4260 Personnel Records  
**Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: March 11, 1997  
March 9, 1999  
June 27, 2000  
September 23, 2014  
October 28, 2014

RULE 4111  
EMPLOYEE HARASSMENT

The Office of Human Resources/designee is designated as the complaint officer and is responsible for responding to harassment complaints.

Step 1: The district will allow a complainant the opportunity to resolve discrimination or harassment complaint on an informal basis, if the complainant asks to do so. Upon such request by the complainant, the building principal (or person designated by the superintendent if no principal is available) will facilitate a meeting between the complainant and the alleged harasser/discriminator. If the parties resolve the matter, the principal shall prepare a written statement outlining the resolution. If the complainant is not satisfied with the outcome of the meeting, the district will formally investigate the complaint.

Step 2: ~~To~~ **The** begin the formal complaint process, a complaint shall be presented in writing to the complaint officer. ~~If reporting to this person would not be appropriate under the circumstances, the complainant may submit a complaint directly to the superintendent or Assistant superintendent.~~ The complaint should include the specific nature of the harassment and corresponding date; names of those who may have witnessed the alleged harassment, and the name, address and phone number of the complainant. The complaint may be dictated to the complaint officer and signed by the complainant upon review of the written complaint. The complaint officer shall acknowledge in writing the receipt of the complaint. The complaint officer shall thoroughly investigate the complaint, notify the person who has been accused of harassment, and permit a response to the allegation. If the complaint officer deems appropriate, he/she will arrange a private meeting to discuss the complaint with all concerned parties within ten (10) working days after receipt of the written complaint. The complaint officer shall give a written answer to the complainant within fifteen (15) working days after receipt of the complaint. The written answer shall only include a statement as to whether there was a finding of a policy violation and that appropriate remedial action has been implemented.

**Step 3: If the complainant is not satisfied with the answer from the Office of Human Resources, he/she may submit a written appeal to the superintendent of schools or designee indicating with particularity the nature of disagreement with the answer. The appeal must be filed within 15 working days after the receipt of the answer in step 2. The superintendent shall arrange a meeting with the complainant and other affected parties, if requested by the complainant, at a mutually agreeable time to discuss the appeal. The superintendent shall give a written answer to the complainant's appeal within 15 working days.**

**Step 4: If the complainant is not satisfied with the answer of the superintendent, he/she may file the complaint with the board of education by submitting a written appeal to the superintendent within 10 working days after receipt of the superintendent's answer. The board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The board shall give a written answer to the complaint within 10 working days following the completion of the hearing.**

Nothing in these procedures shall preclude persons from filing a complaint directly, or on appeal, with

designated agencies as authorized by state and federal laws (e.g., U.S. Office of Civil Rights, Equal Rights Division of the Department of Workforce Development) and/or with courts having proper jurisdiction



POLICY 4112  
VIOLENCE IN THE WORKPLACE

The district is committed to preventing workplace violence and to maintaining a safe work environment. Given the increasing violence in society in general, the district has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on district premises.

All employees are to be treated with courtesy and respect at all times. Employees are prohibited from fighting, “horseplay,” spreading rumors, or other conduct that may be dangerous to others. Except to the extent allowed by law, firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises.

Conduct that threatens, intimidates, or coerces another employee, a student, or a member of the public at any time, including off-duty periods, will not be tolerated. All threats of (or actual) violence, both direct and indirect, must be reported as soon as possible to your immediate supervisor or any other member of management. This includes threats by employees, as well as threats by students, vendors, solicitors, or other members of the public. When reporting a threat of violence, the employee should be as specific and detailed as possible.

All suspicious individuals or activities must also be reported as soon as possible to a supervisor. No employee should place himself/herself in peril.

The district will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, the district may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment. The district encourages employees to bring their disputes or differences with other employees to the attention of their supervisors or the Human Resources Department before the situation escalates into potential violence. The district is eager to assist in the resolution of employee disputes, and will not discipline employees for raising such concerns.

LEGAL REF.:       Wisconsin Statutes  
                           111.31-111.395 (Fair employment standards - employment discrimination)  
                           118.195 (Handicap teacher discrimination)  
                           118.20 Teacher discrimination, including sexual harassment  
                           940.25 (Battery to school district officers and employees)  
                           947.0125 (Unauthorized use of computerized communication systems)  
                           947.013 (Harassment)  
                           948.605 (Gun free school zones)  
                           948.61 (Dangerous weapons other than firearms on school premises)  
                           Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal  
                           Employment Opportunity Act of 1972 (Race, color, religion, sex or national origin  
                           discrimination; general employment discrimination)  
                           Title IX, Education Amendments of 1972 (Sex discrimination)  
                           Section 504, Rehabilitation Act of 1973 (Handicap discrimination)

Age Discrimination Act of 1975, as amended by the Older Workers Benefit Protection Act of 1991 (Age discrimination)  
Pregnancy Discrimination Act (Pregnancy, childbirth or related medical conditions discrimination)  
Americans with Disabilities Act of 1990 (“ADA”), as amended by the ADA Amendments of 2008 (Disability discrimination)  
Equal Employment Opportunities Commission Guidelines (29 C.F.R. - Part 1604.11) (Employee sexual harassment)  
Gun-Free Schools Act of 1994

CROSS REF.: 4110 – Equal Employment Opportunity and Affirmative Action  
4111 – Employee Harassment  
4223 – Staff Misconduct Reporting  
4270 – General Employee Complaints  
4362 – Employee Discipline  
**Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 23, 2014

REVISED: October 28, 2014

## POLICY 4211

## STAFF COMMUNICATIONS TO THE SCHOOL BOARD

An orderly and expeditious process of communication from staff members to the School Board is expected.

Communications and reports to the Board from principals, other administrators and supervisors, teachers, or other staff members shall be submitted through the Superintendent of Schools when Board action is requested or expected. This is not to be interpreted to preclude any employee in the District from contacting an individual Board member with a concern.

The Superintendent may direct staff members to provide accurate, objective information concerning their specific area of responsibility in response to a request from the Board. In accordance with Board policy, advance information and recommendations on matters requiring action shall be supplied to all Board members for study before action is taken.

The established channels of communication shall be used for normal reporting, i.e, the individual staff member reporting through his/her immediate supervisor, but this procedure shall not deny the right of any employee to appeal administrative decisions through the normal communication channels, the employee complaint policy, or grievance procedures outlined in applicable employee labor agreements.

CROSS REF.: 1720 Complaints About School Personnel  
 4270 General Employee Complaints  
**Employee Handbook** ~~Current Employee Agreements~~  
 District Organizational Chart

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: June 27, 2000

RULE 4211

GUIDELINES FOR STAFF COMMUNICATIONS  
TO THE SCHOOL BOARD

1. Administrators and other staff members providing formal or informal reports or other information in response to the Board's request should provide complete, accurate information regarding their specific area of responsibility.
2. Principals and other administrators will be encouraged to share reports, brochures, programs, newspapers, parent bulletins, and other information of interest to Board members, by submitting sufficient copies of such material to the Superintendent of School's Office for dissemination through information packets regularly provided to Board members.
3. Requests for information by individual Board members should be limited to easily and quickly retrievable information. Requests requiring research or report preparation shall be compiled upon majority vote of the Board.

## POLICY 4221

## ALCOHOL AND DRUG-FREE WORKPLACE

The district recognizes alcohol and other drug abuse as a potential health, safety and security problem, and it is the district's intent and obligation to provide a drug-free, healthful, safe and secure work environment. Therefore, the unlawful manufacture, distribution, dispensation, possession or use of alcohol or a controlled substance on district premises or while conducting district business off premises is absolutely prohibited by the district. Employees are prohibited from reporting to work with alcohol or non-prescription controlled substances in their system.

Employees must, as a condition of employment, abide by terms of this policy and notify the district of any criminal drug statute conviction for a violation occurring on district premises or while conducting district business off premises. Anyone violating this policy shall be subject to disciplinary action in accordance with established procedures.

Employees shall be given a copy of this policy as required by law.

## LEGAL REF.: Wisconsin Statutes

111.35 (Use of lawful products during working and non-working hours)

125.09 (Alcohol possession prohibited on school grounds)

Chapter 961 (Controlled Substances Act)

Drug-Free Workplace Act of 1988

## CROSS REF.:

4223 - Staff Misconduct

4231 - Staff Physical Examinations

4233 - Employee Assistance Program

4362 - Employee Discipline

**Employee Handbook**

## ADMINISTRATIVE REGULATIONS: None

## REVISED:

June 27, 2000

September 23, 2014

October 28, 2014

RULE 4221

PROCEDURES FOR IMPLEMENTING  
ALCOHOL AND DRUG-FREE WORKPLACE POLICY

1. Employees are expected and required to report to work on time and in an alcohol and other drug free condition and to remain that way while at work.
2. The district recognizes alcohol and other drug dependency as an illness and a major health problem. Employees needing help in dealing with controlled substances are encouraged to use the district's Employee Assistance Program. Conscientious efforts to seek such help will not jeopardize an employee's job, and self-referrals will not be noted in any personnel record. Supervisory referrals will be noted in the employee's personnel record.
3. Violations of the district's alcohol and other drug-free workplace policy will result in disciplinary action up to and including termination, and may have legal consequences.
4. Employees must report any conviction under a criminal drug statute for policy violations occurring on or off district premises while conducting district business. A report of a conviction must be made within five days after the conviction to the Office of the Superintendent/designee. The superintendent or designee shall notify the appropriate federal agency within 10 days after receiving a report of a drug conviction involving an employee engaged in the performance of a federal grant.

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POLICY 4223  
STAFF MISCONDUCT REPORTING

Any employee who has engaged in specified misconduct shall be reported to the State Superintendent of Public Instruction. The District's Superintendent of Schools or designee shall make such reports in accordance with state law and established procedures. If a report concerns the Superintendent, the Board President shall file the report.

LEGAL REF.: Wisconsin Statutes  
Section 115.31 (Staff misconduct reporting requirement)

CROSS REF.: **Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 27, 2000

RULE 4223

GUIDELINES FOR REPORTING STAFF MISCONDUCT

A Department of Public Instruction-licensed employee shall be reported to the State Superintendent of Public Instruction of he/she:

1. has been charged with a crime against children, a felony with a maximum prison term of at least five years or a crime in which the victim was a child;
2. has been convicted of a crime described in (1) or of fourth degree sexual assault;
3. has been dismissed by the District or his/her contract has been non-renewed, based in whole or in part on evidence that the employee engaged in immoral conduct (for purposes of state law, “immoral conduct” means conduct or behavior that is contrary to commonly accepted moral or ethical standards and that endangers the health, safety, welfare or education of any student); or
4. has resigned and the Superintendent or designee (or Board President if applicable) has reasonable suspicion that the resignation related to the employee having engaged in immoral conduct. If the employee has been requested to resign by the Superintendent or designee, and immoral conduct is suspected, the Superintendent or designee shall inform the employee that he/she has a duty to report the resignation to the State Superintendent.

Any non-licensed District employee who is convicted of a crime described in item (1) above or of fourth degree sexual assault shall be reported to the State Superintendent.

Reports shall be made within 15 days after the Superintendent or designee (or Board President if applicable) becomes aware of the charge, conviction, dismissal, non-renewal or resignation. The employee who is the subject of a report shall be given a copy of the report.



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POLICY 4224  
 EMPLOYEE CODE OF ETHICS

Employees shall give their support to the education of Kenosha youth and shall faithfully discharge their professional duties to the district in accordance with the official job descriptions pertaining to their individual assignments.

Channels of communication shall be in accordance with the policies, procedures, rules and regulations of the district.

Employees shall use confidential and privileged information appropriately and with respect for the rights of individuals. Confidential and/or privileged information shall not be used for personal gain or to the detriment of the district.

Employees who choose to engage in any remunerative activity other than that of their position shall avoid any activity that interferes with the execution of the responsibilities of their district position.

Employees shall not solicit or receive anything of value that involves an expressed or implied advantage or influence on any district judgment or decision.

Any complaint about the ethical behavior of an employee or a request for an investigation into the conduct of any employee shall be presented to the superintendent of schools and shall bear the signature of the person making the request.

Employees found in violation of this code may be subject to suitable corrective or disciplinary action.

LEGAL REF.:      Wisconsin Statutes  
                      Sections 118.12(2)    (Sale of goods or services at school)  
                                  118.125        (Confidentiality of student records)  
                                  946.10        (Bribery of public employees)  
                                  946.12        (Misconduct in public office)  
                                  946.13        (Private interests in public contracts)  
                      Chapter 19, Subchapter II    (Access to public records)  
                      Chapter 19, Subchapter III    (Code of ethics for public officials)

CROSS REF.:    3420    Purchasing  
                      4223    Staff Misconduct Reporting  
                      4330    Staff **Selection Recruitment and Hiring Process**  
                      4331    Conflicts of Interest (Nepotism)  
                      4362    Employee Discipline  
                      4391    Limitations on Outside Employment  
                      **Employee Handbook**

POLICY 4224  
EMPLOYEE CODE OF ETHICS  
Page 2

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000  
September 23, 2014  
October 28, 2014

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POLICY 4229  
 EMPLOYEE DRESS AND GROOMING

The School Board believes that all employees of the District represent the District and set an example in their dress and grooming. Therefore, professional and support staff are expected at all times during scheduled working hours to wear attire that defines a professional atmosphere to students, parents and the public.

LEGAL REF.: Wisconsin Statutes

Sections 103.14 [grooming requirement notification]

120.12(2) [board duty; provide general supervision over the schools]

120.13(1) [board power; do all things reasonable for the cause of  
 education]

U.S. Constitution, First Amendment [free speech]

CROSS REF.: 4110, Equal Opportunity Employment and Affirmative Action  
 4362, Employee Discipline

**Employee Handbook** ~~Current Employee Agreements~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: July 25, 2006

RULE 4229

EMPLOYEE PERSONAL APPEARANCE STANDARDS

All District employees must comply with the following personal appearance standards at all times during scheduled working hours:

1. Employees are expected to dress in a manner that is normally acceptable in a professional environment. Employees should not wear suggestive or revealing attire, spaghetti straps, backless clothing, shirts or tops that reveal an exposed midriff; clothes printed with slogans, inappropriate or offensive comments; blue jeans, athletic clothing, shorts, T-shirts, baseball hats, flip-flop sandals and similar attire that do not present a professional appearance.
2. Certain employees may be required to wear special attire, depending on the nature of their job.
3. At the discretion of the Superintendent and his/her designee, an employee may be allowed to dress in a more casual fashion than normally required. On these occasions, employees are still expected to present a neat appearance and are not permitted to wear ripped or disheveled clothing, athletic wear or similarly inappropriate clothing.

Employees shall be informed of these personal appearance standards at the time of hiring.

Any employee who does not meet the personal appearance standards outlined above will be required to take corrective action, which may include leaving work to change into appropriate clothing. Violations may also result in disciplinary action.

POLICY 4231  
STAFF PHYSICAL EXAMINATIONS

Upon initial employment, all employees of the district shall have a physical examination, including a tuberculin skin test and/or chest x-ray, in accordance with state law.

Upon initial employment, each employee shall furnish a certification of freedom from tuberculosis. Food service employees shall furnish such certification annually. Food service employees shall have other periodic health exams as required by the school board. The board may also require other employee health exams consistent with state and federal laws.

An employee may be exempt from the health examination requirements listed in this policy if an affidavit has been filed with the board claiming such exemption in accordance with state law. No employee shall be discriminated against by reason of his/her filing of an affidavit.

LEGAL REF.: Wisconsin Statutes

Sections 103.15 (Restrictions on use of test for HIV or antibodies to HIV)  
 118.25 (Employee health examination requirements; freedom from tuberculosis)  
 121.52(3) (Bus driver health examinations)  
 146.81-146.83 (Access to and confidentiality of patient health care records)  
 252.15 (Restrictions on use of HIV test)  
 252.18 (Health status of food handlers)  
 Americans with Disabilities Act of 1990 ("ADA"), as amended by the ADA Amendments of 2008 (Disability discrimination; includes information on medical examinations)  
 Wisconsin Fair Employment, Wis. Stats. 111.31-111.325, 111.34, 111.372.

CROSS REF.: 4110 Equal Opportunity Employment and Affirmative Action  
 4232.1 Employee Human Immunodeficiency Virus (HIV) Infection  
 4260 Personnel Records  
**Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: January 26, 1993  
 June 27, 2000  
 September 23, 2014  
 October 28, 2014

RULE 4231

STAFF PHYSICAL EXAMINATION GUIDELINES

1. Evidence of the physical examination, including chest x-ray or tuberculin test, and freedom from tuberculosis shall be submitted on forms provided by the district, except where other certifications of health from licensed physicians or health agencies contain all the information required by the district.
2. Personnel who fail to furnish the required physical examination evidence according to a prescribed schedule, or the appropriate affidavit exemption, may be suspended without pay until such evidence or affidavit is presented.
3. Medical records will be kept confidential and maintained in a file separate from general personnel records.

POLICY 4233  
EMPLOYEE ASSISTANCE PROGRAM

The district recognizes that a wide range of problems not directly associated with job functions can have an effect on job performance. Employee problems can stem from emotional disorders, alcohol or other drug dependency, family or marital problems, financial problems, or societal pressures and changes. The district is concerned with job performance, including attendance, conduct and productivity during employment hours.

It is recognized that many personal problems can be successfully treated or resolved if assistance is offered at an early stage and referral is made to an appropriate form of assistance.

The district will offer an Employee Assistance Program (EAP), which will serve as a practical and constructive mechanism for dealing with employees' personal problems that may affect the work situation, or as an aid to those employees and their family members who voluntarily wish to use the program as a means of resolving personal problems.

The purpose of the EAP is to improve the quality of human life. It has the potential to help marriages, families and possibly even save lives. Other benefits include: increased productivity, improved work quality, decreased turnover, more favorable public opinion, greater employee identification with the district, improved morale and cost savings to the district.

The program will operate within the following guidelines:

1. The decision to request or accept assistance through the EAP is the voluntary and personal choice of the individual employee.
2. Voluntary self-referred employees or family members seeking assistance will be able to do so with anonymity and confidentiality.
3. Job security will not be jeopardized by a request for or acceptance of help through the EAP.
4. Referrals to the EAP agency can be by self-referral, family referral or supervisory referral.
5. The EAP will function through a district EAP resource person and a contracted community agency that will provide services under the EAP concept. The superintendent of schools shall appoint the EAP resource person.
6. The EAP does not alter existing contractual provisions, work rules or disciplinary procedures. It serves as a supplementary program to offer appropriate assistance to those who need or desire it.
7. Where necessary, sick leave shall be granted for treatment or rehabilitation on the same basis as other health problems. Leave without pay shall also be considered when determined to be necessary.

POLICY 4233  
EMPLOYEE ASSISTANCE PROGRAM  
Page 2

CROSS REF.:     4221     Alcohol and Drug Free Workplace  
                  4260     Personnel Records  
                  4362     Employee Discipline  
                  **Employee Handbook**

ADMINISTRATIVE REGULATIONS:   None

AFFIRMED:       April 21, 1991

REVISED:        June 27, 2000  
                  September 23, 2014  
                  October 28, 2014



RULE 4233

EMPLOYEE ASSISTANCE PROGRAM GUIDELINES

1. Employee Assistance Program Personnel Appointment and Duties
  - a. The Superintendent of Schools shall appoint an Employee Assistance Program (EAP) resource person. The duties of the EAP resource person will include coordinating and publicizing the program, providing information to employees, and maintaining liaison with the agency awarded the EAP contract.
2. EAP Referrals
  - a. Self-Referral
    - i. An employee or member of an employee's family who desires information about the program or consultation may speak to the EAP resource person or may contact the contracted EAP agency directly. Self-referral information will be kept confidential. No identifying information will be made available to the administration unless requested by the employee. No record of self-initiated contacts with the EAP agency will be made in the individual's personnel file.
  - b. Supervisory Referrals
    - i. The immediate supervisor will refer individuals to the EAP where there is either:
      1. Sub-standard work performance or attendance on the part of the employee and the employee is unwilling or unable to rectify the situation.
      2. A particular on-the-job incident which indicates the need for disciplinary action and/or professional assistance.
    - ii. Supervisory referrals shall include a conference with the employee. The conference should be restricted to the issue of the work situation or particular incident.
    - iii. The employee retains the right to accept or reject involvement in the program.
    - iv. If the employee accepts involvement in the program, the supervisor will assist the employee in making contact with the EAP resource person or the contracted EAP agency.
    - v. An employee's future evaluations will be made strictly upon performance and will not be affected by whether the employee was enrolled in the EAP.
    - vi. Nothing in this section shall limit the Board's right to take disciplinary action against an employee in any manner consistent with District policy.
    - vii. Job performance and attendance records will continue to be documented in the employee's personnel file. The only EAP information that will be entered into the individual's personnel file will be the fact that a supervisor's referral for assistance has been made.
  - c. Family Referral
    - i. A member of the employee's family may self-refer and/or refer the employee to the EAP.
    - ii. Family referrals will be treated as self-referrals in regard to confidentiality as stated in section B-1b above.

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POLICY 4235  
 EMPLOYEES RIGHT TO KNOW  
 (Toxic Substances and Infectious Agents)

The District shall strictly carry out state law provisions relating to the rights of employees to obtain information on toxic substances and infectious agents present in the workplace.

In addition to providing such information upon request of an employee or an employee's representative, the Superintendent of Schools and designees shall provide information concerning toxic substances and infectious agents and provide education or training programs to those employees who may routinely be exposed to toxic substances and infectious agents while at work.

LEGAL REF.: Wisconsin Statutes  
 Sections 101.58 - 101.599 (Employee's Right to Know Law)

CROSS REF.: ~~3500 — Safety Program~~  
 3651 Use of Hazardous Chemicals  
**Employee Handbook**  
 District Exposure Control Plan  
 District Chemical Hygiene Plan for Laboratory Operations

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000

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POLICY 4240  
STAFF GIFTS

Collection of funds from students and/or their parents through organized solicitation on school property for the purpose of purchasing gifts for teachers or other district employees is prohibited during school hours. Parent or student groups collecting any such funds should do so outside of school hours.

Use of class time for the presentation of gifts to school personnel shall be discouraged.

LEGAL REF.:  
Wisconsin Statutes  
Section 118.12 (Sales and solicitations at school)

CROSS REF.:  
1500 Solicitations/Fundraising  
**Employee Handbook**

ADMINISTRATIVE REGULATIONS:   None

AFFIRMED:           December 28, 1990

REVISED:           June 27, 2000  
September 23, 2014  
October 28, 2014

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POLICY 4260  
PERSONNEL RECORDS

Records of all personnel shall be considered confidential to the extent required by law and shall be kept in the Office of Human Resources. Records shall be maintained in accordance with all applicable federal and state laws and regulations, and retained in accordance with the district's record retention schedule.

LEGAL REF.: Wisconsin Statutes

Sections 103.13 (Records open to employees)  
103.15 (Restrictions on use of test for HIV or antibodies to HIV)  
146.81 - 146.83 (Access to and confidentiality of patient health care records)  
252.15 (Restrictions on use of HIV test)  
Chapter 19, Subchapters II and IV (Access to public records; access to records containing personally identifiable information)  
Americans with Disabilities Act of 1990 ("ADA"), as amended by the ADA Amendments of 2008 (Disability discrimination; maintenance of employee medical examinations)

CROSS REF.:

4231 Staff Physical Examination  
4232.1 Employee Human Immunodeficiency Virus (HIV) Infection  
4330 **Staff Selection and Hiring Process** ~~Recruiting, Selecting and Hiring Staff~~  
4332 ~~Pre-Employment~~ Criminal Background Checks  
**Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000  
September 23, 2014  
October 28, 2014

RULE 4260

GUIDELINES FOR MAINTENANCE OF PERSONNEL RECORDS

1. Personnel records may be examined in the presence of the Office of Human Resources personnel.
2. Materials shall not be removed from personnel files without permission of the superintendent or designee.
3. The Office of Human Resources may duplicate post-employment file materials for the employee and the individual employee will pay the cost.
4. Transcripts and licenses may, if requested, be returned to individuals upon termination of employment provided a receipt is signed.
5. Pre-employment references, credentials and evaluations are not available to employees. Confidential pre-employment credentials shall be sent to the supplying agency only.
6. Personnel files will not be available to former employees, except to the extent authorized by law.
7. Employee information may be made available to anyone to the extent authorized by law. Ordinarily, employee information available to the public shall be limited to the name of the employee, the assignment, the dates of employment and compensation.
8. An employee may request the source of any material placed in his/her file.
9. Any written complaint about an employee, or written material that the employee's principal or other supervisor deems derogatory, will be called to the employee's attention within 48 hours. The employee may respond; his/her response will be reviewed by the administrator, attached to the complaint or written material and included in the employee's personnel file.
10. In instances where parents have oral complaints about an employee, the affected employee will be notified if/when they are addressed by the administrator in writing. The employee will also be given a meaningful opportunity to provide input for the response.

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POLICY 4270  
 GENERAL EMPLOYEE COMPLAINTS

The District shall provide a method for prompt and full discussion and consideration of matters of personal dissatisfaction and concern of an employee or an employee's representative with some aspect of employment.

General employee complaints shall be made and processed in accordance with established procedures. Formal employee grievances shall be dealt with in accordance with provisions of current collective bargaining agreements or other District procedures as applicable.

All employees will receive information and training regarding rights and responsibilities regarding harassment and discrimination considerations as they relate to employment.

CROSS REF.: Policy 1720, Complaints About School Personnel  
 Policy 4110, **Equal Employment Opportunity and Affirmative Action** ~~Employee~~  
~~Discrimination~~  
 Policy 4111, Employee Harassment  
 Policy 4271, Employee Complaint (**Grievance**)  
**Employee Handbook** ~~Current Employee Agreements~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: March 9, 1999  
 June 27, 2000

## GENERAL EMPLOYEE COMPLAINT PROCEDURES

General employee complaints shall be processed in accordance with the following procedures. A complaint is any matter of dissatisfaction or concern of an employee with any aspect of employment that does not involve a formal grievance. Complaints involving alleged discrimination or harassment and complaints related to decisions or actions by other school personnel shall be dealt with in accordance with procedures found elsewhere in this policy manual.

The District promotes the voluntary resolution of complaints at the level closest to their sources and, as such, encourages informal resolution of complaints.

**Step 1:** The complainant shall bring the complaint to the attention of the employee's immediate supervisor either orally or in writing within twenty (20) working days after the complainant knew or should have known of the event or condition which caused the complaint, in attempt to resolve the issue.

The supervisor shall investigate the complaint and within fifteen (15) working days meet with the complainant to discuss resolution of the complaint and respond in writing.

**Step 2:** If the complainant is dissatisfied with the resolution at Step 1, he/she should, within ten (10) working days, submit the complaint to the Superintendent of Schools in writing. The Superintendent/designee shall meet with the complainant to attempt to resolve the dispute and respond in writing.

POLICY 4271  
EMPLOYEE COMPLAINT (GRIEVANCE)

Employees shall use the following procedure for resolving disputes regarding employee termination, employee discipline or workplace safety issues.

1. Definitions.

- a. “Days” as used in this policy is defined as any day that the district is open.
- b. “Employee Termination” as used in this policy section, shall not include the following:
  - Layoffs;
  - Workforce reduction activities;
  - Voluntary termination including, without limitation, quitting or resignation;
  - Job abandonment;
  - End of employment due to disability, lack of qualification or licensure or other inability to perform job duties;
  - Retirement; or
  - Any other cessation of employment not involving involuntary termination.
- c. “Employee discipline” as used in this policy shall include any employment action that results in disciplinary action, which typically involves any four (4) steps: verbal reprimand, written reprimand, suspension with or without pay, and termination of employment.

“Employee discipline,” as used in this policy, shall not include the following:

- Plans of correction or performance improvement;
- Performance evaluations or reviews;
- Documentation of employee acts and/or omissions in an employment file;
- Administrative suspension with pay pending investigation of alleged misconduct or nonperformance;
- Non-disciplinary wage, benefit or salary adjustments;
- Other non-material employment actions;
- Counseling meetings or discussions or other pre-disciplinary action; or
- Demotion for reasons other than discipline, transfer or change in assignment.

The term “workplace safety” as used in this section means any alleged violation of any standard established under state law or rule or federal law or regulation relating to workplace safety.



POLICY 4271  
EMPLOYEE COMPLAINT (GRIEVANCE)  
PAGE 2

2. Time Limits

Failure of the employee to comply with the timelines will be deemed a waiver of the processing of the grievance and the grievance will be denied. The employee may advance a grievance to the next step of the process if a response is not provided within the designated timeframes. The Office of Human Resources may advance a grievance to the next step at the request of either the employee or the employee's supervisor.

3. Procedure

- a. **Informal Grievance Resolution:** The employee must discuss any grievance related to discipline or workplace safety with the employee's immediate supervisor prior to filing a formal written grievance in order to informally resolve the issue. This discussion must occur within five days of when the employee knew or should have known of the events leading to the grievance. Grievances related to termination may proceed straight to the Formal Grievance Procedure.
- b. **Formal Grievance Submission:** The employee must file a written grievance with the superintendent (or designee) within 10 days of termination, discipline or actual or reasonable knowledge of the alleged workplace safety issue. The written grievance must contain:
  - Name of grievant;
  - A statement of the pertinent facts surrounding the nature of the grievance;
  - The date the alleged incident occurred;
  - The work rule or policy allegedly violated including any safety rule alleged to have been violated, if applicable;
  - The steps taken to informally resolve the grievance, the individuals involved in the attempted resolution, and the results of such discussion; and
  - The specific requested remedy.
- c. **Administrative Response:** The Office of Human Resources (or designee) will meet with the grievant within 10 days of receipt of the written grievance. The administration will provide a written response within 10 days of the meeting. The administration's written response to the grievance must contain:
  - A statement of the date the meeting between the administration and grievant was held;

POLICY 4271  
EMPLOYEE COMPLAINT (GRIEVANCE)  
PAGE 3

- A decision as to whether the grievance is sustained or denied; an
  - In the event the grievance is denied, a statement outlining the timeline to appeal the denial.
- d. Impartial Hearing: The grievant may file an appeal to the Impartial Hearing Officer (IHO) by giving written notice to the superintendent within five days of the issuance of the Administrative Response. Depending on the issues involved, the hearing officer will determine whether a hearing is necessary unless a hearing is required under the procedures established by the district in a different applicable policy. The administration will work with the IHO and grievant to schedule a mutually agreeable hearing date should one be needed. If it is determined that no hearing is necessary, the matter will be decided based on the submission of written documents.

The administration shall select the IHO. The IHO shall not be an employee of the district. The IHO may be an employee of another district, a retired school administrator, a lawyer, a professional mediator/arbitrator, or other qualified individual. The cost of the IHO will be the responsibility of the district.

Standard of Review: The IHO will adhere to specific guidelines set forth by the district regarding hearing procedures. The Rules of Evidence will not be strictly followed, but no factual findings may be based solely on hearsay evidence. The standard of review for the IHO is whether the decision of the administration was supported by just cause. If the decision was supported by just cause then the IHO is required to find on behalf of the administration.

IHO Response: The IHO shall file a written response within 30 days of the hearing date or the date of the submission of written documents.

The IHO's written response to the grievance must contain:

- A statement of the pertinent facts surrounding the nature of the grievance.
- A decision as to whether the grievance is sustained or denied, with the rationale for the decision.
- A statement outlining the timeline to appeal the decision to the school board.
- The IHO must sustain or deny the decision of the administration. The IHO has no authority to modify the administration's decision and may not grant in whole or in part the specific request of the grievant.

POLICY 4271  
EMPLOYEE COMPLAINT (GRIEVANCE)  
PAGE 4

- e. Review by the school board: The non-prevailing party may file a written request for review of the IHO's decision by the school board within 10 days of receipt of the IHO Response.

The school board shall not take additional testimony or evidence; it may only decide whether the IHO reached decision supported by just cause based on the information presented to the IHO. The school board will review the record and make a decision. A written decision will be made within 30 days of the filing of the appeal.

The school board's written decision regarding the grievance must contain:

- A decision as to whether the grievance is sustained, denied or modified.

The school board shall decide the matter by a majority vote and the decision of the school board is final and binding and is not subject to further review.

- f. General Requirements:

- Grievance meetings/hearings held during the employee's off-duty hours will not be compensated.
- Granting the requested or agreed upon remedy at any step in the process resolves the grievance

LEGAL REF.: Wisconsin Statutes

Sections 19.81 – 19.88 [Open Meetings Laws]

66.0509(1m) [Civil service protection and grievance procedures]

CROSS REF.: 2810 Incident Reporting

3600 School Safety

3631 Accident Reports

**Employee Handbook**

AFFIRMED: October 25, 2011

REVISED: September 23, 2014

October 28, 2014

***Kenosha Unified School District No. 1***  
***Kenosha, Wisconsin***

***School Board Policies***  
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POLICY 4280

EMPLOYEE ATTENDANCE AND PUNCTUALITY

Regular attendance is an essential job function. In the event of illness or other absence, the employee shall notify the automated substitute assignment system and/or his/her immediate supervisor prior to the employee's work starting time in accordance with district procedures.

**Tardiness, unexcused absences, patterns of absenteeism (e.g. same days over a period of time), fraudulent use of paid or unpaid leave, and excessive excused absences (other than FMLA or ADA/WFEA-approved leave) are cause for progressive corrective actions including** ~~An employee who is absent from work without notifying the district as required will be subject to disciplinary action up to and including discharge.~~

CROSS REF.: Policy 4110, Equal Opportunity Employment and Affirmative Action  
 Policy 4231, Staff Physical Examinations  
 Policy 4323.1, Family and Medical Leave  
**Employee Handbook**  
~~Policy 4340, Substitute Personnel Employment~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: July 25, 2006  
 September 23, 2014  
 October 28, 2014

**RULE 4280**

**EMPLOYEE ATTENDANCE AND PUNCTUALITY**

1. An employee is responsible for notifying the automated substitute assignment system and/or his/her supervisor of his/her absence no later than 60 minutes prior to the employee's work starting time.
  - a. The employee must indicate the reason for the absence and advise when he/she will report back to work.
  - b. If the length of time of the absence is unknown, the employee shall provide this notification each day of the absence.
  - c. Employees absent from work due to an illness or injury may be required to submit a doctor's certificate or other appropriate medical authorization as deemed appropriate by the employee's supervisor.
  - d. Employees must follow additional department guidelines where appropriate.
2. Tardiness, unexcused absences, patterns of absenteeism (same days over a period of time) and excessive excused absences (other than FMLA) are cause for progressive corrective action. Any disciplinary action taken shall be consistent with district policies and rules.
  - a. An employee is considered absent if he/she is not present for work as scheduled, regardless of the cause.
  - b. An employee is considered tardy if he/ she reports to work after the scheduled start time (unexcused).
3. Department managers and principals will develop and communicate work schedules to reflect a start and end time.
4. Supervisors are to give special attention to absence patterns such as:
  - a. Absences before or after the weekend;
  - b. Absences the day before and/or the day after a scheduled holiday or day off;
  - c. Calling in sick as rapidly as sick time is accrued;
  - d. Calling in sick or tardy after the scheduled start time; and
  - e. Absences the day before or the day of "hunting" season.

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POLICY 4320  
 INDIVIDUAL EMPLOYMENT CONTRACTS

Individual employment contracts shall be issued in accordance with District Procedures that are aligned with state law.

LEGAL REF.: Wisconsin Statutes

Sections 118.21 (Teacher contracts)  
 118.22 (Renewal of teacher contracts)  
 118.24(6) School District Administrators

CROSS REF.: 4110 Equal Opportunity Employment and Affirmative Action  
 4223 Staff Misconduct Reporting  
 4260 Personnel Records  
 4330 Staff **Selection and Hiring Process** ~~Recruitment and Hiring~~  
 4361 Employee Resignation/Retirement  
 4362 Employee Discipline  
~~KEA Agreement~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000  
 May 22, 2012

RULE 4320  
INDIVIDUAL  
EMPLOYMENT CONTRACTS

1. The Human Resources Office shall be responsible for the issuance of all instructional staff individual employment contracts.
2. Principals/department administrators shall be responsible for collecting signed/unsigned contracts from instructional staff members who have been recommended for re-employment from the time contracts are issued until June 8 annually.
3. After June 8, instructional staff members will return signed/unsigned contracts directly to the Human Resources Office.
4. Principals/department administrators shall provide the Human Resources Office with a staff roster and appropriate supporting documents indicating compliance with District policy no later than June 10 annually.
5. Instructional staff failing to turn in signed contracts by June 15 and who thereafter desire employment with the District must reapply for employment consideration.

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# ***ADMINISTRATIVE REGULATION***

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## ADMINISTRATIVE REGULATION 4323.1 FAMILY AND MEDICAL LEAVE NOTICE OF RIGHTS

Eligible employees may be eligible for leave ~~will be allowed leaves~~ in accordance with the state and federal Family and Medical Leave Acts.

**Under the federal Family and medical Leave Act (FMLA), eligible employees are entitled to** ~~Allowed leave is generally up to a combined 12 work weeks of unpaid leave during a calendar year for the as a result of a birth of a child and to care for the newborn child; or placement with the employee of a child for adoption or foster care and to care for the newly placed child; to care for the employee's spouse, child, or parent who has or when a serious health condition is suffered by the employee or the employee's parent(s), son, daughter or spouse or domestic partner; a serious health condition that makes the employee unable to perform the essential functions of his or her job; or for any qualifying~~ **exigency arising out of the fact that a spouse, child, or parent is a military member on covered active duty or call to covered active duty status. An employee may qualify for FMLA of up to 26 work weeks of leave during a "single 12-month period" to care for a covered service member with a serious injury or illness, when the employee is the spouse, child, parent or next of kin of the service member.**

**Under the Wisconsin Family and Medical Leave Act (WFMLA), eligible employees are entitled to 6 weeks of unpaid family leave in a calendar year for the birth of a child or placement of a child with the employee for adoption, and 2 weeks of unpaid family leave to care for the employee's child, spouse, domestic partner, or parent, if the child, spouse, domestic partner, or parent has a serious health condition. Eligible employees are entitled to 2 weeks of unpaid medical leave for a serious health condition of the employee which makes the employee unable to perform his or her employment.**

~~This Leave under the FMLA and WFMLA will be run concurrently, as allowed by law, and will be run concurrently~~ **with any other leave which is available to the employee under other district leave and absence policies or state and federal family and medical leave laws.** All or a portion of this period may be paid in certain instances. The taking of leave under this policy and its accompanying guidelines will not be used against an employee in any employment decision, including in the determination of raises or discipline.



ADMINISTRATIVE REGULATION 4323.1  
FAMILY AND MEDICAL LEAVE  
NOTICE OF RIGHTS

These are the guidelines for taking family and/or medical leave by employees of the Kenosha Unified School District:

1. ELIGIBILITY FOR LEAVE

**An employee is eligible for leave under the WFMLA if he or she has been employed by the District for at least 12 months with the district and has completed been paid by the District for at least 1,000 hours of employment during the 52-week 12-month period prior to the time leave begins. An employee is eligible for leave under the FMLA if he or she has been employed for 12 months by the District and has worked at least 1,250 hours during the 12-month period prior to the time leave begins.**

2. TYPE AMOUNT OF LEAVE AVAILABLE

~~Employees are generally entitled to 12 work weeks of unpaid leave during a calendar year, considering both state and federal law, for any one or combination of the following reasons, i.e., time off under 1, 2, 3 and/or 4:~~

**A.1- Birth of a child or placement of a child for adoption or foster care of a son or daughter**

~~Unpaid leave may be taken by an eligible employee for on the birth of a child or placement for adoption or foster care of a child with the employee. Under the FMLA, leave must conclude no later than 12 months after the child's birth or placement. An employee may elect to substitute accrued paid leave, as defined under the applicable District Policy or employee handbook, or the District may require the employee to substitute accrued paid leave for unpaid FMLA leave. Leave taken under the WFMLA must begin within 16 weeks of the child's birth or placement. An employee entitled to leave under the WFMLA may substitute any other paid or unpaid leave which has accrued to the employee. Other than during the 16 weeks before or after a birth or adoption, during which leave may be taken on an intermittent basis, leave must be taken all at once. Any accrued leave, as defined under the applicable district policy or employee handbook, may be required to be used, for this otherwise unpaid time. Any substituted paid time used will not be available later.~~

**B.2- Serious health condition of employee**

~~Unpaid leave may be taken by an eligible employee in the event the employee experiences a "serious health condition." A "serious health condition" will generally occur when the employee receives inpatient care at a hospital, hospice or nursing home or when the employee experiences a disabling physical or mental condition and receives outpatient care which requires continuing treatment by a health care provider. Medical leave may be taken all at once or in smaller increments as medically necessary. If leave is taken in smaller increments, the employee may be temporarily transferred to another job. An employee must provide the district with a "Health Care Provider Certification" completed by the treating health care provider no later than 15 days of the employee's request for leave. "Health Care Provider Certification" forms are available from the Office of Human Resources. Any accrued leave, as defined under the applicable district policy or the employee handbook,~~

ADMINISTRATIVE REGULATION 4323.1  
FAMILY AND MEDICAL LEAVE  
NOTICE OF RIGHTS

that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal law, for all or a portion of the otherwise paid leave period. If the leave is required due to a work-related injury, workers' compensation leave will run concurrently with the leave an employee is entitled to under the law to the extent permitted. Any substituted paid leave used will not be available later.

**C.3- Serious health condition of parent, spouse, child, domestic partner**

Unpaid leave may be taken by an eligible employee in the event the employee's parent, spouse, child or domestic partner experiences a "serious health condition." A "serious health condition" will generally occur when the individual receives inpatient care at a hospital, hospice or nursing home or when the individual experiences a disabling physical or mental condition and receives outpatient care which requires continuing treatment by a health care provider. ~~Medical leave may be taken all at once or in smaller increments as medically necessary. An employee must provide the district with a "Health Care Provider Certification" completed by the treating health care provider no later than 15 days of the employee's request for leave. "Health Care Provider Certification" forms are available from the Office of Human Resources. Accrued leave, as defined under the applicable district policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal or state law, for all or a portion of the otherwise paid leave period. Any substituted paid leave used will not be available later.~~

**D.4- Qualifying exigency**

**Under the FMLA, u**Unpaid leave may be taken for any qualifying exigency arising out of the fact that a spouse, child, or parent is a military member on covered active duty or call to covered active duty status. An employee may be required to provide certification of the need for exigency leave. Accrued leave, as defined under the applicable district policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal law, for all or a portion of the otherwise paid leave period. Any substituted paid leave used will not be available later.

**E.5- Military caregiver ~~medical~~ leave**

**Under the FMLA, u**Unpaid leave may be taken to care for a covered service member with a serious injury or illness, when the employee is the spouse, child, parent, or next of kin of the service member. An employee may be required to provide certification of the need for exigency leave. Accrued leave, as defined under the applicable district policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal law, for all or a portion of the otherwise paid leave period. Any substituted paid leave used will not be available later.

ADMINISTRATIVE REGULATION 4323.1  
FAMILY AND MEDICAL LEAVE  
NOTICE OF RIGHTS

3. INTERMITTENT OR REDUCED SCHEDULE LEAVE

Under the FMLA, leave may be taken intermittently or on a reduced leave schedule under certain circumstances. For intermittent leave or leave on a reduced leave schedule taken because of an employee's own serious health condition, to care for a spouse, parent, son, or daughter with a serious health condition, or to care for a covered service member with a serious injury or illness, there must be a medical need for leave and it must be that such medical need can be best accommodated through an intermittent or reduced leave schedule. Eligible employees may also take FMLA leave on an intermittent or reduced schedule basis when necessary because of a qualifying exigency. If an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, then the employee must make a reasonable effort to schedule the treatment so as not to disrupt unduly the district's operations. When leave is taken under the FMLA after the birth of a healthy child or placement of a healthy child for adoption or foster care, an employee may take leave intermittently or on a reduced leave schedule only if the employer agrees.

The following information concerns your rights and obligations under the family and medical leave laws, and district policy and guidelines, and will explain to you the consequences of your failure to meet these obligations. Please read this information carefully, and if you have any questions, please contact your supervisor or the Office of Human Resources.

1. **Leave entitlement.** The actual amount of time you spend on family and/or medical leave will be subtracted from your unpaid leave entitlement for a calendar year. Your family and medical leave, under state and federal laws, will run concurrently with any other leave for which you are eligible under applicable district policies.
2. **Medical certification.** If your request is based on your serious health condition or the serious health condition of your child, spouse, parent, domestic partner or covered service member, you must provide the district with a medical certification ("Health Care Provider Certification") prepared by the health provider. This certification must be provided to the district within 15 calendar days of the request for leave, **unless it is not practicable under the particular circumstances to do so despite the employee's diligent, good-faith efforts, in which case it must be provided as soon as practicable.** ~~including in cases of a medical emergency or unforeseen circumstances.~~ If you fail to provide a timely certification, your leave request, or your continuation for leave, may be denied or delayed until the required certification is provided.
3. **Additional certification.** If the district has any doubts about the accuracy of your initial medical certification, you must submit to another certification, at the district's expense, by a health care provider selected by the district. If the second opinion differs from the initial certification, a third opinion may be obtained. The third opinion is final and binding.
4. **Re-certification.** On a periodic basis, you must provide the district with subsequent re-certifications that your serious health condition still prevents you from performing your job functions or that you are still needed to care for a family member with a serious health condition.
5. **Intent to return to work.** You must provide the district with a periodic report on your status and intent to return to work.

ADMINISTRATIVE REGULATION 4323.1  
FAMILY AND MEDICAL LEAVE  
NOTICE OF RIGHTS

6. **Fitness for duty.** If you are on medical leave because of your own serious health condition, you must provide the district with a medical release, "Fitness for Duty Certification" signed by your health care provider before you can return to work. If you fail to provide the district with a medical release, your reinstatement will be delayed until the required certification is provided or denied.
7. **Substitution. Accrued leave, as defined under the applicable District policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal law, for all or a portion of the otherwise unpaid leave period.** ~~You may be paid by the district, or you may request payment, for any paid leave to which you have a right to payment at the time of your leave under the district's applicable leave policies.~~ When paid leave is substituted for your unpaid leave, the paid leave will run concurrently with your family and medical leave and will not be available to you later. Under no circumstances will you be entitled to additional family and/or medical leave as a result of the substitution of paid leave.

ADMINISTRATIVE REGULATION 4323.1  
FAMILY AND MEDICAL LEAVE  
NOTICE OF RIGHTS

8. **Maintenance of insurance coverage.** In order to maintain your group health coverage during your family or medical leave you must continue to pay any employee required contributions towards the health insurance premiums, as you did prior to your leave. If you elect to substitute paid leave, or if the district requires the substitution of paid leave, your share of premiums, if any, will be paid through the district's normal payroll deduction method. Otherwise, the district will designate a method for collecting premiums when your leave is unpaid.
9. **Employment protection.** Upon returning to work from family or medical leave, you will be reinstated to the position you held prior to leave or, if your position has been filled, to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. You will have no greater right to employment at the end of your leave than you would have had with the district if you had not taken leave.

In the case of instructional employees, your re-employment may be delayed until the commencement of the next school semester if your leave begins in the last five weeks of the semester. Please contact the Office of Human Resources for additional information on your reinstatement rights.

10. **Recovery of premiums.** If you fail to return to work after your family or medical leave, you will be liable to the district for any health coverage premiums paid on your behalf during your leave.

#### **Wisconsin Bone Marrow and Organ Donation Leave Act**

**Unpaid leave may be taken by an eligible employee for the purpose of service as a bone marrow or organ donor if the employee provides his or her employer with written verification that the employee is to serve as a bone marrow or organ donor. An employee is eligible for leave if he or she has been employed by the District for more than 52 consecutive weeks and worked at least 1,000 hours during the preceding 52-week period. Leave may be taken only for the period necessary for the employee to undergo the bone marrow or organ donation procedure and to recover from the procedure, up to a maximum of six weeks in a 12-month period.**

**If an employee requests bone marrow and organ donation leave, the employer may require the employee to provide certification issued by the health care provider of the bone marrow or organ recipient or the employee, whichever is appropriate, of any of the following: that the recipient has a serious health condition that necessitates a bone marrow or organ transplant; that the employee is eligible and has agreed to serve as a bone marrow or organ donor for the recipient; and the amount of time expected to be necessary for the employee to recover from the bone marrow or organ donation procedure. The employee shall make a reasonable effort to schedule the bone marrow or organ donation procedure so that it does not unduly disrupt the District's operations, subject to the approval of the health care provider of the bone marrow or organ recipient, and give the District advance notice in a reasonable and practicable manner. An employee may substitute, for portions of bone marrow and organ donation leave, paid or unpaid leave of any other type provided by the District.**

ADMINISTRATIVE REGULATION 4323.1  
FAMILY AND MEDICAL LEAVE  
NOTICE OF RIGHTS

**LEGAL REF:** 29 USC Chapter 28 Sections 2601-2654 (Family and medical Leave Act)  
29 C.F.R. Part 825  
Wisconsin Statute Section 103.10 (Family or Medical Leave)  
Wis. Admin. Code Ch. DWD 225  
Wisconsin Statute Section 103.11 (Bone Marrow and organ donation leave)

**CROSS REF.:** Policy 4280, Employee Attendance and Punctuality  
Employee Handbook

POLICY 4331  
 CONFLICTS OF INTEREST  
 (Nepotism)

In order to ensure sound management policies and procedures and in order to avoid actual or potential conflicts of interest, no close relative of any employee of the district or a member of the board of education shall be appointed to and/or assigned to a position having a conflicting interest with a position held by a close relative.

Conflicting interest is defined as having a direct responsibility involving power to recommend appointment, dismissal, promotion and demotion or for supervision and evaluation of close relatives. For purposes of this policy, close relatives shall be defined as spouse, parent, mother-in-law, father-in-law, son, daughter, sister, brother, brother-in-law, sister-in-law, daughter-in-law or son-in-law.

Positions of conflicting interest are defined as follows:

1. Any administrative or supervisory position having immediate or partial supervisory responsibilities on other than an occasional basis. (For purposes of applying this section of the policy, the quasi-supervisory positions of the following sections shall not be viewed as immediate supervisory positions.)
2. Any teaching position having quasi-supervisory responsibilities such as a teacher consultant or department chairperson, or any teaching position having an educational assistant position.
3. Any secretarial position having supervisory responsibility within a given school or department.
4. Any building service employee having supervisory responsibilities such as head custodian, assistant head custodian, foreman or head cook.
5. Any Recreation Department position having supervisory responsibility within any program.

In addition to any statutory requirements regarding conflicts of interests of board members, no board member shall participate in a decision regarding the employment or discipline of a close relative.

Nothing in this policy shall be construed as discouraging the appointment of relatives for positions not designated by this policy as being in conflict. Except as restricted by this policy, each recommendation for appointment shall be based upon the best qualified applicant for the position to be filled. Nothing in this policy shall be construed to limit the opportunity for promotion of any person employed by the district.

LEGAL REF.:           Wisconsin Statutes  
                               Sections 111.31 (Fair employment standards — employee nondiscrimination)  
                                   111.345           (Marital status discrimination exceptions)

CROSS REF.:   2210    Recruiting and Hiring - Appointment of Superintendent  
                       2211    Recruiting and Hiring - Appointment of Administrative, Supervisory  
                                   and Technical Personnel  
                       4110    Equal Opportunity Employment and Affirmative Action  
                       4224    Employee Code of Ethics  
                       4330    Staff Selection and Hiring Process Recruitment and Hiring  
                       4350 — Instructional Staff Assignments and Transfers  
                       **Employee Handbook**

ADMINISTRATIVE REGULATIONS:   None

AFFIRMED:           April 22, 1991

RULE 4331  
GUIDELINES FOR IMPLEMENTATION OF  
CONFLICTS OF INTEREST POLICY

REVISED:           June 27, 2000  
                          September 23, 2014  
                          October 28, 2014

1. Each person seeking employment in the district shall state on the application any relationship to persons employed in the district. If, after appointment of an applicant it is found that information of relationship was withheld or falsely given, the applicant will be subject to immediate dismissal.
2. Any cases of potential conflict of interest existing prior to the adoption of this conflict of interest policy, or resulting from subsequent marriage shall be reviewed by the superintendent of schools who will make an effort to eliminate conflicting positions through reassignment and transfer.



## POLICY 4332

## CRIMINAL BACKGROUND CHECKS

A criminal background check shall be conducted for all persons recommended for employment as administrators, teachers, other certified employees, substitute teachers, and all other non-certified employees, including but not limited to substitutes, service employees, educational assistants, secretarial/clerical staff, educational interpreters, carpenters/painters, part-time/temporary, ~~miscellaneous~~, advisors and coaching assignments.

Likewise, a criminal background check shall be conducted on any persons who have District approved access to children in supervised or unsupervised settings before they will be allowed to come in contact with students. This includes, but is not limited to, chaperones, volunteers, tutors, mentors and independent contractors. A background check may be conducted on board- or administration-appointed standing committee or ad-hoc committee members who may come into contact with students in supervised or unsupervised settings.

Information from criminal background checks will not be used or considered in making employment or volunteerism decisions unless a past conviction or circumstance giving rise to a pending charge is substantially related to the circumstances of the particular job/position applied for.

Under the principle of federal supremacy and in accordance with the provisions of federal law requirements, all applicants recommended for employment with federally funded Head Start positions shall be required to disclose information regarding all prior arrests, in addition to convictions and pending charges.

LEGAL REF.:       42 U.S.C. 9843A  
                       Wisconsin Statutes  
                       Sections 111.335   (Arrest or conviction record discrimination; exceptions and special cases)  
                                           118.19   (Teacher licenses; limits on DPI issuance of license based on conviction record)

CROSS REF.:       2210   **Recruiting and Hiring - ~~ment and Appointment~~ of Superintendent**  
                       2211   **Recruiting and Hiring - ~~ment and Appointment~~ of Administrative, Supervisory, and Technical Staff**  
                       4110   Equal Employment Opportunity and Affirmative Action  
                       4260   Personnel Records  
                       4330   Staff Selection and Hiring Process  
                       4333   Chaperone Requirements & Expectations  
                       6530   Community Resources  
                                   Employee Handbook

ADMINISTRATIVE REGULATIONS:   None

AFFIRMED:       May 10, 1994

REVISED:       June 27, 2000  
                       May 14, 2002  
                       July 23, 2002  
                       February 23, 2010

March 22, 2016

RULE 4332

**CRIMINAL BACKGROUND CHECKS**

1. The background check form will request permission for obtaining criminal record information.
2. Applicants for federally funded Head Start positions shall complete a separate form detailing all arrests, in addition to convictions and pending charges. If an applicant for a Head Start position discloses that they have been arrested or convicted of a crime, the Office of Human Resources will determine whether the nature of the offense or alleged offense precludes the applicant from serving in the position applied for. The Office of Human Resources will keep all arrest and conviction record information confidential to the extent authorized by law, and will not disclose this information to interview teams.
3. If an individual refuses to cooperate in fully completing the background check form or is found to have provided false, inaccurate or incomplete information on the form, the person will be disqualified from consideration for employment, chaperoning, volunteering, tutoring, mentoring, working as an independent contractor and serving on committees. Current employees found to have provided false, inaccurate or incomplete information on the form may be considered for dismissal.
4. Resources used for criminal background checks include but are not limited to the federal and tribal searches, state(s) of prior residence, multi-state searches, sex offender registries and other available sources as determined by the District. The District will pay for background checks as applicable.
5. Copies of results from background checks will be provided upon request. Persons requesting copies will reimburse the District for the cost of providing copies. Persons recommended for employment may attach a statement or explanation to the background check for inclusion in her/her personnel file.

***Kenosha Unified School District No. 1***  
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POLICY 4351  
STAFF WORK SCHEDULES

Each employee shall be on duty and carry out his/her assigned responsibilities throughout regular working hours.

CROSS REF.: 4351.1 Teaching Load  
**Employee Handbook** ~~Current Employee Agreements~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000

RULE 4351  
GUIDELINES FOR DEDUCTIONS  
FOR HOURLY EMPLOYEES

When deductions are necessary, the established workday shall be the basis for computing deductions. Deductions for hourly employees shall be computed on the basis of the employee's hourly rate. Deductions will be rounded to the nearest hour.

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POLICY 4351.1  
TEACHING LOAD

The teaching load for elementary and secondary teachers should be established in accordance with sound educational practices to ensure quality education for every student. The teaching load may have to be modified for specialized programs or where other special considerations are present.

CROSS REF.: ~~4310, Instructional Staffing~~  
~~4350, Instructional Staff Assignments and Transfers~~  
~~4351.1, Staff Cooperation~~  
6432, Class Size  
~~KEA Agreement~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 24, 1991

REVISED: June 2, 2000  
January 29, 2002

RULE 4351.1

GUIDELINES FOR TEACHING LOAD

1. Middle School Level
  - a. The normal teaching load shall include five (5) periods per week to be used for work in special assigned areas. Each principal, together with each teacher, will develop, in writing, assignment options based on student, staff, program and building needs to best utilize this period. The principal shall make the final decision on the use of this period.
2. Senior High School Level
  - a. The normal teaching load shall include all student contact time less preparation and professional development staff time.
  - b. The normal teaching load shall include at least the equivalent of one (1) preparation period per day.
  - c. The normal teaching load shall include a homeroom or equivalent assignment.
3. Elementary School Level
  - a. The regular elementary classroom teacher shall be responsible for the elementary instructional program in accordance with the prescribed elementary curriculum.
  - b. Elementary specialists in art, music and physical education shall provide instruction in those areas in accordance with the scheduling guidelines set forth in Policy 6140.1 as approved by the School Board.
  - c. Regular elementary classroom teachers shall be released from classroom duties during the time when the art, music or physical education teacher is instructing the class, as provided above. The release time for the elementary teacher is to be used for instructional preparation only. If a qualified specialist is not available, the elementary teacher is expected to be responsible for the class. If the specialist instruction takes place in an area other than the immediate classroom, the classroom teacher will escort the class to and from the instructional area at times specified in the school's schedule. Elementary teachers are expected to follow the guidelines and suggestions provided by the art, music and physical education specialist in order to be able to carry on the instructional program.

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***Kenosha Unified School District No. 1***  
***Kenosha, Wisconsin***

***School Board Policies***  
***Rules and Regulations***

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POLICY 4361  
EMPLOYEE RESIGNATION/RETIREMENT

Employee resignations/retirements shall be made in writing to the superintendent of schools and shall be in accordance with applicable individual contracts. Resignations shall contain a specified effective date and should include a reason for termination.

Resignations shall be approved by the board of education during a school board meeting.

LEGAL REF.:       Wisconsin Statutes  
                      Section 111.33 (Age discrimination)  
                      Age Discrimination Act of 1975

CROSS REF.:       4223 Staff Misconduct Reporting  
                      **Employee Handbook**

ADMINISTRATIVE REGULATIONS:   None

AFFIRMED:         April 22, 1991

REVISED:         June 27, 2000  
                      September 23, 2014  
                      October 28, 2014

***Kenosha Unified School District No. 1***  
***Kenosha, Wisconsin***

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POLICY 4362  
 EMPLOYEE DISCIPLINE

Employees shall abide by district policies and procedures, applicable rules and regulations, local, state and federal laws and regulations, and the expectations set forth in employee position specifications.

It is the responsibility of the district's administrators and supervisors to discipline employees for violations of district policies and procedures, applicable rules and regulations and the expectations set forth in the position specifications.

Discipline will follow the procedures outlined in the Progressive Discipline/Termination Procedures when appropriate and will not be imposed without just cause. Discipline may be imposed by oral reprimand, written reprimand, suspension with or without pay or discharge. Dismissal of any personnel shall be in accordance with established procedures and state law. Other forms of discipline may be imposed when appropriate. The concept of progressive discipline will be utilized, if appropriate. Steps in the progressive discipline process may be skipped when warranted by the nature of the infraction. Discipline should be imposed only after a thorough investigation sufficient to determine the facts.

Employees who have been disciplined have access to the general employee complaint procedure in Policy 4270 – General Employee Complaints.

LEGAL REF.: Wisconsin Statutes

Section 118.22 (Non-renewal of teacher contract)

CROSS REF.: 4223 Staff Misconduct Reporting  
 4260 Personnel Records  
 4270 General Employee Complaints  
**Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000  
 September 23, 2014  
 October 28, 2014



RULE 4362  
EMPLOYEE DISCIPLINE PROCEDURES

Copies of a written employee reprimand will be distributed as follows: original to employee, copy to superintendent of schools, copy to employee's central office personnel file and a copy to employee's immediate supervisor.

Disciplinary measures, when warranted, may be implemented as follows:

1. All administrators and supervisors are authorized to reprimand in either oral or written form, or both.
2. All administrators are authorized to recommend employee suspensions to the superintendent or designee.
3. Only the superintendent or designee is authorized to suspend an employee with or without pay.
4. The superintendent may impose all appropriate forms of discipline, except for discharge, of regularly employed certified employees. The superintendent may discharge non-certified employees and substitute teachers.
5. Discharge of regularly employed certified employees requires formal action by the school board and shall be in accordance with established procedures and state law.

POLICY 4370  
PROFESSIONAL LEARNING

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

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

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

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

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

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

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

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

The delivery of high quality professional learning:

POLICY 4370  
PROFESSIONAL LEARNING  
Page 2

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

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

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

LEGAL REF.: Wisconsin Statutes

121.02(1)(b) Professional staff development plan required

PI 8.01(2)(b) Wisconsin Administrative Code (Professional staff development plan requirements)

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

CROSS REF.: **Employee Handbook** ~~Current Employee Agreements~~

AFFIRMED: September 24, 1991

REVISED: June 2, 2000  
January 29, 2002  
September 24, 2002  
September 22, 2015

RULE 4370  
PROFESSIONAL LEARNING

1. Permission to attend professional learning activities (conferences, workshops, seminars, etc.) requires the approval of the employee's direct supervisor and budget manager.
2. District employees will provide professional learning when appropriate.
3. District employees will not be permitted to attend more than two conferences, workshops, or seminars outside the district annually unless their attendance at such conferences, workshops, and seminars is required for the performance of their job duties and approval is granted by the employee's direct supervisor.

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***Kenosha Unified School District No. 1***  
***Kenosha, Wisconsin***

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***School Board Policies***  
***Rules and Regulations***

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POLICY 4380  
EMPLOYEE EVALUATIONS

Personnel shall be evaluated periodically and recommendations for further employment shall be made by the superintendent of schools or designee. Employee evaluations shall be conducted in accordance with applicable state laws and established district procedures.

LEGAL REF.: Wisconsin Statutes

Section 121.02(1)(q) (Certified staff evaluations)

PI 8.01(2)(q) Wisconsin Administrative Code (Certified staff evaluation requirements)

CROSS REF.: 4260 Personnel Records  
**Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000  
September 23, 2014  
October 28, 2014

**RULE 4380**

**EMPLOYEE EVALUATION GUIDELINES**

1. The Office of Human Resources shall establish the evaluation period for all employees, including the necessary evaluation schedule, forms, processes and filing.
2. Students may evaluate the performance of their secondary teachers using established evaluation forms and in accordance with established procedures. The evaluation forms shall be kept confidential until after course grades are assigned by the teacher and then become the teacher's property.

POLICY 5471

CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE

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

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

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

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

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

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

*Definitions*

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

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

*Seclusion - Wisconsin Act 125*

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

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

POLICY 5471  
CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE  
Page 2

A room may not be used for seclusion unless:

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

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

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

Prohibits maneuvers or techniques that:

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

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

*Notification and Reporting Requirements*

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

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

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



POLICY 5471  
CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE  
Page 3

- Methods of preventing the need for physical restraint;
- instruction in the identification and description of dangerous behavior indicating the need for physical restraint, and in methods of evaluating risk of harm to determine whether physical restraint is needed;
- experience in administering and receiving various types of physical restraint;
- instruction on the effects of physical restraint on the person restrained, methods of monitoring signs physical distress, and techniques for determining when medical assistance may be needed;
- instruction in documenting and reporting incidents of physical restraint; and
- demonstration of proficiency in administering physical restraint.

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

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

*Authority Under Other Statutory Provisions*

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

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

LEGAL REF.: Wisconsin Statutes  
Section 118.305 Use of Seclusion and Physical Restraint  
Section 118.31 Corporal punishment prohibited; reasonable physical force  
Authorized, policy required

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

AFFIRMED: August 13, 1991

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

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**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Kenosha, Wisconsin**

**February 14, 2017**

**Personnel/Policy Standing Committee**

**School Year 2017-18 Preliminary Enrollment Projections**

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

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

Preliminary enrollment projections for School Years 2017-18, 2018-19 and 2019-20 are being submitted to the Personnel/Policy Committee utilizing enrollment trends, birth rates, and cohort survival rates.

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

**Summary**

- The preliminary projections include all students in grades PK-12. This includes students in the following categories: Regular Education, Special Education, ESL, Enrichment Program, HeadStart, Charter Schools, Special Schools, and 4-Year-Old Kindergarten.
- Appendix A illustrates actual student enrollment by building for the past two (2) years and projected enrollment for the next three (3) years. For staffing purposes, enrollment is disaggregated by pre-kindergarten and K-12.
- Appendix B is a comparison of the SY 2016-17 from the Official Third Friday count and the projected SY 2017-18 enrollments for each building. Variances are listed by grade level and school.
- Appendix C is a grade level enrollment comparison of the previous seventeen (17) years of actual student enrollment, together with preliminary projections for the next three years. The projected enrollment for SY 2017-18 is 21,552 students, a decrease of 377 from the SY 2016-17 Official Third Friday Pupil Count (21,929).
- The projections indicate that student enrollment at the elementary level will be 8,882, a decrease of 152 students when compared to this school year. This decrease represents the cumulative effects of the declining birthrate (Appendix D). This can be seen mainly in grade 2 (Appendix A).

- The projected middle school enrollment is 3,703 students, a decrease of 142 when compared to this school year. The KTEC expansion at grade 8 is the primary factor.
- At the high school level, the projected enrollment of 6,246 students is down 183 students from this school year. This decrease is due to the smaller grade 9 cohort groups of the last two years. This smaller cohort size is expected to continue for the next several years (Appendix C).
- The total enrollment counts for Special Schools are expected to increase overall by 100 students in SY 2017-18, again, mainly due to the approved KTEC expansion at grade 8, which is the final year of the planned expansion.
- The following methods are used to calculate the enrollment projections:
  - Pre-kindergarten projected enrollments are calculated using a “*Birth-to-4K Survival Rate Method*”, comparing the number of infant births to preschool enrollment of the same cohort group. Due to the universal expansion of the 4-year-old kindergarten program in SY 2013-14, participation, based on birth rates, increased from 50% in 2012-13 to approximately 67% in the past four years. A 66% participation rate was used for the 2017-18 projections.
  - Kindergarten projected enrollments are calculated using a “*Birth-to-Kindergarten Survival Rate Method*”, with enrollment distributed to schools based on ratios from the past three years. An 86% participation rate was used for the 2017-18 projections.
  - Projections for grades 1 through 5, and 7 and 8 are calculated by using the “*Grade Progression Ratio Method*”, which moves students diagonally from one grade level to the next. Adjustments are made to the projections by applying the “*Cohort Survival Rate Method*”, which uses trended grade progression ratios from one grade to the next that are attributed to migration trends, transfers to and from private schools, transfers between schools in the district, new residential developments, and dropout, graduation, and retention rates.
  - Projections for grades 6, 9, 10, 11, and 12 are calculated by applying the “*Cohort Survival Rate Method*”. At grade 6 in the traditional middle schools and grade 9 at the comprehensive high schools, enrollment is distributed based on the ratios from the past three school years.

**This is an informational report:**

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

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Kristopher Keckler  
Chief Information Officer

**APPENDIX A**

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Actual Building Enrollment and Projected Enrollment**

	Actual Enrollment						Projected Enrollment								
	2015-16			2016-17			2017-18			2018-19			2019-20		
School	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total
Bose	55	270	325	53	256	309	53	245	298	52	246	298	51	248	299
Brass	51	408	459	53	386	439	52	385	437	51	370	421	50	356	406
Ed Bain - Creative Arts	93	413	506	68	404	472	70	397	467	69	395	464	68	384	452
Ed Bain - Dual Language		331	331		320	320		311	311		313	313		310	310
Forest Park	40	373	413	41	369	410	40	352	392	39	331	370	38	318	356
Frank	51	380	431	50	336	386	50	337	387	49	326	375	48	331	379
Grant	25	251	276	30	254	284	28	241	269	28	236	264	27	231	258
Grewenow	36	325	361	36	333	369	36	325	361	35	315	350	34	312	346
Harvey	28	243	271	30	253	283	29	234	263	28	224	252	28	208	236
Jefferson	27	231	258	26	223	249	26	217	243	26	203	229	25	191	216
Jeffery	49	290	339	23	299	322	29	281	310	28	277	305	28	261	289
McKinley	40	290	330	47	264	311	45	271	316	44	287	331	43	293	336
Nash	53	596	649	48	558	606	49	526	575	48	510	558	47	489	536
Pleasant Prairie	61	536	597	62	548	610	62	541	603	61	522	583	60	523	583
Prairie Lane	51	365	416	50	375	425	50	379	429	49	377	426	48	368	416
Roosevelt	43	431	474	35	437	472	36	436	472	35	429	464	34	405	439
Somers	64	425	489	53	438	491	54	423	477	53	430	483	52	420	472
Southport	56	373	429	43	362	405	44	364	408	43	369	412	42	365	407
Stocker	45	424	469	56	402	458	54	400	454	53	395	448	52	390	442
Strange	43	457	500	44	423	467	43	426	469	42	429	471	41	438	479
Vernon	32	287	319	26	285	311	28	284	312	28	288	316	27	281	308
Whittier	69	382	451	61	373	434	62	374	436	61	358	419	60	327	387
Wilson	27	167	194	25	176	201	25	168	193	25	165	190	25	151	176
<b>TOTAL (Elementary)</b>	<b>1,039</b>	<b>8,248</b>	<b>9,287</b>	<b>960</b>	<b>8,074</b>	<b>9,034</b>	<b>965</b>	<b>7,917</b>	<b>8,882</b>	<b>947</b>	<b>7,795</b>	<b>8,742</b>	<b>928</b>	<b>7,600</b>	<b>8,528</b>
Bullen		745	745		697	697		671	671		667	667		677	677
Lance		933	933		931	931		902	902		869	869		885	885
Lincoln		654	654		622	622		589	589		607	607		605	605
Mahone		1,121	1,121		1,073	1,073		1,032	1,032		1,014	1,014		1,023	1,023
Washington		548	548		522	522		509	509		504	504		503	503
<b>TOTAL (Middle)</b>		<b>4,001</b>	<b>4,001</b>		<b>3,845</b>	<b>3,845</b>		<b>3,703</b>	<b>3,703</b>		<b>3,661</b>	<b>3,661</b>		<b>3,693</b>	<b>3,693</b>
Bradford		1,661	1,661		1,620	1,620		1,566	1,566		1,538	1,538		1,447	1,447
Indian Trail		2,297	2,297		2,303	2,303		2,267	2,267		2,242	2,242		2,194	2,194
LakeView		438	438		432	432		422	422		422	422		418	418
Reuther		402	402		382	382		377	377		377	377		377	377
Tremper		1,737	1,737		1,692	1,692		1,614	1,614		1,530	1,530		1,464	1,464
<b>TOTAL (High)</b>		<b>6,535</b>	<b>6,535</b>		<b>6,429</b>	<b>6,429</b>		<b>6,246</b>	<b>6,246</b>		<b>6,109</b>	<b>6,109</b>		<b>5,900</b>	<b>5,900</b>
Kenosha 4 Yr Kind. *	120		120	129		129	128		128	118		118	118		118
Chavez Learning Station	117		117	147		147	142		142	132		132	132		132
Brompton		215	215		216	216		218	218		216	216		216	216
Dimensions of Learning		220	220		219	219		220	220		221	221		221	221
KTEC	62	911	973	63	1,057	1,120	62	1,155	1,217	61	1,155	1,216	61	1,155	1,216
Harborside		602	602		589	589		598	598		599	599		599	599
Hillcrest		55	55		64	64		61	61		61	61		61	61
Kenosha eSchool		113	113		113	113		113	113		113	113		113	113
Phoenix Project		23	23		24	24		24	24		24	24		24	24
<b>TOTAL (Special)</b>	<b>299</b>	<b>2,139</b>	<b>2,438</b>	<b>339</b>	<b>2,282</b>	<b>2,621</b>	<b>332</b>	<b>2,389</b>	<b>2,721</b>	<b>311</b>	<b>2,389</b>	<b>2,700</b>	<b>311</b>	<b>2,389</b>	<b>2,700</b>
<b>TOTALS</b>	<b>1,338</b>	<b>20,923</b>	<b>22,261</b>	<b>1,299</b>	<b>20,630</b>	<b>21,929</b>	<b>1,297</b>	<b>20,255</b>	<b>21,552</b>	<b>1,258</b>	<b>19,954</b>	<b>21,212</b>	<b>1,239</b>	<b>19,582</b>	<b>20,821</b>
<b>DISTRICT</b>		<b>22,261</b>			<b>21,929</b>			<b>21,552</b>			<b>21,212</b>			<b>20,821</b>	
Change		-202			-332			-377			-340			-391	

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

**APPENDIX B**
**KENOSHA UNIFIED SCHOOL DISTRICT  
2017-18 Enrollment Projections vs. 2016-17 Actual Third Friday Enrollment**

School Name	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	17-18 Proj	16-17 3rd Fri	Diff
Bose Elementary School	53	42	39	35	52	40	37								298	309	-11
Brass Community School	52	56	53	64	73	71	68								437	439	-2
Brompton Elementary School		22	22	23	24	24	24	26	27	26					218	216	+2
Chavez Learning Station	142														142	147	-5
Dimensions of Learning Academy		21	22	25	26	26	26	26	25	23					220	219	+1
Edward Bain Creative Arts	70	64	66	70	63	72	62								467	472	-5
Edward Bain Dual Language		48	54	60	58	50	41								311	320	-9
Forest Park Elementary School	40	52	59	44	64	63	70								392	410	-18
Frank Elementary School	50	57	49	59	57	50	65								387	386	+1
Grant Elementary School	28	37	38	35	52	40	39								269	284	-15
Grewenow Elementary School	36	53	53	49	57	53	60								361	369	-8
Harvey Elementary School	29	34	31	39	41	48	41								263	283	-20
Jefferson Elementary School	26	34	35	32	27	44	45								243	249	-6
Jeffery Elementary School	29	45	54	36	42	57	47								310	322	-12
Kenosha 4-Yr Old Kindergarten	128														128	129	-1
KTEC	62	100	110	110	120	130	130	155	151	149					1,217	1,120	+97
McKinley Elementary School	45	50	46	52	50	41	32								316	311	+5
Nash Elementary School	49	81	75	84	93	98	95								575	606	-31
Pleasant Prairie Elementary Schl	62	85	85	87	105	77	102								603	610	-7
Prairie Lane Elementary School	50	63	71	52	65	65	63								429	425	+4
Roosevelt Elementary School	36	57	66	75	80	76	82								472	472	+0
Somers Elementary School	54	73	73	69	69	75	64								477	491	-14
Southport Elementary School	44	64	63	61	57	62	57								408	405	+3
Stocker Elementary School	54	66	67	60	73	65	69								454	458	-4
Strange Elementary School	43	76	64	72	82	61	71								469	467	+2
Vernon Elementary School	28	48	52	46	47	49	42								312	311	+1
Whittier Elementary School	62	57	64	50	52	80	71								436	434	+2
Wilson Elementary School	25	25	28	21	34	34	26								193	201	-8
Bullen Middle School								225	217	229					671	697	-26
Lance Middle School								296	280	326					902	931	-29
Lincoln Middle School								201	205	183					589	622	-33
Mahone Middle School								340	334	358					1,032	1,073	-41
Washington Middle School								167	170	172					509	522	-13
Bradford High School											365	345	416	440	1,566	1,620	-54
Harborside Academy								52	52	52	115	112	109	106	598	589	+9
Hillcrest School									5	7	6	10	13	20	61	64	-3
Indian Trail H.S. & Academy											564	550	553	600	2,267	2,303	-36
Kenosha eSchool		2	3	4	4	2	2	2	6	10	10	10	18	40	113	113	0
Lakeview Technology Academy											100	108	109	105	422	432	-10
Phoenix Project													2	22	24	24	0
Reuther Central High School											52	65	95	165	377	382	-5
Tremper High School											386	364	420	444	1,614	1,692	-78
<b>2017-18 Enrollment Projections</b>	<b>1,297</b>	<b>1,412</b>	<b>1,442</b>	<b>1,414</b>	<b>1,567</b>	<b>1,553</b>	<b>1,531</b>	<b>1,490</b>	<b>1,472</b>	<b>1,535</b>	<b>1,598</b>	<b>1,564</b>	<b>1,735</b>	<b>1,942</b>	<b>21,552</b>	<b>21,929</b>	<b>-377</b>
<b>2016-17 3rd Friday Enrollment</b>	<b>1,299</b>	<b>1,443</b>	<b>1,416</b>	<b>1,583</b>	<b>1,562</b>	<b>1,541</b>	<b>1,529</b>	<b>1,458</b>	<b>1,540</b>	<b>1,538</b>	<b>1,567</b>	<b>1,745</b>	<b>1,720</b>	<b>1,988</b>	<b>21,929</b>		
<b>Difference</b>	<b>-2</b>	<b>-31</b>	<b>26</b>	<b>-169</b>	<b>5</b>	<b>12</b>	<b>127</b>	<b>32</b>	<b>-68</b>	<b>-3</b>	<b>31</b>	<b>-181</b>	<b>15</b>	<b>-46</b>	<b>-377</b>		

## APPENDIX C

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

	Year	Head Start	EC Peers	4 Yr Kinder	PK SpEd (EC/SP)	Grade Levels															Year to Year Difference	
						Total PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
Actual	2000-01					649	1,484	1,514	1,502	1,567	1,562	1,630	1,581	1,479	1,436	1,836	1,562	1,300	1,056	20,158	% Students	# Students
	2001-02	383	94	24	174	675	1,475	1,494	1,535	1,537	1,600	1,592	1,667	1,620	1,495	1,931	1,446	1,472	1,061	20,600	2.19%	442
	2002-03	370	87	85	193	735	1,494	1,534	1,511	1,581	1,569	1,638	1,629	1,709	1,598	1,990	1,538	1,490	1,130	21,146	2.65%	546
	2003-04	369	90	107	206	772	1,578	1,501	1,535	1,512	1,587	1,577	1,659	1,637	1,719	2,051	1,596	1,638	1,142	21,504	1.69%	358
	2004-05	381	82	118	223	804	1,651	1,585	1,480	1,541	1,564	1,632	1,585	1,662	1,662	2,098	1,472	1,889	1,234	21,859	1.65%	355
	2005-06	381	93	141	230	845	1,654	1,693	1,583	1,488	1,578	1,585	1,641	1,583	1,681	2,096	1,751	1,734	1,304	22,216	1.63%	357
	2006-07	376	84	128	216	804	1,706	1,683	1,715	1,630	1,527	1,596	1,592	1,670	1,627	2,123	1,694	1,882	1,336	22,585	1.66%	369
	2007-08	396	105	128	209	838	1,600	1,719	1,704	1,717	1,641	1,556	1,616	1,618	1,699	2,043	1,745	1,864	1,409	22,769	0.81%	184
	2008-09	398	326		228	952	1,676	1,594	1,693	1,682	1,734	1,646	1,537	1,645	1,623	2,028	1,722	1,899	1,407	22,838	0.30%	69
	2009-10	390	753			1,143	1,580	1,689	1,571	1,703	1,675	1,726	1,647	1,528	1,634	1,919	1,764	1,882	1,558	23,019	0.79%	181
	2010-11					1,238	1,603	1,592	1,667	1,615	1,723	1,691	1,693	1,661	1,538	1,904	1,722	2,059	1,416	23,122	0.45%	103
	2011-12					1,151	1,612	1,619	1,606	1,690	1,608	1,691	1,688	1,711	1,645	1,785	1,735	1,918	1,519	22,978	-0.62%	-144
	2012-13					1,172	1,600	1,567	1,584	1,567	1,685	1,566	1,630	1,687	1,694	1,868	1,571	1,937	1,511	22,639	-1.48%	-339
	2013-14					1,502	1,586	1,587	1,535	1,546	1,530	1,645	1,517	1,640	1,686	1,982	1,576	1,855	1,489	22,676	0.16%	37
	2014-15					1,407	1,581	1,595	1,567	1,554	1,535	1,531	1,601	1,484	1,638	1,731	1,739	1,710	1,801	22,474	-0.89%	-202
	2015-16					1,338	1,417	1,586	1,583	1,551	1,541	1,517	1,527	1,573	1,503	1,746	1,730	1,753	1,896	22,261	-0.95%	-213
	2016-17					1,299	1,443	1,416	1,583	1,562	1,541	1,529	1,458	1,540	1,538	1,567	1,745	1,720	1,988	21,929	-1.49%	-332
Projected	2017-18					1,297	1,412	1,442	1,414	1,567	1,553	1,531	1,490	1,472	1,535	1,598	1,564	1,735	1,942	21,552	-1.72%	-377
Projected	2018-19					1,258	1,413	1,414	1,446	1,415	1,565	1,543	1,487	1,494	1,474	1,595	1,597	1,570	1,941	21,212	-1.58%	-340
Projected	2019-20					1,239	1,371	1,415	1,398	1,449	1,413	1,555	1,499	1,491	1,497	1,531	1,595	1,592	1,776	20,821	-1.84%	-391

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

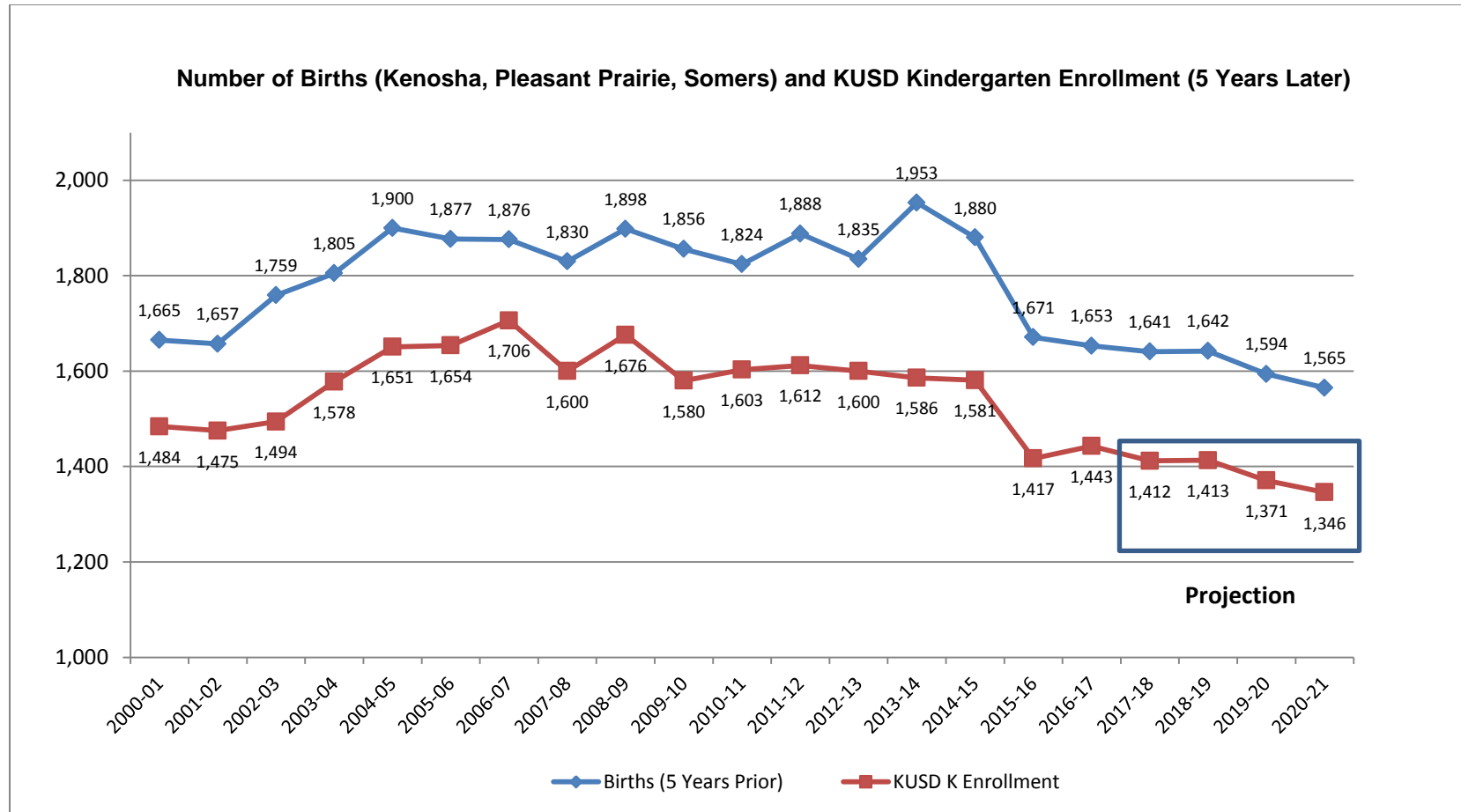
Beginning in 2009-10, Peers, 4 Year old Kindergarten, and PK SpEd were combined into one (1) total because of blended classrooms.

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

## Diagonal Increases (+) or Decreases (-)

	Year	Head Start	EC Peers	4 Yr Kinder	PK SpEd (EC/SP)	Total PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Diagonal Increases (+) or Decreases (-) are calculated by determining the differences in enrollment by moving grade levels of students from one year to the next. For example, the difference between the Kindergarten class of 2000-01 (1,484 students) and the grade 1 class of 2001-02 (1,494 students) is 0.67% located in the grade 1 cell for 2001-02.
Actual	2000-01																				
	2001-02							0.67%	1.39%	2.33%	2.11%	1.92%	2.27%	2.47%	1.08%	34.47%	-21.24%	-5.76%	-18.38%	2.19%	
	2002-03							4.00%	1.14%	3.00%	2.08%	2.38%	2.32%	2.52%	-1.36%	33.11%	-20.35%	3.04%	-23.23%	2.65%	
	2003-04							0.47%	0.07%	0.07%	0.38%	0.51%	1.28%	0.49%	0.59%	28.35%	-19.80%	6.50%	-23.36%	1.69%	
	2004-05							0.44%	-1.40%	0.39%	3.44%	2.84%	0.51%	0.18%	1.53%	22.05%	-28.23%	18.36%	-24.66%	1.65%	
	2005-06							2.54%	-0.13%	0.54%	2.40%	1.34%	0.55%	-0.13%	1.14%	26.11%	-16.54%	17.80%	-30.97%	1.63%	
	2006-07							1.75%	1.30%	2.97%	2.62%	1.14%	0.44%	1.77%	2.78%	26.29%	-19.18%	7.48%	-22.95%	1.66%	
	2007-08							0.76%	1.25%	0.12%	0.67%	1.90%	1.25%	1.63%	1.74%	25.57%	-17.80%	10.04%	-25.13%	0.81%	
	2008-09							-0.38%	-1.51%	-1.29%	0.99%	0.30%	-1.22%	1.79%	0.31%	19.36%	-15.71%	8.83%	-24.52%	0.30%	
	2009-10							0.78%	-1.44%	0.59%	-0.42%	-0.46%	0.06%	-0.59%	-0.67%	18.24%	-13.02%	9.29%	-17.96%	0.79%	
	2010-11							0.76%	-1.30%	2.80%	1.17%	0.96%	-1.91%	0.85%	0.65%	16.52%	-10.27%	16.72%	-24.76%	0.45%	
	2011-12							1.00%	0.88%	1.38%	-0.43%	-1.86%	-0.18%	1.06%	-0.96%	16.06%	-8.88%	11.38%	-26.23%	-0.62%	
	2012-13							-2.79%	-2.16%	-2.43%	-0.30%	-2.61%	-3.61%	-0.06%	-0.99%	13.56%	-11.99%	11.64%	-21.22%	-1.48%	
	2013-14							-0.81%	-2.04%	-2.40%	-2.36%	-2.37%	-3.13%	0.61%	-0.06%	17.00%	-15.63%	18.08%	-23.13%	0.16%	
	2014-15							0.57%	-1.26%	1.24%	-0.71%	0.07%	-2.67%	-2.18%	-0.12%	2.67%	-12.26%	8.50%	-2.91%	-0.89%	
	2015-16							0.32%	-0.75%	-1.02%	-0.84%	-1.17%	-0.26%	-1.75%	1.28%	6.59%	-0.06%	0.81%	10.88%	-0.95%	
	2016-17							-0.07%	-0.19%	-1.33%	-0.64%	-0.78%	-3.89%	0.85%	-2.23%	4.26%	-0.06%	-0.58%	13.41%	-1.49%	
Projected	2017-18							-0.07%	-0.14%	-1.01%	-0.58%	-0.65%	-2.55%	0.96%	-0.32%	3.90%	-0.19%	-0.57%	12.91%	-1.72%	
Projected	2018-19							0.14%	0.28%	0.07%	-0.13%	-0.64%	-2.87%	0.27%	0.14%	3.91%	-0.06%	0.38%	11.87%	-1.58%	
Projected	2019-20							0.14%	-1.13%	0.21%	-0.14%	-0.64%	-2.85%	0.27%	0.20%	3.87%	0.00%	-0.31%	13.12%	-1.84%	

## APPENDIX D



NOTE: The APPENDIX D data points for SY 2017-18, 2018-19, 2019-20 and 2020-21, and the enrollment projections referenced in APPENDICES A-C is based on a historical average of 86% participation to estimate kindergarten enrollment.



**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Preliminary Enrollment Projections**  
**DISTRICT**

	<b>Elementary Schools</b>	<b>Middle Schools</b>	<b>High Schools</b>	<b>Special Schools</b>	<b>Total Enrollment</b>	<b>Change (+) or (-)</b>
Actual 2000-01	9,316	4,359	5,675	808	20,158	
Actual 2001-02	9,311	4,602	5,830	857	20,600	+442
Actual 2002-03	9,481	4,782	6,087	796	21,146	+546
Actual 2003-04	9,477	4,855	6,361	811	21,504	+358
Actual 2004-05	9,662	4,753	6,618	826	21,859	+355
<b>Proj 2005-06</b>	<b>9,795</b>	<b>4,759</b>	<b>6,769</b>	<b>818</b>	<b>22,141</b>	<b>+282</b>
Actual 2005-06	9,823	4,760	6,815	818	22,216	+357
<b>Proj 2006-07</b>	<b>9,984</b>	<b>4,698</b>	<b>7,027</b>	<b>825</b>	<b>22,534</b>	<b>+318</b>
Actual 2006-07	10,053	4,741	6,964	827	22,585	+369
<b>Proj 2007-08</b>	<b>10,266</b>	<b>4,747</b>	<b>7,037</b>	<b>836</b>	<b>22,886</b>	<b>+301</b>
Actual 2007-08	9,917	4,674	6,847	1,331	22,769	+184
<b>Proj 2008-09</b>	<b>10,032</b>	<b>4,605</b>	<b>6,823</b>	<b>1,543</b>	<b>23,003</b>	<b>+234</b>
Actual 2008-09	9,999	4,513	6,704	1,622	22,838	+69
<b>Proj 2009-10</b>	<b>10,033</b>	<b>4,518</b>	<b>6,590</b>	<b>1,842</b>	<b>22,983</b>	<b>+145</b>
Actual 2009-10	9,970	4,499	6,623	1,927	23,019	+181
<b>Proj 2010-11</b>	<b>9,859</b>	<b>4,594</b>	<b>6,356</b>	<b>2,136</b>	<b>22,945</b>	<b>-74</b>
Actual 2010-11	10,063	4,588	6,518	1,953	23,122	+103
<b>Proj 2011-12</b>	<b>10,133</b>	<b>4,734</b>	<b>6,362</b>	<b>1,989</b>	<b>23,218</b>	<b>+96</b>
Actual 2011-12	9,998	4,734	6,309	1,937	22,978	-144
<b>Proj 2012-13</b>	<b>9,973</b>	<b>4,656</b>	<b>6,237</b>	<b>2,052</b>	<b>22,918</b>	<b>-60</b>
Actual 2012-13	9,729	4,521	6,246	2,143	22,639	-339
<b>Proj 2013-14</b>	<b>10,081</b>	<b>4,367</b>	<b>6,186</b>	<b>2,039</b>	<b>22,673</b>	<b>+34</b>
Actual 2013-14	9,998	4,338	6,269	2,071	22,676	+37
<b>Proj 2014-15</b>	<b>9,463</b>	<b>4,267</b>	<b>6,295</b>	<b>2,399</b>	<b>22,424</b>	<b>-252</b>
Actual 2014-15	9,553	4,217	6,380	2,324	22,474	-202
<b>Proj 2015-16</b>	<b>9,291</b>	<b>3,979</b>	<b>6,326</b>	<b>2,530</b>	<b>22,126</b>	<b>-348</b>
Actual 2015-16	9,287	4,001	6,535	2,438	22,261	-213
<b>Proj 2016-17</b>	<b>9,074</b>	<b>3,922</b>	<b>6,438</b>	<b>2,576</b>	<b>22,010</b>	<b>-251</b>
Actual 2016-17	9,034	3,845	6,429	2,621	21,929	-332
<b>Proj 2017-18</b>	<b>8,882</b>	<b>3,703</b>	<b>6,246</b>	<b>2,721</b>	<b>21,552</b>	<b>-377</b>
<b>Proj 2018-19</b>	<b>8,742</b>	<b>3,661</b>	<b>6,109</b>	<b>2,700</b>	<b>21,212</b>	<b>-340</b>
<b>Proj 2019-20</b>	<b>8,528</b>	<b>3,693</b>	<b>5,900</b>	<b>2,700</b>	<b>20,821</b>	<b>-391</b>

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

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Preliminary Enrollment Projections**  
**Elementary Schools**

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	Bose									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		51		53	48	60	65	56	52	385
Proj 2011-12		51		52	54	44	63	69	56	389
Actual 2011-12		55		67	51	50	67	64	56	410
Proj 2012-13		55		66	68	49	54	70	63	425
Actual 2012-13		47		62	67	56	55	65	67	419
Proj 2013-14		65		64	63	66	57	57	65	441
Actual 2013-14		60		48	59	52	52	48	62	381
Proj 2014-15		54		48	46	52	53	50	46	349
Actual 2014-15		50		67	52	52	55	47	45	368
Proj 2015-16		50		55	67	49	54	52	46	373
Actual 2015-16		55		34	56	42	48	50	40	325
Proj 2016-17		54		43	33	52	43	45	48	318
Actual 2016-17		53		42	38	52	43	37	44	309
Proj 2017-18		53		42	39	35	52	40	37	298
Proj 2018-19		52		42	41	38	35	51	39	298
Proj 2019-20		51		43	41	40	38	35	51	299

	Brass									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		28		79	69	75	70	67	81	469
Proj 2011-12		28		76	81	68	87	70	68	478
Actual 2011-12		28		72	84	73	71	68	65	461
Proj 2012-13		28		71	75	85	79	70	68	476
Actual 2012-13		30		60	72	79	70	64	68	443
Proj 2013-14		33		60	62	72	83	68	64	442
Actual 2013-14		53		75	64	61	75	64	63	455
Proj 2014-15		48		68	75	59	61	69	62	442
Actual 2014-15		57		80	77	63	68	91	66	502
Proj 2015-16		57		72	85	74	64	67	94	513
Actual 2015-16		51		58	74	78	62	62	74	459
Proj 2016-17		51		62	59	74	77	61	60	444
Actual 2016-17		53		53	65	74	73	67	54	439
Proj 2017-18		52		56	53	64	73	71	68	437
Proj 2018-19		51		57	55	52	64	72	70	421
Proj 2019-20		50		58	56	54	52	64	72	406

	Columbus									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		32		50	40	48	31	40	37	278
<b>Proj 2011-12</b>		<b>32</b>		<b>45</b>	<b>49</b>	<b>39</b>	<b>49</b>	<b>34</b>	<b>41</b>	<b>289</b>
Actual 2011-12										
<b>Proj 2012-13</b>										
Actual 2012-13										
<b>Proj 2013-14</b>										
Actual 2013-14										
<b>Proj 2014-15</b>										
Actual 2014-15										
<b>Proj 2015-16</b>										
Actual 2015-16										
<b>Proj 2016-17</b>										
Actual 2016-17										
<b>Proj 2017-18</b>										
<b>Proj 2018-19</b>										
<b>Proj 2019-20</b>										

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Preliminary Enrollment Projections**  
**Elementary Schools**

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	Edward Bain School of Language and Art									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		73		138	126	134	116	109	111	807
Proj 2011-12		73		139	133	117	130	112	108	812
Actual 2011-12		64		140	156	133	142	118	124	877
Proj 2012-13		64		138	142	147	133	136	119	879
Actual 2012-13										
Proj 2013-14										
Actual 2013-14										
Proj 2014-15										
Actual 2014-15										
Proj 2015-16										
Actual 2015-16										
Proj 2016-17										
Actual 2016-17										
Proj 2017-18										
Proj 2018-19										
Proj 2019-20										

	Edward Bain - Creative Arts									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2012-13		62		76	65	92	72	83	78	528
Proj 2013-14		64		83	76	65	98	71	94	551
Actual 2013-14		102		78	69	62	81	68	81	541
Proj 2014-15		92		76	77	69	63	79	75	531
Actual 2014-15		84		79	76	73	60	76	69	517
Proj 2015-16		84		70	77	76	72	59	77	515
Actual 2015-16		93		59	72	78	65	62	77	506
Proj 2016-17		92		62	57	74	75	64	62	486
Actual 2016-17		68		65	72	64	78	65	60	472
Proj 2017-18		70		64	66	70	63	72	62	467
Proj 2018-19		69		64	63	65	70	62	71	464
Proj 2019-20		68		62	63	62	65	70	62	452

	Edward Bain - Dual Language									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2012-13				58	66	64	57	51	52	348
Proj 2013-14				58	58	61	62	56	52	347
Actual 2013-14				61	53	62	58	54	50	338
Proj 2014-15				54	57	47	56	52	51	317
Actual 2014-15				59	55	50	60	53	51	328
Proj 2015-16				59	58	52	47	56	51	323
Actual 2015-16				57	66	53	45	60	50	331
Proj 2016-17				56	56	63	49	43	57	324
Actual 2016-17				48	63	60	51	42	56	320
Proj 2017-18				48	54	60	58	50	41	311
Proj 2018-19				48	47	53	59	57	49	313
Proj 2019-20				48	47	47	52	59	57	310

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	Forest Park									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		43		68	71	69	70	76	79	476
Proj 2011-12		43		72	63	73	68	71	74	464
Actual 2011-12		50		69	72	66	68	71	70	466
Proj 2012-13		50		68	66	73	65	71	68	461
Actual 2012-13		44		71	74	70	67	74	73	473
Proj 2013-14		45		76	70	74	69	70	72	476
Actual 2013-14		46		73	69	71	68	69	69	465
Proj 2014-15		41		70	69	66	69	70	64	449
Actual 2014-15		32		63	63	69	73	66	69	435
Proj 2015-16		32		58	62	61	68	75	64	420
Actual 2015-16		40		42	59	68	70	68	66	413
Proj 2016-17		40		48	41	58	68	70	66	391
Actual 2016-17		41		61	45	62	64	67	70	410
Proj 2017-18		40		52	59	44	64	63	70	392
Proj 2018-19		39		52	51	58	44	64	62	370
Proj 2019-20		38		51	51	51	57	44	64	356

	Frank									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		31		71	68	65	66	72	56	429
Proj 2011-12		31		74	69	66	58	64	73	435
Actual 2011-12		33		64	79	76	76	65	64	457
Proj 2012-13		33		63	64	79	76	74	61	450
Actual 2012-13		35		88	68	78	64	68	71	472
Proj 2013-14		41		99	83	68	67	61	67	486
Actual 2013-14		75		75	80	76	70	68	66	510
Proj 2014-15		67		78	71	80	69	66	64	495
Actual 2014-15		65		69	62	60	64	56	60	436
Proj 2015-16		64		60	64	58	51	60	56	413
Actual 2015-16		51		65	67	61	64	65	58	431
Proj 2016-17		51		63	63	66	59	61	63	426
Actual 2016-17		50		50	61	56	51	63	55	386
Proj 2017-18		50		57	49	59	57	50	65	387
Proj 2018-19		49		57	56	48	59	57	49	375
Proj 2019-20		48		56	56	56	47	59	57	379

	Grant									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		21		38	35	36	32	38	52	252
Proj 2011-12		21		40	39	33	32	26	40	231
Actual 2011-12		23		37	39	31	37	36	42	245
Proj 2012-13		23		36	39	36	30	34	38	236
Actual 2012-13		23		47	48	34	40	44	34	270
Proj 2013-14		24		52	51	44	35	39	46	291
Actual 2013-14		29		44	41	41	38	36	43	272
Proj 2014-15		26		44	43	33	43	39	36	264
Actual 2014-15		30		46	51	44	48	42	40	301
Proj 2015-16		30		40	48	46	47	49	43	303
Actual 2015-16		25		33	39	47	43	43	46	276
Proj 2016-17		25		35	34	36	52	45	45	272
Actual 2016-17		30		38	36	52	42	40	46	284
Proj 2017-18		28		37	38	35	52	40	39	269
Proj 2018-19		28		37	36	37	35	52	39	264
Proj 2019-20		27		36	37	35	36	35	52	258

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	Grewenow									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		28		58	45	59	44	60	51	345
Proj 2011-12		28		57	55	44	57	43	57	341
Actual 2011-12		29		60	61	57	69	49	67	392
Proj 2012-13		29		59	60	61	56	68	47	380
Actual 2012-13		34		69	55	52	56	70	48	384
Proj 2013-14		46		75	67	53	51	55	68	415
Actual 2013-14		53		63	67	59	50	59	60	411
Proj 2014-15		47		63	58	63	56	48	54	389
Actual 2014-15		42		61	54	61	54	50	55	377
Proj 2015-16		42		53	57	52	58	56	46	364
Actual 2015-16		36		49	61	53	64	47	51	361
Proj 2016-17		36		50	46	59	52	64	44	351
Actual 2016-17		36		57	50	58	56	63	49	369
Proj 2017-18		36		53	53	49	57	53	60	361
Proj 2018-19		35		53	52	53	48	57	52	350
Proj 2019-20		34		51	53	51	52	48	57	346

	Harvey									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		31		47	47	49	48	67	68	357
Reg		31		47	47	49	48	53	53	328
Enrichment								14	15	29
Proj 2011-12		31		51	41	48	47	46	66	330
Reg		31		51	41	48	47	46	52	316
Enrichment									14	14
Actual 2011-12		26		57	44	54	53	56	68	358
Reg		26		57	44	54	53	56	68	358
Enrichment										
Proj 2012-13		26		56	51	47	54	54	56	344
Actual 2012-13		26		42	55	38	48	49	53	311
Proj 2013-14		28		41	38	56	37	48	48	296
Actual 2013-14		30		37	41	48	34	46	47	283
Proj 2014-15		27		34	32	37	45	33	44	252
Actual 2014-15		28		42	41	40	46	34	49	280
Proj 2015-16		28		36	40	39	38	46	34	261
Actual 2015-16		28		35	46	42	38	49	33	271
Proj 2016-17		28		35	36	45	40	39	49	272
Actual 2016-17		30		30	40	42	48	42	51	283
Proj 2017-18		29		34	31	39	41	48	41	263
Proj 2018-19		28		34	33	31	38	41	47	252
Proj 2019-20		28		33	34	32	30	38	41	236

	Jefferson									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		28		40	52	48	51	53	53	325
Proj 2011-12		28		44	41	46	50	47	52	308
Actual 2011-12		17		45	40	55	42	41	59	299
Proj 2012-13		17		45	47	37	55	39	42	282
Actual 2012-13		28		57	36	32	49	50	37	289
Proj 2013-14		47		64	57	32	31	48	50	329
Actual 2013-14		31		60	44	37	35	53	45	305
Proj 2014-15		28		60	54	38	36	35	49	300
Actual 2014-15		33		38	55	34	40	39	50	289
Proj 2015-16		33		37	34	49	35	42	37	267
Actual 2015-16		27		33	37	43	42	42	34	258
Proj 2016-17		27		34	29	33	45	44	40	252
Actual 2016-17		26		37	34	27	41	46	38	249
Proj 2017-18		26		34	35	32	27	44	45	243
Proj 2018-19		26		34	33	35	31	27	43	229
Proj 2019-20		25		33	34	32	34	31	27	216

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	Jeffery									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		23		46	54	49	61	67	57	357
Proj 2011-12		23		47	53	53	50	63	68	357
Actual 2011-12		25		40	50	50	50	63	66	344
Proj 2012-13		25		39	46	49	52	53	65	329
Actual 2012-13		29		46	47	47	51	56	60	336
Proj 2013-14		30		50	53	46	49	55	57	340
Actual 2013-14		40		62	47	49	45	50	50	343
Proj 2014-15		36		55	66	44	48	47	47	343
Actual 2014-15		34		42	62	46	49	45	51	329
Proj 2015-16		34		42	46	61	44	52	44	323
Actual 2015-16		49		42	43	61	43	51	50	339
Proj 2016-17		49		41	45	42	60	44	51	332
Actual 2016-17		23		56	39	46	56	49	53	322
Proj 2017-18		29		45	54	36	42	57	47	310
Proj 2018-19		28		45	45	53	35	42	57	305
Proj 2019-20		28		43	45	44	52	35	42	289

	McKinley									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11				45	40	44	50	41	41	261
Proj 2011-12				47	51	40	47	49	40	274
Actual 2011-12		28		52	50	48	59	57	50	344
Proj 2012-13		28		51	56	49	53	58	57	352
Actual 2012-13		30		55	53	41	48	50	54	331
Proj 2013-14		31		59	59	50	44	46	49	338
Actual 2013-14		59		63	51	48	42	50	54	367
Proj 2014-15		53		60	57	43	47	39	48	347
Actual 2014-15		51		54	59	49	40	43	46	342
Proj 2015-16		50		50	51	53	47	39	42	332
Actual 2015-16		40		57	54	56	39	38	46	330
Proj 2016-17		40		53	55	49	53	38	38	326
Actual 2016-17		47		47	53	54	43	32	35	311
Proj 2017-18		45		50	46	52	50	41	32	316
Proj 2018-19		44		50	50	45	51	50	41	331
Proj 2019-20		43		49	50	49	44	51	50	336

	Nash									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11				104	105	89	129	108	112	647
Proj 2011-12				110	106	110	89	136	109	660
Actual 2011-12				109	105	107	92	126	106	645
Proj 2012-13				107	111	109	108	95	127	657
Actual 2012-13			26	87	107	105	102	93	121	641
Proj 2013-14			40	86	88	110	105	105	93	627
Actual 2013-14			62	97	96	108	103	104	94	664
Proj 2014-15			55	88	95	94	104	101	99	636
Actual 2014-15			59	88	102	100	114	103	102	668
Proj 2015-16			58	80	90	104	101	115	102	650
Actual 2015-16			53	94	95	96	96	116	99	649
Proj 2016-17			52	86	98	95	96	96	114	637
Actual 2016-17			48	75	83	94	99	96	111	606
Proj 2017-18			49	81	75	84	93	98	95	575
Proj 2018-19			48	81	81	74	83	93	98	558
Proj 2019-20			47	79	81	80	73	83	93	536

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	Pleasant Prairie									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11				86	93	106	91	92	105	573
Proj 2011-12				91	90	91	109	92	95	568
Actual 2011-12		19		112	97	95	110	95	94	622
Proj 2012-13		19		110	120	96	98	112	98	653
Actual 2012-13		14		90	106	92	94	114	85	595
Proj 2013-14		44		90	94	104	94	96	115	637
Actual 2013-14		62		91	105	103	98	93	113	665
Proj 2014-15		55		84	92	101	102	98	89	621
Actual 2014-15		63		91	84	93	97	94	87	609
Proj 2015-16		62		80	93	81	92	99	91	598
Actual 2015-16		61		86	93	76	97	97	87	597
Proj 2016-17		60		82	89	88	77	98	93	587
Actual 2016-17		62		86	84	106	74	101	97	610
Proj 2017-18		62		85	85	87	105	77	102	603
Proj 2018-19		61		85	85	84	86	105	77	583
Proj 2019-20		60		81	85	84	84	85	104	583

	Prairie Lane									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		20		63	65	77	85	78	100	488
Proj 2011-12		20		64	66	66	82	88	82	468
Actual 2011-12		35		57	66	69	83	93	74	477
Proj 2012-13		35		56	60	67	73	87	95	473
Actual 2012-13		38		82	63	65	69	82	95	494
Proj 2013-14		41		93	87	64	68	71	84	508
Actual 2013-14		48		59	83	57	56	60	74	437
Proj 2014-15		43		64	59	80	56	55	57	414
Actual 2014-15		48		64	70	71	58	50	59	420
Proj 2015-16		47		53	66	67	70	57	49	409
Actual 2015-16		51		57	64	67	64	61	52	416
Proj 2016-17		51		55	59	63	66	65	60	419
Actual 2016-17		50		71	51	68	64	64	57	425
Proj 2017-18		50		63	71	52	65	65	63	429
Proj 2018-19		49		63	63	70	51	65	65	426
Proj 2019-20		48		59	63	62	70	50	64	416

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	Roosevelt									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		24		50	53	74	55	72	67	395
Reg		24		50	53	50	42	54	51	324
Enrichment						24	13	18	16	71
Proj 2011-12		24		52	55	71	74	56	69	401
Reg		24		52	55	47	50	43	51	322
Enrichment						24	24	13	18	79
Actual 2011-12		26		54	62	81	88	67	86	464
Reg		26		54	62	65	65	51	67	390
Enrichment						16	23	16	19	74
Proj 2012-13		26		53	60	83	84	90	66	462
Reg		26		53	60	64	68	67	50	388
Enrichment						19	16	23	16	74
Actual 2012-13		27		58	51	89	73	85	59	442
Reg		27		58	51	59	56	61	45	357
Enrichment						30	17	24	14	85
Proj 2013-14		34		62	62	80	89	74	84	485
Reg		34		62	62	50	59	57	61	385
Enrichment						30	30	17	23	100
Actual 2013-14		37		65	70	73	83	73	81	482
Reg		37		65	70	49	57	59	61	398
Enrichment						24	26	14	20	84
Proj 2014-15		33		62	63	88	68	80	68	462
Reg		33		62	63	64	45	54	54	375
Enrichment						24	23	26	14	87
Actual 2014-15		32		59	51	88	75	75	74	454
Reg		32		59	51	65	49	53	60	369
Enrichment						23	26	22	14	85
Proj 2015-16		32		54	59	72	85	70	75	447
Reg		32		54	59	48	61	48	51	353
Enrichment						24	24	22	24	94
Actual 2015-16		43		54	64	73	82	74	84	474
Reg		43		54	64	52	61	51	61	386
Enrichment						21	21	23	23	88
Proj 2016-17		43		53	55	90	71	80	73	465
Reg		43		53	55	66	50	59	50	376
Enrichment						24	21	21	23	89
Actual 2016-17		35		67	57	82	78	83	70	472
Reg		35		67	57	58	54	61	48	380
Enrichment						24	24	22	22	92
Proj 2017-18		36		57	66	75	80	76	82	472
Reg		36		57	66	51	56	52	60	378
Enrichment						24	24	24	22	94
Proj 2018-19		35		57	57	85	74	80	76	464
Proj 2019-20		34		55	57	56	85	73	79	439



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	Somers									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Proj 2010-11		24		81	67	71	72	78	76	469
Proj 2011-12		24		80	78	64	69	72	81	468
Actual 2011-12		40		86	81	63	68	78	81	497
Proj 2012-13		40		85	83	78	61	69	81	497
Actual 2012-13		26		65	82	67	68	67	73	448
Proj 2013-14		42		63	63	76	66	69	68	447
Actual 2013-14		58		77	67	76	73	57	72	480
Proj 2014-15		52		69	73	59	75	68	56	452
Actual 2014-15		54		74	71	65	75	70	54	463
Proj 2015-16		53		68	72	64	65	71	70	463
Actual 2015-16		64		73	75	72	64	75	66	489
Proj 2016-17		63		69	72	70	73	62	74	483
Actual 2016-17		53		74	72	73	76	65	78	491
Proj 2017-18		54		73	73	69	69	75	64	477
Proj 2018-19		53		73	73	72	68	69	75	483
Proj 2019-20		52		68	73	72	72	67	68	472

	Southport									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		27		66	67	82	85	91	83	501
Proj 2011-12		27		66	66	66	87	93	94	499
Actual 2011-12		33		77	67	62	77	81	78	475
Proj 2012-13		33		77	80	66	65	81	81	483
Actual 2012-13		31		72	71	70	60	79	70	453
Proj 2013-14		41		75	73	71	72	63	77	472
Actual 2013-14		48		70	65	70	73	59	79	464
Proj 2014-15		43		67	66	61	70	73	55	435
Actual 2014-15		46		69	70	69	54	67	56	431
Proj 2015-16		46		61	67	69	66	54	63	426
Actual 2015-16		56		63	63	64	57	60	66	429
Proj 2016-17		55		61	61	62	61	58	57	415
Actual 2016-17		43		66	61	59	63	55	58	405
Proj 2017-18		44		64	63	61	57	62	57	408
Proj 2018-19		43		64	64	62	61	56	62	412
Proj 2019-20		42		61	64	63	62	60	55	407

	Stocker									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		29		92	94	91	80	97	88	571
Proj 2011-12		29		93	95	89	99	85	100	590
Actual 2011-12		33		80	87	89	104	77	103	573
Proj 2012-13		33		79	81	82	98	108	80	561
Actual 2012-13		33		86	69	76	81	94	73	512
Proj 2013-14		63		93	84	64	81	82	96	563
Actual 2013-14		65		77	84	78	70	75	99	548
Proj 2014-15		58		77	73	79	79	66	73	505
Actual 2014-15		56		72	72	77	77	66	73	493
Proj 2015-16		55		63	70	70	79	75	67	479
Actual 2015-16		45		68	76	71	73	68	68	469
Proj 2016-17		45		65	65	74	70	67	69	455
Actual 2016-17		56		66	61	71	66	70	68	458
Proj 2017-18		54		66	67	60	73	65	69	454
Proj 2018-19		53		66	66	66	60	72	65	448
Proj 2019-20		52		63	66	65	66	59	71	442

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**Preliminary Enrollment Projections**  
**Elementary Schools**

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	Strange									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		23		96	95	81	72	80	55	502
Proj 2011-12		23		93	97	96	84	71	77	541
Actual 2011-12		29		80	88	92	83	66	74	512
Proj 2012-13		29		79	79	88	95	81	63	514
Actual 2012-13		31		68	77	88	92	82	65	503
Proj 2013-14		44		69	65	76	90	88	81	513
Actual 2013-14		82		68	80	72	93	90	84	569
Proj 2014-15		73		64	65	74	72	86	86	520
Actual 2014-15		61		89	67	77	70	78	95	537
Proj 2015-16		60		76	89	64	77	67	78	511
Actual 2015-16		43		87	91	58	71	71	79	500
Proj 2016-17		43		81	88	86	58	67	71	494
Actual 2016-17		44		64	71	84	59	71	74	467
Proj 2017-18		43		76	64	72	82	61	71	469
Proj 2018-19		42		76	76	63	72	81	61	471
Proj 2019-20		41		74	75	75	63	71	80	479

	Vernon									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		47		60	65	61	70	63	56	422
Proj 2011-12		47		63	63	60	57	62	62	414
Actual 2011-12		34		64	54	61	56	60	59	388
Proj 2012-13		34		63	64	49	56	48	59	373
Actual 2012-13		32		72	57	53	56	60	51	381
Proj 2013-14		38		78	70	52	49	50	57	394
Actual 2013-14		36		53	62	52	46	48	60	357
Proj 2014-15		32		55	47	53	46	38	44	315
Actual 2014-15		44		47	54	51	50	37	55	338
Proj 2015-16		44		40	45	47	46	43	37	302
Actual 2015-16		32		50	51	49	51	46	40	319
Proj 2016-17		32		46	48	47	46	46	46	311
Actual 2016-17		26		52	48	49	49	43	44	311
Proj 2017-18		28		48	52	46	47	49	42	312
Proj 2018-19		28		48	48	51	46	46	49	316
Proj 2019-20		27		46	47	47	51	45	45	308

	Whittier									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		93		67	62	69	52	89	84	516
Proj 2011-12		93		67	64	63	72	55	90	504
Actual 2011-12		48		79	73	71	72	54	85	482
Proj 2012-13		48		78	78	77	74	76	54	485
Actual 2012-13		54		65	63	75	65	73	50	445
Proj 2013-14		62		65	62	66	76	68	72	471
Actual 2013-14		52		72	62	64	77	67	67	461
Proj 2014-15		46		66	66	62	62	76	63	441
Actual 2014-15		52		50	73	62	58	72	66	433
Proj 2015-16		52		48	48	75	60	58	70	411
Actual 2015-16		69		55	51	78	70	58	70	451
Proj 2016-17		69		51	54	54	78	70	55	431
Actual 2016-17		61		63	51	53	81	71	54	434
Proj 2017-18		62		57	64	50	52	80	71	436
Proj 2018-19		61		57	57	63	50	51	80	419
Proj 2019-20		60		53	56	56	63	49	50	387

**KENOSHA UNIFIED SCHOOL DISTRICT**  
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	Wilson									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11				27	52	49	35	39	36	238
Proj 2011-12				30	28	46	42	32	34	212
Actual 2011-12		28		31	30	36	32	28	25	210
Proj 2012-13		28		31	32	26	30	30	24	201
Actual 2012-13		29		38	26	28	32	29	29	211
Proj 2013-14		30		42	37	23	24	30	26	212
Actual 2013-14		32		28	32	23	26	33	26	200
Proj 2014-15		29		30	26	27	19	24	29	184
Actual 2014-15		25		30	35	29	25	29	30	203
Proj 2015-16		25		25	29	32	27	25	27	190
Actual 2015-16		27		18	29	37	30	25	28	194
Proj 2016-17		27		21	18	27	36	30	24	183
Actual 2016-17		25		30	23	35	36	26	26	201
Proj 2017-18		25		25	28	21	34	34	26	193
Proj 2018-19		25		25	25	27	21	33	34	190
Proj 2019-20		25		24	24	24	27	20	32	176

	4 Yr Old Kindergarten - KUSD Sites (currently unknown)									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Proj 2011-12		100								100
Proj 2012-13										
Proj 2014-15										
Proj 2013-15										
Proj 2015-16										
Proj 2016-17										
Proj 2017-18										
Proj 2018-19										
Proj 2019-20										

	DISTRICT Elementary									
	Pre-kindergarten			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
	Peers	Sp Ed	4 Yr K							
Actual 2010-11		676		1,525	1,513	1,586	1,530	1,633	1,600	10,063
Proj 2011-12		776		1,553	1,537	1,493	1,602	1,536	1,636	10,133
Actual 2011-12		703		1,532	1,536	1,519	1,599	1,513	1,596	9,998
Proj 2012-13		703		1,510	1,562	1,533	1,549	1,604	1,512	9,973
Actual 2012-13		729		1,514	1,478	1,491	1,469	1,582	1,466	9,729
Proj 2013-14		933		1,597	1,522	1,473	1,501	1,470	1,585	10,081
Actual 2013-14		1,160		1,496	1,491	1,442	1,446	1,424	1,539	9,998
Proj 2014-15		1,038		1,436	1,430	1,409	1,399	1,392	1,359	9,463
Actual 2014-15		1,046		1,433	1,456	1,423	1,410	1,383	1,402	9,553
Proj 2015-16		1,038		1,280	1,417	1,415	1,393	1,387	1,363	9,293
Actual 2015-16		1,039		1,269	1,426	1,423	1,378	1,388	1,364	9,287
Proj 2016-17		1,033		1,252	1,261	1,407	1,405	1,357	1,359	9,074
Actual 2016-17		960		1,298	1,258	1,421	1,391	1,358	1,348	9,034
Proj 2017-18		965		1,267	1,285	1,252	1,393	1,371	1,349	8,882
Proj 2018-19		947		1,268	1,257	1,285	1,241	1,383	1,361	8,742
Proj 2019-20		928		1,226	1,258	1,237	1,275	1,231	1,373	8,528

**KENOSHA UNIFIED SCHOOL DISTRICT**  
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**Middle Schools**

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	<b><i>Bullen Middle</i></b>			
	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>Grades 6 - 8</b>
Actual 2010-11	278	272	252	802
<b>Proj 2011-12</b>	<b>274</b>	<b>278</b>	<b>272</b>	<b>824</b>
Actual 2011-12	280	278	272	830
<b>Proj 2012-13</b>	<b>272</b>	<b>271</b>	<b>274</b>	<b>817</b>
Actual 2012-13	293	289	292	874
<b>Proj 2013-14</b>	<b>275</b>	<b>293</b>	<b>289</b>	<b>857</b>
Actual 2013-14	257	299	291	847
<b>Proj 2014-15</b>	<b>282</b>	<b>257</b>	<b>299</b>	<b>838</b>
Actual 2014-15	272	251	293	816
<b>Proj 2015-16</b>	<b>242</b>	<b>272</b>	<b>251</b>	<b>765</b>
Actual 2015-16	229	262	254	745
<b>Proj 2016-17</b>	<b>233</b>	<b>229</b>	<b>262</b>	<b>724</b>
Actual 2016-17	216	227	254	697
<b>Proj 2017-18</b>	<b>225</b>	<b>217</b>	<b>229</b>	<b>671</b>
<b>Proj 2018-19</b>	<b>225</b>	<b>225</b>	<b>217</b>	<b>667</b>
<b>Proj 2019-20</b>	<b>227</b>	<b>225</b>	<b>225</b>	<b>677</b>

	<b><i>Lance Middle</i></b>			
	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>Grades 6 - 8</b>
Actual 2010-11	322	306	297	925
<b>Proj 2011-12</b>	<b>318</b>	<b>322</b>	<b>306</b>	<b>946</b>
Actual 2011-12	294	316	302	912
<b>Proj 2012-13</b>	<b>292</b>	<b>283</b>	<b>312</b>	<b>887</b>
Actual 2012-13	342	353	365	1,060
<b>Proj 2013-14</b>	<b>320</b>	<b>342</b>	<b>353</b>	<b>1,015</b>
Actual 2013-14	296	349	344	989
<b>Proj 2014-15</b>	<b>327</b>	<b>296</b>	<b>349</b>	<b>972</b>
Actual 2014-15	331	292	353	976
<b>Proj 2015-16</b>	<b>282</b>	<b>331</b>	<b>292</b>	<b>905</b>
Actual 2015-16	317	324	292	933
<b>Proj 2016-17</b>	<b>291</b>	<b>317</b>	<b>324</b>	<b>932</b>
Actual 2016-17	284	325	322	931
<b>Proj 2017-18</b>	<b>296</b>	<b>280</b>	<b>326</b>	<b>902</b>
<b>Proj 2018-19</b>	<b>293</b>	<b>296</b>	<b>280</b>	<b>869</b>
<b>Proj 2019-20</b>	<b>296</b>	<b>293</b>	<b>296</b>	<b>885</b>

	<b><i>Lincoln Middle</i></b>			
	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>Grades 6 - 8</b>
Actual 2010-11	231	217	205	653
<b>Proj 2011-12</b>	<b>234</b>	<b>231</b>	<b>217</b>	<b>682</b>
Actual 2011-12	225	226	210	661
<b>Proj 2012-13</b>	<b>217</b>	<b>218</b>	<b>223</b>	<b>658</b>
Actual 2012-13	250	259	270	779
<b>Proj 2013-14</b>	<b>234</b>	<b>250</b>	<b>259</b>	<b>743</b>
Actual 2013-14	228	265	272	765
<b>Proj 2014-15</b>	<b>245</b>	<b>228</b>	<b>265</b>	<b>738</b>
Actual 2014-15	257	225	238	720
<b>Proj 2015-16</b>	<b>199</b>	<b>257</b>	<b>225</b>	<b>681</b>
Actual 2015-16	182	261	211	654
<b>Proj 2016-17</b>	<b>205</b>	<b>182</b>	<b>261</b>	<b>648</b>
Actual 2016-17	203	185	234	622
<b>Proj 2017-18</b>	<b>201</b>	<b>205</b>	<b>183</b>	<b>589</b>
<b>Proj 2018-19</b>	<b>201</b>	<b>201</b>	<b>205</b>	<b>607</b>
<b>Proj 2019-20</b>	<b>203</b>	<b>201</b>	<b>201</b>	<b>605</b>

**KENOSHA UNIFIED SCHOOL DISTRICT**  
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**Middle Schools**

	<b><i>Mahone Middle</i></b>			
	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>Grades 6 - 8</b>
Actual 2010-11	346	350	294	990
<b><i>Proj 2011-12</i></b>	<b>353</b>	<b>346</b>	<b>350</b>	<b>1,049</b>
Actual 2011-12	350	359	361	1,070
<b><i>Proj 2012-13</i></b>	<b>337</b>	<b>337</b>	<b>355</b>	<b>1,029</b>
Actual 2012-13	378	395	415	1,188
<b><i>Proj 2013-14</i></b>	<b>354</b>	<b>378</b>	<b>395</b>	<b>1,127</b>
Actual 2013-14	375	379	395	1,149
<b><i>Proj 2014-15</i></b>	<b>387</b>	<b>375</b>	<b>379</b>	<b>1,141</b>
Actual 2014-15	387	369	389	1,145
<b><i>Proj 2015-16</i></b>	<b>343</b>	<b>387</b>	<b>369</b>	<b>1,099</b>
Actual 2015-16	362	378	381	1,121
<b><i>Proj 2016-17</i></b>	<b>347</b>	<b>362</b>	<b>378</b>	<b>1,087</b>
Actual 2016-17	330	361	382	1,073
<b><i>Proj 2017-18</i></b>	<b>340</b>	<b>334</b>	<b>358</b>	<b>1,032</b>
<b><i>Proj 2018-19</i></b>	<b>340</b>	<b>340</b>	<b>334</b>	<b>1,014</b>
<b><i>Proj 2019-20</i></b>	<b>343</b>	<b>340</b>	<b>340</b>	<b>1,023</b>

	<b><i>McKinley Middle</i></b>			
	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>Grades 6 - 8</b>
Actual 2010-11	233	209	176	618
<b><i>Proj 2011-12</i></b>	<b>234</b>	<b>233</b>	<b>209</b>	<b>676</b>
Actual 2011-12	219	235	202	656
<b><i>Proj 2012-13</i></b>	<b>216</b>	<b>214</b>	<b>232</b>	<b>662</b>
Actual 2012-13				
<b><i>Proj 2013-14</i></b>				
Actual 2013-14				
<b><i>Proj 2014-15</i></b>				
Actual 2014-15				
<b><i>Proj 2015-16</i></b>				
Actual 2015-16				
<b><i>Proj 2016-17</i></b>				
Actual 2016-17				
<b><i>Proj 2017-18</i></b>				
<b><i>Proj 2018-19</i></b>				
<b><i>Proj 2019-20</i></b>				

**KENOSHA UNIFIED SCHOOL DISTRICT**  
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**Middle Schools**

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	<b><i>Washington Middle</i></b>			
	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>Grades 6 - 8</b>
Actual 2010-11	180	201	219	600
<b><i>Proj 2011-12</i></b>	<b><i>176</i></b>	<b><i>180</i></b>	<b><i>201</i></b>	<b><i>557</i></b>
Actual 2011-12	217	192	196	605
<b><i>Proj 2012-13</i></b>	<b><i>202</i></b>	<b><i>212</i></b>	<b><i>189</i></b>	<b><i>603</i></b>
Actual 2012-13	204	230	186	620
<b><i>Proj 2013-14</i></b>	<b><i>191</i></b>	<b><i>204</i></b>	<b><i>230</i></b>	<b><i>625</i></b>
Actual 2013-14	191	184	213	588
<b><i>Proj 2014-15</i></b>	<b><i>203</i></b>	<b><i>191</i></b>	<b><i>184</i></b>	<b><i>578</i></b>
Actual 2014-15	188	178	194	560
<b><i>Proj 2015-16</i></b>	<b><i>163</i></b>	<b><i>188</i></b>	<b><i>178</i></b>	<b><i>529</i></b>
Actual 2015-16	180	179	189	548
<b><i>Proj 2016-17</i></b>	<b><i>172</i></b>	<b><i>180</i></b>	<b><i>179</i></b>	<b><i>531</i></b>
Actual 2016-17	162	180	180	522
<b><i>Proj 2017-18</i></b>	<b><i>167</i></b>	<b><i>170</i></b>	<b><i>172</i></b>	<b><i>509</i></b>
<b><i>Proj 2018-19</i></b>	<b><i>167</i></b>	<b><i>167</i></b>	<b><i>170</i></b>	<b><i>504</i></b>
<b><i>Proj 2019-20</i></b>	<b><i>169</i></b>	<b><i>167</i></b>	<b><i>167</i></b>	<b><i>503</i></b>

	<b><i>DISTRICT Middle Schools</i></b>			
	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>Grades 6 - 8</b>
Actual 2010-11	1,590	1,555	1,443	4,588
<b><i>Proj 2011-12</i></b>	<b><i>1,589</i></b>	<b><i>1,590</i></b>	<b><i>1,555</i></b>	<b><i>4,734</i></b>
Actual 2011-12	1,585	1,606	1,543	4,734
<b><i>Proj 2012-13</i></b>	<b><i>1,536</i></b>	<b><i>1,535</i></b>	<b><i>1,585</i></b>	<b><i>4,656</i></b>
Actual 2012-13	1,467	1,526	1,528	4,521
<b><i>Proj 2013-14</i></b>	<b><i>1,374</i></b>	<b><i>1,467</i></b>	<b><i>1,526</i></b>	<b><i>4,367</i></b>
Actual 2013-14	1,347	1,476	1,515	4,338
<b><i>Proj 2014-15</i></b>	<b><i>1,444</i></b>	<b><i>1,347</i></b>	<b><i>1,476</i></b>	<b><i>4,267</i></b>
Actual 2014-15	1,435	1,315	1,467	4,217
<b><i>Proj 2015-16</i></b>	<b><i>1,229</i></b>	<b><i>1,435</i></b>	<b><i>1,315</i></b>	<b><i>3,979</i></b>
Actual 2015-16	1,270	1,404	1,327	4,001
<b><i>Proj 2016-17</i></b>	<b><i>1,248</i></b>	<b><i>1,270</i></b>	<b><i>1,404</i></b>	<b><i>3,922</i></b>
Actual 2016-17	1,195	1,278	1,372	3,845
<b><i>Proj 2017-18</i></b>	<b><i>1,229</i></b>	<b><i>1,206</i></b>	<b><i>1,268</i></b>	<b><i>3,703</i></b>
<b><i>Proj 2018-19</i></b>	<b><i>1,226</i></b>	<b><i>1,229</i></b>	<b><i>1,206</i></b>	<b><i>3,661</i></b>
<b><i>Proj 2019-20</i></b>	<b><i>1,238</i></b>	<b><i>1,226</i></b>	<b><i>1,229</i></b>	<b><i>3,693</i></b>

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Preliminary Enrollment Projections**  
**High Schools**

	<b>Bradford High</b>				
	<b>GR 9</b>	<b>Gr 10</b>	<b>Gr 11</b>	<b>Gr 12</b>	<b>Grades 9 - 12</b>
Actual 2010-11	462	526	592	423	2,003
<b>Proj 2011-12</b>	<b>440</b>	<b>399</b>	<b>584</b>	<b>422</b>	<b>1,845</b>
Actual 2011-12	405	378	553	384	1,720
<b>Proj 2012-13</b>	<b>444</b>	<b>331</b>	<b>420</b>	<b>366</b>	<b>1,561</b>
Actual 2012-13	423	361	410	451	1,645
<b>Proj 2013-14</b>	<b>436</b>	<b>367</b>	<b>366</b>	<b>337</b>	<b>1,506</b>
Actual 2013-14	442	317	419	298	1,476
<b>Proj 2014-15</b>	<b>443</b>	<b>372</b>	<b>361</b>	<b>309</b>	<b>1,485</b>
Actual 2014-15	365	376	400	410	1,551
<b>Proj 2015-16</b>	<b>370</b>	<b>353</b>	<b>356</b>	<b>410</b>	<b>1,489</b>
Actual 2015-16	428	395	387	451	1,661
<b>Proj 2016-17</b>	<b>382</b>	<b>444</b>	<b>395</b>	<b>426</b>	<b>1,647</b>
Actual 2016-17	347	426	386	461	1,620
<b>Proj 2017-18</b>	<b>365</b>	<b>345</b>	<b>416</b>	<b>440</b>	<b>1,566</b>
<b>Proj 2018-19</b>	<b>364</b>	<b>363</b>	<b>337</b>	<b>474</b>	<b>1,538</b>
<b>Proj 2019-20</b>	<b>346</b>	<b>362</b>	<b>355</b>	<b>384</b>	<b>1,447</b>

	<b>Indian Trail High School &amp; Academy</b>				
	<b>GR 9</b>	<b>Gr 10</b>	<b>Gr 11</b>	<b>Gr 12</b>	<b>Grades 9 - 12</b>
Actual 2010-11	607	269	282	154	1,312
<b>Proj 2011-12</b>	<b>578</b>	<b>468</b>	<b>281</b>	<b>197</b>	<b>1,524</b>
Actual 2011-12	590	528	279	184	1,581
<b>Proj 2012-13</b>	<b>639</b>	<b>513</b>	<b>565</b>	<b>185</b>	<b>1,902</b>
Actual 2012-13	664	480	554	213	1,911
<b>Proj 2013-14</b>	<b>681</b>	<b>558</b>	<b>490</b>	<b>406</b>	<b>2,135</b>
Actual 2013-14	672	528	533	434	2,167
<b>Proj 2014-15</b>	<b>671</b>	<b>567</b>	<b>573</b>	<b>391</b>	<b>2,202</b>
Actual 2014-15	604	583	541	496	2,224
<b>Proj 2015-16</b>	<b>584</b>	<b>584</b>	<b>558</b>	<b>551</b>	<b>2,277</b>
Actual 2015-16	570	580	560	587	2,297
<b>Proj 2016-17</b>	<b>534</b>	<b>557</b>	<b>560</b>	<b>604</b>	<b>2,255</b>
Actual 2016-17	564	572	565	602	2,303
<b>Proj 2017-18</b>	<b>564</b>	<b>550</b>	<b>553</b>	<b>600</b>	<b>2,267</b>
<b>Proj 2018-19</b>	<b>562</b>	<b>554</b>	<b>532</b>	<b>594</b>	<b>2,242</b>
<b>Proj 2019-20</b>	<b>535</b>	<b>552</b>	<b>536</b>	<b>571</b>	<b>2,194</b>

	<b>LakeView Tech Academy</b>				
	<b>GR 9</b>	<b>Gr 10</b>	<b>Gr 11</b>	<b>Gr 12</b>	<b>Grades 9 - 12</b>
Actual 2010-11	99	95	94	69	357
<b>Proj 2011-12</b>	<b>94</b>	<b>90</b>	<b>96</b>	<b>78</b>	<b>358</b>
Actual 2011-12	105	98	99	89	391
<b>Proj 2012-13</b>	<b>113</b>	<b>99</b>	<b>99</b>	<b>87</b>	<b>398</b>
Actual 2012-13	123	102	106	90	421
<b>Proj 2013-14</b>	<b>123</b>	<b>117</b>	<b>105</b>	<b>94</b>	<b>439</b>
Actual 2013-14	109	115	100	103	427
<b>Proj 2014-15</b>	<b>112</b>	<b>105</b>	<b>115</b>	<b>95</b>	<b>427</b>
Actual 2014-15	117	108	115	95	435
<b>Proj 2015-16</b>	<b>100</b>	<b>111</b>	<b>105</b>	<b>110</b>	<b>426</b>
Actual 2015-16	115	110	103	110	438
<b>Proj 2016-17</b>	<b>100</b>	<b>110</b>	<b>105</b>	<b>100</b>	<b>415</b>
Actual 2016-17	108	109	105	110	432
<b>Proj 2017-18</b>	<b>100</b>	<b>108</b>	<b>109</b>	<b>105</b>	<b>422</b>
<b>Proj 2018-19</b>	<b>100</b>	<b>105</b>	<b>108</b>	<b>109</b>	<b>422</b>
<b>Proj 2019-20</b>	<b>100</b>	<b>105</b>	<b>105</b>	<b>108</b>	<b>418</b>

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Preliminary Enrollment Projections**  
**High Schools**

	<b><i>Reuther Central</i></b>				
	<b>GR 9</b>	<b>Gr 10</b>	<b>Gr 11</b>	<b>Gr 12</b>	<b>Grades 9 - 12</b>
Actual 2010-11	49	113	240	144	546
<b>Proj 2011-12</b>	<b>47</b>	<b>112</b>	<b>180</b>	<b>184</b>	<b>523</b>
Actual 2011-12	66	103	190	175	534
<b>Proj 2012-13</b>	<b>50</b>	<b>88</b>	<b>167</b>	<b>155</b>	<b>460</b>
Actual 2012-13	64	70	190	126	450
<b>Proj 2013-14</b>	<b>68</b>	<b>74</b>	<b>190</b>	<b>125</b>	<b>457</b>
Actual 2013-14	74	87	156	111	428
<b>Proj 2014-15</b>	<b>68</b>	<b>87</b>	<b>165</b>	<b>105</b>	<b>425</b>
Actual 2014-15	49	67	93	184	393
<b>Proj 2015-16</b>	<b>55</b>	<b>69</b>	<b>87</b>	<b>185</b>	<b>396</b>
Actual 2015-16	58	62	132	150	402
<b>Proj 2016-17</b>	<b>50</b>	<b>65</b>	<b>125</b>	<b>150</b>	<b>390</b>
Actual 2016-17	49	65	87	181	382
<b>Proj 2017-18</b>	<b>52</b>	<b>65</b>	<b>95</b>	<b>165</b>	<b>377</b>
<b>Proj 2018-19</b>	<b>52</b>	<b>65</b>	<b>95</b>	<b>165</b>	<b>377</b>
<b>Proj 2019-20</b>	<b>52</b>	<b>65</b>	<b>95</b>	<b>165</b>	<b>377</b>

	<b><i>Tremper High</i></b>				
	<b>GR 9</b>	<b>Gr 10</b>	<b>Gr 11</b>	<b>Gr 12</b>	<b>Grades 9 - 12</b>
Actual 2010-11	548	579	685	488	2,300
<b>Proj 2011-12</b>	<b>522</b>	<b>456</b>	<b>592</b>	<b>542</b>	<b>2,112</b>
Actual 2011-12	471	479	613	520	2,083
<b>Proj 2012-13</b>	<b>514</b>	<b>406</b>	<b>518</b>	<b>478</b>	<b>1,916</b>
Actual 2012-13	443	410	495	471	1,819
<b>Proj 2013-14</b>	<b>461</b>	<b>376</b>	<b>430</b>	<b>382</b>	<b>1,649</b>
Actual 2013-14	519	388	466	398	1,771
<b>Proj 2014-15</b>	<b>499</b>	<b>449</b>	<b>441</b>	<b>367</b>	<b>1,756</b>
Actual 2014-15	463	466	406	442	1,777
<b>Proj 2015-16</b>	<b>429</b>	<b>448</b>	<b>445</b>	<b>416</b>	<b>1,738</b>
Actual 2015-16	447	449	433	408	1,737
<b>Proj 2016-17</b>	<b>416</b>	<b>439</b>	<b>426</b>	<b>450</b>	<b>1,731</b>
Actual 2016-17	372	441	439	440	1,692
<b>Proj 2017-18</b>	<b>386</b>	<b>364</b>	<b>420</b>	<b>444</b>	<b>1,614</b>
<b>Proj 2018-19</b>	<b>386</b>	<b>377</b>	<b>356</b>	<b>411</b>	<b>1,530</b>
<b>Proj 2019-20</b>	<b>367</b>	<b>378</b>	<b>359</b>	<b>360</b>	<b>1,464</b>

	<b><i>DISTRICT High Schools</i></b>				
	<b>GR 9</b>	<b>Gr 10</b>	<b>Gr 11</b>	<b>Gr 12</b>	<b>Grades 9 - 12</b>
Actual 2010-11	1,765	1,582	1,893	1,278	6,518
<b>Proj 2011-12</b>	<b>1,681</b>	<b>1,525</b>	<b>1,733</b>	<b>1,423</b>	<b>6,362</b>
Actual 2011-12	1,637	1,586	1,734	1,352	6,309
<b>Proj 2012-13</b>	<b>1,760</b>	<b>1,437</b>	<b>1,769</b>	<b>1,271</b>	<b>6,237</b>
Actual 2012-13	1,717	1,423	1,755	1,351	6,246
<b>Proj 2013-14</b>	<b>1,769</b>	<b>1,492</b>	<b>1,581</b>	<b>1,344</b>	<b>6,186</b>
Actual 2013-14	1,816	1,435	1,674	1,344	6,269
<b>Proj 2014-15</b>	<b>1,793</b>	<b>1,580</b>	<b>1,655</b>	<b>1,267</b>	<b>6,295</b>
Actual 2014-15	1,598	1,600	1,555	1,627	6,380
<b>Proj 2015-16</b>	<b>1,538</b>	<b>1,565</b>	<b>1,551</b>	<b>1,672</b>	<b>6,326</b>
Actual 2015-16	1,618	1,596	1,615	1,706	6,535
<b>Proj 2016-17</b>	<b>1,482</b>	<b>1,615</b>	<b>1,611</b>	<b>1,730</b>	<b>6,438</b>
Actual 2016-17	1,440	1,613	1,582	1,794	6,429
<b>Proj 2017-18</b>	<b>1,467</b>	<b>1,432</b>	<b>1,593</b>	<b>1,754</b>	<b>6,246</b>
<b>Proj 2018-19</b>	<b>1,464</b>	<b>1,464</b>	<b>1,428</b>	<b>1,753</b>	<b>6,109</b>
<b>Proj 2019-20</b>	<b>1,400</b>	<b>1,462</b>	<b>1,450</b>	<b>1,588</b>	<b>5,900</b>



**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Preliminary Enrollment Projections**  
**Special Schools**

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<b>Kenosha 4 Yr Old Kindergarten - Off Site Centers</b>	<b>GR PK</b>	<b>GR K</b>	<b>GR 1</b>	<b>GR 2</b>	<b>GR 3</b>	<b>GR 4</b>	<b>GR 5</b>	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>GR 9</b>	<b>GR 10</b>	<b>GR 11</b>	<b>GR 12</b>	<b>Total Enroll</b>
Actual 2010-11	235														235
<b>Proj 2011-12</b>	<b>235</b>														<b>235</b>
Actual 2011-12	255														255
<b>Proj 2012-13</b>	<b>255</b>														<b>255</b>
Actual 2012-13	246														246
<b>Proj 2013-14</b>	<b>130</b>														<b>130</b>
Actual 2013-14	139														139
<b>Proj 2014-15</b>	<b>130</b>														<b>130</b>
Actual 2014-15	137														137
<b>Proj 2015-16</b>	<b>126</b>														<b>126</b>
Actual 2015-16	120														120
<b>Proj 2016-17</b>	<b>117</b>														<b>117</b>
Actual 2016-17	129														129
<b>Proj 2017-18</b>	<b>128</b>														<b>128</b>
<b>Proj 2018-19</b>	<b>118</b>														<b>118</b>
<b>Proj 2019-20</b>	<b>118</b>														<b>118</b>

<b>Chavez Learning Station</b>	<b>GR PK</b>	<b>GR K</b>	<b>GR 1</b>	<b>GR 2</b>	<b>GR 3</b>	<b>GR 4</b>	<b>GR 5</b>	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>GR 9</b>	<b>GR 10</b>	<b>GR 11</b>	<b>GR 12</b>	<b>Total Enroll</b>
Actual 2010-11	297														297
<b>Proj 2011-12</b>	<b>297</b>														<b>297</b>
Actual 2011-12	164														164
<b>Proj 2012-13</b>	<b>164</b>														<b>164</b>
Actual 2012-13	166														166
<b>Proj 2013-14</b>	<b>160</b>														<b>160</b>
Actual 2013-14	171														171
<b>Proj 2014-15</b>	<b>157</b>														<b>157</b>
Actual 2014-15	162														162
<b>Proj 2015-16</b>	<b>161</b>														<b>161</b>
Actual 2015-16	117														117
<b>Proj 2016-17</b>	<b>115</b>														<b>115</b>
Actual 2016-17	147														147
<b>Proj 2017-18</b>	<b>142</b>														<b>142</b>
<b>Proj 2018-19</b>	<b>132</b>														<b>132</b>
<b>Proj 2019-20</b>	<b>132</b>														<b>132</b>

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Preliminary Enrollment Projections**

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**Special Schools**

<b>Brompton School</b>	<b>GR PK</b>	<b>GR K</b>	<b>GR 1</b>	<b>GR 2</b>	<b>GR 3</b>	<b>GR 4</b>	<b>GR 5</b>	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>GR 9</b>	<b>GR 10</b>	<b>GR 11</b>	<b>GR 12</b>	<b>Total Enroll</b>
Actual 2010-11		18	18	18	18	18	16								106
<b>Proj 2011-12</b>		<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>								<b>108</b>
Actual 2011-12		19	18	18	18	18	18								109
<b>Proj 2012-13</b>		<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>25</b>	<b>25</b>						<b>158</b>
Actual 2012-13		20	20	21	21	21	21	25	25	25					199
<b>Proj 2013-14</b>		<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>25</b>	<b>25</b>	<b>25</b>					<b>207</b>
Actual 2013-14		22	22	22	24	24	24	26	26	26					216
<b>Proj 2014-15</b>		<b>22</b>	<b>22</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>26</b>	<b>26</b>	<b>26</b>					<b>216</b>
Actual 2014-15		22	22	22	24	24	24	26	27	25					216
<b>Proj 2015-16</b>		<b>22</b>	<b>22</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>26</b>	<b>26</b>	<b>27</b>					<b>217</b>
Actual 2015-16		22	22	22	23	24	24	26	26	26					215
<b>Proj 2016-17</b>		<b>22</b>	<b>22</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>26</b>	<b>26</b>	<b>26</b>					<b>216</b>
Actual 2016-17		22	23	22	24	24	24	28	27	22					216
<b>Proj 2017-18</b>		<b>22</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>26</b>	<b>27</b>	<b>26</b>					<b>218</b>
<b>Proj 2018-19</b>		<b>22</b>	<b>22</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>26</b>	<b>26</b>	<b>26</b>					<b>216</b>
<b>Proj 2019-20</b>		<b>22</b>	<b>22</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>26</b>	<b>26</b>	<b>26</b>					<b>216</b>

<b>Dimensions of Learning Academy</b>	<b>GR PK</b>	<b>GR K</b>	<b>GR 1</b>	<b>GR 2</b>	<b>GR 3</b>	<b>GR 4</b>	<b>GR 5</b>	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>GR 9</b>	<b>GR 10</b>	<b>GR 11</b>	<b>GR 12</b>	<b>Total Enroll</b>
Actual 2010-11		20	20	23	23	24	25	25	26	24					210
<b>Proj 2011-12</b>		<b>20</b>	<b>20</b>	<b>22</b>	<b>22</b>	<b>24</b>	<b>25</b>	<b>25</b>	<b>26</b>	<b>26</b>					<b>210</b>
Actual 2011-12		21	21	25	25	25	25	25	25	25					217
<b>Proj 2012-13</b>		<b>21</b>	<b>21</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>					<b>217</b>
Actual 2012-13		21	24	26	26	26	26	26	26	25					226
<b>Proj 2013-14</b>		<b>21</b>	<b>24</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>					<b>227</b>
Actual 2013-14		22	23	26	26	26	27	26	25	25					226
<b>Proj 2014-15</b>		<b>22</b>	<b>22</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>27</b>	<b>26</b>	<b>25</b>					<b>226</b>
Actual 2014-15		22	24	26	26	26	26	27	26	22					225
<b>Proj 2015-16</b>		<b>22</b>	<b>23</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>					<b>227</b>
Actual 2015-16		20	23	25	26	25	25	25	26	25					220
<b>Proj 2016-17</b>		<b>20</b>	<b>23</b>	<b>25</b>	<b>25</b>	<b>26</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>26</b>					<b>220</b>
Actual 2016-17		21	22	25	26	26	26	25	23	25					219
<b>Proj 2017-18</b>		<b>21</b>	<b>22</b>	<b>25</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>25</b>	<b>23</b>					<b>220</b>
<b>Proj 2018-19</b>		<b>21</b>	<b>22</b>	<b>25</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>25</b>	<b>24</b>					<b>221</b>
<b>Proj 2019-20</b>		<b>21</b>	<b>22</b>	<b>25</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>25</b>	<b>24</b>					<b>221</b>

<b>KTEC</b>	<b>GR PK</b>	<b>GR K</b>	<b>GR 1</b>	<b>GR 2</b>	<b>GR 3</b>	<b>GR 4</b>	<b>GR 5</b>	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>GR 9</b>	<b>GR 10</b>	<b>GR 11</b>	<b>GR 12</b>	<b>Total Enroll</b>
Actual 2010-11	30	40	41	40	44	48	50	52	52	52					449
<b>Proj 2011-12</b>	<b>30</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>44</b>	<b>48</b>	<b>50</b>	<b>52</b>	<b>52</b>	<b>52</b>					<b>448</b>
Actual 2011-12	29	40	44	44	48	52	52	52	52	49					462
<b>Proj 2012-13</b>	<b>29</b>	<b>40</b>	<b>44</b>	<b>44</b>	<b>48</b>	<b>52</b>	<b>52</b>	<b>52</b>	<b>52</b>	<b>50</b>					<b>463</b>
Actual 2012-13	31	40	44	44	49	52	52	52	52	51					467
<b>Proj 2013-14</b>	<b>30</b>	<b>40</b>	<b>44</b>	<b>44</b>	<b>49</b>	<b>52</b>	<b>52</b>	<b>52</b>	<b>52</b>	<b>52</b>					<b>467</b>
Actual 2013-14	32	40	45	44	49	52	52	52	52	52					470
<b>Proj 2014-15</b>	<b>28</b>	<b>100</b>	<b>110</b>	<b>110</b>	<b>96</b>	<b>104</b>	<b>104</b>	<b>52</b>	<b>52</b>	<b>52</b>					<b>808</b>
Actual 2014-15	62	102	88	88	94	102	78	53	51	51					769
<b>Proj 2015-16</b>	<b>62</b>	<b>100</b>	<b>110</b>	<b>110</b>	<b>120</b>	<b>104</b>	<b>102</b>	<b>156</b>	<b>52</b>	<b>51</b>					<b>967</b>
Actual 2015-16	62	103	113	109	120	104	103	155	52	52					973
<b>Proj 2016-17</b>	<b>64</b>	<b>100</b>	<b>110</b>	<b>113</b>	<b>120</b>	<b>130</b>	<b>125</b>	<b>156</b>	<b>156</b>	<b>52</b>					<b>1,126</b>
Actual 2016-17	63	100	110	110	119	130	130	155	151	52					1,120
<b>Proj 2017-18</b>	<b>62</b>	<b>100</b>	<b>110</b>	<b>110</b>	<b>120</b>	<b>130</b>	<b>130</b>	<b>155</b>	<b>151</b>	<b>149</b>					<b>1,217</b>
<b>Proj 2018-19</b>	<b>61</b>	<b>100</b>	<b>110</b>	<b>110</b>	<b>120</b>	<b>130</b>	<b>130</b>	<b>155</b>	<b>151</b>	<b>149</b>					<b>1,216</b>
<b>Proj 2019-20</b>	<b>61</b>	<b>100</b>	<b>110</b>	<b>110</b>	<b>120</b>	<b>130</b>	<b>130</b>	<b>155</b>	<b>151</b>	<b>149</b>					<b>1,216</b>

**KENOSHA UNIFIED SCHOOL DISTRICT**  
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**Special Schools**

<b>Paideia Academy</b>	<b>GR PK</b>	<b>GR K</b>	<b>GR 1</b>	<b>GR 2</b>	<b>GR 3</b>	<b>GR 4</b>	<b>GR 5</b>	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>GR 9</b>	<b>GR 10</b>	<b>GR 11</b>	<b>GR 12</b>	<b>Total Enroll</b>
Actual 2010-11								25	25	19					69
<b>Proj 2011-12</b>								<b>25</b>	<b>25</b>	<b>23</b>					<b>73</b>
Actual 2011-12								26	25	23					74
<b>Proj 2012-13</b>								<b>50</b>	<b>50</b>	<b>44</b>					<b>144</b>
Actual 2012-13															
<b>Proj 2013-14</b>															
Actual 2013-14															
<b>Proj 2014-15</b>															
Actual 2014-15															
<b>Proj 2015-16</b>															
Actual 2015-16															
<b>Proj 2016-17</b>															
Actual 2016-17															
<b>Proj 2017-18</b>															
<b>Proj 2018-19</b>															
<b>Proj 2019-20</b>															

<b>Harborside Academy</b>	<b>GR PK</b>	<b>GR K</b>	<b>GR 1</b>	<b>GR 2</b>	<b>GR 3</b>	<b>GR 4</b>	<b>GR 5</b>	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>GR 9</b>	<b>GR 10</b>	<b>GR 11</b>	<b>GR 12</b>	<b>Total Enroll</b>
Actual 2010-11											117	104	113	99	433
<b>Proj 2011-12</b>											<b>115</b>	<b>110</b>	<b>108</b>	<b>110</b>	<b>443</b>
Actual 2011-12											117	115	109	106	447
<b>Proj 2012-13</b>											<b>115</b>	<b>113</b>	<b>116</b>	<b>102</b>	<b>446</b>
Actual 2012-13								53	50	50	117	112	116	108	606
<b>Proj 2013-14</b>								<b>50</b>	<b>53</b>	<b>50</b>	<b>117</b>	<b>113</b>	<b>113</b>	<b>110</b>	<b>606</b>
Actual 2013-14								58	51	51	117	115	106	109	607
<b>Proj 2014-15</b>								<b>52</b>	<b>57</b>	<b>51</b>	<b>117</b>	<b>114</b>	<b>112</b>	<b>105</b>	<b>608</b>
Actual 2014-15								54	51	50	116	106	112	101	590
<b>Proj 2015-16</b>								<b>54</b>	<b>54</b>	<b>51</b>	<b>116</b>	<b>111</b>	<b>104</b>	<b>112</b>	<b>602</b>
Actual 2015-16								50	52	52	115	113	106	114	602
<b>Proj 2016-17</b>								<b>52</b>	<b>52</b>	<b>52</b>	<b>110</b>	<b>114</b>	<b>113</b>	<b>103</b>	<b>596</b>
Actual 2016-17								52	52	51	114	112	106	102	589
<b>Proj 2017-18</b>								<b>52</b>	<b>52</b>	<b>52</b>	<b>115</b>	<b>112</b>	<b>109</b>	<b>106</b>	<b>598</b>
<b>Proj 2018-19</b>								<b>52</b>	<b>52</b>	<b>52</b>	<b>115</b>	<b>113</b>	<b>109</b>	<b>106</b>	<b>599</b>
<b>Proj 2019-20</b>								<b>52</b>	<b>52</b>	<b>52</b>	<b>115</b>	<b>113</b>	<b>109</b>	<b>106</b>	<b>599</b>

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Preliminary Enrollment Projections**

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**Special Schools**

<b>Hillcrest School</b>	<b>GR PK</b>	<b>GR K</b>	<b>GR 1</b>	<b>GR 2</b>	<b>GR 3</b>	<b>GR 4</b>	<b>GR 5</b>	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>GR 9</b>	<b>GR 10</b>	<b>GR 11</b>	<b>GR 12</b>	<b>Total Enroll</b>
Actual 2010-11								1	3		8	11	21	4	48
<b>Proj 2011-12</b>								<b>1</b>	<b>5</b>	<b>5</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>4</b>	<b>65</b>
Actual 2011-12									2	4	22	12	26	3	69
<b>Proj 2012-13</b>									<b>2</b>	<b>4</b>	<b>19</b>	<b>15</b>	<b>21</b>	<b>3</b>	<b>64</b>
Actual 2012-13									1	3	15	14	16	8	57
<b>Proj 2013-14</b>									<b>4</b>	<b>7</b>	<b>17</b>	<b>15</b>	<b>17</b>	<b>4</b>	<b>64</b>
Actual 2013-14								2	3	6	19	4	20	4	58
<b>Proj 2014-15</b>								<b>1</b>	<b>2</b>	<b>6</b>	<b>19</b>	<b>10</b>	<b>13</b>	<b>5</b>	<b>56</b>
Actual 2014-15									6	8	10	13	14	16	67
<b>Proj 2015-16</b>									<b>3</b>	<b>5</b>	<b>10</b>	<b>11</b>	<b>15</b>	<b>15</b>	<b>59</b>
Actual 2015-16									5	9	6	8	11	16	55
<b>Proj 2016-17</b>									<b>5</b>	<b>8</b>	<b>5</b>	<b>8</b>	<b>11</b>	<b>15</b>	<b>52</b>
Actual 2016-17									5	5	2	10	16	26	64
<b>Proj 2017-18</b>									<b>5</b>	<b>7</b>	<b>6</b>	<b>10</b>	<b>13</b>	<b>20</b>	<b>61</b>
<b>Proj 2018-19</b>									<b>5</b>	<b>7</b>	<b>6</b>	<b>10</b>	<b>13</b>	<b>20</b>	<b>61</b>
<b>Proj 2019-20</b>									<b>5</b>	<b>7</b>	<b>6</b>	<b>10</b>	<b>13</b>	<b>20</b>	<b>61</b>

<b>Kenosha eSchool</b>	<b>GR PK</b>	<b>GR K</b>	<b>GR 1</b>	<b>GR 2</b>	<b>GR 3</b>	<b>GR 4</b>	<b>GR 5</b>	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>GR 9</b>	<b>GR 10</b>	<b>GR 11</b>	<b>GR 12</b>	<b>Total Enroll</b>
Actual 2010-11											14	19	24	33	90
<b>Proj 2011-12</b>											<b>15</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>90</b>
Actual 2011-12									1	1	8	19	34	27	90
<b>Proj 2012-13</b>									<b>1</b>	<b>1</b>	<b>13</b>	<b>18</b>	<b>30</b>	<b>27</b>	<b>90</b>
Actual 2012-13		5	1	2	2	4	1	7	7	12	17	18	32	33	141
<b>Proj 2013-14</b>		<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>11</b>	<b>10</b>	<b>14</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>155</b>
Actual 2013-14		6	6	1	1	4	3	6	7	11	29	21	35	21	151
<b>Proj 2014-15</b>		<b>6</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>8</b>	<b>12</b>	<b>30</b>	<b>23</b>	<b>38</b>	<b>23</b>	<b>167</b>
Actual 2014-15		2	5	8	0	0	1	6	8	15	7	20	26	35	133
<b>Proj 2015-16</b>		<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>7</b>	<b>13</b>	<b>18</b>	<b>20</b>	<b>29</b>	<b>32</b>	<b>141</b>
Actual 2015-16		3	2	4	4	0	1	1	8	12	7	13	20	38	113
<b>Proj 2016-17</b>		<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>12</b>	<b>5</b>	<b>13</b>	<b>20</b>	<b>36</b>	<b>111</b>
Actual 2016-17		2	3	5	2	3	1	3	4	11	11	8	16	44	113
<b>Proj 2017-18</b>		<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>18</b>	<b>40</b>	<b>113</b>
<b>Proj 2018-19</b>		<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>18</b>	<b>40</b>	<b>113</b>
<b>Proj 2019-20</b>		<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>18</b>	<b>40</b>	<b>113</b>

<b>Kenosha STEP</b>	<b>GR PK</b>	<b>GR K</b>	<b>GR 1</b>	<b>GR 2</b>	<b>GR 3</b>	<b>GR 4</b>	<b>GR 5</b>	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>GR 9</b>	<b>GR 10</b>	<b>GR 11</b>	<b>GR 12</b>	<b>Total Enroll</b>
Actual 2011-12														27	27
<b>Proj 2012-13</b>														<b>30</b>	<b>30</b>
Actual 2012-13															
<b>Proj 2013-14</b>															
Actual 2013-14															
<b>Proj 2014-15</b>															
Actual 2014-15															
<b>Proj 2015-16</b>															
Actual 2015-16															
<b>Proj 2016-17</b>															
Actual 2016-17															
<b>Proj 2017-18</b>															
<b>Proj 2018-19</b>															
<b>Proj 2019-20</b>															

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Preliminary Enrollment Projections**

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**Special Schools**

<b>Phoenix Project</b>	<b>GR PK</b>	<b>GR K</b>	<b>GR 1</b>	<b>GR 2</b>	<b>GR 3</b>	<b>GR 4</b>	<b>GR 5</b>	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>GR 9</b>	<b>GR 10</b>	<b>GR 11</b>	<b>GR 12</b>	<b>Total Enroll</b>
Actual 2010-11												6	8	2	16
<b>Proj 2011-12</b>											<b>2</b>	<b>4</b>	<b>10</b>	<b>4</b>	<b>20</b>
Actual 2011-12											1	3	15	4	23
<b>Proj 2012-13</b>											<b>2</b>	<b>4</b>	<b>11</b>	<b>4</b>	<b>21</b>
Actual 2012-13											2	4	18	11	35
<b>Proj 2013-14</b>											<b>1</b>	<b>4</b>	<b>13</b>	<b>5</b>	<b>23</b>
Actual 2013-14											1	1	20	11	33
<b>Proj 2014-15</b>											<b>1</b>	<b>3</b>	<b>18</b>	<b>9</b>	<b>31</b>
Actual 2014-15													3	22	25
<b>Proj 2015-16</b>													<b>7</b>	<b>23</b>	<b>30</b>
Actual 2015-16													1	22	23
<b>Proj 2016-17</b>													<b>1</b>	<b>22</b>	<b>23</b>
Actual 2016-17												2		22	24
<b>Proj 2017-18</b>													<b>2</b>	<b>22</b>	<b>24</b>
<b>Proj 2018-19</b>													<b>2</b>	<b>22</b>	<b>24</b>
<b>Proj 2019-20</b>													<b>2</b>	<b>22</b>	<b>24</b>

<b>DISTRICT Special Schools</b>	<b>GR PK</b>	<b>GR K</b>	<b>GR 1</b>	<b>GR 2</b>	<b>GR 3</b>	<b>GR 4</b>	<b>GR 5</b>	<b>GR 6</b>	<b>GR 7</b>	<b>GR 8</b>	<b>GR 9</b>	<b>GR 10</b>	<b>GR 11</b>	<b>GR 12</b>	<b>Total Enroll</b>
Actual 2010-11	562	78	79	81	85	90	91	103	106	95	139	140	166	138	1,953
<b>Proj 2011-12</b>	<b>562</b>	<b>78</b>	<b>78</b>	<b>80</b>	<b>84</b>	<b>90</b>	<b>93</b>	<b>103</b>	<b>108</b>	<b>106</b>	<b>147</b>	<b>154</b>	<b>158</b>	<b>148</b>	<b>1,989</b>
Actual 2011-12	448	80	83	87	91	95	95	103	105	102	148	149	184	167	1,937
<b>Proj 2012-13</b>	<b>448</b>	<b>79</b>	<b>83</b>	<b>87</b>	<b>91</b>	<b>95</b>	<b>95</b>	<b>152</b>	<b>155</b>	<b>124</b>	<b>149</b>	<b>150</b>	<b>178</b>	<b>166</b>	<b>2,052</b>
Actual 2012-13	443	86	89	93	98	103	100	163	161	166	151	148	182	160	2,143
<b>Proj 2013-14</b>	<b>320</b>	<b>88</b>	<b>93</b>	<b>95</b>	<b>100</b>	<b>103</b>	<b>103</b>	<b>164</b>	<b>170</b>	<b>174</b>	<b>155</b>	<b>152</b>	<b>173</b>	<b>149</b>	<b>2,039</b>
Actual 2013-14	342	90	96	93	100	106	106	170	164	171	166	141	181	145	2,071
<b>Proj 2014-15</b>	<b>315</b>	<b>150</b>	<b>160</b>	<b>163</b>	<b>148</b>	<b>157</b>	<b>158</b>	<b>165</b>	<b>171</b>	<b>172</b>	<b>167</b>	<b>150</b>	<b>181</b>	<b>142</b>	<b>2,399</b>
Actual 2014-15	361	148	139	144	144	152	129	166	169	171	133	139	155	174	2,324
<b>Proj 2015-16</b>	<b>349</b>	<b>146</b>	<b>158</b>	<b>161</b>	<b>174</b>	<b>156</b>	<b>154</b>	<b>268</b>	<b>168</b>	<b>173</b>	<b>144</b>	<b>142</b>	<b>155</b>	<b>182</b>	<b>2,530</b>
Actual 2015-16	299	148	160	160	173	153	153	257	169	176	128	134	138	190	2,438
<b>Proj 2016-17</b>	<b>296</b>	<b>145</b>	<b>158</b>	<b>164</b>	<b>173</b>	<b>181</b>	<b>175</b>	<b>260</b>	<b>272</b>	<b>176</b>	<b>120</b>	<b>135</b>	<b>145</b>	<b>176</b>	<b>2,576</b>
Actual 2016-17	339	145	158	162	171	183	181	263	262	166	127	132	138	194	2,621
<b>Proj 2017-18</b>	<b>332</b>	<b>145</b>	<b>157</b>	<b>162</b>	<b>174</b>	<b>182</b>	<b>182</b>	<b>261</b>	<b>266</b>	<b>267</b>	<b>131</b>	<b>132</b>	<b>142</b>	<b>188</b>	<b>2,721</b>
<b>Proj 2018-19</b>	<b>311</b>	<b>145</b>	<b>157</b>	<b>161</b>	<b>174</b>	<b>182</b>	<b>182</b>	<b>261</b>	<b>265</b>	<b>268</b>	<b>131</b>	<b>133</b>	<b>142</b>	<b>188</b>	<b>2,700</b>
<b>Proj 2019-20</b>	<b>311</b>	<b>145</b>	<b>157</b>	<b>161</b>	<b>174</b>	<b>182</b>	<b>182</b>	<b>261</b>	<b>265</b>	<b>268</b>	<b>131</b>	<b>133</b>	<b>142</b>	<b>188</b>	<b>2,700</b>

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**February 14, 2017**

**Joint Audit/Budget/Finance and Personnel/Policy Standing Committee**

**STRATEGIC DIRECTION NO. 4 PLANNING OVERVIEW**

**Phase I**

Kenosha Unified School District has worked on developing, refining, and approving a new district-wide mission, vision, core values, and strategic directions. This strategic planning process has been a collective process with input and feedback from both the Kenosha Unified School District and community stakeholders. The initial meeting between the school board and district leadership was held on February 14, 2015. Subsequently, 11 meetings were held with Kenosha Unified School District staff for feedback from April 2015 through May 2015. Nine community focus groups were held from April 2015 through June 2015. Special board meetings were held with district leadership on August 26 through 27, 2015, with final board approval for the mission, vision, core values, and strategic directions on September 22, 2015. The district strategic planning was expanded to include two retreat days on October 5 through 6, 2015. On October 6, 2016, the board of education reaffirmed the district mission, vision, core values, and five strategic directions.

The following is the current board-approved and reaffirmed mission, vision, core values, and five strategic directions:

**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 unified 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 Directions

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

### Phase II

Kenosha Unified School District leadership began the process of expanding the five strategic directions. The initial district and community-wide meeting was held on February 17, 2016, at Brass Community School. At this meeting facilitators and Kenosha Unified School District leadership provided a common starting point and framework for each of the five groups who then met in separate locations to complete introductions and assign roles. Each of the five strategic directions had a design team. The design teams were made up of Kenosha Unified School District staff and community members. The goal of each design team included the development of objectives, initiatives, and a draft timeline of implementation.

The design teams scheduled working meetings from February 2016 through June 2016 with additional follow-up meetings for several design teams to refine some of the tasks. Reactor group sessions were also scheduled from June 2016 through October 2016. The information below presents the process and artifacts for Strategic Direction No. 4. This project was branded as Kenosha Unified School District's Pathway to Success, with archival material located at the following link: <http://kUSD.edu/about/pathway-success>.



## STRATEGIC DIRECTION 4

### **Enhance the leadership and expertise of all staff through professional learning and collaboration.**

This group is led by Julie Housaman, chief academic officer; Jennifer Navarro, coordinator of professional learning; and Debra Giorno, assistant principal, Bullen Middle School. Volunteers were obtained in January 2016 to participate in the scheduled meetings.

The Strategic Direction No. 4 Committee met on the following dates:

- March 10, 2016
- March 16, 2016
- April 14, 2016
- April 28, 2016
- May 19, 2016
- May 31, 2016

The following stakeholders participated on the Strategic Direction No. 4. Committee:

<b>STAKEHOLDER</b>	<b>POSITION</b>
Maria Berea	Secretary
Rade Dimitrijevic	Coordinator of human resources
Cherise Easley	Principal
Leo Eckman	Coordinator of special education and student support
Jennifer Garin	Physical education teacher
Amy Garrigan	Professional learning specialist
Debra Giorno	Assistant principal
Julie Housaman	Chief academic officer
Lauren Johnson	First grade teacher
Maria Kotz	Principal
Jane Larsen	Positive behavioral interventions and supports specialist
Jennifer Lindsay	Library media specialist
Andy Nason	Intervention specialist
Steven Plato	Dean of students
Christine Pratt	Coordinator of science
Sarah Smith	Coordinator of language acquisition

A reactor group meeting for Strategy 4 was held on October 20, 2016. This group included district employees representing various departments and positions. The reactor team's purpose was to allow committee members to hear a new perspective and to gain feedback on clarity and quality of the work. The reactor group meeting provided the Strategy 4 committee with feedback, suggestions, and questions to process.

The Strategic Direction No. 4 Committee developed and supported three objectives:

1. Provide relevant professional learning opportunities for all staff that align with individual and district goals.
2. Provide opportunities that foster and nurture leadership skills of individuals within the district.
3. Provide all employees regular opportunities to engage in collaborative learning with colleagues who have similar professional learning needs.

Appendix A provides Strategic Direction No. 4 in its entirety.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools








Mrs. Julie Housaman  
Chief Academic Officer

Mrs. Debra Giorno  
Assistant Principal of Bullen Middle School

Mrs. Jennifer Navarro  
Coordinator of Professional Learning

## Strategic Direction No. 4

Enhance the leadership and expertise of all staff through professional learning and collaboration.

<b>Objective 1</b> <i>Provide relevant professional learning opportunities for all staff that align with individual and district goals.</i>	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Initiative 1.1</b> Identify professional learning opportunities that align to Educator Effectiveness.					
<b>Initiative 1.2</b> Provide professional learning opportunities that align to Educator Effectiveness.					
<b>Initiative 1.3</b> Conduct a skills gap analysis to identify relevant training opportunities for instructional staff not subject to Educator Effectiveness.					
<b>Initiative 1.4</b> Provide professional learning opportunities aligned to the skills gap analysis for instructional staff not subject to Educator Effectiveness.					
<b>Initiative 1.5</b> Conduct a skills gap analysis to identify relevant training opportunities for noninstructional staff.					
<b>Initiative 1.6</b> Provide professional learning opportunities to minimize skills gaps of noninstructional staff.					
<b>Objective 2</b> <i>Provide opportunities that foster and nurture leadership skills of individuals within the district.</i>	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Initiative 2.1</b> Select and define desirable leadership skills.					

<b>Initiative 2.2</b> Provide formal training, varied experiential learning opportunities, and mentoring for staff that results in leadership competency.					
<b>Objective 3</b> <i>Provide all employees regular opportunities to engage in collaborative learning with colleagues who have similar professional learning needs.</i>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Initiative 3.1</b> Identify learning communities based on common focus.					
<b>Initiative 3.2</b> Establish practices and procedures for learning communities based on desired outcomes.					
<b>Initiative 3.3</b> Collect feedback to assess the effectiveness of the learning community process.					



A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Kunich was called to order at 5:52 P.M. with the following Committee members present: Ms. Stevens, Mr. Wade, Mr. Aceto, Mr. Battle, Mrs. Dawson, Mr. Holdorf, Mr. Kent, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mr. Leipski, Mr. Balk, and Mr. Potineni were absent.

**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**

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

**Information Items**

Mr. Tarik Hamdan, Chief Financial Officer, and Mrs. Lisa Salo, Accounting Manager, distributed a copy of the Annual Financial Report and the Management Communications document. Mr. Hamdan introduced Mr. David Maccoux from Schenck, S.C. and he presented the Annual Financial Report and Management Communications document. He noted a special education aid allowable costs deficiency finding, for which a corrective action plan has been created, and an internal controls deficiency for the student activity funds at Kenosha School of Technology Enhanced Curriculum (KTEC) in the Management Communications document. Mr. Hamdan, Mrs. Salo, and Mr. Maccoux answered questions from committee members.

Mr. Hamdan presented the Monthly Financial Statements. He noted that there is a position vacancy variance which is being monitored and that revenue is being received as planned. There were no questions from Committee members.

**Future Agenda Items**

Mr. Kunich indicated that the Monthly Financial Statements, STRIVE – Fund 80 Program Recommendation, and Strategic Direction Update – Team Four (Joint Audit/Budget/Finance and Personnel/Policy) would be presented in February.

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

Meeting adjourned at 6:22 P.M.

Stacy Schroeder Busby  
School Board Secretary

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Kenosha Unified School District No. 1  
Kenosha, Wisconsin

February 14, 2017  
Audit/Budget/Finance Standing Committee

**Building Our Future Partnership (StriveTogether)**

The Kenosha Unified School District (KUSD) currently operates a Community Program and Services Fund often referred to as fund 80. With the support of the taxpayers, districts are allowed to adopt a separate tax levy for this fund which is used to account for activities such as adult education, community recreation programs such as evening swimming pool operation and softball leagues, elderly food service programs, non-special education preschool, day care services, and other programs which are not elementary and secondary educational programs but have the primary function of serving the community.

Access to Community Service Fund activities cannot be limited to pupils enrolled in the district's educational programs. Any programs which are associated with academic subjects and extra-curricular activities available only to pupils enrolled in the district are unallowable in fund 80. Valid programs usually take place outside of the regular instructional time periods so that they do not create barriers for non-district students and also have additional costs for operating the programs.

Per school board policy/rule 3110, the district will account for all eligible activities within fund 80 and the eligible services/programs will be designated annually.

KUSD has been approached with a proposal for a partnership with the Building Our Future organization which is based on the StriveTogether initiative. The administration has reviewed the proposal and believes that the program would be allowable in the Community Program and Services Fund should the Board choose to accept this proposal and that the costs could be absorbed within the current tax levy without a need to increase it.

In 2016, Kenosha County created its own unique partnership Building Our Future using the StriveTogether framework to ensure the success of every child, from cradle to career. Building Our Future is a partnership that works to align efforts, outcomes, and help all students attain academic excellence by providing an all-inclusive solution based on the StriveTogether Theory of Action. A collective impact approach centered around four principles:

- Engage the community by uniting all sectors around a single goal
- Focus on eliminating locally defined disparities by identifying best practices
- Develop a culture of continuous improvement by using data to drive decisions
- Leverage existing assets by expanding what works

By adopting collective impact as a guide, the partnership will assist the community in developing a cradle to career civic infrastructure which will ultimately support the strategic direction of the school district. The partnership will foster and strengthen community partnerships by working with a broad array of community voices to create a common language, and identify best practices to increase students learning from the time they are born until the first day of their career, and into their future community engagement.

The Networks established by the community will enhance the leadership and expertise of all members involved in the process of analyzing local data, and national research to identify more impactful ways to align resources. Network members will develop skills in collecting and interpreting data and expanding community-wide programs with proven results. As a result, of this collaboration, invested community members, such as teachers, parents, and business owners will help close the gaps in student learning by respectfully incorporating data-driven strategies.

By using data to drive decisions, the basis of the partnership, it will inspire a high degree of trust among the cross-sectors and education system. High trusting schools will lead to highly engaged teachers, parents, and youth, and cross-sector leaders will have a greater appreciation for everyday issues facing each child, from cradle to career. The community will be accountable to holding a higher standard for all students in achieving their personal potential.

In conjunction with Kenosha Unified School District (KUSD), Building Our Future will be a support and resource to every child in the City of Kenosha, Village of Pleasant Prairie, and Village/Town of Somers. This program will support all children and families residing in our communities regardless of attendance at a KUSD school. The partnership will encourage a collective impact approach to be adopted by the community to address structural inequities that are detrimental to students' success from cradle to career.

Building Our Future, in partnership with KUSD, will facilitate a more productive education ecosystem by uniting the community around a single purpose, identifying best practices, using data to drive decisions, and expanding what works from the time of birth until the first day of career. By adhering to a continuous improvement framework, the collaboration will leverage tools and resources for all students to achieve personal potential. The community will be called to action to share a common language to create a vibrant workforce.

The partnership is beginning to pave the path of continuous improvement by bringing together cross-sector leaders dedicated to the outcome areas of Community Engagement, Kindergarten Readiness, School Success (reading and math), High School Graduation and Post-Secondary Education/ Career Prep. The community will initially join forces around two outcome areas, Community Engagement and Kindergarten Readiness. Together the community will collect and interpret local data, and identify best practices to make sure every child is ready for school, and create a community environment wherein all can contribute and excel.



Influential leadership from across all sectors will help shape the success of all young people, by becoming knowledgeable and ultimately pave the path for how the community will direct their support and resources to have the greatest impact. All of these influences (efforts) will help support a high performing school district, greater satisfaction among teachers, parents, and students, and a robust workforce. In addition to expanding what works, the partnership will be able to better influence contributing indicators to a child's success, such as quality childcare, developmental screenings, "Birth to 3" interventions, and food security.

Building Our Future is committed to working jointly with schools and across local sectors to ensure all students are achieving their personal potential from cradle to career. Schools can't do it alone, and they don't have to. Together we rise.

### **Administrative Recommendation**

Administration recommends that the Audit/Budget/Finance Committee review the partnership/funding proposal for Building Our Future and forward the request to the full School Board for approval.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer



## BUDGET ASSUMPTION SUMMARY - EXPENDITURE

Title: **Building Our Future Partnership  
(StriveTogether)**

Budget Year: **2017 - 2018**

Department: **Community Services**

Budget Manager:

### REQUEST

We are requesting \$50,000 per year for five years, to support the staffing and operations budget for 'Building Our Future' (Strive).

### RATIONALE/ INSTRUCTIONAL FOCUS

In 2016, Kenosha County created its own unique partnership Building Our Future using the StriveTogether framework to ensure the success of every child, from cradle to career. Building Our Future is a partnership that works to align efforts, outcomes, and help all students attain academic excellence by providing an all-inclusive solution based on the StriveTogether Theory of Action. A collective impact approach centered around four principles:

- Engage the community by uniting all sectors around a single goal
- Focus on eliminating locally defined disparities by identifying best practices
- Develop a culture of continuous improvement by using data to drive decisions
- Leverage existing assets by expanding what works

By adopting collective impact as a guide, the partnership will assist the community in developing a cradle to career civic infrastructure which will ultimately support the strategic direction of the school district. The partnership will foster and strengthen community partnerships by working with a broad array of community voices to create a common language, and identify best practices to increase students learning from the time they are born until the first day of their career, and into their future community engagement.

The Networks established by the community will enhance the leadership and expertise of all members involved in the process of analyzing local data, and national research to identify more impactful ways to align resources. Network members will develop skills in collecting and interpreting data and expanding community-wide programs with proven results. As a result, of this collaboration, invested community members, such as teachers, parents, and business owners will help close the gaps in student learning by respectfully incorporating data-driven strategies.

By using data to drive decisions, the basis of the partnership, it will inspire a high degree of trust among the cross-sectors and education system. High trusting schools will lead to highly engaged teachers, parents, and youth, and cross-sector leaders will have a greater appreciation for everyday issues facing each child, from cradle to career. The community will be accountable to holding a higher standard for all students in achieving their personal potential.

In conjunction with Kenosha Unified School District (KUSD), Building Our Future will be a support and resource to every child in the City of Kenosha, Village of Pleasant Prairie, and Village/Town of Somers. This program will support all children and families residing in our communities regardless of attendance at a KUSD school. The partnership will encourage a collective impact approach to be adopted by the community to address structural inequities that are detrimental to students' success from cradle to career.

### IMPACT

Building Our Future, in partnership with KUSD, will facilitate a more productive education ecosystem by uniting the community around a single purpose, identifying best practices, using data to drive decisions, and expanding what works from the time of birth until the first day of career. By adhering to a continuous improvement framework, the collaboration will leverage tools and resources for all students to achieve personal potential. The community will be called to action to share a common language to create a vibrant workforce.

The partnership is beginning to pave the path of continuous improvement by bringing together cross-sector leaders dedicated to the outcome areas of Community Engagement, Kindergarten Readiness, School Success (reading and math), High School Graduation and Post-Secondary Education/ Career Prep. The community will initially join forces around two outcome areas, Community Engagement and Kindergarten Readiness. Together the community will collect and interpret local data, and identify best practices to make sure every child is ready for school, and create a community environment wherein all can contribute and excel. Influential leadership from across all sectors will help shape the success of all young people, by becoming knowledgeable and ultimately pave the path for how the community will direct their support and resources to have the greatest impact. All of these influences (efforts) will help support a high performing school district, greater satisfaction among teachers, parents, and students, and a robust workforce. In addition to expanding what works, the partnership will be able to better influence contributing indicators to a child's success, such as quality childcare, developmental screenings, "Birth to 3" interventions, and food security.

Building Our Future is committed to working jointly with schools and across local sectors to ensure all students are achieving their personal potential from cradle to career. Schools can't do it alone, and they don't have to. Together we rise.

### BUDGET ASSUMPTION

Object Level	Descriptive	Amount
100's	Salaries	\$0
200's	Fringes	\$0
300's	Purchased Services	\$50,000
400's	Non-Capital Objects	\$0
500's	Capital Objects	\$0
	<b>TOTAL *</b>	<b>\$50,000.00</b>

**\*To re-calculate the Total Amount, click once in the Total Amount cell then press the F9 key.**

Is this a ☐ One-time or ☒ Recurring expenditure?

### **FUNDING SOURCES**

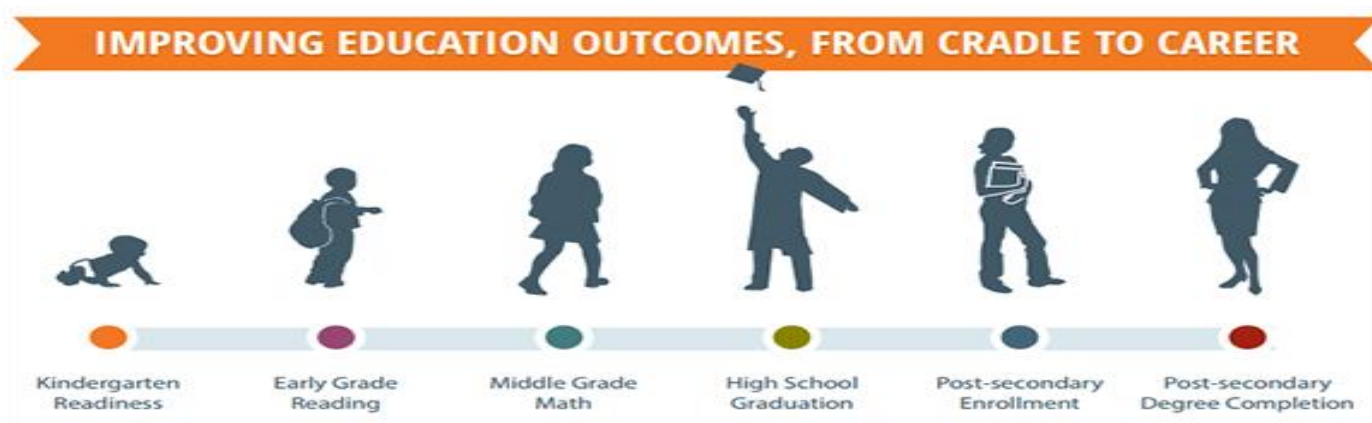
This request is for a \$50,000 per year commitment for the next 5 years coming from the KUSD Community Services budget (Fund 80).

Other funding sources secured by Building Our Future are as follows:

Foundations	\$107,500
Business	40,000
Individual	5,000
County	<u>50,000 (to be increased to 100k in 2017)</u>
Total	\$202,500



Community unites. Students succeed. Everyone prospers.



**Building Our Future** stems from the national organization, StriveTogether, which has proven success in improving educational outcomes from cradle to career. Building Our Future will build upon StriveTogether's national successes and bring lessons learned to our community. At the same time, this local partnership will leverage and align resources to support educational success of all students through deliberate action and a rigorously coordinated response.

With the efforts of parents, students, administrators, business partners and community organizations, we analyze current processes, systems and practices affecting education, test new approaches and expand what works.

### Guiding Principles

- Aligning existing programs, organizations and community resources
- Using data to measure our impact
- Continuously evaluating and improving process
- Shining a light on Kenosha County's success and bright spots

Learn more at [www.strivetgether.org](http://www.strivetgether.org)

Contact Executive Director, Jean Moran, at [jmoran@buildingourfuturekc.org](mailto:jmoran@buildingourfuturekc.org)

*Together we will engage our community to provide an environment in which all contribute and excel*

## *Strive Together – A National Network*

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### **COMMUNITY PARTNERSHIPS**

building local infrastructure to improve educational outcomes for every child



**10,200+**  
ORGANIZATIONS  
ENGAGED

32 STATES  
+ DISTRICT OF  
COLUMBIA

StriveTogether



**BUILDING  
OUR FUTURE**

Learn more about Strive Together at: <http://strivetogether.org/>

Kenosha Unified School District  
Kenosha, Wisconsin

February 14, 2017  
Audit/Budget/Finance Standing Committee

**Monthly Financial Statement Highlights (As of 12/31/2016)**

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 39.32%, Actual 39.32%
- 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 \$103,275,000): Expected 41.3%, Actual 42.03%
    - Administration (Budget \$11,919,000): Expected 46.4%, Actual 47.88%
  - Grant Funded
    - Teachers (Budget \$3,031,000): Expected 41.3%, Actual 43.46%
    - Administration (Budget \$523,000): Expected 46.4% Actual 49.36%
- Benefits
  - District Funded
    - Health (Budget \$38,398,000): Expected 40%, Actual 38.91%
    - Dental (Budget \$2,263,000): Expected 40%, Actual 39.18%
  - Grant Funded
    - Health (Budget \$1,841,000): Expected 40%, Actual 38.52%
    - Dental (Budget \$106,000: Expected 40%, Actual 37.64%

**Notable Items:**

- The next equalization aid payment will be paid in March 2017.
- 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. The first tax payments are expected in the month of January.

**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 12/31/2016

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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	71,201,004	70,494,629		706,375	99.01	73,224,558	72,332,873		891,684	98.78	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	15,000		0	100.00	15,000
600 State aid	164,406,060	61,127,917		103,278,143	37.18	159,833,075	59,996,995		99,836,080	37.54	159,775,352
700 Federal aid	11,462,034	1,503,213		9,958,821	13.11	12,910,155	605,601		12,304,554	4.69	10,360,482
800 Debt proceeds	0	0		0		0	54,686		-54,686		73,379
900 Revenue adjustments	709,840	522,850		186,990	73.66	535,812	375,511		160,301	70.08	610,801
<b>Total Revenues</b>	<b>248,263,938</b>	<b>133,648,609</b>		<b>114,615,329</b>	<b>53.83</b>	<b>246,918,600</b>	<b>133,380,666</b>		<b>113,537,933</b>	<b>54.02</b>	<b>244,848,113</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	120,955,664	52,217,966		68,737,698	43.17	119,431,751	52,052,125		67,379,626	43.58	118,253,257
200 Benefits	56,812,799	21,615,074	8,933	35,188,792	38.05	59,841,995	23,142,180	2,941	36,696,874	38.67	60,178,258
300 Purchased Services	22,020,571	8,936,102	1,084,796	11,999,673	40.58	21,563,962	7,483,339	1,196,213	12,884,410	34.70	19,754,188
400 Supplies	11,752,121	7,151,507	689,972	3,910,642	60.85	9,411,463	4,900,728	749,185	3,761,550	52.07	8,704,079
500 Capital Outlay	2,069,453	1,060,552	2,255,248	-1,246,347	51.25	2,102,262	870,389	32,410	1,199,463	41.40	2,030,664
600 Debt Services	272,615	212,609	0	60,006	77.99	272,615	91,075		181,540	33.41	214,941
700 Insurance	758,584	582,584		176,000	76.80	718,584	649,431		69,153	90.38	827,744
800 Operating Transfers Out	32,620,191	14,482,961		18,137,230	44.40	33,666,813	14,486,701		19,180,112	43.03	32,039,875
900 Other objects	1,149,114	167,890	22,993	958,231	14.61	361,790	241,032	8,144	112,613	66.62	509,986
<b>Total Expenditures</b>	<b>248,411,111</b>	<b>106,427,246</b>	<b>4,061,941</b>	<b>137,921,924</b>	<b>42.84</b>	<b>247,371,235</b>	<b>103,917,001</b>	<b>1,988,894</b>	<b>141,465,340</b>	<b>42.01</b>	<b>242,512,992</b>
<b>Net Revenue/Expenses</b>	<b>-147,173</b>	<b>27,221,362</b>				<b>-452,635</b>	<b>29,463,665</b>				<b>2,335,121</b>
<b>Fund Balance - Ending</b>	<b>44,410,140</b>	<b>71,778,676</b>				<b>41,769,558</b>	<b>71,685,858</b>				<b>44,557,313</b>



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

For the Period Ended 12/31/2016

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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	8,772	8,772		0	100.00	172,968	6,292		166,676	3.64	172,968
900 Revenue adjustments	79,090	79,090		0	100.00	173,662	95,012		78,650	54.71	163,316
<b>Total Revenues</b>	<b>87,861</b>	<b>87,861</b>		<b>0</b>	<b>100.00</b>	<b>346,630</b>	<b>101,304</b>		<b>245,326</b>	<b>29.23</b>	<b>336,284</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,900	1,966		934	67.79	3,877	1,141		2,736	29.43	4,325
200 Benefits	440	163		277	37.09	514	97		417	18.93	583
300 Purchased Services	14,600	15,777	3,600	-4,777	108.06	22,122	4,181	100	17,841	18.90	26,696
400 Supplies	156,558	46,894	4,690	104,974	29.95	142,276	15,770	800	125,705	11.08	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
<b>Total Expenditures</b>	<b>354,013</b>	<b>223,590</b>	<b>8,290</b>	<b>122,133</b>	<b>63.16</b>	<b>346,630</b>	<b>21,766</b>	<b>900</b>	<b>323,964</b>	<b>6.28</b>	<b>80,479</b>
<b>Net Revenue/Expenses</b>	<b>-266,152</b>	<b>-135,728</b>				<b>0</b>	<b>79,537</b>				<b>255,805</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>130,423</b>				<b>10,347</b>	<b>89,884</b>				<b>266,152</b>

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

For the Period Ended 12/31/2016

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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	597,106		1,393,922	29.99	1,987,371	570,291		1,417,080	28.70	1,924,503
<b>Total Revenues</b>	<b>1,991,027</b>	<b>597,106</b>		<b>1,393,922</b>	<b>29.99</b>	<b>1,987,371</b>	<b>570,291</b>		<b>1,417,080</b>	<b>28.70</b>	<b>1,924,503</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	1,064,916	434,827		630,089	40.83	1,038,372	416,023		622,349	40.06	940,361
200 Benefits	796,830	272,479		524,351	34.20	622,871	272,770		350,101	43.79	667,642
300 Purchased Services	144,966	35,874	38,117	70,975	24.75	192,384	26,985	38,303	127,097	14.03	211,117
400 Supplies	95,479	22,435	455	72,589	23.50	122,643	18,679	1,669	102,295	15.23	103,882
500 Capital Outlay	14,500	3,009		11,491	20.75	9,000	4,513		4,487	50.15	0
900 Other objects	-125,663	0		-125,663	0.00	2,101	0		2,101	0.00	1,501
<b>Total Expenditures</b>	<b>1,991,027</b>	<b>768,623</b>	<b>38,571</b>	<b>1,183,832</b>	<b>38.60</b>	<b>1,987,371</b>	<b>738,970</b>	<b>39,971</b>	<b>1,208,430</b>	<b>37.18</b>	<b>1,924,503</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-171,518</b>				<b>0</b>	<b>-168,679</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>-171,518</b>				<b>0</b>	<b>-168,679</b>				<b>0</b>

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

For the Period Ended 12/31/2016

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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	14,482,961		17,637,230	45.09	33,166,813	14,486,701		18,680,112	43.68	31,539,875
200 Local revenues	11,000	6,824		4,176	62.04	9,000	3,874		5,126	43.04	10,634
600 State aid	10,860,000	3,200,772		7,659,228	29.47	10,683,620	3,188,081		7,495,539	29.84	10,880,539
700 Federal aid	9,175,461	216,755		8,958,706	2.36	8,850,524	1,155,828		7,694,696	13.06	4,988,339
<b>Total Revenues</b>	<b>52,166,652</b>	<b>17,907,312</b>		<b>34,259,340</b>	<b>34.33</b>	<b>52,709,957</b>	<b>18,834,484</b>		<b>33,875,473</b>	<b>35.73</b>	<b>47,419,387</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	28,665,198	11,776,127		16,889,071	41.08	28,705,760	11,819,393		16,886,367	41.17	27,398,087
200 Benefits	15,546,282	5,739,385		9,806,897	36.92	16,282,794	6,095,148		10,187,646	37.43	16,203,131
300 Purchased Services	4,948,113	1,673,387	752,495	2,522,231	33.82	4,882,719	1,145,535	659,615	3,077,569	23.46	3,319,901
400 Supplies	2,384,644	99,316	25,145	2,260,183	4.16	2,216,610	126,829	56,105	2,033,676	5.72	349,871
500 Capital Outlay	31,875	11,491	0	20,384	36.05	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	590,540	11,071	144	579,325	1.87	580,000	2,315	0	577,685	0.40	13,612
<b>Total Expenditures</b>	<b>52,166,652</b>	<b>19,310,776</b>	<b>777,784</b>	<b>32,078,092</b>	<b>37.02</b>	<b>52,709,957</b>	<b>19,191,094</b>	<b>715,720</b>	<b>32,803,144</b>	<b>36.41</b>	<b>47,419,387</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-1,403,464</b>				<b>0</b>	<b>-356,610</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>-1,403,464</b>				<b>0</b>	<b>-356,610</b>				<b>0</b>

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

For the Period Ended 12/31/2016

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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	16,485,625	-6,898	100.04	16,825,595	16,825,097	498	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	4,707,964	-2,217,783	189.06	1,024,221	259,560	764,661	25.34	1,018,308
Total Revenues	19,468,908	21,193,589	-1,724,681	108.86	34,289,056	32,673,904	1,615,152	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	18,843,685				1,136,301	15,464,474				1,137,664
Fund Balance - Ending	3,638,654	22,221,732				3,376,684	17,704,857				3,378,047

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

For the Period Ended 12/31/2016

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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	86,365		-6,365	107.96	17,700	23,413		-5,713	132.28	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	138,281		-138,281		138,281
<b>Total Revenues</b>	<b>28,575,000</b>	<b>28,581,365</b>		<b>-6,365</b>	<b>100.02</b>	<b>16,717,700</b>	<b>16,861,694</b>		<b>-143,994</b>	<b>100.86</b>	<b>16,882,776</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	19,193,101	5,779,332	39,302	13,374,466	30.11	8,115,823	3,818,852	223,113	4,073,857	47.05	9,535,899
<b>Total Expenditures</b>	<b>19,193,101</b>	<b>5,779,332</b>	<b>39,302</b>	<b>13,374,466</b>	<b>30.11</b>	<b>8,115,823</b>	<b>3,818,852</b>	<b>223,113</b>	<b>4,073,857</b>	<b>47.05</b>	<b>9,535,899</b>
<b>Net Revenue/Expenses</b>	<b>9,381,900</b>	<b>22,802,033</b>				<b>8,601,877</b>	<b>13,042,842</b>				<b>7,346,878</b>
<b>Fund Balance - Ending</b>	<b>20,193,761</b>	<b>33,613,894</b>				<b>12,066,861</b>	<b>16,507,826</b>				<b>10,811,862</b>

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

For the Period Ended 12/31/2016

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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	856,491		1,173,009	42.20	2,647,201	870,930		1,776,271	32.90	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	2,035,424		3,687,952	35.56	6,573,801
<b>Total Revenues</b>	<b>8,777,300</b>	<b>2,299,469</b>		<b>6,477,831</b>	<b>26.20</b>	<b>8,510,577</b>	<b>2,906,353</b>		<b>5,604,224</b>	<b>34.15</b>	<b>8,656,397</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,168,422	970,904		1,197,518	44.77	2,146,898	931,618		1,215,280	43.39	2,224,548
200 Benefits	798,324	346,746		451,578	43.43	797,206	320,878		476,329	40.25	794,994
300 Purchased Services	268,275	55,164	102,730	110,380	20.56	268,275	378,846	126,851	-237,421	141.22	494,824
400 Supplies	5,437,279	1,702,520	1,917,293	1,817,466	31.31	5,074,087	1,718,763	2,168,643	1,186,681	33.87	4,416,406
500 Capital Outlay	30,000	72,581	0	-42,581	241.94	104,000	55,037	18,757	30,206	52.92	331,443
900 Other objects	75,000	31,679		43,321	42.24	120,111	1,883	0	118,228	1.57	68,941
<b>Total Expenditures</b>	<b>8,777,300</b>	<b>3,179,594</b>	<b>2,020,024</b>	<b>3,577,682</b>	<b>36.23</b>	<b>8,510,577</b>	<b>3,407,024</b>	<b>2,314,250</b>	<b>2,789,303</b>	<b>40.03</b>	<b>8,331,157</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>-880,125</b>				<b>0</b>	<b>-500,670</b>				<b>325,240</b>
<b>Fund Balance - Ending</b>	<b>2,904,665</b>	<b>2,024,540</b>				<b>2,579,425</b>	<b>2,078,754</b>				<b>2,904,665</b>

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

For the Period Ended 12/31/2016

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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	-208,625	26,141	182,484		0	-245,405	17,651	227,755		0
<b>Total Expenditures</b>	<b>0</b>	<b>-208,625</b>	<b>26,141</b>	<b>182,484</b>		<b>0</b>	<b>-245,405</b>	<b>17,651</b>	<b>227,755</b>		<b>0</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>208,625</b>				<b>0</b>	<b>245,405</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>208,625</b>				<b>0</b>	<b>245,405</b>				<b>0</b>

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

For the Period Ended 12/31/2016

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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	36,240		-16,240	181.20	19,000	8,156		10,844	42.92	20,884
900 Revenue adjustments	10,280,000	2,865,474	236	7,414,290	27.87	9,981,000	2,371,821		7,609,179	23.76	12,531,738
<b>Total Revenues</b>	<b>10,300,000</b>	<b>2,901,714</b>	<b>236</b>	<b>7,398,050</b>	<b>28.17</b>	<b>10,000,000</b>	<b>2,379,977</b>		<b>7,620,023</b>	<b>23.80</b>	<b>12,552,622</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	0	2,344,468	14,700	-2,359,168		0	3,215,589		-3,215,589		0
300 Purchased Services	0	9,180	14,299	-23,479		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
<b>Total Expenditures</b>	<b>9,600,000</b>	<b>2,353,648</b>	<b>28,999</b>	<b>7,217,352</b>	<b>24.52</b>	<b>9,500,000</b>	<b>3,215,589</b>		<b>6,284,411</b>	<b>33.85</b>	<b>9,621,981</b>
<b>Net Revenue/Expenses</b>	<b>700,000</b>	<b>548,066</b>				<b>500,000</b>	<b>-835,612</b>				<b>2,930,641</b>
<b>Fund Balance - Ending</b>	<b>18,297,617</b>	<b>18,145,683</b>				<b>15,166,383</b>	<b>13,830,771</b>				<b>17,597,015</b>



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

For the Period Ended 12/31/2016

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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
<b>Total Revenues</b>	<b>550,000</b>	<b>505,913</b>		<b>44,087</b>	<b>91.98</b>	<b>550,000</b>	<b>514,634</b>		<b>35,366</b>	<b>93.57</b>	<b>541,570</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	310,401	133,113		177,289	42.88	312,039	146,242		165,797	46.87	300,310
200 Benefits	123,819	51,961		71,857	41.97	146,216	62,748		83,469	42.91	137,905
300 Purchased Services	53,200	14,117	0	39,083	26.54	53,200	13,249	6,485	33,465	24.90	37,909
400 Supplies	23,386	4,131	563	18,692	17.66	23,839	1,716	407	21,717	7.20	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
<b>Total Expenditures</b>	<b>514,806</b>	<b>203,679</b>	<b>563</b>	<b>310,564</b>	<b>39.56</b>	<b>539,295</b>	<b>225,067</b>	<b>6,892</b>	<b>307,335</b>	<b>41.73</b>	<b>489,346</b>
<b>Net Revenue/Expenses</b>	<b>35,194</b>	<b>302,234</b>				<b>10,705</b>	<b>289,566</b>				<b>52,223</b>
<b>Fund Balance - Ending</b>	<b>140,128</b>	<b>407,168</b>				<b>63,416</b>	<b>342,277</b>				<b>104,934</b>

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

For the Period Ended 12/31/2016

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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	23,117		-23,117		0
<b>Total Revenues</b>	<b>0</b>	<b>0</b>		<b>0</b>		<b>0</b>	<b>23,117</b>		<b>-23,117</b>		<b>0</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	0		0		0	11,549		-11,549		0
200 Benefits	0	0		0		0	1,434		-1,434		0
300 Purchased Services	0	0		0		0	3,412		-3,412		0
400 Supplies	0	0		0		0	0		0		0
<b>Total Expenditures</b>	<b>0</b>	<b>0</b>		<b>0</b>		<b>0</b>	<b>16,395</b>		<b>-16,395</b>		<b>0</b>
<b>Net Revenue/Expenses</b>	<b>0</b>	<b>0</b>				<b>0</b>	<b>6,722</b>				<b>0</b>
<b>Fund Balance - Ending</b>	<b>0</b>	<b>0</b>				<b>0</b>	<b>6,722</b>				<b>0</b>

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

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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
<b>Total Revenues</b>	<b>1,000,000</b>	<b>1,000,000</b>		<b>0</b>	<b>100.00</b>	<b>1,000,000</b>	<b>1,000,000</b>		<b>0</b>	<b>100.00</b>	<b>951,514</b>
----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	258,652	104,168		154,484	40.27	233,545	106,935		126,610	45.79	237,941
200 Benefits	114,150	44,352		69,798	38.85	88,820	36,853		51,967	41.49	91,503
300 Purchased Services	283,750	26,404	35,607	221,739	9.31	290,164	112,483	155,158	22,523	38.77	291,865
400 Supplies	33,320	10,908	11,439	10,973	32.74	27,810	19,234	7,927	649	69.16	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
<b>Total Expenditures</b>	<b>1,086,804</b>	<b>185,831</b>	<b>47,047</b>	<b>853,927</b>	<b>17.10</b>	<b>1,037,271</b>	<b>275,505</b>	<b>163,085</b>	<b>598,681</b>	<b>26.56</b>	<b>647,918</b>
<b>Net Revenue/Expenses</b>	<b>-86,804</b>	<b>814,169</b>				<b>-37,271</b>	<b>724,495</b>				<b>303,596</b>
<b>Fund Balance - Ending</b>	<b>2,492,268</b>	<b>3,393,242</b>				<b>2,238,206</b>	<b>2,999,972</b>				<b>2,579,073</b>

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

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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
<b>Total Revenues</b>	<b>0</b>	<b>0</b>		<b>0</b>		<b>0</b>	<b>0</b>		<b>0</b>		<b>0</b>
----- 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
<b>Total Expenditures</b>	<b>35,000</b>	<b>0</b>		<b>35,000</b>	<b>0.00</b>	<b>35,000</b>	<b>0</b>		<b>35,000</b>	<b>0.00</b>	<b>21,404</b>
<b>Net Revenue/Expenses</b>	<b>-35,000</b>	<b>0</b>				<b>-35,000</b>	<b>0</b>				<b>-21,404</b>
<b>Fund Balance - Ending</b>	<b>-15,744</b>	<b>19,256</b>				<b>5,660</b>	<b>40,660</b>				<b>19,256</b>

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

For the Period Ended 12/31/2016

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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 12/31/2016

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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 12/31/2016

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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	14,482,961		18,137,230	44.40	34,016,813	14,486,701		19,530,112	42.59	32,521,106
200 Local revenues	91,379,003	89,564,575		1,814,428	98.01	94,466,021	91,608,385		2,857,636	96.97	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	15,000		0	100.00	15,000
600 State aid	175,407,060	64,328,689		111,078,371	36.67	170,656,695	63,185,076		107,471,619	37.02	170,794,343
700 Federal aid	29,235,322	3,760,051		25,475,271	12.86	29,471,426	4,367,144		25,104,282	14.82	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	13,559,111	8,175,378	236	5,383,497	60.29	11,714,695	3,240,186		8,474,510	27.66	14,462,445
<b>Total Revenues</b>	<b>371,180,686</b>	<b>208,806,654</b>	<b>236</b>	<b>162,373,797</b>	<b>56.25</b>	<b>373,029,891</b>	<b>209,246,424</b>		<b>163,783,467</b>	<b>56.09</b>	<b>368,539,932</b>

----- 2017 -----						----- 2016 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	153,426,153	65,684,167		87,741,986	42.81	151,872,242	65,485,026		86,387,216	43.12	149,388,106
200 Benefits	74,192,643	30,419,917	23,633	43,749,094	41.00	77,780,417	33,147,697	2,941	44,629,779	42.62	78,077,332
300 Purchased Services	46,961,575	16,639,177	2,070,947	28,251,451	35.43	35,423,649	12,986,881	2,405,838	20,030,930	36.66	33,701,503
400 Supplies	19,882,787	8,867,138	2,675,697	8,339,952	44.60	17,018,728	6,556,314	3,002,387	7,460,027	38.52	13,681,158
500 Capital Outlay	2,708,793	1,306,044	2,255,248	-852,498	48.21	2,826,076	932,486	51,167	1,842,423	33.00	2,424,368
600 Debt Services	19,480,917	2,562,513	0	16,918,403	13.15	33,075,370	17,300,505		15,774,865	52.31	33,017,697
700 Insurance	758,584	582,584		176,000	76.80	718,584	649,431		69,153	90.38	827,744
800 Operating Transfers Out	32,620,191	14,482,961		18,137,230	44.40	34,016,813	14,486,701		19,530,112	42.59	32,521,106
900 Other objects	11,306,472	215,860	23,137	11,067,475	1.91	10,574,036	246,247	8,144	10,319,645	2.33	10,235,155
<b>Total Expenditures</b>	<b>361,338,115</b>	<b>140,760,361</b>	<b>7,048,661</b>	<b>213,529,093</b>	<b>38.96</b>	<b>363,305,915</b>	<b>151,791,288</b>	<b>5,470,477</b>	<b>206,044,150</b>	<b>41.78</b>	<b>353,874,169</b>
<b>Net Revenue/Expenses</b>	<b>9,842,571</b>	<b>68,046,292</b>				<b>9,723,976</b>	<b>57,455,136</b>				<b>14,665,763</b>
<b>Fund Balance - Ending</b>	<b>92,061,490</b>	<b>150,265,211</b>				<b>77,276,539</b>	<b>125,007,699</b>				<b>82,218,317</b>

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**Kenosha Unified School District**  
**Summary of Grant Activity**  
**As of December 31, 2016**

PROJECT NUMBER		GRANT TITLE	2015-2016		2016-2017		FY 2016 - FY 2017
			BUDGET	ACTUAL	BUDGET *	ACTUAL AS OF 12/31/2016	CHANGE IN BUDGET
154		ACADEMIC PARENT TEACHER-TEAM PILOT SCHOOL-FRANK	\$25,000	\$24,947	\$10,000	\$154	(\$15,000)
154		ACADEMIC PARENT TEACHER TEAM-COHORT 2-EBSOLA-CA	\$0		\$31,000	\$0	\$31,000
623		21ST CENTURY LEARNING CENTER	\$112,647	\$96,174	\$113,134	\$39,259	\$487
430		CARL PERKINS	\$226,999	\$207,531	\$239,621	\$67,107	\$12,622
141		ESEA TITLE I-A	\$7,053,103	\$5,869,524	\$6,618,733	\$2,814,310	(\$434,370)
145		ESEA TITLE I-A FOCUS SCHOOLS	\$84,000	\$80,677	\$84,000	\$49,798	\$0
140		ESEA TITLE I-D NEGLECTED/DELINQUENT	\$78,988	\$76,428	\$35,578	\$13,756	(\$43,410)
604		ESEA TITLE II-A TEACHER & PRINCIPAL TRAINING	\$1,187,804	\$846,594	\$866,806	\$445,447	(\$320,998)
391		ESEA TITLE III-A ENGLISH LANGUAGE ACQUISITION	\$357,942	\$281,872	\$309,540	\$180,069	(\$48,402)
601/611		HEAD START - FEDERAL PROGRAM	\$2,056,333	\$1,924,503	\$2,056,333	\$767,211	\$0
335		HOMELESS CHILDREN	\$50,980	\$49,800	\$53,105	\$19,312	\$2,125
345		IDEA EARLY INTERVENTION SERVICES	\$690,926	\$567,994	\$717,456	\$294,822	\$26,530
341		IDEA FLOWTHROUGH	\$7,769,530	\$3,638,080	\$8,130,050	\$1,514,545	\$360,520
347		IDEA PRESCHOOL ENTITLEMENT	\$315,798	\$276,706	\$209,300	\$76,388	(\$106,498)
376/594		USDA FRESH FRUIT AND VEGETABLE PROGRAM	\$233,376	\$230,638	\$218,800	\$77,518	(\$14,576)
		<b>TOTAL FEDERAL FUNDED GRANTS</b>	<b>\$20,243,426</b>	<b>\$14,171,469</b>	<b>\$19,693,456</b>	<b>\$6,359,696</b>	<b>(\$549,970)</b>
395		AODA	\$25,000	\$24,142	\$25,000	\$4,961	\$0
395		AODA - STUDENT MINI-GRANT	\$982	\$982	\$0	\$0	(\$982)
399		HEAD START - WISCONSIN STATE PROGRAM	\$335,954	\$317,884	\$335,954	\$141,986	\$0
583		EDUCATOR EFFECTIVENESS	\$130,400	\$92,066	\$135,440	\$102,082	\$5,040
		<b>TOTAL STATE FUNDED GRANTS</b>	<b>\$492,336</b>	<b>\$435,074</b>	<b>\$496,394</b>	<b>\$249,029</b>	<b>\$4,058</b>
750		DONATIONS AND EFK GRANTS	\$237,553	\$162,166	\$103,912	\$31,609	(\$133,641)
751		MINI-GRANTS	\$405,546	\$343,792	\$192,629	\$167,046	(\$212,917)
		<b>TOTAL DONATIONS / MINI-GRANTS</b>	<b>\$643,099</b>	<b>\$505,958</b>	<b>\$296,541</b>	<b>\$198,655</b>	<b>(\$346,558)</b>
		<b>GRAND TOTAL FEDERAL AND STATE FUNDED GRANTS</b>	<b>\$20,735,762</b>	<b>\$14,606,543</b>	<b>\$20,189,850</b>	<b>\$6,608,724</b>	<b>(\$545,912)</b>

\* FY17 Budget Amounts may contain carryover from FY16.

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

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

February 14, 2017

Audit/Budget/Finance and Curriculum/Program Standing Committees

**MARY FROST ASHLEY CHARITABLE TRUST**

**Background:**

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

During the 2017-18 school year, the district plans to initiate several new programs to further develop and strengthen the comprehensive parent education training and family interactive learning experiences, expand student learning opportunities through support of high school student groups, strengthen the sustainability of the district's Recognition Program, and support the annual Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch. This year's application will be titled "A Framework for Healthy Youth Development: Expanding Family and Student Learning Program," and will cover July 1, 2017 through June 20, 2018.

**Purpose:**

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

**Number of students served:**

21,999

**Budget:**

<b>Classification</b>	<b>Object</b>	<b>Amount</b>
Support Services	Salaries	\$29,189.42
	Fringes	\$3,903.07
	Purchased Services	\$32,905.49
	Non-Capitol Objects	\$51,127.02
	<b>Total</b>	<b>\$117,125.00</b>

## Goals:

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

- Goal I            Implement interactive family learning experiences that relate to curriculum, safety issues, and strengthen family and school connections. Initiate a math and science fair with two elementary schools. Strengthen parent engagement through parent leadership classes.
- Goal II            Further develop parent education trainings by implementing Active Parenting, a six-week researched based program. Active Parenting strengthens parenting skill development, understanding and redirecting misbehavior, family communications, learning at home and active parenting for school success.
- Goal III            Develop and train Action Teams for Partnerships in two schools that will establish a yearlong plan to strengthen family engagement and community partnerships as well as provide follow up sessions with four school teams that are implementing plans.
- Goal IV            Plan and implement two six-week Saturday sessions at Washington Middle School (76.03 percent poverty level) that includes math and literacy support for students to increase their skills and provide parenting skill development sessions for parents. Two Saturday Academies will provide academic enrichment sessions for two elementary schools, EBSOLA Creative Arts (91.36 percent poverty level) and Curtis Strange (77.50 percent poverty level). Each school will have a community partner that will help organize and implement the program. EBSOLA Creative Arts will focus on math, reading and life skills and offer a parent component. Curtis Strange will provide a program that focuses on literacy, writing and life skills and offer a parent component. Both English and Spanish will be provided to parents and students. The parenting program will strengthen parenting skills and provide strategies that assist parents in helping their children learn at home.
- Goal V            **NEW:** Provide support to organize and implement a college and scholarship resource fair for 11<sup>th</sup>- and 12<sup>th</sup>-grade students, in collaboration with UW-Parkside and the Mahone Foundation.
- Goal VI            Design and implement a youth program at Wilson Elementary School (90.27 percent poverty level) that helps develop life skills with the ability to make good decisions and healthy choices. Plan and initiate a series of parenting skill development classes that will further engage families in their child's education.
- Goal VII            Further develop the Bradford (53.93 percent poverty level) Leading Ladies program. Expand the mentoring program between Bradford and EBSOLA Creative Arts by providing students from the Leading Ladies group to mentor female elementary students and selecting male students to mentor male elementary students. Students will visit the elementary school bi-weekly to assist in developing community service skills with the high school students as well as good decision making practices and health choices for the EBSOLA Creative Arts

- students. Strengthen student engagement within the three high school Student Engagement Through Groups and Activities (SEGA) program.
- Goal VIII Partner with a local agency to provide two researched based parenting programs – Effective Black Parenting and Triple P – Positive Parenting Program. Both programs provide a framework to assist parents in helping to develop life skills with their children. Provide the Motherread Fatherread series to parents of children in grades 4K-2.
- Goal IX Provide support for the Annual Kenosha County Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch and weeklong education.
- Goal X Assist with strengthening the district's Recognition Program.
- Goal XI **NEW:** Collect data on student's educational path after high school. National Student Clearinghouse StudentTracker can follow graduates' transition to college enrollment and degree records.
- Goal XII **NEW:** Further develop and implement the African American Male Initiative that addresses the achievement gap for African American male students. Increase programming and support that addresses the areas of attendance, behavior and academic success for all AAMI students. Provide support for all building leads of the AAMI groups in middle and high schools through specific programs, events and activities.

The all-encompassing program will continue to build on the framework of Joyce Epstein's research from John Hopkins University. The framework includes the Six Types of Family-School-Community Partnerships: parenting, communication, learning at home, volunteering, decision making and community collaboration.

#### **District Resources Committed as a Result of the Acceptance of Funds:**

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

#### **Type of Project:**

This is a competitive application.

#### **Staff Persons involved in preparation of application:**

Tanya Ruder, Chief Communications Officer  
 Patricia Demos, Community School Relations Coordinator  
 Scott Kennow, Regional Coordinator of Leadership and Learning - Elementary  
 Cheryl Kothe, Career and Technical Education Coordinator  
 Juan Torres, Diversity and Family/Student Engagement Coordinator  
 Willie Days, Diversity and Family/Student Engagement Coordinator  
 Tiffany Norphlet, Bose Elementary School Counselor  
 Dr. Kurt Sinclair, Bradford High School Principal  
 Gary Vargas, Bradford High School Bi-lingual Community Liaison  
 Cheryl Johnson, Bradford High School Dean of Students  
 Cherise Easley, EBSOLA Creative Arts School Principal  
 Hansel Lugo, Even Start Program and Community Liaison

Jodi Cascio, Forest Park Elementary School Principal  
Louann Daniels, Frank Elementary School Instructional Coach  
Shebaniah Muhammad, Grant Elementary School Principal  
Samuel Saucedo, Indian Trail High School and Academy Bilingual Community Liaison  
Ardis Mosley, Lincoln Middle School Parent Liaison  
Brett Basley, Nash Elementary School Principal  
Jonathan Bar-Din, Curtis Strange Elementary School Principal  
Dianna Trammell, Curtis Strange Elementary School Counselor  
Juan Cruz, Tremper High School Bi-lingual Community Liaison  
Curtis Tolefree, Washington Middle School Principal  
Pastor Monroe Mitchell III, community volunteer member at Wilson Elementary School  
Yolanda Jackson Lewis, Wilson Elementary School Principal

**Administrative Recommendation:**

Administration recommends that the Audit/Budget/Finance and Curriculum/Program Standing Committees forward to the Board of Education this one-year grant proposal titled Framework for Healthy Youth Development: Expanding Family Learning and Student Engagement Program in the amount of \$117,125 for submission to the Mary Frost Ashley Charitable Trust.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Tanya Ruder  
Chief Communications Officer

Patricia Demos  
Community School Relations Coordinator

## Fiscal, Facilities and Personnel Impact Statement

<b>Title:</b>	A Framework for Healthy Youth Development: Expanding Family and Student Learning Programs	<b>Budget Year:</b>	2017-2018
<b>Department:</b>	Office of Communications	<b>Budget Manager:</b>	Patricia Demos

### REQUEST

School Board approval is requested to submit and implement a one-year grant to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences, provide enrichment on Saturdays for one middle school, and expand student engagement learning opportunities through a high school group that provides a framework for character building and healthy learning experiences and three Hispanic youth groups. The program will also further develop the African American Male Initiative. The program will also further develop two elementary Saturday Academies and one after school learning program. Three researched based programs will be implemented to support parenting; Effective Black Parenting, Triple P Positive Parenting, Active Parenting and the literacy program, Motherread Fatherread series. This comprehensive family education program is developed with the framework of Search Institute's "40 Developmental Assets" and Joyce Epstein's researched based School, Family and Community Partnerships process. The plan includes expanding collaborative partnerships with families and the community as well as implementing Joyce Epstein's "Ten Steps to Success: School-Based Programs of Family, School, and Community Partnerships" and securing resources to support student learning, comprehensive interactive family and student learning program opportunities to increase student attendance, achievement and participation in citizenship. The grant includes support for the district Recognition Program, the ATOD Awareness Program and a National Student Clearinghouse StudentTracker that will collect data on student's educational path after high school.

### RATIONALE/ INSTRUCTIONAL FOCUS

Goal I	Implement interactive family learning experiences that relate to curriculum, safety issues, and strengthen family and school connections. Initiate a math and science fair with two elementary schools. Strengthen parent engagement through parent leadership classes.
Goal II	Further develop parent education trainings by implementing Active Parenting, a six-week researched based program. Active Parenting strengthens parenting skill development, understanding and redirecting misbehavior, family communications, learning at home and active parenting for school success.
Goal III	Develop and train Action Teams for Partnerships in two schools that will establish a yearlong plan to strengthen family engagement and community partnerships as well as provide follow up sessions with four school teams that are implementing plans.
Goal IV	Plan and implement two six-week Saturday sessions at Washington Middle

School (76.03 percent poverty level) that includes math and literacy support for students to increase their skills and provide parenting skill development sessions for parents. Two Saturday Academies will provide academic enrichment sessions for two elementary schools, EBSOLA Creative Arts (91.36 percent poverty level) and Curtis Strange (77.50 percent poverty level). Each school will have a community partner that will help organize and implement the program. EBSOLA Creative Arts will focus on math, reading and life skills and offer a parent component. Curtis Strange will provide a program that focuses on literacy, writing and life skills and offer a parent component. Both English and Spanish will be provided to parents and students. The parenting program will strengthen parenting skills and provide strategies that assist parents in helping their children learn at home.

- Goal V **NEW:** Provide support to organize and implement a college and scholarship resource fair for 11<sup>th</sup>- and 12<sup>th</sup>-grade students, in collaboration with UW-Parkside and the Mahone Foundation.
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- Goal XII **NEW:** Further develop and implement the African American Male Initiative that addresses the achievement gap for African American male students. Increase programming and support that addresses the areas of attendance, behavior and academic success for all AAMI students. Provide support for all building leads of the AAMI groups in middle and high schools through specific programs, events and activities.

### IMPACT

This program provides opportunities for families to strengthen their involvement in their child's



education, increase their parenting strategies and current information on pertinent areas such as technology safety, math, literacy, communication, and increase student learning opportunities relating to student achievement, life skills development and participation in citizenship.

BUDGET IMPACT		
Object Level	Descriptive	Amount
100's	Salaries	\$29,189.42
200's	Fringes	\$3,903.07
300's	Purchased Services	\$32,905.49
400's	Non-Capital Objects	\$51,127.02
500's	Capital Objects	
	<b>TOTAL</b>	<b>\$117,125.00</b>

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

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

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**KENOSHA UNIFIED SCHOOL BOARD**  
**CURRICULUM/PROGRAM MEETING**  
Educational Support Center – Room 110  
January 10, 2017  
**MINUTES**

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Wade was called to order at 7:26 P.M. with the following committee members present: Mr. Garcia, Mrs. Snyder, Mrs. Evans, Mrs. Hamilton, Mrs. Karabetsos, Ms. Reise, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Dr. Werwie was excused. Mr. Ghouse was absent.

**Approval of Minutes – November 29, 2016 Curriculum/Program**

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

**Building Lifelong Trust**

Dr. Bethany Ormseth, Chief of School Leadership, introduced the Building Lifelong Trust program and indicated that in the fall of 2016 the Kenosha Police Department approached the district to collaborate with them on this program which would connect high school students with Kenosha police officers. The design of the program facilitates conversation and dialogue between district high school students and the Kenosha police officers. The program was written by the Kenosha Police Department and the program is broken down into seven distinct lessons.

Dr. Ormseth introduced Officer Felicia Labatore, who represents the Kenosha Police Department, and she gave an overview of the program details.

Dr. Ormseth and Officer Labatore answered questions from Committee members.

Mrs. Hamilton moved to forward the Building Lifelong Trust program to the school board for consideration. Ms. Reise seconded the motion. Unanimously approved.

**Graduation Committee Recommendations**

Dr. Ormseth gave a Graduation Committee Recommendations PowerPoint presentation which covered the following topics: GPA calculation 101, after school theater example, PE waiver example, current ranking system, committee work, identified obstacles, weighting of grades, what does this mean?, recommendation rationale, graduation recognition, phase in Laude System, what is a Laude System, Laude tier breakdown, recommendation rationale, communication/scheduling/course offerings, afterschool offerings, and PE waiver committee input.

Dr. Ormseth answered questions from Committee members.

Mrs. Hamilton moved to forward the Graduation Committee Recommendations to the school board for consideration. Ms. Reise seconded the motion. Unanimously approved.

**Information Item**

Ms. Julie Housaman, Chief Academic Officer, and Mrs. Patricia Clements, Coordinator of Talent Development, gave a Talent Development Program Guide PowerPoint presentation

which covered the following topics: history, WI state statute 121.02 and 118.35, WI response to intervention framework, identification for intensive services, referral process, universal screen process, multilevel systems of support flow chart, and program evaluation. Mrs. Housman answered questions from Committee members.

Mr. Kristopher Keckler, Chief Information Officer, gave a Four-Year Graduation Rate – Cohort Analysis SY 2015-2016 PowerPoint presentation which covered the following topics: graduation rates (after 4 years), graduation rates by ethnicity (including Iowa), base cohort after 4 years (including Iowa), and school graduation rates (after 4 years, 5 years, 6 years). Mr. Keckler answered questions from Committee members.

### **Future Agenda Items**

Mr. Wade indicated that the K-5 Science Materials, 9-12 World Language Materials, Curriculum Cycle Update, and LTA New Course Requests would be presented in February.

Meeting adjourned at 8:55 P.M.

Stacy Schroeder Busby  
School Board Secretary

**Kenosha Unified School District  
Kenosha, Wisconsin**

**February 14, 2017  
Curriculum/Program Committee Meeting**

**INFORMATION TECHNOLOGY COURSE CHANGE PROPOSALS  
FOR LAKEVIEW TECHNOLOGY ACADEMY**

**Background**

LakeView Technology Academy, under the guidance of Gateway Technical College, is proposing that some of the previously approved (new) courses for the 2017-18 school year be eliminated in order to bring a better balance to the programming curriculum versus web development.

Currently, the senior curriculum for information technology includes more courses on web development than on programming. After a meeting with the instructional staff and administrative staff of Gateway, it was determined that alternate courses should be proposed to shift the focus of the senior curriculum to favor programming over web development as that is the primary focus for LakeView.

**Course Change Proposal Requests**

**COURSES TO BE REMOVED IN THE 2017-18 SCHOOL YEAR**

- Advanced Databases
- PHP Web Programming
- Ruby on Rails

Courses removed in the 2017-18 school year will be replaced with:

<b>QUARTER</b>	<b>CLASS</b>	<b>GATEWAY CREDITS</b>	<b>NUMBER OF WEEKS</b>
2	Developing ASP.NET Web Apps	3	9
3	Mobile Device Programming	3	9

LakeView Technology Academy and the Office of Teaching and Learning are proposing, for Board of Education approval, the removal of three courses formerly approved for the 2017-18 school year and the addition of two courses as detailed below. These new courses, along with the formerly approved Web Programming 2 and Game Programming 1, will support

LakeView's informational technology programming focus. The attached appendices include the Course/Program Change Proposal forms and recommended course schedules for the course additions.

### **Recommendation**

Administration recommends that the Curriculum/Program Standing Committee forward the attached course proposals and course elimination requests for the information technology curriculum at LakeView Technology Academy to the full School Board for consideration.

<b>COURSES TO BE ELIMINATED</b>	<b>APPENDIX</b>
Advanced Databases	A
PHP Web Programming	B
Ruby on Rails	C

<b>COURSES TO BE ADDED</b>	<b>APPENDIX</b>
Developing ASP.NET Web Apps	D
Mobile Device Programming	E

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Julie Housaman  
Chief Academic Officer

Ms. Cheryl Kothe  
Coordinator of Career and Technical Education

Mr. William Hittman  
Principal/Director, LakeView Technology Academy

## COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated 12/8/16 Name Jason Creel and Pamela See

Department & School Instructional Technology/LakeView Technology Academy

Proposed or Removed Course Name Advanced Databases

☐ New Course ☐ New Name Length: ☒ Quarter Credits: ☒ .75 Credit  
☒ Removal/Replacement of Course ☐ Semester ☐ 1 Credit  
☐ .25 Credit

Recommended Prerequisites (if any) \_\_\_\_\_

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

**This course is one of three being proposed for removal, effective beginning with the 2017-18 school year as an update to senior offerings in programming.**

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

NA

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

NA

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

NA

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

NA

a. Teaching staff: \$0 \_\_\_\_\_

c. Supplementary: \$0 \_\_\_\_\_

b. Textbooks/kits: \$0 \_\_\_\_\_

d. Facilities/space: \$0 \_\_\_\_\_

Approvals:

Name(s)

Date

Department head & Principal

Gordon [unclear] & Wm R. Nittan

1-26-2017

Building Review Committee

\_\_\_\_\_

\_\_\_\_\_

District Review Committee

\_\_\_\_\_

\_\_\_\_\_

Central Office

[Signature]

1/26/17

Revised 2/14/14



## COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated 12/8/16 Name Jason Creel and Pamela See

Department & School Instructional Technology/LakeView Technology Academy

Proposed or Removed Course Name PHP Web Programming

☐ New Course ☐ New Name Length: ☒ Quarter Credits: ☒ .75 Credit  
☒ Removal/Replacement of Course ☐ Semester ☐ 1 Credit  
☐ .25 Credit

Recommended Prerequisites (if any) \_\_\_\_\_

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

**This course is one of three being proposed for removal, effective the 2017-18 school year as an update to the senior offerings in programming.**

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

NA

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

NA

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

NA

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

NA

a. Teaching staff: \$0 \_\_\_\_\_

c. Supplementary: \$0 \_\_\_\_\_

b. Textbooks/kits: \$0 \_\_\_\_\_

d. Facilities/space: \$0 \_\_\_\_\_

Approvals:

Name(s)

Date

Department head & Principal Jason Mel<sup>9th</sup> / Wm R. Pittman 1-26-2017

Building Review Committee \_\_\_\_\_

District Review Committee \_\_\_\_\_

Central Office Jule Hausman 1/26/17

Revised 2/14/14

## COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

NA

a. Teaching staff: \$0

c. Supplementary: \$0

b. Textbooks/kits: \$0

d. Facilities/space: \$0

Approvals:

Name(s)

Date

Department head & Principal

*[Signature]* / Wm R. Vittum

1-26-2017

Building Review Committee

District Review Committee

Central Office

*Joel Hammar*

1/26/17

Revised 2/14/14

## COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated 12/8/16 Name Jason Creel/Pamela See

Department & School Instructional Technology/Lakeview Technology Academy

Proposed or Removed Course Name Developing ASP.NET Web Apps

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> New Name	Length: <input type="checkbox"/> Quarter	Credits: <input checked="" type="checkbox"/> .75 Credit
<input checked="" type="checkbox"/> Removal/Replacement of Course		<input type="checkbox"/> Semester	<input type="checkbox"/> 1 Credit
<u>Ruby on Rails</u>		<u>9 weeks</u>	<input type="checkbox"/> .25 Credit

Recommended Prerequisites (if any) 152-126 Intro to Programming and Database Concepts

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

**This course is one of two being proposed for the 2017-18 school year. After examining the senior curriculum for information technology, it was noted that many of the courses favored web development and not programming. After a meeting with the instructional staff and administrative staff of Gateway Technical College, it was decided that different courses should be proposed to shift the focus of the senior curriculum to favor programming over web development as that was the primary focus of LakeView.**

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

**152-178**

**Developing ASP.NET Web Apps**

**Prerequisite: 152-126 Intro to Programming and Database Concepts**

**In this course students will learn to use .NET Framework tools and technologies to develop advanced ASP.NET MVC applications. The focus will be on coding activities that improve performance and scalability of web site applications. ASP.NET MVC will be introduced and compared with Web Forms so that students know when each should/could be used. This course will help prepare students for exam 70-486.**

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

### Course Competencies

1. Develop programs utilizing programming constructs.
2. Develop ASP.net applications using Controller and View architecture.
3. Develop ASP.net applications using Model, Controller, and View architecture.
4. Develop interactive programs utilizing data validation techniques.
5. Apply the user interface design for a web application.
6. Plan for search engine optimization and accessibility.
7. Test web applications.
8. Develop ASP.net cloud based solution.
9. Develop applications utilizing authentication and authorization techniques.
10. Develop applications utilizing globalization and localization techniques.
11. Develop ASP.net database applications.

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

(See attached document.)

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

- a. Teaching staff:  $\$572.28$  per student x 20 = \$11,445.60 (Career and Technical Education budget) \$1,860 (Teaching and Learning budget)
- c. Supplementary: \$0
- b. Textbooks/kits:  $\$93$  per students x 20 =
- d. Facilities/space: \$0

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	<u>Jason Noel</u> <sup>✱</sup> / <u>Wm R. Hottel</u>	<u>1-26-2017</u>
Building Review Committee	<u></u>	<u></u>
District Review Committee	<u></u>	<u></u>
Central Office	<u>Jade Hawama</u>	<u>1/26/17</u>

Revised 2/14/14

**DEVELOPING ASP.NET WEB APPS 152-178 CLASS SCHEDULE**

<b>WEEK</b>	<b>UNIT</b>	<b>COMPETENCY</b>
1	<ul style="list-style-type: none"> <li>• Review of programming constructs ASP.NET basics</li> <li>• Coding first programs</li> </ul>	1
2	<ul style="list-style-type: none"> <li>• Building applications with the Model View Controller architecture</li> </ul>	2, 3
3	<ul style="list-style-type: none"> <li>• Connecting to databases</li> </ul>	11
4	<ul style="list-style-type: none"> <li>• Incorporating authentication and authorization</li> </ul>	9
5	<ul style="list-style-type: none"> <li>• Class concepts review</li> <li>• Midterm</li> <li>• ASP.NET validation controls</li> </ul>	4
6	<ul style="list-style-type: none"> <li>• User interface design</li> <li>• Designing for search engine optimization and accessibility</li> <li>• Unit testing</li> </ul>	5, 6, 7
7	<ul style="list-style-type: none"> <li>• Introduction of student final project</li> <li>• Web application program interfaces (APIs)</li> <li>• Exception handling</li> </ul>	2, 3
8	<ul style="list-style-type: none"> <li>• Developing a cloud-based solution</li> <li>• Developing and integrating local and global resource files</li> </ul>	8, 10
9	<ul style="list-style-type: none"> <li>• Presenting final projects</li> <li>• Review</li> <li>• Final exam</li> </ul>	All

## COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated 12/8/16 Name Jason Creel and Pamela See

Department & School Technology/LakeView Technology Academy

Proposed or Removed Course Name Mobile Device Programming

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> New Name	Length: <input type="checkbox"/> Quarter	Credits: <input checked="" type="checkbox"/> .75 Credit
<input checked="" type="checkbox"/> Removal/Replacement of Course		<input type="checkbox"/> Semester	<input type="checkbox"/> 1 Credit
<u>PHP Web Programming</u>		<u>weeks</u>	<input type="checkbox"/> .25 Credit

Recommended Prerequisites (if any) 152-126 Intro to Programming and Database Concepts

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

**This course is one of two being proposed for the 2017-18 school year. After examining the senior curriculum for information technology, it was noted that many of the courses favored web development and not programming. After a meeting with the instructional staff and administrative staff of Gateway Technical College, it was decided that different courses should be proposed to shift the focus of the senior curriculum to favor programming over web development as that was the primary focus of LakeView.**

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

**152-164**

**Mobile Device Programming**

**Prerequisite: 152-126 Intro to Programming and Database Concepts**

**This course teaches students to develop applications for mobile platforms. Students will utilize a software development kit (SDK) to develop working applications**

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



### Course Competencies



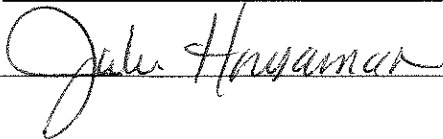
1. Use a SDK.
2. Create a user interface.
3. Handle user interaction.
4. Analyze views.
5. Utilize controls.
6. Program data persistence.
7. Summarize interface and property relationships.
8. Allow device rotation.
9. Allow interface sizing.
10. Program graphical elements.

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

**(See attached document.)**

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

- |                                                                                                    |                          |
|----------------------------------------------------------------------------------------------------|--------------------------|
| a. Teaching staff: \$572.28 per student x 20 = \$11,445.60 (Career and Technical Education budget) | c. Supplementary: \$0    |
| b. Textbooks/kits: \$93 per student x 20 = \$1,860 (Teaching and Learning budget)                  | d. Facilities/space: \$0 |

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	 / 	1-24-2017
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office		1/24/17

Revised 2/14/14

### MOBILE DEVICE PROGRAMMING 152-164 CLASS SCHEDULE

<b>WEEK</b>	<b>UNIT</b>	<b>COMPETENCY</b>
1	<ul style="list-style-type: none"> <li>• Introduction to Android programming</li> <li>• Review of programming constructs</li> <li>• Using the software development kit (SDK)</li> </ul>	1
2	<ul style="list-style-type: none"> <li>• Handling mobile device unique requirements</li> <li>• Model view controller</li> </ul>	6, 8, 9
3	<ul style="list-style-type: none"> <li>• Android software controls</li> <li>• Basic user interaction</li> </ul>	3, 5
4	<ul style="list-style-type: none"> <li>• The view class</li> <li>• View groups</li> <li>• Form widgets</li> <li>• Review for midterm.</li> </ul>	2, 4, 5
5	<ul style="list-style-type: none"> <li>• Midterm</li> <li>• Adaptive elements</li> <li>• Activities—life cycle, passing data, transitions</li> </ul>	3, 7
6	<ul style="list-style-type: none"> <li>• Programming graphic elements:</li> <li>• Drawing</li> <li>• Animations</li> <li>• Audio</li> </ul>	10
7	<ul style="list-style-type: none"> <li>• Responsive design</li> <li>• Building usable interfaces</li> <li>• Programming for all the touch gestures</li> </ul>	3
8	<ul style="list-style-type: none"> <li>• Storing data—shared preferences, internal and external file storage, using a database with SQLite</li> </ul>	3
9	<ul style="list-style-type: none"> <li>• Wrap-up</li> <li>• Review for final exam.</li> <li>• Final Exam</li> </ul>	All

**Kenosha Unified School District  
Kenosha, Wisconsin**

**February 14, 2017  
Curriculum/Program Committee Meeting**

**ENGINEERING COURSE CHANGE PROPOSALS  
FOR LAKEVIEW TECHNOLOGY ACADEMY**

**Background**

LakeView Technology Academy, under the guidance of Gateway Technical College, is proposing an update to the upper-level instructional program as well as some new courses that focus on computer numerical control (CNC). The course submissions are for the 2017-18 school year.

The rationale behind the proposed changes is twofold. First, the CNC market is still experiencing sustained growth and demonstrating need. Second, the new courses, as well as the updated courses, open new avenues for LakeView students in terms of certifications. With the proposed changes, engineering students will, by the time of graduation, have earned a certificate as a mechanical maintenance technician, having earned a certificate as a CNC operator, and be halfway through having earned a certificate as an electromechanical maintenance technician.

**Course Change Proposal Requests**

**COURSES TO BE REMOVED IN THE 2017-18 SCHOOL YEAR**

- CNC/CAM Programming
- DC/AC 1
- Computer-Assisted Programming/Robotics
- Quality for Automated Manufacturing

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

(The colors in this table are provided to emphasize that quarter 3 has two classes.)

<b>QUARTER</b>	<b>CLASS</b>	<b>GATEWAY CREDITS</b>	<b>LENGTH OF CLASS IN WEEKS</b>
1 + 2 (half)/3 + 4 (half)	Gauging and Quality Control	3	14
1	Industrial Robotics and Programming	3	9

QUARTER	CLASS	GATEWAY CREDITS	LENGTH OF CLASS IN WEEKS
2 (half) + 3	Electrical Principals and Industrial Controls	3	14
3 + 4 (half)	CNC Machining Technology	3	14
3 + 4	Fundamentals of CNC Machine Applications	4	18

LakeView Technology Academy and the Office of Teaching and Learning are proposing, for Board of Education approval, the removal of four courses and the addition of five courses as detailed below. The proposed changes will afford engineering students a CNC certificate pathway, an area of manufacturing that is demonstrating sustained growth and need in the job market. The attached appendices include the Course/Program Change Proposal: Senior High School forms and recommended course schedules for the course additions.

### **Recommendation**

Administration recommends that the Curriculum/Program Standing Committee forward the attached course proposals and course elimination requests from LakeView Technology Academy to the full School Board for consideration.

COURSES TO BE ELIMINATED	APPENDIX
CNC/CAM Programming	A
DC/AC 1	B
Computer-Assisted Programming/Robotics	C
Quality for Automated Manufacturing	D

COURSES TO BE ADDED	APPENDIX
Gauging and Quality Control	E
Industrial Robotics and Programming	F
Electrical Principals and Industrial Controls	G
CNC Machining Technology	H
Fundamentals of CNC Machine Applications	I

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Cheryl Kothe  
Coordinator of Career and Technical  
Education

Ms. Julie Housaman  
Chief Academic Officer

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

## COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

a. Teaching staff: \$0 \_\_\_\_\_

c. Supplementary: \$0 \_\_\_\_\_

b. Textbooks/kits: \$0 \_\_\_\_\_

d. Facilities/space: \$0 \_\_\_\_\_

Approvals:

Name(s)

Date

Department Head & Principal Jason Hill<sup>act</sup> / Wm R. Utter 1-26-2017

Building Review Committee \_\_\_\_\_

District Review Committee \_\_\_\_\_

Central Office Jule Hunsicker 1/26/17

Revised 2/14/14

## COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL



- a. Teaching staff: \$0 \_\_\_\_\_ c. Supplementary: \$0 \_\_\_\_\_  
 b. Textbooks/kits: \$0 \_\_\_\_\_ d. Facilities/space: \$0 \_\_\_\_\_

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department Head & Principal	<u>Jason Noel<sup>at</sup> / Wm R. Nittman</u>	<u>1-26-2017</u>
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	<u>Jodi Hume</u>	<u>1/26/17</u>

Revised 2/14/14



## COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated 12/8/16Name Jason Creel and John NelsonDepartment & School Technology/LakeView Technology AcademyProposed or Removed Course Name Computer Assisted Programming/Robotics

<input type="checkbox"/> New Course	<input type="checkbox"/> New Name	Length: <input type="checkbox"/> Quarter	Credits: <u>X</u> .75 Credit
<input type="checkbox"/> Removal/Replacement of Course		<input type="checkbox"/> Semester	<input type="checkbox"/> 1 Credit
		<u>9 weeks</u>	<input type="checkbox"/> .25Credit

Recommended Prerequisites (if any) \_\_\_\_\_

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

**This course is one of many being proposed for removal for the 2017-18 school year as part of an update (in curriculum) to already existing courses taught at LakeView Technology Academy through Gateway Technical College contracted services.**

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

NA

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

NA

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

NA

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

NA

a. Teaching staff: \$0 \_\_\_\_\_

c. Supplementary: \$0 \_\_\_\_\_

b. Textbooks/kits: \$0 \_\_\_\_\_

d. Facilities/space: \$0 \_\_\_\_\_

Approvals:

Name(s)

Date

Department Head & Principal

*Jason Reed* <sup>et al</sup> / *Wm R. Hittman*

*1-26-2017*

Building Review Committee \_\_\_\_\_

District Review Committee \_\_\_\_\_

Central Office

*Julie Hammer*

*1/26/17*

Revised 2/14/14

## COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated 12/8/16Name Jason Creel and John NelsonDepartment & School Tech. Lakeview Technology AcademyProposed or Removed Course Name Quality for Automated Manufacturing

<input type="checkbox"/> New Course	<input type="checkbox"/> New Name	Length: <input type="checkbox"/> Quarter	Credits: <input checked="" type="checkbox"/> .75 Credit
<input type="checkbox"/> Removal/Replacement of Course		<input type="checkbox"/> Semester	<input type="checkbox"/> 1 Credit
		<u>9 weeks</u>	<input type="checkbox"/> .25 Credit

Recommended Prerequisites (if any) \_\_\_\_\_

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

**This course is one of many being proposed for removal for the 2017-18 school year as part of an update (in curriculum) to already existing courses taught at LakeView Technology Academy through Gateway Technical College contracted services.**

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

NA

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

NA

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

NA

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

NA

a. Teaching staff: \$0 \_\_\_\_\_

c. Supplementary: \$0 \_\_\_\_\_

b. Textbooks/kits: \$0 \_\_\_\_\_

d. Facilities/space: \$0 \_\_\_\_\_

Approvals:

Name(s)

Date

Department Head & Principal

*Jason Noel* / *Wm R. Little*

*1-26-2017*

Building Review Committee

District Review Committee

Central Office

*Juli Hunsicker*

*1/26/17*

Revised 2/14/14



## COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated 12/8/16Name Jason Creel and John NelsonDepartment & School Technology/LakeView Technology AcademyProposed or Removed Course Name Gauging and Quality Control

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> New Name	Length: <input type="checkbox"/> Quarter	Credits: <input type="checkbox"/> .75 Credit
<input checked="" type="checkbox"/> Removal/Replacement of Course		<input type="checkbox"/> Semester	<input checked="" type="checkbox"/> 1 Credit
<u>Quality of Automated</u>		<u>14 weeks</u>	<input type="checkbox"/> .25 Credit
<u>Manufacturing</u>			

Recommended Prerequisites (if any) \_\_\_\_\_

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

**This course is one of many being proposed for the 2017-18 school year as part of an update to already existing courses taught at LakeView Technology Academy through Gateway Technical College contracted services. Additionally courses are being added with this course to offer certifications in Computer Numerical Control (CNC), specifically Mechanical Maintenance Technician certification, Electromechanical Maintenance Technician certification, and CNC Operator certification**

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

444-339

**Gauging and Quality Control**

**This course introduced the methods and applications of statistical process control (SPC) used in manufacturing operations. Emphasis will be placed upon the concepts of central tendency, variation, and the normal distribution of data. The development, application, and interpretation of variable and attribute control charts will be the main foci of the course. Students will also learn to apply blueprint specifications, perform shop math calculations, understand geometric dimensions and tolerances, and correctly use different analog and digital measuring instruments, including various types of micrometers, calipers, scales, gauges (height, plug, thread, and surface roughness), and optical comparators.**

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

**Course Competencies**

1. Use precision steel rulers.
2. Perform measurements using various types of micrometers.
3. Perform measurements with tools employing Vernier and dial type scales.
4. Use various indirect measurement devices.
5. Perform measurements using various types of dial indicators.
6. Demonstrate proper measurement of angles.
7. Perform inspection operations on a surface.
8. Demonstrate use of optical comparator.
9. Discuss applications of statistical process control (SPC) to manufacturing.
10. Apply statistical techniques to data collection and evaluation.
11. Plot X-bar and R control charts.
12. Interpret X-bar and R control charts.
13. Interpret process capability measures.

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

(See attached document.)

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

- |                                                                                                          |                          |
|----------------------------------------------------------------------------------------------------------|--------------------------|
| a. Teaching staff: \$572.28 per student x<br>20 = \$11,445.60 (Career and Technical<br>Education budget) | c. Supplementary: \$0    |
| b. Textbooks/kits: \$230 per student x 20 =<br>\$11,445.60 (Teaching and Learning<br>budget)             | d. Facilities/space: \$0 |

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department Head & Principal	<i>Jason Kuel</i> <sup>at</sup> <i>Wm R. Hittman</i>	<i>1-26-2017</i>
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	<i>Jule Hunsamer</i>	<i>1/26/17</i>

Revised 2/14/14



SCHEDULE GAUGING AND QUALITY CONTROL 444-339	
<b>Week 1</b>	<p><b>Lecture:</b> Course intro, Steel rule--scales, techniques metric and English units for length--Chapter 6</p> <p><b>Lab:</b> Steel rule measurement, flatness measurement with steel rule, metric steel rule</p>
<b>Week 2</b>	<p><b>Lecture:</b> Dial calipers</p> <p><b>Lab:</b> Dial calipers</p>
<b>Week 3</b>	<p><b>Lecture:</b> Introduction to dial indicators, measuring flatness with dial indicators, measuring straightness and roundness with dial indicators, different mounting options for dial indicators</p> <p><b>Labs:</b> Dial indicators; measuring flatness, roundness, straightness</p>
<b>Week 4</b>	<p><b>Lecture:</b> Outer diameter micrometers, reading outer diameter micrometers to the .0001 place</p> <p><b>Labs:</b> Outer diameter micrometers, metric outer diameter micrometers</p>
	Test 1
<b>Week 5</b>	<p><b>Lecture:</b> Inner diameter micrometers, reading metric and English inner diameter micrometers, Chapter 7</p> <p><b>Lab:</b> Inner diameter micrometers, outer diameter micrometers</p>
<b>Week 6</b>	<p><b>Lecture:</b> Height gauge, vernier measurements, thread pitch gauge</p> <p><b>Labs:</b> Height gauge, vernier caliper, vernier height gauge, other vernier measurements</p>
<b>Week 7</b>	<p><b>Lecture:</b> Introduction to thread measurement, thread pitch gauge, radius gauges, thread plug gauge</p> <p><b>Labs:</b> Thread identification, thread measurement, thread go/no go gauges</p>
<b>Week 8</b>	<p><b>Lecture:</b> Functional gauges, measuring part run out, introduction to angular measurement</p> <p><b>Labs:</b> Functional gauges, measuring run out</p>
	Test 2
<b>Week 9</b>	<p><b>Lecture:</b> Angular measurement tools, surface plates and angular measurement, sine bar</p> <p><b>Labs:</b> Angular measurement labs, measuring multiple angles</p>

<b>Week 10</b>	<p><b>Lecture:</b> Other measurements with surface plates, 123 blocks, calculating keyway centerline</p> <p><b>Labs:</b> Measure part flatness with surface plate, measure part squareness with surface plate, calculate the centerline of a keyway</p>
<b>Week 11</b>	<p><b>Lecture:</b> Optical comparator--measuring diameter, radii, hold centerline distance, length, angles, and threads</p> <p><b>Labs:</b> Optical comparator measurement project</p>
<b>Week 12</b>	<p><b>Lecture:</b> Gauge blocks and pins, true position measurement</p> <p><b>Labs:</b> Wringing gauge blocks, calculating true position</p>
	Test 3
<b>Week 13</b>	<p><b>Lectures:</b> Variation and normal curves, histograms, run charts, statistical process control, x bar r charting, standard deviation, Chapter 28</p> <p><b>Labs:</b> Creating histograms, run charts, x bar r charts</p>
<b>Week 14</b>	<p><b>Lectures:</b> Process capability, types of variation, data recording and sampling, interpret x-bar r charts</p> <p><b>Labs:</b> Charting and interpreting x bar r charts, calculating process capability, process change over time</p>
	Test 4



**Kenosha Unified School District  
Kenosha, Wisconsin**

**February 14, 2017  
Curriculum/Program Committee Meeting**

**NEW COURSE PROPOSAL: COMPUTER SCIENCE 2**

**Background**

The United States Department of Labor has predicted that computer science-related jobs will be among the fastest growing and highest paying over the next decade. These positions have remained readily available throughout times of economic hardship. Additionally computer scientists have a wide variety of career options because computing is part of a wide variety of industry sectors including the arts, film, finance, health care, journalism, manufacturing, music and security. Computer science teachers focus on skill development in design, logical reasoning, and problem solving that have value beyond the classroom.

In December 2015 the School Board approved the addition of Exploring Computer Science for the senior high schools, and in February 2016 the School Board approved the addition of Computer Science Fundamentals for the middle schools. These courses were developed as a result of the high need for computer scientists and in response to the enthusiasm students demonstrated when participating in the Hour of Code activities. Code.org, a nonprofit organization dedicated to expanding participation in computer science education, has provided the training and curriculum resources for the aforementioned courses (Appendix A). This organization has expanded the introductory computer science curriculum; and administration is requesting that this resource be utilized to develop a second middle school elective course to provide additional opportunities for students to explore this growing career pathway.

For the 2016-17 school year, Computer Science Fundamentals has been offered as an elective option to seventh and eighth grade students in most middle schools based on the availability of staff. Due to space limitations on course registration forms, Computer Science Fundamentals will be renamed Computer Science 1 and offered to students in seventh grade. Pending School Board approval, a second middle school course, Computer Science 2, will be developed for grade 8. This course will provide an opportunity for students to go beyond the exploration and expression of their new skills to the innovation of design and the ability to analyze the impact of their design. If approved this course would be added to the middle school schedule as a semester elective option in grade 8 for the 2017-18 school year.

Computer Science 1 and 2  
2017-18

<b>SCHOOL</b>	<b>COURSE</b>	<b>GRADE LEVEL</b>
Bullen	Computer Science 1	7
	Computer Science 2	8
Lance	Computer Science 1	7
	Computer Science 2	8
Lincoln	Computer Science 1	7
	Computer Science 2	8
Mahone	Computer Science 1	7
	Computer Science 2	8
Washington	Computer Science 1	7
	Computer Science 2	8

**Course Change Proposal**

In order to implement Computer Science 2 in the 2017-18 school year, the Office of Teaching and Learning is providing, for Board of Education approval, the course addition form (Appendix B). The form explains the rationale for the new course addition.

The following table shows the available computer science courses at the middle schools:

<b>CURRENT COMPUTER SCIENCE COURSE OPPORTUNITIES AT THE MIDDLE SCHOOL LEVEL</b>	<b>PROPOSED COURSE ADDITION</b>
Computer Science Fundamentals (renamed to Computer Science 1 for 2017-18)	Computer Science 2

**Recommendation**

Administration recommends that the Curriculum/Program Standing Committee forward the proposal for the addition of a Computer Science 2 course to the full Board on February 28, 2017, for consideration.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Cheryl Kothe  
Coordinator of Career and Technical  
Education

Ms. Julie Housaman  
Chief Academic Officer

Ms. Jennifer Lawler  
Coordinator of Mathematics

# Computer Science Discoveries

**Why Computer Science?** Every 21st century student should have the opportunity to learn computer science. The basics of computer science help nurture creativity and problem-solving skills, and prepare students for a future in any field or career.

## What is Computer Science Discoveries?

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

## K-12 curriculum pathway

CS Discoveries fits naturally between our CS Fundamentals course (for K-6th grade) and our AP/Honors CS Principles course (for high school). This allows districts, teachers, and students to complete a K-12 pathway of CS courses that build on each other and cohesively flow together.

## Flexible implementation

We built the CS Discoveries curriculum for students in grades 7-9, so teachers can implement in either middle school or high school classrooms. The two semesters spiral upon each other, allowing the course to be taught as a single semester (Units 1-3), two sequential semesters, a full-year course, or even integrated into existing technology classes.

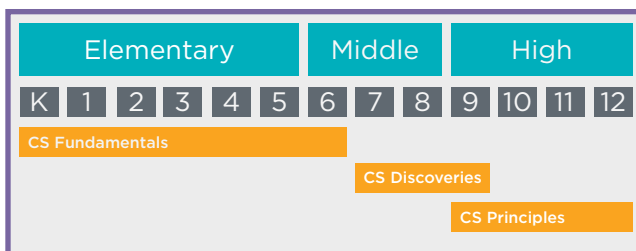
## Professional Learning Program

Teachers implementing CS Discoveries as a semester or full-year course can apply to participate in a one-year professional learning program. The program involves:

- **Summer:** Teachers attend a 5-day in-person, conference style workshop designed to introduce CS concepts from the curriculum and core teaching practices. (Travel may be required.)
- **School Year:** Teachers continue with job-embedded workshops and online modules focused on supporting their first year of implementation.

## Designed for equity

By providing students opportunities to engage with culturally and personally relevant topics in a wide variety of CS related fields, we hope to show all students that CS can be for them. That's why we designed this course from the ground up to be accessible and engaging for all students, regardless of background or prior experience.

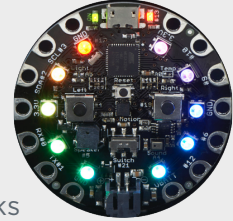
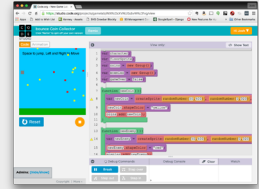


## Curriculum features:

- Daily instructional lesson plans that include inquiry- and equity-based pedagogy and background content
- Formative and summative assessments, exemplars and rubrics
- Videos for students and teachers including concept tutorials, instructional guides, and lesson tips
- Code Studio, a learning platform that organizes lesson plans and activities with student and teacher dashboards

## Curriculum tools:

- **App Lab:** JavaScript programming environment in Code Studio, designed for creating event driven web apps with block-to-text workspace and debugging capabilities
- **Game Lab:** JavaScript programming environment in Code Studio, designed for creating object oriented sprite-based games and animations with block-to-text workspace and debugging capabilities
- **Circuit Playground:** Adafruit's new Arduino-based microcontroller that has a number of components and sensors built right onto the board and is used as the hardware for Unit 6: Internet of Things
- **Maker APIs:** Enables students to program their Circuit Playground boards right from App Lab with easy-to-understand JavaScript commands and blocks
- **Web Lab:** HTML/CSS programming environment in Code Studio used for website development



## CS Discoveries unit overview

### Semester 1: Exploration and Expression

<b>Unit 1: Problem Solving</b> Computers and Logic	Explore the problem-solving process and the different ways humans and computers solve problems.
<b>Unit 2: The Internet</b> Web Development	Discover the languages powering the web. Build your own websites in HTML and CSS using Web Lab.
<b>Unit 3: Programming</b> Interactive Games and Animations	Learn the powerful constructs underlying programming languages. Build interactive animations and games in JavaScript using Game Lab.

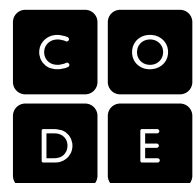
### Semester 2: Innovation and Impact

<b>Unit 4: Problem Solving</b> The Design Process	Follow a design process to identify and empathize with problems faced by a target audience. Prototype an app to help solve that problem using App Lab.
<b>Unit 5: The Internet</b> Data and Society	Collect, analyze, and visualize data using a spreadsheet tool. Investigate how data is collected online and weigh the potential benefits and harms to individuals and society at large.
<b>Unit 6: Programming</b> Internet of Things	Explore the relationship between hardware and software while building interactive projects on Adafruit's Circuit Playground.

**Learn more:** <https://code.org/csd>

**Monthly updates:** <https://code.org/educate/csd/status>

**Code.org** is a 501(c)3 non-profit dedicated to expanding participation in computer science education by making it available in more schools, and increasing participation by women and underrepresented students of color. The Code.org vision is that every student in every school should have the opportunity to learn computer programming.



## COURSE/PROGRAM CHANGE PROPOSAL: MIDDLE SCHOOL

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

Date Initiated 1/5/2017Name Jennifer Lawler and Cheryl KotheDepartment & School Mathematics/Career and Technical EducationProposed or Removed Course Name Computer Science 2

☒ New Course    ☐ New Name    Length: ☐ Quarter    Credits: ☐ .75 Credit  
☐ Removal/Replacement of Course    ☒ Semester    ☐ 1 Credit

Recommended Prerequisites (if any) N/A

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

**Nearly 2/3 of future science, technology, engineering, and mathematics (STEM) jobs will be computing; however, the number of students in the pipeline for these careers is only about 40 percent of the number of job openings. This course would continue a pathway for middle school students.**

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

**This is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.**

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

**Curriculum for this semester-long introductory course will be provided through Code.org. Teachers will attend training provided by Code.org.**

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

**To be developed following Code.org. training**

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

- a. Teaching staff: \$0 (Schools will utilize existing staff.)
- c. Supplementary: Up \$5000 (or \$1,000 per school) for training and travel fees associated with training (Teaching and Learning)
- b. Textbooks/kits: Up to \$25,000 (or \$5,000 per school) for devises need to program (Teaching and Learning)
- d. Facilities/space: \$0

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department Head & Principal	<u>Chef Kelle / [Signature]</u>	<u>1/26/17</u>
Building Review Committee	<u></u>	<u></u>
District Review Committee	<u></u>	<u></u>
Central Office	<u>[Signature]</u>	<u>1/26/17</u>

Revised 2/14/14

**Kenosha Unified School District  
Kenosha, Wisconsin**

**February 14, 2017  
Curriculum/Program Standing Committee**

**HEAD START SEMI ANNUAL REPORT**

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

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

All Head Start programs are structured through a common framework with the following components: Program Design and Management, Family and Community Partnership, and Early Childhood Development and Health Services. This report will summarize activities in each of these components from July 2016 through December 2016.

**PROGRAM DESIGN AND MANAGEMENT**

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

- Sites and Services  
Head Start enrollment is capped at 389 students. Head Start is provided at the following locations for the 2016-2017 school year. There is a total of 32 classroom sessions that enroll Head Start students.

<b>Head Start Locations 2016-2017</b>
<b>Two Sessions (AM and PM)</b>
Bose Elementary School
Brass Community School
Cesar Chavez Learning Station
Edward Bain School of Language and Art – Creative Arts
Frank Elementary School
Strange Elementary School
Wilson Elementary School
<b>Two Sessions (AM Only)</b>
McKinley Elementary School
<b>One Session</b>
Grewenow Elementary School – PM only
Jefferson Elementary School – PM only
Vernon Elementary School – AM only



There are two revisions to the locations of Head Start this year.

1. Strange Elementary was added as a Head Start site in September because of the large number of families on the waiting list in this boundary area.
2. In December a second Head Start classroom was opened at Strange in the afternoon to accommodate the large number of three year olds on the waiting list in this area.

- Enrollment

Head Start has almost met the mandated enrollment number of 389 students this school year. The program accepted 145 students by June 30, 2016. As of December 31, 2016, 383 students were enrolled. Families will continue to be recruited to participate in Head Start throughout the remainder of this school year. Enrollment recruitment will begin for the 2017-2018 school year as well. Progress will be monitored through the monthly HS22 report that is provided to the Head Start Policy Council and School Board.

- Head Start Monitoring Reviews

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

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

KUSD Head Start did not participate in any reviews during the time between July and December, however they did receive the findings from the Leadership, Governance & Management Review that was conducted during the week of May 16, 2016. The Leadership, Governance & Management Review is organized to comprehensively assess how Head Start programs:

- Develop plans to achieve their goals and ensure the delivery of high-quality comprehensive services to children and families in healthy and safe environments.
- Coordinate and develop program resources.
- Implement program practices and deliver quality services.
- Identify areas for ongoing program improvement.

The results of this review were received in August, 2016. The review identified two areas of noncompliance and one area of concern. They were as follows:



Areas of noncompliance:

1. The grantee did not develop a systematic, on-going process of program planning including all stakeholders and the development of long-range goals and short term objectives based on program and financial data.
2. The grantee did not establish an ongoing monitoring system to ensure program goals and objectives were achieved.

Measures taken to address areas of noncompliance:

- The Head Start Management team participated in training with the Head Start Grantee Specialist to understand program planning, on-going monitoring and the self-assessment process in November and December 2016.
- The Self-Assessment process was revamped in December 2016 to ensure input and participation is received from all stakeholders.
- The program planning procedures were aligned with Head Start requirements in November 2016.
- The on-going monitoring plan was changed and updated in December 2016 to ensure monitoring was taking place in a timely manner and all areas were included.
- Service plans were updated in November and December 2016 to reflect the changes in procedures.

Area of concern:

1. The grantee did not establish and utilize a Policy Council to provide direction and support for the program in accomplishing its goals, specifically in the area of developing procedures for how Policy Council members are selected and providing comprehensive training to the Council members to enable them to support the program.

Measures taken to address the area of concern:

- The Policy Council was recruited in September 2016 and training of the procedures took place in October 2016.
- Training of Head Start staff and Policy Council took place in January 2017 to inform them of the new procedures of on-going monitoring and program planning.

## **FAMILY AND COMMUNITY PARTNERSHIP**

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

- **Family Partnerships**

The goal of parent and family engagement is to build strong and effective partnerships with families that can help children and families thrive. Strong partnerships with families contribute to positive and lasting change for families and children. In KUSD's Head Start program family service providers are asked to develop a family partnership with each of their families. The family partnership tool assesses the strengths of a family and areas with room for growth. Family partnership data for the months of August – December 2016 shows:

- 277 Head Start families have been identified as needing services.
- These needs resulted in 125 referrals to various community agencies in the past five months.
- Kenosha Community Health Center, Kenosha County Jobs Center (Holiday House), UMOS and Prevention Services Network have been the most utilized agencies for these referrals.

- **Providing Family Support**

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

- 349 families are participating in the Family Outcomes of the Parent Family Community Engagement Framework.
- Family Service Providers have received training on new data fields of Child Plus and McKinney Vento Homelessness.

## **EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES**

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

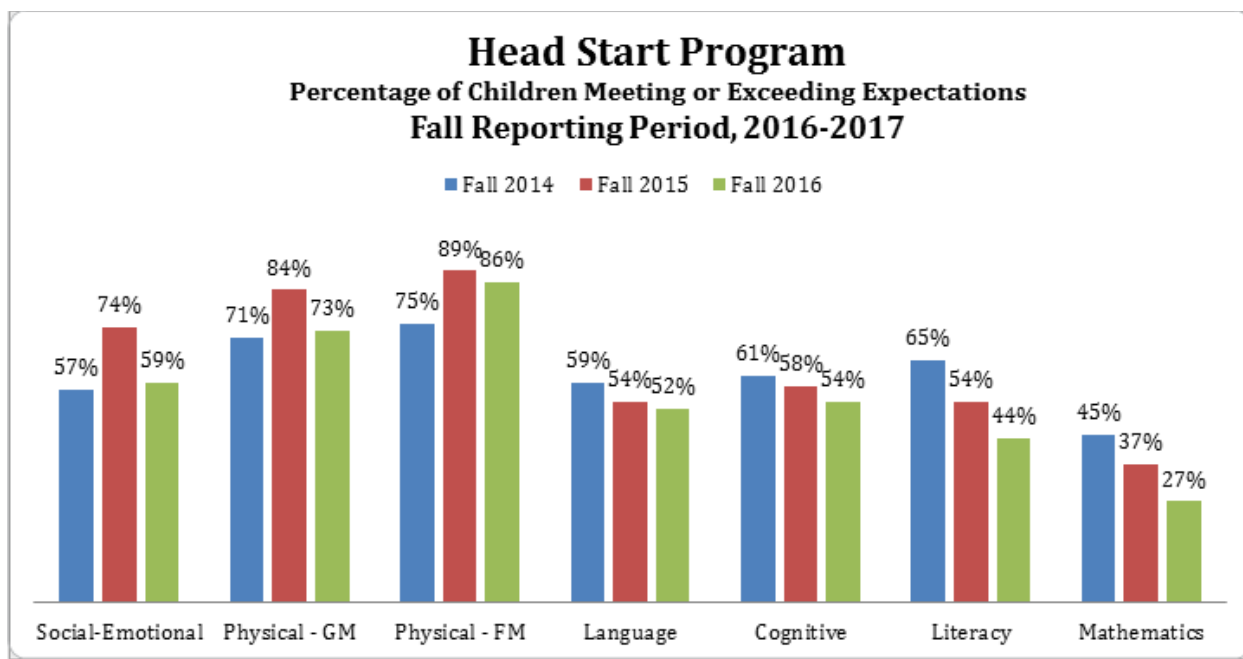
- **Health Services**

Head Start Performance Standards require that every Head Start child have multiple health assessments to ensure that the child is healthy enough to learn. Children/families that are accepted into the Head Start program and do not have these health assessments receive support to guarantee these assessments occur within the first ninety days of the program. The chart below provides the name of the assessment, the number of children that have received the assessment as of December 31, 2016, and the percent of students in the program that have met this requirement.

<b>Assessment</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Blood Pressure	362 students	95%
Growth Assessment	372 students	97%
Lead	347 students	91%
Physical Exam	350 students	91%
Dental Exam	327 students	85%
Immunizations	372 students	97%

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

- **Developmental Screening**  
A developmental screening is required by Head Start Performance Standards. This screening process occurred in the beginning of October. Each child was screened for cognitive development and behavior, vision, hearing, height, weight, and blood pressure. For children whose scores indicated non-typical development a parent conference was held and appropriate recommendations to address these possible concerns were made.
- **Student Achievement**  
The KUSD's Head Start Program reports student progress three times per year using Teaching Strategies GOLD™. Head Start School Readiness Outcomes for Fall 2016 is summarized below. The progress of Head Start children is compared to the progress of the entire Early Education program to ensure that student progress is commensurate with peers throughout the district.



The above data indicates in-coming students arrived to the Head Start Program with skill sets lower in all developmental domains than the prior two-year cohorts. Continuing the trend from last year, the highest area of achievement is Fine Motor Development. The program's lowest areas of achievement for fall 2016-2017 are Language, Literacy and Math, which also continues to be the trend for the last several years.

### **Head Start School Readiness Goals**

Each year the Kenosha Unified Head Start Program is required to write school readiness goals in the five domains of development described in the Head Start Early Learning Outcomes Framework. Goals for 2016-2017 were set after examining 2015-2016 Spring data.

### **Cognition and General Knowledge**

2016-2017 Objective: By June 2017 95% of all Head Start children will meet or exceed developmental expectations in Math as measured by Teaching Strategies GOLD.

Fall 2016 update: Currently, 27% of all Head Start children are meeting or exceeding developmental expectations in Math, which is less than what it was at this time last year. (37% - Fall 2015)

### **Social-Emotional**

2016-2017 Objective: By June 2017 the social-emotional gap between boys and girls will decrease from 6% to 2%, as measured by Teaching Strategies GOLD.

Fall 2016 update: The social-emotional gap between boys and girls is currently 13%, which is more than it was at this time last year (4% - Fall 2015).

**Physical Well-Being and Motor Development**

2016-2017 Objective: By June 2017 92% of children will have an up-to-date physical exam on file and 75% of children will have received necessary dental follow up.

Fall 2016 update: Currently, 87% of children have an up-to-date physical, which is more than at this time last year (70% - Fall 2015). Currently, 9% of children who have been diagnosed as needing dental follow up have received it. Data on dental follow up was not available at this time last year.

**Approaches to Learning**

2016-2017 Objective: By June 2017 96% of all Head Start children will meet or exceed developmental expectations in Approaches to Learning as measured by Teaching Strategies GOLD.

Fall 2016 update: Currently, 54% of all Head Start children are meeting or exceeding developmental expectations in Approaches to Learning, which is less than what it was at this time last year (58% - Fall 2015).

**Language and Literacy**

2016-2017 Objective: By June 2017 the language gap between the Dual Language Learners (DLLS) and English Speakers will decrease from 10% to 6% as measured by Teaching Strategies GOLD

Fall 2016 update: The language gap between Dual Language Learners and English Speakers is currently 18%, which is less than it was at this time last year (33%-Fall 2015).

**Recommendation**

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

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Dr. Bethany Ormseth  
Chief of School Leadership

Ms. Luanne Rohde  
Director of Early Education

Ms. Lisa KC  
Assistant Director Head Start

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