



REGULAR MONTHLY BOARD MEETING

May 23, 2017

7:00 PM

**Educational Support Center
Board Meeting Room
3600-52nd Street
Kenosha, Wisconsin**

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Regular School Board Meeting
May 23, 2017
Educational Support Center
7:00 PM

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards/Recognition
 - A. FCCLA State Award Winners
 - B. PTA Reflections Creative Arts Contest Winners
 - C. Fox 6 Dose of Reality Teen Video Challenge Winners
 - D. Cast and Crew of KUSD Theatre Arts' Production of "1776" -
International Thespian Festival Performance Selection
 - E. State SkillsUSA Competition Award Winners
 - F. Future Business Leaders of America State Leadership Conference
Winners
- IV. Administrative and Supervisory Appointments
- V. Introduction and Welcome of Student Ambassador
- VI. Legislative Report
- VII. Views and Comments by the Public
- VIII. Response and Comments by Board Members (Three Minute Limit)
- IX. Remarks by the President
- X. Superintendent's Report
- XI. Consent Agenda
 - A. Consent/Approve 4
Recommendations Concerning Appointments, Leaves of Absence,
Retirements, Resignations and Separations
 - B. Consent/Approve 5
Minutes of 4/24/17 Organizational Meeting, 4/24/17 Regular Meeting,
and 4/24/17 Special Meeting and Executive Session
 - C. Consent/Approve 16
Summary of Receipts, Wire Transfers and Check Registers

D. Consent/Approve	24
2017-2018 Employee Handbook - Revised Edition (Second Reading)	
E. Consent/Approve	28
Policy 6423 - Talent Development Program (Second Reading)	
XII. Old Business	
A. Discussion/Action	39
Board Approved Student User Fees and Recreation Department Fees for the 2017-2018 School Year	
B. Discussion/Action	42
Talent Development Program	
XIII. New Business	
A. Discussion/Action	91
Resolution No. 332 Authorizing the Issuance and Awarding the Sale of Approximately \$34,745,000 General Obligation Corporate Purpose Bonds, Series 2017A and Resolution No. 333 Authorizing the Issuance and Sale of Approximately \$1,965,000 Taxable General Obligation Refunding Bonds, Series 2017B	
B. Discussion/Action	142
The Brompton School Charter Contract Renewal	
C. Discussion/Action	158
Head Start State Supplemental Grant - 2017-2018 School Year	
D. Discussion/Action	163
Open Enrollment Applicants for School Year 2017-2018	
E. Discussion/Action	167
Donations to the District	
XIV. Other Business as Permitted by Law	168
Tentative Schedule of Reports, Events and Legal Deadlines For School Board (May-June)	
XV. Predetermined Time and Date of Adjourned Meeting, If Necessary	
XVI. Adjournment	

Kenosha Unified School District
Kenosha, WI
May 23, 2017

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Banaszak	Sandra	Somers Elementary School	Special Education	ESP	04/24/2017	1	\$14.35
Appointment	Bohlman	Jason	Wilson Elementary School	Night Custodian - Second Shift	Service	04/05/2017	1	\$20.35
Appointment	Buchanan	Andrew	Southport Elementary	Night Custodian - Second Shift	Service	04/19/2017	1	\$20.35
Appointment	Celebre	Haley	Tremper High School	Special Education (IDEA)	ESP	04/07/2017	1	\$15.35
Appointment	Hotchkiss	Keith	Information Services	Technology Support Technician	Technical	04/10/2017	1	\$20.24
Appointment	Tolstyga	Andrew	Curtis Strange Elementary School	Night Custodian	Service	04/06/2017	1	\$20.35
Early Retirement	Armetta	Anne	Bose/Harvey	Music	Instructional	06/12/2017	1	\$78,490.00
Early Retirement	Masaka	Julie	Forest Park Elementary School	Grade 2	Instructional	06/12/2017	1	\$77,027.00
Early Retirement	McLennand	Christine	EBSOLA Creative Arts	Cross Categorical	Instructional	06/12/2017	1	\$72,245.00
Early Retirement	Rizzuto	Margaret	Forest Park Elementary School	Grade 4	Instructional	06/12/2017	1	\$73,898.00
Early Retirement	Thompson	Margaret	Bose Elementary School	Grade 2	Instructional	06/12/2017	1	\$65,083.00
Early, Early Retirement	Brinkman	Susan	Forest Park Elementary School	Grade 3	Instructional	06/12/2017	1	\$78,490.00
Early, Early Retirement	Fennema-Jansen	Sally	Dept. of Special Education	Assistive Technology	Instructional	06/12/2017	1	\$78,490.00
Early, Early Retirement	Randle	Kathleen	Jeffery Elementary School	Speech Therapist	Instructional	06/12/2017	1	\$78,490.00
Early, Early Retirement	Reif	Michael	Bose/Harvey	Physical Education	Instructional	06/12/2017	1	\$78,490.00
Early, Early Retirement	Reif	Robin	Tremper	CDB	Instructional	06/12/2017	1	\$78,490.00
Early, Early Retirement	Romano	Charles	Tremper High School	Instructional Technology	Instructional	06/12/2017	1	\$78,490.00
Early, Early Retirement	Savaglio	Nora	Somers Elementary School	Grade 2	Instructional	06/12/2017	1	\$65,083.00
Early, Early Retirement	Walasek	Margaret	Bose Elementary School	Instructional Coach	Instructional	06/12/2017	1	\$75,691.00
Resignation	Akhavain	Sohrab	Mahone Middle School	Cross Catagorical	Instructional	06/12/2017	1	\$44,507.00
Resignation	Aseltine	Stephanie	Stocker Elementary School	ESL Other Language	Instructional	06/12/2017	1	\$42,724.00
Resignation	Butler	Ella	Community School Relations	Secretary 1 (12 Month)	Secretarial	06/30/2017	1	\$17.34
Resignation	Fischer	Laura	Curtis Strange Elementary School	Music	Instructional	06/12/2017	1	\$52,429.00
Resignation	Franks	Camilla	Dept. of Special Education	Special Health Care Nurse	Instructional	06/12/2017	1	\$42,724.00
Resignation	Gordon	Sarah	Southport Elementary School	Kindergarten	Instructional	05/01/2017	1	\$40,939.00
Resignation	Kusters	Catherine	Somers Elementary School	Grade 1	Instructional	06/12/2017	1	\$39,153.00
Resignation	Luisier	Lynn	Pleasant Prairie Elementary School	4K Program	Instructional	04/13/2017	1	\$77,026.00
Resignation	Majewski	Ann	Tremper High School	Family & Consumer Education	Instructional	06/12/2017	1	\$39,153.00
Resignation	Marshall	Margaret	Dept of Sp Ed	Speech Therapist	Instructional	06/12/2017	1	\$73,898.00
Resignation	McDonald	Michael	Indian Trail HS and Academy	English	Instructional	06/12/2017	1	\$54,549.00
Resignation	Melander	Amber	Stocker Elementary School	Grade 4	Instructional	06/12/2017	1	\$53,413.00
Resignation	Mitchell	Christine	Frank Elementary School	Grade 3	Instructional	06/12/2017	1	\$70,602.00
Resignation	Peet	Jeanelle	Tremper High School	Math	Instructional	06/12/2017	1	\$39,153.00
Resignation	Petersen	Betty	Stocker Elementary School	Music	Instructional	06/12/2017	1	\$73,898.00
Resignation	Sapieka	Helen	Lincoln Middle School	English	Instructional	06/12/2017	1	\$44,507.00
Resignation	Schoch	Gail	Transportation	Secretary II (12 Month)	Secretarial	04/05/2017	1	\$20.99
Resignation	Underwood	LuAnn	Harborside Academy	English	Instructional	06/12/2017	1	\$63,324.00
Resignation	Willer	Cynthia	Reuther High School	Student Support Specialist	ESP	05/05/2017	1	\$16.31
Retirement	Baas	Tim	Facility Services	Head Custodian	Service	06/30/2017	1	\$47,632.00
Retirement	Bruneau	David	Facility Services	MSW-Grounds	Service	06/30/2017	1	\$25.59
Retirement	KC	Lisa	Chavez/Head Start	Assistant Director Head Start	Administration	06/30/2017	1	\$110,107.00
Retirement	Oates	Elisebeth	Prairie Lane	Special Education	ESP	06/11/2017	1	\$17.62
Retirement	Sorensen	Michael	Facility Services	Maintenance Service Worker - Grounds	Service	03/10/2017	1	\$53,227.20
Retirement	Thomas	Regina	Facility Services	Secretary I (12 Month)	Secretarial	05/30/2017	1	\$19.70
Separation	Gutierrez	Paula	Bullen/Washington	ESL	ESP	04/26/2017	1	\$15.99

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ORGANIZATIONAL MEETING OF THE
KENOSHA UNIFIED SCHOOL BOARD
HELD APRIL 24, 2017

An organizational meeting of the Kenosha Unified School Board was held on Monday, April 24, 2017, at 6:30 P.M. in the ESC Board Meeting Room. Mrs. Coleman, President, presided.

Mrs. Coleman called the meeting to order at 6:31 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman.

Mrs. Coleman opened the meeting by announcing that this was the organizational meeting of the School Board of Kenosha Unified School District. Notice of this organizational meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's Office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's Office.

Mrs. Coleman asked Mr. Kunich and Mr. Wade to step forward and repeat the Oath of Office. Mrs. Coleman formally swore in Mr. Kunich and Mr. Wade who were elected to three-year terms at the April 4, 2017, election.

Nominations were then in order for Board President, Vice-President, Treasurer, Clerk, and Secretary.

Ms. Stevens nominated Mr. Falkofske for President. Mr. Garcia seconded the motion.

Mr. Kunich nominated Mrs. Coleman for President. Mr. Wade seconded the motion.

Roll call vote for Mr. Falkofske for President. Ayes: Ms. Stevens, Mr. Garcia, and Mr. Falkofske. Noes: Mrs. Snyder, Mr. Kunich, Mr. Wade, and Mrs. Coleman. Motion failed.

Roll call vote for Mrs. Coleman for President. Ayes: Mrs. Snyder, Mr. Kunich, Mr. Wade, and Mrs. Coleman. Noes: Ms. Stevens, Mr. Garcia, and Mr. Falkofske. Motion carried.

Mr. Wade nominated Mrs. Snyder for Vice-President. Mr. Kunich seconded the nomination.

Ms. Stevens nominated Mr. Falkofske as Vice-President. Mr. Garcia seconded the motion.

Roll call vote for Mrs. Snyder as Vice-President. Ayes: Mrs. Snyder, Mr. Kunich, Mr. Wade, and Mrs. Coleman. Noes: Ms. Stevens, Mr. Garcia, and Mr. Falkofske. Motion carried.

Mrs. Snyder nominated Mr. Falkofske for Treasurer. Ms. Stevens seconded the motion.

Roll call vote for Treasurer. Ayes: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mr. Kunich nominated Mr. Wade for Clerk. Mr. Garcia seconded the motion.

Roll call vote for Clerk. Ayes: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mr. Wade nominated Ms. Busby for Board Secretary. Ms. Stevens seconded the motion.

Roll call vote for Board Secretary. Ayes: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mrs. Snyder moved that the School Board meetings continue to be held at 7:00 P.M. on the fourth Tuesday of each month at the Educational Support Center and school sites to be determined. Mr. Kunich seconded the motion. Unanimously approved.

Ms. Busby conducted a drawing of names for the new voting order. The voting order will be Mr. Falkofske, Mr. Kunich, Ms. Stevens, Mr. Wade, Mrs. Snyder, Mr. Garcia, and Mrs. Coleman.

Mr. Falkofske moved that the School Board authorize the President's signature to appear on all checks as the third signature with the Clerk and Treasurer and authorize the use of facsimile signatures of the President, Clerk and Treasurer on all checks. Mr. Kunich seconded the motion. Unanimously approved.

Mr. Falkofske moved that the School Board approve the list of legal firms as contained in the agenda. Mr. Garcia seconded the motion. Unanimously approved.

Mr. Kunich moved that the School Board 1) adopt the attached Schedule of Authorized Public Depositories and 2) assign the Chief Financial Officer the authority to approve draws as needed, in the form of the \$2,000,000 Line of Credit through Johnson Bank. Mr. Falkofske seconded the motion. Unanimously approved.

Mr. Wade moved that the School Board approve Patrick Finnemore as the District representative for any Tax Incremental District (TID) Joint Review Boards for the upcoming year. Mrs. Snyder seconded the motion. Unanimously approved.

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

Meeting adjourned at 6:46 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD APRIL 24, 2017

A regular meeting of the Kenosha Unified School Board was held on Monday, April 24, 2017, at 7:00 P.M. in the Board Room of the Educational Support Center. Mrs. Coleman, President, presided.

The meeting was called to order at 7:02 P.M. with the following Board members present: Mr. Falkofske, Mr. Kunich, Ms. Stevens, Mr. Wade, Mrs. Snyder, Mr. Garcia, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District. Notice of this regular meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

Dr. Bethany Ormseth, Chief of School Leadership, presented the Brompton Archery Team – National Archery in the Schools Program Tournaments Award, the Battle of the Books Team Award, and the LakeView Technology Academy Mock Trial Team – Wisconsin High school Mock Trial Tournaments Award.

There were no Administrative or Supervisory Appointments.

Mr. Falkofske introduced the student ambassador, Emily Wulf from Tremper High School, and she made her comments.

There was no legislative report.

Views and/or comments were made by the public.

Board members made their responses/comments.

Mrs. Coleman gave the Board President remarks.

Dr. Savaglio-Jarvis gave the Superintendent's Report.

Board members considered the following Consent-Approve items:

Consent-Approve item XI-A – Recommendations Concerning Appointments, Leaves of Absence, Retirements, Resignations and Separations.

Consent-Approve item XI-B – Minutes of the 3/6/17 Special Meeting, 3/28/17 Special Meeting and Executive Session, and 3/28/17 Regular Meeting.

Consent-Approve item XI-C – Summary of Receipts, Wire Transfers, and Check Registers submitted by Mrs. Lisa Salo, Accounting Manager; Mr. Tarik Hamdan, Chief Financial Officer; and Dr. Sue Savaglio-Jarvis, excerpts follow:

“It is recommended that the March 2017 cash receipt deposits totaling \$463,125.83, and cash receipt wire transfers-in totaling \$49,025,185.13, be approved.

Check numbers 548379 through 549867 totaling \$8,535,724.96, and general operating wire transfers-out totaling \$415,153.87, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the March 2017 net payroll and benefit EFT batches totaling \$17,435,375.78, and net payroll check batches totaling \$17,654.90, be approved.”

Consent-Approve item XI-D – Policy 6610 – Procedures for Selecting and Using Supplementary Instructional Materials submitted by Ms. Luanne Rhode, Director of Early Education; Mrs. Sarah Smith, Coordinator of Language Acquisition; Mrs. Christine Pratt, Coordinator of Science; Mr. Che Kearby, Coordinator of Educator Effectiveness and Social Studies; Mrs. Julie Housaman, Chief Academic Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“School Board Policy 6610 includes a seven-year curriculum cycle that details the selection and purchase of updated curriculum materials in Phase 3 of the seven-year cycle. To be responsive to the continuously changing global community and academic expectations and standards, it is essential that the curriculum cycle is reviewed regularly. When necessary, updates to this cycle are brought to the School Board for approval to ensure the immediate needs of students and teachers alike are addressed through this process.

The revisions to the seven-year cycle in Policy 6610 are based on maximizing curriculum funding allocations as well as the addition of early education and kindergarten through eighth grade Spanish language arts curriculum.

The Board of Education approved revised Policy 6610 as a first reading on March 28, 2017. Administration recommends that the Board of Education approve revised Kenosha Unified School District Policy 6610—Procedures for Selecting and Using Supplementary Instructional Materials as a second reading on April 24, 2017.”

Mr. Kunich moved to approve the consent agenda as presented. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Annie Petering, Chief Human Resource Officer, presented the 2017-2018 Revised Edition of the Employee Handbook submitted by Mrs. Petering and Dr. Savaglio-Jarvis, excerpts follow:

“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.

Below are the recommended changes for the 2017-2018 employee handbook. We presented these changes during three feedback sessions on March 14 (7:30 a.m. to 9 a.m.), March 15 (3:30 p.m. to 5 p.m.), and March 22 (4:30 p.m. to 6 p.m.). We offered three dates with varying times so that individuals from varying work shifts were accommodated for ease of attending. On March 14, 2017, we had a total of three attendees. On March 15, 2017, we had a total of five attendees and eleven attendees on March 22, 2017. There were no questions or concerns posed as to the recommended changes.

The largest clean-up of the handbook took place in the last two years. So, it is our hope that in upcoming years there will be few changes, barring any updates in Board policy or federal and state laws.

This document was shared as a discussion item on March 28, 2017. Administration recommends that the School Board approve the 2017-2018 employee handbook-revised edition as presented this evening as a first reading on April 24, 2017, and a second reading on May 23, 2017.”

Mr. Falkofske moved to approve the revised edition of the 2017-2018 Employee Handbook as a first reading. Mr. Wade seconded the motion. Unanimously approved.

Mrs. Housaman presented the Report in Aggregate of \$25,000 submitted by Mr. Robert Hofer, Purchasing Agent; Mrs. Housaman; Mr. Hamdan; and Dr. Savaglio-Jarvis, excerpts follow:

“School Board Policy 3420 requires that “all contracts and renewals of contracts in aggregate of \$25,000 in a fiscal year shall be approved by the School Board except in the event of an emergency as determined and reported to the School Board monthly by the Purchasing Agent.”

The contracts/agreements in aggregate of \$25,000 that have been added to the Contract Management Database subsequent to April 24, 2017 with approval of the purchasing agent are shown in the database in coral color.

The following contract/agreement has not been added to the Contract Management Database and is being presented for board approval:

The acquisition of Wisconsin: Our State, Our Story from Maris Education – Wisconsin Historical Society in the amount of \$87,412.50 will complete the elementary adoption and prepare students for the Wisconsin Forward Exam.

The Purchase/Contract Rationale is attached.”

Ms. Stevens moved to approve the contract/agreement with Education – Wisconsin Historical Society for the acquisition of Wisconsin: Our State, Our Story in the

amount of \$87,412.50 to complete the elementary adoption and prepare students for the Wisconsin Forward Exam. Mr. Wade seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Hourly Rate for Cafeteria Workers submitted by Mrs. Cindy Gossett, Food Service Director; Mr. Patrick Finnemore, Director of Facilities; Dr. Ormseth; and Dr. Savaglio-Jarvis, excerpts follow:

“Cafeteria Workers (previously called “Domestics”) are part-time, non-benefit eligible hourly paid employees working an average of 2.5 - 3.5 hours per day for lunch and 1.25 hours for breakfast, preparing/re-heating and serving our students their school meals. Currently, at 12 elementary schools, the same person works both breakfast and lunch. However, the same person working both meals fluctuates as the positions have a significant time gap between breakfast and lunch and are not ‘tied’ together. With 145 positions across all schools, plus a sub-pool of 10, Cafeteria Workers represent 75% of the Food Service Departments’ employees. The position description for the Cafeteria Worker position is provided as Attachment 1 to this report. Cafeteria Workers should not be confused with the Lunch Room Supervisors who supervise the students, collect lunch cards and wash the tables. The position description for Lunch Room Supervisor is provided as attachment 2 to this report.

Historically, Cafeteria Workers have been paid less than Lunch Room Supervisors. Currently Lunch Room Supervisors are paid \$13.92/hour and Cafeteria Workers are paid \$9.43/hour, a difference of \$4.49/hour. That difference in pay has grown significantly over the years. Looking back at the pay rates over the past twelve years one can see the difference between the two employment groups has increased from \$2.62/hour to the current \$4.49 during this period.

The proposal is to increase the rate of pay for Cafeteria Workers to \$14.23/hour. Clearly, an increase of \$4.80/hour is significant especially in light of the current rate of pay of \$9.43/hour but multiple factors justify this increase. We experience staffing issues at our current rate of \$9.43/hour and the proposed rate of \$14.23/hour increase falls in line with other school districts the size of KUSD.

Turn-over rate is percentage of the number of employees lost divided by the total number of employees. Historically, the turn-over rate for Cafeteria Worker positions has been 16% - 23% annually, meaning the Food Service Department would lose and have to replace between 25 – 35 employees each year. The most common reasons for leaving in the past have been gaining full-time employment, moving out of the area and child/parent care.

Beginning in the 2015-2016 school year, the Food Service Department experienced a significant increase in Cafeteria Workers leaving for higher paying jobs. At the same time, there has been a significant decrease in applicants available to replace them. The turn-over rate for just the first half of the 2016-17 school year is already at 38% as the job market has become saturated with positions that pay in the \$10-\$15/hour range for the same workforce.

Because of the difficulty in finding new staff, for the first time in at least 20 years we have turned to a temporary employment agency to help fill our open positions. The

first four agencies contacted – Parallel, Manpower, Labor Solutions and QPS were unable to provide us any assistance. The fifth agency contacted, Andrews Staffing has been able to provide us with six temporary employees. These employees earn \$10.00 per hour with a minimum 4 hour day through the agency. KUSD's Food Service Department has to pay the agency \$15.00 per hour with a 4 hour minimum for each person. Other steps taken to attract applicants have been to update the position title from Domestic to Cafeteria Worker, advertise available positions via social media, continued advertising at the Kenosha County Job Center and in the Menu Calendar that goes to every elementary family.

The recommendation is to increase the hourly wage for Cafeteria Workers to \$14.23/hour with no benefits.

The Cafeteria Workers funding is 100% from the Food Service Department budget. The budget is accounted for in Fund 50 which is a completely separate fund from the KUSD General Fund (Fund 10). Fund 50 has its own revenue sources which are a combination of Federal dollars from the USDA, income generated through the sale of food, and a small amount of State aid. Fund 50 currently has a healthy fund balance as the fund has historically had more revenue than expenses each year. We are very confident that this wage increase can be absorbed without any financial impact on any other aspects of KUSD operations. In addition, the money generated by Fund 50 cannot be used for anything other than Food Service operations. We recommend that this change be implemented to take effect on May 10, 2017.

Administration recommends that the School Board approve the proposed wage increase for Cafeteria Workers from \$9.43 to \$14.23 per hour."

Ms. Stevens moved to approve the proposed wage increase for Cafeteria Workers from \$9.43 to \$14.23 per hour. Mr. Kunich seconded the motion. Unanimously approved.

Mr. Finnemore presented the Senior Center Lease Extension submitted by Mr. Finnemore and Dr. Savaglio-Jarvis, excerpts follow:

"The City of Kenosha and the Kenosha Senior Citizens Council, Inc. entered into a lease agreement for the building known as the Kenosha Senior Center in October of 1982. The Senior Citizens Council under the oversight of the Kenosha Unified School District has operated the Senior Center at that location for the past 35 years. During that time, the lease has been extended numerous times in five year increments with the financial considerations remaining the same which is an annual rent payment of One (\$1.00) Dollar. The most recent lease extension expired in 2009, and at that time the City proposed some major changes to the lease related to term of the lease and maintenance responsibilities that the Senior Citizens Council leadership could not agree to.

Annual payment of the \$1 rent has continued since that time. In 2015, the City of Kenosha approached the Senior Citizens Council with a new lease extension proposal which again was not acceptable to the Senior Citizens Council leadership. Earlier this year, Mayor Antaramian and representatives of the Senior Citizens Council asked the

City Administrator and the KUSD Director of Facilities to intercede on behalf of both the City and the Senior Citizens Council to develop a lease extension that would be agreeable to both parties.

There were several items in the new language proposed by the City that caused concern for the Senior Citizens Council, none more important than the articles related to the term of the lease and the associated termination language. The Senior Citizens Council leadership and its members felt that the proposed language reduced their bargaining power which gave them an overall feeling of uneasiness about their long-term use of the building. This item has been addressed in the latest version of the lease extension (a redline version is provided as Attachment A and a clean version as Attachment B to this report) through a number of changes: (1) the term of the extension has been increased from 5 to 10 years, (2) the termination language has been changed to be equal for both parties with a more reasonable notice period, and (3) KUSD has been named as a third party to the lease giving the Senior Citizens Council greater comfort on this issue as well as firming up the maintenance responsibilities.

Administration recommends Board approval of the proposed lease extension with the City of Kenosha and the Kenosha Senior Citizens Council, Inc. for the Kenosha Senior Center.”

Ms. Stevens moved to approve the proposed lease extension with the City of Kenosha and the Kenosha Senior Citizens Council, Inc. for the Kenosha Senior Center. Mrs. Snyder seconded the motion. Unanimously approved.

Mrs. Housaman presented Policy 6423 – Talent Development Program submitted by Mrs. Patricia Clements, Coordinator of Talent Development; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

“The September 2013 Curriculum Audit conducted by Phi Delta Kappa International stated that administration should “Provide draft policy language that offers clarity of expectations where needed to meet audit criteria” (page 322). In response to this finding, Policy 6423—Talent Development Program, which was last updated on January 29, 2002, was revised.

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

Revise board Policy 6423 to require ongoing review of district equity data for developing procedures for fast tracking students who lack sufficient skills for courses such as AP, Honors, etc. (page 321).

Policy 6423—Talent Development Program—(Appendix A) was revised to reflect this recommendation as well as current best practices from the field of gifted and talented education. More specifically, Kenosha Unified School District’s updated Talent Development Program Plan is based on research findings of exemplar gifted and talented programs and best practices in gifted education. The plan is built on the Wisconsin Response to Intervention (RTI) framework service model that embeds gifted services into what is occurring throughout the school or district, and it requires

administration and teachers to consider the needs of gifted students when planning. Using standardized screeners that are free from cultural and linguistic bias, students may be identified for gifted services in the following areas: general intellect, specific academic, visual arts, performing arts, leadership, and creative thinking. The policy is aligned with the Wisconsin Administrative Rule P18.01(2) (t).2 requirements.

The Talent Development Program Plan outlines a multilevel system of support. The needs of most students are addressed by the classroom teacher through curriculum extensions and curriculum compacting. When testing indicates that a student should receive intense enrichment services, a differentiated education plan is written; and this plan will recommend either subject acceleration, grade level acceleration, or a talent development program.

On May 27, 1997, the U.S. Department of Education, Office for Civil Rights (OCR) received a complaint filed against Kenosha Unified School District. One component of this complaint was that minority students were underrepresented in gifted and talented programs. In response on November 11, 1997, the school board passed a resolution to identify the top 10 percent of the student population by gender and ethnic group for the second through fifth grade Magnet Program. The following motion has defined the current identification process for the elementary magnet program:

“ . . . in addition to the current Talent Development Program, consistent with the existing policies and fiscal responsibility, the district shall create classrooms through the eighth grade level which meet the needs of the top 10 percent of the student population by gender and ethnic groups as identified by widely recognized intelligent measures . . . ” (Appendix B). This motion was seconded and passed.

The assessments utilized for identification (i.e., the Naglieri Nonverbal Ability Test 3 [NNAT3] and the Cognitive Abilities Test [CogAT-7]) were selected because they are free from cultural and linguistic bias. Legal counsel has affirmed that the selection and use of nonbiased screening tools ensures that the district is appropriately identifying students who meet the criteria for participation in the elementary gifted and talented program.

Administration recommends that the board of education approve the revised Kenosha Unified School District Policy 6423 - Talent Development Program as a first reading on April 24, 2017, and as a second reading on May 23, 2017. Administration also recommends that the board of education eliminate the requirement that the district create classrooms through the eighth grade level which meet the needs of the top 10 percent of the student population by gender and ethnic groups as identified by widely recognized intelligent measures as previously set out in the November 11, 1997, motion.”

Mrs. Housman and Mrs. Clements answered questions from Board members.

Mr. Wade moved to approve revised Policy 6423 - Talent Development Program as a first reading and eliminate the requirement that the district create classrooms through the eighth grade level which meet the needs of the top 10 percent of the

student population by gender and ethnic groups as identified by widely recognized intelligent measures as previously set out in the November 11, 1997, motion. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Snyder presented the Donations to the District.

Mrs. Snyder moved to approve the Donations to the District. Ms. Stevens seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:01 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD APRIL 24, 2017

A special meeting of the Kenosha Unified School Board was held on Monday, April 24, 2017, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 8:06 P.M. with the following members present: Mr. Falkofske, Mr. Kunich, Ms. Stevens, Mr. Wade, Mr. Garcia, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Mrs. Snyder was excused.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Reviewing Finding/Order by Independent Hearing Officer.

Mr. Wade moved that the executive session be held. Mr. Falkofske seconded the motion.

Roll call vote. Ayes: Mr. Falkofske, Mr. Kunich, Ms. Stevens, Mr. Wade, Mr. Garcia, and Mrs. Coleman. Noes: None. Unanimously approved.

1. Reviewing Finding/Order by Independent Hearing Officer

Mr. Daniel Tenuta, Principal at Kenosha eSchool, arrived at 8:10 P.M. He presented information pertaining to an expulsion and answered questions from Board members.

Mr. Tenuta and Dr. Savaglio-Jarvis departed the meeting at 8:16 P.M.

Ms. Stevens moved to approve the recommendation of the Administrative Review Committee in relation to the expulsion. Mr. Falkofske seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:22 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
May 23, 2017

CASH RECEIPTS	reference	total
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April 2017 Wire Transfers-In, to Johnson Bank from:

WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 1,001,605.69
District Municipalities	<i>tax settlement - April payment</i>	1,221,929.71
Johnson Bank	<i>account interest</i>	168.64
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	103,098.07
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	15,415.28
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	31,204.93
HHS	<i>head start grant</i>	243,438.14
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	227,900.29
Total Incoming Wire Transfers		2,844,760.75

April 2017 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	<i>(excluding credit cards)</i>	449,262.95
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TOTAL APRIL CASH RECEIPTS

\$ 3,294,023.70

CASH DISBURSEMENTS	reference	total
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April 2017 Wire Transfers-Out, from Johnson Bank to:

Payroll & Benefit wires

Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,010,086.41
WI Department of Revenue	<i>state payroll taxes</i>	247,324.78
WI Department of Revenue	<i>state wage attachments</i>	1,253.65
IRS	<i>federal payroll taxes</i>	2,657,616.07
Delta Dental	<i>dental insurance premiums</i>	238,851.55
Diversified Benefits Services	<i>flexible spending account claims</i>	32,548.28
Employee Trust Funds	<i>wisconsin retirement system</i>	48,249.04
NVA	<i>vision insurance premiums</i>	15,235.20
Various	<i>TSA payments</i>	357,081.02

Subtotal **10,608,246.00**

General Operating Wires

US Bank	<i>purchasing card payment-individuals</i>	253,885.78 *
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Johnson Bank	<i>banking fees</i>	677.92
Various	<i>returned checks</i>	300.00

Subtotal **271,530.37**

Total Outgoing Wire Transfers \$ 10,879,776.37

April 2017 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01807DP, 01008DP 01009DP</i>	\$ 5,931.02
General operating and food services	<i>Check# 549868 thru Check# 550969 (net of void batches)</i>	7,520,190.76
Total Check Registers		\$ 7,526,121.78

TOTAL APRIL CASH DISBURSEMENTS

\$ 18,405,898.15

*See attached supplemental report for purchasing card transaction information

KUSD Purchasing Card Program - Individual Cardholders**Transaction Summary by Merchant**

Billing Cycle Ending April 17, 2017

Merchant Name	Total
HOTEL	\$ 74,885.88
AIRLINE	\$ 7,791.56
MARK S PLUMBING PARTS	\$ 6,313.60
JOHNSTONE SUPPLY	\$ 5,529.25
MENARDS KENOSHA WI	\$ 5,095.71
EDS ARCHITECTURAL OPENING	\$ 4,763.00
WW GRAINGER	\$ 4,704.70
AMAZON MKTPLACE PMTS	\$ 4,643.58
IN *GAPPA SECURITY SOLUTI	\$ 4,569.00
HAJOCA KENOSHA PC354	\$ 3,980.65
CLASS 1 AIR INC	\$ 3,852.76
RESTAURANTS & CATERING	\$ 3,845.53
SEE OUR SOUND	\$ 3,720.60
CONVERGINT	\$ 3,403.05
INDUSTRIAL CONTROLS	\$ 3,344.60
ULINE *SHIP SUPPLIES	\$ 3,227.91
PROVANTAGE LLC	\$ 3,174.30
MEETING TOMORROW, INC	\$ 2,913.50
SOUTHERN ALUMINUM	\$ 2,857.00
HIGHWAY C SVC	\$ 2,731.44
MAYFAIR RENT A CAR KENO	\$ 2,715.38
FLUENCY MATTERS	\$ 2,700.00
VIKING ELECTRIC-MILWAUKEE	\$ 2,605.07
MILWAUKEE BREWERS BOX OFF	\$ 2,286.00
TUNSTALL CORPORATION	\$ 2,092.37
VEHICLE MAINT. & FUEL	\$ 2,083.31
MARZANO RESEARCH LAB	\$ 2,036.00
LEES RENT IT	\$ 2,009.50
NSPRA	\$ 2,000.00
SIX FLAGS GREAT AMERICA	\$ 1,890.00
AMAZON.COM AMZN.COM/BILL	\$ 1,861.94
WEBCONNEX, LLC	\$ 1,796.85
HALLMAN LINDSAY PAINTS	\$ 1,696.53
SHERWIN WILLIAMS 703180	\$ 1,662.34
WISCONSIN SCHOOL MUSIC AS	\$ 1,585.70
MODULAR ROBOTICS	\$ 1,530.00
GIH*GLOBALINDUSTRIALEQ	\$ 1,431.54
MCMASTER-CARR	\$ 1,378.58
3654 INTERSTATE	\$ 1,374.61
DEPIERRE LAPINE MFG	\$ 1,261.51
BETTYMILLSC	\$ 1,075.78
BATTERIES PLUS KEN	\$ 1,005.73
CONNEY SAFETY	\$ 965.70
DIRECT ATHLETICS INC.	\$ 900.00
VIKING ELECTRIC-CREDIT DE	\$ 892.78
CROWN EQUIPMENT CORP	\$ 868.00
ROCK SALT USA	\$ 851.97

TEACHERS COLLEGE WEB COL	\$	825.00
USPS.COM POSTAL STORE	\$	803.25
TRANE SUPPLY-116407	\$	802.11
FIRE BRICK	\$	785.15
MOTION INDUSTRIES WI04	\$	767.95
4IMPRINT	\$	764.33
PAYPAL *USDC	\$	760.50
DASH MEDICAL GLOVES	\$	759.00
QUALIFIED HARDWARE	\$	758.70
BESTBUYCOM797834022280	\$	749.98
SPEEDY METALS - WEBSITE	\$	746.52
WAL-MART #1167	\$	718.58
SHIFFLER EQUIPMENT	\$	709.75
AMAZON.COM	\$	675.69
AIRGASS NORTH	\$	666.06
CAVE OF THE MOUNDS	\$	657.50
POSITIVE PROMOTIONS INC	\$	656.65
CHESTER ELECTRONIC SUPPLY	\$	655.78
DICKOW CYZAK TILE CARP	\$	640.85
EXPEDIA7253760869148	\$	638.04
EXPEDIA7253761116177	\$	638.04
EXPEDIA7253761477991	\$	638.04
EXPEDIA7253761960689	\$	638.04
EXPEDIA7253762148539	\$	638.04
STAGE RIGHT CORPORATION	\$	634.00
WM SUPERCENTER #1167	\$	627.15
AMER LIB ASSOC-CAREER	\$	625.00
TRAFFICGUARD DIRECT	\$	615.00
FESTIVAL FOODS	\$	610.79
FIRST SUPPLY LLC #2033	\$	601.52
PODS #58	\$	596.00
LTS*LOGO&TEAM SPORTSWEAR	\$	592.25
WWW.ROBOTERRA.COM	\$	572.90
WASBO FOUNDATION INC	\$	570.00
BIRD LADDER EQUIPMENT CO	\$	544.00
USPS PO 5642800260	\$	518.75
OTC BRANDS, INC.	\$	505.33
VIKING ELECTRIC-DIST CTR	\$	503.65
KENOSHA PUBLIC MUSEU	\$	502.00
THE ART OF EDUCATION	\$	496.00
LITTLE FLOWER YOGA	\$	495.00
TARGET 00022517	\$	479.98
SPOT LIGHTING SUPPL	\$	478.86
RAYMOND GEDDES	\$	474.64
PBBS EQUIPMENT CORP	\$	474.15
CRESTLINE SPECIALTIES	\$	437.98
B&H PHOTO, 800-606-6969	\$	431.72
JBLPRO	\$	426.00
EXPEDIA7252398712991	\$	412.84
EXPEDIA7252398945198	\$	412.84
EXPEDIA7252399171324	\$	412.84
FASTENAL COMPANY01	\$	409.34
PARTSWAREHOUSE.COM	\$	401.22
FESTIVALS OF MUSIC	\$	400.00
ART INST - MUSEUM EDUC	\$	397.00

JOANN FABRIC #2468	\$	390.37
U. S. SCHOOL SUPPLY	\$	379.68
ADOBE *CREATIVE CLOUD	\$	379.67
WISCONSIN CENTER FO	\$	372.00
IN *IMAGINE U, LLC	\$	369.40
DIANE SWEENEY CONSULT	\$	355.00
ALUMINUM FENCE CORP	\$	350.00
EXPEDIA7253526310014	\$	348.58
EXPEDIA7253527460832	\$	348.58
EXPEDIA7253527600264	\$	348.58
EXPEDIA7253527830307	\$	348.58
SMARTSIGN	\$	340.25
EAS*THE EASTWOOD COMPA	\$	331.90
ARC*SERVICES/TRAINING	\$	324.00
COSTCO WHSE #1198	\$	323.67
PIGGLY WIGGLY #209	\$	317.03
LOWES #02560*	\$	314.96
NETBRANDS MEDIA CORP.	\$	311.20
J W PEPPER AND SON INC	\$	310.96
KENOSHA COUNTY PARKS	\$	300.00
FREDPRYOR CAREERTRACK	\$	298.00
SKYLINE COMMUNICATION	\$	297.92
DISCOUNTMUGS.COM	\$	295.84
GTM SPORTSWEAR	\$	280.00
IN *A BEEP, LLC	\$	280.00
RACINE ZOOLOGICAL SOCIETY	\$	273.00
LINCOLN CONTRACTOR	\$	270.75
BOYS & GIRLS CLUBS OF	\$	260.00
WERNER ELEC SUP KE	\$	256.51
USPS PO 5676800171	\$	245.00
AT&T*BILL PAYMENT	\$	243.55
KENOSHA HISTORICAL	\$	243.00
BIG K LIMO	\$	241.50
OFFICEMAX/OFFICEDEPOT6358	\$	236.89
PAYPAL *WACTE	\$	235.00
AUER STEEL - MILWAULKEE	\$	227.65
DOLLAR TREE	\$	227.44
VZWRLSS*MY VZ VN P	\$	226.63
HITCHFINDER.COM	\$	225.90
SQ *LAKELANDCOM-COM / BAR	\$	223.67
CROWN TROPHY	\$	223.50
TENUTAS	\$	223.37
WALMART.COM	\$	217.58
SUPERSHUTTLE EXECUCARBI	\$	212.40
PAYPAL *BRYCEHEDSTR	\$	211.00
WHS MUSEUM STORE	\$	210.00
AMERICAS ACTION TERRITORY	\$	210.00
WALMART.COM 8009666546	\$	204.68
VIKING ELECTRIC-SHEBOYGAN	\$	200.97
INTERNATIONAL COLLEGE OF	\$	200.00
TPRS PUBLISHING INC.	\$	190.00
HOLLAND SUPPLY INC	\$	188.93
SQ *LEUMAS SECURITY SERVI	\$	188.00
BLS*VAYYAR IMAGING LTD	\$	184.00
ZORO TOOLS INC	\$	183.80

SQ *THE LETTERING MACHINE	\$	182.00
MEIJER STORE #284	\$	179.64
RAGAN COMMUNICATIONS	\$	169.00
EXPRESS LUBE	\$	163.95
HARBOR FREIGHT TOOLS 358	\$	162.35
STU*STUMPS	\$	161.84
BOSCH PACKAGING SERVICE	\$	156.14
PAYPAL *WCPA	\$	150.00
U-HAUL OF FOREST PARK	\$	149.85
AMAZONPRIME MEMBERSHIP	\$	149.22
USPS PO 5642807500	\$	147.00
USPS PO 5666100158	\$	147.00
FLUID HANDLING INC	\$	146.65
MAM-FINANCE	\$	146.00
SPEEDISHUTTLE SEATTLE	\$	141.60
GREAT WALL BOOKSTORE LAS	\$	139.00
AMERICANRDG	\$	137.77
BROAN NUTONE LLC	\$	136.37
GARVIN INDUSTRIES	\$	129.23
FIVE BELOW 734	\$	127.17
KENDOR CORPORATION	\$	126.80
UCLA ONLINE	\$	125.00
EB ENSURING HIGH QUAL	\$	125.00
PARTY CITY	\$	122.72
KENOSHA AREA BUSINESS	\$	120.00
POLOLU CORPORATION	\$	117.18
CHILD AND FAMILY CENTERS	\$	116.00
GUTTORMSEN RECREATION CEN	\$	115.00
GFS STORE #1919	\$	114.63
PRUFROCK PRESS BOOK MAGAZ	\$	109.95
AMERICAN ART CLAY CO	\$	105.45
E BIKES	\$	104.96
DG HARDWARE.	\$	102.05
VYRON CORPORATION	\$	98.00
RITRON, INC.	\$	94.18
FARM & FLEET STURTEVANT	\$	90.91
BARNES&NOBLE.COM-BN	\$	90.40
PROVANTAGE	\$	88.19
SQ *ASCD	\$	88.02
MOMETRIX.COM	\$	87.96
EMEDCO	\$	87.44
SPORTS INFORMATION MEDIA	\$	85.00
EDUCATION WEEK	\$	84.94
PP*VICTORIA	\$	83.29
AIELLO MIDTOWN FLORIST IN	\$	80.00
HALL SIGNS INC	\$	78.34
DOLLAR TREE ECOMM	\$	75.96
UW ATHLETIC EVENT	\$	75.00
SEARS.COM 9300	\$	73.42
SCHOOL HEALTH CORP	\$	72.19
MARTINPETERSEN CO	\$	72.07
TRAFFIC SIGN CORPORATION	\$	71.36
CARDINAL STRITCH UNIVERSI	\$	70.00
SAMSClub #6331	\$	66.50
ETUNDRA.COM	\$	65.85

BIG LOTS STORES - #0423	\$	64.99
PICK N SAVE 00068718	\$	64.10
REI.COM	\$	63.83
ADOBE	\$	63.28
PIGGLY WIGGLY #004	\$	61.67
1000BULBS.COM	\$	61.36
CA CEDAR PRODUCTS	\$	60.70
ROBOTSHOP.COM	\$	57.45
PICK N SAVE 00068502	\$	53.93
FUREY FILTER & PUMP	\$	53.79
CABLEORGANIZER.COM	\$	53.36
FOLLETT SCHOOL SOLUTIONS	\$	53.25
YOUR MOVE CHESS & GAMES	\$	51.95
YUTKA FENCE	\$	51.52
TAXI SVC SANTA ANA	\$	50.65
EB ALL-DAY SYMPOSIUM	\$	50.00
TEACHER CREATED RESOURCES	\$	49.21
WOODWORKERS HARDWARE - W	\$	46.91
FACEBK DYXAUBEN72	\$	46.50
PETSMART # 1636	\$	46.40
IN *PROBLEM SOLVER 4	\$	45.05
PAYPAL *UNITEDWAYKE	\$	45.00
PAYPAL *GOLFCOACHES	\$	42.00
WISMATH	\$	40.00
SAMS CLUB #6331	\$	38.36
GRC*WEN BY CHAZ DEAN	\$	37.94
BETTY BRINN CHILDREN'S M	\$	35.00
SOLID SIGNAL	\$	34.99
TOWN & COUNTRY GLASS INC	\$	33.60
ZOOM.US	\$	29.98
SMK*WUFOO.COM CHARGE	\$	29.95
SOUTHPORT VACUUM	\$	28.45
SNAKECLAMP.COM	\$	26.17
SAN DIEGO HARDWARE CO.	\$	25.93
BOOKS ARE FUN IVR	\$	25.00
SEARS ROEBUCK 2342	\$	24.76
FACEBK JXSCMBSN72	\$	24.34
SOCIAL STUDIES SCH SRV	\$	23.95
ADOBE *EXPORTPDF SUB	\$	23.88
UPS*1ZE1J9T90300005414	\$	23.56
ASSOC SUPERV AND CURR	\$	18.96
WALGREENS #9605	\$	17.91
MONOPRICE, INC.	\$	16.46
WALGREENS #3617	\$	15.30
USPS.COM CLICKNSHIP	\$	12.75
IVES GROVE GOLF LINKS	\$	12.00
EXPEDIA7252571843204	\$	12.00
WALGREENS #2911	\$	11.94
PICK N SAVE 00068742	\$	10.94
EXPEDIA7254242876155	\$	8.00
SNAP&READ UNIVERSAL	\$	7.98
KENOSHA FRESH MARKE	\$	7.08
PRAIRIE SIDE TRUE VALUE	\$	5.40
FAMILY DOLLAR #1761	\$	5.28
ARO LOCK & DOOR	\$	4.00

AUDIBLE US	\$	3.68
FACEBK GYXAUBEN72	\$	3.60
FESTIVAL FOODS SSS	\$	(1.00)
ANIXTER/CLARK/TRI-ED	\$	(8.80)
COLLEGEBOARDWORKSHOPS	\$	(175.00)
SIGNUPGENIUS.COM	\$	(499.00)
IN *ASC PUMPING EQUIPMENT	\$	(1,310.00)
US Bank Purchasing Card Payment - Individuals	\$	253,885.78

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

May 23, 2017

Administrative Recommendation

It is recommended that the April 2017 cash receipt deposits totaling \$449,262.95, and cash receipt wire transfers-in totaling \$2,844,760.75, be approved.

Check numbers 549868 through 550969 totaling \$7,520,190.76, and general operating wire transfers-out totaling \$271,530.37, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the April 2017 net payroll and benefit EFT batches totaling \$10,608,246.00, and net payroll check batches totaling \$5,931.02, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT

May 23, 2017

2017-2018 Employee Handbook – Revised Edition

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.

Below are the recommended changes for the 2017-2018 employee handbook. We presented these changes during three feedback sessions on March 14 (7:30 a.m. to 9 a.m.), March 15 (3:30 p.m. to 5 p.m.), and March 22 (4:30 p.m. to 6 p.m.). We offered three dates with varying times so that individuals from varying work shifts were accommodated for ease of attending.

On March 14, 2017, we had a total of three attendees. On March 15, 2017, we had a total of five attendees and eleven attendees on March 22, 2017. There were no questions or concerns posed as to the recommended changes.

The largest clean-up of the handbook took place in the last two years. So, it is our hope that in upcoming years there will be few changes, barring any updates in Board policy or federal and state laws.

Table of Contents (Pages 1-2)

The 2016-2017 edition of the Employee Handbook failed to include a table of contents. For the 2017-2018 edition of the Employee Handbook, we recommend adding a table of contents back to the document.

Introduction

Common Terms and Definitions (Page 3)

We recommend adding a definition for the term “workweek,” because it is used in payroll-related calculations and in FMLA leave allowance calculations.

Section 1: Employment (Pages 5-12)

Termination of Employment by the District (Page 10)

We recommend striking “Termination of Employment by the District” in Section 1 and moving this item to the newly created Section 6 (page 35) to consolidate all methods of employment separation and related employment actions into one section in the Handbook.

Employee Resignation/Retirement (Page 10)

We recommend striking “Employee Resignation/Retirement” in Section 1 and moving this item to the newly created Section 6 (page 35) to consolidate all methods of employment separation and related employment actions into one section in the Handbook.

Teacher Resignation Forfeiture (Page 10)

We recommend striking “Teacher Resignation Forfeiture” in Section 1 and moving this item to the newly created Section 6 (page 35) to consolidate all methods of employment separation and related employment actions into one section in the Handbook.

Break Time for Nursing Mothers (Page 11)

We recommend inclusion of “Break Time for Nursing Mothers” as a means to notify employees that the District maintains compliance with Section 7(r) of the Fair Labor Standards Act, as required by law, as it relates to providing nursing mothers with: (1) the necessary break time to express breast milk; and (2) a place shielded from view and free from intrusion, other than a bathroom, in which to do so.

Inclement Weather (Pages 11-12)

We recommend an update to the inclement weather provision to remove any reference to “miscellaneous employees”, as all KUSD employees previously classified as “miscellaneous” have been moved into other employee classifications.

Section 2: Compensation (Pages 13-14)

We recommend no changes.

Section 3: Employment Records (Pages 15-16)

We recommend no changes.

Section 4: Employee Benefits and General Leaves (Pages 17-28)

Vacation Days (Page 17)

We recommend an update to the vacation days provision to remove any reference to “miscellaneous employees,” as all KUSD employees previously classified as “miscellaneous” have been moved into other employee classifications.

Carry-Over Vacation Days (Page 18)

We recommend the inclusion of “Carry-Over Vacation Days” to alleviate the need to send out an annual carry-over vacation days memo.

Bereavement (Page 19-20)

We recommend removing the requirement of taking bereavement leave on consecutive days because typically arrangements for end-of-life planning (e.g. funeral, estate planning, etc.) cannot be done on consecutive days.

Family and Medical Leave Act (FMLA) (Pages 20-24)

We recommend an update to the FMLA provision verbiage to better reflect the true intent of the federal Family Medical Leave Act as well as the Wisconsin Family Medical Leave Act; to better reflect the leave allowances in both the federal and state laws; to better reflect the types of leave available; to include information related to the Wisconsin Bone Marrow and Organ Donation Leave Act, as required by law; and to include the applicable related legal references and Board policy cross references.

Unpaid Medical Leave (Page 24)

We recommend an update of the “Unpaid Medical Leave” provision verbiage to better reflect the reasons for unpaid medical leave’s intended use. Previously, the language did not clarify when unpaid medical leave was available. The revised language clarifies that an individual is eligible for unpaid medical leave when he/she has exhausted FMLA or did not originally qualify for FMLA and is still unable to return to work.

Section 5: Conditions of Employment (Pages 29-34)

Reduction in Force (Page 34)

We recommend striking “Reduction in Force” in Section 5 and moving it to the newly created Section 6 (page 35) to consolidate all methods of employment separation and related employment actions into one section in the Handbook.

Section 6: Employment Separation (Page 35)

Please see rationale presented under sections 1 (page 10) and 5 (page 34).

Section 7: Employee Conduct, Code of Ethics and Disciplinary Action (Pages 36-43)

We recommend no changes.

Administrative Recommendation

This document was shared as a discussion item on March 28, 2017. The Board reviewed the revised edition as a first reading on April 24, 2017. Administration recommends that the School Board approve the 2017-2018 employee handbook presented this evening as a second reading.

The following is the link to the 2017-2018 Employee Handbook:

<http://www.kusd.edu/docs/handbook.pdf>

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering
Chief Human Resources Officer

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

May 23, 2017

POLICY 6423—TALENT DEVELOPMENT PROGRAM

Background

The September 2013 Curriculum Audit conducted by Phi Delta Kappa International stated that administration should “Provide draft policy language that offers clarity of expectations where needed to meet audit criteria” (page 322). In response to this finding, Policy 6423—Talent Development Program, which was last updated on January 29, 2002, was revised.

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

Revise board Policy 6423 to require ongoing review of district equity data for developing procedures for fast tracking students who lack sufficient skills for courses such as AP, Honors, etc. (page 321).

Policy 6423—Talent Development Program—(Appendix A) was revised to reflect this recommendation as well as current best practices from the field of gifted and talented education. More specifically, Kenosha Unified School District’s updated Talent Development Program Plan is based on research findings of exemplar gifted and talented programs and best practices in gifted education. The plan is built on the Wisconsin Response to Intervention (RTI) framework service model that embeds gifted services into what is occurring throughout the school or district, and it requires administration and teachers to consider the needs of gifted students when planning. Using standardized screeners that are free from cultural and linguistic bias, students may be identified for gifted services in the following areas: general intellect, specific academic, visual arts, performing arts, leadership, and creative thinking.

The policy is aligned with the Wisconsin Administrative Rule P18.01(2) (t).2 requirements as outlined in the chart below.

CORRELATION BETWEEN WI ADMINISTRATIVE RULE P18.01 (2) (t).2 REQUIREMENTS AND UPDATED POLICY LANGUAGE	
Requirement	Updated Policy Language
A plan	The designated person shall be responsible for implementing the Talent Development Program. The Talent Development Program shall include the following: (List of components follows this statement.)
A person to coordinate	The superintendent or designee shall designate a person with a background and training in gifted education to

Requirement	Updated Policy Language
	oversee systematic identification, programming, and monitoring for gifted and talented students and students needing enrichment interventions. The designated person shall be responsible for implementing the Talent Development Program.
<p>Identification in any of the five areas:</p> <ol style="list-style-type: none"> 1. General intellect, 2. Specific academic, 3. Creative thinking, 4. Visual/performing arts, and 5. Leadership. 	<p>Identification is a systematic and continuous process for identifying gifted and talented learners.</p> <p>Multiple appropriate measures will be used to determine a student's aptitude and achievement in the academic domains or competence in leadership, creative thinking, visual art, and performing art. These measures include standardized tests, rating scales, portfolio assessments, observational tools, and local norms on aptitude and achievement tests. Identification shall be timely and individually documented within the district's electronic student records system.</p>
Use of multiple criteria for identification of students	Multiple appropriate measures for determining a student's aptitude and achievement in the academic domains or competence in the leadership, creative thinking, visual art, and performing art, including standardized tests, rating scales, portfolio assessments, observational tools, and local norms on aptitude and achievement tests
Access without charge for tuition to programs 118.35 (3) and 121.02 (1) (t)	The district recognizes the need to create and maintain a culturally responsive system for identifying, monitoring, and serving gifted and talented students.
Appropriate programs	<p>The district is committed to providing a strong instructional program that results in growth for all students, including gifted and talented.</p> <p>Classroom-based, school-based, and/or district-wide interventions will include best practices for educating gifted and talented students. Specific intervention(s) received by students needing intensive enrichment shall be individually documented within the district's electronic student records system.</p>
Parental participation in program planning	<p>Family engagement—Parent education and outreach regarding gifted and talented students will be available to parents/guardians.</p> <p>Prior to implementing a gifted and talented education plan, a parent/guardian shall be provided with a written explanation of the intensive enrichment intervention and be given the opportunity to refuse the support.</p>

The Talent Development Program Plan outlines a multilevel system of support. The needs of most students are addressed by the classroom teacher through curriculum extensions and curriculum compacting. When testing indicates that a student should receive intense enrichment services, a differentiated education plan is written; and this plan will recommend either subject acceleration, grade level acceleration, or a talent development program.

Identification of Students for the Elementary Gifted and Talented Program

On May 27, 1997, the U.S. Department of Education, Office for Civil Rights (OCR) received a complaint filed against Kenosha Unified School District. One component of this complaint was that minority students were underrepresented in gifted and talented programs. In response on November 11, 1997, the school board passed a resolution to identify the top 10 percent of the student population by gender and ethnic group for the second through fifth grade Magnet Program. The following motion has defined the current identification process for the elementary magnet program:

“... in addition to the current Talent Development Program, consistent with the existing policies and fiscal responsibility, the district shall create classrooms through the eighth grade level which meet the needs of the top 10 percent of the student population by gender and ethnic groups as identified by widely recognized intelligent measures . . .” (Appendix B). This motion was seconded and passed.

The assessments utilized for identification (i.e., the Naglieri Nonverbal Ability Test 3 [NNAT3] and the Cognitive Abilities Test [CogAT-7]) were selected because they are free from cultural and linguistic bias. Legal counsel has affirmed that the selection and use of nonbiased screening tools ensures that the district is appropriately identifying students who meet the criteria for participation in the elementary gifted and talented program.

Recommendation

At the April 24, 2017, regular meeting the board of education approved the revised Kenosha Unified School District Policy 6423—Talent Development Program as a first reading. Administration recommends that the board of education approve revised Policy 6423 as a second reading on May 23, 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Patricia Clements
Coordinator of Talent Development

POLICY 6423
TALENT DEVELOPMENT PROGRAM

The District is committed to providing the best possible education for every student, in every classroom, in the District a strong instructional program that results in growth for all students, including gifted and talented students. The District believes that students identified as gifted and talented learners should embody and include the diverse populations of our school communities including twice-exceptional learners, English language learners, and students from other groups historically underrepresented in the District's programs for gifted and talented students. The District recognizes that each student has needs based upon his/her own uniqueness of character, ability and circumstance and that each student has his/her own special talent the need to create and maintain a culturally responsive system for identifying, monitoring and serving gifted and talented students. It is the District's responsibility to provide all students with appropriate educational experiences to meet their needs and to help all students develop their talent or talents to its their fullest potential.

All schools shall appropriately identify and serve all gifted and talented students using the identification, monitoring, and intervention systems described in the Talent Development Program Guide.

A comprehensive talent development program exists in the District to address the special needs of gifted and talented students in grades K-12. The program is designed with the following broad goals in mind:

- To identify the gifts and talents of diverse learners and provide opportunities through which student gifts and talents may continue to emerge and develop.
- To assist all gifted and talented students, including those currently functioning as underachievers or non-productive students, in achieving their full potential.
- To provide a differentiated curriculum for gifted and talented students that, while based on the regular curriculum, enriches topics studies, focuses on higher level through processes and provides opportunities for risk taking and decision making.
- To provide greater awareness of strengths and needs of gifted and talented students.
- To involve students, parents, and staff in program planning and evaluation.
- To encourage and support staff development activities.
- To provide for the on going coordination and monitoring of program activities and services on a K-12 basis.
- To provide for regular program evaluation and improvement.
- To meet the requirements of state laws and regulations.

LEGAL REF.: Wisconsin Statutes

Sections 118.13 [~~Student~~ **Pupil** discrimination prohibited]

118.35 [~~Programs for~~ **G**ifted and talented programs **pupils**]

120.13 [~~School B~~oard powers to do all things reasonable for the cause of education]

121.02(1)(t) [~~Provide access to an appropriate program for pupils~~ **G**ifted and or talented. instruction standard]

Wisconsin Administrative Code

PI 8.01(2)(t) [~~Rules implementing~~ **g**ifted and talented instruction standard **pupils**]

CROSS REF.: 2740, Shared Decision Making

4370, Staff Development Opportunities **Professional Learning**

Directions	5110, Equal Educational Opportunities/ Discrimination Complaint
	6100, District Vision
	6110, Instructional Program Mission, and Beliefs Vision, Core Values, and Strategic
	6300, Curriculum Development and Improvement
	K-12 Talent Development Program Plan Guide

~~ADMINISTRATIVE REGULATIONS: 6423A, Grades K-5 Enrichment Elementary Resource Support~~

AFFIRMED: October 13, 1998

REVISED: January 29, 2002
May 23, 2017

RULE 6423
TALENT DEVELOPMENT PROGRAM

Services are provided to the students in the following manner:

~~K-5: Regular Classroom~~

~~Upon request:~~

- ~~• Support is provided to all classroom teachers by the Talent Development Teacher Consultant, K-5~~
- ~~• Resources and support is available to all teachers to accommodate the strengths and needs of identified students who have chosen to remain in the home school.~~
- ~~• Support is available to all teachers to accommodate the emerging and/or developing talents of any student.~~

~~2-5 Magnet Program~~

- ~~• Magnet program classrooms exist in two geographic locations in the District.~~
- ~~• The identification process for the Magnet Program uses multiple criteria to capture a diverse population of learners who exhibit strengths in the following areas defined by Wisconsin Standards: academic, cognitive, leadership, creativity, fine arts.~~
- ~~• Staff members are made aware of the Magnet Program and their responsibilities associated with the program and provide appropriate staff development opportunities.~~
- ~~• Parents/guardians are informed about the Magnet Program and involved in the decision making process.~~
- ~~• Student placement is contingent on class size, available space, and parent/guardian approval.~~
- ~~• Transportation is provided for all students entering the magnet program with the exception of those living within the boundaries of the magnet sites.~~

~~6-8 Middle School Talent Development Program~~

- ~~• Multiple criteria are used to identify a diverse population of students for placement in advanced level classrooms or for differentiated learning experiences in any classroom. Identification criteria include the following: ITBS scores, GPA, parent nomination, and teacher recommendation. Students who are ready for accelerated mathematics experiences or who exhibit high ability in reading comprehension are listed for academic challenge. Other talent areas such as creativity, leadership, performing arts (music and art) and physical education are shared with receiving staff. Every attempt will be made to place all identified students whose parents approve of the placement in an accelerated group.~~
- ~~• A Differentiated Education Plan (DEP) is created for students whose strengths and needs require more challenge than can be provided through the program opportunities available in the classroom. The DEP is implemented with the support of the Learning Specialist and the Talent Development Consultant, 6-12.~~

~~6-8 General Population in All Houses: Schoolwide Enrichment~~

- ~~• At each middle school a Core Enrichment period is provided which allows students to explore subjects and/or areas of interest in greater depth, either independently or as part of a group.~~
- ~~• Differentiation of curriculum and instruction is based upon students' strengths and needs and is an important part of staff development and lesson design at the middle level.~~
- ~~• The ongoing identification and development of students' talents is also provided outside the academic core. Exploratory and elective classes provide opportunities for talent development.~~

~~9-12 High School~~

- ~~• Honors courses, AP courses, the Youth Option Program, and the Honors Option all provide an opportunity for high challenge to those students whose strengths and needs may be better served in program opportunities outside the regular classroom.~~
- ~~• Students in the regular classrooms may also be served through differentiated instruction designed around their strengths and needs. These learning experiences focus on greater depth and breadth, accelerated pace and increased student choice.~~
- ~~• No formal identification is conducted to determine eligibility since participation is based upon student selection. Teachers, counselors, and the Talent Development Teacher Consultant (6-12) support students and parents as they make decisions about appropriate course and/or program selection.~~

Talent Development Program

- The superintendent or designee shall designate a person, with a background and training in gifted education, to oversee systematic identification, programming, and monitoring for gifted and talented students and students needing enrichment interventions. The designated person shall be responsible for implementing the Talent Development Program.
- The Talent Development Program shall include the following:
 - Identification—Identification is a systematic and continuous process for identifying gifted and talented learners.

Multiple appropriate measures for determining a student's aptitude and achievement in the academic domains or competence in the leadership, creative thinking, visual arts, and performing art domains, including standardized tests, rating scales, portfolio assessments, observational tools, and local norms on aptitude and achievement tests. Identification shall be timely and individually documented within the District's electronic student records system.

- Intervention—A multitiered system of supports that provide enrichment interventions to students in kindergarten through twelfth grade who are performing at grade level or above shall be available for students needing enrichment interventions.

Classroom-based, school-based, and/or District-wide interventions will include best practices for educating gifted and talented students. Specific intervention(s) received by students needing intensive enrichment shall be individually documented within the District's electronic student records system.

- Family engagement—Parent education and outreach regarding gifted and talented students will be available to parents/guardians.
 - Prior to implementing a gifted and talented education plan, a parent/guardian shall be given the opportunity to refuse the support.

- **Professional development**—Professional development shall be, to the extent possible, ongoing and job embedded and shall focus on developing staff capacity to recognize, nurture, and support the needs of gifted and talented students.
- **Accountability**—In order to ensure that each student has access to a continuous system of interventions, each school within the District shall provide effective implementation of the Talent Development Program.
 - Using the District’s student records system, schools shall maintain student-level information for a student having a gifted and talented education plan.
 - Gifted and talented learners shall be explicitly identified as a demographic group for purposes of reporting and analyzing student data for data presentations to the Board and for purposes of developing school-wide achievement plans.
 - The Talent Development Program shall be reviewed annually, and the findings and any changes shall be presented to the Board for approval.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 9, 1999

DISCUSSION/ACTION - PROPOSED AGREEMENT BETWEEN
KUSD AND U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS

On May 27, 1997, the U.S. Department of Education, Office for Civil Rights (OCR) received a complaint filed against the Kenosha Unified School District No. 1 (District). As a recipient of Federal financial assistance from the U.S. Department of Education, the District is subject to the provisions of Title VI, which prohibits discrimination based on race. Accordingly, OCR has jurisdiction over this complaint. The complainant has made the following allegations of discrimination based on race:

1. Minority students are over-represented in special education programs; some students as young as 6 years of age are being fast-tracked into special education programs.
2. Minorities are under-represented in the following programs: honors, advanced placement, gifted and talented, honor society and music.
3. Activity groups receive unequal treatment; every student choral group had a budget except the Bradford High School Voices of Color, which is primarily composed of black students.
4. Minority students are inappropriately restrained as a method of discipline at Lincoln Elementary School.

Representatives from the Office of Civil Rights in Chicago conducted an investigation on the complaints and dismissed all but one complaint. They found that minorities were under-represented in Advanced Placement and gifted and talented classes.

A follow up meeting was scheduled on Tuesday, January 12, 1999. The attached agreement between the School District and the U.S. Department of Education, Office of Civil Rights (OCR) was reviewed.

Listed below is a chronology of action relative to this issue:

August 26, 1997 Regular Board of Education Meeting

Mrs. Stella-Bartholomew moved that in addition to the current Talent Development Program, consistent with existing policies and fiscal responsibility, the District shall create classrooms which meet the needs of the top 10% of the student population by gender and ethnic groups as identified by widely recognized multiple intelligence measures. Efforts shall be made for the greatest diversity possible within each classroom. Each classroom shall be limited in size consistent with the school district's adopted staffing ratios. Efforts shall be made to place these classrooms in at least two additional schools. Transportation shall be provided for those living over two miles from a designated school. Mr. Torres seconded the motion. Unanimously approved.

November 11, 1997 Regular Board of Education Meeting

Mrs. Stella-Bartholomew moved that in addition to the current Talent Development Program, consistent with existing policies and fiscal responsibility, the District shall create classrooms through the 8th grade level which meet the needs of the top 10% of the student population by gender and ethnic groups as identified by widely recognized multiple intelligence measures. Efforts shall be made for the greatest diversity possible within each classroom. Each classroom shall be limited in size consistent with the school district's adopted staffing ratios. Mr. Bechler seconded the motion. Unanimously approved.

February 5, 1998 Special Board of Education Meeting

The final report of the Middle Level Reorganization Task Force was presented and Mr. Bechler moved to endorse the selection of Program Delivery Option No. 3 for Advanced Learners with a sunset provision at the end of the second year and to direct Administration to create appropriate policies at a later date. Mr. Johnston seconded the motion. Motion carried. (Mr. Robinson dissenting).

April 21, 1998 Special Board of Education Meeting

Mr. Twomey advised Board members that he would contact the District's policy consultant regarding the development of policies and rules which would codify the District's existing K-5 Enrichment Program.

June 9, 1998 Regular Board of Education Meeting

Proposed Policies 6451 - Talent Development Program and 6423.1 - Enrichment Magnet Program drafted by WASB policy consultant were presented. Mr. Twomey moved to concur with the recommendation of Administration (that this be the first reading of policies 6451 and 6423.1 and that they be conceptually approved pursuant to review by the Curriculum and Program Committee and brought back to the Board for a second reading) with the report to be brought back by the August regular meeting. Unanimously approved.

July 29, 1998 Curriculum/Program Standing Committee Meeting

The committee reviewed the Talent Development Program policies. After lengthy discussion, Ms. Riley moved that this item be deferred for further study based on the time frame of one month to school starting, not contacting the sites, not having a clear understanding about who's ready and who's not, and not having a clear consensus by the committee on just where to go with this. Mr. Harold seconded the motion. Unanimously approved.

August 20, 1998 Curriculum/Program Standing Committee Meeting

Ms. Riley moved that the first recommendation to the Board be amended to say that Administration form a subcommittee to research the Talent Development Program Policies and bring the information back to the Board in February 1999. Unanimously approved. It was also agreed that the subcommittee would report back to the Curriculum/Program Standing Committee on a monthly basis and submit its final recommendation to the Committee in January 1999.

September 8, 1998 Regular Board of Education Meeting

Ms. Riley moved to direct Administration to develop a policy that will outline what is the current practice in the District with respect to the Talent Development and Enrichment Magnet Programs (K through 12) and place that on the agenda for the next Curriculum/Program Committee for their revision, if necessary, and referral back to the Board for their approval of the policies; and to direct the committee to form a subcommittee to research the Talent Development Program and policies and

report back to the Board in February, 1999 with recommendations. Mr. Bechler seconded the motion. Unanimously approved.

September 17, 1998 Curriculum/Program Standing Committee Meeting

Ms. Riley moved that the Committee recommend to the Board that it adopt Policy 6423 - Talent Development Program and bring it back for review no later than July 1999. Unanimously approved.

October 13, 1998 Regular Board of Education Meeting

During discussion regarding Proposed Policy 6423, Administration was directed to have Rule 6423 indicate that the District will cover the cost of AP exams for all District students. Ms. Stella-Bartholomew moved to concur with the recommendations of the Committee. Mr. Olson seconded the motion. Unanimously approved.

October 15, November 19, and December 17, 1998 Curriculum/Program Standing Committee

Continued discussion regarding Talent Development Program Policies.

January 25, 1999 Curriculum/Program Standing Committee

The Talent Development Subcommittee presented an update including a timeline which indicated a Board report would be presented to the Curriculum/Program Committee in June 1999 and to the Board of Education in July 1999.

Board members have been provided with action plans to meet the requirements outlined in the resolution agreement.

ADMINISTRATIVE RECOMMENDATION

It is recommended that the attached resolution agreement be approved and that the Board President be authorized to sign the agreement.

Michael L. Johnson
Superintendent of Schools

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Kenosha Unified School District
Kenosha, Wisconsin

May 23, 2017

**Board Approved Student User Fees and Recreation Department
Fees for the 2017-2018 School Year**

As a component of the budget development process, a review of the fees charged by the District is conducted every year. The administration is not recommending any changes to the 2017-18 student user fees; however there is one recommended change to the Recreation Department fees.

On December 15, 2015, as part of the Summer School 2016 Program Recommendations report, the Board approved moving both the Kenosha Youth Performance Arts Center (KYPAC) and the Summer Marching Band programs into Community Programs and Services (Fund 80). Starting with the 2017 summer school session, there will be an additional summer theatre offering called Summer Classics for high school students.

The additional theatre offering is an expansion of an existing program and does not require separate approval; however, there is a new fee listed on the official fee schedule that now requires Board approval.

Attachment A delineates the proposed 2017-2018 Student User Fee Schedule and Attachment B delineates the proposed 2017-2018 Recreation Department Fees.

District-wide Fee Procedures:

- All fees and payments for a student will be maintained in Infinite Campus by the school at which the student is primarily enrolled (with the school having access to create the fee based on the circumstances e.g. field trips, yearbook, clubs and activity accounts).
- Charter schools are required to collect all applicable District required user fees according to the board approved fee schedule; however charter schools will retain the fees as part of the charter agreements.
- All schools looking to charge for workbooks or any other supplemental consumable materials, not covered by the base fees, must submit the fee to be reviewed and approved by the respective School Leadership Department prior to the allocation of any funds for the purchase of these materials, or the assessment of any such fees.

Administrative Recommendation

On May 9, 2017, at the regularly scheduled standing committee meeting, the Audit/Budget/Finance Committee reviewed this report. There was no quorum present. However, Administration requests that the Board of Education approve the recommended changes in order to establish the fiscal year 2017-2018 student user fees and recreation department fees with the addition of the new fee for Summer Classics theatre for high school students.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Kenosha Unified School District

**Historical Schedule of Student User Fees
Proposed Fees for the 2017-2018 School Year**

Base User Fees	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
High School	\$ 62	\$ 64	\$ 67	\$ 67	\$ 67	\$ 67	\$ 67
Middle School	70	72	72	72	72	72	72
Elementary School	43	44	44	44	44	44	44
Pre-School ⁽¹⁾	22	22	22	22	22	22	22

⁽¹⁾ Base User Fee includes individual project materials and workbooks

Grade Level Fees	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Writer's Inc. (9th Grade)	\$ 24	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Program Fees	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1:1 Electronic Device Program	\$ 30	\$ 30	\$ 30	\$ -	\$ -	\$ -	\$ -
Kenosha Military Academy Leadership	25	25	25	25	25	25	25

Course Fees	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Physical Education Fee (High School)	\$ 24	\$ 24	\$ -	\$ -	\$ -	\$ -	\$ -
Physical Education Fee (Middle School)	15	-	-	-	-	-	-
Technology Education (LakeView Academy)	30	35	35	35	35	35	35

Athletic Fees	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Athletic Fee High School ⁽²⁾	\$ 55	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75
Athletic Fee Middle School ⁽³⁾	25	50	50	50	50	50	50
Hockey Participation Fee	-	-	900	900	900	900	900

⁽²⁾ Athletic Fee per sport, \$10 earmarked for building athletic uniforms, \$150 max per student, \$300 per family

⁽³⁾ Athletic Fee per sport, \$5 earmarked for building athletic uniforms, \$100 max per student, \$200 per family

Other School Fees	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Activity Fee ⁽⁴⁾	\$ 15	\$ 15	\$ 15	\$ 15	\$ 15	\$ 15	\$ 15
Music Activity Fee ⁽⁵⁾	30	30	30	30	30	30	30
Instrument Usage ⁽⁶⁾	50	50	50	50	50	50	50
Parking ⁽⁷⁾	50	50	50	50	50	50	50
After School Program (per day)	5	5	-	-	-	-	-

⁽⁴⁾ Activity Fee (HS, \$30 max. per student, \$60 max. per family; for debate, forensics, academic decathlon, cheerleading, robotics and other competitive events)

⁽⁵⁾ Music Activity Fee (HS, \$60 max. per student; \$120 max. per family; for jazz ensemble, chamber orchestra, madrigal singers, golden strings, theater and drama)

⁽⁶⁾ Instrument Usage (MS, HS - \$50 max. per student, \$100 max. per family)

⁽⁷⁾ Parking (HS, \$30 for only second semester, students taking classes at multiple buildings will receive complimentary passes with proof of permit from their home school)

Summer School Fees ⁽⁸⁾	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Elementary and Middle Schools	\$ 20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
High Schools	20	-	-	-	-	-	-
Gear-Up (MS, HS)	10	-	-	-	-	-	-

⁽⁸⁾ Additional consumable fees may apply to summer camp programs

Miscellaneous School Fees	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Fines for Lost or Damaged Locks (MS, HS)	\$ 9	\$ 9	\$ 9	\$ 9	\$ 9	\$ 9	\$ 9
Copy of Student Records (per page)	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Copy of Student Transcripts	5	5	5	5	5	5	5
Lost I.D./Library Card (MS/HS)	1.50	1.50	1.50	1.50	1.50	1.50	1.50
I.D. Card Lanyard Replacement	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Library Fines and Breakage Charges	At Cost						
Students Unable to Pay	Per School Board Policy						

Kenosha Unified School District

**Historical Schedule of Recreation Department Fees
Proposed Fees for the 2017-2018 School Year**

Adult Basketball	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Team Fee ⁽¹⁾	\$ 383	\$ 394	\$ 394	\$ 394	\$ 394	\$ 680	\$ 680
Player Fee	39	40	40	40	40	-	-
Trophy Fee	8	8	8	8	8	-	-

Adult Softball	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Team Fee ⁽¹⁾	\$ 288	\$ 297	\$ 297	\$ 297	\$ 297	\$ 675	\$ 675
Player Fee	38	39	39	39	39	-	-
Trophy Fee	8	8	8	8	8	-	-

Adult Volleyball	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Team Fee ⁽¹⁾	\$ 125	\$ 129	\$ 129	\$ 129	\$ 129	\$ 280	\$ 280
Player Fee	23	24	24	24	24	-	-
Trophy Fee	8	8	8	8	8	-	-

Swim Fees	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Employee Swim	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lifeguard Training (Red Cross Certification)	-	-	-	-	-	150	150

Student Player Fees	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Instructional Swim	\$ 5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Competitive Swim	25	25	25	25	25	25	25
Basketball	-	-	-	-	-	-	-
Tennis	-	-	-	-	-	-	-
Weight Training	20	20	20	20	20	20	20
Baseball/Softball	-	-	-	-	-	-	-
Soccer	-	-	-	-	-	-	-

Fine Arts	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Kenosha Youth Performing Arts Center (KYPAC)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50	\$ 50
Band of the Black Watch ⁽²⁾	-	-	-	-	-	150	150
Rambler Band ⁽²⁾	-	-	-	-	-	125	125
Summer Classics - High School Theatre	-	-	-	-	-	-	50

⁽¹⁾ Changing to a flat team only fee

⁽²⁾ Fee does not include shoes or trips as not all participants need the shoes and trips are not required

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

May 23, 2017

TALENT DEVELOPMENT PROGRAM

Background

A special board meeting was held on Monday, February 13, 2017 to share options for a middle school program of service for identified gifted and talented students. Four options were presented along with the financial impact of each option. At the conclusion of this meeting the Board agreed that administration should proceed with Option B (2) – Cluster Grouping/Blended Learning Model. No additional funding is requested to move forward with this model. Additionally, the School Board requested information regarding the Gifted and Talented Teacher Advocate position.

Gifted and Talented Program Support

In an effort to maximize the impact of a support role for gifted and talented education a teacher consultant position has been developed. An educator who has expertise around instruction and differentiation for gifted and talented students would be identified. The primary job functions for this position include working with the talent development department to facilitate identification of students and the development of differentiated learning activities for advanced learners; and to provide professional development for instructional staff.

Appendix A is the budget assumption request to add a 1.0 teacher FTE that directly supports the Gifted and Talented Education Program.

Talent Development Program Plan

The following table outlines revisions that have been made to the Talent Development Program Guide (Appendix B):

Page	Draft - Talent Development Program Guide	Final – Talent Development Program Guide
9	A referral form should be filled out and returned to the school's talent development teacher advocate	A referral form should be filled out and returned to the child's teacher
10	Using the identification rubric, the talent development team will determine the students who will be invited to participate in the Elementary Enrichment Magnet Program for the next school year and beyond.	Using the identification rubric, students will be invited to participate in the Elementary Enrichment Program for the next school year and beyond.

Page	Draft - Talent Development Program Guide	Final – Talent Development Program Guide
10	Enrollment in the Elementary Education Magnet Program will be based on a first-respond-first placed procedure.	If requests to attend the Elementary Enrichment Program exceed space available, a lottery process will be used to select students for the program.
11	Advanced in reading and math on the fourth grade WSAS	Advanced in reading or math on the fourth grade WSAS
11	In the 97 th percentile or above on the Fall Measures of Academic Progress (MAP) Assessment for reading or math (fifth grade)	In the 95 th percentile or above on the Fall Measures of Academic Progress (MAP) Assessment for reading or math (fifth grade)
11	In the 97 th percentile or above on the Winter Measures of Academic Progress (MAP) Assessment for reading or math (fifth grade)	In the 95 th percentile or above on the Winter Measures of Academic Progress (MAP) Assessment for reading or math (fifth grade)
11	Using the identification rubric, the talent development team will determine the students who will be invited to participate in the Middle School Enrichment Program for the next school year and beyond.	Using the identification rubric, students will be selected to participate in the Middle School Blended Learning Enrichment Program for the next school year and beyond.
11	Parents will be sent an invitation to enroll their child in the Middle School Enrichment Program.	Parents will be notified that their child has the opportunity to participate in the Middle School Blended Learning
12	RUBRIC APPLIED with all data collected-NNAT3 CogAT-7-three subtests, SIGS Home Rating Scale and SIGS School Rating Scale.	RUBRIC APPLIED with all data collected CogAT-7-three subtests, SIGS Home Rating Scale and SIGS School Rating Scale.
13	IDENTIFY STUDENTS WHO SCORED advanced in reading or math on the fourth grade WSAS	IDENTIFY STUDENTS WHO SCORED advanced in reading or math on the fourth grade WSAS and 95 th percentile or above in reading or math on the Fall and Winter MAP scores.
13	RUBRIC APPLIED With all data collected – WSAS, MAP Fall and Winter Scores, CogAT-7-three subtests, SIGS Home Rating Scale and SIGS School Rating Scale.	RUBRIC APPLIED MAP Winter Scores, CogAT-7-three subtests, SIGS Home Rating Scale and SIGS School Rating Scale.
13	STUDENTS IDENTIFIED to receive intensive enrichment services for their individual needs at their resident schools or at the Middle School Enrichment Program	STUDENTS IDENTIFIED to receive intensive enrichment services for their individual needs at their resident schools
15	Middle School Enrichment Program	Middle School Blended Learning

Page	Draft - Talent Development Program Guide	Final – Talent Development Program Guide
		Enrichment Program
16	Advanced in reading and math Score of 85% or above	Advanced in reading and math Score of 80% or above
24	Talent Development Teacher Advocate	Teacher Consultant – Talent Development
Document	Advanced Learners	Gifted and Talented Students
Document	Elementary Enrichment Magnet Program	Elementary Enrichment Program
Document	MAP Assessment – 97 th percentile or above	MAP Assessment – 95 th percentile or above
Document	Naglieri Nonverbal Ability Test (NNAT3) – 9 th Stanine or above	Naglieri Nonverbal Ability Test (NNAT3) – 7 th Stanine or above
Document	Scales for Identifying Gifted Students (SIGS) School & Home Rating Scales – 95 th percentile	Scales for Identifying Gifted Students (SIGS) School & Home Rating Scales – Standard score of 111 or above

Using standardized screeners that are free from cultural and linguistic bias, middle school students may be identified for advanced learner services. At the universal level, the needs of most students are met by the classroom teacher through differentiated core instruction. Select intervention services will be available for students identified for more specialized services. Most often these opportunities will be provided during a designated intervention/enrichment period. When testing indicates that a student should receive intense enrichment services, a GaTE plan is written to define individualized services based on what works best for each student.

Intense GaTE services will be provided through a blended learning program at Bullen, Lance, Lincoln, Mahone and Washington Middle Schools. For the 2017-2018 school year 6th grade students will be identified for the blended learning program using the fall, winter and spring MAP results and the WSAS results. Beginning with the 2018-2019 school year the identification process will also include the CoGAT and the Scales for Identifying Gifted Students (SIGS) completed by the school and home.

Recommendation

Administration recommends that the Board of Education approve the addition of a 1.0 Teacher Consultant – Talent Development.

Administration recommends that the Board of Education approve the Talent Development Program Guide at the May 23, 2017, School Board Meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Patricia Clements
Coordinator of Talent Development

BUDGET ASSUMPTION SUMMARY - EXPENDITURE

Title: Teacher Consultant – Talent Development **Budget Year:** 2017 - 2018

Department: Teaching and Learning **Budget Manager:** Patricia Clements

REQUEST

This is a budget assumption request to add a Teacher Consultant -Talent Development position to support the elementary talent development program, the middle school blended learning enrichment model and the AP program.

RATIONALE/ INSTRUCTIONAL FOCUS

The Teacher Consultant -Talent Development has expertise around instruction, curriculum, assessment and differentiation for gifted and talented students. This role will be critical in building the capacity of our teachers to differentiate instruction to meet the high level of rigor our gifted and talented students need to remain in engaged and motivated in their learning.

IMPACT

The individual selected for this position will work with the coordinator of talent development programs, principals, CSI teams, counselors, parents and students to ensure that the elementary and middle school enrichment program of service is implemented with fidelity and that the needs of our identified gifted and talented students are addressed. The impact of this position will be evaluated annually as a part of the GaTE Plan annual review. The following questions will guide the evaluation process:

1. **Implementation:** Were your program's activities put into place as originally intended?
2. **Effectiveness:** Is your program achieving the goals and objectives it was intended to accomplish?
3. **Efficiency:** Are your program's activities being produced with appropriate use of resources such as budget and staff time?
4. **Cost-Effectiveness:** Does the value or benefit of achieving your program's goals and objectives exceed the cost of producing them?
5. **Attribution:** Can progress on goals and objectives be shown to be related to your program, as opposed to other things that are going on at the same time?

BUDGET ASSUMPTION		
Object Level	Descriptive	Amount
100's	Salaries	\$78,490.82
200's	Fringes	\$39,601.51
300's	Purchased Services	\$0
400's	Non-Capital Objects	\$0
500's	Capital Objects	\$0
	TOTAL *	\$118,092.33.00

***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
<p>Request for new funds from the district's operation budget.</p> <p>Current capacity within the district's operation budget is \$1.5 million for additional expenses for the 2017-2018 school year (prior to factoring in additional state categorical aids that have been proposed by the Governor).</p> <p>\$1,500,000 (capacity) - \$118,092 (cost of budget assumption) = \$1,381,908 (remaining capacity)</p>



TALENT DEVELOPMENT PROGRAM GUIDE



TABLE OF CONTENTS

Pathway to Success	1	Areas of Talent Development Identification for Creative Thinking	24
Talent Development Program Vision and Philosophy	2	Examples of Possible Talent Development Services for Creative Thinking.....	25
Statutes, Policies and Definitions	3	Teacher Consultant-Talent Development	26
Talent Development Program Services	5	Professional Learning	27
Multilevel System of Support Flowchart	7	Community Talent Development Program Advisory Committee.....	28
Social-emotional Support.....	8	Summary	29
Identification for Talent Development Intensive Enrichment Services	9	Bibliography	30
Kenosha Unified School District (KUSD) First Grade Screening Process for Intensive Services.....	12	Appendix A	31
Kenosha Unified School District (KUSD) Fifth Grade Screening Process for Intensive Services.....	13	Appendix B.....	33
Areas of Talent Development Identification for General Intellectual.....	14	Appendix C	34
Examples of Possible Talent Development Services for General Intellectual	15	Appendix D	36
Areas of Talent Development Identification for Specific Academic	16	Appendix E.....	38
Examples of Possible Talent Development Services for Specific Academic.....	17	Appendix F	40
Areas of Talent Development Identification for Visual Arts.....	18	Appendix G	41
Examples of Possible Talent Development Services for Visual Arts.....	19		
Areas of Talent Development Identification for Performing Arts.....	20		
Examples of Possible Talent Development Services for Performing Arts.....	21		
Areas of Talent Development Identification for Leadership	22		
Examples of Possible Talent Development Services for Leadership	23		

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

Mission

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

Vision

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

Core Values

Safety—Providing a safe learning and working environment

Teamwork—Collaborating respectfully to meet goals

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

Diversity—Being inclusive of all individuals

Equity—Treating all in a fair and just manner

Nurturing—Providing a caring and encouraging environment

Trust—Building confidence through transparency

Stability—Building organizational capacity to adapt to change successfully

Strategic Goals

Increase academic achievement for all students by prioritizing, planning, and implementing recommendations from the curriculum audit.

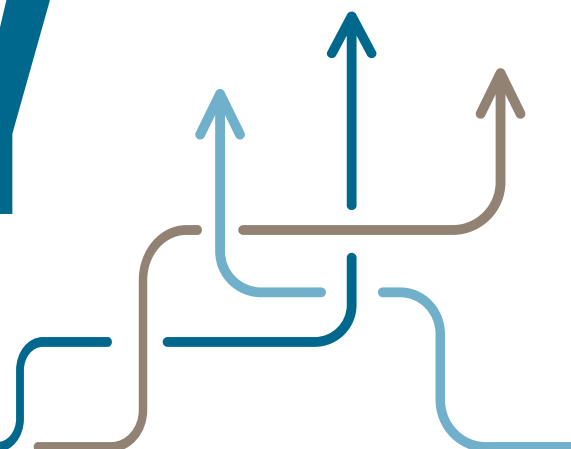
Implement transparent fiscal management practices that prioritize and align resources with strategic goals.

Retain and recruit highly qualified staff who works to ensure the success of every student.

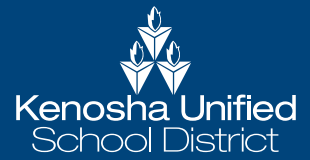
Enhance the leadership and expertise of all staff through professional learning and collaboration.

Foster and strengthen community partnerships to increase student learning and collaboration.

PATHWAY to SUCCESS



TALENT DEVELOPMENT PROGRAM VISION AND PHILOSOPHY



Vision

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

Philosophy

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

STATUTES, POLICIES, AND DEFINITIONS

Wisconsin Gifted and Talented Statutes and Rule

Wisconsin Statute 121.02 (1) (t): Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.

Wisconsin Statute: s. 118.35, Wis. Stats.: Programs for gifted and talented pupils.

- In this section, “gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need interventions or activities not ordinarily provided in a regular school program in order to fully develop such capabilities (WI §118.35 (1)).
- Each school board shall: Ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.

Administrative Rule 8.01 (2)(t)2: Each school district shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented pupils shall be identified as required in s. 118.35(1), Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35(1), Stats. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils’ economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115, Stats. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted and talented as required under ss. 118.35 (3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming. (Appendices B and C)

National Standards

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

Kenosha Unified School District Policies

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

Definitions of Gifted and Talented

Wisconsin School Law, Chapter 118.35: “Gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

Federal Definition that appears in the No Child Left Behind Act of 2001: The term “gifted and talented,” when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in such areas as

Definitions of Gifted and Talented (continued)

intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities. (20 U.S. C. 70 6301)

National Association of Gifted Children (NAGC): Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sport).

Wisconsin Response to Intervention Framework

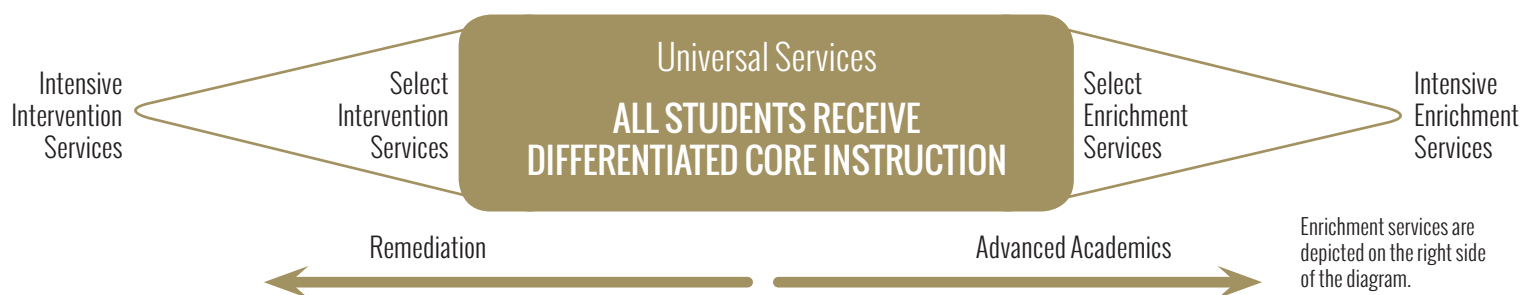
The Kenosha Unified School District utilizes the Wisconsin RtI Framework for providing services to students with gifted and talented needs. In Wisconsin's vision for RtI, the three essential elements of high quality instruction, balanced assessment, and collaboration systematically interact within a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

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

Gifted and Talented Education Plan Multilevel Enrichment System of Support Services

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

RESPONSE TO INTERVENTION



Kindergarten through Eighth Grade Program

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

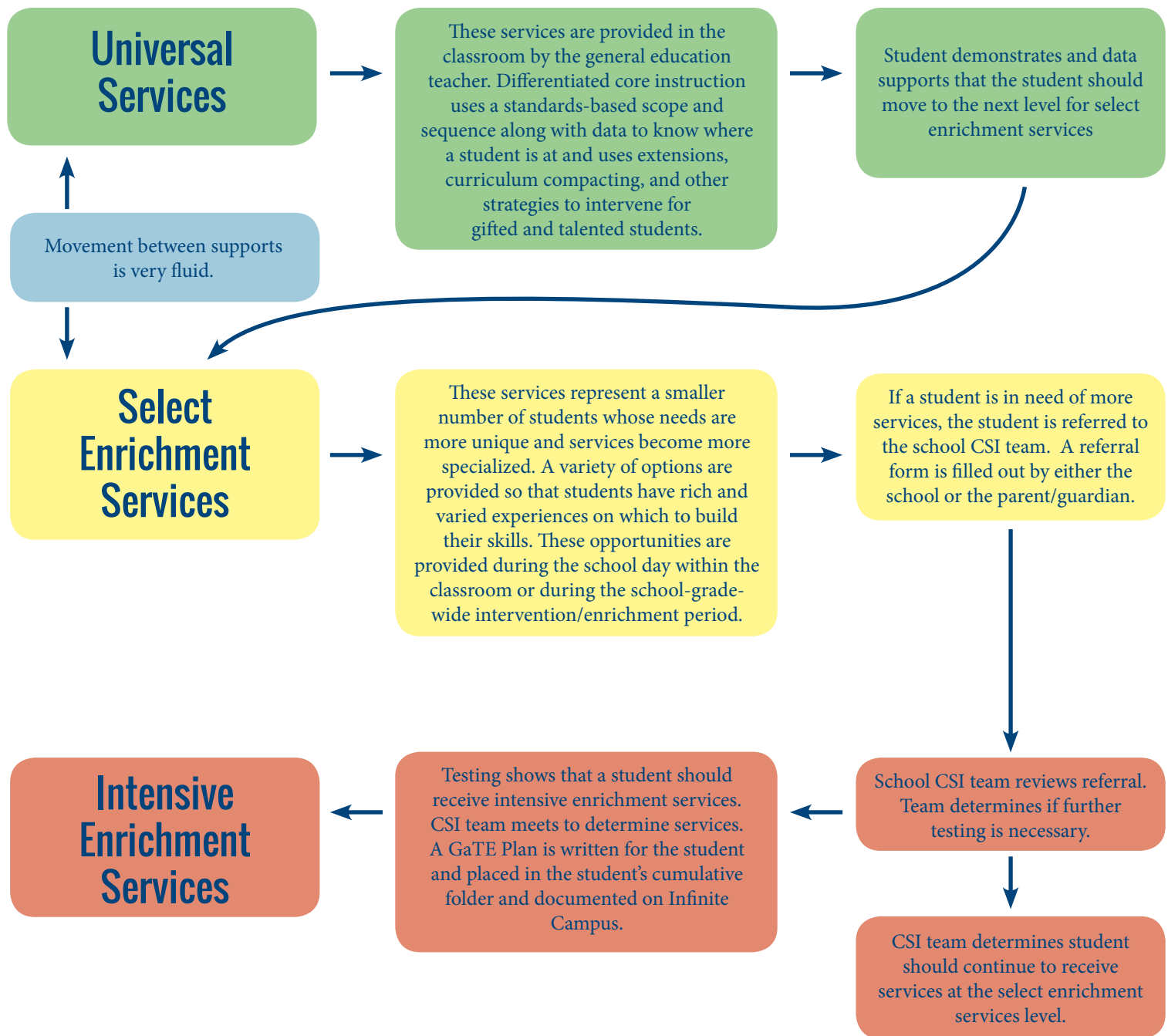
High School Program

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

Discontinuation of Intensive Enrichment Services

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

MULTILEVEL SYSTEM OF SUPPORT FLOWCHART



SOCIAL-EMOTIONAL SUPPORT

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

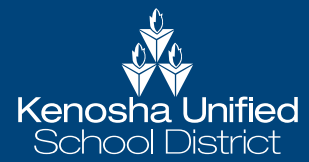
POSITIVE SIGNS	SIGNS OF DIFFICULTIES
<ul style="list-style-type: none">• Willing to tackle challenging work• Able to listen closely and work hard• Able to put forth more effort when work is challenging• Able to work through frustrations caused by challenging work• Able to ask for help without reduction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

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

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

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

IDENTIFICATION FOR TALENT DEVELOPMENT INTENSIVE ENRICHMENT SERVICES



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

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

Parent/Guardian Referral

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

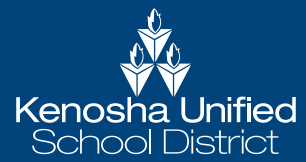
- A parent/guardian may refer students for consideration for intensive enrichment services at any time.
- A referral form should be filled out and returned to the child's teacher. Referral forms are available at the schools or online at www.kusd.edu/talentdevelopment. (Appendix F)
- The referral form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

Staff Member Referral

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

- Any staff member can initiate a referral at any time.
- The referring staff member should notify the parent/guardian that a referral has been made.
- The referral form is brought to the school's CSI team to establish a student academic profile and student profile. These will both be reviewed when considering intensive enrichment services. The parent/guardian is invited to participate in the CSI process.

IDENTIFICATION FOR TALENT DEVELOPMENT INTENSIVE ENRICHMENT SERVICES



Staff Member Referral (continued)

- If the CSI team decides that the student shows a need for possible intensive enrichment services, a student academic profile and a student profile will be started; and parent permission will be obtained to initiate the process for tests to be administered.
- The student academic profile and student profile are brought back to the CSI team for possible intensive enrichment services. The referral results are put in the student's cumulative folder. If warranted, a GaTE Plan is written.

Universal Screener (First Grade)

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

- Step one of the universal screening process:
 - Administer the NNAT3 midyear.
 - Identify students to continue to step two in the identification process.
- Step two of the universal screening process:
 - Students will be administered the three subtests of the Cognitive Abilities Test (CogAT-7).
 - Parents/guardians will be asked to complete the Scales for Identifying Gifted Students (SIGS) Home Rating Scale.
 - The current grade one teacher of each child will complete the SIGS School Rating Scale.
 - The identification rubric will be completed and reviewed by the talent development identification team.
 - Using the identification rubric, students will be invited to participate in the Elementary Enrichment Program for the next school year and beyond.
 - Parents will be sent an invitation to enroll their child in the Elementary Enrichment Program.
 - If requests to attend the Elementary Enrichment Program exceed space available, a lottery process will be used to select students for the program.

Universal Screener (Fifth Grade)

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

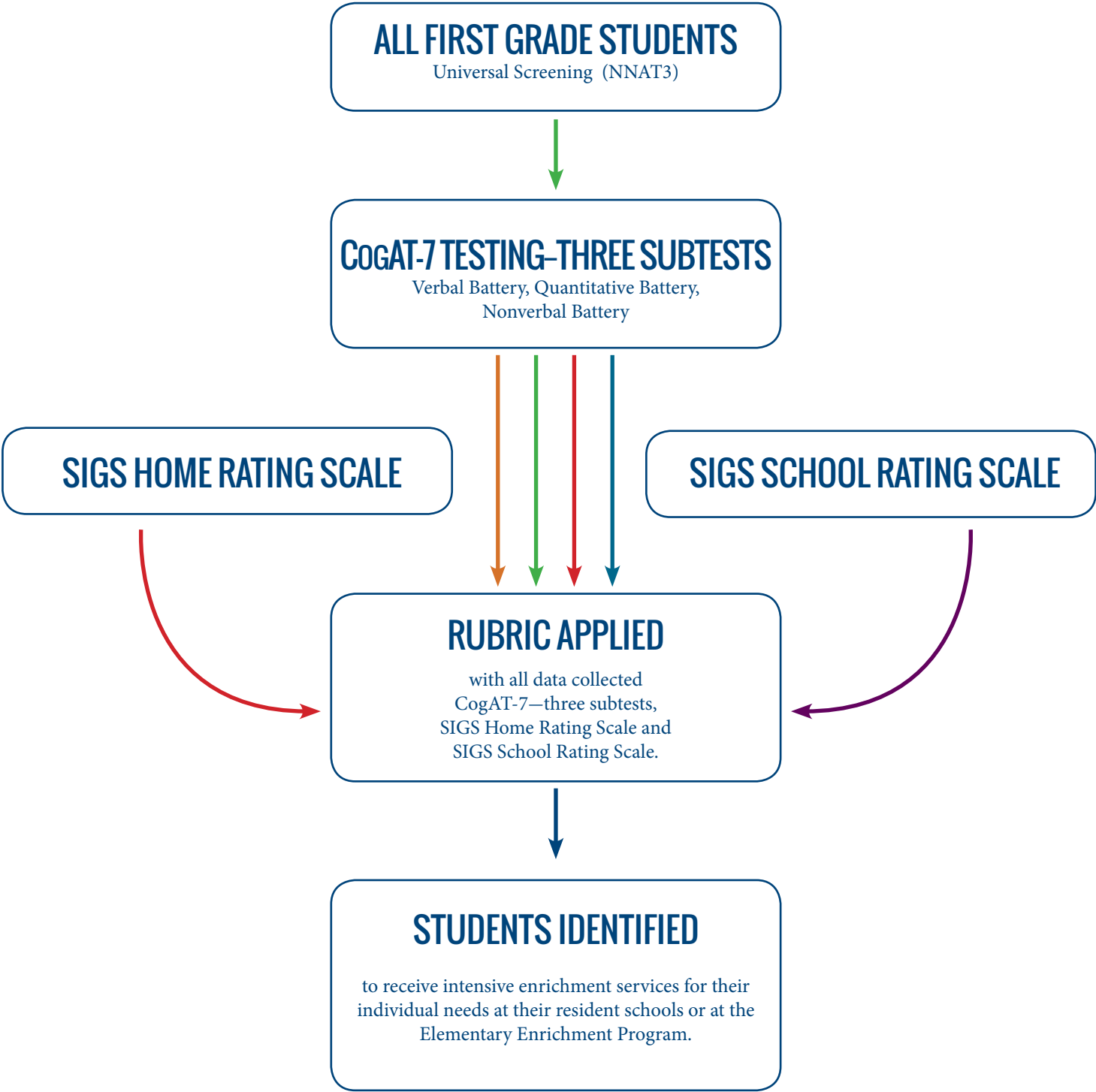
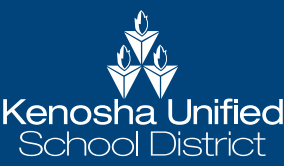
- Step one of the universal screening process:
 - Identify students who scored:

IDENTIFICATION FOR TALENT DEVELOPMENT INTENSIVE ENRICHMENT SERVICES

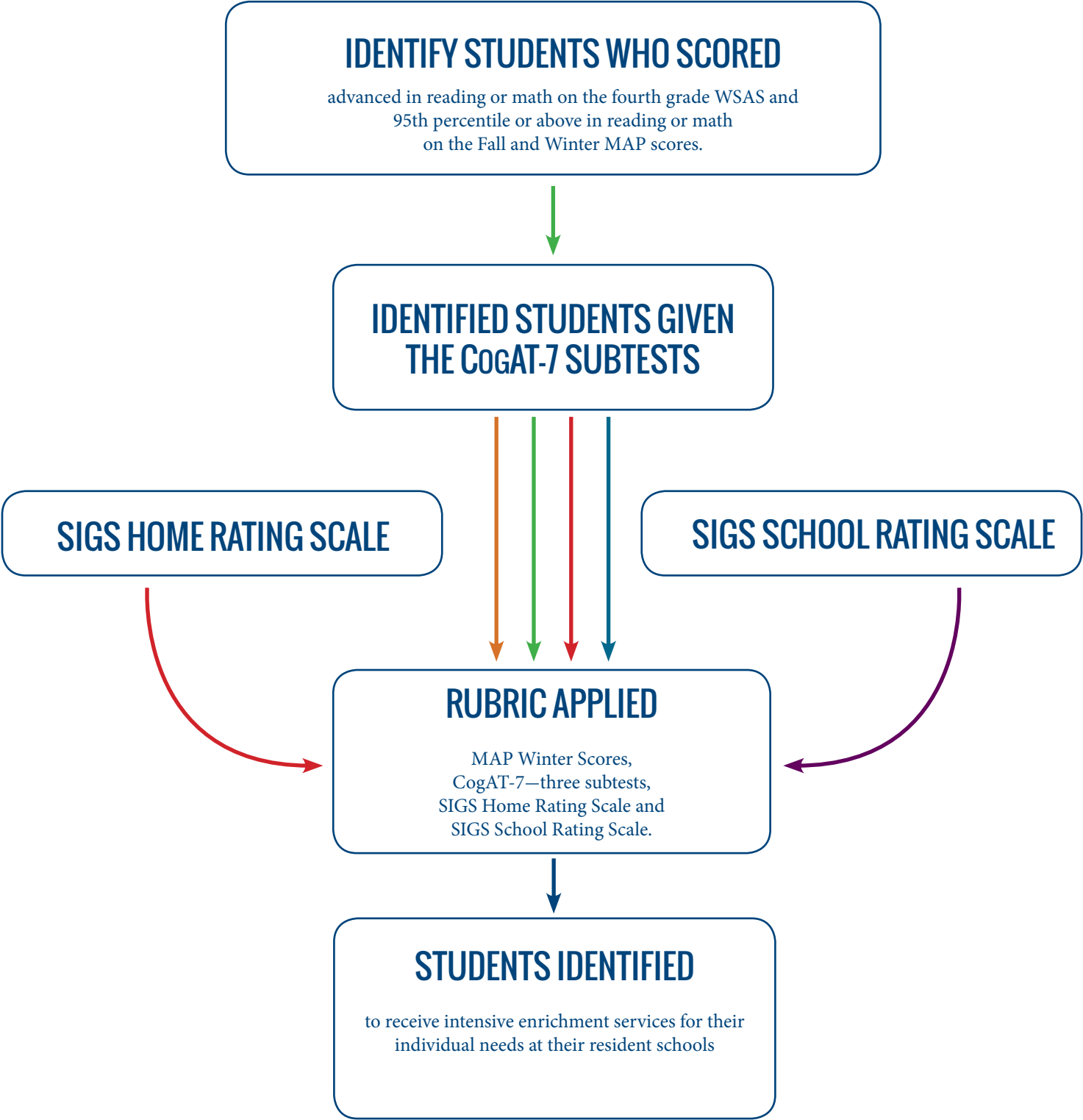
Universal Screener (Fifth Grade) (continued)

- Advanced in reading or math on the fourth grade WSAS
- In the 95th percentile or above on the Fall Measures of Academic Progress (MAP) Assessment for reading or math (fifth grade)
- In the 95th percentile or above on the Winter Measures of Academic Progress (MAP) Assessment for reading or math (fifth grade)
- o Identify students to continue to step two in the identification process.
- Step two of the universal screening process:
 - o Administer all CogAT-7 subtests.
 - o Parent/guardian will be asked to complete the SIGS Home Rating Scale.
 - o The current grade five teacher of each child will complete the SIGS School Rating Scale.
 - o The identification rubric will be completed and reviewed by the talent development identification team.
 - o Using the identification rubric, students will be selected to participate in the Middle School Blended Learning Enrichment Program for the next school year and beyond.
 - o Parents will be notified that their child has the opportunity to participate in the Middle School Blended Learning

KUSD FIRST GRADE SCREENING PROCESS FOR INTENSIVE SERVICES



KUSD FIFTH GRADE SCREENING PROCESS FOR INTENSIVE SERVICES



AREAS OF TALENT DEVELOPMENT IDENTIFICATION FOR GENERAL INTELLECTUAL

Enrichment Program.

Definition

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

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

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

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

Universal Services

Clustering

Curriculum
compacting

Student contracts

Differentiated
instructional
strategies

Select Services

AP classes

Honors classes

Problem-solving
activities

Youth Options

Course Options

Academic
competitions

Independent
research/inquiry

Intensive Services

Subject
acceleration

Whole grade
acceleration

Elementary
Enrichment
Program

Middle School
Blended Learning
Enrichment Program

AREAS OF TALENT DEVELOPMENT IDENTIFICATION FOR SPECIFIC ACADEMIC

Definition

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

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

Identification for Intensive Enrichment Services Academic Data Profile		
Assessment	Grade Level	Criteria
Measures of Academic Progress (MAP)	2-8	95th percentile or above
Wisconsin Student Assessment System (WSAS)	3-11	Advanced in reading or math
Naglieri Nonverbal Ability Test (NNAT3)	K-12	Seventh stanine or above
Cognitive Abilities Test Form 7 (CogAT-7)	K-12	95th percentile or above
Test of Mathematical Abilities for Gifted Students (TOMAGS), (Math acceleration only)	K-6	Score of 125 or above
KUSD end-of-year assessment in accelerated content area	K-12	Score of 80% or above

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

Universal Services

- Clustering
- Compacting
- Contracting
- Differentiated instructional strategies

Select Services

- AP classes
- Honors classes
- Problem-solving activities
- Youth Options
- Course Options
- Academic competitions
- Independent research/inquiry

Intensive Services

- Subject acceleration
- Independent study

AREAS OF TALENT DEVELOPMENT IDENTIFICATION FOR VISUAL ARTS

Definition

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

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

Identification for Intensive Enrichment Services Academic Data Profile		
Assessment	Grade Level	Criteria
Gifted and Talented Evaluation Scales (GATES)	K-12	Standard score of 111 or above
Student work samples	K-12	Above-average work

Student Profile		
Assessment	Grade Level	Criteria
Scales for Identifying Gifted Students (SIGS) Home Rating Scale	K-12	Standard score of 111 or above on each section
Scales for Identifying Gifted Students (SIGS) School Rating Scale	K-12	Standard score of 111 or above on each section

Universal Services

Classroom
differentiation

Flexible grouping

School clubs

Local/district
competitions

Select Services

AP Courses

Local/district
competitions

Independent
projects

Youth Options

Intensive Services

Mentorships

Apprenticeships

Independent study

AP courses

AREAS OF TALENT DEVELOPMENT IDENTIFICATION FOR PERFORMING ARTS

Definition

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

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

Identification for Intensive Enrichment Services Academic Data Profile		
Assessment	Grade Level	Criteria
Gifted and Talented Evaluation Scales (GATES)	K-12	Standard score of 111 or above
Student work samples	K-12	Above-average work

Student Profile		
Assessment	Grade Level	Criteria
Scales for Identifying Gifted Students (SIGS) Home Rating Scale	K-12	Standard score of 111 or above on each section
Scales for Identifying Gifted Students (SIGS) School Rating Scale	K-12	Standard score of 111 or above on each section

Universal Services

Classroom
differentiation

Flexible grouping

School clubs

Local/district
competitions

School music
programs

Select Services

Performances

Local/district
competitions

Independent
projects

Intensive Services

Mentorships

Apprenticeships

Independent study

AREAS OF TALENT DEVELOPMENT IDENTIFICATION FOR LEADERSHIP

Definition

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

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

Identification for Intensive Enrichment Services Academic Data Profile		
Assessment	Grade Level	Criteria
Gifted and Talented Evaluation Scales (GATES)	K-12	Standard score of 111 or above
Student-generated evidence of leadership activity	K-12	Above average work

Student Profile		
Assessment	Grade Level	Criteria
Scales for Identifying Gifted Students (SIGS) Home Rating Scale	K-12	Standard score of 111 or above on each section
Scales for Identifying Gifted Students (SIGS) School Rating Scale	K-12	Standard score of 111 or above on each section
Letters of recommendation from a third party	K-12	Above average recommendation

Universal Services

Classroom leadership

Playground
leadership

AAA School
Safety Patrol

Select Services

School clubs
officer position

Grade level
officer position

Mentor

Peer helper

Athletic leadership

Intensive Services

School board
committees

Local government
committees

School leadership
committees

AREAS OF TALENT DEVELOPMENT IDENTIFICATION FOR CREATIVE THINKING

Definition

Creativity may cross all areas (academic, arts, leadership, and intellect). High creatives tend to develop original ideas and products. They may express their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking, tending to reject one-answer solutions. These children tend to possess strong visualization. (*Gifted and Talented Resource Guide for Educators, Coordinators, and Administrators in Wisconsin Public Schools*, Stone et al, 2005)

General Characteristics (Not Inclusive)	
Independent and/or flexible thinker	Challenged by creative tasks
Exhibits original thinking in oral and written expression	Improvises and sees unique possibilities
Comes up with several solutions to a given problem	Risk taker
Possesses a keen sense of humor	Resists conformity

Identification for Gifted and Talented Education Services Academic Data Profile		
Assessment	Grade Level	Criteria
Torrance Test of Creative Thinking	K-12	95th percentile or above
Gifted and Talented Evaluation Scales (GATES)	K-12	Standard score of 111 or above
Student-generated evidence of creative thinking activity or project	K-12	Above average work

Student Profile		
Assessment	Grade Level	Criteria
Scales for Identifying Gifted Students (SIGS) Home Rating Scale	K-12	Standard score of 111 or above on each section
Scales for Identifying Gifted Students (SIGS) School Rating Scale	K-12	Standard score of 111 or above on each section
Letters of recommendation from a third party	K-12	Above-average recommendation

Universal Services

Computer club

School newspaper

Select Services

AP courses

Honors courses

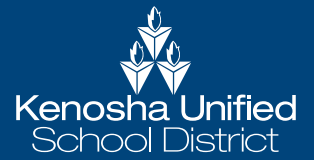
Youth Options

Intensive Services

Mentorships

Apprenticeships

TEACHER CONSULTANT-TALENT DEVELOPMENT



The teacher consultant-talent development is an educator who works in collaboration with the Coordinator of Talent Development and school administration. The primary role of the teacher consultant is to support the education of gifted and talented students. The individual in this role has expertise around instruction and differentiation for gifted and talented students.

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

District Level

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

School Level

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

COMMUNITY TALENT DEVELOPMENT PROGRAM ADVISORY COMMITTEE



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

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

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

SUMMARY

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

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

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NAGC Pre-K to Grade 12 Gifted Programming Standards

Standard 1: Learning and Development Description

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

The coordinator of talent development will work with school counselors and classroom teachers to assist gifted and talented students with interventions to meet their unique academic as well as socio-emotional needs.

Standard 2: Assessment Description

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

School CSI teams in collaboration with support from the coordinator of talent development, will meet to determine appropriate testing necessary to identify and serve gifted and talented students as described in this guide.

Standard 3: Curriculum Planning and Instruction Description

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

Kenosha Unified School District will use the Wisconsin's RtI framework and "Key Characteristics of Effective Gifted Education Plans". The principal will be responsible for implementing the program at the school level. The coordinator of talent development and the Office of Teaching and Learning coordinators will ensure that provision for curriculum that meets the needs of gifted students is part of the ongoing curriculum work.

Standard 4: Learning Environments Description

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

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

Standard 5: Programming Description

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

As outlined in this guide, Kenosha Unified School District will offer high quality, challenging learning opportunities for gifted and talented students through differentiation techniques and programming described.

Standard 6: Professional Development Description

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

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

MEETING ADMINISTRATIVE RULE OF WI STANDARD (T)

PI8.01 (2) (t).2

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

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

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

Introduction

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

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

Standard (b)—Staff Development

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

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

Standard (e)—Guidance and Counseling Services

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

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

Standard (k)—Curriculum

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

Kenosha Unified School District will use the Wisconsin’s RtI framework and “Key Characteristics of Effective Talent Development Program Plans”. The principal will be responsible for implementing the program at the school level. The coordinator of talent development and the Office of Teaching and Learning coordinators will ensure that provision for curriculum that meets the needs of gifted and talented students is part of the ongoing curriculum work.

As outlined in this guide, Kenosha Unified School District will offer high quality, challenging learning opportunities for gifted and talented students through differentiation techniques and programming described.

Standard (n)—Children at Risk

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

The coordinator of talent development will work with school counselors and classroom teachers to assist gifted and talented students with interventions to meet their unique academic as well as socio-emotional needs.

Standard (p)—High School Graduation Standards

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

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

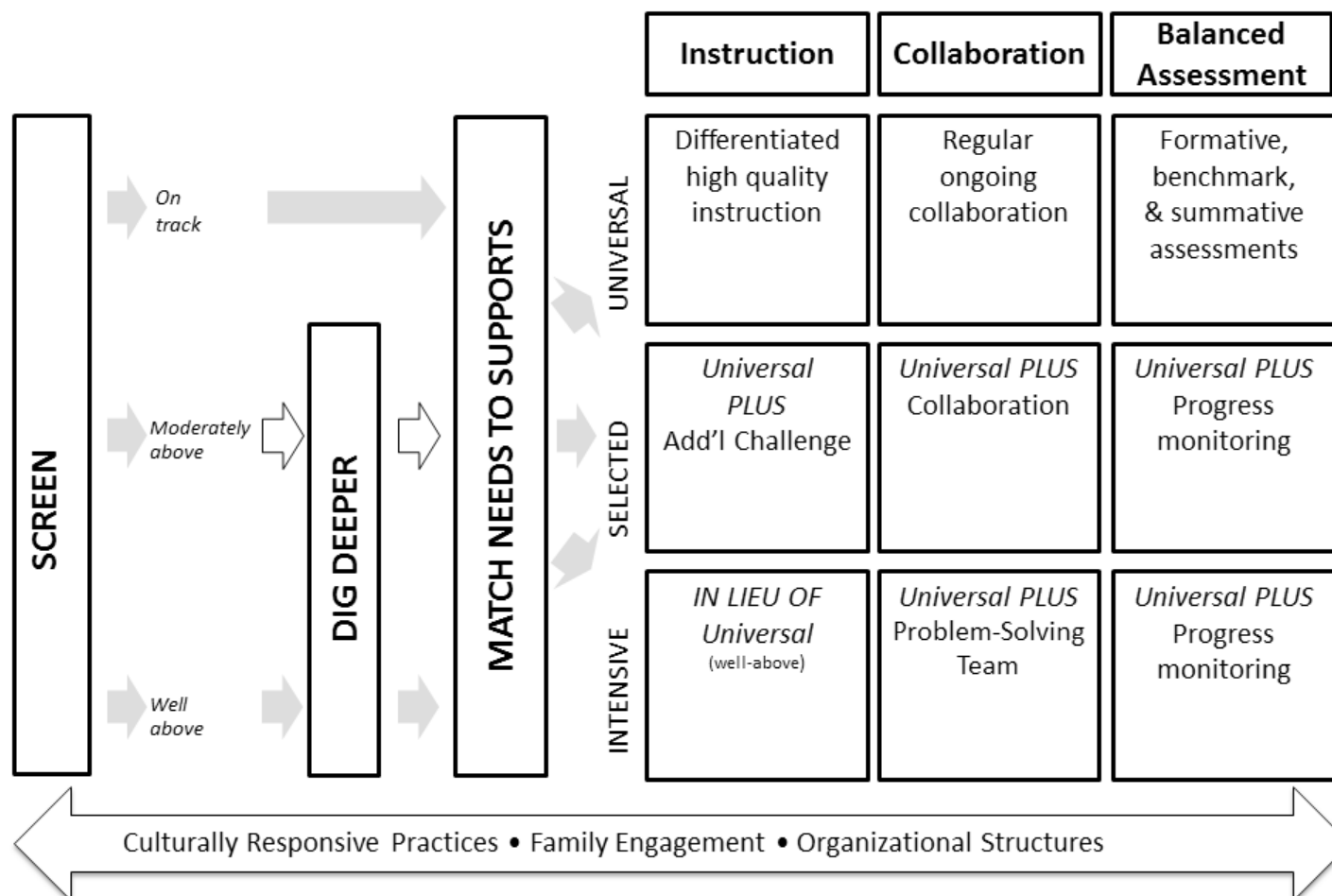
Standard (s)—Achievement Tests

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

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



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





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

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

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

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

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

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

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

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

Revised March 4, 2010



Gifted and Talented Education (GaTE) Plan

Student Name Student ID Number Date of Birth

School Current Grade Level Cohort Graduation Year

Parent/Guardian Name(s)

Date of Talent Development Plan Implementation

Area(s) and Date(s) of Identification

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

Student Interests and Strengths

Areas of Concern

Aptitude Scores

Naglieri (NAI/Stanine) CogAT (Verbal) (NAI/Stanine) CogAT (Nonverbal) (NAI/Stanine) CogAT (Quantitative) (NAI/Stanine)

Achievement Scores

MAP Reading (Date) (RIT/Percentile) MAP Math (Date) (RIT/Percentile) TOMAGS (Quotient) (Percentile)

End of the Year Subject Assessment (Subject) (Percentile)

Student Profile

GATES 2 (Test) (Quotient) (Percentile) GATES 2 (Test) (Quotient) (Percentile)

SIGS Home Rating Scale (General) (Language Arts) (Math) (Science) (Social Studies) (Creativity) (Leadership)

SIGS School Rating Scale (General) (Language Arts) (Math) (Science) (Social Studies) (Creativity) (Leadership)

Gifted and Talented Education Plan Goal 1

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

Gifted and Talented Education Plan Goal 2

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

Gifted and Talented Education Plan Meeting Participants

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



3600 52ND ST., KENOSHA, WI 53144
P 262-359-6300 • F 262-359-7672

INTENSIVE ENRICHMENT SERVICES REFERRAL FORM

Student's Legal Name _____ Date _____

School Name _____

Current Grade _____ Student's Birth Date _____ Age _____

Parent's/Guardian's Name: _____

Home Phone: _____ Cell/Work Phone: _____

Individual Requesting Referral

Name _____

Relationship to student _____

Area(s) for consideration

General Intellectual Ability _____ Visual Arts _____ Performing Arts _____

Leadership _____ Creative Thinking _____ Specific Academic Ability _____ Subject _____

Reason for Referral

Individual Requesting Referral Signature _____

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



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TALENT DEVELOPMENT INTENSIVE ENRICHMENT SERVICES PARENT PERMISSION FOR TESTING

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

_____ Naglieri Nonverbal Ability Test Third Edition (NNAT3)

_____ Cognitive Abilities Test Form 7 (CogAT 7)

_____ IOWA Acceleration Scale, 3rd Edition

_____ Test of Mathematical Abilities for Gifted Students (TOMAGS)

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

_____ End of the year assessment for grade _____ in _____
(subject)

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

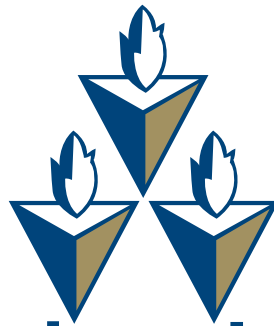
or concerns regarding the screening process, please contact _____

at _____.

(parent/guardian printed name)

(parent/guardian signature)

Date _____ Phone Number _____



Kenosha Unified
School District

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Kenosha Unified School District No. 1
Kenosha, Wisconsin

May 23, 2017

**RESOLUTION NO. 332 AUTHORIZING THE ISSUANCE AND AWARDED
THE SALE OF APPROXIMATELY \$34,745,000 GENERAL OBLIGATION
CORPORATE PURPOSE BONDS, SERIES 2017A
AND
RESOLUTION NO. 333 AUTHORIZING THE ISSUANCE AND SALE OF
APPROXIMATELY \$1,965,000 TAXABLE GENERAL OBLIGATION
REFUNDING BONDS, SERIES 2017B**

At the April 25, 2016, regular School Board meeting, the Board approved a proposal to implement a Phase 2 series of energy efficiency projects using the energy efficiency revenue limit exemption based on the provisions in 2011 Wisconsin Act 32 and subsequent legislation. On May 10, 2016, the Board held a special meeting where they unanimously approved an initial resolution authorizing General Obligation Bonds in an amount not to exceed \$74,990,000 in order to fund all of these projects. The initial resolution also called for a public hearing in connection with the debt issuance. A public hearing on the matter was held on May 24, 2016, with no objections to the projects or the debt issuance being expressed.

Phase 2 consists of a series of projects as detailed in the May 10, 2016, report presented by Mr. Patrick Finnemore, Director of Facilities. These projects are being performed over a six year time period and the administration is working closely with the District financial advisor, PMA Securities, Inc. to time the issuance of debt to align with project spending needs.

The first bond sale was unanimously approved by the Board on June 28, 2016, in the amount of \$28,495,000 to provide the necessary funds to complete the first project which includes Bullen Middle School and Lance Middle School. Coinciding with project progression, on March 28, 2017, the Board approved funding projects two and three with a combination of General Obligation School Improvement Bonds and a State Trust Fund Loan. The State Trust Fund Loan was approved by the Board of Commissioners of Public Lands in the amount of \$16,355,000 at their meeting held on April 18, 2017. The final piece of funding will be in the form of General Obligation School Improvement Bonds, Series 2017. These bonds complete the debt issuance needed to complete the Phase 2 series of energy efficiency projects and also refinance some existing debt that has been deemed advantageous to the District by the administration and the District financial advisors from PMA Securities, Inc.

Administrative Recommendation

Administration requests that the Board (1) approve Resolution No. 332 Authorizing the Issuance and Awarding the Sale of Approximately \$34,745,000 General Obligation Corporate Purpose Bonds, Series 2017A and Resolution No. 333 Authorizing the Issuance and Sale of Approximately \$1,965,000 Taxable General Obligation Refunding Bonds, Series 2017B provided at the May 23, 2017, regular School Board meeting, and (2) authorize the Board Officers and the District administration to execute all documents relating to the sale and issuance.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

RESOLUTION NO. 332

RESOLUTION AUTHORIZING THE ISSUANCE AND AWARDING THE SALE OF
\$34,745,000 GENERAL OBLIGATION CORPORATE PURPOSE BONDS, SERIES 2017A

WHEREAS, on May 10, 2016, the School Board of the Kenosha School District No. 1, Kenosha County, Wisconsin (the "District") adopted an initial resolution entitled: "Initial Resolution Authorizing General Obligation Bonds in an Amount Not to Exceed \$74,990,000 and Calling a Public Hearing in Connection Therewith" (the "Initial Resolution") authorizing the issuance of not to exceed \$74,990,000 general obligation bonds of the District for the purpose of paying the cost of energy efficiency, operational savings and capital maintenance projects at District buildings and grounds, including: HVAC system and control upgrades; lighting and ceiling improvements; electrical and plumbing system upgrades; restroom remodeling; roof, window, door and wall repairs and replacement; asbestos abatement; building envelope improvements; construction of vestibules at building entrances; sprinkler system improvements; and acquisition of related equipment (the "Project");

WHEREAS, pursuant to the provisions of Section 67.05, Wisconsin Statutes, within 10 days following the adoption of the Initial Resolution, the District Clerk caused a notice to electors to be published in the Kenosha News, stating the purpose and maximum principal amount of the general obligation bonds issue authorized by the Initial Resolution and describing the public hearing to be held and the opportunity and procedure for submitting a petition requesting a referendum on such issue authorized by the Initial Resolution;

WHEREAS, the School Board of the District held a public hearing on May 24, 2016 for informational purposes only regarding the Initial Resolution, the Project and the borrowing, which was within 10 days following the publication of the notice to electors;

WHEREAS, no petition for referendum was filed with the District Clerk, and the time to file such a petition has expired;

WHEREAS, the School Board hereby finds and determines that the Project is within the District's power to undertake and therefore serves a "public purpose" as that term is defined in Section 67.04(1)(b), Wisconsin Statutes;

WHEREAS, the School Board hereby further finds and determines that it is necessary, desirable and in the best interest of the District to raise funds to pay the cost of refinancing certain outstanding obligations of the District, specifically, the General Obligation Refunding Bonds, dated June 20, 2007 due on and after April 1, 2018 (the "Refunded Obligations") (hereinafter the refinancing of the Refunded Obligations shall be referred to as the "Refunding");

WHEREAS, the School Board deems it to be necessary, desirable and in the best interest of the District to refund the Refunded Obligations for the purpose of achieving debt service savings;

WHEREAS, the District is authorized by the provisions of Section 67.04(2)(a), Wisconsin Statutes, to borrow money and issue general obligation bonds for such public purposes and to refinance its outstanding obligations;

WHEREAS, the District hereby finds and determines that it is necessary and desirable that a portion of the general obligation bonds authorized by the Initial Resolution and the general obligation bonds authorized by this Resolution be combined, issued and sold as a single issue of bonds designated as "General Obligation Corporate Purpose Bonds, Series 2017A" (the "Bonds") to finance a portion of the cost of the Project and the cost of the Refunding;

WHEREAS, the School Board deems it to be necessary, desirable and in the best interest of the District that the Bonds be issued in the aggregate principal amount of \$34,745,000 for the following purposes and in the following principal amounts: \$30,140,000 to finance a portion of the cost of the Project; and \$4,605,000 to finance the Refunding;

WHEREAS, the District has directed PMA Securities, Inc. ("PMA") to take the steps necessary to sell the Bonds to pay the cost of the Project and the Refunding;

WHEREAS, PMA, in consultation with the officials of the District, prepared an Official Notice of Sale (a copy of which is attached hereto as Exhibit A and incorporated herein by this reference) setting forth the details of and the bid requirements for the Bonds and indicating that the Bonds would be offered for public sale on May 23, 2017;

WHEREAS, the District Clerk (in consultation with PMA) caused a form of notice of the sale to be published and/or announced and caused the Official Notice of Sale to be distributed to potential bidders offering the Bonds for public sale on May 23, 2017;

WHEREAS, the District has duly received bids for the Bonds as described on the Bid Tabulation attached hereto as Exhibit B and incorporated herein by this reference (the "Bid Tabulation"); and

WHEREAS, it has been determined that the bid proposal (the "Proposal") submitted by the financial institution listed first on the Bid Tabulation fully complies with the bid requirements set forth in the Official Notice of Sale and is deemed to be the most advantageous to the District. PMA has recommended that the District accept the Proposal. A copy of said Proposal submitted by such institution (the "Purchaser") is attached hereto as Exhibit C and incorporated herein by this reference.

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District that:

Section 1A. Ratification of the Official Notice of Sale and Offering Materials. The School Board of the District hereby ratifies and approves the details of the Bonds set forth in Exhibit A attached hereto as and for the details of the Bonds. The Official Notice of Sale of the District and any other offering materials prepared and circulated by PMA are hereby ratified and approved in all respects. All actions taken by officers of the District and PMA in connection with the preparation and distribution of the Official Notice of Sale, and any other offering materials are hereby ratified and approved in all respects.

Section 1B. Authorization of the Bonds. For the purpose of paying the cost of the Refunding, there shall be borrowed an amount not to exceed \$4,605,000, such that the total amount borrowed pursuant to Section 67.04, Wisconsin Statutes, through the issuance of the Bonds, shall be the sum of THIRTY-FOUR MILLION SEVEN HUNDRED FORTY-FIVE THOUSAND DOLLARS (\$34,745,000) for the purposes of paying a portion of the cost of the Project previously authorized by the Initial Resolution and paying the cost of the Refunding authorized by this Resolution.

Section 1C. Award of the Bonds. The Proposal of the Purchaser offering to purchase the Bonds for the sum set forth on the Proposal (as modified on the Bid Tabulation and reflected in the Pricing Summary referenced below and incorporated herein), plus accrued interest to the date of delivery, is hereby accepted. The District President and District Clerk or other appropriate officers of the District are authorized and directed to execute an acceptance of the Proposal on behalf of the District. The good faith deposit of the Purchaser shall be retained by the District Treasurer and applied in accordance with the Official Notice of Sale, and any good faith deposits submitted by unsuccessful bidders shall be promptly returned. The Bonds shall bear interest at the rates set forth on the Proposal.

Section 2. Terms of the Bonds. The Bonds shall be designated "General Obligation Corporate Purpose Bonds, Series 2017A"; shall be issued in the aggregate principal amount of \$34,745,000; shall be dated June 15, 2017; shall be in the denomination of \$5,000 or any integral multiple thereof; shall be numbered R-1 and upward; and shall bear interest at the rates per annum and mature on April 1 of each year, in the years and principal amounts as set forth on the Pricing Summary attached hereto as Exhibit D-1 and incorporated herein by this reference. Interest shall be payable semi-annually on April 1 and October 1 of each year commencing on April 1, 2018. Interest shall be computed upon the basis of a 360-day year of twelve 30-day months and will be rounded pursuant to the rules of the Municipal Securities Rulemaking Board. The schedule of principal and interest payments due on the Bonds is set forth on the Debt Service Schedule attached hereto as Exhibit D-2 and incorporated herein by this reference (the "Schedule").

Section 2A. Designation of Maturities. For purposes of State law, the Bonds are designated as being issued to pay and discharge the debts incurred by the District through the issuance of the Refunded Obligations (and any obligations refunded by the Refunded Obligations) in the order in which those debts were incurred, so that the Bonds of the earliest maturities are considered to be issued to discharge the debts which were incurred first, and the remaining balance of the Bonds is designated to pay a portion of the cost of the Project.

Section 3. Redemption Provisions. The Bonds maturing on April 1, 2027 and thereafter shall be subject to redemption prior to maturity, at the option of the District, on April 1, 2026 or on any date thereafter. Said Bonds shall be redeemable as a whole or in part, and if in part, from maturities selected by the District and within each maturity, by lot, at the principal amount thereof, plus accrued interest to the date of redemption.

Section 4. Form of the Bonds. The Bonds shall be issued in registered form and shall be executed and delivered in substantially the form attached hereto as Exhibit E and incorporated herein by this reference.

Section 5. Tax Provisions.

(A) Direct Annual Irrepealable Tax Levy. For the purpose of paying the principal of and interest on the Bonds as the same becomes due, the full faith, credit and resources of the District are hereby irrevocably pledged, and there is hereby levied upon all of the taxable property of the District a direct annual irrepealable tax in the years 2017 through 2036 for payments due in the years 2018 through 2037 in the amounts set forth on the Schedule.

(B) Tax Collection. So long as any part of the principal of or interest on the Bonds remains unpaid, the District shall be and continue without power to repeal such levy or obstruct the collection of said tax until all such payments have been made or provided for. After the issuance of the Bonds, said tax shall be, from year to year, carried onto the tax roll of the District and collected in addition to all other taxes and in the same manner and at the same time as other taxes of the District for said years are collected, except that the amount of tax carried onto the tax roll may be reduced in any year by the amount of any surplus money in the Debt Service Fund Account created below.

(C) Additional Funds. If at any time there shall be on hand insufficient funds from the aforesaid tax levy to meet principal and/or interest payments on said Bonds when due, the requisite amounts shall be paid from other funds of the District then available, which sums shall be replaced upon the collection of the taxes herein levied.

Section 6. Segregated Debt Service Fund Account.

(A) Creation and Deposits. There be and there hereby is established in the treasury of the District, if one has not already been created, a debt service fund, separate and distinct from every other fund, which shall be maintained in accordance with generally accepted accounting principles. Debt service or sinking funds established for obligations previously issued by the District may be considered as separate and distinct accounts within the debt service fund.

Within the debt service fund, there hereby is established a separate and distinct account designated as the "Debt Service Fund Account for \$34,745,000 General Obligation Corporate Purpose Bonds, Series 2017A, dated June 15, 2017" (the "Debt Service Fund Account") and such account shall be maintained until the indebtedness evidenced by the Bonds is fully paid or otherwise extinguished. The District Treasurer shall deposit in the Debt Service Fund Account (i) all accrued interest received by the District at the time of delivery of and payment for the Bonds; (ii) any premium not used for the Refunding which may be received by the District above the par value of the Bonds and accrued interest thereon; (iii) all money raised by the taxes herein levied and any amounts appropriated for the specific purpose of meeting principal of and interest on the Bonds when due; (iv) such other sums as may be necessary at any time to pay principal of and interest on the Bonds when due; (v) surplus monies in the Borrowed Money Fund as specified below; and (vi) such further deposits as may be required by Section 67.11, Wisconsin Statutes.

(B) Use and Investment. No money shall be withdrawn from the Debt Service Fund Account and appropriated for any purpose other than the payment of principal of and

interest on the Bonds until all such principal and interest has been paid in full and the Bonds canceled; provided (i) the funds to provide for each payment of principal of and interest on the Bonds prior to the scheduled receipt of taxes from the next succeeding tax collection may be invested in direct obligations of the United States of America maturing in time to make such payments when they are due or in other investments permitted by law; and (ii) any funds over and above the amount of such principal and interest payments on the Bonds may be used to reduce the next succeeding tax levy, or may, at the option of the District, be invested by purchasing the Bonds as permitted by and subject to Section 67.11(2)(a), Wisconsin Statutes, or in permitted municipal investments under the pertinent provisions of the Wisconsin Statutes ("Permitted Investments"), which investments shall continue to be a part of the Debt Service Fund Account. Any investment of the Debt Service Fund Account shall at all times conform with the provisions of the Internal Revenue Code of 1986, as amended (the "Code") and any applicable Treasury Regulations (the "Regulations").

(C) Remaining Monies. When all of the Bonds have been paid in full and canceled, and all Permitted Investments disposed of, any money remaining in the Debt Service Fund Account shall be transferred and deposited in the general fund of the District, unless the School Board directs otherwise.

Section 7. Proceeds of the Bonds; Segregated Borrowed Money Fund. The proceeds of the Bonds (the "Bond Proceeds") (other than any premium not used for the Refunding and accrued interest which must be paid at the time of the delivery of the Bonds into the Debt Service Fund Account created above) shall be deposited into a special fund separate and distinct from all other funds of the District and disbursed solely for the purpose or purposes for which borrowed or for the payment of the principal of and the interest on the Bonds. Monies in the Borrowed Money Fund may be temporarily invested in Permitted Investments. Any monies, including any income from Permitted Investments, remaining in the Borrowed Money Fund after the purpose or purposes for which the Bonds have been issued have been accomplished, and, at any time, any monies as are not needed and which obviously thereafter cannot be needed for such purpose(s) shall be deposited in the Debt Service Fund Account.

Section 8. No Arbitrage. All investments made pursuant to this Resolution shall be Permitted Investments, but no such investment shall be made in such a manner as would cause the Bonds to be "arbitrage bonds" within the meaning of Section 148 of the Code or the Regulations and an officer of the District, charged with the responsibility for issuing the Bonds, shall certify as to facts, estimates, circumstances and reasonable expectations in existence on the date of delivery of the Bonds to the Purchaser which will permit the conclusion that the Bonds are not "arbitrage bonds," within the meaning of the Code or Regulations.

Section 9. Compliance with Federal Tax Laws. (a) The District represents and covenants that the projects financed by the Bonds and by the Refunded Obligations and the ownership, management and use of the projects will not cause the Bonds and the Refunded Obligations to be "private activity bonds" within the meaning of Section 141 of the Code. The District further covenants that it shall comply with the provisions of the Code to the extent necessary to maintain the tax-exempt status of the interest on the Bonds including, if applicable, the rebate requirements of Section 148(f) of the Code. The District further covenants that it will not take any action, omit to take any action or permit the taking or omission of any action within

its control (including, without limitation, making or permitting any use of the proceeds of the Bonds) if taking, permitting or omitting to take such action would cause any of the Bonds to be an arbitrage bond or a private activity bond within the meaning of the Code or would otherwise cause interest on the Bonds to be included in the gross income of the recipients thereof for federal income tax purposes. The District Clerk or other officer of the District charged with the responsibility of issuing the Bonds shall provide an appropriate certificate of the District certifying that the District can and covenanting that it will comply with the provisions of the Code and Regulations.

(b) The District also covenants to use its best efforts to meet the requirements and restrictions of any different or additional federal legislation which may be made applicable to the Bonds provided that in meeting such requirements the District will do so only to the extent consistent with the proceedings authorizing the Bonds and the laws of the State of Wisconsin and to the extent that there is a reasonable period of time in which to comply.

Section 10. Execution of the Bonds; Closing; Professional Services. The Bonds shall be issued in printed form, executed on behalf of the District by the manual or facsimile signatures of the District President and District Clerk, authenticated, if required, by the Fiscal Agent (defined below), sealed with its official or corporate seal, if any, or a facsimile thereof, and delivered to the Purchaser upon payment to the District of the purchase price thereof, plus accrued interest to the date of delivery (the "Closing"). The facsimile signature of either of the officers executing the Bonds may be imprinted on the Bonds in lieu of the manual signature of the officer but, unless the District has contracted with a fiscal agent to authenticate the Bonds, at least one of the signatures appearing on each Bond shall be a manual signature. In the event that either of the officers whose signatures appear on the Bonds shall cease to be such officers before the Closing, such signatures shall, nevertheless, be valid and sufficient for all purposes to the same extent as if they had remained in office until the Closing. The aforesaid officers are hereby authorized and directed to do all acts and execute and deliver the Bonds and all such documents, certificates and acknowledgements as may be necessary and convenient to effectuate the Closing. The District hereby authorizes the officers and agents of the District to enter into, on its behalf, agreements and contracts in conjunction with the Bonds, including but not limited to agreements and contracts for legal, trust, fiscal agency, disclosure and continuing disclosure, and rebate calculation services. Any such contract heretofore entered into in conjunction with the issuance of the Bonds is hereby ratified and approved in all respects.

Section 11. Payment of the Bonds; Fiscal Agent. The principal of and interest on the Bonds shall be paid by the District Clerk or District Treasurer (the "Fiscal Agent").

Section 12. Persons Treated as Owners; Transfer of Bonds. The District shall cause books for the registration and for the transfer of the Bonds to be kept by the Fiscal Agent. The person in whose name any Bond shall be registered shall be deemed and regarded as the absolute owner thereof for all purposes and payment of either principal or interest on any Bond shall be made only to the registered owner thereof. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Bond to the extent of the sum or sums so paid.

Any Bond may be transferred by the registered owner thereof by surrender of the Bond at the office of the Fiscal Agent, duly endorsed for the transfer or accompanied by an assignment

duly executed by the registered owner or his attorney duly authorized in writing. Upon such transfer, the District President and District Clerk shall execute and deliver in the name of the transferee or transferees a new Bond or Bonds of a like aggregate principal amount, series and maturity and the Fiscal Agent shall record the name of each transferee in the registration book. No registration shall be made to bearer. The Fiscal Agent shall cancel any Bond surrendered for transfer.

The District shall cooperate in any such transfer, and the District President and District Clerk are authorized to execute any new Bond or Bonds necessary to effect any such transfer.

Section 13. Record Date. The 15th day of the calendar month next preceding each interest payment date shall be the record date for the Bonds (the "Record Date"). Payment of interest on the Bonds on any interest payment date shall be made to the registered owners of the Bonds as they appear on the registration book of the District at the close of business on the Record Date.

Section 14. Utilization of The Depository Trust Company Book-Entry-Only System. In order to make the Bonds eligible for the services provided by The Depository Trust Company, New York, New York ("DTC"), the District agrees to the applicable provisions set forth in the Blanket Issuer Letter of Representations, which the District Clerk or other authorized representative of the District is authorized and directed to execute and deliver to DTC on behalf of the District to the extent an effective Blanket Issuer Letter of Representations is not presently on file in the District Clerk's office.

Section 15. Official Statement. The School Board hereby approves the Preliminary Official Statement with respect to the Bonds and deems the Preliminary Official Statement as "final" as of its date for purposes of SEC Rule 15c2-12 promulgated by the Securities and Exchange Commission pursuant to the Securities and Exchange Act of 1934 (the "Rule"). All actions taken by officers of the District in connection with the preparation of such Preliminary Official Statement or final Official Statement are hereby ratified and approved. In connection with the Closing, the appropriate District official shall certify the Preliminary Official Statement or final Official Statement. The District Clerk shall cause copies of the Preliminary Official Statement or final Official Statement to be distributed to the Purchaser.

Section 16. Undertaking to Provide Continuing Disclosure. The District hereby covenants and agrees, for the benefit of the owners of the Bonds, to enter into a written undertaking (the "Undertaking") if required by the Rule to provide continuing disclosure of certain financial information and operating data and timely notices of the occurrence of certain events in accordance with the Rule. The Undertaking shall be enforceable by the owners of the Bonds or by the Purchaser on behalf of such owners (provided that the rights of the owners and the Purchaser to enforce the Undertaking shall be limited to a right to obtain specific performance of the obligations thereunder and any failure by the District to comply with the provisions of the Undertaking shall not be an event of default with respect to the Bonds).

To the extent required under the Rule, the District President and District Clerk, or other officer of the District charged with the responsibility for issuing the Bonds, shall provide a

Continuing Disclosure Certificate for inclusion in the transcript of proceedings, setting forth the details and terms of the District's Undertaking.

Section 17. Redemption of the Refunded Obligations. The Refunded Obligations are hereby called for prior payment and redemption on June 26, 2017 at a price of par plus accrued interest to the date of redemption.

The District hereby directs the District Clerk to work with PMA to cause timely notice of redemption, in substantially the form attached hereto as Exhibit F and incorporated herein by this reference (the "Notice"), to be provided at the times, to the parties and in the manner set forth on the Notice. Any and all actions heretofore taken by the officers and agents of the District to effectuate the redemption of the Refunded Obligations are hereby ratified and approved.

Section 18. Record Book. The District Clerk shall provide and keep the transcript of proceedings as a separate record book (the "Record Book") and shall record a full and correct statement of every step or proceeding had or taken in the course of authorizing and issuing the Bonds in the Record Book.

Section 19. Bond Insurance. If the Purchaser determines to obtain municipal bond insurance with respect to the Bonds, the officers of the District are authorized to take all actions necessary to obtain such municipal bond insurance. The District President and District Clerk are authorized to agree to such additional provisions as the bond insurer may reasonably request and which are acceptable to the District President and District Clerk including provisions regarding restrictions on investment of Bond proceeds, the payment procedure under the municipal bond insurance policy, the rights of the bond insurer in the event of default and payment of the Bonds by the bond insurer and notices to be given to the bond insurer. In addition, any reference required by the bond insurer to the municipal bond insurance policy shall be made in the form of Bond provided herein.

Section 20. Conflicting Resolutions; Severability; Effective Date. All prior resolutions, rules or other actions of the School Board or any parts thereof in conflict with the provisions hereof shall be, and the same are, hereby rescinded insofar as the same may so conflict. In the event that any one or more provisions hereof shall for any reason be held to be illegal or invalid, such illegality or invalidity shall not affect any other provisions hereof. The foregoing shall take effect immediately upon adoption and approval in the manner provided by law.

Adopted, approved and recorded May 23, 2017.

Tamarra Coleman
District President

ATTEST:

Daniel C. Wade
District Clerk

(SEAL)

EXHIBIT A

Official Notice of Sale

To be provided by PMA Securities, Inc. and incorporated into the Resolution.

(See Attached)

DRAFT

EXHIBIT B

Bid Tabulation

To be provided by PMA Securities, Inc. and incorporated into the Resolution.

(See Attached)

DRAFT

EXHIBIT C

Winning Bid

To be provided by PMA Securities, Inc. and incorporated into the Resolution.

(See Attached)

DRAFT

EXHIBIT D-1

Pricing Summary

To be provided by PMA Securities, Inc. and incorporated into the Resolution.

(See Attached)

DRAFT

EXHIBIT D-2

Debt Service Schedule and Irrepealable Tax Levies

To be provided by PMA Securities, Inc. and incorporated into the Resolution.

(See Attached)

DRAFT

EXHIBIT E

(Form of Bond)

REGISTERED UNITED STATES OF AMERICA
STATE OF WISCONSIN DOLLARS
KENOSHA COUNTY
NO. R-____ KENOSHA SCHOOL DISTRICT NO. 1 \$_____
GENERAL OBLIGATION CORPORATE PURPOSE BOND,
SERIES 2017A

MATURITY DATE: ORIGINAL DATE OF ISSUE: INTEREST RATE: CUSIP:
April 1, _____ June 15, 2017 _____% _____

DEPOSITORY OR ITS NOMINEE NAME: CEDE & CO.

PRINCIPAL AMOUNT: _____ THOUSAND DOLLARS (\$_____)

FOR VALUE RECEIVED, the Kenosha School District No. 1, Kenosha County, Wisconsin (the "District"), hereby acknowledges itself to owe and promises to pay to the Depository or its Nominee Name (the "Depository") identified above (or to registered assigns), on the maturity date identified above, the principal amount identified above, and to pay interest thereon at the rate of interest per annum identified above, all subject to the provisions set forth herein regarding redemption prior to maturity. Interest shall be payable semi-annually on April 1 and October 1 of each year commencing on April 1, 2018 until the aforesaid principal amount is paid in full. Both the principal of and interest on this Bond are payable to the registered owner in lawful money of the United States. Interest payable on any interest payment date shall be paid by wire transfer to the Depository in whose name this Bond is registered on the Bond Register maintained by the District Clerk or District Treasurer (the "Fiscal Agent") or any successor thereto at the close of business on the 15th day of the calendar month next preceding each interest payment date (the "Record Date"). This Bond is payable as to principal upon presentation and surrender hereof at the office of the Fiscal Agent.

For the prompt payment of this Bond together with interest hereon as aforesaid and for the levy of taxes sufficient for that purpose, the full faith, credit and resources of the District are hereby irrevocably pledged.

This Bond is one of an issue of Bonds aggregating the principal amount of \$34,745,000, all of which are of like tenor, except as to denomination, interest rate, maturity date and redemption provision, issued by the District pursuant to the provisions of Section 67.04, Wisconsin Statutes, for the public purposes of: (i) paying a portion of the cost of energy efficiency, operational savings and capital maintenance projects at District buildings and grounds, including: HVAC system and control upgrades; lighting and ceiling improvements; electrical and plumbing system upgrades; restroom remodeling; roof, window, door and wall repairs and replacement; asbestos abatement; building

envelope improvements; construction of vestibules at building entrances; sprinkler system improvements; and acquisition of related equipment (\$30,140,000); and (ii) paying the cost of refunding certain obligations of the District (\$4,605,000), as authorized by resolutions adopted on May 10, 2016 and May 23, 2017. Said resolutions are recorded in the official minutes of the School Board for said dates.

The Bonds maturing on April 1, 2027 and thereafter are subject to redemption prior to maturity, at the option of the District, on April 1, 2026 or on any date thereafter. Said Bonds are redeemable as a whole or in part, and if in part, from maturities selected by the District, and within each maturity by lot (as selected by the Depository), at the principal amount thereof, plus accrued interest to the date of redemption.

In the event the Bonds are redeemed prior to maturity, as long as the Bonds are in book-entry-only form, official notice of the redemption will be given by mailing a notice by registered or certified mail, overnight express delivery, facsimile transmission, electronic transmission or in any other manner required by the Depository, to the Depository not less than thirty (30) days nor more than sixty (60) days prior to the redemption date. If less than all of the Bonds of a maturity are to be called for redemption, the Bonds of such maturity to be redeemed will be selected by lot. Such notice will include but not be limited to the following: the designation, date and maturities of the Bonds called for redemption, CUSIP numbers, and the date of redemption. Any notice provided as described herein shall be conclusively presumed to have been duly given, whether or not the registered owner receives the notice. The Bonds shall cease to bear interest on the specified redemption date provided that federal or other immediately available funds sufficient for such redemption are on deposit at the office of the Depository at that time. Upon such deposit of funds for redemption the Bonds shall no longer be deemed to be outstanding.

It is hereby certified and recited that all conditions, things and acts required by law to exist or to be done prior to and in connection with the issuance of this Bond have been done, have existed and have been performed in due form and time; that the aggregate indebtedness of the District, including this Bond and others issued simultaneously herewith, does not exceed any limitation imposed by law or the Constitution of the State of Wisconsin; and that a direct annual irrepealable tax has been levied sufficient to pay this Bond, together with the interest thereon, when and as payable.

This Bond is transferable only upon the books of the District kept for that purpose at the office of the Fiscal Agent, only in the event that the Depository does not continue to act as depository for the Bonds, and the District appoints another depository, upon surrender of the Bonds to the Fiscal Agent, by the registered owner in person or his duly authorized attorney, together with a written instrument of transfer (which may be endorsed hereon) satisfactory to the Fiscal Agent duly executed by the registered owner or his duly authorized attorney. Thereupon a new fully registered Bond in the same aggregate principal amount shall be issued to the new depository in exchange therefor and upon the payment of a charge sufficient to reimburse the District for any tax, fee or other governmental charge required to be paid with respect to such registration. The Fiscal Agent shall not be obliged to make any transfer of the Bonds (i) after the Record Date, (ii) during the fifteen (15) calendar days preceding the date of any publication of notice of any proposed redemption of the Bonds, or (iii) with respect to any particular Bond, after such Bond has been called for redemption. The Fiscal Agent and District may treat and consider the Depository in whose name this Bond is registered as the absolute owner hereof for the purpose of receiving payment of, or on account of, the

principal or redemption price hereof and interest due hereon and for all other purposes whatsoever. The Bonds are issuable solely as negotiable, fully-registered Bonds without coupons in the denomination of \$5,000 or any integral multiple thereof.

No delay or omission on the part of the owner hereof to exercise any right hereunder shall impair such right or be considered as a waiver thereof or as a waiver of or acquiescence in any default hereunder.

IN WITNESS WHEREOF, the Kenosha School District No. 1, Kenosha County, Wisconsin, by its governing body, has caused this Bond to be executed for it and in its name by the manual or facsimile signatures of its duly qualified District President and District Clerk; and to be sealed with its official or corporate seal, if any, all as of the original date of issue specified above.

KENOSHA SCHOOL DISTRICT NO. 1,
KENOSHA COUNTY, WISCONSIN

By: _____
Tamarra Coleman
District President

(SEAL)

By: _____
Daniel C. Wade
District Clerk

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned sells, assigns and transfers unto

(Name and Address of Assignee)

(Social Security or other Identifying Number of Assignee)

the within Bond and all rights thereunder and hereby irrevocably constitutes and appoints _____, Legal Representative, to transfer said Bond on the books kept for registration thereof, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

(e.g. Bank, Trust Company
or Securities Firm)

(Depository or Nominee Name)

NOTICE: This signature must correspond with the name of the Depository or Nominee Name as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

(Authorized Officer)

EXHIBIT F

NOTICE OF FULL CALL*

Regarding

KENOSHA SCHOOL DISTRICT NO. 1
KENOSHA COUNTY, WISCONSIN
GENERAL OBLIGATION REFUNDING BONDS, DATED JUNE 20, 2007

NOTICE IS HEREBY GIVEN that the Bonds of the above-referenced issue which mature on the dates and in the amounts; bear interest at the rates; and have CUSIP Nos. as set forth below have been called by the District for prior payment on June 26, 2017 at a redemption price equal to 100% of the principal amount thereof plus accrued interest to the date of prepayment:

<u>Maturity Date</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>CUSIP No.</u>
04/01/18	\$395,000	4.25 %	489836LH7
04/01/19	415,000	4.25	489836LJ3
04/01/20	435,000	4.25	489836LK0
04/01/21	455,000	4.25	489836LL8
04/01/22	475,000	4.375	489836LM6
04/01/23	500,000	4.375	489836LN4
04/01/24	525,000	4.375	489836LP9
04/01/25	550,000	4.50	489836LQ7
04/01/26	580,000	4.50	489836LR5
04/01/27	610,000	4.50	489836LS3

The District shall deposit federal or other immediately available funds sufficient for such redemption at the office of The Depository Trust Company on or before June 26, 2017.

Said Bonds will cease to bear interest on June 26, 2017.

By Order of the
School Board
Kenosha School District No. 1
District Clerk

Dated _____

* To be provided by registered or certified mail, or overnight express delivery, to The Depository Trust Company, Attn: Supervisor, Call Notification Department, 570 Washington Blvd., Jersey City, NJ 07310, not less than thirty (30) days nor more than sixty (60) days prior to June 26, 2017 and to the MSRB electronically through the Electronic Municipal Market Access (EMMA) System website at www.emma.msrb.org. Notice shall also be provided to MBIA Insurance Corporation, or any successor, the bond insurer of the Bonds.

RESOLUTION NO. 333

RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF
\$1,965,000 TAXABLE GENERAL OBLIGATION REFUNDING BONDS, SERIES 2017B

WHEREAS, the School Board of the Kenosha School District No. 1, Kenosha County, Wisconsin (the "District") hereby finds and determines that it is necessary, desirable and in the best interest of the District to raise funds for the purpose of paying the cost of refinancing certain outstanding obligations of the District, specifically, all of the 2018 maturity of the General Obligation Corporate Purpose Bonds, Series 2015, dated July 15, 2015 (the "Refunded Obligations") (hereinafter the refinancing of the Refunded Obligations shall be referred to as the "Refunding");

WHEREAS, the School Board deems it to be necessary, desirable and in the best interest of the District to refund the Refunded Obligations for the purpose of restructuring the outstanding indebtedness of the District;

WHEREAS, school districts are authorized by the provisions of Section 67.04, Wisconsin Statutes, to borrow money and issue general obligation refunding bonds to refinance their outstanding obligations;

WHEREAS, due to certain provisions contained in the Internal Revenue Code of 1986, as amended, it is necessary to issue such taxable general obligation refunding bonds on a taxable rather than tax-exempt basis;

WHEREAS, the District has directed PMA Securities, Inc. ("PMA") to take the steps necessary to sell the taxable general obligation refunding bonds (the "Bonds");

WHEREAS, PMA, in consultation with the officials of the District, prepared an Official Notice of Sale (a copy of which is attached hereto as Exhibit A and incorporated herein by this reference) setting forth the details of and the bid requirements for the Bonds and indicating that the Bonds would be offered for public sale on May 23, 2017;

WHEREAS, the District Clerk (in consultation with PMA) caused a form of notice of the sale to be published and/or announced and caused the Official Notice of Sale to be distributed to potential bidders offering the Bonds for public sale on May 23, 2017;

WHEREAS, the District has duly received bids for the Bonds as described on the Bid Tabulation attached hereto as Exhibit B and incorporated herein by this reference (the "Bid Tabulation"); and

WHEREAS, it has been determined that the bid proposal (the "Proposal") submitted by the financial institution listed first on the Bid Tabulation fully complies with the bid requirements set forth in the Official Notice of Sale and is deemed to be the most advantageous to the District. PMA has recommended that the District accept the Proposal. A copy of said Proposal submitted by such institution (the "Purchaser") is attached hereto as Exhibit C and incorporated herein by this reference.

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District that:

Section 1A. Ratification of the Official Notice of Sale and Offering Materials. The School Board of the District hereby ratifies and approves the details of the Bonds set forth in Exhibit A attached hereto as and for the details of the Bonds. The Official Notice of Sale and any other offering materials prepared and circulated by PMA are hereby ratified and approved in all respects. All actions taken by officers of the District and PMA in connection with the preparation and distribution of the Official Notice of Sale, and any other offering materials are hereby ratified and approved in all respects.

Section 1B. Authorization of the Bonds. For the purpose of paying the cost of the Refunding, there shall be borrowed, pursuant to Section 67.04, Wisconsin Statutes, through the issuance of the Bonds, the sum of ONE MILLION NINE HUNDRED SIXTY-FIVE THOUSAND DOLLARS (\$1,965,000).

Section 1C. Award of the Bonds. The Proposal of the Purchaser offering to purchase the Bonds for the sum set forth on the Proposal [(as modified on the Bid Tabulation and reflected in the Pricing Summary referenced below and incorporated herein)], plus accrued interest to the date of delivery, resulting in a true interest cost as set forth on the Proposal [(as modified on the Bid Tabulation)] is hereby accepted. The District President and District President or other appropriate officers of the District are authorized and directed to execute an acceptance of the Proposal on behalf of the District. The good faith deposit of the Purchaser shall be retained by the District Treasurer until the closing of the bond issue, and any good faith deposits submitted by unsuccessful bidders shall be promptly returned. The Bonds shall bear interest at the rates set forth on the Proposal.

Section 2. Terms of the Bonds. The Bonds shall be designated "Taxable General Obligation Refunding Bonds, Series 2017B"; shall be issued in the aggregate principal amount of \$1,965,000; shall be dated June 15, 2017; shall be in the denomination of \$5,000 or any integral multiple thereof; shall be numbered R-1 and upward; and shall bear interest at the rates per annum and mature on April 1 of each year, in the years and principal amounts as set forth on the Pricing Summary attached hereto as Exhibit D-1 and incorporated herein by this reference. Interest shall be payable semi-annually on April 1 and October 1 of each year commencing on October 1, 2017. Interest shall be computed upon the basis of a 360-day year of twelve 30-day months and will be rounded pursuant to the rules of the Municipal Securities Rulemaking Board. The schedule of principal and interest payments due on the Bonds is set forth on the Debt Service Schedule attached hereto as Exhibit D-2 and incorporated herein by this reference (the "Schedule").

Section 3. Redemption Provisions. The Bonds shall not be subject to optional redemption.

Section 4. Form of the Bonds. The Bonds shall be issued in registered form and shall be executed and delivered in substantially the form attached hereto as Exhibit E and incorporated herein by this reference.

Section 5. Tax Provisions.

(A) Direct Annual Irrepealable Tax Levy. For the purpose of paying the principal of and interest on the Bonds as the same becomes due, the full faith, credit and resources of the District are hereby irrevocably pledged, and there is hereby levied upon all of the taxable property of the District a direct annual irrepealable tax in the years 2017 through 2019 for the payments due in the years 2017 through 2020 in the amounts set forth on the Schedule. The amount of tax levied in the year 2017 shall be the total amount of debt service due on the Bonds in the years 2017 and 2018; provided that the amount of such tax carried onto the tax rolls shall be abated by any amounts appropriated pursuant to subsection (D) below which are applied to payment of interest on the Bonds in the year 2017.

(B) Tax Collection. So long as any part of the principal of or interest on the Bonds remains unpaid, the District shall be and continue without power to repeal such levy or obstruct the collection of said tax until all such payments have been made or provided for. After the issuance of the Bonds, said tax shall be, from year to year, carried onto the tax roll of the District and collected in addition to all other taxes and in the same manner and at the same time as other taxes of the District for said years are collected, except that the amount of tax carried onto the tax roll may be reduced in any year by the amount of any surplus money in the Debt Service Fund Account created below.

(C) Additional Funds. If at any time there shall be on hand insufficient funds from the aforesaid tax levy to meet principal and/or interest payments on said Bonds when due, the requisite amounts shall be paid from other funds of the District then available, which sums shall be replaced upon the collection of the taxes herein levied.

(D) Appropriation. The District hereby appropriates from amounts levied to pay debt service on the Refunded Obligations, or other funds of the District on hand a sum sufficient to be irrevocably deposited in the segregated Debt Service Fund Account created below and used to pay the interest on the Bonds coming due on October 1, 2017 as set forth on the Schedule.

Section 6. Segregated Debt Service Fund Account.

(A) Creation and Deposits. There be and there hereby is established in the treasury of the District, if one has not already been created, a debt service fund, separate and distinct from every other fund, which shall be maintained in accordance with generally accepted accounting principles. Debt service or sinking funds established for obligations previously issued by the District may be considered as separate and distinct accounts within the debt service fund.

Within the debt service fund, there hereby is established a separate and distinct account designated as the "Debt Service Fund Account for \$1,965,000 Taxable General Obligation Refunding Bonds, Series 2017B, dated June 15, 2017" (the "Debt Service Fund Account") and such account shall be maintained until the indebtedness evidenced by the Bonds is fully paid or otherwise extinguished. The District Treasurer shall deposit in the Debt Service Fund Account (i) all accrued interest received by the District at the time of delivery of and payment for the Bonds; (ii) any premium not used for the Refunding which may be received by the District above

the par value of the Bonds and accrued interest thereon; (iii) all money raised by the taxes herein levied and any amounts appropriated for the specific purpose of meeting principal of and interest on the Bonds when due; (iv) such other sums as may be necessary at any time to pay principal of and interest on the Bonds when due; (v) surplus monies in the Borrowed Money Fund as specified below; and (vi) such further deposits as may be required by Section 67.11, Wisconsin Statutes.

(B) Use and Investment. No money shall be withdrawn from the Debt Service Fund Account and appropriated for any purpose other than the payment of principal of and interest on the Bonds until all such principal and interest has been paid in full and the Bonds canceled; provided (i) the funds to provide for each payment of principal of and interest on the Bonds prior to the scheduled receipt of taxes from the next succeeding tax collection may be invested in direct obligations of the United States of America maturing in time to make such payments when they are due or in other investments permitted by law; and (ii) any funds over and above the amount of such principal and interest payments on the Bonds may be used to reduce the next succeeding tax levy, or may, at the option of the District, be invested by purchasing the Bonds as permitted by and subject to Section 67.11(2)(a), Wisconsin Statutes, or in permitted municipal investments under the pertinent provisions of the Wisconsin Statutes ("Permitted Investments"), which investments shall continue to be a part of the Debt Service Fund Account.

(C) Remaining Monies. When all of the Bonds have been paid in full and canceled, and all Permitted Investments disposed of, any money remaining in the Debt Service Fund Account shall be transferred and deposited in the general fund of the District, unless the School Board directs otherwise.

Section 7. Proceeds of the Bonds; Segregated Borrowed Money Fund. The proceeds of the Bonds (the "Bond Proceeds") (other than any premium not used for the Refunding and accrued interest which must be paid at the time of the delivery of the Bonds into the Debt Service Fund Account created above) shall be deposited into a special fund separate and distinct from all other funds of the District and disbursed solely for the purpose for which borrowed or for the payment of the principal of and the interest on the Bonds. In order to accomplish the purpose for which the Bonds are issued, proceeds of the Bonds shall be transferred to the Escrow Account, as provided in Section 15 hereof. Monies in the Borrowed Money Fund may be temporarily invested in Permitted Investments. Any monies, including any income from Permitted Investments, remaining in the Borrowed Money Fund after the purpose for which the Bonds have been issued has been accomplished, and, at any time, any monies as are not needed and which obviously thereafter cannot be needed for such purpose shall be deposited in the Debt Service Fund Account.

Section 8. Execution of the Bonds; Closing; Professional Services. The Bonds shall be issued in printed form, executed on behalf of the District by the manual or facsimile signatures of the District President and District Clerk, authenticated, if required, by the Fiscal Agent (defined below), sealed with its official or corporate seal, if any, or a facsimile thereof, and delivered to the Purchaser upon payment to the District of the purchase price thereof, plus accrued interest to the date of delivery (the "Closing"). The facsimile signature of either of the officers executing the Bonds may be imprinted on the Bonds in lieu of the manual signature of the officer but,

unless the District has contracted with a fiscal agent to authenticate the Bonds, at least one of the signatures appearing on each Bond shall be a manual signature. In the event that either of the officers whose signatures appear on the Bonds shall cease to be such officers before the Closing, such signatures shall, nevertheless, be valid and sufficient for all purposes to the same extent as if they had remained in office until the Closing. The aforesaid officers are hereby authorized and directed to do all acts and execute and deliver the Bonds and all such documents, certificates and acknowledgements as may be necessary and convenient to effectuate the Closing. The District hereby authorizes the officers and agents of the District to enter into, on its behalf, agreements and contracts in conjunction with the Bonds, including but not limited to agreements and contracts for legal, trust, fiscal agency, disclosure and continuing disclosure, and rebate calculation services. Any such contract heretofore entered into in conjunction with the issuance of the Bonds is hereby ratified and approved in all respects.

Section 9. Payment of the Bonds; Fiscal Agent. The principal of and interest on the Bonds shall be paid by the District Clerk or District Treasurer (the "Fiscal Agent").

Section 10. Persons Treated as Owners; Transfer of Bonds. The District shall cause books for the registration and for the transfer of the Bonds to be kept by the Fiscal Agent. The person in whose name any Bond shall be registered shall be deemed and regarded as the absolute owner thereof for all purposes and payment of either principal or interest on any Bond shall be made only to the registered owner thereof. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Bond to the extent of the sum or sums so paid.

Any Bond may be transferred by the registered owner thereof by surrender of the Bond at the office of the Fiscal Agent, duly endorsed for the transfer or accompanied by an assignment duly executed by the registered owner or his attorney duly authorized in writing. Upon such transfer, the District President and District Clerk shall execute and deliver in the name of the transferee or transferees a new Bond or Bonds of a like aggregate principal amount, series and maturity and the Fiscal Agent shall record the name of each transferee in the registration book. No registration shall be made to bearer. The Fiscal Agent shall cancel any Bond surrendered for transfer.

The District shall cooperate in any such transfer, and the District President and District Clerk are authorized to execute any new Bond or Bonds necessary to effect any such transfer.

Section 11. Record Date. The fifteenth day of each calendar month next preceding each interest payment date shall be the record date for the Bonds (the "Record Date"). Payment of interest on the Bonds on any interest payment date shall be made to the registered owners of the Bonds as they appear on the registration book of the District at the close of business on the Record Date.

Section 12. Utilization of The Depository Trust Company Book-Entry-Only System. In order to make the Bonds eligible for the services provided by The Depository Trust Company, New York, New York ("DTC"), the District agrees to the applicable provisions set forth in the Blanket Issuer Letter of Representations previously executed on behalf of the District and on file in the District Clerk's office.

Section 13. Official Statement. The School Board hereby approves the Preliminary Official Statement with respect to the Bonds and deems the Preliminary Official Statement as "final" as of its date for purposes of SEC Rule 15c2-12 promulgated by the Securities and Exchange Commission pursuant to the Securities and Exchange Act of 1934 (the "Rule"). All actions taken by officers of the District in connection with the preparation of such Preliminary Official Statement or final Official Statement are hereby ratified and approved. In connection with the Closing, the appropriate District official shall certify the Preliminary Official Statement or final Official Statement. The District Clerk shall cause copies of the Preliminary Official Statement or final Official Statement to be distributed to the Purchaser.

Section 14. Undertaking to Provide Continuing Disclosure. The District hereby covenants and agrees, for the benefit of the owners of the Bonds, to enter into a written undertaking (the "Undertaking") if required by the Rule to provide continuing disclosure of certain financial information and operating data and timely notices of the occurrence of certain events in accordance with the Rule. The Undertaking shall be enforceable by the owners of the Bonds or by the Purchaser on behalf of such owners (provided that the rights of the owners and the Purchaser to enforce the Undertaking shall be limited to a right to obtain specific performance of the obligations thereunder and any failure by the District to comply with the provisions of the Undertaking shall not be an event of default with respect to the Bonds).

To the extent required under the Rule, the District President and District Clerk, or other officer of the District charged with the responsibility for issuing the Bonds, shall provide a Continuing Disclosure Certificate for inclusion in the transcript of proceedings, setting forth the details and terms of the District's Undertaking.

Section 15. Escrow Agent; Escrow Agreement; Escrow Account. Associated Trust Company, National Association, Green Bay, Wisconsin, is hereby appointed escrow agent for the District, for the purpose of ensuring the payment of the principal of and interest on the Refunded Obligations (the "Escrow Agent").

The District President and District Clerk are hereby authorized and directed to execute an escrow agreement substantially in the form attached hereto as Exhibit F (the "Escrow Agreement") (such form may be modified by said officers prior to execution, the execution of such agreement by said officers to constitute full approval of the School Board of any such modifications), with the Escrow Agent, for the purpose of effectuating the provisions of this Resolution.

The Bond Proceeds allocable to refunding the Refunded Obligations, other than any premium not used for the Refunding and accrued interest which shall be deposited in the Debt Service Fund Account created above, shall be deposited in a refunding escrow account which is hereby created with the Escrow Agent, pursuant to the Escrow Agreement, for the purpose of retaining the required amount of cash provided for in the Escrow Agreement.

Upon transfer of the Bond Proceeds and any other necessary funds allocable to refunding the Refunded Obligations to the Escrow Account, the taxes heretofore levied to pay debt service on the Refunded Obligations shall be abated to the extent such transfer together with investment earnings thereon is sufficient to pay the principal of and interest on the Refunded Obligations,

but such abatement shall not affect the District's pledge of its full faith, credit and resources to make such payments. The refunding escrow account created by the Escrow Agreement shall hereinafter serve as the debt service (or sinking) fund account for the Refunded Obligations. The Escrow Agent shall serve as custodian of said debt service (or sinking) funds.

Section 16. Escrow Securities. The Escrow Agent and PMA are authorized to purchase U.S. government securities on behalf of the District in such amount as is necessary in order to carry out the Refunding.

Section 17. Redemption of the Refunded Obligations. The Refunded Obligations are hereby called for prior payment and redemption on April 1, 2018 at a price of par plus accrued interest to the date of redemption.

The District hereby directs the Escrow Agent appointed above to cause timely notice of redemption, in substantially the form attached to the Escrow Agreement (the "Notice"), to be provided at the times, to the parties and in the manner set forth on the Notice.

Section 18. Record Book. The District Clerk shall provide and keep the transcript of proceedings as a separate record book (the "Record Book") and shall record a full and correct statement of every step or proceeding had or taken in the course of authorizing and issuing the Bonds in the Record Book.

Section 19. Bond Insurance. If the Purchaser determines to obtain municipal bond insurance with respect to the Bonds, the officers of the District are authorized to take all actions necessary to obtain such municipal bond insurance. The District President and District Clerk are authorized to agree to such additional provisions as the bond insurer may reasonably request and which are acceptable to the District President and District Clerk including provisions regarding restrictions on investment of Bond proceeds, the payment procedure under the municipal bond insurance policy, the rights of the bond insurer in the event of default and payment of the Bonds by the bond insurer and notices to be given to the bond insurer. In addition, any reference required by the bond insurer to the municipal bond insurance policy shall be made in the form of Bond provided herein.

Section 20. Conflicting Resolutions; Severability; Effective Date. All prior resolutions, rules or other actions of the School Board or any parts thereof in conflict with the provisions hereof shall be, and the same are, hereby rescinded insofar as the same may so conflict. In the event that any one or more provisions hereof shall for any reason be held to be illegal or invalid, such illegality or invalidity shall not affect any other provisions hereof. The foregoing shall take effect immediately upon adoption and approval in the manner provided by law.

Adopted, approved and recorded May 23, 2017.

Tamarra Coleman
District President

ATTEST:

Daniel C. Wade
District Clerk

(SEAL)

EXHIBIT A

Official Notice of Sale

To be provided by PMA Securities, Inc. and incorporated into the Resolution.

(See Attached)

DRAFT

EXHIBIT B

Bid Tabulation

To be provided by PMA Securities, Inc. and incorporated into the Resolution.

(See Attached)

DRAFT

EXHIBIT C

Winning Bid

To be provided by PMA Securities, Inc. and incorporated into the Resolution.

(See Attached)

DRAFT

EXHIBIT D-1

Pricing Summary

To be provided by PMA Securities, Inc. and incorporated into the Resolution.

(See Attached)

DRAFT

EXHIBIT D-2

Debt Service Schedule and Irrepealable Tax Levies

To be provided by PMA Securities, Inc. and incorporated into the Resolution.

(See Attached)

DRAFT

EXHIBIT E

(Form of Bond)

REGISTERED UNITED STATES OF AMERICA
STATE OF WISCONSIN DOLLARS
KENOSHA COUNTY
NO. R-____ KENOSHA SCHOOL DISTRICT NO. 1 \$_____
TAXABLE GENERAL OBLIGATION REFUNDING BOND, SERIES 2017B

MATURITY DATE: ORIGINAL DATE OF ISSUE: INTEREST RATE: CUSIP:
April 1, _____ June 15, 2017 _____% _____

DEPOSITORY OR ITS NOMINEE NAME: CEDE & CO.

PRINCIPAL AMOUNT: _____ THOUSAND DOLLARS
(\$_____)

FOR VALUE RECEIVED, the Kenosha School District No. 1, Kenosha County, Wisconsin (the "District"), hereby acknowledges itself to owe and promises to pay to the Depository or its Nominee Name (the "Depository") identified above (or to registered assigns), on the maturity date identified above, the principal amount identified above, and to pay interest thereon at the rate of interest per annum identified above, all subject to the provisions set forth herein regarding redemption prior to maturity. Interest shall be payable semi-annually on April 1 and October 1 of each year commencing on October 1, 2017 until the aforesaid principal amount is paid in full. Both the principal of and interest on this Bond are payable to the registered owner in lawful money of the United States. Interest payable on any interest payment date shall be paid by wire transfer to the Depository in whose name this Bond is registered on the Bond Register maintained by the District Clerk or District Treasurer (the "Fiscal Agent") or any successor thereto at the close of business on the 15th day of the calendar month next preceding the semi-annual interest payment date (the "Record Date"). This Bond is payable as to principal upon presentation and surrender hereof at the office of the Fiscal Agent.

For the prompt payment of this Bond together with interest hereon as aforesaid and for the levy of taxes sufficient for that purpose, the full faith, credit and resources of the District are hereby irrevocably pledged.

This Bond is one of an issue of Bonds aggregating the principal amount of \$1,965,000, all of which are of like tenor, except as to denomination, interest rate and maturity date, issued by the District pursuant to the provisions of Section 67.04, Wisconsin Statutes, for the purpose of paying the cost of refunding certain outstanding obligations of the District, all as authorized by a resolution of the School Board duly adopted by said governing body at a meeting held on May 23, 2017. Said resolution is recorded in the official minutes of the School Board for said date.

This Bond is not subject to optional redemption.

It is hereby certified and recited that all conditions, things and acts required by law to exist or to be done prior to and in connection with the issuance of this Bond have been done, have existed and have been performed in due form and time; that the aggregate indebtedness of the District, including this Bond and others issued simultaneously herewith, does not exceed any limitation imposed by law or the Constitution of the State of Wisconsin; and that a direct annual irrepealable tax has been levied sufficient to pay this Bond, together with the interest thereon, when and as payable.

This Bond is transferable only upon the books of the District kept for that purpose at the office of the Fiscal Agent, only in the event that the Depository does not continue to act as depository for the Bonds, and the District appoints another depository, upon surrender of the Bond to the Fiscal Agent, by the registered owner in person or his duly authorized attorney, together with a written instrument of transfer (which may be endorsed hereon) satisfactory to the Fiscal Agent duly executed by the registered owner or his duly authorized attorney. Thereupon a new fully registered Bond in the same aggregate principal amount shall be issued to the new depository in exchange therefor and upon the payment of a charge sufficient to reimburse the District for any tax, fee or other governmental charge required to be paid with respect to such registration. The Fiscal Agent shall not be obliged to make any transfer of the Bonds after the Record Date. The Fiscal Agent and District may treat and consider the Depository in whose name this Bond is registered as the absolute owner hereof for the purpose of receiving payment of, or on account of, the principal or redemption price hereof and interest due hereon and for all other purposes whatsoever. The Bonds are issuable solely as negotiable, fully-registered Bonds without coupons in the denomination of \$5,000 or any integral multiple thereof.

No delay or omission on the part of the owner hereof to exercise any right hereunder shall impair such right or be considered as a waiver thereof or as a waiver of or acquiescence in any default hereunder.

IN WITNESS WHEREOF, the Kenosha School District No. 1, Kenosha County, Wisconsin, by its governing body, has caused this Bond to be executed for it and in its name by the manual or facsimile signatures of its duly qualified District President and District Clerk; and to be sealed with its official or corporate seal, if any, all as of the original date of issue specified above.

KENOSHA SCHOOL DISTRICT NO. 1,
KENOSHA COUNTY, WISCONSIN

By: _____

Tamarra Coleman
District President

(SEAL)

By: _____

Daniel C. Wade
District Clerk

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned sells, assigns and transfers unto

(Name and Address of Assignee)

(Social Security or other Identifying Number of Assignee)

the within Bond and all rights thereunder and hereby irrevocably constitutes and appoints _____, Legal Representative, to transfer said Bond on the books kept for registration thereof, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

(e.g. Bank, Trust Company
or Securities Firm)

(Depository or Nominee Name)

NOTICE: This signature must correspond with the name of the Depository or Nominee Name as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

(Authorized Officer)

EXHIBIT F

Escrow Agreement

(See Attached)

DRAFT

ESCROW AGREEMENT

THIS ESCROW AGREEMENT is made and entered into the 15th day of June, 2017 by and between the Kenosha School District No. 1, Wisconsin (the "District") and Associated Trust Company, National Association, Green Bay, Wisconsin, a national banking association with trust powers (the "Escrow Agent").

RECITALS

The District has duly issued its General Obligation Corporate Purpose Bonds, Series 2015, dated July 15, 2015 (the "Prior Issue").

The District has duly authorized and sold and is delivering this day its \$1,965,000 Taxable General Obligation Refunding Bonds, Series 2017B, dated June 15, 2017 (the "Refunding Obligations") for the purpose of providing funds sufficient to refund the 2018 maturity of the Prior Issue (hereinafter the Prior Issue being refunded shall be referred to herein as the "Refunded Obligations") (the "Refunding").

The Refunded Obligations mature and bear interest on the dates and in the amounts shown on Exhibit A-1.

In order to accomplish the Refunding, it is necessary to irrevocably deposit in trust an amount (in the form of investment securities and cash) which will be sufficient to pay when due the principal of and interest on the Refunded Obligations.

To accomplish the Refunding, the Escrow Agent has been appointed depository of a portion of the proceeds of the Refunding Obligations (in the form of investment securities and cash) as hereinafter specified and has been appointed custodian of the District's debt service fund account for the Refunded Obligations until the Refunded Obligations are paid in full.

The execution of this Agreement has been duly authorized by a resolution of the School Board entitled: "Resolution Authorizing the Issuance and Sale of \$1,965,000 Taxable General Obligation Refunding Bonds, Series 2017B" (the "Resolution") adopted by the School Board of the District on May 23, 2017.

In consideration of the mutual covenants contained herein, the parties hereto covenant and agree as follows for the equal and proportionate benefit and security of the holders of the Refunding Obligations and the Refunded Obligations:

1. Escrow Deposit. Concurrently with the execution of this Agreement, the District has irrevocably deposited with the Escrow Agent, receipt of which is hereby acknowledged by the Escrow Agent, \$_____ being a portion of the proceeds of the Refunding Obligations [(the "Bond Proceeds") and \$_____ from funds of the District (the "Funds") for a total of \$_____.]

The foregoing shall be held and disposed of by the Escrow Agent only in accordance with this Agreement. The District represents and warrants that the foregoing, if held, invested and disposed of by the Escrow Agent in accordance with this Agreement, will be sufficient, without the need for any further investment or reinvestment, to make all payments required under this Agreement. The Escrow Agent has not and is under no obligation to determine whether the amounts deposited hereunder are or will be sufficient to make all of the payments directed to be made hereunder.

2. Acceptance of Escrow. The Escrow Agent acknowledges receipt of the escrow deposit hereunder and accepts the responsibilities imposed on it by this Agreement.

3. Application of Escrow Deposit. There is hereby created by the District and ordered established with the Escrow Agent an account hereby designated, "Kenosha School District No. 1 Escrow Account" (the "Escrow Account").

The Escrow Agent shall deposit the amount described above in the Escrow Account to be used as follows:

a) \$_____ to be used to purchase \$_____ aggregate principal amount of other United States government securities described on the attached Exhibit B-1 (the "Securities");

b) \$_____ to be used to establish a beginning cash balance in the Escrow Account [(\$_____ from Bond Proceeds and \$_____ from Funds)]; and

c) \$_____ to be used to pay the Issuance Expenses set forth on the attached Exhibit C-1, which the Escrow Agent is hereby authorized to pay.

Except as set forth in Section 8 hereof, the Escrow Account (other than the cash held pursuant to subsection (b) above) shall remain invested in the Securities, and the Escrow Agent shall not sell or otherwise dispose of the Securities.

The Escrow Account cash flow prepared by PMA Securities, Inc. is set forth on Exhibit D-1.

No reinvestment of amounts on deposit in the Escrow Account shall be permitted.

The Escrow Agent shall apply the monies available in the Escrow Account to the payment of the Refunded Obligations in the amounts set forth on the attached Exhibit A-1 by depositing such amounts with The Depository Trust Company or any successor depository or registered owner on or before the dates set forth on attached Exhibit A-1 setting forth the dates such amounts are due.

If at any time it shall appear to the Escrow Agent that the money in the Escrow Account will not be sufficient to make any required payments due to the holders of the Refunded Obligations, the Escrow Agent shall immediately notify the District. Upon receipt of such

notice, the District shall forthwith transmit to the Escrow Agent for deposit in the Escrow Account from legally available funds such additional monies as may be required to make any such payment.

4. Redemption of the Refunded Obligations. Pursuant to the Resolution, the District has heretofore called the Refunded Obligations for redemption and authorized and directed the Escrow Agent to give notice of said intended redemption of the Refunded Obligations by providing notice (in substantially the form attached hereto as Exhibit E-1) in the manner and at the times set forth on Exhibit E-1, and the Escrow Agent hereby agrees to give such notice.

5. Notice of Advance Refunding of the Refunded Obligations. The Escrow Agent is hereby directed and agrees within ten business days after the closing for the Refunding Obligations to provide a Notice of Advance Refunding and Redemption, in substantially the form attached hereto as Exhibit F-1, to the registered owners of the Refunded Obligations, to any fiscal agent for the Refunded Obligations, and to any others as described in Exhibit F-1. In addition, if the Refunded Obligations are subject to the continuing disclosure requirements of SEC Rule 15c2-12, the Notice of Advance Refunding and Redemption should be filed electronically with the MSRB through the Electronic Municipal Market Access (EMMA) System website at www.emma.msrb.org.

6. The Escrow Agent.

a) Annual Report. The Escrow Agent shall, in the month of February of each year while this Agreement is in effect, and as soon as practicable after termination of this Agreement, forward by first class mail to the District a report of the receipts, income, investments, reinvestments, redemptions and payments of and from the Escrow Account during the preceding calendar year, including in such report a statement, as of the end of the preceding calendar year, regarding the manner in which it has carried out the requirements of this Agreement. The District shall have the right, at any time during business hours, to examine all of the Escrow Agent's records regarding the status and details of the Escrow Account.

b) Separate Funds; Accountability. Except as otherwise permitted under Section 3 hereof, the Escrow Agent shall keep all monies, securities and other properties deposited hereunder, all investments and all interest thereon and profits therefrom, at all times in a special fund and separate trust account, wholly segregated from all other funds and securities on deposit with it; shall never commingle such deposits, investments and proceeds with other funds or securities of the Escrow Agent; and shall never at any time use, pledge, loan or borrow the same in any way. The fund established hereunder shall be held separately and distinctly and not commingled with any other such fund. Nothing herein contained shall be construed as requiring the Escrow Agent to keep the identical monies, or any part thereof, received from or for the Escrow Account, on hand, but monies of an equal amount shall always be maintained on hand as funds held by the Escrow Agent, belonging to the District, and a special account thereof, evidencing such fact, shall at all times be maintained on the books of the Escrow Agent. All uninvested money held at any time in the Escrow Account shall be continuously secured by the deposit in a Federal Reserve Bank or direct obligations of the United States of America in a principal amount always not less than the total amount of uninvested money in the Escrow

Account. It is understood and agreed that the responsibility of the Escrow Agent under this Agreement is limited to the safekeeping and segregation of the monies and securities deposited with it for the Escrow Account, and the collection of and accounting for the principal and interest payable with respect thereto.

In the event the Escrow Agent due to any action or inaction required hereunder is unable or fails to account for any property held hereunder, such property shall be and remain the property of the District. Property held by the Escrow Agent hereunder shall not be deemed to be a banking deposit of the District to the extent that the Escrow Agent shall have no right or title with respect thereto (including any right of set-off) and the District shall have no right of withdrawal thereof.

c) Liability. The Escrow Agent shall be under no obligation to inquire into or be in any way responsible for the performance or nonperformance by the District or any paying agent of any of its obligations, or to protect any of the District's rights under any bond proceeding or any of the District's other contracts with or franchises or privileges from any state, county, municipality or other governmental agency or with any person. The Escrow Agent shall not be liable for any act done or step taken or omitted by it, as escrow agent, or for any mistake of fact or law, or for anything which it may do or refrain from doing in good faith and in the exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, except for its negligence or its willful misconduct. The Escrow Agent shall not be responsible in any manner whatsoever for the recitals or statements contained herein, including without limitation those as to the sufficiency of the trust deposit to accomplish the purposes hereof or in the Refunded Obligations or the Refunding Obligations or in any proceedings taken in connection therewith, but they are made solely by the District.

d) Resignations; Successor Escrow Agent. The Escrow Agent may at any time resign by giving not less than 60 days written notice to the District. Upon giving such notice of resignation, the resigning Escrow Agent may petition any court of competent jurisdiction for the appointment of a successor escrow agent. Such court may thereupon, after such notice, if any, as it may deem proper and prescribes, appoint a successor escrow agent of comparable qualifications to those of the resigning Escrow Agent. The resignation of the Escrow Agent shall take effect only upon the appointment of a successor escrow agent and such successor escrow agent's acceptance of such appointment.

Any successor escrow agent shall be a state or national bank, have full banking and trust powers, and have a combined capital and surplus of at least \$5,000,000.

Any successor escrow agent shall execute, acknowledge and deliver to the District and to its predecessor escrow agent an instrument accepting such appointment hereunder, and thereupon the resignation of the predecessor escrow agent shall become effective and such successor escrow agent, without any further act, deed or conveyance, shall become vested with all the rights, powers, duties and obligations of its predecessor hereunder, with like effect as if originally named as escrow agent herein; but nevertheless, on written request of the District or on the request of the successor escrow agent, the escrow agent ceasing to act shall execute and deliver an instrument transferring to such successor escrow agent, upon the terms herein

expressed, all the rights, power, and duties of the escrow agent so ceasing to act. Upon the request of any such successor escrow agent, the District shall execute any and all instruments in writing for more fully and certainly vesting in and confirming to such successor escrow agent all such rights, powers and duties. Any predecessor escrow agent shall pay over to its successor escrow agent a proportional part of the Escrow Agent's fee hereunder.

e) Fees. The Escrow Agent acknowledges receipt from the District of the sum of _____ DOLLARS (\$) as and for full compensation for all services to be performed by it as the Escrow Agent under this Agreement. Any out-of-pocket expenses including legal fees and publication costs will be paid by the District as incurred. The Escrow Agent expressly waives any lien upon or claim against the monies and investments in the Escrow Account.

7. Miscellaneous.

a) Third Party Beneficiaries. This Agreement has been entered into by the District and the Escrow Agent for the benefit of the holders of the Refunding Obligations and the Refunded Obligations, and is not revocable by the District or the Escrow Agent, and the investments and other funds deposited in the Escrow Account and all income therefrom have been irrevocably appropriated for the payment and any redemption of the Refunded Obligations and interest thereon when due, in accordance with this Agreement. This Agreement shall be binding upon and shall inure to the benefit of the District and the Escrow Agent and their respective successors and assigns. In addition, this Agreement shall constitute a third party beneficiary contract for the benefit of the owners of the Refunding Obligations and the Refunded Obligations. Said third party beneficiaries shall be entitled to enforce performance and observance by the District and the Escrow Agent of the respective agreements and covenants herein contained as fully and completely as if said third party beneficiaries were parties hereto.

b) Severability. If any section, paragraph, clause or provision of this Agreement shall be invalid or ineffective for any reason, the remainder of this Agreement shall remain in full force and effect, it being expressly hereby agreed that the remainder of this Agreement would have been entered into by the parties hereto notwithstanding any such invalidity.

c) Termination. This Agreement shall terminate upon the payment of all of the principal of and interest on the Refunded Obligations. The parties realize that some of the amounts hereunder may remain upon termination. Any amounts remaining upon termination shall be returned to the District for deposit in the account designated "Debt Service Fund Account for \$1,965,000 Taxable General Obligation Refunding Bonds, Series 2017B, dated June 15, 2017" created by the Resolution and used solely to pay the principal of and interest on the Refunding Obligations. Termination of this Agreement shall not, of itself, have any effect on the District's obligation to pay the Refunding Obligations and the Refunded Obligations in full in accordance with the respective terms thereof.

d) Indemnification. The District agrees to hold the Escrow Agent harmless and to indemnify the Escrow Agent against any loss, liability, expenses (including attorney's fees and expenses), claims, or demand arising out of or in connection with the performance of its

obligations in accordance with the provisions of this Agreement, except for gross negligence or willful misconduct of the Escrow Agent. The foregoing indemnities in this paragraph shall survive the resignation or removal of the Escrow Agent or the termination of the Agreement.

e) Governing Law. This Escrow Agreement shall be construed, interpreted and governed by and under the laws of the State of Wisconsin.

f) Execution in Counterparts. This Agreement may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by their duly authorized officers on the date first above written.

KENOSHA SCHOOL DISTRICT NO. 1,
KENOSHA COUNTY, WISCONSIN

By: _____

Tamarra Coleman
District President

(SEAL)

By: _____

Daniel C. Wade
District Clerk

ASSOCIATED TRUST COMPANY, NATIONAL
ASSOCIATION,
GREEN BAY, WISCONSIN, as Escrow Agent

By: _____

(SEAL)

And: _____

(Refunded Obligations)

EXHIBIT A-1

KENOSHA SCHOOL DISTRICT NO. 1, WISCONSIN
GENERAL OBLIGATION CORPORATE PURPOSE BONDS, SERIES 2015
DATED JULY 15, 2015

Debt Service Requirements

(See Attached)

DRAFT

* To be called for prior payment at 100% on April 1, 2018.

Depository: The Depository Trust Company
New York, New York

EXHIBIT B-1

U.S. TREASURY SECURITIES

For Delivery June 15, 2017

(See Attached Confirmation Forms)

DRAFT

EXHIBIT C-1

AUTHORIZED ISSUANCE EXPENSES

Escrow Agent,
Associated Trust Company, National Association, Green Bay, Wisconsin \$ _____

Legal Opinion,
Quarles & Brady LLP, Milwaukee, Wisconsin _____

Disclosure Counsel,
Quarles & Brady LLP, Milwaukee, Wisconsin _____

Rating Fee,
Moody's Investors Service Inc.,
New York, New York _____

Financial Advisor,
PMA Securities, Inc. _____

Printing,
Miscellaneous _____

Total: \$ _____

EXHIBIT D-1

ESCROW ACCOUNT CASH FLOW

(SEE ATTACHED)

DRAFT

EXHIBIT E-1

NOTICE OF FULL CALL*

KENOSHA SCHOOL DISTRICT NO. 1
KENOSHA COUNTY, WISCONSIN
GENERAL OBLIGATION CORPORATE PURPOSE BONDS, SERIES 2015
DATED JULY 15, 2015

NOTICE IS HEREBY GIVEN that the Bonds of the above-referenced issue which mature on the date and in the amount; bear interest at the rate; and have a CUSIP No. as set forth below have been called for prior payment on April 1, 2018 at a redemption price equal to 100% of the principal amount thereof plus accrued interest to the date of prepayment:

<u>Maturity Date</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>CUSIP No.</u>
04/01/2018	\$1,880,000	5.00%	489836QQ2

The District's Escrow Agent shall deposit federal or other immediately available funds sufficient for such redemption at the office of The Depository Trust Company on or before April 1, 2018.

Said Bonds will cease to bear interest on April 1, 2018.

By Order of the
School Board
Kenosha School District No. 1
District Clerk

Dated _____

* To be provided by registered or certified mail, overnight express delivery, facsimile transmission, electronic transmission or in any other manner required by The Depository Trust Company, to The Depository Trust Company, Attn: Supervisor, Call Notification Department, 570 Washington Blvd., Jersey City, NJ 07310, not less than thirty (30) days nor more than sixty (60) days prior to April 1, 2018 and to the MSRB electronically through the Electronic Municipal Market Access (EMMA) System website at www.emma.msrb.org.

EXHIBIT F-1*

NOTICE OF ADVANCE REFUNDING AND REDEMPTION
OF THE GENERAL OBLIGATION CORPORATE PURPOSE BONDS, SERIES 2015,
DATED JULY 15, 2015
OF THE KENOSHA SCHOOL DISTRICT NO. 1, WISCONSIN (THE "2015 BONDS")

Notice is given that the 2015 Bonds described below (the "Refunded Obligations"), of the Kenosha School District No. 1, Wisconsin (the "District") have been advance refunded by the District pursuant to an Escrow Agreement dated the 15th day of June, 2017 between the District and Associated Trust Company, National Association, Green Bay, Wisconsin (the "Escrow Agent").

<u>Maturity Date</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>CUSIP No.</u>
04/01/2018	\$1,880,000	5.00%	489836QQ2**

The District has instructed the Escrow Agent to call the Refunded Obligations for redemption on April 1, 2018. The District has irrevocably deposited United States government securities and cash in escrow with the Escrow Agent in an amount which, together with investment income on it, is sufficient to pay the interest on the Refunded Obligations up to and including April 1, 2018 and to redeem the Refunded Obligations on April 1, 2018 at a price of par plus accrued interest to April 1, 2018. Interest on the Refunded Obligations will cease to accrue on April 1, 2018.

Dated: June 15, 2017.

Associated Trust Company, National Association
as Escrow Agent

* Within ten business days after the closing for the Refunding Obligations, notice shall be provided to the registered owners of the Refunded Obligations, to any fiscal agent for the Refunded Obligations and to the MSRB electronically through the Electronic Municipal Market Access (EMMA) System website at www.emma.msrb.org.

** Indicates refunding of full CUSIP.

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

May 23, 2017

The Brompton School Charter Contract Renewal

On May 13, 1997, the initial Brompton school proposal was presented to the Board of Education. At that time, the Board approved a three-year charter contract with the Brompton School. On May 23, 2000, the School Board approved a two-year renewal charter contract with the Brompton School. The two-year contract matched the time frame of the Brompton lease with Saint Elizabeth Parish. On February 26, 2002, the School Board approved a five-year charter renewal with a lease agreement with the Baptist Tabernacle Church. On May 22, 2007, the School Board approved a five-year charter renewal with a lease agreement with The Baptist Tabernacle. At this time, The Brompton School Governance Board requested an additional five-year charter renewal to continue as a KUSD charter school. The Governance Board requested approval to expand from a K-5 elementary school to a K-8 school. On April 23, 2012, The School Board approved a five-year charter renewal with a lease agreement inside a KUSD school and allowed the Brompton School Governance Board to expand the school from a K-5 school to a K-8 school.

The most recent charter renewal has identified needed changes in the following areas:

1. Replacement of individual names and positions
2. Updated practices of the Governance Board
3. Updated changes to the academic program
4. Updated description of the project based learning model
5. Added language regarding special education
6. Added language to teacher qualifications

On February 13, 2017, The Brompton School Governance Board voted on and approved the recommended changes to the contract.

Recommendation

The Brompton School Governance Board request that the Kenosha Unified School District Board of Education approve The Brompton School charter agreement for the five year period of 2017-2022 with the agreement to review the funding portion of the charter after the State of Wisconsin has finalized the biennial budget for the budget cycle 2017-2019 and 2019-2021.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Dr. Bethany Ormseth
Chief of School Leadership

Suzanne Loewen
Principal of the Brompton School

Kenosha Unified School District No. 1
Kenosha, WI

~~April 3, 2012~~ **July 1, 2017**
Curriculum/Program Standing Committee

BROMPTON SCHOOL CHARTER CONTRACT

On May 13, 1997, the initial Brompton school proposal was presented to the Board of Education. At that time, the Board approved a three-year charter contract with the Brompton School. On May 23, 2000, the School Board approved a two-year renewal charter contract with the Brompton School. The two-year contract matched the time frame of the Brompton lease with Saint Elizabeth Parish. On February 26, 2002, the School Board approved a five-year charter renewal with a lease agreement with the Baptist Tabernacle Church. On May 22, 2007, the School Board approved a five-year charter renewal with a lease agreement with The Baptist Tabernacle. ~~At this time, The Brompton School Governance Board is requesting an additional five year charter renewal to continue as a KUSD charter school. The Governance Board is requesting approval to expand from a K-5 elementary school to a K-8 school.~~ **On April 23, 2012, The School Board approved a five-year charter renewal with a lease agreement inside a KUSD school and allowed the Brompton School Governance Board to expand the school from a K-5 school to a K-8 school.**

The attached contract reflects current instructional and management practices at the school. Annual evaluation of the students' success is reported in the KUSD annual report. The Brompton School has shown fiscal responsibility throughout the previous contracts.

Administration Recommendation

Administration recommends that the Curriculum/Program Committee forward the proposed ~~2012-2017~~ **2017-2022** Brompton School Contract to the full Board for consideration at its ~~April 23, 2012~~, **May 23, 2017** Regular School Board Meeting.

~~Dr. Michele Hancock~~ **Dr. Sue Savaglio-Jarvis**
Superintendent of Schools

~~Karen Davis~~ **Dr. Beth Ormseth**
~~Assistant Superintendent of Elementary Education~~ **Chief of School Leadership**

~~Tina Schmitz~~ **Tarik Hamdan**
~~Director of Finance~~ **Chief Financial Officer**

Suzanne Loewen
Principal, The Brompton School

Kenosha Unified School District No.1
Kenosha, Wisconsin

The Brompton School Charter Contract

This agreement is made as of the **23rd** day of ~~July 2012~~ **May 2017** by and between the Board of Education for the Kenosha Unified School District No. 1 (“Board” or “KUSD Board”) and The Brompton School (“Brompton”).

Term of the Contract

The term of The Brompton School Charter Contract shall be a period of five (5) years commencing on the **1st** day of ~~July, 2012~~ **July 2017**.

It is understood and agreed that The Brompton School will follow all of the established District Policies and Procedures, unless stipulated differently in other provisions in this contract or provided by law.

Administrative Services

~~Sponsors and Persons in Charge:~~ The sponsors ~~and persons in charge~~ of the Brompton School are Suzanne Loewen and ~~The Brompton School Governance Board~~ **the Chief of School Leadership.**

The Persons in Charge: Suzanne Loewen will be responsible for the operation of The Brompton School and will serve as the Principal of the school. She will seek guidance from ~~the~~ The Brompton School Governance Board (“Governance Board”) to ensure that the educational goals of the school are met. In collaboration with the Governance Board, Mrs. Loewen will be responsible for implementing the terms of the Charter Contract and for financial accountability to the KUSD Board. Mrs. Loewen will oversee and evaluate the educational program, instruction and staff development, including interviewing, hiring, and evaluating all Brompton staff. Mrs. Loewen will oversee the administration of standardized student assessments. She will manage student discipline and oversee secretarial/clerical procedures including attendance, health records and correspondence. **If the Principal should leave this position, ESC central office personnel in consultation with the Brompton School Governance Board will choose a replacement. Any administrative appointments will be approved by the KUSD Board of Education based on the recommendation of a replacement from the KUSD superintendent.**

The Governance Board: The **Brompton** Governance Board will work to support the educational philosophy of The Brompton School and will conduct all activities consistent with its mission to manage, operate, guide, direct and promote The Brompton School. The **Brompton** Governance Board ~~will be~~ **is** incorporated as a Wisconsin nonstock, nonprofit corporation and will establish and maintain compliance with all legal and financial requirements under federal, state and local laws. **The Brompton Governance Board oversees the attainment of educational outcomes of The Brompton School and ensures that the school is in compliance with this charter**

contract and the mission of The Brompton School. The Brompton Governance Board will assist in securing grant monies and other sources of revenue to maintain and expand the capabilities of the school, approve the annual school budget, build community relations and make policies that govern the operations of the school. The Brompton Governance Board will be accountable to the KUSD Board of Education in seeing that the district policies, rules and academic standards are adhered to and maintained. The Brompton Governance Board will be independent as it relates to policies, rules and programming not required by the KUSD Board of Education policies, rules and/or directives.

The KUSD Board of Education will be the chartering agent, thus Brompton will be considered an instrumentality charter school. State exemptions for charter schools which Brompton will take advantage of are as follows: flexible school day. No charter policies or procedures will be in conflict with existing KUSD School Board policies and rules, unless stipulated in this contract, or state or federal laws or regulations. Where any of the above is silent, the Brompton Governance Board policies, rules and regulations will prevail. The Brompton School calendar will mirror the KUSD middle and high school calendar.

Academic Program

The Brompton School serves students in Kindergarten through grade 5 ~~with the addition of grades 6-8 in Fall 2012.~~ The Brompton School offers a challenging, academically focused, **innovative** curriculum. The Brompton School program is based on ~~the Schoolwide Enrichment Model~~ **the project based learning method** with the belief ~~-that~~ a solid foundation in ~~basic skills~~ **reading and math is important for academic success**, and ~~content knowledge is the cornerstone of academic success, reading is the key to educational achievement, that students learn best by constructing solutions to real life problems, education should be a systematic process which builds upon previous knowledge, structured learning experiences and development of study skills are essential, and that all students should be academically challenged.~~ ~~The Schoolwide Enrichment Model~~ **Project based learning** allows students the platform to not only secure core skills but **also to** apply the skills in their daily lives while enriching and extending their knowledge through **differentiated**, personalized learning opportunities.

Mission: ~~The Brompton School Mission is to engage and inspire our students to become independent learners, critical thinkers, and contributing citizens through an emphasis on core skills, rigorous curricula and innovative learning experiences.~~ **Our mission is to foster curiosity, cultivate character, encourage independence, develop leadership, and nurture a love of learning.** It is the philosophy of The Brompton School that ~~small class size, a challenging basic skills program,~~ **we remain a single track school that holds** high expectations for student achievement and a high degree of parental involvement are essential components for student success. We believe success earned through hard work will develop self-worth, confidence, and **will** ensure future achievement; the success children achieve through their own efforts cultivates a desire to achieve greater success. We believe students learn best when they are challenged to set high goals, are prepared to work hard to achieve their goals and experience success in attaining them. For a positive learning experience, teachers must provide a structured and systematic instruction that builds step by step. When these needs are met, students gain confidence and are motivated to accept the challenges of increasingly demanding goals.

Methods of Attaining Educational Goals

Kindergarten through Grade 3

The full-day Kindergarten offers an age appropriate academically focused program. The **primary** reading/language arts program employs phonics based systemic instruction, and practice in decoding letter-sound correspondence. Other subjects in the Kindergarten curriculum include math, science, social studies, classic literature, art, music, and physical education, and foreign language.

Primary Grades (K-3): Curriculum: The primary grade instruction focuses on development of reading skills. Considerable time is spent on reading instruction. The reading program utilizes intensive phonics instruction, classical literature and use of basal readers., **guided reading, project, problem and inquiry based instruction.** The math curriculum emphasizes knowledge, and application of facts and operations, and utilizes a systemic approach to the procedures and concepts of math through consistent instruction and practice. The primary curriculum also includes **math**, science, social studies, **language arts** English, writing, art, music, and physical education, and foreign language. **As students advance to higher skill levels, the primary focus switches from the learning to read emphasis of the primary grades to a reading to learn emphasis.**

Intermediate Grades (4-8): At the intermediate level, the primary focus switches from the learning to read emphasis of the primary grades to a reading to learn emphasis. Students in grade four through eight **They** are expected to become independent, responsible learners who practice and apply grade level skills. Through collaborative learning experiences, students will apply the basic skills they have acquired. **Students will in order to** improve their critical thinking, problem solving and analytical skills through problem, project and inquiry based learning. The intermediate curriculum includes science, math, social studies, writing, English, classic literature, reading, art, music, and physical education, and foreign language.

The focus of the **instructional** program will be personalized learning. to extend the education foundation of the K-3 program into the intermediate grades 4-8. The curriculum focus will utilize the Kenosha Unified Standards, the National Common Core Standards and the 21st Century Skills. This program will prepare Brompton students to enter any of the Kenosha Unified School District high schools equipped to enroll in honors courses in all four content areas as freshmen. Students will work in various group and individual structures through a problem, inquiry, and project based approach to learning. Service learning hours will be incorporated in community-based, problem-based learning. Technology will be one instructional tool present in the courses. The instructional and logistical approach to the intermediate program is working to ensure students are well prepared for rigorous, honors level coursework in high school.

Brompton will attain its educational goals through:

- Use of curriculum materials and teaching strategies that support its philosophy

- o Involving parents in all aspects of their child's educational experience at Brompton.
- o Employing qualified staff that believe and support the Brompton philosophy.
- o Maintaining ~~small class and school size~~ **single track status** that allows for effective instruction and learning experiences while providing opportunity for individual student attention as needed.
- o Maintaining high expectations for student academic progress and behavior
- o Exercising some flexibility in scheduling the school day.
- o **Alignment of the curriculum with the District's content academic standards as per Board Policy 6300- Curriculum Development and Improvement**

Curriculum Materials

We offer a rigorous, ~~and fast-paced~~ academically focused curriculum that challenges our students and encourages them to put forth their best effort. Curriculum materials which reflect the philosophy of the school are chosen by the Principal and staff to support the mission and academic program of The Brompton School. ~~Current curriculum materials include:~~

~~Reading: A strong emphasis is placed on phonics based reading instruction in K-2, integration of reading instruction across the curriculum and strong use of literature with the intent to develop confident readers who will become confident students in other subjects. The reading program provides phonics instruction through use of the Saxon Program in grades K-5. Our Classic Literature provides a broad range of literature chosen for its depth, imagination and example.~~

~~English: Grammar usage and writing skills are emphasized in the English curriculum component.~~

~~Math: We use a solid, sequential presentation of math through the Saxon math program in grades K-5. The program is built upon a systemic approach to the procedures and concepts of math, use manipulatives when appropriate while requiring knowledge and application of facts.~~

~~Foreign Language: We believe that instruction in a second language should take place at an early age. The benefits of learning a language other than one's native language are immeasurable. Foreign language is taught to all students, Kindergarten through grade eight. The foreign language program at Brompton was developed as an age appropriate, progressive program that incorporates curriculum content at all grade levels.~~

~~Art : Our Art program focuses on the four core art disciplines: aesthetic, history, criticism, and making. Study of great works of art, integration of art within the curriculum and age appropriate art activities enable teachers to provide a meaningful art education experience.~~

~~Science: The science curriculum will be is standards based and will uses hands on learning as appropriate.~~

~~Social Studies: Our Social Studies program incorporates a strong geography and history emphasis with study of government, citizenship and cultures.~~

~~Handwriting : Formal handwriting instruction takes place in all K-3 grades. We use the Zaner-Bloser modified program.~~

~~Computer: Technology instruction in our computer lab and in the classroom helps insure that our students are able to compete in an expanding technological world. Internet access is available in the lab and each classroom. Technology is used at all grade levels to supplement curriculum and to reinforce study and research skills.~~

~~Music: Students in Kindergarten through grade eight receive instruction from our music teacher up to two 45 minute classes each week. Choir is offered to students in grades three through eight. Group band/instrument instruction is offered as an optional program for students in grades four through eight.~~

~~Physical Education: Our students enjoy physical education in classes in the school gym. All students receive up to 45 minutes of physical education instruction and up to 30 minutes of Health instruction from their P.E. teacher.~~

- **Grammar usage and writing skills are emphasized in the language arts curriculum component.**
- **We use a solid, sequential presentation of math through the Saxon math program in grades K-8. Students in grade 7 are enrolled in pre-algebra and students in grade 8 are enrolled in Algebra preparing them to take Geometry in their freshmen year. This will allow them to be on track for AP math courses in their junior year of high school, should they so choose.**
- **The Brompton School offers an integrated arts curriculum in addition to the general art class for K-5 and elective offering to middle school students. The fine arts teachers work collaboratively with the classroom teachers to integrate the arts program into the various classroom projects and units of instruction.**
- **The science curriculum is standards based and uses hands on learning as appropriate and is integrated into projects.**
- **Our Social Studies program incorporates a strong geography and history emphasis with study of government, citizenship and cultures. Social studies will also be integrated in projects.**
- **Formal handwriting instruction takes place in all K-3 grades. We use the Zaner-Bloser modified program.**
- **Technology at Brompton is an important tool for learning. Technology will be used to support learning activities such as online textbook access and interactive lessons in all content areas. It will be a critical tool for implementing the inquiry process required in many of the projects students will undertake.**
- **Students in Kindergarten through grade five receive instruction from our music teacher for one 45 minute class period each week. Group band/instrument instruction is offered as an optional program for students in grades four through eight.**

- All students grades K-5 receive up to 45 minutes of physical education instruction each week. Middle school students also take physical education as part of their elective schedule.

Electives: Students in grades 6-8 are offered opportunities to take semester long electives. The Brompton middle school staff will work in conjunction with the school principal to evaluate the electives on an annual basis and adjust the offerings to meet the needs of the enrolled students.

Character Education: Infused in the curriculum and in the expectations for student behavior, character education is delivered schoolwide through use of a school-wide-yearly theme program. The theme program is identified by the Principal and staff who select instructional materials and activities that help them develop and nurture character education in an age-appropriate manner. **Brompton teaches good character in multiple ways throughout all grade levels. Brompton promotes the character traits all year long by doing school-wide service projects integrated with content projects.**

Instructional Methods: ~~Instructional methods based on a systematic approach to instruction and student learning are used at The Brompton School. The Schoolwide Enrichment Model is a systematically structured approach. This model provides a structure to instruction and learning that supports our belief that students must develop a base upon which to build future learning and helps students learn how to learn as it builds upon specific skills. Through this program, our students are able to master increasingly complex material, building confidence along with ability.~~

~~Parental involvement in the educational process is an important component to student success. For the benefit of our students we believe a mutually supportive parent teacher relationship must be maintained. A close parent teacher partnership is nurtured at Brompton through frequent parent teacher communication and involvement. Brompton parents are active in monitoring their child's academic progress, invited to volunteer as teacher helpers and tutors, provide classroom activities that support the curriculum and monthly school wide family social activities. Our parent organization (BCP) is a strong, active, vital part of the school community that fulfills its mission to "...Support educational opportunities, nurture social experiences for students and to foster a sense of community spirit and pride among students, parents and staff of the Brompton School." Parent involvement in all aspects of the school adds a sense of community to the student's educational experience.~~

Instructional Methods - Project Based Learning:

Instructional methods based on an inquiry based approach to instruction and student learning are used at The Brompton School. At the K-3 grade levels, basic literacy skills will be taught directly and will be reinforced during afternoon project time. Likewise, at the middle school level, content will be taught directly. However, there will be significant efforts to integrate such content into realistic projects. Project-based learning is an approach to education which supports the belief that students learn best when they're interested in a real-world problem and then, with a teacher's skilled guidance, take ownership of the challenges involved in solving it. Solving a real world problem may, in some cases, take the student out of the classroom to observe the outdoors or community, talk with experts, and create such products as service programs, business plans, museum

exhibits, or working models. Students who complete projects like these achieve a deep understanding of the standard curriculum, while also developing lifelong learning habits and vital workplace skills. In particular, they develop 21st century skills: critical thinking, communication, collaboration, creativity, and information media literacy.

We believe that each student is unique, and so learning experiences must consider the abilities, interests, learning styles, and preferred ways of expression of each student. At Brompton, teachers use project based instruction to create customized, engaging lessons that encourage students to apply, deepen, and extend their learning. The teachers assign projects that are individualized to the specific student's needs and interests. Using provided online resources, teachers choose critical thinking activities, virtual field trips, independent study activities, and online activities to meet the preferred learning styles and interests of each student. Brompton believes that differentiation addresses the needs of a variety of learners in the classroom through different approaches that change instruction, assignments or assessment. We also believe that learning can be easily personalized by assigning enrichment and/or intervention activities according to the student's needs and interests. Students will have multiple opportunities to showcase their work and will be required to attend school events to present their projects to The Brompton Community.

Special Education.

Students with special needs are also eligible for enrollment at The Brompton School. They should have an updated IEP (Individualized Education Program) for enrollment. An IEP review with the parent, the principal, the special education teacher, and the program support teacher will take place to ensure the student will be successful within the charter school parameters set forth in this agreement.

Methods of Measuring Student Progress

Annual Testing: Brompton students will participate in the statewide assessment program, ~~Wisconsin Knowledge and Concept Examination~~, as do all students of the District. Using the same standardized norm referenced tests that are used throughout the District will assist the Board in assessing the academic progress of Brompton students.

Student Evaluation: Student progress toward learning goals will be measured through use of both the state standardized test and through local measures. To provide local measures, teachers closely monitor student progress through written and oral quizzes on a regular basis. Brompton students are assessed informally on a daily basis and regularly take curriculum content-based tests. Due to school specific curriculum content/materials and their order of presentation, Brompton does not administer all district Common Assessments.

Report Cards: Students receive report cards at the end of each academic quarter and receive a mid-term report at the middle point of each quarter. ~~The report card, developed by Brompton Principal and staff to reflect curriculum content, provides parents with information on student progress.~~ Following Board policy, students in Kindergarten through grade ~~two~~ **five** will not receive letter grades. Students in grades ~~three~~ **six** through eight will receive letter grades. The District grading scale will be followed.

Students are expected to successfully complete grade level work and to demonstrate that successful completion through formal and informal assessment as a condition of promotion.

Academic performance standards generated by the KUSD Office of Educational Accountability have been developed for Brompton as they have for all KUSD schools.

Governance Structure/Methods to Insure Parental Involvement

Governance Method: Brompton is an instrumentality of the Kenosha Unified School District and, as such, will be governed in accordance with the established policies and procedures of the District, unless stipulated differently in other provisions in this contract or provided by law.

Parental involvement is encouraged on many levels; involvement in the daily academic progress of their child, working in partnership with teachers and school staff, volunteer involvement and support in the classroom and in school-wide activities and programs, participation in the parent organization, and membership on its board. Positive parental support of a child's school has a strong impact upon student achievement. For the benefit of the students, a positive and mutually supportive relationship will be maintained **and nurtured at Brompton through frequent parent-teacher communication and involvement.** Enrollment at Brompton is completely voluntary. Parents who choose to send their children to the school are expected to support its educational philosophy. **Brompton parents are active in monitoring their child's academic progress, invited to volunteer as teacher helpers and tutors, provide classroom activities that support the curriculum and engage in monthly school-wide family social activities.** Our parent organization (BCP) is a strong, active, vital part of the school community that fulfills its mission to "...Support educational opportunities, nurture social experiences for students and to foster a sense of community spirit and pride among students, parents and staff of the Brompton School." Parent involvement in all aspects of the school adds a sense of community to the student's educational experience. The Brompton School Governance Board is another opportunity for parents to become involved. Parents may also become active, contributing members of the Governance Board committees and task forces as well as contribute to the Transformational Design process ~~done on a yearly basis.~~

The Principal is responsible to the Board for implementing the terms of this contract. The Principal will meet regularly with The Brompton School Governance Board to insure that the school remains compliant with the terms of this contract and the philosophy of the school. The Governance Board will be comprised of members who may be elected as provided by the Governance Board Bylaws. ~~The initial members of the Governance Board will consist of an accountant, an attorney, a Gateway Technical College representative, a Carthage College representative, a parent volunteer coordinator, a parent public relations coordinator, a grant writer, a fundraising coordinator and one or more teachers from The Brompton School.~~ The Governance Board may, from time to time, include other parents, staff or community members as determined by the Principal and/or the Governance Board in accordance with the Governance Board Bylaws. Members of the Governance Board may serve one to three-year terms, and may be reelected or re-appointed for additional terms as provided by the Governance Board Bylaws.

Teacher Qualifications

All Brompton staff members will meet the requirements for charter school personnel established by the State of Wisconsin and by District policy. **The Brompton School Principal will lead an interviewing team made up of Brompton staff, Brompton Governance Board members, Brompton parents and KUSD Coordinators to interview and select teacher candidates.** All Brompton staff will be employees of the District and interviewed and recommended for hire by the Principal following the established hiring guidelines of the District and are entitled to all of the rights and benefits of other similar employees of KUSD following already established salary schedules and benefit programs. As a condition for working at Brompton, staff must share the philosophy of the school and work toward fulfilling its goals. Appendix A contains the teacher job description used for hiring. Any teacher wishing to transfer to Brompton must agree to the philosophy and expectations as outlined in the job description. The Principal must agree that the teacher can and will meet the expectations. Teachers will possess expertise in instructing learners with learning and behavioral disabilities in the general education classroom. Specific competencies will include designing instruction for blended groups of learners, implementing individual accommodations or modifications provided in an Individualized Educational Program (IEP), **an Individualized Academic Program (IAP)**, and implementing effective classroom and behavior management strategies. Teachers will be expected to possess skills for collaborating effectively with parents and related services professionals. **Qualified and certified staff will be employed at The Brompton School. Due to the need to evaluate, modify and develop coursework, as well as perform teaching tasks, staff will be sought with a preferred 5 or more years of experience. All Brompton staff will participate in the assigned Brompton and district staff development programs, summer training sessions and attend inservices/workshops in order to be trained in the project based learning methodology. Teachers will be expected to have an aptitude for the project based learning model of teaching. Teachers will be required to attend and support their students during presentations of completed projects at scheduled events.**

Professional Development. The Brompton staff and the Brompton Governance Board shall develop a professional development and in-service plan and schedule. These professional development sessions will include training on teaching 21st Century Skills, Project Based Learning, Responsive Classroom, and Literacy. The Brompton School staff shall have the autonomy to opt out of professional development offered by KUSD that is not consistent with The Brompton School mission and vision, unless required by state or federal law. The Brompton School reserves the right to opt out of additional state and federal mandates that are allowable under current charter school law.

Student Health and Safety

All local and state health and safety regulations will be followed including, but not limited to fire drills, **safety drills** and tornado safety practice. OSHA safety procedures will be in place.

Racial/Ethnic Balance Goals and Methods

In an effort to reach all parents of our community's diverse population, information regarding enrollment will be widely disseminated throughout the community using local media, community agencies, KUSD informational outlets, our web site and through an annual school open house. Enrollment is open to all students in the Kenosha Unified School District in grades kindergarten through grade eight. The Brompton School is nonsectarian in its programs, admission policies, employment practices and all operations.

Admission Requirements

Application Required: Parents must apply for admission to The Brompton School. Application requires completion of the current KUSD enrollment form, ~~Brompton informational form~~, kindergarten informational form if applicable, Parent Contract, Uniform Policy agreement form for students in **all grades one to eight**, Immunization Card, Emergency Information form, Certificate of age form, birth certificate, proof of Kenosha residency, Permission to retain records form and release of records request if applicable. Students must meet age and residency requirements as established by law. Enrollment is open to all students of the District with the expectation that the parents/guardians who choose Brompton agree with the philosophy of the school. **Students must be Kenosha Unified School District students, reside in the Kenosha Unified School District by May 1 of the registration year or have completed an Open Enrollment application within the state window of opportunity and received KUSD approval.** Parents are encouraged to consider the expectations of Brompton for academic commitment when choosing the school. ~~The academic demands of the curriculum require completion of homework on a daily basis.~~

Student Acceptance: Admission will be by lottery if more students apply during the enrollment period than can be accepted. Siblings of currently enrolled students and children of staff will be admitted prior to open registration. No enrollment preferences will be made for siblings of students who attended the school in the past. A waiting list will be maintained for students who cannot be accommodated. The list will be maintained through the end of the first quarter; **the sibling lottery wait list will be carried over to the next school year with students maintaining their position on the list and the open enrollment** ~~the waiting list will not be carried over to the next year.~~ Since Brompton is a choice for parents, non-compliance with the contract, district policies and code of conduct will serve as considerations for transfer from Brompton.

School Alternatives: No student will be required to attend Brompton. Students who are not admitted will follow school district attendance policies.

Disciplining Pupils

All students have a right to receive instruction in a safe and orderly environment. The District Code of Conduct will be followed. School rules and procedures have been developed that reflect the school's high expectations for behavior. Brompton discipline practice is based on the premise that self-discipline rather than external control is the aim of true discipline. A climate of respect and understanding does much to promote discipline. Brompton will strive to maintain

such a climate during discipline procedures. Discipline is handled first by the teacher or supervisor. If a child's behavior does not change because of those interventions, the Principal will meet with the teacher and/or child. The parent/guardian will be notified by the teacher/supervisor of discipline problems. Every effort will be made by the staff and Principal to resolve problems in cooperation with the student and family. .

Operations

Tuition: The Brompton School will not charge tuition. Fees collected will be the type and amount charged to similarly situated students in other District schools following the District Student Fee Schedule. Brompton will collect and expend such fees at the building level to help defray costs for instructional materials.

Budgeted Items: The cost of all salaries, benefits, rents, utilities, supplies, equipment and similar items shall be detailed and included in the approved budget of Brompton School. Brompton budgeting practices will adhere to District and state requirements for budget preparation and administration.

Financial Records: All operational and personnel funds will flow through the District. Brompton will follow the same financial policies and practices required by the District for all other District schools. A record of all transactions will, therefore, be available as financial records of the District. Financial records, including an activity account, will be maintained at the Brompton School and will be available for review. All of the financial and programmatic operations of Brompton will be available for review by District staff or any outside auditor employed by the District.

Funding by KUSD: For each student enrolled at Brompton on the official third Friday in September membership count day, KUSD will credit Brompton with eighty (80%) of the current year maximum revenue per member cost as determined in the state revenue limit formula for KUSD ("Direct Cost Budget") determined by the State for the applicable school year.

Carryover of funds is permitted. The remaining twenty percent (20%) of the per member cost shall be retained by KUSD for administrative and other services furnished to Brompton. **In the event of District wide budget reductions, the eighty (80%) percent rate may be adjusted by a proportionate amount as part of the annual budgeting process.** ~~Expenses other than salaries, benefits and rent shall be paid upon written request to KUSD by Brompton.~~ Any funds raised by Brompton from outside sources shall be deposited into the school's Johnson Bank checking account. Unspent allocated and discretionary funds can be carried over from one year to the next. The annual amount of the Direct Cost Budget shall be allocated by KUSD for Brompton use as follows:

Twenty-five (25) percent on the first day of July preceding the school year

Fifty (50) percent on the first day of October during the school year

Twenty-five (25) percent on the first day of January during the school year

Offsets: KUSD may offset part, or all, of the amount in the discretionary accounts against any amounts by which Brompton exceeds the Direct Cost Budget in any one school year for which KUSD is liable. Notwithstanding the foregoing, Brompton is not authorized to expend or

otherwise obligate the District for any amounts in excess of the Direct Cost Budget plus any money in the discretionary accounts, without prior approval from CFO.

Purchasing: Supplies and equipment shall be requisitioned and purchased following standard financial procedures and District policy. This would include the periodic audit of the school capital assets in conformance with District policy.

Student Records: Student records will be maintained at Brompton and available for review as permitted by Board policy and law. Copies of all standardized testing results are maintained and available through the District.

Transportation: Transportation is the responsibility of the parent/guardian of the student.

KUSD Services: As part of the District's twenty percent (20%) portion of the current year maximum revenue per member cost as determined in the state revenue limit formula for KUSD, KUSD will provide agreed upon services in addition to purchasing and other services such as inclusion in district-wide textbook and software adoption, professional development, federal and district breakfast/lunch program, facilities services, maintenance and repairs, instructional consultation and inclusion in applicable federal or state programs.

Description of School Facilities/Liability Insurance

Description of School Facility: The Brompton School shall be located at 8518- 22nd Avenue Kenosha, Wisconsin 53143, in Jane Vernon Elementary School. The school pays usage fees for space for 12 rooms, administrative office, cafeteria,/gym, teacher lounge, and occasional use of other building areas.

Liability Insurance: Liability insurance coverage for Brompton is provided by the District and is the same as that which is provided for all District schools.

Effect on the Liability of the School District

The Brompton School will adhere to applicable Federal, State and local laws and to the Board's insurance and risk management requirements. The KUSD Code of Ethics will be followed.

Termination of Contract

This contract may be terminated by the Board upon happening of any of the following circumstances:

- a). Mutual Agreement: Both parties agree in writing to termination.
- b). Contract Violation: The Board has determined that Brompton has violated its contract.

- c). Educational Goals: The Board has determined that the students enrolled in Brompton School have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. 118.10. If an extension of time to attain such goals is requested in writing, such a request shall include a written plan, acceptable to the District, setting out the additional steps Brompton will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of Brompton's written plan for attaining its educational goals shall be final. If the Board accepts such written or modified plan, Brompton shall be allowed reasonable time in which to correct such progress deficiencies.
- d). Fiscal Management: The Board determines that Brompton School has failed to comply with generally accepted standards of fiscal management and Board policy.
- e). Violation of Wis. Stat. 118.40: The Board determines that Brompton School has otherwise violated Wis. Stat. 118.40 (Charter School Law).
- f). Insolvency: The Board determines that Brompton revenues are insufficient to pay its expenses as they come due. In the event of termination of this contract, the Board will recover all funds advanced to Brompton under this contract to which Brompton School is not entitled. The decision of the Board is final.

Notice

Whenever under this contract notice must or may be given to the other party, or whenever information may or must be provided to the other party, the party who may or must give notice or provide information shall fulfill any such responsibility under this contract if notice is given or information is provided to:

To: the Board

~~Dr. Michele Hancock~~ **Dr. Sue Savaglio-Jarvis**
Superintendent of Schools
Kenosha Unified School District
3600- 52 Street
Kenosha, WI 53144
Telephone: 262 359-6320
Facsimile: 262 359-7672

To: The Brompton School

Suzanne Loewen
Principal
The Brompton School
~~7951-36 Avenue~~ **8518 - 22nd Avenue**
Kenosha, WI 531423
Telephone: 262 359-2191
Facsimile: 262 359-2194

In Witness Whereof, the parties have caused this contract to be executed by their duly authorized representatives as of the date first above written.

The Board of Education for ~~the~~ The
Brompton School:
Kenosha Unified School District
No.1 **Suzanne Loewen, Principal**

By: _____

Date: _____

By: _____

Date: _____

**For The Brompton School Governance Board:
Jennifer Nachtigal, Chair**

By: _____

Date: _____

**Kenosha Unified School District
Kenosha, Wisconsin**

May 23, 2017

Head Start State Supplemental Grant – 2017-2018 School Year

The Head Start program provides comprehensive services in the areas of health, education, social services, and parent involvement for low-income preschool children and their families. This state grant provides funding for 59 high-risk children that will be three or four years of age on or before September 1, 2017. Funding for the Head Start State Supplemental Grant for the 2017-2018 school year is \$335,954. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and the Head Start Performance Standards.

Grant Title

Head Start State Supplemental Grant

Funding Source

State of Wisconsin

Department of Public Instruction

Grant Time Period

July 1, 2017 to June 30, 2018

Purpose

This grant serves the social/emotional, academic, and health needs of low-income three and four year old children and their families. Children who qualify must reside within the boundaries of Kenosha Unified School District. Head Start provides the foundation for implementing systemic and integrated comprehensive child development services and family engagement efforts that lead to school readiness for young children and families. This supports stronger attendance rates, academic performance, and higher graduation rates in later years.

Number of Students Served

59 Eligible Head Start Students

Relationship to District Goals

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Regulation 45 CFR Chapter XIII Part 1307 requires programs to establish school readiness goals that are appropriate for the ages and development of enrolled children. School readiness goals are defined as "the expectations of children's status and progress across the domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals" (Part 1307.2).

The school readiness goals for the Kenosha Unified School District Head Start program are:

- 96% of Head Start students will meet/exceed developmental expectations in Approaches to Learning as measured in Teaching Strategies GOLD (the assessment software utilized by the Early Education program).
- 90% of Head Start students will have an up to date physical exam on file and 85% will have an up to date dental exam. The number of students receiving recommended follow up care will increase by 25% as documented in ChildPlus (a student database utilized by Head Start).
- 95% of Head Start students will meet/exceed developmental expectations in Math as measured in Teaching Strategies GOLD.
- The social emotional gap between boys and girls will decrease from 6% to 2% as measured in Teaching Strategies GOLD.
- The language gap between Dual Language Learners and English speakers will decrease from 10% to 6% as measure in Teaching Strategies GOLD.

Success in these areas will support each child's readiness for kindergarten.

Fiscal Impact

See attached Fiscal Impact statement.

Program Services

Funding received through the 2017-2018 Head Start State Supplement Grant will remain the same as the previous year, sustaining the funding reduction that occurred for the 2014-15 school year. At this time no revisions to program services are anticipated. The number of Head Start children served will remain at 59 children. This state grant will cover the cost for:

- 2 teachers
- 2.5 educational assistants
- 1 family service provider
- Meals and snacks for state funded Head Start children
- Supplies
- Software (Teaching Strategies GOLD™) that is used to assess the children's progress
- Bus monitors for busses that transport Head Start children (required by Head Start Performance Standards).

Evaluation Plan

- Bi-annual Program Report to the Policy Council and School Board.
- Progress toward KUSD Head Start school readiness goals will be monitored and included in the Bi-annual Program Report to the Policy Council and School Board.
- Bi-annual Program Plan Report to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) to the Policy Council and School Board.

Staff Persons Involved in Preparation of the Grant Application:

Luanne Rohde, Director of Early Education

Lisa KC, Assistant Director Head Start

Alex Haubrich, ERSEA Coordinator

Lynda Dower, Family & Community Coordinator
Samantha McGovern, Education and Disabilities Coordinator
Elizabeth Rebollar, Health Coordinator

Administrative Recommendation

Administration recommends that the school board approve the 2017-2018 Head Start State Supplemental Grant.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Bethany Ormseth
Chief of School Leadership

Mr. Martin Pitts
Regional Coordinator of Leadership
and Learning Elementary

Ms. Luanne Rohde
Director of Early Education

Ms. Lisa KC
Assistant Director Head Start

Fiscal, Facilities and Personnel Impact Statement

Title: Head Start State Supplemental Grant

Budget Year: 2017-2018

Department: Early Education

Budget Manager: Luanne Rohde

REQUEST

Approval from the Board of Education is requested to submit and implement the Head Start State Supplemental Grant for the 2017-2018 school year. The funding for this grant is \$335,954. It is designed to supplement operating costs for the Kenosha Unified School District Head Start Program.

RATIONALE/ INSTRUCTIONAL FOCUS

This grant serves the social/emotional, academic, and health needs of low-income three and four year old children and their families. Children who qualify must reside within the boundaries of Kenosha Unified School District. The Head Start approach provides the foundation for implementing systemic and integrated comprehensive child development services and family engagement efforts that lead to school readiness for young children and families. This supports stronger attendance rates, academic performance, and higher graduation rates in later years.

IMPACT

This supplemental grant will provide:

- Funding for staffing (2 teachers, 2.5 educational support personnel) to serve 59 children within the requirements of the Head Start Performance Standards and Head Start Act.
- Funding for Head Start support staff (1 Family Service Provider) for families of Head Start children.
- Funding for breakfast, lunch, and snacks for Head Start children.
- Funding for bus monitors.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$181,312.00
200's	Fringes	\$135,847.00
300's	Purchased Services	\$14,495.00
400's	Non-Capital Objects	\$4,300.00
500's	Capital Objects	\$0.00

		\$0.00
	TOTAL	\$335,954.00

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

FUNDING SOURCES
Select Funding Sources:
Head Start State Supplemental Grant

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

May 23, 2017

Open Enrollment Applicants for School Year 2017-2018

Background

The Wisconsin Department of Public Instruction (DPI) requires school districts to allocate open enrollment allocations prior to the start of the open enrollment application period. The Wisconsin open enrollment application period began on February 6, 2017, and closed on April 28, 2017. Once the regular Open Enrollment process is over, students from a non-resident district may continue to apply for immediate admittance to a non-resident district if he/she meets one of the criteria as noted by the Alternative Open Enrollment Application process.

Process

At the January 24, 2017, Board of Education Regular Meeting the Kenosha Unified School Board formally affirmed the availability of spaces for both general and special education students seeking entrance into the Kenosha Unified School District under the Open Enrollment Statute for School Year 2017-18. **The School Board affirmed the availability of a total 205 spaces, 23 of which were designated for selected special education programs/services.**

After receiving applications from the state's Open Enrollment Applications Log (OPAL) the Offices of Educational Accountability, School Leadership, Special Education/Student Support and Early Childhood conferred to match available District spaces to the application pool of requests made by candidates seeking entrance into KUSD. Additionally, guidelines concerning student enrollment preferences and sibling preferences were also revisited.

With the close of this year's open enrollment application window by DPI on April 28, 2017, all students in the OPAL system were listed on a master roster in alphabetical order. Each student was then assigned an applicant sequence number with the first person listed on the roster being tagged as number one and the remaining students who were on the OPAL listing were also assigned a sequence number.

As required by Wisconsin statute and Board policy, preference was given to students currently attending Kenosha Unified and their siblings. Each student was provided a lottery ranking even though a student's denial may have been recommended in the application review process. This is done because some special education or expulsion records may not have been received from the resident district at the time of the selection process. A lottery ranking selection process was conducted separately for each grade. If there are more applicants than spaces available at a given grade then lottery rank is used to select which student gets their preference. School placements are also made on a random basis when no school preference or restriction is indicated on the OPAL application.

On May 9, 2017, a lottery meeting was conducted in the Office of Educational Accountability to assign petitioning students to available District spaces. A representative from the Instructional Technology Services Department served as the “unbiased” witness to the student assignment process and drew lots during the lottery process.

Example: If the highest-ranked lottery student at a particular grade level indicates a preference for a particular school and that school has space available, then the student will be granted their preference. If there is no space available at the preferred school, then the school assignment is randomly drawn from the existing list of school vacancies (provided by School Leadership/Special Education/Early Childhood) available at the applicant’s specified grade level.

As indicated earlier, the Office of Educational Accountability (OEA) always provides an independent witness to the lottery process by requesting a Kenosha Unified staff member outside of the managing or affected department(s) draw the lottery ranks and school assignments for each open enrollment applicant.

Important Timelines

Nonresident school districts must mail notices of approval or denial by June 9, 2017. If the application is approved, the school district must notify the parents of the specific school to which the student applicant will be assigned. Resident districts must notify applicants if their application is being denied by June 16, 2017. If an application is denied, parent(s)/guardian(s) have 30 days to file an appeal. Parents of accepted applicants must notify the nonresident district if their student will be attending the non-resident district in the 2017-18 school year by June 30, 2017.

Summary Statistics

200 resident students from the Kenosha Unified School District have applied for admission to schools outside of KUSD under the guidelines of Open Enrollment. Below is a listing of the applicants by grade level.

KUSD Resident Students Applying to Schools Outside the District:

Grade Level	Number of Students
Pre-Kindergarten	27
Kindergarten	42
1	9
2	4
3	12
4	11
5	11
6	11
7	7
8	8
9	32
10	11
11	8
12	7
Total	200

93 non-resident students have applied for admission to the Kenosha Unified School District under the guidelines of Open Enrollment. Below is a listing of the applicants by grade level.

Non-resident Students Applying into Kenosha Unified

Grade Level	Number of Students
Pre- Kindergarten	10
Kindergarten	9
1	2
2	5
3	4
4	5
5	3
6	10
7	7
8	4
9	16
10	8
11	5
12	5
Total	93

The following table provides a listing of the applicants recommended for approval and denial by grade level for School Year 2017-18.

Administrative Recommendation on Non-resident Applicants

Grade Level	Approval Recommended (Regular / SPED)		Denial Recommended (Regular /SPED)		Total Number of Students (Regular / SPED)	
Pre - Kindergarten	9	1	0	0	9	1
Kindergarten	4	1	4	0	8	1
1	2	0	0	0	2	0
2	2	0	2	1	4	1
3	4	0	0	0	4	0
4	3	0	2	0	5	0
5	3	0	0	0	3	0
6	6	0	3	1	9	1
7	4	0	2	1	6	1
8	2	1	0	1	2	2
9	11	1	4	0	15	1
10	4	1	3	0	7	1
11	2	0	2	1	4	4
12	1	2	1	1	2	3
Category Totals	57	7	23	6	80	13
DISTRICT TOTALS	64		29		93	

Administration Recommendation:

Administration recommends **approval** of applicants identified as numbers [01,02,04,05,06,08,09,10,11,12,13,14,15,16,17,18,20,21,24,25,26,27,31,32,35,36,37,38,39,41,42,45,46,50,52,57,58,59,61,62,63,64,66,68,69,70,71,72,73,74,77,78,79,80,81,82,83,84,86,87,88,89,91,92] due to available space at the grade level and/or school requested or special education or related services required by the IEP.

Administration recommends **denial** of applicants identified as numbers [03,07,19,22,23,28,29,30,33,34,40,43,44,47,48,49,51,53,54,55,56,60,65,67,75,76,85,90,93] due to overcapacity at the grade level, special education related services required by the IEP, or school requested and/or expulsion or habitual truancy in the current or preceding two years.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

Julie Housaman
Chief Academic Officer

Dr. Beth Ormseth
Chief of School Leadership and Learning

Susan Valeri
Chief of Special Education and Student
Support

Luann Rohde
Director of Early Education Programs

Renee Blise
Research Coordinator



May 23, 2017

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Michael Polzin of Leeward Business Advisors donated \$1,500 to the Brompton School Governance Board to cover the MOJO contest incentives for the Color-A-Thon.
2. Lee Plumbing donated PVC fittings and pipe to LakeView Technology Academy. The value of this donation is \$1,424.96.
3. The Colerget Conference Center donated \$1,000 to the LakeView Technology Academy Supermileage Vehicle Club.
4. InSinkErator donated \$500 to LakeView Technology Academy.
5. Bergey Jewelry donated \$500 to the LakeView Technology Academy Supermileage Vehicle Club.
6. Shannon Neal of Seven Story Clothing donated t-shirts to the Brompton School Interact Club members. The value of this donation is \$498.50.
7. Stephanie and John Arinta donated \$250 to LakeView Technology Academy.
8. Heidi Hoel donated \$113 to the LakeView Technology Academy Supermileage Vehicle Club.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 1400, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

May 23, 2017

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board**
May-June

May

- May 9, 2017 – Standing Committee Meetings – 5:30 P.M. in ESC Boardroom
- May 23, 2017 - Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom
- May 26, 2017 – Half Day for Students and Instructional Staff
- May 29, 2017 – Memorial Day – Schools and Departments Closed

June

- June 7, 2017 – Special School Board meeting – 5:30 P.M. in ESC Boardroom
- June 9, 2017 – Last Day of School for Students
- June 12, 2017 – Staff Workday
- June 13, 2017 – Standing Committee Meetings – 5:30 P.M. in ESC Boardroom
- June 27, 2017 – Regular Board of Education Meetings – 7:00 P.M. in ESC Boardroom

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