



## **REGULAR MONTHLY BOARD MEETING**

**Mam2+, 2014**

**7:00 P.M.**

**Educational Support Center  
Board Meeting Room  
3600-52<sup>nd</sup> Street  
Kenosha, Wisconsin**

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- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards/Recognition
  - FBLA State Leadership Conference
  - War of the Roses National Women Wrestling Championship
  - Duden Award – Wisconsin German Teacher of the Year
  - AATG National Exam and Wisconsin DSSV Essay Contest
  - US News and World Report Best High Schools in the US
  - Noon Lions Peace Poster Contest
  - Wisconsin State PTA Reflections
  - KUSD PTA Council Reflections
  - Gateway Technical College Earth Day Poster Contest
  - Ronald Dunlap Administrator of the Year Award
  - National Geographic Bee
  - International Society for Technology in Education
  - 2014 District Wide Student Art Exhibit
  - Sterling House Art Award
  - WSMA State Solo Ensemble
  - Heritage Music Festival Competition
  - Festival of Music
  - Music in the Parks Festival
  - Festival Disney
  - Resolution No. 300 – Resolution of Appreciation  
To Jo Ann Taube .....Page 1
  - Resolution No. 301 – Resolution of Appreciation  
To Robert Nuzzo .....Page 2
- 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)
- XI. Remarks by the President
- X. Superintendent's Report

# SCHOOL BOARD AGENDA

Page 2

May 27, 2014

## XI. Consent Agenda

- A. Consent/Approve Recommendations  
Concerning Appointments,  
Leaves of Absence,  
Retirements and Resignations..... Page 3
- B. Consent/Approve Minutes of 5/05/14  
Special Meeting and  
Executive Session,  
4/28/14 Organization  
Meeting, 4/28/14 Regular  
Meeting and 5/5/14,  
5/9/14, 5/10/14 and  
5/19/14 Special Meetings..... Pages 4-16
- C. Consent/Approve Summary of Receipts, Wire  
Transfers and Check Registers .... Pages 17-25

## XII. Old Business

- A. Discussion/Action Report of Contracts in  
Aggregate of \$25,000 ..... Pages 26-28
- B. Discussion/Action School Board Policy 6452 -  
Student Progress Reporting..... Pages 29-95  
(Second Reading)
- C. Discussion/Action Education for Homeless  
Children and Youth Grant ..... Pages 96-97
- D. Discussion/Action Adoption of Instructional  
Materials For Secondary  
Mathematics ..... Pages 98-111
- E. Discussion/Action Course Sequence Proposal  
For Mathematics In  
Grades 6 Through 12..... Pages 112-117
- F. Discussion/Action Three-Year Information  
And Technology Plan..... Pages 118-119
- G. Discussion/Action Proposed Classification  
And Compensation Study ..... Pages 120-121

# SCHOOL BOARD AGENDA

Page 3

May 27, 2014

## XIII. New Business

- A. Discussion/Action Open Enrollment Applicants  
For School Year 2014-2015..... Pages 122-125
- B. Discussion/Action Settlement Agreement  
With Plaintiffs in LaCroix v.  
Kenosha Unified School  
District Board of Education,  
et. al, Case No. 13-CV-1899
- C. Discussion/Action Donations to the District.....Page 126

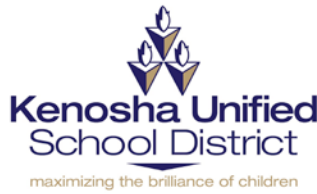
## XIV. Other Business as Permitted by Law

Tentative Schedule of Reports, Events and Legal  
Deadlines For School Board (May-June) ..... Page 127

## XV. Predetermined Time and Date of Adjourned Meeting, If Necessary

## XVI. Adjournment

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## RESOLUTION OF APPRECIATION TO JO ANN TAUBE

WHEREAS, Jo Ann Taube was elected to the Board of Education of the Kenosha Unified School District in April 2008, and served two, three-year terms on the Board; and

WHEREAS, she held the positions of treasurer, clerk and vice president during her terms on the Board; and

WHEREAS, during her tenure on the Board she served on every KUSD committee and chaired both the Curriculum/Program and Audit/Budget/Finance Committees; and

WHEREAS, during her term the district executed the renovation of Indian Trail High School and Academy; and

WHEREAS, the board approved \$17 million in energy efficiency projects for nine elementary schools and \$1.5 million for school security improvements; and

WHEREAS, she has been a strong supporter of providing exceptional educational opportunities to all students in the Kenosha Unified School District;

NOW, THEREFORE, BE IT RESOLVED, that this expression of appreciation for service as a Board Member be adopted, and

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education, and that a signed copy be presented to Jo Ann Taube in recognition of her service to the Kenosha Unified School District.

\_\_\_\_\_  
*President, Board of Education*

\_\_\_\_\_  
*Superintendent of Schools*

\_\_\_\_\_  
*Secretary, Board of Education*

*Members of the Board:*

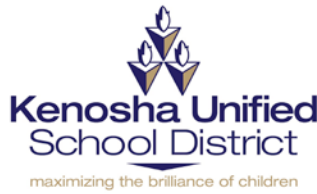
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*Resolution 300  
May 27, 2014*

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## RESOLUTION OF APPRECIATION TO ROBERT NUZZO

*WHEREAS*, Robert Nuzzo was elected to the Board of Education of the Kenosha Unified School District in April 2011, and served one, three-year term on the Board; and

*WHEREAS*, during his tenure on the Board he served on the Planning/Facilities/Equipment and Audit/Budget/Finance Committees; and

*WHEREAS*, during his time as chairman of the Planning/Facilities/Equipment Committee the board approved \$17 million in energy efficiency projects for nine elementary schools and \$1.5 million for school security improvements; and

*WHEREAS*, he has been a strong supporter of providing exceptional educational opportunities to all students in the Kenosha Unified School District;

*NOW, THEREFORE, BE IT RESOLVED*, that this expression of appreciation for service as a Board Member be adopted, and

*BE IT FURTHER RESOLVED*, that a true copy of this resolution be spread upon the official minutes of the Board of Education, and that a signed copy be presented to Robert Nuzzo in recognition of his service to the Kenosha Unified School District.

\_\_\_\_\_  
*President, Board of Education*

\_\_\_\_\_  
*Superintendent of Schools*

\_\_\_\_\_  
*Secretary, Board of Education*

*Members of the Board:*

\_\_\_\_\_  
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*Resolution 301  
May 27, 2014*

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**Kenosha Unified School District**

**Kenosha, WI**

**May 27, 2014**

The Human Resources recommendations regarding the following actions:

<b>ACTION</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SCHOOL/DEPT</b>	<b>POSITION</b>	<b>STAFF</b>	<b>DATE</b>	<b>FTE</b>	<b>SALARY</b>
Appointment	Creamer	James	Bradford High School	Night Custodian - Grade 3	Service	04/14/2014	1	\$19.92
Appointment	Priem	Kristi	Special Education	Occupational Therapy	Instructional	05/07/2014	1	\$58,213.00
Early Retirement	Hamann	Judith	Distribution/Utilities	Duplicating Operator	Secretarial	06/02/2014	1	\$42,369.60
Early, Early Retirement	Morrison	Jana	HR Leave Status	Teacher on Leave	Instructional	09/24/2014	1	\$76,934.00
Leave of Absence	Schneider	Rita	Washington Middle School	Grade 6	Instructional	05/02/2014	1	\$52,370.65
Resignation	Allen Jr.	Timothy	Tremper High School	Science	Instructional	06/12/2014	0.8	\$31,852.91
Resignation	Gibbons	Nancy	Grewenow Elementary School	Special Education	ESP	06/11/2014	1	\$14.06
Resignation	Kohlenberg	Linda	Jefferson Elementary School	Cross Categorical	Instructional	06/12/2014	1	\$72,433.00
Resignation	Duchow	Michelle	Lincoln Middle School	Social Worker	Instructional	06/12/2014	1	\$74,060.00
Resignation	McClure	Laura	Stocker Elementary School	Multi-Age K/1	Instructional	06/12/2014	1	\$38,377.00
Resignation	Atkins	Daniel	Athletics Department	Physical Education	Instructional	06/12/2014	1	\$62,069.00
Resignation	Murdock	Megan	EBSOLA - Creative Arts	Grade 4	Instructional	03/17/2014	1	\$47,838.00
Resignation	Aiello	Natalee	Sp. Ed. Dept	Occupational Therapy	Instructional	04/04/2014	1	\$47,127.00
Resignation	Monson	Maggie	Reuther Central High School	English	Instructional	06/12/2014	1	\$38,962.00

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ORGANIZATIONAL MEETING OF THE  
KENOSHA UNIFIED SCHOOL BOARD  
HELD APRIL 28, 2014

An organizational meeting of the Kenosha Unified School Board was held on Monday, April 28, 2014, at 6:30 P.M. in the ESC Board Meeting Room. Ms. Stevens, President, presided.

Ms. Stevens called the meeting to order at 6:30 P.M. with the following members present: Mrs. Snyder, Mr. Flood, Mr. Bryan, Mrs. Coleman, Mr. Wade, Mr. Kunich, and Ms. Stevens.

Ms. Stevens opened the meeting by announcing that this was the organizational meeting of the School Board of Kenosha Unified School District No. 1. 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.

Mr. Flood, School Board Clerk, asked Mr. Wade and Mr. Kunich to step forward and repeat the Oath of Office. Mr. Flood formally swore in Mr. Wade and Mr. Kunich who were elected to three-year terms at the April 1, 2014, election.

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

Mr. Flood nominated Mr. Bryan for Board President. Ms. Stevens passed the gavel and seconded the motion.

Roll call vote. Ayes: Mr. Flood, Mr. Bryan, and Ms. Stevens. Noes: Mrs. Snyder, Mrs. Coleman, Mr. Kunich, and Mr. Wade. Motion failed.

Mrs. Snyder nominated Mrs. Coleman for Board President. Mr. Kunich seconded the motion.

Roll call vote. Ayes: Mrs. Snyder, Mrs. Coleman, Mr. Kunich, and Mr. Wade. Noes: Mr. Flood, Mr. Bryan, and Ms. Stevens. Motion carried.

Mrs. Coleman having been appointed President chaired the remainder of the meeting.

Mr. Flood nominated Mr. Bryan for Vice-President. Ms. Stevens seconded the motion.

Roll call vote. Ayes: Mr. Flood, Mr. Bryan, and Ms. Stevens. Noes: Mrs. Snyder, Mrs. Coleman, Mr. Kunich, and Mr. Wade. Motion failed.

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

Roll call vote. Ayes: Mrs. Snyder, Mrs. Coleman, Mr. Kunich, and Mr. Wade. Noes: Mr. Flood, Mr. Bryan, and Ms. Stevens. Motion carried.

Mr. Flood nominated Mr. Bryan for Treasurer. Ms. Stevens seconded the motion.

Roll call vote. Ayes: Mr. Flood, Mr. Bryan, and Ms. Stevens. Noes: Mrs. Snyder, Mrs. Coleman, Mr. Kunich, and Mr. Wade. Motion failed.

Mrs. Snyder nominated Mr. Wade for Treasurer. Mrs. Coleman passed the gavel and seconded the motion.

Roll call vote. Ayes: Mrs. Snyder, Mrs. Coleman, Mr. Kunich, and Mr. Wade. Noes: Mr. Flood, Mr. Bryan, and Ms. Stevens. Motion carried.

Mr. Kunich nominated Mr. Flood for Clerk. Ms. Stevens seconded the motion.

Roll call vote. Ayes: Mr. Flood, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, Ms. Stevens, Mr. Kunich, and Mr. Wade. Noes: None. Unanimously approved.

Mr. Kunich nominated Ms. Busby for Board Secretary. Mr. Flood seconded the motion.

Roll call vote. Ayes: Mr. Flood, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, Ms. Stevens, Mr. Kunich, and Mr. Wade. Noes: None. Unanimously approved.

Mr. Bryan 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. Mrs. Snyder seconded the motion.

Roll call vote. Ayes: Mr. Flood, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, Ms. Stevens, Mr. Kunich, and Mr. Wade. Noes: None. Unanimously approved.

Mrs. Snyder 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. Flood seconded the motion.

Roll call vote. Ayes: Mr. Flood, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, Ms. Stevens, Mr. Kunich, and Mr. Wade. Noes: None. Unanimously approved.

Ms. Stevens moved that a Request for Proposal (RFP) be sent out for Legal Services. Mr. Bryan seconded the motion.

Roll call vote. Ayes: Mr. Flood, Mrs. Coleman, Mr. Bryan, Ms. Stevens, and Mr. Kunich. Noes: Mrs. Snyder and Mr. Wade. Motion carried.

Mr. Bryan 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.

Roll call vote. Ayes: Mr. Flood, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, Ms. Stevens, Mr. Kunich, and Mr. Wade. Noes: None. Unanimously approved.

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

Mr. Flood 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. Mrs. Snyder seconded the motion.

Roll call vote. Ayes: Mr. Flood, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, Ms. Stevens, Mr. Kunich, and Mr. Wade. Noes: None. Unanimously approved.

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

Meeting adjourned at 6:47 P.M.

Stacy Schroeder Busby  
School Board Secretary

REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD APRIL 28, 2014

A regular meeting of the Kenosha Unified School Board was held on Monday, April 28, 2014, 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 7:03 P.M. with the following Board members present: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Mangi 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.

Mrs. Tanya Ruder, Executive Director of Community Partnerships and Media Relations, presented the Battle of the Books Awards, the Tremper Blood Drive Award, the Skills USA Gateway Regional Competition Awards, the Spelling Bee finalists Awards, and the Elementary Black History Bee Award.

There were no Administrative and/or Supervisory appointments.

A Student Ambassador was not present.

There was no Legislative Report.

There were views and comments by the public.

Board members made their responses and comments.

Mrs. Coleman made her Board President remarks.

Dr. Mangi presented the Superintendent's Report which included a short video pertaining to summer school.

The Board considered the following Consent-Approve items:

Consent-Approve item XI-A – Recommendations Concerning Appointments, Leaves of Absence, Retirements, and Resignations as contained in the agenda.

Consent-Approve item XI-B – Minutes of the 3/25/14 and 4/3/14 Special Meeting and Executive Sessions, 3/25/14 Regular Meeting, and the 4/8/14 Special Meeting.



Consent-Approve item XI-C – Summary of Receipts, Wire Transfers, and Check Registers submitted by Ms. Heather Kraeuter, Accounting & Payroll Manager; Mr. Hamdan, Interim Chief Financial Officer, and Dr. Joseph Mangi, excerpts follow:

“It is recommended that the March 2014 cash receipt deposits totaling \$1,104,553.69 and cash receipt wire transfers-in totaling \$43,424,967.00, be approved.

Check numbers 505569 through 506696 totaling \$8,966,122.56, and general operating wire transfers-out totaling \$339,679.86 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the March 2014 net payroll and benefit EFT batches totaling \$11,723,607.77 and net payroll check batches totaling \$9,575.76 be approved.”

Mr. Bryan moved to approve the Consent Agenda as contained in the agenda. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Robert Hofer, Purchasing Agent, presented the Report of Contracts in Aggregate of \$25,000 submitted by Mr. Hofer, Mr. Hamdan, and Dr. Mangi, 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 following contracts/agreement has not been added to the Contract Management Database and is being presented to the Board at this time for Board Approval:

- Compass Learning – Odyssey High School Courses.”

Mrs. Snyder moved to approve the Report of Contracts in Aggregate of \$25,000. Mr. Bryan seconded the motion. Unanimously approved.

Mr. Kristopher Keckler, Executive Director of Information Systems, Data Management, and Evaluation, presented the Approval of the 2014-2015 School Days Calendar and Elementary Early Release submitted by Dr. Bethany Ormseth, Interim Assistant Superintendent of Secondary School Leadership; Dr. Floyd Williams, Assistant Superintendent of Elementary School Leadership; Mr. Keckler; and Dr. Mangi, excerpts follow:

"The KUSD School Days Calendar provides the designation of instructional and non-instructional days to staff and students. Each school, depending on grade level designation, historically had to meet a DPI required number of instructional days and hours/minutes for student instruction. Recently, the state of Wisconsin removed the 180-day requirement (Act 257), but retained the hours/minutes requirement. This updated law grants greater flexibility to school districts that have to adjust for unforeseen school closures.

The calendar days allow proper planning for other related district areas, such as professional development and support services. Attached to this cover report are the four (4)

specific KUSD school calendars: elementary schools, extended year elementary schools (Frank/Wilson), middle school, and the high school calendars. Certain alternative schools and charter schools have some liberties from the traditional instructional time requirements. Each of those schools will communicate a final calendar version prior to the start of the start of the 2014-15 school year.

Also provided with this calendar proposal is the continuance of the early release designated days for elementary schools. Currently, each Friday at the elementary schools allows for a student early release schedule, with staff remaining to benefit from a dedicated collaborative work period.

Administration recommends that the School Board approve the proposed 2014-15 KUSD School Days Calendar and the designation of the Friday early release days for the elementary schools.”

Mrs. Snyder moved to approve the 2014-2015 KUSD School Days Calendar as contained in the agenda. Mr. Kunich seconded the motion.

Roll Call: Ayes: Mr. Kunich, Mr. Flood, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: Ms. Stevens and Mr. Bryan. Motion passed.

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, presented School Board Policy 6452 – Student Progress Reporting submitted by Mr. Keckler; Dr. Savaglio-Jarvis; and Dr. Mangi, excerpts follow:

“On April 16, 2014, Board President, Ms. Rebecca Stevens, requested that Policy 6452: Student Progress Reporting be brought forward to the full board for a first reading on April 28, 2014. Ms. Stevens indicated the policy was discussed in depth at the committee meeting and should be forwarded to the full board for an update to reflect the changes which have been in place for nearly a year.

Administration recommends that the board of education conduct a first reading on Policy 6452: Student Progress Reporting this evening and consider for approval as a second reading at the May 27, 2014, regular board meeting.”

Mrs. Snyder moved to approve Policy 6452 - Student Progress Reporting as a first reading. Mr. Bryan seconded the motion. Motion carried. Mr. Flood dissenting.

Mrs. Snyder moved to table the Final Notice of Teacher Non-Renewals Pursuant to Section 118.22, Wisconsin Statutes until May 5, 2014. Mr. Flood seconded the motion. Unanimously approved.

Mr. Bryan presented the Donations to the District as contained in the agenda.

Mr. Bryan moved to approve the Donations to the District as presented. Mr. Flood seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:34 P.M.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD ON MAY 5, 2014

A special meeting of the Kenosha Unified School Board was held on Monday, May 5, 2014, 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 5:08 P.M. with the following members present: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Mangi was also present.

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 Litigation and Personnel: Employment Relationship, Problems, Position Assignments, Compensation and/or Contracts, and Evaluation Consideration.

Mrs. Snyder moved that the executive session be held. Mr. Flood seconded the motion.

Roll call vote. Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mrs. Snyder moved to adjourn to executive session. Mr. Flood seconded the motion. Unanimously approved.

1. Personnel: Employment Relationship, Problems, Position Assignments, Compensation and/or Contracts, and Evaluation Consideration

Dr. Mangi updated Board members on the non-renewal of employment contracts pursuant to section 118.22.

Board members discussed matters pertaining to the Superintendent Search.

2. Litigation

Attorney JoAnn Hart, from Boardman & Clark, LLP, appeared via telephone at 6:33 P.M. and discussed a litigation matter with Board members. She answered questions from Board members and then asked for direction on how to proceed with the matter.

Mrs. Snyder moved that Attorney Hart be authorized to discuss and negotiate a settlement offer. Mr. Kunich seconded the motion.

Roll call vote. Ayes: Mr. Kunich, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: Ms. Stevens, Mr. Flood, and Mr. Bryan. Motion carried.

Attorney Hart disconnected from the meeting at 7:37 P.M.

The Board recessed at 7:37 P.M. and reconvened at 7:56 P.M.

3. Personnel: Employment Relationship, Problems, Position Assignments, Compensation and/or Contracts, and Evaluation Consideration

Board members continued their discussion on matters pertaining to the Superintendent Search.

Meeting adjourned at 8:10 P.M.

Stacy Schroeder Busby  
School Board Secretary

A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD MAY 5, 2014

A special meeting of the Kenosha Unified School Board was held on Monday, May 5, 2014, at 7:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Discussion/Action Regarding Contracts/Agreements in Aggregate of \$25,000.

The meeting was called to order at 7:41 P.M. with the following members present: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Mangi was also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

There was one view/comment by the public.

Dr. Mangi presented the Report of Contracts in Aggregate of \$25,000 submitted by Mr. Hofer, Purchasing Agent; Mr. Hamdan, Interim Chief Financial Officer; and Dr. Mangi, 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 following contracts/agreement has not been added to the Contract Management Database and is being presented to the Board at this time for Board Approval:

- Pacific Education Group.”

Mr. Wade moved to approve the expenditure of \$20,600 from Title IIA funds for the May, 2014 Beyond Diversity training. Mrs. Snyder seconded the motion.

Roll call vote. Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

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

Meeting adjourned at 7:55 P.M.

Stacy Schroeder Busby  
School Board Secretary

A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD MAY 9, 2014

A special meeting of the Kenosha Unified School Board was held on Friday, May 9, 2014, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Discussion on Overview of Meeting Norms, Leadership, Analysis of Standard Comprehension of Shared Leadership, Team Charter and Protocols, and Views and Comments by the Public.

The meeting was called to order at 5:34 P.M. with the following members present: Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Mangi, Dr. Savaglio, Dr. Ormseth, Dr. Williams, Mrs. Glass, Ms. Valeri, Mr. Keckler, Mr. Hamdan, and Mrs. Ruder were also present. Mr. Kunich 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 No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Dr. Peter Jonas was present and reviewed the District mission, District vision, and group norms of school boards with Board members and Leadership Council. He then explained and guided participants through a talent search exercise.

Dr. Jonas led an interactive discussion pertaining to leaders, the roles of leaders, and characteristics of servant leadership.

A leadership responsibility survey/questionnaire was distributed to the participants to complete.

There were no views or comments from the public.

Meeting adjourned at 8:56 P.M.

Stacy Schroeder Busby  
School Board Secretary

A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD MAY 10, 2014

A special meeting of the Kenosha Unified School Board was held on Saturday, May 10, 2014, at 8:30 A.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Discussion on Overview of Meeting Norms, Leadership, Analysis of Standard Comprehension of Shared Leadership, Team Charter and Protocols, and Views and Comments by the Public.

The meeting was called to order at 8:32 A.M. with the following members present: Mr. Kunich, Ms. Stevens, Mr. Bryan, Mrs. Snyder, and Mrs. Coleman. Dr. Mangi, Dr. Savaglio, Dr. Ormseth, Dr. Williams, Mrs. Glass, Ms. Valeri, Mr. Keckler, Mr. Hamdan, and Mrs. Ruder were also present. Mr. Flood and Mr. Wade were 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 No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Dr. Peter Jonas was present and distributed the results from the leadership responsibility survey/questionnaire and discussion followed.

Dr. Jonas explained and guided participants through a small group exercise pertaining to the roles and responsibilities of the School Board, Superintendent, and Leadership Council.

Dr. Jonas distributed and discussed a summary of Board input for Board goals for the upcoming year.

Discussion took place pertaining to the past and future School Board protocols.

Dr. Jonas discussed conflict resolution methods and then explained and guided participants through a conflict resolution exercise.

There were no views or comments from the public.

Meeting adjourned at 12:06 P.M.

Stacy Schroeder Busby  
School Board Secretary



A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD MAY 19, 2014

A special meeting of the Kenosha Unified School Board was held on Monday, May 19, 2014, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for a Presentation/Discussion Regarding Long Term Care.

The meeting was called to order at 5:37 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Mangi, Mrs. Glass, and Mr. Scott Schultz from Hays Companies of WI were also present. Mr. Kunich, Mr. Flood, and Mr. Bryan were 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 No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

There was one view/comment by the public.

Mrs. Glass provided Board members with background information pertaining to collective bargaining agreements, Act 10, and the handbook as it related to long term care.

Mrs. Glass indicated that Board direction is needed in regards to what long term care program, if any, will be offered as of July 1, 2014.

Mr. Schultz presented Board members with a long term analysis which included a market overview, an existing long term care program summary, long term care plan statistics, and a summary with considerations.

Questions by Board members were answered by Mrs. Glass and Mr. Schultz.

Board members requested cost estimates for the considerations presented. Mrs. Glass indicated that she would provide the information by the end of the week.

Mrs. Coleman indicated that questions should be directed to the Superintendent's Office.

Mrs. Coleman requested that Administration provide Board members with budgetary impact information on the considerations once cost estimates are received.

Mrs. Coleman directed that the information presented at the meeting and cost estimates be posted on the District website.

Meeting adjourned at 6:20 P.M.

Stacy Schroeder Busby  
School Board Secretary

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Kenosha Unified School District No. 1  
Kenosha, Wisconsin  
Summary of Cash Receipts and Disbursements  
May 27, 2014

<b>CASH RECEIPTS</b>	reference	total
<b>April 2014 Wire Transfers-In, to Johnson Bank from:</b>		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 1,598,088.19
District Municipalities	<i>tax settlement - April payment</i>	1,426,818.14
Johnson Bank	<i>account interest</i>	121.50
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	122,544.92
Bankcard Services (TicketSpice.com)	<i>fine arts ticket sales receipts (net of fees)</i>	1,083.09
5/3 Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	6,076.67
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	23,484.26
HHS	<i>head start grant</i>	167,851.37
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	37,056.61
Total Incoming Wire Transfers		\$ 3,383,124.75

**April 2014 Deposits to Johnson Bank - All Funds:**

General operating and food services receipts	<i>(excluding credit cards)</i>	\$ 511,099.40
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**TOTAL APRIL CASH RECEIPTS**

**\$ 3,894,224.15**

<b>CASH DISBURSEMENTS</b>	reference	total
<b>April 2014 Wire Transfers-Out, from Johnson Bank to:</b>		
<i>payroll &amp; benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 10,474,246.79
WI Department of Revenue	<i>state payroll taxes</i>	543,622.66
WI Department of Revenue	<i>state wage attachments</i>	3,534.77
IRS	<i>federal payroll taxes</i>	2,727,174.94
Diversified Benefits Services	<i>flexible spending account claims</i>	22,741.10
Employee Trust Funds	<i>wisconsin retirement system</i>	1,483,903.08
NVA	<i>vision insurance premiums</i>	10,360.00
Various	<i>TSA payments</i>	307,716.00
<i>general operating wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	269,484.65 *
US Bank	<i>purchasing card payment-AP program</i>	37,399.87 *
Aegis	<i>workers' compensation payment</i>	100,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	17,453.54
Johnson Bank	<i>banking fees</i>	995.50
Various	<i>returned checks</i>	95.00
Total Outgoing Wire Transfers		\$ 15,998,727.90

**April 2014 Check Registers - All Funds:**

Net payrolls by paper check	<i>Register# 01007DP, 01008DP, 01009DP</i>	\$ 5,611.94
General operating and food services	<i>Check# 506697 thru Check# 507944 (net of void batches)</i>	3,975,041.16
Total Check Registers		\$ 3,980,653.10

**TOTAL APRIL CASH DISBURSEMENTS**

**\$ 19,979,381.00**

*\*See attached supplemental report for purchasing card transaction information*

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending April 15, 2014

Merchant/Vendor	Total Charge (Credit)
HOTEL	\$ 31,989.98
VEHICLE MAINT. & FUEL	\$ 15,686.18
AMAZON.COM	\$ 13,882.34
AIRLINE	\$ 13,575.00
MENARDS	\$ 9,947.00
REINDERS T&I - KEYED	\$ 8,678.00
AMAZON MKTPLACE PMTS	\$ 7,920.64
RESTAURANTS & CATERING	\$ 7,222.80
CHESTER ELECTRONIC SUPPLY	\$ 4,714.03
ASG GLOBAL INC	\$ 4,596.90
MARKS PLUMBING PARTS	\$ 4,524.64
OBSERVINT TECHNOLOGIES	\$ 4,304.40
FIRST SUPPLY LLC #2033	\$ 4,195.44
AC RADIO SUPPLY INC	\$ 4,075.11
SOLUTION TREE INC	\$ 4,074.40
NELSON ELECTRIC SUPPLY	\$ 3,481.17
HALLMAN LINDSAY PAINTS	\$ 2,802.91
BATTERIES PLUS KEN	\$ 2,752.22
RIPPLE EFFECTS	\$ 2,750.39
FASTENAL COMPANY01	\$ 2,704.77
QNS*QUEENSBORO SHIRT	\$ 2,697.25
JOHNSTONE SUPPLY	\$ 2,655.40
ULINE *SHIP SUPPLIES	\$ 2,572.40
3654 INTERSTATE	\$ 2,419.12
REI COM	\$ 2,281.29
MCMASTER-CARR	\$ 2,188.24
INT BACCALAUREATE ORG	\$ 2,172.91
USPS	\$ 2,119.59
HYDRO-FLO PRODUCTS INC	\$ 2,064.22
TCD*CENGAGE LEARNING	\$ 2,051.78
MEETING TOMORROW, INC	\$ 2,047.50
SCHOLASTIC BOOK CLUB	\$ 2,044.00
WISCONSIN COACHLINES	\$ 1,900.00
IVIE ENTERPRISES INC	\$ 1,767.92
OFFICE MAX	\$ 1,749.41
TUNSTALL CORPORATION	\$ 1,724.08
WEBCONNEX.COM/CHARGE	\$ 1,646.92
A BEEP, LLC	\$ 1,644.50
CLASS 1 AIR INC	\$ 1,621.33
RGS PAY*	\$ 1,577.14
SDE INC	\$ 1,512.00
L AND S ELECTRIC	\$ 1,510.00
BARNES & NOBLE	\$ 1,493.44
EXPEDIA*EXPEDIA.COM	\$ 1,375.39
NU EVENT REGISTRATION	\$ 1,370.00
G2 PRINTING	\$ 1,353.39
INDUSTRIAL CONTROLS	\$ 1,325.96
QUILL CORPORATION	\$ 1,259.16

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending April 15, 2014

Merchant/Vendor	Total Charge (Credit)
VIKING ELECTRIC - KENOSHA	\$ 1,201.33
JOHNSON CONTROLS SS	\$ 1,184.00
CAMCOR INC	\$ 1,174.00
PAYPAL *CESA 5	\$ 1,125.00
WAL-MART	\$ 1,109.97
MILWAUKEE BREWERS BOX OFF	\$ 1,101.50
ANIXTER-115687	\$ 1,031.88
MAYFAIR RENT A CAR KENO	\$ 1,004.41
ATS SPORTS	\$ 986.86
WW GRAINGER	\$ 986.12
THE BETTY MILLS COMPANY I	\$ 896.06
INSUREMYTRIP COM	\$ 867.66
ARING EQUIPMENT COMPANY	\$ 820.44
JUST ASK	\$ 820.00
EDS ARCHITECTURAL OPENING	\$ 814.90
PRO ED INC	\$ 786.50
TOUCH SCREENS INC.	\$ 782.14
WESTSIDE WHOLESALE, IN	\$ 747.40
SHIFFLER EQUIPMENT SAL	\$ 739.63
HARBOR FREIGHT CATALOG	\$ 730.67
CDW GOVERNMENT	\$ 719.58
MILWAUKEE PUB MUSEUM ADM	\$ 706.00
4IMPRINT	\$ 686.22
CARLEX 800-526-3768	\$ 682.28
CINEMARK THEATRES 244	\$ 662.50
DASH MEDICAL GLOVES	\$ 650.00
BESTBUY.COM 00009944	\$ 643.73
MIDCO 800-536-0238	\$ 633.51
WAYFAIR*WAYFAIR	\$ 621.76
GOLF TEAM PRODUCTS	\$ 603.00
STU*AMERICAN PROM	\$ 599.00
TRIANGLE MANUFACTURING	\$ 585.50
WWW.NEWEGG.COM	\$ 579.98
HALOGEN SUPPLY COMPANY	\$ 576.48
WM SUPERCENTER	\$ 564.96
EXCALIBER DEHYDRATOR	\$ 556.31
APL*APPLE ONLINE STORE	\$ 526.45
E GROUP WEBSTORES	\$ 524.24
ENVISION	\$ 515.00
OWW*ORBITZ.COM	\$ 513.96
BARNES&NOBLE*COM	\$ 512.17
GSA SAFE SCHOOLS	\$ 510.00
FLUID HANDLING INC	\$ 509.00
CONNEY SAFETY	\$ 506.59
STU*SHINDIGZ DECORATIO	\$ 504.58
FIRST BOOK	\$ 501.00
MILW BREWERS INTERNET TIC	\$ 488.00
RECREONICS INC	\$ 480.71

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending April 15, 2014

Merchant/Vendor	Total Charge (Credit)
MBS INC	\$ 469.00
HOBBYLOBBY.COM	\$ 467.65
HESCO INC	\$ 464.58
SHERWIN WILLIAMS #3180	\$ 457.02
ORIENTAL TRADING CO	\$ 449.18
MINVALCO INC	\$ 448.05
WILLIAM V MACGILL & CO	\$ 443.86
WALGREENS	\$ 441.99
JMB & ASSOCIATES, LLC	\$ 440.00
REI*GREENWOODHEINEMANN	\$ 420.29
KOHL'S #0175	\$ 415.00
BUILD-CHARGE.COM	\$ 414.76
T-SHIRTS EXPRESS	\$ 410.50
SUPERNET	\$ 410.00
PLEASANT PRAIRIE PR OT	\$ 403.60
AMERICAN ALLIANCE FOR HEA	\$ 400.00
HAZELDEN PUBLISHING 2	\$ 388.89
IN *GAPPA SECURITY SOLUTI	\$ 380.75
HIGHWAY C SVC	\$ 378.61
PLUS PACKAGING INC	\$ 366.68
SPEEDY METALS WEB	\$ 351.47
PLAYBOOKS READERS THEATER	\$ 340.08
LOWES #02560*	\$ 327.05
NATIONALSCI	\$ 325.00
PATS SERVICES INC	\$ 325.00
GFS MKTPLC #1919	\$ 311.50
NAME BADGE PRODUCTIONS	\$ 306.48
PAYPAL *CESA 2	\$ 300.00
STENHOUSE PUBLISHERS	\$ 300.00
HOMEDEPOT.COM	\$ 299.00
RAKUTEN.COM*BUY.COM	\$ 295.17
EB *MGIA 27TH ANNUAL N	\$ 295.00
UW-PARKSIDE CCP	\$ 294.00
A-1 AIRPORT LIMOUSINE	\$ 293.75
JOANN FABRIC #0576	\$ 292.40
USCUTTER INC	\$ 289.98
ROCHESTER 100, INC	\$ 287.50
SUPER SPORTS FOOTWEAR	\$ 275.00
SEARCHINSTITUTESTORE.O	\$ 268.20
SILLWORKS LTD	\$ 266.85
CUSTOMINK TSHIRTS	\$ 266.10
VWR INTERNATIONAL INC	\$ 255.40
WI ASSN SCHOOL BOARDS	\$ 250.00
CHARACTER DEVELOPMENT PU	\$ 246.91
SOUTHPORT VACUUM INC	\$ 226.90
PAYPAL *WISCONSINED	\$ 225.00
PROJECTOR	\$ 224.00
MEETINGS ETC INC	\$ 220.00

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending April 15, 2014

Merchant/Vendor	Total Charge (Credit)
GO AIRPORT SHUTTLE	\$ 219.00
SOUND WORLD INSTRUMENT	\$ 218.13
AT&T*BILL PAYMENT	\$ 215.83
B AND L OFFICE FURNITURE	\$ 211.00
OFFICE DEPOT #1105	\$ 210.17
ADOBE SYSTEMS, INC.	\$ 209.95
SCHOOL NURSE SUPPLY INC	\$ 209.66
J W PEPPER	\$ 207.23
PODS #58	\$ 203.00
VIMEO PRO	\$ 199.00
ADORAMA INC	\$ 196.95
ENCO	\$ 187.71
JONES SCHOOL SUPPLY	\$ 184.80
EB *TAKING CARE OF BUS	\$ 179.00
STAPLES DIRECT	\$ 177.15
TPC*GOPHER	\$ 175.32
PAYPAL *ISEA	\$ 175.00
CENTRAL SUPPLY CO	\$ 174.62
PAYPAL *PICTUREPERF	\$ 174.00
WPSANTENNAS.COM	\$ 173.11
DISCOVERY WORLD, LTD	\$ 172.00
PEACHSUITE-SPRINGFIELD	\$ 170.67
IMSE	\$ 170.41
E BIKES	\$ 168.94
KIDS IN MOTION	\$ 164.00
TOWN & COUNTRY GLASS CO	\$ 163.40
ROC*ROCKLER WDWK HDWE	\$ 162.61
MOTION INDUSTRIES WI04	\$ 157.61
LEGOLAND DISCOVERY CENTR	\$ 153.00
DOLLARTREE.COM	\$ 151.92
SCHOOL HEALTH CORP	\$ 150.25
WUFOO.COM/CHARGE	\$ 149.75
HOLLAND SUPPLY INC	\$ 143.21
TEACHERSPAYTEACHERS	\$ 140.00
FACTORY CARD OUTLET #174	\$ 137.11
DICKOW CYZAK TILE CARP	\$ 136.76
KENOSHA FRESH MARKE	\$ 135.31
SCHOOL OUTFITTERS	\$ 129.20
BSN*SPORT SUPPLY GROUP	\$ 128.40
MARDI GRAS OUTLET	\$ 128.11
PLANK ROAD PUBLISHING	\$ 127.05
ADAFRUIT INDUSTRIES	\$ 124.08
WINDY CITY NOVELTIES	\$ 122.50
NO TEARS LEARNING INC	\$ 122.02
TENUTAS	\$ 120.00
SCHOLASTIC INC. KEY 6	\$ 119.90
AIRGASS NORTH	\$ 119.52
SEARS ROEBUCK 2342	\$ 114.98

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending April 15, 2014

Merchant/Vendor	Total Charge (Credit)
PICK N SAVE 00063784	\$ 114.42
DESIGN AIR-1 KIMB	\$ 113.88
INLAND PRODUCTS	\$ 112.15
DOLRTREE 661 00006619	\$ 111.96
DHGATE 1457996328	\$ 105.69
HOBBY LOBBY #350	\$ 105.50
RECREATION.GOV	\$ 100.50
SPORTS FLAGS AND PRODU	\$ 100.00
LEARNING A-Z	\$ 99.95
MONOPRICE INC	\$ 99.93
THE BOOKSOURCE	\$ 99.75
ISTE	\$ 99.00
HEIDISONGS	\$ 97.13
AUTISM ASPERGER PUBLIS	\$ 96.00
APPLIED MAGNETS	\$ 93.53
OLD NAVY ON-LINE	\$ 91.60
FARM & FLEET STURTEVANT	\$ 89.99
HOWDA DESIGNZ	\$ 87.29
CREATIVE WHOLESALE	\$ 84.20
AMAZONPRIME MEMBERSHIP	\$ 80.56
ASSOC SUPERV AND CURR	\$ 79.00
MOBYMAX	\$ 79.00
SECOND LANGUAGE PROMOT	\$ 79.00
WISCONSIN SCHOOL MUSIC AS	\$ 76.00
AMERICAN PUBLISHING IN	\$ 74.90
BROOKES PUBLISHING	\$ 74.90
PIGGLY WIGGLY #004	\$ 70.88
THE 2 SISTERS/THEDAILY	\$ 69.00
TREETOP PUBLISHING INC	\$ 65.50
BLS LIMOUSINE SERVICE OF	\$ 65.00
RACINE ART MUSEUM	\$ 65.00
WWW.FLOCABULARY.COM	\$ 63.00
EDIBLE ARRANGEMENTS	\$ 62.25
FRIENDS OF BOERNER BOT	\$ 60.00
RAI*WI STATE PARKS	\$ 59.40
VZWRLSS*IVR VN	\$ 58.01
AMERICAN DATABANK.COM	\$ 54.00
DG HARDWARE	\$ 51.81
THE UPS STORE 3860	\$ 51.31
FACTS4ME, INC.	\$ 50.00
HELIUM TRAMPOLINE PARK	\$ 50.00
BESTBUYMKTPLACE	\$ 49.57
A&B HARDWARE & LOCK SH	\$ 49.10
THERAPY SHOPPE INC #3	\$ 47.40
MARZANO RESEARCH LAB	\$ 40.95
CITY TOURS, INC.	\$ 40.50
MC SPORTS 176	\$ 40.00
BEST BUY 00011916	\$ 39.89



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

Billing Cycle Ending April 15, 2014

<b>Merchant/Vendor</b>	<b>Total Charge (Credit)</b>	
NEW ORLEANS TRANSPORT	\$	39.60
PETSMART INC 1636	\$	38.07
TAXI MAGIC	\$	37.95
RLI*RENAISSANCE LEARN	\$	36.00
L & M MEATS	\$	35.89
KENOSHA AREA BUSINESS	\$	35.00
OFFICE PLAYGROUND, INC	\$	34.89
SQ *QUALITY TAXI & LIMO S	\$	33.28
TMS*JAY RUSSELL HOWARD	\$	33.15
WWW.JETPENS.COM	\$	33.00
CIRCUITS AT HOME	\$	31.00
MICHAELS STORES 9192	\$	30.88
MAXIAIDS 8005226294	\$	30.25
ANIMOTO INC	\$	30.00
NAESP-PEAP	\$	29.00
CHARACTER DEVELOPMENT AND	\$	25.00
QUIZLET.COM	\$	25.00
ZORO TOOLS INC	\$	22.81
WEEDSB, LLC. TAXI	\$	21.12
DISCOUNT SCHOOL SUPPLY	\$	20.92
KMART 3088	\$	20.32
EDWIN F KALMUS LC	\$	19.98
SUBWAY AIRPORT	\$	18.00
DOA MONONA TERRACE PARKIN	\$	17.00
BLUE STAR SERVICES INC	\$	16.00
COC O'HARE --A,B,C LOT	\$	15.00
WWW.SUPERBRIGHTLEDS.COM	\$	14.87
BIG LOTS STORES - #0423	\$	10.54
PRAIRIE SIDE TRUE VALUE	\$	5.98
PARKSIDE TRUE VALUE	\$	5.84
APL*APPLE ITUNES STORE	\$	5.26
SAMSClub #6331	\$	(47.48)
STATE OF WI DPI REGONLINE	\$	(85.00)
WASDA	\$	(210.00)
<b>US Bank Purchasing Card Payment - Individuals</b>	<b>\$</b>	<b>269,484.65</b>

**KUSD Purchasing Card Program - Accounts Payable**

**Transaction Summary**

Billing Cycle Ending April 15, 2014

Check #	Vendor ID	Vendor Name	Total
99000371	V01124	WIL-KIL PEST CONTROL COMPANY	\$ 1,474.75
99000390	V01058	FIRST STUDENT	\$ 35,925.12
<b>US Bank Purchasing Card Payment - Accounts Payable</b>			<b>\$ 37,399.87</b>

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, WI

May 27, 2014

**Administrative Recommendation**

It is recommended that the April 2014 cash receipt deposits totaling \$511,099.40, and cash receipt wire transfers-in totaling \$3,383,124.75, be approved.

Check numbers 506697 through 507944 totaling \$3,975,041.16, and general operating wire transfers-out totaling \$ 425,428.56, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the April 2014 net payroll and benefit EFT batches totaling \$15,573,299.34, and net payroll check batches totaling \$5,611.94, be approved.

Dr. Joseph Mangi  
Interim Superintendent of Schools

Tarik Hamdan  
Interim Chief Financial Officer

Heather Kraeuter, CPA  
Accounting & Payroll Manager

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Kenosha Unified School District  
Kenosha, Wisconsin

May 27, 2014

**Report of Contracts in Aggregate of \$25,000**

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 May 5, 2014, with approval of the purchasing agent are shown in the database in coral color. Board members may access this database while on district property.

[Link to Contract Management Database](#)

**Approval of Contracts in Aggregate of \$25,000**

The following contract/agreement has not been added to the Contract Management Database and is being presented for Board Approval.

**Responsive Classroom**

**1. What is the purpose of the proposed purchase?**

To train staff on the Responsive Classroom for the start of 2014-2015 school year. Increase student achievement and improve positive building culture.

**2. What is the total cost of purchase and the funding source?**

McKinley Elementary Title One, \$32,500.

**3. What is the educational outcome of this purchase?**

- Improved social skills and increased academic engagement
- Positive classroom climate
- Greater learner investment and independence
- Fewer disruptive behaviors

#### **4. When is the anticipated start date?**

This is a 5 day training August 4, 5, 6, and 7, 2014. An additional day of training will occur during the school year.

#### **Recommendation**

Administration recommends that the School Board approve expenditure of \$32,500 from Title I funds for the 5-day Responsive Classroom training.

Dr. Joseph Mangi  
Superintendent of Schools

Mr. Tarik Hamdan  
Interim Chief Financial Officer

Mr. Robert Hofer  
Purchasing Agent

## PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Responsive Classroom

Purchased Good/Program: Staff training

Start Date/Date Needed: August 4-7, 2014

1. **PURPOSE** – What is the purpose of the proposed purchase?

Train staff on the Responsive Classroom for the start of 2014-2015 school year. Increase student achievement and improve positive building culture.

2. **FUNDING** – What is the total cost of purchase and the funding source?

McKinley Elementary Title One \$32,500

3. **REQUEST FOR PROPOSAL (RFP)** – indicate if an RFP has been completed

YES ☐

NO ☐

If no, please request an RFP packet

4. **EDUCATIONAL OUTCOME** – What is the educational outcome of this purchase?

- Improved social skills and increased academic engagement
- Positive classroom climate
- Greater learner investment and independence
- Fewer disruptive behaviors

5. **START DATE** – When is the anticipated start date?

This is a 5 day training August 4,5,6, and 7, 2014. An additional day of training will occur during the school year.

**Your response does not establish approval of either a contract or a purchase order.**

Appropriate Leadership Signature \_\_\_\_\_

Date \_\_\_\_\_

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**May 27, 2014**

**SCHOOL BOARD POLICY 6452-STUDENT PROGRESS REPORTING**  
Second Reading

**Background**

On April 8, 2014, an Elementary Standards-Based Grading: Progress Monitoring and Assessing for Student Learning informational report was presented at the Curriculum/Program Standing Committee Meeting. On April 16, 2014, board president Ms. Rebecca Stevens requested that Policy 6452: Student Progress Reporting be brought forward to the full board for a first reading on April 28, 2014. Ms. Stevens indicated the policy was discussed in depth at the committee meeting and should be forwarded to the full board for an update to reflect the changes which have been in place for nearly a year.

The Elementary Standards-Based Grading: Progress Monitoring and Assessing for Student Learning report that was presented at the April 8, 2014, Curriculum/Program Standing Committee Meeting is attached to this report as Appendix A. The report contains background information, an explanation of and comparison between traditional grading and standards-based grading, guiding principles, a timeline, and information on previous Curriculum/Program Standing Committee Meetings at which standards-based grading was discussed.

A revised copy of Policy 6452: Student Progress Reporting is provided as Appendix B.

**Next Steps**

Policy 6452: Student Progress Reporting had its first reading by the board on April 28, 2014. Following that April 28 meeting, administration began to develop an implementation plan that would involve increased communication to all stakeholders. That plan is being presented along with the second reading of Policy 6452.

**COMMUNICATION PLAN REVISIONS**

- Clarity on effective grading practices with the new tool (Infinite Campus) will be provided.
- Clarity on what evidence is needed to assess in each content area will be provided.
- Clarity around progression of the standards by quarter will be provided.

- The numerical scale will be reviewed along with the level of meeting the grade level standard as well as students who are working above the grade level standard.
- Clarity will be provided for each descriptor in the assessment key.

Input will be sought from the instructional coaches on how to address students working above the standards. This will be followed by open teacher meetings where teachers can share and process their thoughts.

The following steps will then be taken to increase communication among each group of stakeholders:

#### Parent Communication

- The Office of Teaching and Learning will update the kindergarten through fifth grade parent resource guidebook by August 2014.
- The Office of Teaching and Learning will distribute the revised parent resource guidebook by September 2014.
- Elementary school principals will provide Effective Grading Practice parent nights at each elementary school during the months of September 2014 and October 2014.
- Elementary school principals will communicate to parents where information on effective grading practices can be found, such as:
  - o Elementary school newsletters,
  - o Parent-teacher conferences,
  - o Teacher email,
  - o Class newsletters,
  - o Parents reaching out to classroom teachers regarding how their child is performing during the months of September 2014 and October 2014, and
  - o Ongoing pending personal school needs.
- Elementary school principals will communicate to parents about the opportunities that are available to filter any questions regarding effective grading practices at open houses and parent-teacher conferences during the month of October 2014.

### Teacher Communication

- In August 2014 the Office of Library Media and Instructional Technology will provide professional learning to all Infinite Campus trainers so that they can provide the one-on-one support needed in each elementary school.
- From September 2014 through June 2015, elementary school principals will provide opportunities for collaboration amongst staff with the focus of effective grading practices to increase and enhance each individual staff member of his/her school.
- In September 2014 the Office of Teaching and Learning will provide professional learning for all elementary instructional coaches regarding effective grading practices.
- The Office of Teaching and Learning will develop a frequently-asked-questions-and-answers memo to note changes and inform teachers as things are happening throughout June 2014 through August 2014.

### Administrator Communication

- In September 2014 the Office of Teaching and Learning will provide professional learning on all updated materials for effective grading practices for all elementary principals.
- The Office of Teaching and Learning will develop a frequently-asked-questions-and-answers memo to note changes and inform teachers as things are happening throughout June 2014 through August 2014.
- In fall 2014 the Office of Teaching and Learning will provide personal one-on-one and small group professional learning sessions based on each elementary principal's needs around effective grading practices, ensuring each principal is articulate in presenting to his/her staff and community.
- From August 2014 through June 2015, elementary school principals will develop time in their collaborative model for staff to collaborate on the effective grading practices within their buildings.

### **Administrative Recommendation**

Administration recommends that the board of education approve the revised Policy 6452: Student Progress Reporting as a second reading.

Dr. Joseph Mangi  
Superintendent of Schools

Dr. Sue Savaglio-Jarvis  
Assistant Superintendent of Teaching and Learning

Mr. Kristopher Keckler  
Executive Director of Information and Accountability

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

**Curriculum/Program Standing Committee  
April 8, 2014**

**ELEMENTARY STANDARDS-BASED GRADING:  
PROGRESS MONITORING AND ASSESSING FOR STUDENT LEARNING**

**Background**

As the Kenosha Unified School District focused on higher level academic standards in the area of student achievement, it became more evident that if students are to be successful then educators must appropriately and professionally provide the vehicle to ensure each student is being assessed based on a standard of performance. *The concept behind personalized learning has driven professional educators to recognize the need to assess student learning based on the current newly defined Common Core State Standards.*

As a state, Wisconsin has adopted the Common Core Standards. Kenosha Unified School District has not only embraced these standards but continues to be aware of state and national standards that impact student learning, thus, keeping abreast, as the curriculum audit has shared, to ensure that the district stretches beyond Common Core. Standards, in general, give direction to education initiatives by offering consensus about what students should learn and what skills they should acquire. Standards also bring much-needed focus to curriculum development efforts and provide the impetus for fashioning entirely new forms of assessment.

In education, “standards” represent the goals of teaching and learning. Standards describe what students should know and be able to do as a result of their experiences in school. Well-defined standards identify the specific knowledge, skills, abilities, and disposition that students will acquire through interactions with teachers and fellow students in school learning environments.

Educators generally—and now more so than ever due to the recent focus on standards and how they tie to student learning—have welcomed the push for standards and the accompanying specification of clear student learning goals for every student.

As educational professionals (teachers, staff, and administrators) and community stakeholders become more deeply involved in standards-based learning, they quickly discover that implementation presents its own set of unique challenges for which the district experienced this first year of implementation. Of those challenges, none is more vexing than grading and reporting. While aligning assessments with newly-formed content and performance standards can sometimes prove difficult, efforts to align grading and reporting practices can stymie the most dedicated reason for change to improve student achievement and learning.

Past kindergarten through grade 2 progress reports measured student learning using clearly defined standards, but students' progress in grades 3 through 5 was dependent on a scale using letter grades. The students' work becomes a measure of a letter grade, which truly has limited meaning when one understands the language behind standards-based grading.

Documentation is provided in Appendix A referencing standards-based grading resources used in other school districts throughout the United States, websites, videos, articles, slide presentations, and blogs/blog comments.

Feedback from teachers, parents, and research indicates that effective reporting tools focus on the process of learning and the progress of the individual student. In other words, standards-based grading enhances personalized learning. Therefore, in fall 2012 a standards-based grading team consisting of approximately 32 teachers and members of the Office of Teaching and Learning was established. The focus of the team was to review the current kindergarten through fifth grade progress reports with the understanding that moving towards a standards-based system would benefit the students of Kenosha Unified School District based on the newly adopted 2010 Common Core Standards.

### **Standards-Based Grading**

Standards-based grading is a key to communicating student learning—period. Standards-based grading is one part of a comprehensive student-engaged assessment system aimed at each student's learning targets or goals. The primary purpose of standards-based grading is to communicate about student achievement toward well-defined learning targets. Habits of scholarship are graded separately from the academic content, and student engagement is key to the grading process and key to the success of student learning.

### **Traditional Grading**

Final grades are an average of performance, effort, homework completion, and other idiosyncratic criteria developed by the teacher. As a result, final grades can be unclear or might vary from teacher to teacher. Final grades describe a student's progress toward specific course standards (or learning targets). The specificity allows students and families to clearly identify strengths and areas for improvement. A certain average (e.g., 70 percent) is required to pass a class and receive credit. Students may not have mastered a large portion of the material but will still receive credit. To receive credit, students must meet criteria for each and every course standard within a class. *A traditional grading system is inherently flawed; and when properly constructed, a standards-based grading system is a more powerful, meaningful, and relevant way to measure student learning.*

## **Traditional Grading Versus Standards-Based Grading**

Grades are viewed as “rewards” or “punishments” for overall school performance. Grades are viewed as a tool for communicating student progress toward specific course standards (or learning targets). With traditional grading, work habits, such as homework completion, or on-task behavior, are averaged in with course grades. This practice can artificially raise or lower grades. With standards-based grading, habits of work are reported and graded separately and are evidence- and skill-based. They are viewed as equally important as academic grades. Traditionally, grading is something done by teachers to students and is generally not well understood by students. However, with standards-based grading, students play an active role in understanding learning targets, tracking their progress, identifying next steps, and communicating their progress.

<b>A TALE OF TWO GRADING PARADIGMS<sup>1</sup></b>	
<b>Traditional Grading</b>	<b>Standards-Based Grading</b>
Final grades are an average of performance, effort, homework completion, and other idiosyncratic criteria developed by the teacher. As a result, final grades can be unclear or might vary from teacher to teacher.	Final grades describe a student’s progress toward specific course standards (or learning targets). The specificity allows students and families to clearly identify strengths and areas for improvement.
A certain average (e.g., 70 percent) is required to pass a class and receive credit. Students may not have mastered a large portion of the material but will still receive credit.	To receive credit, students must meet criteria for each and every course standard within a class.
Grades are viewed as “rewards” or “punishments” for overall school performance.	Grades are viewed as a tool for communicating student progress toward specific course standards (or learning targets).
Work habits, such as homework completion, or on-task behavior, are averaged in with course grades. This practice can artificially raise or lower grades.	Habits of work are reported and graded separately and are evidence- and skill-based. They are viewed as equally important as academic grades.
Grading is something done by teachers to students and is generally not well understood by students.	Students play an active role in understanding learning targets, tracking their progress, identifying next steps, and communicating their progress.

Although the topic of grading may seem dry and technical on the surface, grades and the grading process pack an emotional wallop on students. Everyone has been shaped to some extent by his/her own experiences of being graded throughout his/her school career. Were they A, B, C, or D students? Were they traumatized by an F on a math test in seventh grade? Literature and movies are full of examples of good and bad grades, report cards, and the attending rewards and punishments. Changing the grading paradigm requires substantial cultural change. For this reason it is paramount to adopt clear principles to guide a district’s effort in developing a new grading system.

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<sup>1</sup> *Standards-Based Grading: Booklet Eight of the Student Engaged Assessment Toolkit—Common Core Success in the Classroom*, Expeditionary Learning, New York, p.4.

## **Guiding Principles**

- Grades must accurately describe the student’s progress and current level of achievement.
  - Final grades that show up on a report card or progress report should describe a student’s progress toward a set of learning targets.
  - Report cards should reflect a student’s current level of achievement—meaning focus on trends in student work, versus averaging all of the scores in a term.
  - Students should have multiple opportunities to make and show progress toward learning targets through multiple quality assessments.
  - Inherent in this principle is the belief that all students can meet high standards given appropriate support.
- Habits of scholarship should be assessed and reported separately.
  - Habits of scholarship are sometimes referred to as “character learning targets” and should be determined and reported separately.
  - Reporting on habits, such as effort, timeliness, and class participation, is as important as reporting on academic achievement.
  - These habits are distinct and deserve their own learning targets for growth.
  - Teachers provide instruction on habits of scholarship, give students feedback, and ask students to self-assess and collect evidence of progress toward these targets.
  - Learning targets are for communication, not motivation for punishment.
  - Grades should truly serve the purpose of communicating progress toward a standard; they should not be used as punishment.
  - Many believe that students will learn to “work harder next time” if they receive bad grades. The reality is that students who receive bad grades tend to continue to receive them or give up.
  - Students will need to understand from the beginning what they are aiming for and how they will be assessed. When this occurs they are more inclined to keep trying.
- Student engagement is the key to the grading process.
  - If students understand their learning targets up front, they can be involved in communicating about their progress.



- Teaching students how to effectively self-assess their learning and progress is a critical part of the learning process.
- Self-assessment contributes to students' sense of self-efficacy. (They believe they will be successful at learning because it gives them a means by which they can accomplish goals.)

### **Why Standards-Based Grading Matters**

What is important—student achievement and student learning—must be the collective learning target. If everyone is to meet the same high standards then students and teachers must learn to assess progress by comparing individual performance to set standards, not by comparing students with each other. Standards-based grading is a critical component of a school's student-engaged assessment system because grades and report cards send powerful messages to students and families about what are valued at school. What is important is the learning of each student. When grades are averaged; when effort is focused in; when learning targets are not framed; or when students get bonus points for bringing in their pencils, boxes of tissues, and other such items, students and parents cannot really tell what counts or, more importantly, what has been learned. Standard-based grading provides teachers with a means to track and hold students accountable to academic and character learning targets. The principles are appropriate for all grade levels and subject areas.

### **Timeline**

A number of meetings and communications to/with school board members, the Curriculum/Program Standing Committee, administration, teachers, and parents have taken place to keep stakeholders informed about what standards-based grading is and when/how it is being implemented in the district. Appendices B and C provide detailed information about those meetings and communications. Appendix B provides a timeline sorted by date. Appendix C provides a timeline of the same information sorted by type.

In September 2012 a committee was formed to design a reporting tool to be used by all students in kindergarten through grade 5. As a part of the committee's work, members of the community were also invited to three public sessions held during March 2013 for the purpose of explaining standards-based grading and examining the reporting tool. As a result of the meetings, it was noted that the following two recommendations emerged:

- All elementary principals will host an elementary report card meeting at their sites so that more parents have an opportunity to hear and learn about the new assessment report card tool.

- A brochure from Teaching and Learning will be developed so that each school will have an opportunity to distribute information explaining the new standards-based report card, providing the necessary background information to parents about reporting progress based on the Common Core State Standards.

Teaching and Learning began moving forward on these recommendations and a Grading for Learning: Kindergarten Through Grade 5 Parent Reference Guide was developed in fall 2013.

### **Previous Curriculum/Program Standing Committee Meetings**

#### **FEBRUARY 12, 2013**

At the February 12, 2013, Curriculum/Program Standing Committee Meeting, the Office of Teaching and Learning presented an informational report titled Elementary Standards-Based Grading: Progress Monitoring and Assessing for Student Learning. The intent of this report was to communicate the need to move toward a standard-based grading student-parent report that was aligned with the 2010 adopted Common Core State Standards and to provide the committee with an update as to the establishment of a standards-based grading team of teachers.

#### **MAY 14, 2013**

At the May 14, 2013, Curriculum/Program Standing Committee Meeting, an information update was presented regarding elementary standards-based grading community presentations. The key points were:

- Student performance should match the learning expectations set forth by the Common Core State Standards.
- Grades must accurately describe the student's progress and current level of achievement.
- Habits of scholarship should be assessed and reported separately.
- Learning targets are for communication, not motivation for punishment.
- Student engagement is key to the grading process.

At the community presentations, participants viewed the standards-based reporting tool and provided feedback to three questions. Groups of parents discussed their responses, and groups were given the opportunity to share their questions with the whole group. Parents with

additional questions conferenced with committee members. The process allowed individuals to expand their comments, clarify remaining questions, and obtain additional information regarding the Common Core Standards and standards-based grading.

## **JUNE 11, 2013**

At the June 11, 2013, Curriculum/Program Standing Committee Meeting, an informational update was provided which included a committee timeline. (See Appendix D.)

## **FEBRUARY 11, 2014**

At the February 11, 2014, Curriculum/Program Standing Committee Meeting, a request was made to provide an update regarding standards-based grading and, in particular, conduct a full comprehensive survey.

A survey was developed for elementary administrators, parents, and teachers. This survey was opened on February 19, 2014, and closed on March 11, 2014. The results are provided in Appendices E, F, and G.

### **Summary**

The Kenosha Unified School District acknowledges that change is always difficult. Of all aspects of the education system, none seems more impervious to change than grading and reporting. The policies and practices used in most schools today have remained largely unchanged for decades (Brookhart 2004; Guskey 2000, 2001; Haladyna 1999). Educators persist in using these antiquated practices not because they have proven effectiveness but because they are steeped in long-held traditions. When asked about the rationale about these policies and practices, the typical response is simply, “We’ve always done it this way,” or, “This is how I learned,” or “This makes sense to me. Why are we changing?” This is true in Kenosha.

It is very important to note that within the last ten years, the current method of grading/reporting has become outdated based on the concentrated focus on student learning by standards and the high stakes accountability to the school community. Perspectives have begun to emerge. More and more educators at all levels are taking a serious look at grading and reporting. Across the country many have revised their practices and developed the standards-based approach. These districts and states have taken on the challenge of developing standards-based grading and reporting, just as Kenosha Unified School District has.

Five identified problem areas are:

- Long-established tradition-based grading policies and practices that actually pose an obstacle to the implementation of standards-based grading.

- Understanding how the evidence and assignments are an accurate reflection of a standards-based grade.
- Assigning fair and accurate standards-based grades to students to all students.
- Assigning fair and accurate standards-based grades to students who are English Language learners and then communicating the meaning of those grades to families.
- Inconsistencies between students' progress report card grades and their performance on other large scale assessments.

When these challenges are understood, a more comprehensive opportunity can be put into practice with additional learning and training in order to minimize the challenges noted above. Kenosha Unified School District did, in fact, change its grading procedures for grades 3 through 5. The district recognizes the challenges noted in the survey. This could allow for a setback of the implementation efforts and send everyone back to traditional grading and reporting practices, which do not meet the needs or the high demand for student learning based on standards.

Others persist in their implementation efforts, making slow but gradual progress. Kenosha Unified School District has presented an outline of standards-based grading numerous times and recommended the continued practice allowing the building administrators and teachers to develop the knowledge to utilize this practice that will increase a more personalized approach for the cognitive and developmental growth for each child. The goal can be attained through a practical approach with working in collaboration with the school community, community at large, and administration that supports continued professional learning so that each student's personalized learning goals can be met.

The continued training and dialogue regarding standards and how students learn will result in personalized growth and learning. Therefore, this report serves as an informational update. The Office of Teaching and Learning along with Elementary School Leadership and the Office of Information and Accountability, will take into account the following next steps:

#### Parents

- Provide more parent nights to understand standards-based grading by specific content areas.
- Provide more parent opportunities to understand when a child is working above grade level.
- Provide more time for parents to understand how the standards drive student learning.

- Provide more parent opportunities to learn about assessing and the evidence brought forth by the teachers.
- Provide more opportunities for parents to increased knowledge and learning regarding how their children are learning as it relates to the standards being assessed.
- Provide more opportunities for parents to understand the standards in order to help their children.
- To be addressed: How to ensure consistency among teachers so that grading is not so subjective

#### Administrators

- Provide more time for staff to discuss standards-based grading and implementation.
- Continue to provide support from Teaching and Learning to school staff regarding standards-based grading specifically designed for each school's needs.
- Provide parent sessions in regions to help them understand.
- Provide teachers with better understanding so that they can explain standards-based grading to parents better (key communication message).

#### Teachers

- Provide collaborative time to discuss mastery by the standard.
- Provide more training on evidence
  - How much
  - When
- List more standards and specific benchmarks, verses just the clusters when reporting progress on the new student reporting system, Infinite Campus.
- Provide examples of mastery or progress work to teachers.

- Allow more teacher collaboration time.
- Allow time for shifting of mindsets for those who teach grades 3 through 5.

This report, along with the PowerPoint presentation, attempts to provide knowledge regarding standards-based grading and the need to enter into a more personalized approach using standards-based grading. Making the change from a traditional system to a standards-based grading system is hard work. Of all the student-engaged assessment practices used in education, none requires as much commitment to change and collaboration as this does. Teachers, parents, and other stakeholders must shift from making decisions about student grades alone (A, B, C, D, and F) to working within a cohesive school-wide grading system focused on high academic learning standards for each learner. This system demands that there be no more “easy” or “hard” graders. From classroom to classroom, grades must have a consistent meaning for students. They must make progress toward learning targets clear.

Like many things that are difficult in education, making a major shift is hard; however, this shift is worth the effort. Students will make progress toward meeting more rigorous standards, and they will understand how their work habits influence their learning and reporting out of their learning. And the school and district will make a huge leap in communicating with families about what students are learning.

Administration looks forward to incorporating improvements brought to light by the survey as the district enters into Year 2 of the elementary standards-based grading implementation process.

Dr. Joseph Mangi  
Interim Superintendent of Schools

Dr. Sue Savaglio-Jarvis  
Assistant Superintendent of Teaching and Learning

Mr. Kristopher Keckler  
Executive Director of Information and Accountability

# Standards-Based Grading Resources

## Districts:

Sun Prairie Area Schools

[http://www.sunprairie.k12.wi.us/grading\\_for\\_learning.cfm](http://www.sunprairie.k12.wi.us/grading_for_learning.cfm)

Sun Prairie's Parent Guidebook- (Resource is also available on the site above.)

[http://www.sunprairie.k12.wi.us/cms\\_files/resources/parent%20guidebook%20final.pdf](http://www.sunprairie.k12.wi.us/cms_files/resources/parent%20guidebook%20final.pdf)

Waukesha School District: Grading for Learning FAQ for Parents

<http://waukesha.k12.wi.us/PARENTS/CurriculumandRequirements/GradingforLearning.aspx>

Waukesha School District: Sample Report Cards.

<http://www.waukesha.k12.wi.us/PARENTS/CurriculumandRequirements/ElementaryK5.aspx>

San Diego Unified School District

<http://www.sandi.net/domain/239> — Philosophy

<http://www.sandi.net/Page/2292> — Handbook — (note they also use Zangle)

<http://www.sandi.net/page/1300> — Sample Elementary Report Cards

Moraga California – Sample Report Cards

<http://www.moraga.k12.ca.us/rc>

Milwaukee Public Schools

[http://www.milwaukee.k12.wi.us/portal/server.pt/comm/parents/334/standards-based\\_report\\_card\\_pilot/43722](http://www.milwaukee.k12.wi.us/portal/server.pt/comm/parents/334/standards-based_report_card_pilot/43722)

School District of Janesville - Video n Standards-Based Grading

<http://www.janesville.k12.wi.us/Departments/PublicInformation/VideoGallery/VideoPlayer/TabId/1322/VideoId/66/Standards-Based-Report-Cards.aspx>

School District of Janesville - Links To Report Cards

<http://www.janesville.k12.wi.us/Default.aspx?tabid=1978>

Beaver Dam Unified School District – Beaver Dam Middle School

[http://www.beaverdam.k12.wi.us/schools/middle/standards\\_based\\_grading\\_and\\_reporting.cfm](http://www.beaverdam.k12.wi.us/schools/middle/standards_based_grading_and_reporting.cfm)

Click on sample report cards — note that these are for middle school and include a correlation between their number system and letter grades.

School District of Poynette, WI - Videos

[http://www.poynette.k12.wi.us/parents/sbg\\_parents.cfm](http://www.poynette.k12.wi.us/parents/sbg_parents.cfm)

Walworth JT. District #1 - Parent Brochure

<http://www.walworth.k12.wi.us/district/standards%20based%20grading/Parent%20Brochure-%20%20Standards-Based%20Grading%20Information-%202009-2010.pdf>

Winneconne, WI - Winneconne Elementary School

<http://www.winneconne.k12.wi.us/elementary/stdsrptcard/stdsrptcardppt.pdf>

Montello School District, WI - Link To Educational Leadership Article

[http://www.montello.k12.wi.us/cms\\_files/resources/Standards\\_based\\_grading\\_guskey.pdf](http://www.montello.k12.wi.us/cms_files/resources/Standards_based_grading_guskey.pdf)

The rest of their docs are password protected.

Adams-Friendship Area School District

<http://www.af.k12.wi.us/curriculum.cfm>

Northeast Washington Educational District #101 Spokane, WA

<http://www.esd101.net/Page/608>

Corvallis School District Oregon– Fifth Grade

[http://web.csd509j.net/Mtn\\_View/departments/G5%20Parent%20Guide%20-%20Color.pdf](http://web.csd509j.net/Mtn_View/departments/G5%20Parent%20Guide%20-%20Color.pdf)

Fort Osage School District Missouri – Standards-Based Grading

<http://fortosage.sharpschool.net/cms/One.aspx?portalId=2977489&pageId=3155263>

West Branch Community Schools Iowa – Standards-Based Grading

<http://www.west-branch.k12.ia.us/improvement/standardsbasedgrading.php>

Santa Barbara School District California – Parent and Teacher Guide

[http://www.sbsdk12.org/programs/assessment/Standards-Based\\_Report\\_Card\\_Guide.pdf](http://www.sbsdk12.org/programs/assessment/Standards-Based_Report_Card_Guide.pdf)

Ripon Area Schools - The Reason Behind Standards Based Grading

<http://www.youtube.com/watch?v=bNKHf5ywouQ>

Mesa, Arizona – Standards Based Grading in D51 Middle Schools

<http://www.youtube.com/watch?v=AZ0wnKp5BM4>

Iowa School District – Standards-Based Grading

<http://www.youtube.com/watch?v=k3dyJAkYsew>

Quakertown Community School District, Pennsylvania – SBG – Our Journey

<http://www.qcsd.org/domain/61>

Sumner School District, Washington – Standards-Based Grading FAQs-Parent Guide

<http://www.sumner.wednet.edu/studentfamilyservices/academics/pages/sbgparentfaq.html>

Mount Vernon Schools, Washington – Successful Learners Strengthening Our Community – Teacher's Handbook

[http://mountvernonschools.org/images/uploads/Teachers\\_Handbook\\_v4\\_61512\\_mt.pdf](http://mountvernonschools.org/images/uploads/Teachers_Handbook_v4_61512_mt.pdf)

## **Sites:**

ThinkThankThink: Standards-Based Grading FAQ

<http://shawncornally.com/wordpress/?p=673>

ThinkThankThink: Collection of Standards-Based Grading

Resources [http://shawncornally.com/wordpress/?page\\_id=114](http://shawncornally.com/wordpress/?page_id=114)

Assessment and Grading in the Differentiated Classroom Q&A's – Rick Wormeli

<http://www.stenhouse.com/html/fiae-q-and-as.htm> (You may have to create a free account to this site to see all of Rick's videos and resources in one place.)

Educational Leadership: Seven Reasons for Standards-Based Grading

[http://www.ascd.org/publications/educational\\_leadership/oct08/vol66/num02/Seven\\_Reasons\\_for\\_Standards-Based\\_Grading.aspx](http://www.ascd.org/publications/educational_leadership/oct08/vol66/num02/Seven_Reasons_for_Standards-Based_Grading.aspx)

From Formative Assessment to Assessment FOR Learning: A Path to Success in Standards-Based

Schools <http://www.jstor.org/discover/10.2307/20441998?uid=3739976&uid=2&uid=4&uid=3739256&sid=21102404475167>

## **Books:**

Fair Isn't Always Equal – Rick Wormeli

<http://www.stenhouse.com/shop/pc/viewprd.asp?idProduct=8982>

Developing Standards-Based Report Cards – Thomas Guskey and Jane Bailey

<http://www.corwin.com/books/Book229344>



Formative Assessment & Standards-Based Grading – Robert J. Marzano  
[http://www.marzanoresearch.com/reproducibles/formative\\_assessment.html](http://www.marzanoresearch.com/reproducibles/formative_assessment.html)

Grading and Reporting Student Progress in an Age of Standards – Elise Trumbull & Beverly Farr  
[http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED447177&ERICExtSearch\\_SearchType\\_0=no&accno=ED447177](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED447177&ERICExtSearch_SearchType_0=no&accno=ED447177)

Being Fair: Teachers' Interpretations of Principles for Standards-Based Grading – Tierney, Marielle, & Charland  
[http://www.eric.ed.gov/ERICWebPortal/search/recordDetails.jsp?ERICExtSearch\\_SearchValue\\_0=ED447177&ERICExtSearch\\_SearchType\\_0=no&pageLabel=RecordDetails&accno=EJ929274&nfls=false](http://www.eric.ed.gov/ERICWebPortal/search/recordDetails.jsp?ERICExtSearch_SearchValue_0=ED447177&ERICExtSearch_SearchType_0=no&pageLabel=RecordDetails&accno=EJ929274&nfls=false)

Educative Assessment. Designing Assessments To Inform and Improve Student Performance – Grant Wiggins  
[http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED418997&ERICExtSearch\\_SearchType\\_0=no&accno=ED418997](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED418997&ERICExtSearch_SearchType_0=no&accno=ED418997)

A Comprehensive Guide to Designing Standards-Based Districts, Schools, and Classrooms –Robert J. Marzano & John S Kendall  
[http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED414625&ERICExtSearch\\_SearchType\\_0=no&accno=ED414625](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED414625&ERICExtSearch_SearchType_0=no&accno=ED414625)

Grading and Learning – Practices That Support Student Achievement – Susan Brookhart  
<http://www.solution-tree.com/grading-and-learning.html>

Elements of Grading – Doug Reeves  
<http://www.solution-tree.com/elements-of-grading.html>

How to Give Feedback to Your Students – Susan M. Brookhart  
<http://www.ascd.org/publications/books/108019.aspx>

Assessment Essentials for Standards-Based Education – James H. McMillan  
<http://www.corwin.com/books/Book231056>

Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance – Judith Arter & Jay McTighe  
<http://www.sagepub.com/books/Book7202>

Classroom Assessment and Grading that Work – Robert J. Marzano  
<http://www.ascd.org/publications/books/106006.aspx>

Transforming Classroom Grading – Robert J. Marzano  
<http://www.marzanoresearch.com/products/catalog.aspx?product=10>

Developing Grading And Reporting Systems for Student Learning – Thomas R. Guskey  
<http://www.sagepub.com/booksProdDesc.nav?prodId=Book9645>

Practical Solutions to Serious Problems in Standards-Based Grading – Thomas R. Guskey  
<http://www.corwin.com/books/Book232218>

Classroom Assessment for Student Learning: Doing it Right—Using it Well – Stiggins, Arter, and Chappuis  
<http://www.amazon.com/books/dp/0132685884>

Making Standards Useful in the Classroom – Marzano and Haystead  
<http://www.ascd.org/publications/books/108006.aspx>

Creating & Recognizing Quality Rubrics – Arter and Chappuis  
<http://www.pearsonhighered.com/educator/product/Creating-Recognizing-Quality-Rubrics/9780132548694.page>

How to Grade for Learning – Ken O'Connor  
<http://www.corwin.com/books/Book230850>

A Repair Kit for Grading

<http://www.pearsonhighered.com/educator/product/Repair-Kit-for-Grading-A-Fifteen-Fixes-for-Broken-Grades-with-DVD/9780132488631.page>

### **Videos:**

Formative Assessment/Evaluation – Based on “Inside the Black Box”

<http://www.youtube.com/watch?v=cvXS2x3UhQU&feature=youtu.be>

Video Interviews with Rick Wormeli on Assessment and Grading **(9 Video Interviews)**

<http://www.stenhouse.com/html/fiae-videos.htm> (You may have to create a free account to this site to see all of Rick's videos and resources in one place.)

Doug Reeves on Grading/Zeros/Averages, etc.

<http://www.youtube.com/watch?v=jduiAnm-O3w>

Robert Marzano on Formative Assessment & Standards-Based Grading

<http://www.youtube.com/watch?v=sZzJBnYHylI>

Iowa Transformed Standards-Based Grading: A Video Series “Explainer” **(20**

**videos)** <http://iowatransformed.com/2012/10/02/standards-based-grading-a-video-series-explainer/>

Standards Based Grading and the Game of School: Craig Messerman at TEDxMCPSTeachers

[http://www.youtube.com/watch?v=bn\\_sCLoQNV](http://www.youtube.com/watch?v=bn_sCLoQNV)

Solution Tree: Robert Marzano, Standards-Based Reporting and Formative Assessment

<http://www.youtube.com/watch?v=cNGajRP41nA>

Formative Assessment & Standards-Based Grading – Robert Marzano Course

[http://www.teachertube.com/viewVideo.php?video\\_id=250300](http://www.teachertube.com/viewVideo.php?video_id=250300)

Toxic Grading Practices Excerpt – Dr. Douglas Reeves

<http://www.youtube.com/watch?v=YHZyrz0NcuE>

I Might... - Inspirational Video

<http://www.youtube.com/watch?v=B210JXnpZck>

Sir Ken Robinson on Bring on the Learning Revolution

<http://www.youtube.com/watch?v=iMjf9a8rOkU>

### **Articles:**

Educational Leadership: Seven Reasons for Standards-Based Grading

[http://www.ascd.org/publications/educational\\_leadership/oct08/vol66/num02/Seven\\_Reasons\\_for\\_Standards-Based\\_Grading.aspx](http://www.ascd.org/publications/educational_leadership/oct08/vol66/num02/Seven_Reasons_for_Standards-Based_Grading.aspx)

Educational Leadership: Helping Standards Make the Grade

[http://www.wauwatosa.k12.wi.us/cms\\_files/resources/1%20EL01%20Helping%20Standards.pdf](http://www.wauwatosa.k12.wi.us/cms_files/resources/1%20EL01%20Helping%20Standards.pdf)

The Challenges of Standards-Based Grading

<http://www.indianriverschools.org/SiteDirectory/ProfDev/Grading%20Practices%20Documents/Reporting%20Grades/The%20Challenge%20of%20Standards-Based%20Grading.pdf>

Standards-based grading expert Robert Marzano talks about Bangor Township Schools new grading system

[http://www.mlive.com/news/bay-city/index.ssf/2010/11/qa\\_standards-based\\_grading\\_exp.html](http://www.mlive.com/news/bay-city/index.ssf/2010/11/qa_standards-based_grading_exp.html)

Realizing the Promise of Standards-Based Education – Marzano & Schmoker

[http://www.ascd.org/publications/educational\\_leadership/mar99/vol56/num06/Realizing\\_the\\_Promise\\_of\\_Standards-Based\\_Education.aspx](http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx)

How and Why Standards Can Improve Student Achievement: A Conversation with Robert J. Marzano

<http://www.ascd.org/publications/educational-leadership/sept01/vol59/num01/How-and-Why-Standards-Can-Improve-Student-Achievement@-A-Conversation-with-Robert-J.-Marzano.aspx>

Making the Grades-Ensure Accuracy, Meaning, Consistency, and Support for Learning – Educational Leadership – Ken O'Connor

<http://www.ascd.org/ascd-express/vol5/503-newvoices.aspx>

Houston-Area Districts Sue Over Grading Policy – Ericka Mellon

<http://www.chron.com/news/houston-texas/article/Houston-area-schools-sue-state-over-grading-policy-1735197.php>

One School's Journey in Educational Improvement – Educational Testing Service Canada

<http://www.etscanada.ca/afl/branksome>

Teachers Are Key For Students Who Like Learning and Remain Curious – Greg Toppo

[http://usatoday30.usatoday.com/news/education/2009-07-05-hateschool\\_N.htm](http://usatoday30.usatoday.com/news/education/2009-07-05-hateschool_N.htm)

Seven Practices for Effective Learning – EdTech Leaders O'Connor & McTighe

[http://courses.edtechleaders.org/documents/seven\\_practices.pdf](http://courses.edtechleaders.org/documents/seven_practices.pdf)

Grading With Colors: Math Department Switches to Standards-Based Grading

<http://www.uni.illinois.edu/og/news/2012/11/grading-colors-math-department-switch>

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[http://wsip-98-175-78-](http://wsip-98-175-78-93.ri.ri.cox.net/uploaded/conferences/SEC/2011/handouts_sp/Jung/Grding_Exc_Learners.pdf)

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[http://www.redorbit.com/news/education/1141679/standardsbased\\_grading\\_and\\_reporting\\_a\\_model\\_for\\_special\\_education/](http://www.redorbit.com/news/education/1141679/standardsbased_grading_and_reporting_a_model_for_special_education/)

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### **Slide Presentations:**

Grading for Learning  
<http://www.slideshare.net/duez/grading-for-learning-final>

Moving from Traditional Grading to Standards-Based Grading  
<http://prestonmiddleschool.org/wp-content/uploads/2011/03/psd101.pps>

Standards-Based Report Cards  
[http://www.af.k12.wi.us/cms\\_files/resources/SBG%20Power%20Point%20Update%20%20PDF.pdf](http://www.af.k12.wi.us/cms_files/resources/SBG%20Power%20Point%20Update%20%20PDF.pdf)

### **Blog/BlogComments:**

Keep It Simple – Standards-Based Grading  
<http://fnoschese.wordpress.com/2012/08/23/keep-it-simple-standards-based-grading/>

### **Anonymous December 13, 2012 at 1:18 PM**

Yes, the problem is about the way teachers teach. Standards Based Grading is a system not just a scale. You have to design your instruction around the standards you are assessing (Backwards Design). You have to remove the fluff or the grade inflation activities. No longer are you grading students on compliance. The grade is based on what the student knows and doesn't know and at what level according to the Common Core Standard. SBG is an indicator of when the student is getting it. Why should a student sit through the same lesson over the same material for 10 days and quizzes, when this student could demonstrate to the teacher in 3 different opportunities? This is why students have become disconnect and bored in school. SBG is part of the PLC cycle of identifying learning targets for students, assessing the students, analyze the data, design interventions and instruction based on the results of the data. So, yes, SBG does have an impact on teaching. Teachers can no longer enter their classrooms and use the same old lesson plans as before. It is truly an education reform.

Comment by [Liz Phillips](#) on May 12, 2013 at 10:42pm

When the Fair Is Not Always Equal book was released, I had a hard time with the high F concept for students who did not do the work. Rick Wormeli asked me to watch my students closely. Zero means zero mastery...and my kids did understand the concepts. Standards-based grading was a stretch for me, but it has been a GOOD stretch. I have grown as a teacher in that I never give zeros. I even get more good work up front because I believe in revisiting and redoing (and regrading) until a student shows mastery. As a result, students are more engaged in their learning. Sometimes the process gives me extra work, but in the end, it is worth it. My students are motivated to learn...and I'm more inspired as a teacher...even when I am tired.

**Tosca Necoechea** May 18, 2013 at 1:46 PM

I have to agree with Dave about the value of SBG. I also am the only teacher at my school using this system, and I have seen it profoundly affect concept mastery in my classes this year. This has happened because I have removed the possibility of getting credit for anything other than what students know and are able to do. It has also forced me to clarify my content to an extent that I had previously only envied.

**Anonymous** November 27, 2012 at 12:08 PM

SBG can be used effectively if implemented correctly. I work at a school where we have implemented SGB that converts to a % grade for high school students. I have been teaching for 17 1/2 years. I am now a Education Recovery Specialist working for the state department. SBG is not about deadlines. It is about learning. You can have deadlines in SBG. SBG is about removing all the fluff and inaccurate information to reflect what the student actually knows. It is about demonstrating meeting benchmarks and mastery of learning and not about whether a teacher has to score or grade a paper several times. That is an ineffective teacher who doesn't know how to properly plan. It is about a student being graded on the process through learning and not just the end result. The problem teachers have with SBG is they don't want to change the way they teach. SBG requires the teacher to change their way of teaching. If today's student has changed from 10-15 years ago, why haven't the teachers changed? If we as teachers want to be viewed and respected as a professional, we must behave as professionals. Many years ago the medical field used to treat migraines, headaches, epileptic seizures with Trepanning--drilling into the skull of someone to release the evil spirit. No one would do that today. If someone drilled into your skull by old school practices, they would sue them for medical malpractice. What about Educational malpractice. The research is there for a change in teaching, but teachers are afraid to change. Today's students are seeking out new teaching practices. If you are required to teach the Common Core Standards, why wouldn't you have Standards Based Grading? Standards Based Instruction should have Standards Based Grading. SBG has multiple components that are involved. You must start with your PLC groups and identify the Key/Power/Focus Standard. Then you must incorporate these standards into Common Formative and Summative Assessment that includes a student's reflection grade. At our school, we have the % of grades broken into 3 areas. 40% Summative, 40% Formative and 20% Reflection. If you interested in seeing how we use SBG you can post your email address here and I will send you all of our information.

**Dave Eckstrom** May 12, 2013 at 9:51 PM

This article has SBG 180 degrees backward. A few thoughts:

- (1) At some level all grades are subjective. Period. Get over it. SBG with a well-crafted rubric can be far less subjective than traditional grading, which is highly prone to grade inflation.
- (2) With SBG grades are not a prize to be won by pleasing the teacher or doing a lot of meaningless busy work. Instead, all assessment and grading becomes communication between the teacher, student and parent about which concepts or skills the student has mastered and not yet mastered. So the following stupid wastes of everyone's time come to a halt: (a) kids copying homework from the smart kid (learning nothing) and turning it in on time for points (b) kids getting points for ridiculous stuff that has nothing to do with anything (like bringing pencils to class and having parents sign forms) (c) meaningless grade book entries like "Unit 5 Test...B" (what does that mean to anyone, including the teacher or student--not much) (d) extra credit (no learning, no grade).
- (3) Yes, SBG makes a teacher's life a bit harder, but not because it's a record-keeping nightmare--it isn't. It does, however, force teachers to confront exactly which skills and concepts are not being mastered by exactly which students. Which is exactly what we are paid to do.
- (4) I hear lots of people complain that SBG is "dumbing down" something. This is 100% wrong. With SBG, credit is only granted when the student demonstrates that they have mastered the concept. As

every student knows very well (and every teacher whose paying attention does, too) it is entirely possible to get a passing grade in most high school classes while learning almost nothing because of fluff "points" given for homework, etc. In SBG, your grade (if schools still insist on letter grades) depends only on what you've learned. This is telling: I am the only teacher in my school who is using SBG right now. I overheard two students talking about what classes to take next year. One (who is in my class right now) told the other one to make sure to get the other chemistry teacher because in my class "with his grading system, you actually have to learn the s\*\*t." That's the most powerful verification I could imagine that I am doing the right thing.

(5) I find it ironic that many of the people who complain about SBG also complain about lazy teachers who aren't connecting with kids. SBG makes the connection because it is all about using every assessment as a tool for measuring specific understanding and providing feedback on that measurement.

## APPENDIX B



### STANDARDS-BASED GRADING SUPPORT TIMELINE BY DATE APRIL 8, 2014

Date	Type	Topic	Time	Notes
	Memorandum	Commonly asked questions about the 2013-14 elementary progress report card		From Dr. Sue Savaglio-Jarvis
9/10/2012	Principal focus group	Initial presentation--Assessing for student learning		
10/2/2012	Principal email	Standards-based grading (preparation for first meeting on October 18, 2012)		From Dr. Sue Savaglio-Jarvis
10/18/2012	Teachers	Report Card Teacher Focus Group Meeting	3:45 p.m.	
11/1/2012	Teachers	Report Card Teacher Focus Group Meeting	4:45 p.m.	
11/15/2012	Teachers	Report Card Teacher Focus Group Meeting	5:45 p.m.	
12/13/2012	Teachers	Report Card Teacher Focus Group Meeting	6:45 p.m.	
1/17/2013	Teachers	Report Card Teacher Focus Group Meeting	7:45 p.m.	
1/23/2013	My Big Campus posting	Class standards listing by quarter--new report		From Mrs. Michelle Valeri
1/31/2013	Teachers	Report Card Teacher Focus Group Meeting	8:45 p.m.	
2/12/2013	School Board--Curriculum/Program Standing Committee	Elementary Standards-Based Grading: Progress Monitoring and Assessing for Student Learning		
2/20/2013	Principal email	Unified to expand new assessment system . . .		From Dr. Sue Savaglio-Jarvis
2/21/2013	Teachers	Report Card Teacher Focus Group Meeting	10:45 p.m.	
2/26/2013	Principal email	Information on regional parent meetings		From Dr. Sue Savaglio-Jarvis
3/1/2013	Principal email	Elementary assessing		From Dr. Sue Savaglio-Jarvis
3/7/2013	Teachers	Report Card Teacher Focus Group Meeting	11:45 p.m.	
3/11/2013	Parent	Regional Informational Meeting	6 p.m.	
3/14/2013	Principal email	Materials ready--standards-based grading report card		From Dr. Sue Savaglio-Jarvis
5/14/2013	School Board--Curriculum/Program Standing Committee	Elementary Standards-Based Grading--community presentation (moved to June 2013 agenda)		
5/31/2013	Principal email	Elementary principal communication--Zangle		From Dr. Sue Savaglio-Jarvis
6/11/2013	School Board--Curriculum/Program Standing Committee	Elementary Standards-Based Grading--community presentation		



Date	Type	Topic	Time	Notes
6/18/2013	Board member request	Response to Ms. Rebecca Stevens' standards-based grading questions		From Dr. Sue Savaglio-Jarvis
6/20/2013	Teaching and Learning email	Reference sheet for Ms. Rebecca Stevens goes to school board		From Dr. Sue Savaglio-Jarvis
7/20/2013	Principal email	Standards-based grading--Zangleupdate--progress reports		From Dr. Sue Savaglio-Jarvis
7/25/2013	Lead teacher trainers	Initial Zangle training for lead trainers	8 a.m.	
7/30/2013	Lead teacher trainers	Initial Zangle training for lead trainers	12:30 p.m.	
8/8/2013	Lead teacher trainers	Initial Zangle training for lead trainers	8 a.m.	
8/12/2013	Lead teacher trainers	Initial Zangle training for lead trainers	12 p.m.	
9/27/2013	Memorandum	Elementary midterm reporting Q & A memorandum		From Dr. Sue Savaglio-Jarvis
9/30/2013	Trainer email	Duplicate standard same date error		From Mrs. Michelle Valeri
10/1/2013	Memorandum	English/language arts evidence sheets Q & A		From Dr. Sue Savaglio-Jarvis
10/2/2013	Parent reference guide	Grading for Learning Reference Guide--Printed, distributed, and online		
10/2/2013	Trainer email	English/language arts evidence sheets Q & A memo forwarded to trainers		From Mrs. Michelle Valeri
10/3/2013	Trainer email	Elementary midterm reporting		From Mrs. Michelle Valeri
10/4/2013	Teachers (fine arts and physical education)	Standards-based grading work and support	1 p.m.	
10/4/2013	Trainer email	End-of-quarter marks (Wilson and Frank)		From Mrs. Michelle Valeri
10/7/2013	Trainer email	Watch for Zangle issues (task by student verses task by standards).		From Mrs. Michelle Valeri
10/8/2013	Lead teacher trainers	Q & A session	4:15 p.m.	
10/9/2013	Lead teacher trainers	Q & A session	3:30 p.m.	
10/10/2013	Principal email	Voluntary Q & A--Zangle		From Mrs. Ann Fredriksson
10/11/2013	My Big Campus posting	Midterm reporting memo		From Mrs. Michelle Valeri
10/11/2013	My Big Campus posting	End-of-quarter report card memorandum		From Mrs. Michelle Valeri
10/11/2013	My Big Campus posting	English/language arts evidence sheets announcement		From Mrs. Michelle Valeri
10/11/2013	School coaches	Standards-based grading		
10/11/2013	Trainer email	Report card memorandum (forwarded from Dr. Sue Savaglio-Jarvis)		From Mrs. Michelle Valeri
10/13/2013	My Big Campus posting	Reminder: By task with standards tab		From Mrs. Michelle Valeri
10/14/2013	Principal	Voluntary Q & A--Zangle	1:30 p.m.	
10/15/2013	My Big Campus posting	Warning announcement: By students with standards tab		From Mrs. Michelle Valeri
10/15/2013	Principal	Voluntary Q & A--Zangle	9:00 a.m.	
10/15/2013	Trainer email	Warning on by student with standards tab		From Mrs. Michelle Valeri
10/16/2013	My Big Campus posting	End-of-quarter step-by-step guides posted		From Mrs. Michelle Valeri
10/17/2013	Memorandum	Art, music, and physical education Zangle standards-based grading Q & A		From Dr. Sue Savaglio-Jarvis



Date	Type	Topic	Time	Notes
10/25/2013	Principal email	Duplicate standards report		From Mrs. Michelle Valeri
11/19/2013	My Big Campus posting	Reminder: Second quarter settings		From Mrs. Michelle Valeri
12/6/2013	Teachers (fine Arts and physical education)	Standards-based grading work and support	1 p.m.	
12/12/2013	My Big Campus posting	New report for midterms		From Mrs. Michelle Valeri
1/16/2014	Principal	Reports training--voluntary	10 a.m.	
1/17/2014	Principal email	Electronic report--step-by-step guides		From Mrs. Ann Fredriksson
1/19/2014	Principal email	Standards-based grading video		From Dr. Sue Savaglio-Jarvis
1/21/2014	Principal	Reports training--voluntary	1:30 p.m.	
1/21/2014	Principal	Reports training--voluntary	4 p.m.	
1/22/2014	My Big Campus posting	Reminder: Duplicate standards on the same date		From Mrs. Michelle Valeri
3/7/2014	Teachers (fine arts and physical education)	Standards-based grading work and support	1 p.m.	
3/13/2014	Parent	Regional informational meeting	6 p.m.	
3/20/2014	Parent	Regional informational meeting	6 p.m.	
	Parent survey preparation	Flyer distributed to every school in English and Spanish		
	Parent survey preparation	Flyer sent home with every child from each building principal		
	Parent survey preparation	Flyer contained detailed information about the survey		
	Parent survey preparation	Flyers posted in all buildings, especially during parent-teacher conference time		
	Parent survey preparation	Flyer was to be available at every teachers' desk while talking with parents to inform them of the survey and location to take the survey if they did not have access		
	Parent survey preparation	Computer and/or computer labs were available at every building for any parent who did not have access to a computer.		
	Parent survey preparation	Parent survey available on district website and Facebook page		

## APPENDIX C



### STANDARDS-BASED GRADING SUPPORT TIMELINE BY TYPE APRIL 8, 2014

Type	Date	Topic	Time	Notes
Board member request	6/18/2013	Response to Ms. Rebecca Stevens' standards-based grading questions		From Dr. Sue Savaglio-Jarvis
Lead teacher trainers	7/25/2013	Initial Zangle training for lead trainers	8 a.m.	
Lead teacher trainers	7/30/2013	Initial Zangle training for lead trainers	12:30 p.m.	
Lead teacher trainers	8/8/2013	Initial Zangle training for lead trainers	8 a.m.	
Lead teacher trainers	8/12/2013	Initial Zangle training for lead trainers	12 p.m.	
Lead teacher trainers	10/8/2013	Q & A session	4:15 p.m.	
Lead teacher trainers	10/9/2013	Q & A session	3:30 p.m.	
Memorandum	9/27/2013	Elementary midterm reporting Q & A memorandum		From Dr. Sue Savaglio-Jarvis
Memorandum	10/1/2013	English/language arts evidence sheets Q & A		From Dr. Sue Savaglio-Jarvis
Memorandum		Commonly asked questions about the 2013-14 elementary progress report card		From Dr. Sue Savaglio-Jarvis
Memorandum	10/17/2013	Art, music, and physical education Zangle standards-based grading Q & A		From Dr. Sue Savaglio-Jarvis
My Big Campus posting	1/23/2013	Class standards listing by quarter--new report		From Mrs. Michelle Valeri
My Big Campus posting	10/11/2013	Midterm reporting memo		From Mrs. Michelle Valeri
My Big Campus posting	10/11/2013	End-of-quarter report card memorandum		From Mrs. Michelle Valeri
My Big Campus posting	10/11/2013	English/language arts evidence sheets announcement		From Mrs. Michelle Valeri
My Big Campus posting	10/13/2013	Reminder: By task with standards tab		From Mrs. Michelle Valeri
My Big Campus posting	10/15/2013	Warning announcement: By students with standards tab		From Mrs. Michelle Valeri
My Big Campus posting	10/16/2013	End-of-quarter step-by-step guides posted		From Mrs. Michelle Valeri
My Big Campus posting	11/19/2013	Reminder: Second quarter settings		From Mrs. Michelle Valeri
My Big Campus posting	12/12/2013	New report for midterms		From Mrs. Michelle Valeri
My Big Campus posting	1/22/2014	Reminder: Duplicate standards on the same date		From Mrs. Michelle Valeri
Parent	3/11/2013	Regional Informational Meeting	6 p.m.	
Parent	3/13/2014	Regional informational meeting	6 p.m.	
Parent	3/20/2014	Regional informational meeting	6 p.m.	

School board	Administration	Teachers	Parents	Parent survey
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Type	Date	Topic	Time	Notes
Parent reference guide	10/2/2013	Grading for Learning Reference Guide--Printed, distributed, and online		
Principal	10/14/2013	Voluntary Q & A--Zangle	1:30 p.m.	
Principal	1/16/2014	Reports training--voluntary	10 a.m.	
Principal	1/21/2014	Reports training--voluntary	1:30 p.m.	
Principal	1/21/2014	Reports training--voluntary	4 p.m.	
Principal	10/15/2013	Voluntary Q & A--Zangle	9:00 a.m.	
Principal email	10/2/2012	Standards-based grading (preparation for first meeting on October 18, 2012)		From Dr. Sue Savaglio-Jarvis
Principal email	2/20/2013	Unified to expand new assessment system . . .		From Dr. Sue Savaglio-Jarvis
Principal email	2/26/2013	Information on regional parent meetings		From Dr. Sue Savaglio-Jarvis
Principal email	3/1/2013	Elementary assessing		From Dr. Sue Savaglio-Jarvis
Principal email	3/14/2013	Materials ready--standards-based grading report card		From Dr. Sue Savaglio-Jarvis
Principal email	5/31/2013	Elementary principal communication--Zangle		From Dr. Sue Savaglio-Jarvis
Principal email	7/20/2013	Standards-based grading--Zangleupdate--progress reports		From Dr. Sue Savaglio-Jarvis
Principal email	10/10/2013	Voluntary Q & A--Zangle		From Mrs. Ann Fredriksson
Principal email	10/25/2013	Duplicate standards report		From Mrs. Michelle Valeri
Principal email	1/17/2014	Electronic report--step-by-step guides		From Mrs. Ann Fredriksson
Principal email	1/19/2014	Standards-based grading video		From Dr. Sue Savaglio-Jarvis
Principal focus group	9/10/2012	Initial presentation--Assessing for student learning		
School Board--Curriculum/Program Standing Committee	2/12/2013	Elementary Standards-Based Grading: Progress Monitoring and Assessing for Student Learning		
School Board--Curriculum/Program Standing Committee	5/14/2013	Elementary Standards-Based Grading--community presentation (moved to June 2013 agenda)		
School Board--Curriculum/Program Standing Committee	6/11/2013	Elementary Standards-Based Grading--community presentation		
School coaches	10/11/2013	Standards-based grading		
Teachers	10/18/2012	Report Card Teacher Focus Group Meeting	3:45 p.m.	
Teachers	11/1/2012	Report Card Teacher Focus Group Meeting	4:45 p.m.	
Teachers	11/15/2012	Report Card Teacher Focus Group Meeting	5:45 p.m.	
Teachers	12/13/2012	Report Card Teacher Focus Group Meeting	6:45 p.m.	
Teachers	1/17/2013	Report Card Teacher Focus Group Meeting	7:45 p.m.	

School board	Administration	Teachers	Parents	Parent survey
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Type	Date	Topic	Time	Notes
Teachers	1/31/2013	Report Card Teacher Focus Group Meeting	8:45 p.m.	
Teachers	2/21/2013	Report Card Teacher Focus Group Meeting	10:45 p.m.	
Teachers	3/7/2013	Report Card Teacher Focus Group Meeting	11:45 p.m.	
Teachers (fine arts and physical education)	10/4/2013	Standards-based grading work and support	1 p.m.	
Teachers (fine Arts and physical education)	12/6/2013	Standards-based grading work and support	1 p.m.	
Teachers (fine arts and physical education)	3/7/2014	Standards-based grading work and support	1 p.m.	
Teaching and Learning email	6/20/2013	Reference sheet for Ms. Rebecca Stevens goes to school board		From Dr. Sue Savaglio-Jarvis
Trainer email	9/30/2013	Duplicate standard same date error		From Mrs. Michelle Valeri
Trainer email	10/2/2013	English/language arts evidence sheets Q & A memo forwarded to trainers		From Mrs. Michelle Valeri
Trainer email	10/3/2013	Elementary midterm reporting		From Mrs. Michelle Valeri
Trainer email	10/4/2013	End-of-quarter marks (Wilson and Frank)		From Mrs. Michelle Valeri
Trainer email	10/7/2013	Watch for Zangle issues (task by student verses task by standards).		From Mrs. Michelle Valeri
Trainer email	10/11/2013	Report card memorandum (forwarded from Dr. Sue Savaglio-Jarvis)		From Mrs. Michelle Valeri
Trainer email	10/15/2013	Warning on by student with standards tab		From Mrs. Michelle Valeri
Parent survey preparation		Flyer distributed to every school in English and Spanish		
Parent survey preparation		Flyer sent home with every child from each building principal		
Parent survey preparation		Flyer contained detailed information about the survey		
Parent survey preparation		Flyers posted in all buildings, especially during parent-teacher conference time		
Parent survey preparation		Flyer was to be available at every teachers' desk while talking with parents to inform them of the survey and location to take the survey if they did not have access		
Parent survey preparation		Computer and/or computer labs were available at every building for any parent who did not have access to a computer.		
Parent survey preparation		Parent survey available on district website and Facebook page		

School board	Administration	Teachers	Parents	Parent survey
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## COMMITTEE TIMELINE

### Elementary Reporting Committee

MONTH	ACTION
September 2012	<ul style="list-style-type: none"> <li>Identified elementary teachers</li> <li>Committee members selected subcommittee.</li> </ul>
October 2012	<ul style="list-style-type: none"> <li>Reviewed current best practices related to elementary standards-based reporting</li> <li>Built background knowledge of committee members using authors such as Rick Wormeli, Thomas Gusky, and Rick Stiggins</li> </ul>
November 2012	<ul style="list-style-type: none"> <li>Reviewed and rated reporting tools used in districts within and beyond Wisconsin</li> <li>Analyzed technology capabilities</li> <li>Began the creation of four levels of performance indicators</li> </ul>
December 2012	<ul style="list-style-type: none"> <li>Developed and reviewed sample reporting tools based on research completed during the prior month</li> </ul>
January 2013	<ul style="list-style-type: none"> <li>Presented each subcommittee to the entire group</li> <li>Created revisions of drafts created in December</li> </ul>
February 2013	<ul style="list-style-type: none"> <li>Final revision</li> <li>Planned district presentations for professional learning regarding standards-based grading practices</li> </ul>
March 2013	<ul style="list-style-type: none"> <li>Presented to building principals and instructional coaches</li> <li>Presented to community stakeholders</li> <li>Began building-level presentations to teachers</li> </ul>
April 2013	<ul style="list-style-type: none"> <li>Conducted meetings as needed at building sites</li> <li>Concluded building-level presentations to teachers</li> <li>Began planning with Frank Elementary School and Wilson Elementary School</li> <li>Assessed computer-based tools</li> </ul>

May 2013	<ul style="list-style-type: none"> <li>• Final meeting with community stakeholders</li> <li>• Work with Information Services, Frank Elementary School, and Wilson Elementary School will continue through the summer months.</li> <li>• Presentation to Curriculum and Programming Standing Committee</li> </ul>
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## Standards Based Grading Survey for Parents



**1. Please select the grade(s) below in which you currently have a child enrolled at a KUSD elementary school. (select all that apply)**

		Response Percent	Response Count
Pre-K		7.3%	46
Kindergarten		20.1%	126
Grade 1		18.5%	116
Grade 2		22.8%	143
Grade 3		22.5%	141
Grade 4		25.0%	157
<b>Grade 5</b>		<b>25.5%</b>	<b>160</b>
answered question			<b>628</b>
skipped question			<b>0</b>


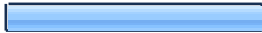
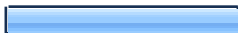

## 2. Which KUSD elementary school does your child/children currently attend? (select all that apply)

		Response Percent	Response Count
Bose Elementary		3.0%	19
Brass Community School		1.4%	9
Edward Bain - Creative Arts		3.7%	23
Edward Bain - Dual Language		1.9%	12
Forest Park Elementary		3.3%	21
Frank Elementary		2.5%	16
Grant Elementary		1.1%	7
Grewenow Elementary		2.4%	15
Harvey Elementary		7.2%	45
Jefferson Elementary		0.5%	3
Jeffery Elementary		4.9%	31
McKinley Elementary		0.5%	3
Nash Elementary		10.8%	68
<b>Pleasant Prairie Elementary</b>		<b>12.9%</b>	<b>81</b>
Prairie Lane Elementary		9.4%	59
Roosevelt Elementary		3.5%	22
Somers Elementary		5.3%	33
Southport Elementary		3.7%	23
Stocker Elementary		7.0%	44
Strange Elementary		1.3%	8
The Brompton School		3.3%	21
Vernon Elementary		1.8%	11



Whittier Elementary		10.4%	65
Wilson Elementary		0.0%	0
<b>answered question</b>			<b>628</b>
<b>skipped question</b>			<b>0</b>





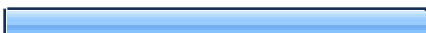


### 3. How knowledgeable would you consider yourself to be on Standards Based Grading?

		Response Percent	Response Count
Very Knowledgeable		20.1%	122
<b>Knowledgeable</b>		<b>38.1%</b>	<b>231</b>
Somewhat Knowledgeable		34.5%	209
Not Knowledgeable		7.3%	44
<b>answered question</b>			<b>606</b>
<b>skipped question</b>			<b>22</b>

A total of 58.2 percent of responders indicated they are knowledgeable to very knowledgeable in regard to standards-based grading.

When responders who believed they are somewhat knowledgeable about standards-based grading are added to this group, a total of 92.7 percent of the responders report to have knowledge of standards-based grading to some extent.

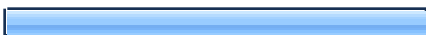



#### 4. How did you receive information from your school about Standards Based Grading? (select all that apply)

		Response Percent	Response Count
Parent night		20.0%	121
PTA/PTO night		8.6%	52
Parent Resource Book		11.1%	67
Communication from the principal		42.6%	258
<b>Communication from a teacher</b>		<b>63.4%</b>	<b>384</b>
I did not receive information from my school about Standards Based Grading.		8.4%	51
Other (please explain):		12.0%	73
Other Comment Themes: Parent Teacher Conferences. Work in education. Mr. Kennow's open house. Paper in child's folder. Own research. District meetings. Other parents. Social media/internet.		<b>answered question</b>	<b>606</b>
		<b>skipped question</b>	<b>22</b>

The top four ways standards-based grading was communicated are:







- 1) Communication from a teacher (63.4 percent);
- 2) Communication from the principal (42.6 percent);
- 3) Parent night (20 percent); and
- 4) Parent-teacher conferences, work in education, open house, paper in child's folder, own research, district meetings, other parents, and social media/internet (12 percent).

**5. When you received your child's last report card, how well did you understand the assessment marks (4, 3, 2, 1, N) on the report card? Please refer to below for the assessment key.**

		Response Percent	Response Count
I understood the assessment marks.		63.4%	384
I understood the assessment marks somewhat, but not completely.		27.1%	164
I did not understand the assessment marks.		5.4%	33
Other (please explain):		4.1%	25
Other Comment Themes: Understand assessment key, but not how and what students being assessed on/the benchmarks/rules, how key applied to child.		answered question	606
		skipped question	22


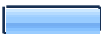



A majority of the responders (90.5 percent) understood to somewhat understood the assessment key. Only 5.4 percent did not understand the assessment key.

**6. I feel comfortable contacting my child's teacher when I have questions or need more information.**

		Response Percent	Response Count
Strongly Agree		63.5%	384
Agree		26.6%	161
Disagree		2.3%	14
Strongly Disagree		1.5%	9
Not Sure		1.5%	9
Other (please explain):		4.6%	28
Other Comment Themes: Like/love their teacher(s). Teachers not knowledgeable/still learning SBG. inconsistent/subjective with new grading.		answered question	605
		skipped question	23



A majority of responders (90.1 percent) agree to strongly agree that they are comfortable contacting the teacher when they have questions or need more information. Only 5.3 percent do not feel comfortable contacting their child's teacher.

**7. Since the beginning of the 2013-14 school year, have you and/or the child's other parent/guardian contacted a KUSD teacher with questions relating to your child's learning?**

		Response Percent	Response Count
Yes, I and/or the child's other parent/guardian contacted my child's teacher 1 – 3 times.		49.8%	299
Yes, I and/or the child's other parent/guardian contacted my child's teacher 4-5 times.		14.3%	86
Yes, I and/or the child's other parent/guardian contacted my child's teacher more than 5 times.		11.0%	66
No, I and/or the child's other parent/guardian did not contact my child's teacher.		21.8%	131
Other (please explain):		3.2%	19
Other Comment Themes: Communicate with teacher on regular basis. Talked at parent conferences		answered question	601
		skipped question	27





A total of 75.1 percent of the responders share that they have contacted their child's teacher with questions related to learning at least 1 to 5 or more times since the beginning of the school year.

**8. Since the beginning of the 2013-14 school year, have you and/or the child's other parent/guardian contacted a teacher with questions about Standards Based Grading?**

		Response Percent	Response Count
Yes		34.4%	206
No		65.6%	392
answered question			598
skipped question			30

A total of 65.6 percent of the responders did not have a question about standards-based grading and, therefore, did not contact their child's teacher for questions.






## 9. When I and/or the child's other parent/guardian contacted a teacher with questions about Standards Based Grading...

		Response Percent	Response Count
I and/or the child's other parent/guardian got a call/email back and was satisfied.		51.5%	105
I and/or the child's other parent/guardian got a call/email back, but was not satisfied with the information/response.		31.9%	65
I and/or the child's other parent/guardian did not get a call/email back.		2.5%	5
Other (please explain):		14.2%	29
Other Comment Themes: Spoke in person. Spoke at PT conferences. Issues with SBG not teacher's fault. Getting different answers from different teachers/principles.	answered question		204
	skipped question		424

A little over 50 percent of those who contacted a teacher with questions about standards-based grading received a call back and were satisfied.



## 10. When I and/or the child's other parent/guardian contacted a teacher with questions about Standards Based Grading...

		Response Percent	Response Count
I and/or the child's other parent/guardian got a call/email back in 1 or 2 days.		77.1%	155
I and/or the child's other parent/guardian got a call/email back in 3 to 5 days.		6.5%	13
I and/or the child's other parent/guardian got a call/email back after 6 or more days.		2.5%	5
I and/or the child's other parent/guardian did not get a call/email back.		2.5%	5
Other (please explain):		11.4%	23
Other Comment Themes: Talked at PT conferences. Talked in person. Got same day responses.	answered question		201
	skipped question		427

A total of 77.1 percent of the responders received information back regarding standards and benchmarks in one to two days when they contacted their child's teacher with questions.

**11. Please select your level of agreement/disagreement for the following statements.  
Standards Based Grading...**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Sure</b>	<b>Rating Count</b>
Provides me with better information about my child's learning.	10.6% (62) 34.1%	23.5% (137)	22.9% (134) 57.5%	<b>34.6% (202)</b>	8.4% (49)	584
Gives me an improved understanding of what my child knows and can do.	11.3% (66) 35.4%	24.1% (141)	23.8% (139) 56.8%	<b>33.0% (193)</b>	7.9% (46)	585
Allows me to identify progress and growth in my child's learning.	12.4% (72) 41.2%	28.8% (167)	19.3% (112) 52.2%	<b>32.9% (191)</b>	6.6% (38)	580
Provides the school district with common standards.	11.7% (68) 42.4%	<b>30.7% (179)</b>	14.4% (84) 40.8%	26.4% (154)	16.8% (98)	583
Creates consistent communication among teachers.	8.9% (52) 31.8%	22.9% (133)	15.8% (92) 46.6%	<b>30.8% (179)</b>	21.6% (126)	582
<b>answered question</b>						<b>587</b>
<b>skipped question</b>						<b>41</b>

A slight majority of the respondents have concerns/issues, which will be addressed through improved communications, explanations, and definitions. Some of the reasons for the responses are:

- Large scale shift in student reporting with many components
- Teacher feedback regarding the value of standards-based grading and how teachers use it
- Low parent attendance at school meetings

## Standards Based Grading Survey for Teachers


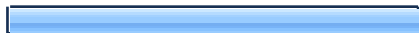





## 1. What is your assigned school(s)? (select all that apply)





		Response Percent	Response Count
Bose Elementary		5.1%	21
Brass Community School		4.4%	18
Chavez Learning Station		1.0%	4
Edward Bain - Creative Arts		4.9%	20
Edward Bain - Dual Language		0.7%	3
Forest Park Elementary		4.6%	19
Frank Elementary		2.7%	11
Grant Elementary		3.2%	13
Grewenow Elementary		1.7%	7
Harvey Elementary		7.3%	30
Jefferson Elementary		3.2%	13
Jeffery Elementary		4.4%	18
McKinley Elementary		6.3%	26
Nash Elementary		6.8%	28
<b>Pleasant Prairie Elementary</b>		<b>8.5%</b>	<b>35</b>
Prairie Lane Elementary		3.4%	14
Roosevelt Elementary		5.1%	21
Somers Elementary		2.4%	10
Southport Elementary		6.6%	27
Stocker Elementary		2.7%	11
Strange Elementary		4.1%	17

The Brompton School		1.2%	5
Vernon Elementary		5.1%	21
Whittier Elementary		7.3%	30
Wilson Elementary		2.9%	12
answered question			410
skipped question			0

## 2. What is your current position with KUSD? (check the one that best describes your role)

		Response Percent	Response Count
ELL teacher		2.7%	11
<b>Grade level teacher</b>		<b>61.7%</b>	<b>253</b>
Special area teacher		11.0%	45
Special education teacher		12.4%	51
Other (please explain):		12.2%	50
<b>answered question</b>			<b>410</b>
<b>skipped question</b>			<b>0</b>

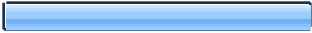
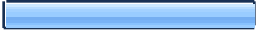


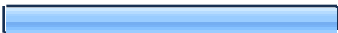


### 3. How knowledgeable would you consider yourself to be on Standards Based Grading?

		Response Percent	Response Count
Very Knowledgeable		12.9%	49
<b>Knowledgeable</b>		<b>56.3%</b>	<b>214</b>
Somewhat Knowledgeable		27.6%	105
Not Knowledgeable		3.2%	12
<b>answered question</b>			<b>380</b>
<b>skipped question</b>			<b>30</b>

A total of 69.2 percent of the responders were knowledgeable to very knowledgeable regarding standards-based grading.

A total of 97.8 percent of the responders ranged from somewhat knowledgeable to knowledgeable to very knowledgeable.



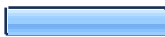
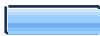
#### 4. How have you developed your knowledge of Standards Based Grading and the skills needed to implement it? (select all that apply)

		Response Percent	Response Count
Zangle training in August with building trainers		46.1%	175
Read through the Parent Information Booklet that was created by the district		37.6%	143
Read supplementary resources on the subject		41.8%	159
<b>Had collaborative conversations within PLCs</b>		<b>67.9%</b>	<b>258</b>
Personal interaction with the instructional coach		50.0%	190
Building level trainings from lead teachers and/or principal		64.2%	244
Other (please explain):		16.6%	63
"Other" includes: Student teaching		<b>answered question</b>	<b>380</b>
Study group Collaborative meetings Research Grade level teams Conferences		<b>skipped question</b>	<b>30</b>

The top four ways staff identified their way of developing knowledge of standards-based grading and the skills needed to implement it are:

- 1) Collaborative conversations (professional learning communities time [67.9 percent]),
- 2) Building level trainings from lead teachers and principals (64.2 percent),
- 3) Personal interaction with instructional coaches within the building (50 percent), and
- 4) Zangle training with building trainers (46.1 percent).

**5. If you had any challenges with Standards Based Grading, did you reach out to a lead Zangle trainer or instructional coach?**



		Response Percent	Response Count
Yes		58.2%	221
No		4.2%	16
No, but I reached out to another person (such as a fellow teacher, administrator, secretary, etc.)		23.9%	91
I have not had any challenges		13.7%	52
answered question			380
skipped question			30

A total of 58.2 percent of the responders reached out specifically to a lead Zangle trainer or instructional coach.

A total of 82.1 percent of the responders reached out to others if they had any challenges with standards-based grading.



## 6. Do you believe that you received adequate preparation and information in order to implement Standards Based Grading?

		Response Percent	Response Count
Yes		42.6%	162
No		57.4%	218
answered question			380
skipped question			30

Over half (57.4 percent) of responders believed they needed more preparation and information to implement standards-based grading while 42.6 percent of the responders believed the preparation and information they received was adequate. Questions 7 and 8 asked teachers for more details on why they felt they did or did not receive adequate preparation and information. The results revealed that preparation/information varied by building and that sometimes scheduling was difficult for other initiatives.

**7. In the box below, please explain why you believe you DID receive adequate preparation and information in order to implement Standards Based Grading.**

**Response  
Count**

158

**answered question**

**158**

**skipped question**

**252**

**Common Responses**





- I took part in many professional development opportunities and asked questions when I had them. Our school was proactive on embracing it and starting work on it right away.
- The information to implement the standards-based grading in Zangle came very easy due to my knowledge of the program.
- Our instructional coach last year laid out the foundation through professional development regarding implementing standards-based grading.
- Whenever I had a question, I could always easily find someone with an answer.
- I understood how the standards-based grading worked because of my past student teaching experience. We also had various meetings to discuss how this would be implemented.
- The support within the building was very beneficial to my learning to implement standards-based grading. The trainings provided were useful; and if I had more questions, I knew who I could go to in my building.
- I feel that the people in my building—from our principal to our instructional coach—and fellow teachers have been very supportive in assisting with the standards-based grading.
- My team and instructional coaches are amazing!
- Teacher trainers were willing to meet multiple times with small groups or individuals to provide additional support.
- Our staff reviewed and prepared for how standards-based grading would be implemented in our classrooms. The instructional coaches were ready and available if we had questions, and our professional learning community teams worked to ensure we were all set.

8. In the box below, please explain why you believe you DID NOT receive adequate preparation and information in order to implement Standards Based Grading.

Response Count	
213	
answered question	213
skipped question	197


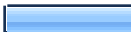



Three common themes emerged: 1. Zangle, 2. time, and 3. clarity. There will be improved standards-based grading implementation when Infinite Campus replaces Zangle.

**9. Since the beginning of the 13-14 school year, have any parents/guardians of your students contacted you with questions about Standards Based Grading?**

		<b>Response Percent</b>	<b>Response Count</b>
Yes, 1 parent/guardian contacted me about Standards Based Grading.		6.0%	22
Yes, 2-5 different parents/guardians have contacted me about Standards Based Grading.		30.1%	111
Yes, more than 5 different parents/guardians have contacted me about Standards Based Grading.		11.9%	44
<b>No, I have not had any parents/guardians contact me about Standards Based Grading.</b>		<b>52.0%</b>	<b>192</b>
		<b>answered question</b>	<b>369</b>
		<b>skipped question</b>	<b>41</b>

A total of 52 percent of the teachers reported that they have not had any parents contact them about standards-based grading.

## 10. When parents/guardians contact me with questions about Standards Based Grading the conversations are ...

		Response Percent	Response Count
Generally positive		6.3%	11
Generally neutral		18.9%	33
<b>Generally negative</b>		<b>40.0%</b>	<b>70</b>
Sometimes positive, sometimes negative		21.7%	38
Other (please explain):		13.1%	23
"Other" includes:		<b>answered question</b>	<b>175</b>
Just want an explanation			
Confused		<b>skipped question</b>	<b>235</b>

Of the responders 40 percent were generally negative while 28 percent ranged from sometimes positive, sometimes negative to generally positive.

**11. Please select your level of agreement/disagreement for the following statements.  
Standards Based Grading...**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Rating Count
Gives me the ability to identify student needs.	10.6% (38) 76.6%	<b>66.0% (237)</b>	19.5% (70) 23.4%	3.9% (14)	359
Allows me to identify student progress.	11.2% (40) 74.3%	<b>63.1% (226)</b>	21.8% (78) 25.7%	3.9% (14)	358
Helps me identify what is really important in a child's learning.	11.5% (41) 66.0%	<b>54.5% (195)</b>	29.3% (105) 34.0%	4.7% (17)	358
Creates an opportunity to reflect on assessment practices.	13.1% (47) 74.2%	<b>61.1% (220)</b>	21.4% (77) 25.8%	4.4% (16)	360
Increases collaboration among teachers about how students learn.	13.9% (50) 64.2%	<b>50.3% (181)</b>	31.4% (113) 35.8%	4.4% (16)	360
Increases collaboration among teachers about what mastery looks like.	14.5% (52) 68.0%	<b>53.5% (192)</b>	27.3% (98) 32.0%	4.7% (17)	359
Increases my knowledge about the standards.	19.3% (69) 83.8%	<b>64.5% (231)</b>	14.0% (50) 16.2%	2.2% (8)	358
Provides a clear understanding of mastery.	6.7% (24) 51.1%	<b>44.4% (159)</b>	41.1% (147) 48.9%	7.8% (28)	358
Helps me identify and record evidence of a child's learning and progress.	10.4% (37) 74.8%	<b>64.4% (230)</b>	19.6% (70) 25.2%	5.6% (20)	357
answered question					361
skipped question					49

A total of 76.6 percent of the teachers agree to strongly agree that standards-based grading gives them the ability to identify student needs.

A total of 74.3 percent of the teachers agree to strongly agree that standards-based grading gives them the ability to identify student progress.

A total of 66 percent of the teachers identify what is really important in a child's learning.

A total of 74.2 percent of the teachers reported that the standards-based grades give them an opportunity to reflect on assessment practice.

A total of 64.2 percent of the teachers reported that standards-based grading increases collaboration about how students learn.

A total of 68 percent of the teachers reported that standards-based grading increases collaboration among teachers about what mastery looks like.

A total of 83.8 percent of the teachers reported that their knowledge of the standards increased.

A total of 51.1 percent of the teachers reported a clear understanding of mastery.

A total of 74.8 percent of the teachers responded that standards-based grading helped them identify and record evidence of a child's learning and progress.

Standards Based Grading Survey for  
Administrators






1. How well do you believe your teachers understand Standards Based Grading?

		Response Percent	Response Count
Overall, they have a VERY GOOD understanding.		0.0%	0
Overall, they have a GOOD understanding.		86.4%	19
Overall, they have a FAIR understanding.		13.6%	3
Overall, they have a POOR understanding.		0.0%	0
		answered question	22
		skipped question	0

A total of 86.4 percent of the administrators reported that their teachers have a good understanding of standards-based grading.



## 2. How many hours of building PD time have you dedicated to Standards Based Grading implementation?

		Response Percent	Response Count
Zero hours		0.0%	0
1-2 hours		13.6%	3
<b>3-4 hours</b>		<b>45.5%</b>	<b>10</b>
5 or more hours		40.9%	9
answered question			<b>22</b>
skipped question			<b>0</b>

A total of 86.4 percent of the administrators reported that they dedicated 3 to 5 or more hours of building professional development learning time to standards-based grading in order to prepare for implementation.

**3. In the box below, please share the concerns related to Standards Based Grading you have heard from parents.**

**Response  
Count**

21

**answered question**

**21**

**skipped question**

**1**

#### Common Responses

- My concern is that parents are struggling with shifting their paradigm from letter grades to standards-based grading; therefore, when they see the numbers for the new grading, they equate it with letter grades.
- Confusion still exists. Although parent information meetings have been held, most still compare the standards scoring (one through four) to grades and incorrectly interpret the reports.
- Some parents thought the report card was a little too vague. Some were concerned about not having letter grades; but after attending our chat-n-chew, they understood the rationale behind standards-based grading.
- They have difficulty moving away from the A, B, C, D, and compare four with A's.
- More details on the standards on the report cards—not specific enough for them to help work on
- Transition from grades to numbers—most have been really comfortable with the change.
- No parents have come to me with any concerns.
- Parents are trying to wrap their heads around a lack of percentages.

#### 4. As we move forward with Standards Based Grading, what additional support do you need for working with teachers?

Response  
Count

21

answered question

21

skipped question

1

- Teachers need better understanding of what is a valid piece of evidence and what is a sufficient amount of evidenced needed.
- An improved grade book tool
- The support is not as much in standards-based grading as in using the tool (Infinite Campus) as a means to report out.
- Continued support with clarity of skills assessed per unit or per quarter.
- Just time
- We will need training in Infinite Campus.
- A more uniform way of tracking which parts of the standards should be tackled in each quarter

## 5. As we move forward with Standards Based Grading, what additional support do you need for working with parents?

Response  
Count

21

answered question 21

skipped question 1

### Common Responses

- We will hold another informational session for parents in the fall.
- Parent sessions were poorly attended. Perhaps district parent sessions at a cluster of schools would bring more parents in for information.
- I think parents need to be consistently updated on how our standards-based grading system is being developed. This is currently happening and needs to continue.
- Additional guidance in communicating progress with parents
- Providing teachers with a better understanding to allow them to better explain to parents
- Once we understand the new tool, we can help parents understand the report card and standards-based grading.
- Intermittent information for newsletter, webpages, etc.
- The grading booklets that were put together were great. Having those available are all that I need.
- We will need to conduct more parent sessions on what standards-based grading means.

## 6. Please share any other comments you have about Standards Based Grading.

Response  
Count

17

answered question

17

skipped question

5

### Common Responses

- It's about time. We should be grading students based on whether or not they have mastered a certain skill or not on behavior and/or other insignificant factors.
- I believe it is a good thing. We have to create a clear understanding and usage around grading to the standards.
- Standards-based grading effectively communicates progress to parents and students.
- Consistent scoring, reporting, and understanding are crucial in order to show consistent progress.
- Again, it is not so much questions on the idea of standards-based grading but on the tool used for reporting out.
- Make sure you are providing information for families to know what their child can and cannot do and to what degree. If all the standards kindergarten through fifth grade say the same thing, families and teachers will not know to what degree their child knows something and to what degree they should know it.
- It's good for kids, and we should keep at it. Again, more specific rubrics would help teachers and parents.
- I believe this is the right way for us to go. We need clear direction from the Educational Support Center about what the students need to know and be able to do so that my teachers can be clear about what they are supposed to be focusing on.
- I believe that using Infinite Campus will solve many of the concerns we have.
- I think it is a great way to communicate student progress toward the standards.

**ATTACHMENT B**

POLICY 6452  
STUDENT PROGRESS REPORTING

Teachers shall make periodic reports informing the parent/guardian of their student's progress. Academic progress shall be measured against School Board approved standards and benchmarks as identified by grade level or course/class.

Discrimination complaints shall be processed in accordance with established procedures. The District shall not discriminate in the methods, practices, and materials used for evaluating students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students.

LEGAL REF.: Wisconsin Statutes Sections:

Sections 118.13	[Student discrimination prohibited]
118.30	[Academic standards and assessment requirements]
120.12(2)	[Board duty; advice regarding instruction and progress of students]
120.13(1)	[Board power to do all things reasonable for the cause of education]
<del>118.13</del>	<del>Student discrimination prohibited</del>
<del>118.30</del>	<del>Academic standards and assessment requirements</del>
<del>120.12(2)</del>	<del>Board duty; advice regarding instruction and progress of students</del>
<del>120.13(1)</del>	<del>Board power to do all things reasonable for the cause of education</del>
	Chapter 115, Subchapter V - Programs for students with disabilities
	Chapter 115, Subchapter VII - Bilingual/bicultural education
	PI 13 [Bilingual-Bicultural Program rules]
	No Child Left Behind Act of 2001 [Reporting student achievement and test results]
	PI 9.03 Student nondiscrimination policy requirement

CROSS REF.: 2110 ~~Accountability~~ **Benchmarks**

5118.1	Promotion
5118.3	Retention/Acceleration
6100	<del>District Vision</del> <b>Mission, Principles, Goals Results</b>
6110	<del>Instructional Program Mission, and Beliefs</del>
6426	Student Program or Curriculum Modifications
6427	Individual and Remedial Services
6430	Instructional Arrangements (The Learning Situation)
6454.1	Fourth and Eighth Grade Promotion
6456	Graduation Requirements
6460	<del>Testing/Assessment Programs</del>
	School Board Adopted Academic Standards
	Lifelong Learning Standards and Benchmarks
	Special Education Program and Procedure Manual

POLICY 6452  
STUDENT PROGRESS REPORTING

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

REVISED: July 26, 1994  
July 22, 1997  
September 23, 2003

RULE 6452  
STUDENT PROGRESS REPORTING

A. Grades Pre-Kindergarten through Five

**Kenosha Unified School District focuses on high level academic standards in the area of student achievement.** It is the belief of the District that the elementary years provide the foundation for a lifetime of learning. The beginning elementary years stress the basics of reading, writing, language arts, mathematics, science, social studies, fine arts, and physical education. Because these are such essential growing years, student progress shall be evaluated using comparisons to the **District content, essential learning skills, standards or learning targets** identified for each grade level. **Educators must appropriately and professionally provide the vehicle to ensure each student is being assessed based on a standard of performance.**

**Essential learning skills, standards, or learning targets give direction to assessing student learning about what students should learn and what skills they should acquire in each grade level. Standards represent the goals of teaching and learning. Standards describe what students should know and be able to do as a result of their learning essential skills. Well-defined standards identify the specific knowledge, skills, abilities, and disposition that students will acquire through interactions with teachers and fellow students in school learning environments.**

~~Therefore, traditional letter grades computed from student work shall not be utilized in grades pre-kindergarten through two. Instead, progress indicators shall show how students are growing academically compared to the key skills needed for future learning. Upon reaching third grade, students shall receive letter grades as part of this indication of academic progress.~~

Teachers in grades pre-kindergarten through five shall communicate class expectations based on District content, **essential learning skills, standards, or learning targets** and lifelong learning standards and benchmarks with the parent/guardian during the initial weeks of the school year, utilizing the grade level brochures provided by the District. Teachers shall also share with the parent/guardian how their student will be assessed during the year, with descriptions of the relative importance of work completed during class, homework, and participation. In all grade levels, instruction, assessment, and re-teaching shall be firmly linked to meet the learning needs of every student.

In grades pre-kindergarten through ~~two~~ **five**, academic achievement shall be reported using **progress** indicators reflecting ~~progress~~ **growth** toward meeting District **content, essential learning skills, standards or learning targets** ~~standards-based topics~~. Progress on the District's lifelong learning standards, including effort and personal responsibility, shall also be indicated for each student.

In grades ~~three~~ **pre-kindergarten** through five, academic achievement in each subject area shall be reported using ~~letter grades and/or~~ progress indicators **noted as a numeric scale. Each numeric number contains a key descriptor identifying growth and development based on District content, essential learning skills, standards or learning targets** ~~standards-based topics~~. **The descriptor for each numeric mark is defined in the assessment key on the progress report.** ~~Letter grades shall be used to indicate the overall achievement in a subject area, while progress indicators shall be used to show progress toward meeting specific essential standards/standards-based topics throughout the grade level, including lifelong learning. Letter grades shall be based on point values given to standards-based assignments and assessments and shall indicate progress on all applicable standards/standards-based topics covered during the grading period.~~



Teachers in grades pre-kindergarten through five shall work with students to enable them to complete assignments and assessments within a reasonable time period. ~~In grades three through five, students submitting work up to ten school days late, without prior approval, may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days, without prior approval, shall not be accepted for credit and shall be recorded with a score of zero (0).~~

Teachers in grades pre-kindergarten through five shall provide written notice to the parent/guardian at mid-term of any student not making adequate progress toward grade-level expectations. Teachers are also strongly encouraged to contact the parent/guardian about lack of substantial progress at other times during the year. In addition, conferences with the parent/guardian shall be held at regularly scheduled times during the school year.

Appeals for **grade progress report** changes shall be made utilizing the following process: ~~in grades three through five:~~

- Step 1 The parent/guardian shall contact the teacher to discuss the **grade progress indicator** prior to the end of the next marking period.
- Step 2 In the event the conflict is not resolved, the parent/guardian shall contact the school to arrange a meeting with the teacher and the principal.
- Step 3 The final decision regarding a **grade progress indicator** appeal shall rest with the principal.

**B. Grades Six through Twelve**

A syllabus shall be developed for each course/class offered in grades six through twelve. The syllabus shall be given to students, made available to parents/guardians, and filed with the building principal. It is recommended that the syllabus be shared within the first week of the beginning of a course/class. The syllabus shall include academic/nonacademic expectations:

- Content/lifelong learning standards and benchmarks
- Methods of assessment
- Point distribution
- Board prescribed grading scale
- Course-specific information

The single grade on the report card and/or transcript shall be based on the successful completion of:

- The academic standards and benchmarks associated with the course/class
- The lifelong learning standards and benchmarks associated with the course/class

All standards-based learning experiences shall be weighted appropriately to convey their importance within the course/class. The lifelong learning standards shall be treated as one element of the total grade.

Students submitting work up to ten school days late, without prior approval, may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days, without prior approval, shall not be accepted for credit and shall be recorded with a score of zero (0).

Upon returning to school after an absence, a student has the responsibility, within the number of days equal to the length of the absence or suspension, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility, on the first day he or she returns to the course/class, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension or truancy, unless the work is submitted later than agreed upon deadlines.

Teachers in grades six through twelve shall provide written notice to the parent/guardian of a possible failing grade for a student at each midterm. Teachers are also strongly encouraged to notify the parent/guardian anytime a student is at risk of failing a subject. In addition, conferences with the parent/guardian shall be held at regularly scheduled intervals.

Appeals for grade changes shall be made utilizing the following process in grades six through twelve:

- Step 1 A request by the parent/guardian and/or adult student must be made to the teacher within thirty calendar days after the last day of the grading term.
- Step 2 If no agreement is reached, the parent/guardian and/or adult student must make a written request to the principal for a grade change.
- Step 3 A conference shall be held with the principal/designee, teacher, and the parent/guardian and/or adult student.
- Step 4 If no agreement is reached, a ballot shall be held by a review committee composed of the principal/designee and four certified staff members designated by the principal/designee. One of the four certified staff members shall include a teacher who teaches at the same academic level and in the same content area from another District school. The decision of this committee is final.

C. District-wide Grading Scale for Grades ~~Three~~ **Six** through Twelve

A numerical percentage for each letter grade shall be used District-wide in grades ~~three~~ **six** through twelve. Exceptions to this rule may be allowed in special cases, as approved by the principal. ~~If an elementary student's grade is based on work indicating proficiency at a lower grade level, it must be clearly marked on the report card.~~ Letter grades **for grades six through twelve** shall be based on the following:

- A+ = 98-100%
- A = 93-97%
- A- = 90-92%
- B+ = 86-89%
- B = 83-85%
- B- = 80-82%
- C+ = 76-79%
- C = 73-75%
- C- = 70-72%
- D+ = 66-69%
- D = 63-65%
- D- = 60-62%
- F = 0-59%

Nothing in the District's student progress reporting policy or these procedures is intended to conflict with approved programming for a student with an Individual Education Plan (IEP), a Section 504 plan, or a Limited Language Plan (LLP).

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

**May 27, 2014**

**EDUCATION FOR HOMELESS CHILDREN AND YOUTH GRANT**

**Background**

Children and youth experiencing homelessness face many challenging issues on a daily basis. To alleviate any educational barriers such as school enrollment, attendance or academic achievement, the Wisconsin DPI is committed to the implementation of the McKinney-Vento Homeless Education Assistance Act. This federal act requires school districts to provide services and assistance for homeless students and their families. The Education for Homeless Children and Youth (EHCY) grant program receives an annual grant award from the United States Department of Education (USDE). EHCY grant funds are competitive and discretionary. The EHCY grant program is based on a three-year grant cycle. Grantees strive to enhance the educational experience homeless students receive by successfully implementing at least two academic and six legislative compliance goals. Furthermore, funded districts submit timely reports on the educational and financial administration of their program. Compliance monitoring and evaluation of these reports provide a basis for measuring the success of local McKinney-Vento goals and establish the foundation for future funding. Public school districts, consortia, and CESAs on behalf of districts, have the option to apply for an EHCY program grant.

**District Background**

The Kenosha Unified School District program for homeless children serves over 470 children currently. For the previous two-year cycle of this grant, KUSD received \$60,000 in 2012-2013 and \$45,000 in 2013-2014.

**Recommendation**

This report was presented to the Audit/Budget/Finance Committee at its May 13, 2014, meeting, however, a quorum was not present so no motions were made. It is recommended that the School Board approve the Education for Homeless Children and Youth Grant as presented.

Dr. Joseph Mangi  
Superintendent of Schools

Dr. Sue Savaglio-Jarvis  
Assistant Superintendent of Teaching and Learning

Ms. Susan Valeri  
Director of Special Education/Student Support

Mr. Edward M. Kupka  
Coordinator of Student Support

# Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

Title: Homeless Liaison

Budget Year: 2014-2015

Department: Student Support

Budget Manager: Susan Valeri

## REQUEST

The money received from the state for this grant will be put toward the salary and benefits for a liaison to work with our families who qualify under the McKinney Vento Act.

## RATIONALE/ INSTRUCTIONAL FOCUS

The rules and regulations around the McKinney-Vento Act are required by the state.

## IMPACT

The liaison will assist families with enrollment into our schools, school supplies, and transportation. The grant will not cover the entire cost of the position, the Title I program will cover the rest of the salary and benefits for this position.

## BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$48,427.00
200's	Fringes	\$0.00
300's	Purchased Services	\$0.00
400's	Non-Capital Objects	\$0.00
500's	Capital Objects	\$0.00
		\$0.00
	<b>TOTAL</b>	<b>\$48,427.00</b>

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

## FUNDING SOURCES

Select Funding Sources:

**Kenosha Unified School District  
Kenosha, Wisconsin**

**May 27, 2014**

**ADOPTION OF INSTRUCTIONAL MATERIALS  
FOR SECONDARY MATHEMATICS**

**Background**

The February 14, 2006, board report outlined the implementation of the Holt and McDougal-Littell Mathematic Series at Kenosha Unified School District middle schools and high schools. This curriculum met the Wisconsin Model Academic Standards as required by the state of Wisconsin.

Since the adoption of the curriculum in 2006, much discussion about mathematics instruction has occurred in the United States. Current teaching in mathematics classrooms centers on the procedural teaching of mathematics, instead of the conceptual teaching of mathematics. In the United States many students lack a deep conceptual understanding of how math works, and they are not able to apply mathematical skills or solve complex problems. This is largely because the mathematics curriculum in the United States has been “a mile wide and an inch deep” (leadandlearn.com, 2013). To address this issue, on June 2, 2010, the Common Core State Standards (CCSS) were released to the states and adopted by the state of Wisconsin.

In addition to rigorous standards for mathematics and English/language arts, the CCSS included a component for literacy in all subject areas. Beginning in the 2014-15 school year, students from Kenosha Unified School District will be assessed using The Smarter Balanced Assessment system, which is based on the new standards. Thus, the current Kenosha Unified School District curriculum for mathematics needed to be reviewed so all students would be on a successful path for the 2015 assessment.

During the summer of 2011, the decision was made to offer Algebra 1 for all eighth grade students. To begin the phase-in process, teacher representatives from each school, one middle school principal, and the coordinator of science and mathematics began the work of rearranging the existing sixth and seventh grade curriculum to ensure that all students received prealgebra instruction in seventh grade. The Common Core State Standards for Mathematics (CCSSM) were used to guide this work. It was completed and implemented during the 2011-12 school year.

In order to prepare for the implementation of Algebra 1 for all grade 8 students, a team of grade 8 and grade 9 algebra teachers met during the summer of 2012. These groups provided two sample curriculum guides with pacing based on the CCSSM. In the 2012-13 school year, Algebra 1 was implemented for all eighth grade students.

A variety of resources were provided to supplement the existing curriculum materials. This table is an example of the different materials used by eighth grade teachers during the 2012-13 and 2013-14 school years:

<b>SCHOOL</b>	<b>RESOURCES USED</b>
Bullen Middle School	<ul style="list-style-type: none"> <li>• McDougal Littell Algebra I (traditional textbook, does not include all CCSSM)</li> <li>• Carson Delosa Algebra (practice problems workbook)</li> <li>• Yummy Math (website)</li> <li>• Compass Learning</li> <li>• On-Core activities disk</li> <li>• Self-created materials</li> </ul>
Lance Middle School	<ul style="list-style-type: none"> <li>• McDougal Littell Algebra I (traditional textbook, does not include all CCSSM)</li> <li>• Punch line binders</li> <li>• Kuda software</li> <li>• Math Dude (videos)</li> <li>• Teachers Pay Teachers (purchased materials)</li> <li>• Ideas from Pinterest</li> <li>• Math In Context</li> <li>• iPad apps</li> <li>• Assessment and Learning in Knowledge Spaces (ALEKS)</li> <li>• Self-created materials</li> </ul>
L i n c o l n Middle School	<ul style="list-style-type: none"> <li>• McDougal Littell Algebra I (traditional textbook, does not include all CCSSM)</li> <li>• Punch line practice</li> <li>• Teachers Pay Teachers</li> <li>• ALEKS</li> <li>• iPad apps</li> <li>• Self-created materials</li> </ul>
M a h o n e Middle School	<ul style="list-style-type: none"> <li>• McDougal Littell (traditional textbook, does not include all CCSSM)</li> <li>• Kuda software</li> <li>• On-Core Activities Disk</li> <li>• Math in Context</li> <li>• Self-created</li> <li>• iPad apps</li> <li>• Teachers Pay Teachers</li> </ul>
Wa sh in gt on Middle School	<ul style="list-style-type: none"> <li>• McDougal Little (Red Book)</li> <li>• Pearson Common Core Edition for Algebra I</li> <li>• Punch line practice</li> <li>• Teachers Pay Teachers</li> <li>• ALEKS</li> </ul>



SCHOOL	RESOURCES USED
	<ul style="list-style-type: none"> <li>• iPad apps</li> <li>• Self-created materials</li> </ul>
Kenosha School of Technology Enhanced Curriculum	<ul style="list-style-type: none"> <li>• Math in Context</li> <li>• Navigating through Algebra in grades 6-8</li> <li>• Differentiating Instruction with Menus: Math—Grades 6-8</li> <li>• Station Activities for Mathematics—Grades 6-8</li> </ul>

In summary, this attempt proved to be more complex than originally thought. Not all teachers were involved, and the structures for communicating the intention left some teachers unclear as to the direction of implementation of the CCSSM. It left teachers struggling to find resources, rather than focusing on the instructional shifts necessary for successful implementation.

### **Rationale for Curriculum Update**

- The current curriculum materials, published in 2007 by Holt and McDougal-Littell, are not aligned to the CCSSM.
- Current district curriculum documents need further revision to provide clear guidance for teachers, to avoid communication gaps, and to prevent learning gaps for students.
- Teachers currently have to supplement with resources found on their own in order to meet the requirements of the CCSSM.
- Without a unifying curriculum there will be potential for teachers to get side tracked from the direction of the CCSS.
- Students who transfer between Kenosha schools are not guaranteed to see the same materials or the same type of instruction.
- It is difficult to analyze curriculum gaps when the materials used are so varied.
- The district's current curriculum will not prepare students for the 2015 Smarter Balanced Assessment.
  - The Smarter Balanced Assessment gives students complex problems that must be solved by first reading and understanding the problem deeply and then applying knowledge to provide a solution. The current materials give students problems which require little thinking and application. Too often, they are required only to repeat a skill as demonstrated by a teacher.

- Students must practice reasoning and problem-solving skills in a variety of situations to be comfortable with the questions on the upcoming assessment. The problem solving included in the current materials does not provide the needed depth for students.

### **Mathematics Curriculum Ad Hoc Committee**

As directed by the president of the board of education, a Mathematics Curriculum Ad Hoc Committee was formed in September 2013. A public notice seeking community involvement on the committee was sent to local media outlets on September 9, 2013. All middle school and high school teachers were also invited to participate. The following individuals served as members of the Ad Hoc Committee:

<b>FIRST NAME</b>	<b>LAST NAME</b>	<b>SCHOOL OR COMMUNITY MEMBER</b>
Trent	Barnhardt	Harborside Academy
Sue	Bearrows	Community member
Owen	Berendes	Community member
Spencer	Best	Mahone Middle School
Carla	Bisher	Community member
Jori	Bucko	Lincoln Middle School
Dawn	Burford	Community member
Stacey	Cortez	Lincoln Middle School
Brenda	Dahl	Community member
Julie	Dalka	LakeView Technology Academy
Dan	Eggert	Community member
Hillary	Fioravanti	Lance Middle School
Steve	Germain	Mahone Middle School
Christine	Geyer	Lincoln Middle School
Dawn	Gosse	Lance Middle School
Kathy	Grasty	Community member
Amy	Hand	Bullen Middle School
Shannon	Higgins	Washington Middle School
Chris	Hill	Indian Trail High School and Academy
Jessica	Kachur	Bradford High School
Jakelyn	Karabetsos	Community member
Tracy	Keckler	Lance Middle School
Cathi	McCutchan	Community member
Crystal	Rapinchuk	Dimensions of Learning Academy
Rachel	Rosales	Washington Middle School
Alan	Skripksy	Tremper High School
Mary	Snyder	Board member
Rebecca	Stevens	Board president

<b>FIRST NAME</b>	<b>LAST NAME</b>	<b>SCHOOL OR COMMUNITY MEMBER</b>
JoAnn	Taube	Board vice president
Tanya	Ware	Mahone Middle School
Jennifer	Weinstein	Lincoln Middle School

The following are meeting dates and brief agenda items:

Ad Hoc Committee Meeting No. 1

October 7, 2013

- Reviewed current curriculum in place
- Discussed preparations for math audit
- Reviewed Kenosha Unified School District mathematics achievement data
- Conducted an overview of the CCSSM and instructional shifts
- Reviewed committee schedule and timeline for curriculum review, pilot, and adoption

Ad Hoc Committee Meeting No. 2

October 24, 2013

- Discussed *What's Math Got to Do with It?* by Dr. Jo Boaler
- Identified strengths and weaknesses of current Kenosha Unified School District mathematics program
- Created a philosophy of mathematics education

Ad Hoc Committee Meeting No. 3

January 13, 2014

- Continued to work on philosophy of mathematics education

Presentation of Findings and Recommendations of Math Audit

February 10, 2014

#### Ad Hoc Committee Meeting No. 4

March 3, 2014

- Reviewed philosophical statement
- Reviewed timeline for curriculum review and adoption

#### Ad Hoc Committee Meeting No. 5

April 7, 2014

- Reviewed mathematics programs used by other Wisconsin districts
- Reviewed findings from CK-12 Foundation review
- Conducted walk-through of resource review procedure
- Reviewed summary of resource review results and recommendation of teacher curriculum design team
- Solicited feedback from committee members
- Reviewed next steps in curriculum review and adoption process

Meeting minutes and attendance sheets for each of the committee meetings are attached in Appendix A. Review of mathematics programs used by other Wisconsin districts is attached in Appendix B.

The committee reviewed Kenosha Unified School District mathematics achievement data, key mathematics instructional shifts for the Common Core, and guiding documents from both the National Council of Mathematics and the Wisconsin Department of Public Instruction to guide the development of a philosophy for mathematics education in the district. These guiding documents are attached in Appendix C. The following is the finalized statement that was presented to the ad hoc committee on March 3, 2014:

#### Kenosha Unified School District Philosophy of Mathematics Education

The Kenosha Unified School District believes that all children have the right to learn significant mathematics to prepare them for success in school, college or the workplace and life as a productive citizen of the global economy. Therefore, the district offers a comprehensive mathematics curriculum for 4-year-old kindergarten through twelfth grade that sets high expectations and offers strong support for all students to reach their full potential. Mathematics classrooms must be welcoming places where students feel safe to take risks and learn from their mistakes. To achieve this, educators must create culturally responsive,

inclusive classrooms which specifically acknowledge the presence of culturally and academically diverse students and the need for these students to find relevant connections between themselves, mathematics, and the classroom tasks.

High quality mathematics instruction requires teachers to utilize a variety of instructional strategies and resources to engage students in meaningful tasks. Through these rich and purposely developed mathematical experiences, teachers develop students' skills as both problem solvers and critical thinkers. Students will practice working collectively and reflectively with the skilled guidance of their teachers to advance learning and increase levels of procedural skill and fluency, conceptual understanding, and applications. Through collaboration students will learn to explain and defend their thinking and respectfully critique the reasoning of others. Students will communicate their ideas using the precise language of mathematics, both oral and written. Teachers will use a variety of assessment techniques to guide instruction and determine students' level of mastery of grade-level or course standards. Technology serves as a teaching tool to enhance students' conceptual understanding and support the development of procedural skills and fluency.

Effective communication and collaboration between teachers, administrators, students and families is essential to achieve success for all students. Families are encouraged to communicate the importance of mathematics with their children and collaborate with the teacher and school to ensure mathematical success.

### **Secondary Mathematics Curriculum Audit**

In accordance with the motion passed by the board of education on July 30, 2013, the district contracted with auditors from Curriculum Management Systems, Inc., to perform a detailed audit of the secondary mathematics curriculum. This is the same organization that conducted the district-wide curriculum audit in 2013. Auditors visited the district October 21 through 24, 2013, interviewing district and building administrators, teachers, students, and parents and observing instruction in 82 mathematics classrooms. The auditors also reviewed 114 samples of student work. The findings and recommendations of the audit were presented by lead auditor Dr. Randall Clegg on February 10, 2014.

### **Instructional Materials Review Process**

Based on the recommendations of the math audit, the following timeline was developed by the coordinator of mathematics for the review of instructional materials resources:

Timeline for Curriculum Review and Adoption  
Secondary Mathematics Curriculum 2013-14

- **February 17, 2014**—Contact middle and high school principals for recommendations for Teacher Curriculum Design Teams and Teacher Resource Review Teams.
- **February 25, 2014**—Schedule Teacher Curriculum Design Team meeting for initial review and selection of three programs for deep analysis.
- **February 27, 2014**—Schedule professional learning for Teacher Resource Review Teams on the use of curriculum alignment tools.
- **March 3, 2014**—Schedule an Ad Hoc Committee Meeting to share the final philosophical statement and criteria that will be used by Teacher Curriculum Design Teams to narrow programs for intensive review.
- **March 4 through 6, 2014**—Schedule resource review session No. 1 for Teacher Resource Review Teams.
- **March 11 through 13, 2014**—Schedule resource review session No. 2 for Teacher Resource Review Teams.
- **March 18 through 20, 2014**—Schedule resource review session No. 3 for Teacher Resource Review Teams.
- **April 1, 2014**—Schedule an opportunity for the Teacher Curriculum Design Teams to review the results of the analysis and select the top two resources.
- **April 7, 2014**—Schedule an Ad Hoc Committee Meeting to share the results of the intensive review process and recommendation of the final two programs at each level.
- **April 7 through 17, 2014**—Make samples of resources available for public review and feedback at all middle and high schools and at the Educational Support Center during school/business hours.
- **April 14, 2014**—Schedule presentations by vendors to all Kenosha Unified School District middle school math teachers (open to public).
- **April 15, 2014**—Schedule presentations by vendors to all Kenosha Unified School District high school math teachers (open to public).
- **April 28, 2014**—Schedule an opportunity for the Teacher Curriculum Design Teams to review the teacher and public feedback and select resources to recommend for adoption by board of education.

Two levels of teacher teams were formed to participate in the process. Teacher Curriculum Design Teams consisted of at least one representative from each middle school and each high school. Members of these teams were also a part of the Teacher Resource Review Teams.

Teacher Resource Review Teams consisted of seven members—three teachers with experience at the focus grade level/course, one teacher from a level above, one teacher from a level below, one special education teacher, and one Language Acquisition Program teacher.

Consistent with the recommendations of the math audit, all team members were nominated by their building administrators based on demonstrated excellence in teaching mathematics and a deep knowledge and understanding of the curriculum and underlying standards.

Kenosha Unified School District  
Secondary Mathematics Teacher Resource Review Teams

MIDDLE SCHOOL

<b>GRADE 6</b>	<b>GRADE 7</b>	<b>GRADE 8</b>
Gina Ford, Lance	Dawn Gosse, Lance	Amy Hand*, Bullen
Ronda Coats, Lincoln	Kelly Christensen, Lincoln	Tracey Keckler*, Lance
Jim Landgraf, Mahone	Mary Ernst, Washington	Stacy Cortez*, Lincoln
Rachel Rosales, Washington	Chavelle Bell, Bullen	Jori Bucko*, Lincoln
Roxanne Alexander, Bullen	Annamarie Albright*, Mahone	S h a n n o n H i g g i n s*, Washington
Diane Knudtson, Whittier	C r y s t a l R a p i n c h u k*, Dimensions of Learning	Julie Milligan, Mahone
Ashley Ciskowski, Lincoln	Katie Crimmons, Mahone	Nicole Gamez, Mahone
Luke Landwehr, Lance	Michelle Brean, Lincoln	Diane Vickers, Washington

## HIGH SCHOOL

<b>ALGEBRA I</b>	<b>GEOMETRY</b>	<b>ALGEBRA II</b>
Nicole Lukach, Bradford	Kandi Bowma, Bradford	Scott Steger*, Bradford
Laura Grimes, Indian Trail	Diana Relich, Indian Trail	Julie Dalka*, LakeView
Jackie Yunker, Indian Trail	Sharon Nehring, Indian Trail	Chris Hill, Indian Trail
Lou Rideaux, Tremper	Michael Corcoran, Tremper	Sue Jarmakowicz*, Indian Trail
Kristyn Demuysere*, Reuther	Alan Skripsky*, Tremper	Steve Ekstrom, Tremper
Hillary Fioravanti*, Lance	Don Kauffman, Bradford	Stanley Wilson, Tremper
Colin Zalokar, Tremper	Beverly Keelin, Tremper	Stefanie Hegemann, Indian Trail
Peter Smith, Indian Trail		Karen DuChene, Bradford

\*Member of Teacher Curriculum Design Team

## INITIAL REVIEW

The following curriculum materials were reviewed by the members of the Teacher Curriculum Design Teams on February 25, 2014:

### Middle School

- Big Ideas
- Carnegie Learning
- CK-12 Foundation
- Connected Mathematics Projects
- Digits
- Glencoe Math
- GO Math
- Math Connections
- Math Investigations
- Saxon Math

### High School

- Big Ideas
- Carnegie Learning
- CORE Plus Mathematics
- Discovering Algebra—Geometry
- Glencoe
- Pearson
- Saxon Math

The initial review of the available instructional materials was based on the following criteria:

- Publisher's responses to the following questions (Appendix D):
  - Is this a newly developed textbook/resource or a revision?
  - If it is a revision, what changes have been made and why?
  - What research guided development of the textbook/resource?



- Was the resource field tested before it was finalizing? If so, where, with how many schools, and what types of schools were involved in the field study? What was the demographic makeup of the students involved in the field study?
- What documented impact did the earlier version and the field-tested version have on student achievement?
- What other school districts in Wisconsin are currently using this resource?
- Alignment with the following key elements of the district philosophy for mathematics education:
  - Supports a variety of instructional strategies
  - Provides meaningful tasks to engage students in the learning of mathematics
  - Supports the use of collaborative structures
  - Provides opportunities for students to communicate their ideas—both oral and written
  - Provides a variety of assessment opportunities—both formative and summative
  - Incorporates technology to support learning
  - Provides tools to families to support their children
- Alignment to the publishers' criteria for mathematics

Based on these criteria, the Teacher Curriculum Design Teams selected the following programs to move on to the next level of intensive review:

#### Middle School

- Big Ideas
- Carnegie Learning
- GO Math

#### High School

- Big Ideas
- Carnegie Learning
- Pearson

The rubrics used for the initial review are attached in Appendix E.

## INTENSIVE REVIEW

On February 27, 2014, all members of the Teacher Resource Review Teams gathered for a day of professional learning on the process and criteria that would be used to review each program.

The tools that were used for this intensive reviewing were based upon the Curriculum Materials Analysis Project tools developed by the National Council of Supervisors of Mathematics and recommendation of the math audit.

- Tool 1—Mathematics Content Alignment
  - Content Coverage
  - Balance of Procedural Skills and Conceptual Understanding
  - Context
  - Cognition
- Tool 2—Use of Mathematical Practices
- Tool 3—General Overarching Considerations
  - Equity
  - Assessment
  - Technology

The rubrics used for the intensive review are attached in Appendix F.

Over the course of three weeks, the resource review teams gathered to conduct a thorough analysis of each of the three programs, with the review of each resource taking 12 to 18 hours of work to complete. Following the completion of the intensive review process, the Teacher Curriculum Design Teams convened again on April 1, 2014 to review the data collected and select two programs to move forward to the final level of review. The teams used a Curriculum Materials Analysis Summary sheet to help compare the data from the three programs. (Copies of these forms are attached in Appendix G.)

In order to compare the programs holistically, teams calculated a percentage of elements of each rubric that were scored either high or acceptable. These percentages are depicted in the table below.

### Middle School

	<b>BIG IDEAS</b>	<b>CARNEGIE LEARNING</b>	<b>GO MATH</b>
Content	94%	75%	74%
Balance	86%	74%	59%
Context	86%	60%	45%

	<b>BIG IDEAS</b>	<b>CARNEGIE LEARNING</b>	<b>GO MATH</b>
Cognition	66%	31%	22%
Equity	77%	26%	60%
Assessment	89%	39%	56%
Technology	40%	33%	60%

### High School

	<b>BIG IDEAS</b>	<b>CARNEGIE LEARNING</b>	<b>PEARSON</b>
Content	85%	60%	71%
Balance	67%	67%	55%
Context	45%	56%	40%
Cognition	30%	26%	29%
Equity	31%	33%	49%
Assessment	44%	28%	67%
Technology	33%	13%	67%

Based on these data, the following programs were selected for final review:

#### Middle School

- Big Ideas
- Carnegie Learning

#### High School

- Big Ideas
- Pearson

## **FINAL REVIEW**

From April 7 through 17, 2014, sample copies of the final two selections were available at district middle and high schools and at the Educational Support Center for review and feedback by all district mathematics teachers as well as the community. Information regarding this opportunity for the community to provide feedback was communicated via local media outlets, the district website, and social media. Individuals reviewing the materials were asked to complete a feedback form. The completed forms are attached in Appendix H.

On April 14 and 15, 2014, representatives from each of the publishers were invited to conduct a presentation of their materials for teachers and community members at the Educational Support Center.

The Teacher Curriculum Design Teams gathered for a final time on April 28, 2014, to review the feedback received from teachers and community members and make a final recommendation to administration.

### **Recommendation**

This report was presented to the Curriculum/Program Standing Committee at its May 13, 2014, meeting, however, a quorum was not present so no motions were made. Based on the data collected through an intensive review process and feedback from mathematics teachers and the community, the administration recommends that the School Board approve Big Ideas as the primary instructional resource for both middle school and high school.

#### **LINK TO COMPLETE APPENDICES**

<http://www.kusd.edu/docs/Adoption of Instructional Materials Appendices updated.pdf>

Dr. Joseph Mangi  
Superintendent of Schools

Dr. Sue Savaglio-Jarvis  
Assistant Superintendent of Teaching and Learning

Mrs. Jennifer Lawler  
Coordinator of Mathematics

**Kenosha Unified School District  
Kenosha, Wisconsin**

**May 27, 2014**

**COURSE SEQUENCE PROPOSAL FOR MATHEMATICS  
IN GRADES 6 THROUGH 12**

**Background**

The current secondary mathematics course sequence—in place since the 2011-12 school year—uses an accelerated pathway, which places all students in an Algebra I course in eighth grade. This pathway requires that students master all of the seventh grade mathematics standards as well as most of the eighth grade standards in their seventh grade year, essentially completing two years of mathematics in one year. The Common Core Standards for Mathematics are far more rigorous than the previous Kenosha Unified School District standards that were in place when this change was implemented. In addition, one of the goals of these new standards is to allow teachers and students to focus on fewer topics at each grade level. Consequently, there is little overlap in the concepts and skills taught at each grade level (as was the case with the previous standards). Instead, the standards establish a clear learning progression from grade to grade that is designed to ensure that all students graduate from high school well prepared for college or careers. The proposed sequence acknowledges that while high expectations and rigorous curriculum are important, acceleration in mathematics may not be appropriate for all students. Appendix A describes the proposed sequence and indicates the differences in content between the traditional and accelerated pathways for seventh grade and eighth grade mathematics courses.

**Rationale**

- Based on 2013-14 Third Friday Enrollment, 38 percent of the Kenosha Unified School District ninth grade students are enrolled in Algebra I, repeating the course they took in eighth grade.
- The percentage of students scoring proficient or advanced on the Wisconsin Knowledge and Concepts Examination in eighth grade decreased from 45.8 percent in 2011-12 to 41.8 percent in 2012-13.
- A significant number of students are receiving D and F grades in mathematics, indicating they have not mastered the prerequisite skills to be successful in the next level math course.

<b>MATH COURSES IN GRADES 7, 8, AND 9 PERCENT OF DS AND FS</b>			
	<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
<b>Prealgebra Seventh Grade</b>	15.9%	16.4%	Advanced—5.2% Regular—19.1%
<b>Algebra I Eighth Grade</b>	24.2%	Advanced—8.4% Regular—28.7%	
<b>Ninth Grade Mathematics</b>	Algebra I—42.4% Geometry—24.2% Geometry Honors—12.8%		

Notes: Figures are based on final marks earned, except for grades 7 and 8 in 2013-14. The 2013-14 middle school figures are based on quarter marks because final marks are not earned until year end. See Appendix B for more details.

- Struggle in mathematics negatively impacts students' self-efficacy, which is very important for success in future math courses.
- Readiness for algebra includes the ability to understand abstract mathematical definitions, to work with abstract models and representations, to understand and make connections among mathematical structures, and to make abstract generalizations. Many middle school-aged students are not developmentally ready for this type of work

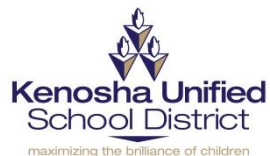
### **Recommendation**

This report was presented to the Curriculum/Program Committee at its May 13, 2014, meeting, however, a quorum was not present so no motions were made. Administration recommends that the School Board approve the grades 6 through 12 math sequence as presented.

Dr. Joseph Mangi  
Superintendent of Schools

Dr. Sue Savaglio-Jarvis  
Assistant Superintendent of Teaching and Learning

Mrs. Jennifer Lawler  
Coordinator of Mathematics



## PROPOSED MIDDLE SCHOOL MATHEMATICS COURSE SEQUENCE

Grade 6	Grade 7	GRADE 8
Middle School Mathematics Course 1	Middle School Mathematics Course 2	Middle School Mathematics Course 3
<u>Major Topics</u> <ul style="list-style-type: none"> <li>• Rates and ratios</li> <li>• Division of rational numbers</li> <li>• Integers</li> <li>• Writing, interpreting, and using expressions and equations</li> <li>• Measures of central tendency</li> </ul>	<u>Major Topics</u> <ul style="list-style-type: none"> <li>• Proportional relationships</li> <li>• Operations with rational numbers</li> <li>• Working with expressions and linear equations</li> <li>• Area, surface area, and volume</li> <li>• Drawing inferences from data and comparing data</li> </ul> <p><i>This course prepares students for Course 3 in eighth grade.</i></p>	<u>Major Topics</u> <ul style="list-style-type: none"> <li>• Solving linear equations and systems of linear equations</li> <li>• Understanding functions and using functions to describe quantitative relationships</li> <li>• Analyzing two- and three-dimensional spaces and figures</li> <li>• Understanding and applying the Pythagorean Theorem</li> <li>• Modeling data with linear equations</li> </ul> <p><i>This course prepares students for Algebra I in ninth grade.</i></p>
	<b>Accelerated Middle School Mathematics</b>	<b>Accelerated Eighth Grade Algebra I</b>
	<u>Major Topics</u> <ul style="list-style-type: none"> <li>• Proportional relationships</li> <li>• Operations with rational numbers</li> <li>• Working with expressions and linear equations</li> <li>• Solving linear equations and systems of linear equations</li> <li>• Understanding functions and using functions to describe quantitative relationships</li> <li>• Area, Surface area, and volume</li> <li>• Analyzing two- and three-dimensional space and figures</li> <li>• Understanding and applying the Pythagorean Theorem</li> <li>• Drawing inferences from data and comparing data</li> <li>• Modeling data with linear equations</li> </ul> <p><i>This course includes content from both seventh and eighth grade mathematics standards to prepare students for Algebra I in eighth grade.</i></p>	<u>Major Topics</u> <ul style="list-style-type: none"> <li>• Writing and solving linear equations and inequalities</li> <li>• Linear functions</li> <li>• Exponential functions</li> <li>• Summarize, represent, and interpret data</li> <li>• Solving systems of equations</li> <li>• Arithmetic operations on polynomials</li> <li>• Quadratic functions</li> </ul> <p><i>This course prepares students for Geometry in ninth grade.</i></p>

## PROPOSED HIGH SCHOOL MATHEMATICS COURSE SEQUENCE

Sequence	Course	Courses	Course	Courses
I	<ul style="list-style-type: none"> <li>Algebra I</li> </ul>	<ul style="list-style-type: none"> <li>Geometry</li> <li>Geometry Honors</li> </ul>	<ul style="list-style-type: none"> <li>Math Applications</li> </ul>	<ul style="list-style-type: none"> <li>Algebra II</li> <li>Algebra II/ Trigonometry Honors</li> </ul>
II	<ul style="list-style-type: none"> <li>Algebra I</li> </ul>	<ul style="list-style-type: none"> <li>Geometry</li> <li>Geometry Honors</li> </ul>	<ul style="list-style-type: none"> <li>Algebra II</li> <li>Algebra II/Trigonometry Honors</li> </ul>	<ul style="list-style-type: none"> <li>Math Analysis</li> <li>Precalculus Honors</li> <li>Trigonometry</li> <li>Probability and Statistics</li> <li>Advanced Placement Statistics</li> </ul>
III	<ul style="list-style-type: none"> <li>Geometry</li> <li>Geometry Honors</li> </ul>	<ul style="list-style-type: none"> <li>Algebra II</li> <li>Algebra II/Trigonometry Honors</li> </ul>	<ul style="list-style-type: none"> <li>Math Analysis</li> <li>Precalculus Honors</li> <li>Trigonometry</li> <li>Probability and Statistics</li> <li>Advanced Placement Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Placement Calculus</li> </ul> <p><i>(Precalculus Honors is a prerequisite.)</i></p> <p>-or-</p> <ul style="list-style-type: none"> <li>Math Analysis</li> <li>Precalculus Honors</li> <li>Trigonometry</li> <li>Probability and Statistics</li> <li>Advanced Placement Statistics</li> </ul>



**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Selected Math Courses in Grades 7, 8, and 9**  
**Number and Percent of Ds and Fs**  
**2011-12, 2012-13, 2013-14**

	D		F		Mark Total
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>
<b>School Year: 2012</b>					
Grade 7					
Pre-algebra 7th Grade	162	9.8%	101	6.1%	1,654
Grade 8					
Algebra 1 8th Grade	37	5.8%	7	1.1%	635
Pre-algebra 8th Grade	127	13.0%	81	8.3%	974
<b>School Year: 2013</b>					
Grade 7					
Pre-algebra 7th Grade	165	10.0%	105	6.4%	1,647
Grade 8					
Algebra 1 8th Grade	255	15.5%	144	8.7%	1,648
<b>School Year: 2014</b>					
Grade 7					
Advanced Pre-Algebra 7th Grade	37	3.9%	12	1.3%	942
Pre-Algebra 7th grade	239	10.6%	190	8.5%	2,248
Grade 8					
Advanced Algebra 1 8th Grade	58	5.2%	36	3.2%	1,125
Algebra 8th Grade	275	13.0%	333	15.7%	2,119
Grade 9					
Algebra 1	108	17.9%	148	24.5%	603
Geometry	103	15.3%	60	8.9%	673
Geometry - Honors	34	10.6%	7	2.2%	322

NOTES: Figures are based on final marks earned except for grades 7 and 8 in 2013-14.

2013-14 middle school figures are based on quarter marks because final marks are not earned until year end.

2013-14 Grade 9 figures are based on final marks earned by Cohort 2017 students only.

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Enrollment in Math Courses**  
**Cohort 2017 Grade 9 Students**  
**(based on 2013-14 3rd Friday Enrollment)**

	Math Course Enrollment*		Cohort 2017 Enrollment
	<u>N</u>	<u>%</u>	<u>N</u>
Algebra 1	657	38.1%	1,726
Geometry	706	40.9%	1,726
Geometry - Honors	319	18.5%	1,726
Other Math Course	64	3.7%	1,726
No Math Course	5	0.3%	1,726

\*NOTE: Figures total to more the 100% due to some students enrolling in more than one math course.

## KENOSHA UNIFIED SCHOOL DISTRICT

May 27, 2014

### **Three-year Information & Technology Plan**

The current Information & Technology Plan is set to expire at the end of the 2013-14 school year. Consistent with DPI expectations, a technology committee spent the past several months revising and updating the plan, with an expected Board adoption of a new three-year plan by June 2014. Although Wisconsin has no formal law or administrative rule requiring a Local Education Agency (LEA) to create/submit a combined Information & Technology Plan for certification, DPI strongly encourages LEAs to continue the process. A certified plan may not currently be needed for certain eRate or federal funding for a particular school or district. DPI developed the following guideline:

*“Wisconsin LEAs should continue to create and implement a plan which continues the convergence of Library Media and Information and Technology programs/services to support district strategic and/or school improvement efforts (e.g. Common Core State Standards, Striving Readers, RtI etc....), enhance student and professional engagement, foster student achievement, and provide infrastructure for the efficient operation of the district. The plan will act as a guide to ensure every child will graduate ready for further education and the workforce.”*

DPI has modified the Information Technology Plan development process, including the use of an improved flowchart and an online monitoring portal. This online collaboration format allows for greater awareness, as well as ease of modification due to a potentially rapidly changing technology landscape. A planning committee reviewed the expiring 2011-14 plan and worked to identify the needs and action steps for the next plan. Current and relevant goals from the existing plan were updated and transferred to the new plan. In the same process, completed goals were removed. After Board approval, the plan will be sent to the DPI for re-certification. The previous plans were adopted by the Board in 2008 and 2011.

The District will support the instructional technology goals contained in the Three-year Information & Technology Plan through the use of existing budgeted district funds, school discretionary funds, and Common School Funds (library). These funds will be directed primarily to upgrading and replacing identified instructional devices and purchasing more mobile technologies, as identified in the district and building level technology needs assessment. The network infrastructure and device capabilities of the district overall will address the educational needs as well as the emerging and increased use of online assessments.

**Goals of the Plan:**

- **Goal 1:** Student Achievement: All students will experience a quality, standards-based technology-infused education that maximizes learning and encourages connectivity, productivity, and efficiency.
- **Goal 2:** Effective Teaching and Learning Practices: The staff will readily access the technology needed to promote skills for effective and efficient enhancement of student learning along with their own personal and professional growth.
- **Goal 3:** Access to Information Resources and Learning Tools: All staff and students will have access to the learning tools and information resources necessary to search, evaluate, analyze, manage, manipulate, communicate, and construct information and knowledge in the teaching and learning environment.
- **Goal 4:** Support Systems and Leadership: The district will promote a shared vision regarding staffing, policies, procedures, communication systems, infrastructure, and resources to ensure that all students reach the highest standards.

**Recommendation:**

This report was presented to the Audit/Budget/Finance Committee at its May 13, 2014, meeting, however, a quorum was not present so no motions were made. Administration recommends that the School Board approve the 2014-2017 Three-year Information & Technology Plan with the intent that the Plan be submitted to the Department of Public Instruction for recertification.

**Link to 2014-2017 Three-year Information & Technology Plan**

<http://www.kusd.edu/docs/KUSD-3-YR-Tech-Plan-051314.pdf>

Dr. Joseph Mangi  
Superintendent of Schools

Mr. Kris Keckler  
Executive Director of Information & Accountability

Ms. Ann Fredriksson  
Coordinator for Instructional Technology & Library Media

Kenosha Unified School District  
Kenosha, Wisconsin

May 27, 2014

**PROPOSED CLASSIFICATION AND COMPENSATION STUDY**

**Background**

The last comprehensive classification and compensation study was conducted over a decade ago. Classification specifications are outdated and need to be made current with regards to Americans with Disabilities Act (ADA) requirements, working environments, essential functions and corresponding knowledge, skills and abilities. Furthermore, over the past year several employees and/or their unit representatives have made requests to the Director of Human Resources to reclassify their positions. Acting upon requests of this nature in piece-meal fashion has most likely disrupted our existing salary relationships and/or existing job hierarchies. Yet, the District is perpetually defining the work it needs to accomplish in order to operate a school system that delivers a better education than neighboring school districts. Inevitably, this has led the District to create new job descriptions that do not necessarily align with past practices. The challenges posed in our current environment are: 1) align the new job descriptions to internal pay and classification structures that are outdated, or 2) deviate from these current structures and throw off alignment and possibly cause employee discord. Personnel-related expenses account for approximately 75% of KUSD's \$292 million budget and therefore cannot be continually ignored.

The district is seeking an independent review of employee classifications and compensation programs for the following employee groups: Secretary/Clerical (SEC), Miscellaneous (MISC) and Administrative/Supervisory/Technical (AST) positions. The Scope of Services we are requesting is as follows:

- The firm will conduct a comprehensive position evaluation/audit of all classifications: evaluate if a functional consolidation of positions and classification is needed in order to consolidate pay plans into a manageable number of pay schedules is appropriate; evaluate and recommend new classifications where appropriate.
- Recommendations as to whether the pay ranges are appropriate for the classes, both internally and externally and whether they are benchmarked to the geographic labor market with which we compete.
- Determination of exempt/non-exempt status per the Fair Labor Standard Act (FLSA) of all positions included within the study, provisions of an action plan and budget estimates for any positions that may move from exempt to non-exempt status or vice-versa.
- Create/develop or revise job descriptions for all classifications. The proposed system should be sufficiently complex to accomplish the mission, but not so complex as to be burdensome.

- Recommendations for implementing any changes to the current compensation strategy.
- Provide an implementation plan that is cost effective, fair and equitable across the board, as well as competitive, with respect to similar sized public and private employers.
- Develop and relate a detailed implementation strategy and cost impact for all proposed recommendations.

The timeline proposed for Crowe Horwath to initiate the classification study is on Monday, June 2, 2014. The proposed end date of the project is Monday, Oct 27, 2014, and implementation of new classifications and compensation plans begin on July 1, 2015.

### **Recommendation**

At the May 13, 2014, joint Audit/Budget/Finance and Personnel/Policy Standing Committee meeting, it was voted to forward the report to the School Board for consideration. Administration recommends School Board approval for Crowe Horwath LLP to conduct a Classification and Compensation Study for the Administrative/Supervisory/Technical, Secretarial/Clerical and Miscellaneous employee groups at a cost of \$85,000 to the School Board as presented.

Dr. Joseph T. Mangi  
Superintendent of Schools

Sheronda Glass  
Executive Director of Business Services

Judy L. Rogers  
Coordinator of Compensation and Benefits

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin  
May 27, 2014

**Open Enrollment Applicants for School Year 2014-2015**

**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 2nd, 2014, and closed on April 30<sup>th</sup>, 2014. Aside from the regular Open Enrollment process, students from a non-resident district may still apply for immediate admittance to another district if he/she meets one of the criteria as noted by the Alternative Open Enrollment Application process.

**Process:**

At the January 28<sup>th</sup>, 2014 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 2014-15. **The School Board affirmed the availability of 32 general education spaces and 5 special education spaces.**

After receiving applications from the state's Open Enrollment Applications Log (OPAL) the Offices of Educational Accountability, Elementary School Leadership, Secondary School Leadership, Teaching and Learning – Special Education/Student Support and Early Childhood met on April 29<sup>th</sup>, 2014 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.

On May 7<sup>th</sup>, 2014, a lottery meeting was conducted in the Office of Educational Accountability to assign petitioning students to available District spaces. A representative from the Human Resources Department served as the “unbiased” witness to the student assignment process and drew lots during the lottery proceeding.

With the close of this year's open enrollment application window by DPI on April 30<sup>th</sup>, 2014, 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 is 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.

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 6<sup>th</sup>, 2014. 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 13<sup>th</sup>, 2014. 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 2014-15 school year by June 27<sup>th</sup>, 2014.

**Summary Statistics:**

Two hundred seventy four (**274**) 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	14
Kindergarten	45
1	17
2	20
3	18
4	19
5	16
6	31
7	21
8	14
9	28
10	11
11	14
12	6
<b>Total</b>	<b>274</b>



One hundred seven (**107**) 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**

<b>Grade Level</b>	<b>Number of Students</b>
Pre- Kindergarten	6
Kindergarten	12
1	7
2	7
3	6
4	5
5	9
6	12
7	4
8	7
9	11
10	6
11	9
12	6
<b>Total</b>	<b>107</b>

The following table provides an administrative listing of the applicants recommended for approval and denial by grade level for School Year 2014-15.

**Administrative Recommendation on Non-resident Applicants**

<b>Grade Level</b>	<b>Approval Recommended (Regular / SPED)</b>		<b>Denial Recommended (Regular / SPED)</b>		<b>Total Number of Students (Regular / SPED)</b>	
Pre - Kindergarten	3	0	2	1	5	1
Kindergarten	4	0	7	1	11	1
1	3	2	2	0	5	2
2	1	0	6	0	7	0
3	1	1	3	1	4	2
4	1	0	4	0	5	0
5	1	0	6	2	7	2
6	6	0	5	1	11	1
7	1	1	2	0	3	1
8	0	0	5	2	5	2
9	6	0	5	0	11	0
10	1	0	5	0	6	0
11	0	0	9	0	9	0
12	3	0	2	1	5	1
<i>Category Totals</i>	31	4	63	9	94	13
<b>DISTRICT TOTALS</b>	<b>35</b>		<b>72</b>		<b>107</b>	

**Administration Recommendation:**

Administration recommends **approval** of applicants identified as numbers (3,11,16,19,22,24,26,27,30,34,36,37,39,46,47,52,54,56,61,67,70,71,72,74,80,84,89,90,91,92,95,98,103,106,107) due to available space at the grade level or school requested.

Administration recommends **denial** of applicants identified as numbers (1,2,4,5,6,7,8,9,10,12,13,14,15,17,18,20,21,23,25,28,29,31,32,33,35,38,40,41,42,43,44,45,48,49,50,51,53,55,57,58,59,60,62,63,64,65,66,68,69,73,75,76,77,78,79,81,82,83,85,86,87,88,93,94,96,97,99,100,101,102,104,105) due to overcapacity at the grade level or school requested and/or expulsion or habitual truancy in the current or preceding two years.

Dr. Joseph Mangi  
Superintendent of Schools

Kristopher Keckler  
Executive Director  
of Information & Accountability

Dr. Floyd Williams Jr.  
Assistant Superintendent  
of Elementary School Leadership

Dr. Beth Ormseth  
Interim Assistant Superintendent  
of Secondary School Leadership

Susan Valeri  
Director of Special Education  
and Student Support

Belinda Grantham  
Director of Early Education Programs

Renee Blise  
Research Coordinator



May 27, 2014

### DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Georgia and J.D. Owens donated \$2,652.80 to the Tremper Baseball program. The donation is to be used to purchase a flag pole at Andy Smith Field.
2. Aiello Family Dental donated \$1,000.00 to the Bradford Theatre Department. The donation is to be used for the International Thespian Festival.
3. Josten's Yearbook donated a camera and accessories to the LakeView Yearbook class. The value of this donation is \$600.00.
4. InSinkErator Division Emerson Electric donated \$250.00 to the Bradford Theatre Department. The donation is to be used for the International Thespian Festival.
5. Piasecki Althaus Funeral Home donated \$250.00 to the Bradford Theatre Department. The donation is to be used for the International Thespian Festival.
6. Uline donated \$50.00 to the Bradford Theatre Department. The donation is to be used for the International Thespian Festival.
7. Derango of Kenosha donated \$50.00 to the Bradford Theatre Department. The donation is to be used for the International Thespian Festival.

### 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. Joseph Mangi  
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

May 27, 2014

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

**May**

- May 13, 2014 – Standing Committee Meetings – 5:30 p.m. in ESC Board Room
- May 26, 2014 – Memorial Day – Schools/Departments Closed
- May 27, 2014 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room

**June**

- June 10, 2014 – Standing Committee Meetings – 5:30 p.m. in ESC Board Room
- June 12, 2014 – Last Day of School for Students
- June 13, 2014 – Staff Workday
- June 24, 2014 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room

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