



REGULAR MONTHLY BOARD MEETING

**January 23, 2007
7:00 P.M.**

**Whittier Elementary School
8542 Cooper Road
Pleasant Prairie, Wisconsin**



KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING

Whittier Elementary School

January 23, 2007

7:00 P.M.

AGENDA

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
 - Festival of Arts and Flowers Award Winners
- IV. Whittier Elementary School Presentation
- V. Administrative and Supervisory Appointments
- VI. Introduction and Comments by Student Ambassador
- VII. Legislative Report
- VIII. Views and Comments by the Public
- IX. Response and Comments by the Board of Education
- X. Remarks by the President
- XI. Superintendent's Report
- XII. Consent Agenda
 - A. Consent/Approve Waiver of Policy 1330 -
Use of District Facilities..... Pages 1-3
 - B. Consent/Approve Proposed 2007-08 Capital
Projects Plan Pages 4-18
 - C. Consent/Approve Donations to the District..... Page 19
 - D. Consent/Approve Recommendations
Concerning Appointments,
Leaves of Absence,
Retirements and Resignations..... Page 20

SCHOOL BOARD AGENDA

Page 2

January 23, 2007

- XII. Consent Agenda – Continued
 - E. Consent/Approve Minutes of 12/11/06 and 1/9/07 Special Meetings, 12/11/06 Executive Session, 12/19/06 and 1/6/07 Special Meetings and Executive Sessions and 12/19/06 Regular Meeting..... Pages 21-34
 - F. Consent/Approve Summary of Receipts, Wire Transfers and Check Registers..... Pages 35-36
- XIII. Old Business
 - A. Discussion/Action 2006 Summer School Report Pages 37-77
 - B. Discussion/Action 2007-08 Preliminary Staffing Allocations Pages 78-79
 - C. Discussion/Action Resolution No. 281 - Resolution Regarding School Finance..... Pages 80-81
 - D. Discussion Student Uniforms/Dress Code Pages 82-94
- XIV. New Business
 - A. Discussion/Action Approval of Administrative Supervisory, and Technical Employee Contracts..... Pages 95-97
- XV. Other Business as Permitted by Law
- XVI. Tentative Schedule of Reports, Events and Legal Deadlines For School Board (January-February) Page 98
- XVII. Predetermined Time and Date of Adjourned Meeting, If Necessary

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 23, 2007

WAIVER OF POLICY 1330
USE OF SCHOOL DISTRICT FACILITIES

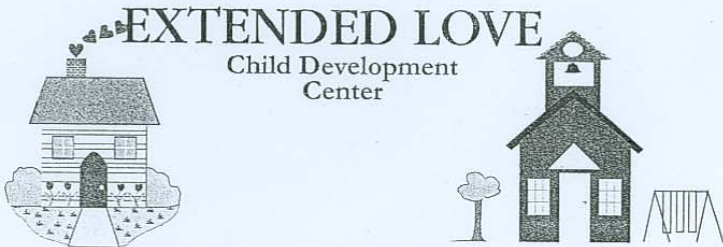
The Superintendent is in receipt of a letter from Ms. Ann Rhey, Director/Owner of Extended Love Child Development Center requesting a waiver of user fees for use of District facilities. Specifically, she is requesting a waiver of fees for use of Mahone Middle School and Pleasant Prairie Elementary School once each year in exchange for use of the Child Development Center's employee break room by KUSD personnel who provide therapy services to District students several times weekly.

Board Policy 1330.2, Charges for Use of School District Facilities defines requirements for outside groups to use school district facilities. Specifically, Policy 1330.2 states that, "...the Board retains the right to waive or adjust any fees associated with use of District facilities."

RECOMMENDATIONS

At its January 9, 2007 meeting the Audit/Budget/Finance Standing Committee approved a motion to recommend that the full Board approve the request for waiver of rental fees for use of Mahone Middle School and Pleasant Prairie Elementary School by Extended Love Child Development Center on two occasions annually with the stipulation that the locations are available and no additional custodial staff is necessary.

Dr. R. Scott Pierce
Superintendent of Schools



"An extension of love from home to school"
Serving Ages 6 weeks through 10 years

9191 - 80th Str
Pleasant Prairie, WI 531
262-697-93
elcdc@hotmail.c

Charlotte M. Sepanski - Owner/Dire
Ann M. Rhey - Owner/Dire

November 13, 2006

Kenosha Unified School District No. 1
Attn: Dr. R. Scott Pierce
Superintendent of KUSD
3600 - 52nd Street
Kenosha, WI 53144

RECEIVED

NOV 15 2006

SUPERINTENDENT
OF SCHOOLS

Dear Dr. Pierce:

I have enclosed a copy of the letter written to the Finance Department on July 26, 2006 for your review.

I spoke with Eileen Coss after her department received this letter and she told me that the protocol was to contact you in regards to this matter.

I want to stress that it is not a huge financial burden to use pay for our services at the KUSD; but wanted to inform you of the crossing of services between KUSD and ELCDC and wondered if we could reach some kind of agreement between the two.

We only use the KUSD twice during our pre-school year; one time we use Pleasant Prairie for our pre-k graduation and one time at Mahone MS for our Holiday Sing-A-Long. Both buildings are in use for approximately 4 hours.

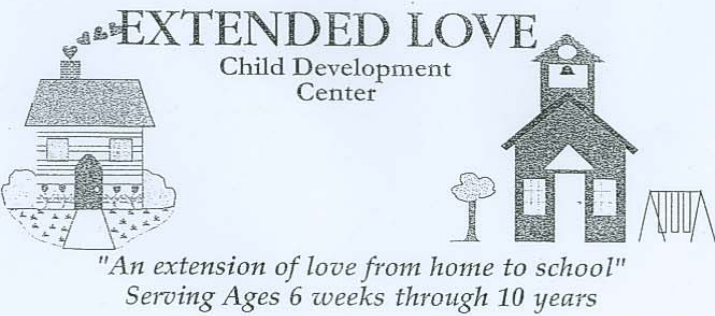
If you want to discuss this in person, or over the phone, please feel free to contact me.

I appreciate your taking the time to look over this situation and look forward to continuing our relationship with the Kenosha Unified School District.

Sincerely,

Ann M. Rhey
Director/Owner
ELCDC

File



9191 - 80th Street
Pleasant Prairie, WI 531
262-697-93
elcdc@hotmail.co

Charlotte M. Sepanski - Owner/Dire
Ann M. Rhey - Owner/Dire

July 26, 2006

Kenosha Unified School District No. 1
Finance Department
3600 52nd Street
Kenosha, WI 53144

To Whom It May Concern:

I am the director of Extended Love Child Development Center. Each year two of the KUSD EC Speech Therapists use our building to work with early age children. We have been working together for the past several years and have a very comfortable relationship. Julie Bending and Lisa Zanin from the KUSD use our employee break room as a therapy room several days a week to work with families needing the Unified's services. This past year, they even use the room for therapy with kids that didn't attend our center because of it's convenient location.

This therapy is between my clients and the KUSD. We are just trying to provide a convenience to the parents and to the KUSD. We do not charge any kind of rent or expect any payment for the use of our building, energy, copy machine, or telephone privileges.

I am, however, requesting that maybe we could reach some kind of agreement with the district in regards to the two times a year we utilize the buildings of the district for programs for our clients. Each December we rent Mahone Middle School for a Holiday Sing-A-Long and each May we rent Pleasant Prairie Elementary for a graduation ceremony for our Pre-K children. Is it possible we can swap services? I have included the bill for the graduation with this letter. I have also included a check to cover the fees charged by the district, but I thought it might be an appropriate time to discuss a negotiation in regards to your using our building and EL using your building.

If someone could please contact me in regards to this issue, I would certainly appreciate it. I am available Monday through Friday 8:30 to 4:30.

Sincerely,

Ann M. Rhey

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 23, 2007

PROPOSED 2007-08 CAPITAL PROJECT PLAN

Background:

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1st of each year. This report includes the proposed major maintenance and energy savings projects plans for 2007-08 along with a summary of the projects being funded through the Food Service Fund 50.

The overall major maintenance plan is updated on a regular basis with annual evaluations of each project on the list by the Facilities Department with input from principals and head custodians. This plan includes "place marks" for annual-type projects, which include roof, boiler, asphalt/concrete, and carpet replacements. Each project is prioritized by the Facilities Department based on the priority system detailed in the Board Policy. As a reminder, the highest priority projects are 1A followed by 2A, 1B, and 2B. Capacity related projects required to meet the growing enrollment take precedence over all projects except 1A projects. This report also includes the capacity projects for the 2007-08 school year as required by Board Policy 7210.

The 2007-08 major maintenance plan, energy saving project plan, and Fund 50 project summary are provided as Attachment 1 to this report. The plans are a continuation of the overall major maintenance plan initiated six and a half years ago, and the energy savings project program started five years ago. The major maintenance plan includes a proposed contingency of \$48,000 or 2.74% of the overall budget. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 2.00% to 4.25% over the past seven years.

This report also includes a projected five-year major maintenance plan, which is Attachment 2 to this report. Years two through five of the five-year plan are provided primarily as an informational item for the Board and for the schools to get a better idea as to when key projects most likely will occur. Obviously, there is less certainty with each year projected out due to all of the unknowns that may affect this plan including budget, aging rates of buildings and equipment, regulatory issues, etc.

Administration Recommendation:

At its January 9, 2007 meeting, the Planning, Facilities and Equipment Committee unanimously recommended approval of the proposed 2007-08 Capital Project Plan. Administration recommends Board approval of the proposed 2007-08 Capital Project Plan as stated in this report.

Dr. R. Scott Pierce
Superintendent of Schools

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

Mr. John E. Setter, AIA
Project Architect

PROPOSED 2007-08 MAJOR MAINTENANCE, ENERGY SAVING, AND FOOD SERVICE PROJECT SUMMARIES

Major Maintenance Plan

Capacity Projects

The completion of the new Charles Nash Elementary School and the addition to Prairie Lane Elementary School and the associated boundary change will address the elementary space needs for the coming year. In addition, enrollment projections indicate that capacity-related projects are not needed at any of the middle schools. The capacity-related project plan for the coming year is:

- Approximately \$50,000 for new furniture, primarily student desks and chairs, to handle the enrollment growth
- Approximately \$215,000 to relocate the two portable units from Jefferson and Pleasant Prairie Elementary Schools to Bradford High School.

Overall, a budget of \$265,000 is being reserved for capacity projects, which is in line with what has been spent in the past.

HVAC Related Projects and Major Repairs

This will be the first year since 2000 where the District will not need to replace boilers at a school. Instead, we plan on installation of a new HVAC controls system at Bullen Middle School. In the mid 1990's the District embarked on a significant program to install digital control systems to manage the pneumatic controls at our schools. All of the high schools, middle schools and larger elementary schools were completed with the exception of Bullen Middle School. The project at Bullen is long over due and will provide benefit in energy efficiency, student and staff comfort, and more efficient operation of mechanical equipment. The total estimated cost for this project is \$100,000.

Roof Replacements and Major Repairs

This is an annual-type project to replace the oldest and most troublesome roofs in the District. The roof sections in need of replacement or major repair are as determined by the comprehensive roof assessment program that the District initiated six years ago. The roof sections that will be replaced or repaired in 2006-07 are at Bradford High School, Reuther Central High School, Vernon Elementary School, and the Chavez Early Learning Station. The estimated cost is \$350,000 for engineering and survey fees, roofing replacement, and other repair work that will be determined after the spring surveys are completed.

In regards to the roof replacement work at Chavez, the District has a lease to own contract and we will work with the building owner to obtain necessary approvals to implement this project. This is work that staff recommended be completed when the conversion took place a few years ago, but funds were not available at that time. The roof needs can no longer be ignored and must be taken care of this coming summer.

Building Exterior Wall Major Maintenance

Two years ago, we initiated a long needed inspection program of the exterior envelop of our buildings to supplement the roof inspection program. The exterior walls of all of our buildings have been inspected, a comprehensive database has been developed, and project needs have been identified. We began implementing exterior wall projects through this plan last year, and will continue on an annual basis. The projects planned for this summer are the completion of the replacement of the single-pane windows at Curtis Strange Elementary School, tuckpointing the greenhouse building at Reuther Central High School, and a continuation of a major project to replace flashing and perform tuck pointing at Tremper High School. The work needed at Tremper is extensive and will be done over several years. The estimated cost for these projects is \$215,000. The overall budget for this project and the roof replacement project will be managed as one project with a budget of \$565,000.

Asphalt/Concrete Replacement/Repair

This is an annual-type project to replace the asphalt and concrete in the poorest condition. We are proposing two projects this year; the first is a major reconstruction and replacement of the parking lot at McKinley Middle School, and the second is the replacement of the asphalt entry area and curb leading to the main activities entrance with concrete at Tremper High School including proper drainage. The Tremper project is recommended to coincide with the new concrete outside of the addition. There will be considerable cost savings by performing this work at the same time the new sidewalk areas are poured. The estimated cost for the overall asphalt/concrete project is \$210,000.

Replace Exterior Doors

This project would continue the efforts to replace old wooden or steel doors throughout the District. Specifically the doors to be replaced this year would be at McKinley Middle School, which would be the second and final year of door replacment there. The estimated cost of this project is \$30,000.

Flooring Projects

There are several types of flooring projects that can exist in a year including carpet removal and replacement with VCT, asbestos abatement and replacement with VCT, carpet replacement, VCT replacement, wood floor refinishing, etc. This year we are proposing refinishing the wood gymnasium floor at Tremper

High School, performing asbestos abatement at one half of Vernon Elementary School, and replacement of the rubber aisle runners in the Bullen Middle School auditorium. As part of the Tremper gymnasium project, we will also be removing the old wooden gym divider. The gym divider is a maintenance nightmare and causes regular problems due to its failure. With the new gymnasium addition and the four basketball courts all separated by curtains eliminating the need for a divider in the existing gym. Removal of the divider has been agreed upon by the coaches and physical education teachers at Tremper along with the Principal and District Athletic Director. The estimated cost of the flooring projects is \$153,000.

High School Athletic Field Irrigation Systems

At their August 23, 2005 meeting, the School Board approved a plan to install irrigation systems at athletic fields at Bradford and Tremper High Schools over the course of several years starting with the two soccer fields at Tremper High School last year. This year, we intend on starting at Bradford High School installing a system that will initially serve the baseball and softball fields. Similar to the system installed at Tremper last year, the equipment will be sized to eventually irrigate all of the athletic fields as money is allocated each year. The estimated cost of the work this year is \$50,000, which will fund the major equipment and the materials needed to irrigate the first two fields.

Security Projects

Three years ago the Board approved a plan that would allocate \$50,000 of the major maintenance budget each year for security upgrades in our schools. These upgrades include projects such as the following:

1. The installation of automatic card readers at selected points of entry to the schools with compatible systems to those installed at Mahone Middle School and Edward Bain School of Language and Art. This will allow for regulation of access to the schools by personnel and to help maintain accountability for those persons present in the schools.
2. Re-key the District to conform to the Best key lock system already in place at several schools. By going to one key system, this will reduce the number of superfluous perimeter keys held by personnel that do not require outside access to the buildings. This will reduce the vulnerability to intrusion.
3. Install perimeter cameras around District locations. By doing so, the District will be able to protect employees and students while on the premises by recording outside activities. This will also lead to a decrease in the amount of unsolicited traffic and vandalism that occurs more prolifically at certain District locations.

Bullen Middle School Auditorium Painting

Outside of the lower 8 feet, the walls of the Bullen auditorium have not been painted since the school was built in 1969. This project will not only repaint the

walls but also remove the ceiling tiles mounted on the walls in an attempt for sound absorption and replace them with effective sound absorption panels. The estimated cost of this project is \$18,000.

Replace Toilet Partitions at Washington Middle School

This project would replace toilet partitions in the boy's locker room at Washington Middle School with our District-standard solid-core plastic partitions. The estimated cost for this project is \$8,500.

Install Check Valves in Water Mains at Bradford High School:

During the athletic addition project, the Kenosha Water Utility informed the District of a shortcoming in the water main piping at Bradford High School. Check valves were never installed in the multiple water connections Bradford has to the City water main under 39th Avenue creating the potential for a number of flow problems. The Bradford system does not meet the City standard. The Water Utility granted the District a one-year extension to correct this problem, so that we could adequately plan and budget for the project. The estimated cost for this project is \$35,000.

Access Bridge to North Fields at Bradford High School:

This past year, the Board agreed to spend \$30,000 a year for two years to develop athletic fields on the north side of the ravine at Bradford High School in order to separate the football fields and the baseball and softball fields. This past fall, we graded and developed the fields and this year we will be constructing a "bridge" to cross the ravine. We will also be working towards providing water and storage on the north side of the ravine.

Cafeteria Remodel at Bradford High School:

As part of the Food Service Department plan to improve food delivery service is an expansion to the cafeteria at Bradford. A design is underway to expand the cafeteria to the east using money budgeted in Fund 50. This addition will increase the existing 5,226 square foot cafeteria by 2,828 square feet to a total of just over 8,000 square feet. The project is estimated to cost approximately \$465,000 and be funded as mentioned earlier by Fund 50. At the same time this project takes place, it makes sense to renovate the existing cafeteria using major maintenance funds. The ceiling and ductwork will be painted, floor tile will be replaced, and the electrical service will be replaced as part of the upgrade. The estimated cost for the renovation work is \$75,000.

Office Renovations at Bradford High School:

The last of the projects at Bradford this year is related to an initiative started by the school this past year to improve the office operations to better serve the students and families at Bradford. The office functions are spread throughout the

building and have many limitations from a service, security, and efficiency purpose. The school and the Executive Director of School Leadership Office have reserved funds to facilitate the improvements in conjunction with major maintenance money that would renovate maintenance issues such as asbestos flooring, ceiling replacements, lighting upgrades, etc. The overall project will correct many shortcomings while resolving several maintenance problems, a true win-win for the school. The estimated cost of the project is \$100,000.

Simmons Field Renovation:

As part of the negotiations with the City of Kenosha for the acquisition of the Brass site, KUSD entered into a long-term lease to operate Simmons Field with the intent of subleasing that facility to a local non-profit group. During discussions with the City and the various representatives of the non-profit group, it was decided that KUSD and the City of Kenosha would each designate up to \$12,500 towards the renovation of the infield and the installation of an irrigation system. It is expected that the cost of the project will exceed \$25,000, so the non-profit group will be responsible for the remainder of the cost.

Energy Saving Projects

Lighting Projects

The planned lighting replacement projects for this year would be the gymnasiums at Grewenow, Roosevelt and Stocker Elementary Schools, the gymnasium at Washington Middle School, and the multipurpose room at Grewenow. The estimated cost for this project is \$50,000 and would be funded from energy savings from previous year projects.

Steam Trap Replacement Project

The planned steam trap replacements would be at Grant and Jefferson Elementary Schools, which are the highest priority projects in our steam trap replacement plan. The estimated cost for this project is \$20,000 and it will also be funded by energy savings.

MAJOR MAINTENANCE FIVE YEAR PLAN
January, 2006 - 2010

SCHOOL	PROJECT TITLE	PRIORITY	CATEGORY	PROJECT ID	COST	TOTAL
2004-05 Variance						
Bradford HS	Repaint Pool	2A	Flooring/Asbestos	1021	\$25,000	\$25,000
Lincoln ES	Reskin Chalkboards	2A	Other Carpentry	602	\$15,000	\$40,000
Whittier ES	Reskin Chalkboards	2A	Other Carpentry	614	\$25,000	\$65,000
Reuther HS	Refinish Classroom Wood Floors	2A	Flooring/Asbestos	892	\$70,000	\$135,000
Johnson Controls Grant						
Bullen MS	Install Energy Management System	2B	EMS, Electronics	154	\$100,000	\$100,000
Energy Saving Project Funding						
Various Elem	Gym Lighting (Materials Only)					
Lance	Gym Lighting					
Various	Hallway Lighting Control					
Various	Ventilation Rates in Large Spaces					
Various	Lighting Control					
Various	Replace Old Univents					
Various	AHU Refurbishment					
Various	Install HVAC Controls					

MAJOR MAINTENANCE FIVE YEAR PLAN
January, 2006 - 2010

SCHOOL	PROJECT TITLE	PRIORITY	CATEGORY	PROJECT ID	COST	TOTAL
2005-06						
District Wide	Capacity Projects	6A	Capacity	879	\$200,000	\$200,000
District Wide	Boiler Replacements and Major Repairs - Prairie Lane	2A	Heating	959	\$270,000	\$470,000
District Wide	Roof Repl. and Major Repairs - BHS, Jeffery, Harvey	2A	Roofs	960	\$420,000	\$890,000
District Wide	Asphalt/Concrete Replacement/Repair - Roosevelt	2A	Asphalt/Concrete	656	\$100,000	\$990,000
District Wide	Replace Exterior Doors	2A	Ext Walls/Doors	753	\$50,000	\$1,040,000
ESC	Rake & Caulk Joints, Patch and Recoat Building	2A	Exterior Walls/Doors	1044	\$66,000	\$1,106,000
Bradford HS	Replace Auditorium Lighting Patch Panel	2A	Electrical	1033	\$80,000	\$1,186,000
	Flooring Projects				\$120,000	\$1,306,000
McKinley MS	Refinish Classroom Wood Floors	2A	Flooring/Asbestos	630		
Reuther HS	Refinish Cafeteria Wood Floors	2A	Flooring/Asbestos	726		
Reuther HS	Refinish Classroom Wood Floors (Remainder)	2A	Flooring/Asbestos	892		
District Wide	Carpet Replacement with Tile/Asbestos Abatement	2A	Flooring/Asbestos	961		
Bradford HS	Replace Fieldhouse Floor	2A	Flooring/Asbestos	81	\$335,000	\$1,641,000
McKinley MS	Replace Clock/Bell System	2B	EMS, Electronics	977	\$10,000	\$1,651,000
District Wide	Security	7A	Security	xxx	\$50,000	\$1,701,000
District Wide	Contingency				\$49,000	\$1,750,000

MAJOR MAINTENANCE FIVE YEAR PLAN
January, 2006 - 2010

SCHOOL	PROJECT TITLE	PRIORITY	CATEGORY	PROJECT ID	COST	TOTAL
2006-07 summer 06						
District Wide	Capacity Projects	6A	Capacity	879	\$300,000	\$300,000
District Wide	Boiler Repl and Major Repairs - McKinley ES, Jeff Annex	2A	Heating	959	\$220,000	\$520,000
District Wide	Roof Replacements and Major Repairs	2A	Roofs	960	\$475,000	\$995,000
District Wide	Asphalt/Concrete Replacement/Repair - Jeff Annex, Bradford steps	2A	Asphalt/Concrete	656	\$150,000	\$1,145,000
District Wide	Replace Exterior Doors	2A	Ext Walls/Doors	753	\$50,000	\$1,195,000
	Flooring Projects:				\$170,000	\$1,365,000
District Wide	Carpet Replacement with Tile/Asbestos Abatement	2A	Flooring/Asbestos	961	\$100,000	
Roosevelt ES	Refinish Classroom Wood Floors	2A	Flooring/Asbestos	869	\$35,000	
Tremper HS	Refinish Fieldhouse Floor	2B	Flooring/Asbestos	973	\$25,000	
Tremper HS	New Tile in Library Hallway	2B	Flooring/Asbestos	1003	\$10,000	
McKinley MS	Replace Ext. Glass Doord with Metal by Gymnasium	2B	Ext Walls/Doors	975	\$5,000	\$1,370,000
Strange	Window Replacement	2B	Ext Walls/Doors	1042	?	?
Lincoln MS	Replace Gym Ceiling	2B	Int. Doors,Ceilings	190	\$45,000	\$1,415,000
Jeffery ES	Replace Gym Ceiling	2B	Int. Doors,Ceilings	401	\$20,000	\$1,435,000
Bradford HS	Install Ceramic Tile in Shower Rooms	2B	Int. Doors,Ceilings	72	\$25,000	\$1,460,000
McKinley MS	Replace Interior Auditorium Doors	2B	Int. Doors,Ceilings	884	\$15,000	\$1,475,000
Lance MS	Replace Boys Locker Room Lockers	2B	Int. Doors,Ceilings	619	\$40,000	\$1,515,000
Bullen MS	Replace Boys Locker Room Lockers	2B	Int. Doors,Ceilings	972	\$40,000	\$1,555,000
Frank El.	Playground Grass Area Reconstruction	2B	Other		\$25,000	\$1,580,000
District Wide	Security	7A	Security	xxx	\$50,000	\$1,630,000
District Wide	Contingency				\$95,000	\$1,725,000

MAJOR MAINTENANCE FIVE YEAR PLAN
January, 2006 - 2010

SCHOOL	PROJECT TITLE	PRIORITY	CATEGORY	PROJECT ID	COST	TOTAL
2007-08 summer 07						
District Wide	Capacity Projects Portable classrooms at Bradford	6A	Capacity	879	\$300,000	\$300,000
District Wide	Boiler Replacements and Major Repairs - McKinley Elem.	2A	Heating	959	\$580,000	\$880,000
District Wide	Roof Replacements and Major Wall Repairs	2A	Roofs	960	\$475,000	\$1,355,000
	Roofing Projects				\$375,000	
	Wall Projects				\$100,000	
District Wide	Asphalt/Concrete Replacement/Repair - McK MS Parking	2A	Asphalt/Concrete	656	\$100,000	\$1,455,000
District Wide	Replace Exterior Doors	2A	Ext Walls/Doors	753	\$25,000	\$1,480,000
District Wide	Carpet Replacement with Tile/Asbestos Abatement / Wood Flooring	2A	Flooring/Asbestos	961	\$100,000	\$1,580,000
District Wide	Locker Painting	2B	Other	858	\$15,000	\$1,595,000
High Schools	Irrigation	2B	Other	686	\$50,000	\$1,645,000
District Wide	Security	7A	Security	xxx	\$50,000	\$1,695,000
Tremper	Refinish Gym Floor				\$25,000	\$1,720,000
District Wide	Contingency				\$30,000	\$1,750,000

MAJOR MAINTENANCE FIVE YEAR PLAN
January, 2006 - 2010

SCHOOL	PROJECT TITLE	PRIORITY	CATEGORY	PROJECT ID	COST	TOTAL
2008-09 summer 08						
District Wide	Capacity Projects	6A	Capacity	879	\$100,000	\$100,000
District Wide	Boiler Replacements and Major Repairs	2A	Heating	959	\$0	\$100,000
District Wide	Roof Replacements and Major Wall Repairs	2A	Roofs	960	\$1,000,000	\$1,100,000
	Roofing Projects				\$500,000	
	Wall Projects				\$500,000	
District Wide	Asphalt/Concrete Replacement/Repair - forest park	2A	Asphalt/Concrete	656	\$150,000	\$1,250,000
District Wide	Replace Exterior Doors	2A	Ext Walls/Doors	753	\$50,000	\$1,300,000
District Wide	Carpet Replacement with Tile/Asbestos Abatement / Wood Floors	2A	Flooring/Asbestos	961	\$100,000	\$1,400,000
District Wide	Exterior Window Panels Project	2B	Ext Walls/Doors	428	\$0	\$1,400,000
MS School	Boy's Locker Replacements Lance and Bullen	2B	Int Walls/Doors	1043	\$110,000	\$1,510,000
District Wide	Locker Painting	2B	Other	858	\$40,000	\$1,550,000
High Schools	Irrigation	2B	Other	686	\$50,000	\$1,600,000
Lincoln MS	Ceiling Replacement	1C		989	\$45,000	\$1,645,000
District Wide	Security	7A	Security	xxx	\$50,000	\$1,695,000
District Wide	Contingency				\$55,000	\$1,750,000

MAJOR MAINTENANCE FIVE YEAR PLAN
January, 2006 - 2010

SCHOOL	PROJECT TITLE	PRIORITY	CATEGORY	PROJECT ID	COST	TOTAL
2009-10 summer 09						
District Wide	Capacity Projects	6A	Capacity	879	\$100,000	\$100,000
District Wide	Boiler Replacements and Major Repairs - Bradford	2A	Heating	959	\$225,000	\$325,000
District Wide	Roof Replacements and Major Wall Repairs	2A	Roofs	960	\$700,000	\$1,025,000
	Roofing Projects				\$600,000	
	Wall Projects				\$100,000	
District Wide	Asphalt/Concrete Replacement/Repair	2A	Asphalt/Concrete	656	\$100,000	\$1,125,000
District Wide	Replace Exterior Doors	2A	Ext Walls/Doors	753	\$50,000	\$1,175,000
District Wide	Carpet Replacement with Tile/Asbestos Abatement / Wood Floors	2A	Flooring/Asbestos	961	\$125,000	\$1,300,000
Bradford/Tremper	Resurface Tennis Courts (Every 7 Years - 2002)	2A	Asphalt/Concrete		\$45,000	\$1,345,000
Tremper/Bullen	Resurface Tracks (Every 7 Years - 2002)	2A	Asphalt/Concrete		\$40,000	\$1,385,000
Middle Schools	Washington / McKinley / Lance	3A	Air Cond./HVAC		\$75,000	\$1,460,000
District Wide	Security	7A	Security	xxx	\$50,000	\$1,510,000
District Wide	Contingency				\$240,000	\$1,750,000

**MAJOR MAINTENANCE FIVE YEAR PLAN
January, 2006 - 2010**

SCHOOL	PROJECT TITLE	PRIORITY	CATEGORY	PROJECT ID	COST	TOTAL
2010-11 summer 10						
District Wide	Capacity Projects	6A	Capacity	879	\$100,000	\$100,000
District Wide	Boiler Replacements and Major Repairs	2A	Heating	959	\$225,000	\$325,000
District Wide	Roof Replacements and Major Wall Repairs	2A	Roofs	960	\$645,000	\$970,000
	Roofing Projects				\$545,000	
	Wall Projects				\$100,000	
District Wide	Asphalt/Concrete Replacement/Repair	2A	Asphalt/Concrete	656	\$100,000	\$1,070,000
District Wide	Replace Exterior Doors	2A	Ext Walls/Doors	753	\$50,000	\$1,120,000
District Wide	Carpet Replacement with Tile/Asbestos Abatement	2A	Flooring/Asbestos	961	\$125,000	\$1,245,000
Bradford/Tremper	Resurface Tennis Courts (Every 7 Years - 2002)	2A	Asphalt/Concrete		\$45,000	\$1,290,000
Tremper/Bullen	Resurface Tracks (Every 7 Years - 2002)	2A	Asphalt/Concrete		\$40,000	\$1,330,000
Various		2B	Other	10,231,048	???	???
District Wide	Security	7A	Security	xxx	\$50,000	\$1,380,000
District Wide	Contingency				\$370,000	\$1,750,000

MAJOR MAINTENANCE FIVE YEAR PLAN
January, 2006 - 2010

SCHOOL	PROJECT TITLE	PRIORITY	CATEGORY	PROJECT ID	COST	TOTAL
2011-12 summer 11						
District Wide	Capacity Projects	6A	Capacity	879	\$100,000	\$100,000
District Wide	Boiler Replacements and Major Repairs	2A	Heating	959	\$225,000	\$325,000
District Wide	Roof Replacements and Major Wall Repairs	2A	Roofs	960	\$645,000	\$970,000
	<i>Roofing Projects</i>				<i>\$545,000</i>	
	<i>Wall Projects</i>				<i>\$100,000</i>	
District Wide	Asphalt/Concrete Replacement/Repair	2A	Asphalt/Concrete	656	\$100,000	\$1,070,000
District Wide	Replace Exterior Doors	2A	Ext Walls/Doors	753	\$50,000	\$1,120,000
District Wide	Carpet Replacement with Tile/Asbestos Abatement	2A	Flooring/Asbestos	961	\$125,000	\$1,245,000
District Wide	Window Replacement		other		\$250,000	\$1,495,000
District Wide	Security	7A	Security	xxx	\$50,000	\$1,545,000
District Wide	Contingency				\$205,000	\$1,750,000

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 23, 2007

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Theodore's Hair Design donated gloves, hats, socks, mittens, coats and snow pants worth \$194.00 to Head Start.
2. Alderman Katherine Marks donated \$152.03 to the SISTAS Group.
3. The Kenosha Masonic Community donated scarves, hats, and mittens valued at \$75.00 to Durkee Elementary School.

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 3280, 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).

R. Scott Pierce
Superintendent of Schools

This page intentionally left blank

Kenosha Unified School District No. 1

Kenosha, WI

JANUARY 23, 2007

Human Resources recommendations concerning the following actions:

Action	Board Date	code	Staff	Employee Last Name	Employee First Name	School/Dept	Position	Salary or			Step / Level	Letter or Contract
								Effective Date	Hourly Rate	Reason		
Appointment	01/23/07	*	Instructional	Binger	Adam	Bradford High School	Special Education (CDB)	01/29/07	32,456.00	New Hire	B Step 3	Letter
Appointment	01/23/07		Secretarial	Brown	Corey	Finance	Secretary II - Payroll	12/22/06	15.65	New Hire		
Appointment	01/23/07		Secretarial	Delany	Katherine	Washington Middle School	Library Clerical Assistant - 10	12/13/06	11.26	New Hire		
Appointment	01/23/07	*	Instructional	Diaz	Joseph	Indian Trail Academy	Math	01/08/07	32,456.00	New Hire	B Step 3	Letter
Appointment	01/23/07		AST	Ebner	Keith	Information Services	Technician (Lakeview Tech)	12/27/06	46,515.00	New Hire		
Appointment	01/23/07		Educ. Assistant	Escobedo	Venesa	Title I/P-5/Bilingual	Education Assistant-Clerical (. .	12/11/06	10.75	New Hire		
Appointment	01/23/07	*	Educ. Assistant	Frazier	Dominic	Wilson Elementary	Special Education	01/02/07	11.75	New Hire		
Appointment	01/23/07		Service Empl	Lopez	Juan	Facilities Services	Bullen Middle School	01/10/07	14.20	New Hire		
Appointment	01/23/07	*	Miscellaneous	Manjarrez	Melissa	Head Start/EBSOLA	Pre-School Associate	01/08/07	14.75	New Hire		
Appointment	01/23/07	*	Instructional	Miller	Michael	Tremper High School	Math	01/29/07	50,209.00	New Hire	MA Step 11	Letter
Appointment	01/23/07		Educ. Assistant	Mutchler	Penny	Pleasant Prairie Elementary	Special Education	01/08/07	10.75	New Hire		
Appointment	01/23/07	*	Instructional	Peterson	Jennifer	Tremper High School	Special Education Cross Cate	01/29/07	32,456.00	New Hire	B Step 3	Letter
Appointment	01/23/07		Instructional	Simmons	Elizabeth	Bradford High School	Spanish	12/07/06	21,420.96	New Hire	B Step 3	Letter
Appointment	01/23/07		Educ. Assistant	Sowma	Jeremy	Bradford High School	Educational Assistant/Security	12/18/06	11.75	New Hire		
Appointment	01/23/07		Instructional	Ward	Christian	McKinley Middle School	Technology Education	01/29/07	32,456.00	New Hire	B Step 3	Letter
Early Retirement	01/23/07	*	Administration	Elsen	Timothy	Pleasant Prairie Elementary	Principal	07/01/07	94,143.00	Retirement	AST14/11	
Early Retirement	01/23/07	*	Administration	Pingitore, Sr	Peter	Jeffery Elementary	Principal	07/01/06	94,143.00	Retirement	AST14/11	
Early, Early Retire	01/23/07		Instructional	Kriehn	Jarlene	Lincoln Middle School	Instructional Technology	06/11/07	65,063.00	Retirement	M 30 Step 15	Contract
Early, Early Retire	01/23/07		Instructional	Pascucci	Jeffrey	Jefferson Elementary	Special Education LD/PST	06/11/07	65,063.00	Retirement	M 30 Step 15	Contract
Resignation	01/23/07		Educ. Assistant	Bakula	Cheri	Pleasant Prairie Elementary	Special Education	01/31/07	11.32	Resignation		
Resignation	01/23/07		Educ. Assistant	Clark	Jenny	Vernon Elementary	Special Education	12/31/06	10.75	Resignation		
Resignation	01/23/07		Educ. Assistant	Delany	Katherine	Reuther Central High School	Educational Assistant	12/12/06	11.33	Resignation		
Resignation	01/23/07	*	Educ. Assistant	Mycon	Penny	Tremper High School	Technology Education Assista	01/13/07	11.75	Resignation		
Resignation	01/23/07		AST	Niemuth	Chad	Public Information	Web Specialist	11/27/06	49,730.00	Resignation		
Resignation	01/23/07	*	Administration	Thomas	Sherry	Prairie Lane Elementary	Principal	06/30/07	94,143.00	Resignation		
Resignation	01/23/07		Instructional	Tyler	Kristin	Lincoln Middle School	Music	12/15/06	47,574.00	Resignation	B Step 13	Contract
Retirement	01/23/07	*	Administration	Hess	Gordon	Frank Elementary	Principal	07/01/07	94,143.00	Retirement	AST14/11	
Termination	01/23/07		Instructional	Barrera	Paula	Lincoln Middle School	Grade 6	09/11/06	35,416.00	Job Abandonment	B Step 5	Contract
Termination	01/23/07	*	Service Empl	Cardinali	Nancy	Food Services	Service Employee	12/28/06	17.10	Job Abandonment		

This page intentionally left blank

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD DECEMBER 11, 2006

A special meeting of the Kenosha Unified School Board was held on Monday, December 11, 2006, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of the meeting was for the Board of Education to interview and select an architectural firm(s) to provide pre-referendum services and the eventual design of additions and renovations to Indian Trail Academy and future capital projects and to vote on holding an executive session.

The meeting was called to order at 6:07 P.M. with the following members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, and Mr. Olson.

Mr. Olson, 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. Pierce presented the Indian Trail Academy Expansion Project Architect Selection Interviews submitted by Mr. Patrick Finnemore, Director of Facilities Services; Mr. John E. Setter, Project Architect; and Dr. Pierce, excerpts follow:

“A request for proposal to prospective contractors for the proposed Indian Trail Academy expansion project was sent out on November 3, 2006. Attachment 1 is a complete list of architects that the RFP was issued to with a summary of who responded. Kenosha Unified School District received seven responses to the RFP, which were due on November 22, 2006. The seven companies that responded were Bray Associates Architect, INC. – Sheboygan, WI; DLR Group – Milwaukee, WI; Durrant – Hartland, WI; Partners in Design Architects / OWP & P - Kenosha, WI; Richard L. Johnson Architect – Rockford, IL; Somerville Associates – Green Bay, WI; and Zimmerman Design Group – Milwaukee.

Attachment 2 summarizes the responses of the seven firms to the key areas required in the RFP. After a thorough review of the seven proposals, Administration has selected three firms to be interviewed by the Board of Education based on their experience and demonstrated performance as well as their fee proposals. Those three firms are Bray Architects, Partners in Design/OWP & P and Zimmerman Design Group. Attachment 3 is a copy of the letter that was sent to those three firms indicating that they were the semi-finalists being presented to the Board. Attachment 4 provides a summary of the bid evaluation process and how each firm rated in the process.

The overall quality and quantity of firms responding to this RFP made the decision of semi-finalists very difficult. Despite the level of quality proposals, Administration felt that it was appropriate to limit the number of semi-finalists to three. The primary reason for this was to maintain an appropriate amount of time for each interview and to minimize the complexity of comparing and contrasting multiple interviews this evening.

Administration, in following Policy/Rule 7321, has selected Bray Architects, Partners in Design / OWP & P and Zimmermann Design Group to be interviewed by the School Board.”

Partners in Design/OWP & P arrived at 6:10 P.M. and made their presentation regarding architectural services. They responded to Board members’ questions and were excused at 6:50 P.M.

Zimmerman Design Group arrived at 6:50 P.M. and made their presentation regarding architectural services. They responded to Board members’ questions and were excused at 7:35 P.M.

Bray Architects arrived at 7:35 P.M. and made their presentation regarding architectural services. They responded to Board members’ questions and were excused at 8:20 P.M.

Mrs. Stevens moved that the Board recess to executive session. Mr. Hujik seconded the motion.

Roll call vote. Ayes: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain and Mr. Olson. Noes: None. Unanimously approved.

The Board recessed at 8:20 P.M. and reconvened at 8:55 P.M.

Mr. Englund moved to select Bray Architects as the architectural firm to provide pre-referendum services and the eventual design of additions and renovations to Indian Trail Academy. Mr. Fountain seconded the motion. Unanimously approved.

Mrs. Stevens moved to select Zimmerman Design Group as the architectural firm to provide pre-referendum services and eventual design of an additional elementary school. Mr. Stalker seconded the motion. Unanimously approved.

Meeting adjourned at 9:00 P.M.

Stacy Schroeder Busby
School Board Secretary

EXECUTIVE SESSION
OF THE KENOSHA SCHOOL BOARD
HELD DECEMBER 11, 2006

An executive session of the Kenosha Unified School Board was called to order at 8:20 P.M. on Monday, December 11, 2006, in the ESC Board Meeting Room with the following members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain and Mr. Olson. Also present were Dr. Pierce, Mr. Finnemore and Mr. Setter.

The purpose of the meeting was for Board deliberations and/or negotiations and interviews with professional service providers under exemption 19.85 (1) (e).

Mr. Finnemore presented information regarding the selection of an architectural firm(s) to provide pre-referendum services and the eventual design of additions and renovations to Indian Trail Academy and future capital projects. Board discussion followed.

Meeting adjourned at 8:55 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD DECEMBER 19, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, December 19, 2006, 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 5:37 P.M. with the following members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Fountain, and Mr. Olson. Dr. Pierce was also present. Mr. Ostman arrived later.

Mr. Olson, 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.

Mr. Olson announced that an executive session had been scheduled to follow this special meeting for the purpose of discussion regarding review of findings/orders by the Independent Hearing Officer; litigation; personnel: problems; personnel: compensation and/or contracts; and collective bargaining deliberations not subject to S.S. 19.85(3).

Mr. Fountain moved that this executive session be held. Mr. Stalker seconded the motion.

Roll call vote. Ayes: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain and Mr. Olson. Noes: None. Unanimously approved.

1. Review Findings/Orders by the Independent Hearing Officer:

Ms. Lauer arrived at 5:40 P.M. and provided Board members with information regarding eleven expulsions.

Mr. Ostman arrived at 5:44 P.M.

Ms. Lauer and Dr. Pierce were excused at 5:55 P.M.

Mr. Hujik moved to concur with the recommendation of the hearing officer with respect to the first expulsion. Mrs. Stevens seconded the motion. Unanimously approved.

Mr. Fountain moved to concur with the recommendation of the hearing officer with respect to the second expulsion. Mr. Englund seconded the motion. Unanimously approved.

Mr. Fountain moved to extend the length of the third expulsion until the end of the 2007-2008 school year and approve the recommendation of the hearing officer as amended. Mr. Hujik seconded the motion. Unanimously approved.

Mrs. Stevens moved to concur with the recommendation of the hearing officer with respect to the fourth expulsion. Mr. Fountain seconded the motion. Unanimously approved.

Mr. Hujik moved to concur with the recommendation of the hearing officer with respect to the fifth expulsion. Mr. Fountain seconded the motion. Motion carried. Mrs. Stevens and Mr. Ostman dissenting.

Mr. Stalker moved to concur with the recommendation of the hearing officer with respect to the sixth expulsion. Mr. Hujik seconded the motion. Motion carried. Mrs. Stevens and Mr. Ostman dissenting.

Mrs. Stevens moved to extend the length of the seventh expulsion through the end of the first semester of the 2007-2008 school year and approve the recommendation of the hearing officer as amended. Mr. Ostman seconded the motion. Motion carried. Mr. Stalker dissenting.

Mr. Ostman moved to extend the length of the eighth expulsion until the end of the 2007-2008 school year and approve the recommendation of the hearing officer as amended. Mrs. Stevens seconded the motion. Motion failed. Mr. Englund, Mr. Fountain, Mr. Stalker and Mr. Olson dissenting.

Mr. Fountain moved to extend the length of the eighth expulsion through the end of the first semester of the 2007-2008 school year and approve the recommendation of the hearing officer as amended. Mr. Stalker seconded the motion. Motion carried. Mrs. Stevens and Mr. Ostman dissenting.

Mr. Hujik moved to concur with the recommendation of the hearing officer with respect to the ninth expulsion. Mr. Fountain seconded the motion. Unanimously approved.

Mr. Hujik moved to concur with the recommendation of the hearing officer with respect to the tenth expulsion. Mr. Englund seconded the motion. Unanimously approved.

Mr. Hujik moved to concur with the recommendation of the hearing officer with respect to the eleventh expulsion. Mr. Fountain seconded the motion. Unanimously approved.

Dr. Pierce returned to the meeting at 6:10 P.M.

Litigation

Dr. Pierce updated Board members on pending litigation matters.

Personnel: Problems and Compensation and/or contracts

Dr. Pierce updated Board members on personnel problems. A discuss followed.

Dr. Pierce provided Board members with suggested language changes of the A/S/T contract. A discussion followed.

Collective Bargaining Deliberations not Subject to S.S. 19.85(3)

Dr. Pierce updated Board members on the status of collective bargaining deliberations.

Meeting adjourned at 6:55 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD DECEMBER 19, 2006

A regular meeting of the Kenosha Unified School Board was held on Tuesday, December 19, 2006, at 7:00 P.M. in the ESC Board Meeting Room. Mr. Olson, President, presided.

The meeting was called to order at 7:04 P.M. with the following Board members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain and Mr. Olson.

Mr. Olson, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District No. 1. 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.

There were no awards, Board correspondence, meeting or appointments.

There were no Administrative or Supervisory appointments.

Dr. Pierce introduced the Student Ambassador, Andrew Butts, from Indian Trail Academy and he made his comments.

There was no Legislative Report.

Views and comments were expressed by members of the public and Board members made their responses and/or comments.

Dr. Pierce gave his Superintendent's report. He noted that nomination papers for Board candidates must be submitted no later than 5:00 P.M. on Tuesday, January 2, 2007.

Dr. Edie Holcomb, Executive Director of Instructional Services, presented the Strategic Planning Update.

The Board then considered the following Consent-Approve items:

Consent-Approve item XII-A – School Board Policy 8850 – School Board Committees submitted by Mrs. Kathleen Barca, Executive Director of School Leadership, and Dr. Pierce, excerpts follow:

“Strategy 1 of the District's Strategic Plan states: “We will create a climate that fosters trust, communication and involvement to improve the working relationship among the Board, the administration, families, staff and the community.” To meet these specific results, the implementation team recommends increasing committee involvement on the School Board PR/Goals/Legislative Committee. Attached is a revised policy to increase the committee members from up to two to up to six members of this committee.

The Personnel/Policy Committee reviewed Policy 8850 and recommended it be brought to the full Board on November 28, 2006, for a first reading and it was approved.

Administration recommends that the Board approve Policy 8850 for a second reading on December 19, 2006.”

Consent-Approve item XII-B – Policy 1000 Series – Community Relations submitted by Mrs. Barca and Dr. Pierce, excerpts follow:

“The Kenosha Unified School District mission defines the District as an educational system, which values our multi-cultural heritage. Our mission is to empower all students to reach their unique capabilities, contribute to our community, and compete in a global society by providing diverse and challenging opportunities to learn through the collaborative efforts of students, families, community and staff.

Strategy 6: We will celebrate and embrace the rich cultural diversity of the student body and community in order to achieve our mission and objectives was developed to align with this mission. The action plan addresses incorporation of cultural diversity into administrative and School Board policies and strategies.

The Policy 1000 Series was reviewed and updated by committee members: Nancy Hare, Public Relations Office; Pat Demos, Safe and Drug Free Schools; Norris Jones, Minority Academic Affairs; and Kathleen Barca, School Leadership.

The Personnel/Policy Committee reviewed Policy Series 1000 and recommended it be brought to the full Board on November 28, 2006, for a first reading and it was approved.

Administration recommends that the Board approve the updated Policy Series 1000 for a second reading on December 19, 2006.”

Consent-Approve item XII-C – Donations to the Districts as presented in the agenda.

Consent-Approve item XII-D – Recommendations Concerning Appointments, Leave of Absence, Retirements and Resignations as presented in the agenda.

Consent-Approve item XII-E – Minutes of 11/28/06 Special Meeting and Executive Sessions and 11/28/06 Regular Meeting as presented in the agenda.

Consent-Approve item XII-F – Summary of Receipts, Wire Transfers and Check Registers submitted by Mr. William L. Johnston, Director of Finance; Ms. Eileen Coss, Accounting Manager; and Dr. Pierce and excerpts follow:

“It is recommended that receipt numbers CR023219 thru CR023654 that total \$304,313.43 be approved.

Check numbers 383797 thru 384669 totaling \$7,503,103.58 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated November 9, November 16, and November 22, 2006 totaling \$2,449,033.04 to US Bank of Milwaukee dated November 15, and November 30, 2006 totaling \$518,511.24 and to the Wisconsin Retirement System dated November 29, 2006 totaling \$990,007.49 be approved.”

Dr. Pierce presented the Proposed Boundary Recommendations submitted by Mr. Patrick Finnemore, Director of Facilities, and Dr. Pierce, excerpts follow:

“On November 6, 2006, Administration presented the proposed boundary change recommendations from the District’s Boundary and Enrollment Advisory Committee to the School Board. The purpose of this evening’s report is to formally recommend the proposed changes developed by the Committee to the Board as a first reading, and to provide information related to questions raised by Board members at the November 6th meeting. Existing and proposed boundary maps and related information was provided to the Board at the November 6th meeting and that information will be referenced in this report and tonight’s discussion.

At the November 28, 2006 regular meeting, the Board approved the proposed elementary boundary changes developed by the District’s Boundary and Enrollment Advisory Committee as a first reading with reservations of recommended changes to the Early Childhood Program. The Board President directed that proposals from individual Board members be submitted in writing. Those proposals are attached.

The Administration recommends that the Board give final approval of the recommended boundary changes this evening.”

Mr. Ostman moved to purchase three portables and place them at Grant Elementary, Lance Middle School and Bradford High School to ease overcrowding. Mrs. Stevens seconded the motion. Motion failed. Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Fountain and Mr. Olson dissenting.

Mr. Ostman moved to move the Dual Language Program from Bullen Middle School to Washington Middle School. Motion lost due to no second.

Mr. Ostman moved to allow the Early Childhood Program to remain as it is at EBSOLA and to consolidate the remaining Early Childhood Program classes into three geographical locations, northwest, southeast and southwest, in the District. Motion lost due to no second.

Mr. Hujik moved to approve the boundary recommendation with the exception that as few children as possible in the Early Childhood Program be moved this year, open only newly created classrooms and explore the possibility of opening four geographically spaced long-term sites for this program. Mr. Fountain seconded.

Mr. Olson moved to amended the motion to change the word “four” to “several” and that a proposed plan be brought back to the Board no later than April, 2007. Mr. Hujik seconded the motion as amended. Motion carried. Mr. Stalker dissenting.

Mr. Olson moved to alter study area 37 to have all students living on the south side of Birch Road go to Bose Elementary and all students in the rest of study area 37 remain at Harvey Elementary, all new development to the north up to Highway E and west to 30th Avenue go to Bose Elementary, and if necessary, change Bose Elementary from a SAGE school to a regular school. Mrs. Stephens seconded the motion. Motion failed. Mr. Stalker, Mr. Englund, Mr. Ostman and Mr. Fountain dissenting.

Mr. Olson moved to begin a feasibility study of enlarging Hillcrest School to become a 500 student elementary school and transferring current Bridges Program to the 3rd floor of Reuther Central High School. Mr. Hujik seconded the motion.

Mr. Stalker amended the motion to change “the 3rd floor of Reuther Central High School” to “a feasible site”. Mr. Stalker seconded the motion. Motion carried. Mr. Ostman dissenting.

Mr. Stalker moved to accept the boundary recommendations presented with the changes made to the Early Childhood Program and the recommendation of the study related to Hillcrest School. Mr. Englund seconded the motion. Motion carried. Mr. Ostman dissenting.

Dr. Pierce presented the 2005-06 Achievement and Benchmark Report submitted by Ms. Linda Langenstroer, Coordinator of Research; Ms. Sonya Stephens, Executive Director of Educational Accountability; and Dr. Pierce, excerpts follow:

“The 2005-06 Achievement and Benchmark Report is being submitted by the Office of Educational Accountability to comply with School Board Policy 2110. In the past, Administration reported student performance to the School Board by submitting the Annual Achievement Report and the Annual District Benchmark Report separately. Because both reports contained similar indicators of student success, Administration has merged these reports into one comprehensive report, the 2005-06 Annual Achievement and Benchmark Report.

The 2005-06 Achievement and Benchmark Report disaggregates the following data items by ethnicity and socio-economic status: student enrollment and demographic information, standardized testing, mobility and stability rates, and other performance indicators (including attendance, suspension, retention, truancy, dropout, expulsion, and graduation rates). Also included are the District and individual building Benchmark Reports. These reports summarize the School Board Approved Academic Indicators for School Year 2005-06, including average daily attendance, habitual truancy, Advance Placement enrollment and test participation, Youth Options, Graduation Cohort Analysis, School Performance Report Graduation and Retention rates, Mandatory Extended Year Summer School data, and standardized testing results.

Some of the data contained in this report were extracted from the School Performance Report, which has been partially submitted to the Wisconsin Department of Public Instruction (DPI) but has not yet been returned in its verified form. Therefore, there may be some slight differences in the final student achievement data.

Administration recommends that the School Board review and accept the 2005-06 Achievement and Benchmark Report. Additionally, Administration recommends that the goals and benchmarks set for buildings affected by the new boundary changes be modified appropriately to reflect achievement differences as a result of the changes. Furthermore, Administration recommends that the Office of Educational Accountability continue to monitor student achievement related to academic indicators and submit the 2006-07 Achievement and Benchmark Report to the School Board in December of 2007.”

Mrs. Stevens moved to accept the 2005-2006 Achievement and Benchmark Report as presented. Mr. Hujik seconded the motion. Unanimously approved.

Dr. Pierce presented the Quality Educator Professional Development and Retention Grant submitted by Ms. Sheronda Glass, Executive Director of Human Resources, and Dr. Pierce, excerpts follow:

“On September 8, 2006, the Department of Public Instruction confirmed that Kenosha Unified School District was awarded \$55,000 for the Quality Educator Professional Development and Retention Grant for the 2006-07 academic year. This grant program is a part of Wisconsin’s efforts to ensure that children of color and economically disadvantaged students have equitable access to experienced teachers. The purpose of these funds is three-fold: to provide support for teachers with three or fewer years of experience; to provide support for teachers who are not currently highly qualified for their teaching assignments and for recruitment and retention of effective, experienced teachers

There are four strategies addressed through these funds: development and implementation of a plan to address the inequities in the distribution of experienced teachers in high-need schools (Strategic Plan, Strategy 6); provide extensive mentoring/coaching support or other professional development for educators in high needs schools with an emphasis on initial educators and teachers who are not currently highly qualified for teaching assignments (Strategic Plan, Strategies 4 & 6); examine/research factors that hinder hiring and retention of highly qualified and experienced educators in high-need schools, including the examination of district and school-based policies and practices, and climate and working conditions that have an impact on teacher’s decisions to remain in teaching or continue to teach in high-need schools (Strategic Plan, Strategy 6); and work collaboratively with professional development providers (colleges, universities, CESAs, etc.) to design and implement professional development to meet the needs of experienced teachers working in high-need schools.

It is the recommendation of Administration that the Board of Education approve submission of the Quality Educator Professional Development Recruitment and Retention Grant and if awarded, acceptance of the funds to used as outlined above and aligned with Strategies 4 and 6 of the Strategic Plan.

Mr. Stalker moved to approve submission of the Quality Educator Professional Development Recruitment and Development Grant and if awarded, acceptance of the funds to be used as outlined and aligned with strategies 4 and 6 of the Strategic Plan. Mr. Fountain seconded the motion. Unanimously approved.

Dr. Pierce presented the 2006 WASB Recommended Resolutions. The Board recommended that this item be tabled and brought back to the Board at the Special Meeting in January, 2007.

Meeting adjourned at 9:28 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 6, 2007

A special meeting of the Kenosha Unified School Board was held on Saturday, January 6, 2007, in the Board Meeting 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 7:30 A.M. with the following members present: Mr. Stalker, Mr. Hujik, Mr. Fountain, and Mr. Olson. Dr. Pierce was also present. Mrs. Stevens, Mr. Ostman and Mr. Englund arrived later.

Mr. Olson, 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.

Mr. Olson announced that an executive session had been scheduled to follow this special meeting for the purpose of discussion regarding the Superintendent's evaluation.

Mr. Fountain moved that this executive session be held. Mr. Stalker seconded the motion.

Roll call vote. Ayes: Mr. Stalker, Mr. Hujik, Mr. Fountain and Mr. Olson. Noes: None. Unanimously approved.

Mr. Olson introduced Jack Linehan and indicated that he would be leading the discussion on Dr. Pierce's evaluation.

Each Board member gave a verbal review of their thoughts on Dr. Pierce's performance. A discussion followed.

Board members discussed strengths and growth areas that they felt pertained to Dr. Pierce. A list will be compiled and presented to Dr. Pierce.

Dr. Pierce responded to Board members' thoughts and comments.

A discussion took place regarding the AST contract.

Meeting adjourned at 10:45 A.M.

These minutes were produced from notes taken by Mr. Olson.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 9, 2007

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 9, 2007, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for discussion regarding the Special Education Focus Monitoring Update, discussion/action on an Administrative Appointment and discussion/action on the WASB Recommended Resolutions for 2006-07.

The meeting was called to order at 7:55 P.M. with the following members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, and Mr. Olson. Dr. Pierce was also present.

Mr. Olson, President, opened the meeting by announcing that this was a special meeting of the School Board of 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.

Ms. Lauer presented the Special Education Focus Monitoring Update as presented in the agenda. A discussion followed.

Dr. Pierce recommended that William Haithcok be appointed as the Interim Planning Principal at the Expeditionary Learning High School effective January 29, 2007.

Mr. Fountain moved to appoint Bill Haithcock as Interim Planning Principal of the Expeditionary Learning High School effective January 29, 2007. Mr. Hujik seconded the motion. Motion carried. Mr. Ostman dissenting.

Dr. Pierce presented the WASB Recommended Resolutions as presented in the agenda. Discussion followed.

Mrs. Stevens moved to allow Mr. Ostman to vote for the Board as a whole in the affirmative in regards to WASB resolutions 07-1: School Finance, 07-2: School Budgeting, 07-4: Fuel and Utility Costs, 07-5: Open Enrollment, 07-7: Parent Transportation Contracts, and 07-8: Charter School Appeals and in the negative for WASB resolutions 07-3: Math and Science Graduation Credit Requirements and 07-6: Academic Credit at the upcoming Delegate Assembly. Mr. Fountain seconded the motion. Unanimously approved.

A discussion took place regarding Kenosha Unified School District's Resolution Regarding School Finance which was contained in the agenda. This item was tabled until the next Board meeting.

Meeting adjourned at 8:35 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Receipts, Wire Transfers, and Check Registers
January 23, 2007

	From	To	Date	Amount
--	------	----	------	--------

Receipts:

Total Receipts	CR023655	CR024145	11/20/06-12/19/06	\$ 504,040.88
----------------	----------	----------	-------------------	---------------

Wire Transfers from Johnson Bank to:

First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			December 1, 2006	107,434.94
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			December 7, 2006	1,145,861.04
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			December 18, 2006	120,641.08
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			December 22, 2006	1,198,639.79
US Bank of Milwaukee <i>(for state payroll taxes)</i>			December 12, 2006	256,647.03
US Bank of Milwaukee <i>(for state payroll taxes)</i>			December 15, 2006	258,473.93
Wisconsin Retirement System			December 29, 2006	1,010,600.21
Total Outgoing Wire Transfers				\$ 4,098,298.02

Check Registers:

General	384670	384672	December 7, 2006	416.00
General	384673	385152	December 8, 2006	2,026,728.78
General	385153	385595	December 15, 2006	4,469,959.42
General	385596	385605	December 18, 2006	14,106.18
General	385606	385999	December 21, 2006	1,819,867.12
General	386000	386000	December 27, 2006	200.00
General	386001	386121	December 28, 2006	122,567.74
General	386122	386123	January 3, 2007	7,642.00
Total Check Registers				\$ 8,461,487.24

Administrative Recommendation

It is recommended that receipt numbers CR023655 thru CR024145 that total \$504,040.88 be approved.

Check numbers 384670 thru 386123 totaling \$8,461,487.24 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated December 1, December 7, December 18, and December 22, 2006 totaling \$2,572,576.85 to US Bank of Milwaukee dated December 12, and December 15, 2006 totaling \$515,120.96 and to the Wisconsin Retirement System dated December 29, 2006 totaling \$1,010,600.21 be approved.

R. Scott Pierce, Ed. D.
Superintendent of Schools

William L. Johnston, CPA
Director of Finance

Eileen Coss
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 23, 2007

2006 SUMMER SCHOOL REPORT

Content

This report contains the following information regarding the 2005 summer school program:

- Review of the District Regional Site Partner-School Plan
- Review of newly implemented enrichment offerings at the elementary level
- Background and program overview regarding the implementation of and expectations for the 2006 Summer School program
- A summary of the 2006 Summer School program offerings and enrollment
- Findings from the Elementary and Middle School Extended Year Reading and Math programs
- Findings from the high schools and other course offerings
- Budget impact of the 2006 Summer School Program
- Review of recommendations from the 2005 Summer School Program
- Recommendations for the 2007 Summer School program from the Superintendent

District Regional Site Partner School Plan Review

This is the third year that the District has used a Regional Site Partner-School Plan. When creating the regional site plan, partner sites were chosen with consideration being given to the distance between schools and student safety. The plan allows students from schools that were partnered to be combined into classrooms, giving students a more diverse educational experience. The regional site plan also allows for more efficient hiring of summer school staff.

The Regional Site Partner-Schools for the 2006 summer school session are listed below. The configuration resulted in the use of nine elementary buildings as compared to eleven in 2005. Two middle school buildings have been open each year with two schools sharing a site, and two middle schools have been housed in high school buildings. For 2006 Durkee Elementary, which had been paired with Southport was added to Frank and Lincoln Elementary schools at Frank, and Southport was partnered this year with Vernon and Grewenow Elementary Schools at Vernon. Somers Elementary joined Forest Park at Stocker Elementary School. High schools did not participate in the regional site plan. These combinations resulted in the closing of Southport and Somers Elementary Schools for the 2006 summer session.

At the elementary level, open sites did an excellent job of combining students into classrooms. At the middle school level, the programs still operate as separate schools. For the most part, however, the Middle School sites did an excellent job regarding the hiring of staff and maintained appropriate class sizes. Still the combining of students at these sites would have reduced summer school staff by three, while still maintaining reasonable class sizes.

ELEMENTARY SITES- 2006 SUMMER SCHOOL		
Host school	Partner School(s)	Student Enrollment^(a)
Harvey Elementary	Grant and Bose Elementary	254
Frank Elementary	Lincoln and Durkee Elementary	273
EBSOLA	Jeffery and Wilson Elementary	468
Roosevelt Elementary	Columbus Elementary	178
Vernon Elementary*	Grewenow and Southport Elementary	237
Whittier Elementary	Jeffery Elementary	243
Stocker Elementary*	Forest Park and Somers Elementary	278
McKinley Elementary**	Strange Elementary	207
Pleasant Prairie El.	Prairie Lane El.	167
* New site location combinations for 2006; ** Host site in 2005 was Strange Elementary		

MIDDLE SCHOOL SITES- 2006 SUMMER SCHOOL		
Host School	Partner School	Student Enrollment^(a)
Lincoln M. S.	Lance M. S.	156
Mahone M. S.	McKinley M. S.	330
Washington M. S.		203
Bullen M. S.		219

^(a) Based on active Pentamation data 7-6-06

HIGH SCHOOL SITES- 2006 SUMMER SCHOOL		
School	First Session	Second Session
Bradford	240	74
Tremper	228	61
Indian Trail	186	120
Reuther	197	N/A
Hillcrest	119	N/A
Lakeview	21	3

Reuther Central High School hosted Washington Middle School. Bradford High School hosted Bullen Middle School. Stocker Elementary and Mahone Middle School, based on the appropriate age relationship of the students, hosted the special education program, Life and Leisure.

The regional site plan continues to gain increased acceptance from parents. Principals worked well with one another to develop class schedules and to hire staff. Communication between the summer school office and principals was positive. The combination of three elementary schools at one site

resulted in the benefit of well-balanced class sizes. The three-school combination allowed for efficient building coverage by administrators. The EBSOLA site had the largest and most diverse student population. While the site was deemed to be too large for a summer school program in 2005, we again maintained the three schools in the one building for 2006. We felt that the Wilson and Jefferson parents had positively accepted Bain as their summer school site, and with Bain having air conditioning; we believed that this was the better alternative.

Summer School Background

The goal of the summer school program is to create consistency in the academic programs for students aligned to the Kenosha Unified School District Strategic Plan.

The objective of the summer school program is to provide interventions, consistent with the approved curriculum, which will help to increasing student achievement in reading and math at the elementary and middle school levels. It also provides opportunity for high school students to make up course credits and improve the graduation rate.

The focus of our summer school program is to help students who scored below the proficient level on the state standardized test. The Student Information System is used to record student participation for elementary and middle school students in the extended year reading and math classes.

In addition summer school provides enrichment activities in the areas of music, theater, art, world language, and instructional recreation.

Overview of Programs

Extended Year Reading and Extended Year Math classes were held at the elementary and middle school sites for students in grades three through eight who scored in the Minimal or Basic categories on the Wisconsin Knowledge and Concept - Criterion Referenced Exam (WKCE). This is the first year that the WKCE was used for grades three, five, six, and seven. The Iowa Test of Basic Skills (ITBS) was used for these grades, as well as grade two, in previous years. Students in first and second grades were enrolled in extended year reading and math based on teacher/principal recommendation or as a condition of promotion as determined by the building principal and Board policy. The use of a single test allows for consistent identification of students needing remedial summer help, and also provides us with the ability to study the effectiveness of our summer school program over a long period of time using a constant measurement tool.

Getting Ready for Kindergarten and Getting Ready for First Grade classes were available for students at most locations throughout the District. Pleasant Prairie and Frank offered only the Getting Ready for First Grade program. These programs ran two hours a day, four days a week for 24 days, except at the Bain and Frank partner sites, where it was felt that a four-hour session would more appropriately meet the needs of the students.

Elementary enrichment programs were offered on a limited basis for the first time since the mandatory summer school program began in 1997. Literacy Enrichment was held at Whittier Elementary School, which also held two, two-hour sessions of art and Spanish; Pleasant Prairie hosted one, two-hour session of each art and Spanish; EBSOLA held one, two-hour session of art and digital media; and Roosevelt hosted a four-hour ESCAPE program that included a three-teacher team

centered around the theme, “Around the World.” This successful program was featured in a front page Kenosha News article.

At the senior high school level, students had an opportunity to make up one-half to one full core, class credit. They could also obtain advanced course credit in physical education and health. Accelerated Independent Study credits could be obtained at all high schools. Unavailable this year due to staff illness was the Phoenix Project program at the correctional facility to obtain future credits and/or ITED graduation diploma. This program will return for the 2007 summer school session.

School libraries were opened at all of the schools. Elementary libraries were open one day a week at sites consisting of two schools and for two days a week at elementary schools sites that combined three schools. An additional day was added for the last three weeks at EBSOLA to accommodate the larger enrollment. Elementary librarians held story time for the younger students, and when possible short classes with the older students to discuss the various reading genre. In order to properly support elementary student reading, libraries will be open for 2007 based on the number of sections of Getting Ready and reading classes at each site rather than on the number of schools at the site. High School and middle school libraries were open for one day to allow students to complete research.

Instructional music labs were available for band and orchestra students beginning in third grade and were housed at Lincoln Middle School and Reuther Central High School. Elementary students participated in the K-L elementary band program and in the beginning elementary strings program. The Cadet Strings program was available for middle school strings. Additionally, three marching bands rehearsed and performed this summer: the Continental Band and Color Guard, the Rambler Band, and the *Band of the Black Watch*, which concluded their summer program with a performance tour to Florida. All three bands performed in the Kenosha Fourth of July parade and at various other parades and competitions.

Two theater arts programs involving students in grades K–12 were again produced this summer. The Lincoln Middle School Theater Arts program performed the musical, “*Oklahoma*”. The Bradford program, Kenosha Youth Performing Arts Company (KYPAC), presented “*Stories and Songs*.”

Instructional swimming, soccer, and basketball were offered again this summer. Instructional tennis was not offered since we could not find a certified staff member to teach the class; though recreational tennis was offered. Additionally, instructional baseball/softball was added to our instructional summer program. Certified teaching staff developed lessons and instruction was provided in each of these areas.

An orientation known as Gear Up, was offered to new middle and high school students. This occurred at the end of the summer session. As these programs are considered orientation rather than instructional, they can no longer be counted for DPI purposes. The summer School office will investigate possible curriculum changes to make these programs instructional in nature during the 2007 session.

Recreational programs and supervised, summer playground were offered through the Recreation Department and the 21st Century Community Learning Centers. Breakfast and lunch programs were provided at four sites: Frank Elementary, Edward Bain School of Language Art, McKinley Elementary, and at Roosevelt Elementary.

EXTENDED YEAR PROGRAMS: ELEMENTARY AND MIDDLE SCHOOL

The 2005-06 school year introduced a change in student testing. For the first time, students in grades 3, 5, 6, and 7 were tested using the Wisconsin Knowledge and Concepts Exam- Criterion Reference Test (WKCE), which had been used in grades 4 and 8. Prior to this school year these students, as well as students in grade 2, had been tested using the Iowa Test of Basic Skills (ITBS).

The new “Six-Year Goals and Benchmarks for Academic Indicators” was presented to the Board of Education and approved in February 2006, to comply with School Board Policy 2110. Mandatory Extended Year Summer School in reading and math at the elementary and middle school levels was included as one of the academic indicators quantified at the District level. The Benchmark goals were included in that report and are repeated here. The logic and rationale for the setting of these goals was reported and was set to align with the District’s Strategic Plan. This plan calls for all students to meet or exceed the District and state identified proficiency levels in core academic areas no later than 2010.

Past practice required only students scoring in the Minimal category of the WKCE identified as mandated for summer school. Students scoring in the Basic category had been identified as recommended for summer school through 2005. When brought to the Board in February 2006, the Benchmarks and Academic Indicators report included only those in the Minimal proficient category. After the test results were returned to us from the State Department of Public Instruction in March 2006. Since students in the Basic category on the WKCE are still below the Proficient category level, it was determined that all students scoring below the Proficiency category level should be mandated for summer school. Additionally, since there was no baseline data except in grades 4 and 8, yearly benchmarks in grades 3 and 5 were set to grade 4, and the grades 6 and 7 yearly benchmarks were set to grade 8. The Office of Educational Accountability will be bring to the Board the necessary adjustments to fully reflect the District’s goals as stated in the Strategic Plan based on the data received this year.

SUMMER SCHOOL GAOLS

Summer School Goals have been modified for the first time since the extended year reading and math programs were first initiated in 1997 to reflect the District Strategic Plan. Summer school has now been included as a separate entry in the “Six-Year Goals and Benchmarks for Academic Indicators” report for 2006. In addition, changes in District testing required the Summer School office to update and modify our goals. These modifications have been limited to wording changes to reflect the Districts academic initiatives as presented in the Strategic Plan.

GOAL 1: All students will score in the proficient level of the WKCE in reading by 2010.

Baseline data for the elementary reading Benchmark for grades 3, 4, and 5 was set based on past student Minimal performance on the WKCE in grade 4, as reported below, who were mandated for summer school. Because of this, statistical comparisons cannot be made at this time except in grade four where there was a .14% increase in students being mandated in the Minimal proficiency category.

**DISTRICT BENCHMARKS AND ACADEMIC INDICATORS:
STUDENTS IDENTIFIED FOR MANDATORY EXTENDED YEAR SUMMER SCHOOL READING-
Minimal Proficiency Level on WKCE in Grades 3 -8**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Grade 3	5.29%	4.63%	3.97%	2.64%	1.32%	0%
Grade 4	5.29%	4.63%	3.97%	2.64%	1.32%	0%
Grade 5	5.29%	4.63%	3.97%	2.64%	1.32%	0%
Grade 6	7.42 %	6.49%	5.57%	3.71%	1.86%	0%
Grade 7	7.42 %	6.49%	5.57%	3.71%	1.86%	0%
Grade 8	7.42 %	6.49%	5.57%	3.71%	1.86%	0%

ELEMENTARY READING

**GRADE FOUR STUDENTS IN THE MINIMAL PROFICIENCY CATEGORY* ON THE WISCONSIN
KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN READING: 2002 - 2006**

2002 through 2006 Grade 4				
	2002-03	2003-04	2004-05	2005-06
DISTRICT ENROLLMENT	1580	1582	1564	1577
# OF MANDATED STUDENTS	72	86	93	96
% OF MANDATED STUDENTS	4.56%	5.44%	5.95%	6.09%

**STUDENTS IN THE MINIMAL PROFICIENCY CATEGORY* ON THE WISCONSIN KNOWLEDGE AND
CONCEPTS EXAMINATION (WKCE) IN READING: 2005 - 2006**

2005-2006	GRADE 3	GRADE 4	GRADE 5
DISTRICT ENROLLMENT	1493	1577	1593
# OF MINIMAL STUDENTS	75	96	110
% OF MINIMAL STUDENTS Benchmark baseline = 5.29%	5.02%	6.09%	6.91%

*Reflects criteria used prior to the 2006 Summer School session

**ELEMENTARY STUDENTS MANDATED IN READING: 2005 – 2006
MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS
EXAMINATION (WKCE) IN READING**

2005-2006	GRADE 3	GRADE 4	GRADE 5
DISTRICT ENROLLMENT	1493	1577	1593
# OF MANDATED STUDENTS	323	315	318
% OF MANDATED STUDENTS Benchmark baseline = 5.29% - Minimal Proficiency only	21.63%	19.97%	19.96%

Data from 2004-05 Grade 4 WKCE test results show 21.04% of the students were in the Minimal and Basic proficient categories. Thus, we find that there was a 1.07% reduction in the percentage of students who would have been mandated for summer school if we use the new criteria. With the new statistical data, we will now be able to make comparisons of the same group of students from year to year. The 19.96% of grade 5 students represents a 1.08% decrease for the same group of students from their 2004-2005, fourth grade scores.

ELEMENTARY READING BY ETHNICITY AND ECONOMIC STATUS

**ELEMENTARY STUDENTS MANDATED IN READING: 2005 – 2006
MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS
EXAMINATION (WKCE) IN READING BY ETHNIC AND ECONOMIC STATUS**

	Ethnicity				Economic Status		
	African American	Hispanic	White	Other	Disadv.	Not Disadv.	Total
Grade 3							
<i>District Enrollment</i>	279	258	928	28	640	853	1493
# Mandated	101	83	134	5	217	106	323
% Mandated	36.20%	32.17%	14.44%	17.86%	33.91%	12.43%	21.63%
# Mandated (Minimal)	29	21	22	3	58	17	75
% Mandated (Minimal)*	10.39%	8.14%	2.37%	10.71%	9.06%	1.99%	5.02%
# Mandated (Basic)	72	62	112	2	159	89	174
% Mandated (Basic)	25.81%	24.03%	12.07%	7.14%	24.84%	10.43%	11.65%
Grade 4							
<i>District Enrollment</i>	248	271	1017	41	637	940	1577
# Mandated	87	100	125	3	226	189	315
% Mandated	35.08%	36.90%	12.29%	7.32%	35.48%	9.47%	19.97%
# Mandated (Minimal)	24	26	46	0	67	29	96
% Mandated (Minimal)*	9.68%	9.59%	4.52%	0.00%	10.52%	3.09%	6.09%
# Mandated (Basic)	63	74	79	3	159	60	153
% Mandated (Basic)	25.40%	27.31%	7.77%	7.32%	24.96%	6.38%	9.70%
Grade 5							
<i>District Enrollment</i>	269	276	1015	33	649	944	1593
# Mandated	99	83	132	4	206	112	318
% Mandated	36.80%	30.07%	13.00%	12.12%	31.74%	11.86%	19.96%
# Mandated (Minimal)	38	34	35	3	84	26	110
% Mandated (Minimal)*	14.13%	12.32%	3.45%	9.09%	12.94%	2.75%	6.91%
# Mandated (Basic)	61	49	97	1	122	86	146
% Mandated (Basic)	22.68%	17.75%	9.56%	3.03%	18.80%	9.11%	9.17%

*Reflects criteria used prior to the 2006 Summer School session

Using WKCE proficiency categories, we still see Summer School continuing to mandate a larger percentage of minority and disadvantaged students. Again, accurate comparisons to previous years cannot be made due to the change in testing and the mandating of students in both minimal and basic

categories on the WKCE. There is a small increase in percentage across all ethnicity groups in this year's test of grade 4 students compared to last year. In grades 3 the WKCE mandated about 5% more students in minority ethnic and 3% more White students than last year's ITBS, but 2% to 3% fewer in grade 5. Important to note is that the percentages of mandated students in the minimal range are typically below 50% of the total number of students being mandated. These students represent those furthest behind grade level. Current intervention strategies being brought forward in the Strategic Plan and planned revisions in the Summer School curriculum will help us to address the needs of these students.

ELEMENTARY READING BY GENDER AND DISABILITY STATUS

**ELEMENTARY STUDENTS MANDATED IN READING: 2005 – 2006
MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS
EXAMINATION (WKCE) IN READING BY GENDER AND DISABILITY STATUS**

	Gender		Disability Status		District
	Female	Male	With Disability	Without Disability	Total
Grade 3					
<i>District Enrollment</i>	728	765	179	1314	1493
# Mandated	125	198	113	210	323
% Mandated	17.17%	25.88%	63.13%	15.98%	21.63%
# Mandated (Minimal)	27	48	43	32	75
% Mandated (Minimal)*	3.71%	6.27%	24.02%	2.44%	5.02%
# Mandated (Basic)	98	150	70	178	248
% Mandated (Basic)	13.46%	19.61%	39.11%	13.55%	16.61%
Grade 4					
<i>District Enrollment</i>	737	840	175	1402	1577
# Mandated	126	189	91	224	315
% Mandated	17.10%	22.50%	52.00%	15.98%	19.97%
# Mandated (Minimal)	37	59	46	50	96
% Mandated (Minimal)*	5.02%	7.02%	26.29%	3.57%	6.09%
# Mandated (Basic)	89	130	45	174	219
% Mandated (Basic)	12.08%	15.48%	25.71%	12.41%	13.89%
Grade 5					
<i>District Enrollment</i>	795	798	187	1406	1593
# Mandated	161	157	113	205	318
% Mandated	20.25%	19.67%	60.43%	14.58%	19.96%
# Mandated (Minimal)	57	53	56	54	110
% Mandated (Minimal)*	7.17%	6.64%	29.95%	3.84%	6.91%
# Mandated (Basic)	104	104	57	151	208
% Mandated (Basic)	13.08%	13.03%	30.48%	10.74%	13.06%

*Reflects criteria used prior to the 2006 Summer School session

The mandating of elementary students by gender shows a greater number of male students in grades 3 and 4, but an almost equal number of males and females in grade 5. For the first time, we will now

maintain specific data relating to students with disabilities. Our current mandate shows that more than 50 % of our elementary students are being mandated. Students with more severe disabilities are typically serviced through our Life and Leisure program, and a portion of these students are exempt from attending summer school based on their Individual Education Plan (IEP) A more concentrated effort was made during the 2006 Summer School session to service a greater percentage of students with disabilities as can be seen in the increased number of special education teachers and educational assistants hired for summer school this year.

MIDDLE SCHOOL READING

Baseline data for the middle school reading Benchmark for grades 6, 7, and 8 was set based on past student Minimal performance on the WKCE in grade 8. Because of this, statistical comparisons cannot be made at this time except in grade eight where there was a 1.75% decrease in students being mandated in the Minimal proficiency category. This is the lowest percentage of students in the Minimal Category since DPI began using proficiency levels on the WKCE.

STUDENTS IN THE MINIMAL PROFICIENCY CATEGORY* ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN READING: 2002 - 2006

GRADE 8				
	2002-03	2003-04	2004-05	2005-06
DISTRICT ENROLLMENT	1605	1707	1665	1683
# OF MANDATED STUDENTS	118	193	139	111
% OF MANDATED STUDENTS	7.35%	14.76%	8.35%	6.91%

STUDENTS IN THE MINIMAL PROFICIENCY CATEGORY* ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN READING: 2005 - 2006

2005-2006	GRADE 6	GRADE 7	GRADE 8
DISTRICT ENROLLMENT	1637	1585	1683
# OF MINIMAL STUDENTS	122	113	111
% OF MINIMAL STUDENTS Benchmark baseline = 5.29%	5.02%	6.09%	6.91%

*Reflects criteria used prior to the 2006 Summer School session

**ELEMENTARY STUDENTS MANDATED IN READING: 2005 – 2006
MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS
EXAMINATION (WKCE) IN READING**

2005-2006	GRADE 6	GRADE 7	GRADE 8
DISTRICT ENROLLMENT	1637	1585	1683
# OF MANDATED STUDENTS	322	266	298
% OF MANDATED STUDENTS Benchmark baseline = 5.29% - Minimal Proficiency only	19.67%	16.78%	17.71%

When comparing grade eight data, 12.31% of the students were in the Minimal and Basic proficiency in 2004-05. This represents an increase in students in these proficiency categories of 5.40%.

MIDDLE SCHOOL READING BY ETHNICITY AND ECONOMICS STATUS

NUMBER AND PERCENTAGE OF MIDDLE STUDENTS IDENTIFIED FOR MANDATORY EXTENDED YEAR SUMMER SCHOOL IN READING BY ETHNICITY, ECONOMICS, GENDER, AND DISABILITY: 2005 – 2006

	Ethnicity				Econ. Status		
	African American	Hispanic	White	Other	Disadv.	Disadv.	Total
Grade 6							
<i>District Enrollment</i>	250	270	1079	38	663	974	1637
# Mandated	92	89	136	5	219	103	219
% Mandated	36.80%	32.96%	12.60%	13.16%	33.03%	10.57%	13.38%
# Mandated (Minimal)	43	24	55	0	86	36	122
% Mandated (Minimal)*	17.20%	8.89%	5.10%	0.00%	12.97%	3.70%	7.45%
# Mandated (Basic)	49	65	81	5	133	67	200
% Mandated (Basic)	19.60%	24.07%	7.51%	13.16%	20.06%	6.88%	12.22%
Grade 7							
<i>District Enrollment</i>	250	260	1041	34	636	949	1585
# Mandated	81	81	102	2	182	84	266
% Mandated	32.40%	31.15%	9.80%	5.88%	28.62%	8.85%	16.78%
# Mandated (Minimal)	37	38	38	0	84	29	113
% Mandated (Minimal)*	14.80%	14.62%	3.65%	0.00%	13.21%	3.06%	7.13%
# Mandated (Basic)	44	43	64	2	98	55	153
% Mandated (Basic)	17.60%	16.54%	6.15%	5.88%	15.41%	5.80%	9.65%
Grade 8							
<i>District Enrollment</i>	248	253	1149	33	633	1050	1683
# Mandated	98	65	131	4	194	104	298
% Mandated	39.52%	25.69%	11.40%	12.12%	30.65%	9.90%	17.71%
# Mandated (Minimal)	30	24	54	3	67	44	111
% Mandated (Minimal)*	12.10%	9.49%	4.70%	9.09%	10.58%	4.19%	6.60%
# Mandated (Basic)	68	41	77	1	127	60	187
% Mandated (Basic)	27.42%	16.21%	6.70%	3.03%	20.06%	5.71%	11.11%

*Reflects criteria used prior to the 2006 Summer School session

While accurate comparisons to previous years cannot be made due to the change in testing and the mandating of students in both minimal and basic categories on the WKCE, the District continues to mandate a larger percentage of minority and disadvantaged students. When compared to those students mandated and recommended on the ITBS, fewer students in all ethnic groups were mandated this year than in 2005 in grades 6 and 7. There is a small increase in percentage across all ethnicity groups in this year's test of grade 8 students compared to last year. Important to note is that the number of mandated students in the minimal range for grade 8 students decreased by 1.44%.

MIDDLE SCHOOL READING BY GENDER AND DISABILITY STATUS

ELEMENTARY STUDENTS MANDATED IN READING: 2005 – 2006 MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN READING BY GENDER AND DISABILITY STATUS

	Gender		Disability Status		Total
	Female	Male	With Disability	Without Disability	
Grade 6					
<i>District Enrollment</i>	781	856	200	1437	1637
# Mandated	118	204	127	195	322
% Mandated	15.11%	23.83%	63.50%	13.57%	19.67%
# Mandated (Minimal)	37	85	82	40	122
% Mandated (Minimal)*	4.74%	9.93%	41.00%	2.78%	7.45%
# Mandated (Basic)	81	119	45	155	200
% Mandated (Basic)	10.37%	13.90%	22.50%	10.79%	12.22%
Grade 7					
<i>District Enrollment</i>	757	828	200	1385	1585
# Mandated	108	158	110	156	266
% Mandated	14.27%	19.08%	55.00%	11.26%	16.78%
# Mandated (Minimal)	46	67	68	45	113
% Mandated (Minimal)*	6.08%	8.09%	34.00%	3.25%	7.13%
# Mandated (Basic)	62	91	42	111	153
% Mandated (Basic)	8.19%	10.99%	21.00%	8.01%	9.65%
Grade 8					
<i>District Enrollment</i>	829	854	231	1452	1683
# Mandated	112	186	119	179	298
% Mandated	13.51%	21.78%	51.52%	12.33%	17.71%
# Mandated (Minimal)	40	71	71	40	111
% Mandated (Minimal)*	4.83%	8.31%	30.74%	2.75%	6.60%
# Mandated (Basic)	72	115	48	139	187
% Mandated (Basic)	8.69%	13.47%	20.78%	9.57%	11.11%

*Reflects criteria used prior to the 2006 Summer School session

The mandating of middle school students by gender shows that about 63% of our Summer School student population is male. Approximately 40% of our middle school students are students with disabilities. Students with more severe disabilities are serviced through our Life and Leisure program. A portion of these students is exempt from attending summer school based on their Individual Education Plan (IEP). A more concentrated effort was made during the 2006 Summer School session to service a greater percentage of students with disabilities. Each middle school hired a special education teacher for summer school this year.

2006 Participation In Extended Year Reading Program

The 2006 elementary school had 887 mandated students for the Extended Year Reading program. Of this total, as reported through the District's student information system Pentamation program, 649 students were active in the summer school program. All first and second grade students are

recommended, since they are not tested. At the Middle School level, 815 students were mandated for the Extended Year Reading, and 479 participated in the summer school program. Building principals and teachers may exempt a student from the mandated program if it is felt that the test score did not accurately reflect the student's ability, the student's performance showed significant growth through the end of the school year, or a special education IEP exempts the student from summer school. Exemptions are made during the final month of the school year and are recorded in the summer school office. Students not active in the summer school program and who have not been exempted are subject to retention based on District retention policy. Some students opted for private tutoring instead of attending summer school. The total number of students being tutored was not reported to the summer school office, and 30 students moved prior to the start of summer school.

EXTENDED YEAR READING ENROLLMENTS AND EXEMPTIONS						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Students Attending Summer School	222	207	225	179	151	149
Students Exempted from Summer School	25	27	25	60	41	40
Mandated Students Not Active*	70	86	124	32	71	115
Students Attended with Disabilities	59	37	63	40	41	32

* Includes students completing requirements through tutoring and students who moved prior to the start of summer school.

TOTAL PERCENTAGE OF STUDENTS IN EXTENDED YEAR READING				
	Number of Students (excluding transfers)	Percentage Completed	Percentage Dropped	Percentage Did Not Attend
Students Identified in Reading: Minimal	601	56.1%	2.0%	42.3%
Students Identified in Reading: Basic	1185	67.2%	2.5%	30.7%
Reading Total	1786	63.4%	2.4%	34.6%

Based on grade level information, 73.3% of fifth grade students attended and completed Extended Year Reading while 51.7% of the eighth grade students completed summer school.

PERCENTAGE OF EXTENDED YEAR READING ENROLLMENTS BY ETHNICITY						
	African American	Asian	Caucasian	Hispanic	Native American	District
Identified Students Attending	558	20	760	501	3	1842
Number Exited District	16	0	28	12	0	56
Percent Completed	66.6%	55.0%	54.2%	73.8%	100%	63.4%
Percent Dropped	3.1%	0.0%	1.8%	2.5%	0.0%	2.4%
Percent Not attending	30.6%	45.0%	44.5%	23.9%	0.0%	34.6%

A larger percentage of ethnic minority students attended and completed the Extended Year Reading program than non-minority students. This is also true of economically disadvantaged students, which saw 70.6% of these students completing summer school reading compared to 60.7% of students not economically disadvantaged. Of the 526 students new to the district in grades three through eight, 20.9% were mandated for the Extended Year Reading program compared to 19.2% of students who were previously enrolled in the district.

ELEMENTARY AND MIDDLE SUMMER SCHOOL READING REPORT

Colin Bradley and Melissa Kearby, Summer School Reading Consultants, prepared the following analysis for 2006.

CURRICULUM:

Teacher reading resource binders underwent major revisions last summer and were implemented in 2006 for all grade levels, including Getting Ready for Kindergarten and Getting Ready for First Grade. Each binder now supports the summer school curriculums being used for each grade level. The binders provide information on the summer school reading program and present the expectations and instruction needed for teaching a successful summer school classroom. Furthermore, each binder is now grade-level specific and provides the teacher with a wealth of resources such as pacing guides, lesson activities, and reproducible teacher forms.

ELEMENTARY SCHOOL

Most of the elementary students in the District used Houghton Mifflin reading materials. The first and second grade students used Early Success and the third, fourth, and fifth grade students used Soar to Success. Each set of materials consists of leveled nonfiction and fiction books. There are seven books of each title with 30 titles in first and second grades and 18 titles in third, fourth, and fifth grades. The readability level is approximately one grade level below the designated grade.

The teachers are provided with a teacher's manual and reproducible workbooks. Lessons include reading new text daily, reading familiar text daily, strategy instruction, phonics or working with words, and a daily writing lesson. All grade levels are required to create a Word Wall to build a reading and writing sight word vocabulary.

Instruction in first and second grades focuses on different strategies to aid in decoding new words. In addition, reading with expression, fluency, and comprehension strategies are developed. In third, fourth, and fifth grade, decoding strategies are reviewed and applied to complex words. Instruction focuses foremost on comprehension strategies and the use of graphic organizers to record and recall information read.

Other Materials Used at the Elementary Level:

Lincoln Elementary and Frank Elementary used Direct Instruction materials for their reading programs. Direct Instruction is a scripted phonics based program of guided instruction. ESL classrooms at EBSOLA used Houghton Mifflin materials and supplemented instruction with their own resources. Some classes incorporated the reading of a novel for a whole class reading

experience. EBSOLA continued using their computer-reading component for their reading program, and a computer resource assistant was hired to monitor the computer lab.

Additional Components:

All of the elementary schools recommended that extended year students read 30 minutes a day, seven days a week, outside of school. This reading was documented on a reading log indicating date, title, pages read, time, and was then initialed by a parent or guardian. In addition, all students were required to write in a daily journal. Teachers used a writing rubric to assess student journal responses.

MIDDLE SCHOOL

All Middle Schools implemented *Scholastic Summer Success* for the first time during the 2006 summer school session.

Scholastic Summer Success is a comprehensive six-week program designed specifically for reluctant readers. The program utilizes whole group, small group, and independent reading as part of the instruction taking place each day. Students rotate through these centers and benefit from the varied instruction in a small group setting. The kit provides the teacher a small class library of 12 different titles with five copies of each title. Each student also receives a workbook to practice the active reading strategies addressed during the day's mini lesson.

Scholastic Summer Success not only addresses below grade level readers, but also includes a writing curriculum that utilizes the 6 + 1 traits model. With each daily lesson the students have a writing component with a culminating product by week's end. The program breaks down the writing piece into manageable segments for both teacher and student.

Lastly, *Scholastic Summer Success* provides a testing framework that unifies the middle schools' instruction with the assessment. The program provides not only pre and posttests, but also weekly assessments that link directly to the skills taught over the course of the week. Teachers will have these assessments to help identify student's strengths, weaknesses, and areas of growth. The weekly assessments not only include the reading strategies taught, but also contain a writing prompt to which the students respond. This is an excellent link to the WKCE testing framework.

Additional Components:

Silent Reading is an integral part of a comprehensive reading program. With this in mind all classes include a block of time devoted strictly to silent reading. Students are encouraged to read outside of the school day, but reading logs for home reading were not mandatory. Reading logs for silent reading done within the classroom were utilized. The Board approved the carry-over use of \$50,000 for the 2006 Summer School Program. Of this some \$23,000 was spent to purchase a wide variety of books for each grade level. All teachers were given a silent reading library consisting of some 50 books. The books were a combination of fiction and nonfiction.

READING CONSULTANTS:

For Extended Year Reading Summer School 2006, the reading consultants, Colin Bradley and Melissa Kearby, shared the responsibility of supporting the reading teachers at the nine elementary sites and four middle school sites.

Before summer school began, the consultant team assembled pre and posttests for both elementary and middle schools. Current summer school information was updated for the teachers and extended year reading materials were organized and distributed to the summer school sites. In addition, a two-hour staff development was conducted to in-service teachers on the current summer school program.

During summer school, the consultants visited their assigned sites, met with teachers, observed classrooms, and delivered requested materials. Each provided tutoring for individual students at the request of classroom teachers. In addition, they prepared progress reports, teacher surveys, and inventories of materials to be sent to the schools. At the close of summer school, the consultants collected teacher binders, surveys, inventory sheets, and silent reading libraries.

EVALUATION:

Formal Assessment

Grades one-five were assessed using a pre and posttest set of questions extracted from Houghton Mifflin Theme Skills tests. Tests were compiled of questions reflecting skills that should be mastered by the end of the year. The pre and posttest was the same test.

Grades six-eight were assessed utilizing a Full-Length Test 1 as a pre test and a Full-Length Test 2 as a posttest. These tests were from Scholastic, Inc. The two tests mirror each other as to the types of questions asked and are designed in the standardized test format. Teachers were encouraged to use information gathered from the pre test to teach mini lessons regarding student needs.

Informal Assessments

1. Progress Reports and Rubric

All extended year reading teachers used a reading analytical grading rubric to assess student use of comprehension strategies, reading fluency, decoding skills, writing, and independent reading to determine progress for both mid-summer and end of summer school student reports.

2. Reading Logs

All extended year reading students were encouraged to keep reading logs of time spent reading at home. Students were to read 30 minutes a day, seven days a week outside of school. The logs were to be signed by a parent or guardian and returned to school on a weekly basis.

3. Daily Journal Writing

Students were expected to write 20 minutes per day in a daily journal. Teachers were provided with writing prompts to use with students.

4. Teacher Survey

Teachers were asked to provide feedback regarding the extended year summer school reading program for both the elementary and middle school programs through surveys geared towards the different levels.

PARTICIPATION

Mandated and Recommended Reading Participation by Grade

Grade	Mandated	Recommended	Total
1	X	250	250
2	X	212	212
3	32	183	258•
4	59	137	236•
5	72	137	243•
6	46	114	180•
7	47	83	170•
8	40	89	153•

- Includes students in attendance with an unknown mandated/recommended status

The 2006 extended year reading program had 1,702 students. This total number of students in the extended year program is consistent with 2005 in which 1,753 students were in attendance. Specific comparisons cannot accurately be made with previous years due to the change in student testing and the process of mandating students; however, no significant statistical difference from 2005 can be noted.

Gender Percentages for Extended Year Reading Students		
Grade	Percent Male	Percent Female
1	62%	38%
2	55%	45%
3	55%	45%
4	59%	41%
5	47%	53%
6	61%	39%
7	61%	39%
8	64%	36%

The total percentage for males to females in the 2006 summer school reading program was fifty-seven percent to forty-three percent. This number is the same as the 2005 reading program. When

students are divided into mandated and recommended subcategories for grades two through eight, sixty percent of both the males and the females were recommended to attend summer school reading.

Mandated Population by Gender			Recommended Population by Gender		
Male	Female	Total	Male	Female	Total
112 (16%)•	124 (24%)•	236	423 (60%)•	319 (60%)•	742

- 114 (16%) Males and 87 (16%) Females are of Unknown Status

Student Ethnicity

Ethnic Totals for 2006 Extended Year Reading								
Grade	African American	Hispanic	Asian/N. American	Minority Total	Minority Percent	White Total	White Percent	Grade Total
1	46	50	1	99	44%	126	56%	250
2	79	49	4	132	53%	119	47%	212
3	76	83	5	164	62%	102	48%	258
4	59	67	3	129	68%	60	32%	236
5	69	75	3	147	56%	116	44%	243
6	70	84	3	157	63%	91	37%	180
7	67	70	3	140	67%	70	33%	170
8	36	30	2	68	67%	33	33%	153

Among all students, both mandated and recommended, the percentage of minority and white students attending summer school is closest in grades one and two. Beginning with grade three, there is a steady percentage in the number of minority students attending summer school. In grades four, seven and eight the percentage of minority students is nearly seventy percent.

Results of Extended Year Reading Pre and Posttests

At the start and end of the summer school session, the classroom teachers administered pre and posttests. Due to the regional site partnership plan we could not utilize the computerized SRI test that had been administered for the past several years as explained earlier.

2006 Elementary School Averages by Grade Level			
Grade	Pre-Test % Avg.	Post Test % Avg.	% Gain
1	67	74	7
2	61	71	10
3	53	60	7
4	57	64	7
5	56	63	7

2005 Middle School Averages by Grade Level			
Grade	Pre Test % Avg.	Post Test % Avg.	% Gain
6	52	74	22
7	51	60	9
8	47	58	11

COMMENTS ON ELEMENTARY/MIDDLE SCHOOL READING:

Reading Logs

Many teachers expressed concern regarding the lack of return of student Reading Logs. There seemed to be many factors that impacted the return of the Reading Logs: for example, school population, grade level, and teacher incentives. Since the teachers did not have control over what occurred outside of school, the reading logs were not factored into the students' grades. Even though logs were not returned, the teachers did continue to encourage the students to read outside of school.

Daily Writing

Daily writing was assessed by the individual teachers and noted as part of the mid-term and final student progress reports for the summer.

Middle School Silent Reading and Computer Usage

Silent Reading is an integral part of a comprehensive reading program. With this in mind all classes include a block of time devoted strictly to silent reading. Students are encouraged to read outside of the school day, but reading logs for home reading were not mandatory.

Teachers had concerns about silent reading due to the lack of a classroom library and the unavailability of books for all ability levels. To alleviate this concern, classroom libraries were provided to teachers for the first time during the 2006 Summer School session. Even so, some teachers voiced concern that the level of materials was still too difficult. The Summer School office will work with the reading consultants from Instructional Services to eliminate this concern.

Computer access remains a problem due to shared sites. The extension activities are limited for teachers and students without daily library access and computer access. Most enrichment activities presented by Summer Success rely on these two resources.

Reading Recommendations for Summer School

- Replace lost and damaged *Houghton Mifflin Reading* Teacher Kits for the Elementary Schools
- Through Instructional Services, develop or purchase a reasonable Pre/Post Test for the Summer school reading program
- Purchase materials for the Getting Ready for Kindergarten/First Grade programs
- Realign silent reading selections to provide a wider variety of leveled reading titles for all grades
- On a limited basis, hire computer lab assistants to make computer lab time available to students
- Increase the number of days the library is available to students

GOAL 2: All students will score in the proficient level of the WKCE in math by 2010.

Since no baseline data existed except in grades 4 and 8, yearly benchmarks in grades 3 and 5 were set the same as grade 4; while grades 6 and 7 yearly benchmarks were set the same as grade 8. The Office of Educational Accountability will bring to the Board the necessary adjustments to fully reflect the District’s goals as stated in the Strategic Plan based on the data received this year.

**DISTRICT BENCHMARKS AND ACADEMIC INDICATORS:
STUDENTS IDENTIFIED FOR MANDATORY EXTENDED YEAR SUMMER SCHOOL Math- Minimal Proficiency Level on WKCE in Grades 3 -8**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Grade 3	18.36%	16.06%	13.77%	9.18%	4.59%	0%
Grade 4	18.36%	16.06%	13.77%	9.18%	4.59%	0%
Grade 5	18.36%	16.06%	13.77%	9.18%	4.59%	0%
Grade 6	12.81 %	11.21%	9.61%	6.40%	3.20%	0%
Grade 7	12.81 %	11.21%	9.61%	6.40%	3.20%	0%
Grade 8	12.81 %	11.21%	9.61%	6.40%	3.20%	0%

ELEMENTARY MATH

Baseline data for the elementary math benchmark for grades 3, 4, and 5 was set based on past student Minimal performance category on the WKCE in grade. Because of this, statistical comparisons cannot be made at this time except in grade four where there was a .14% increase in students being mandated in the Minimal proficiency category.

GRADE FOUR STUDENTS IN THE MINIMAL PROFICIENCY CATEGORY* ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN MATH: 2002 – 2006

2003 through 2006 Grade 4				
	2002-03	2003-04	2004-05	2006-06
DISTRICT ENROLLMENT	1580	1582	1564	1577
# OF MANDATED STUDENTS	312	269	323	285
% OF MANDATED STUDENTS	19.75%	17.00%	20.65%	18.07%

*Reflects criteria used prior to the 2006 Summer School session

STUDENTS IN THE MINIMAL PROFICIENCY CATEGORY* ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN MATH: 2005 – 2006

2005-2006	GRADE 3	GRADE 4	GRADE 5
DISTRICT ENROLLMENT	1493	1577	1593
# OF MINIMAL STUDENTS	281	285	268
% OF MINIMAL STUDENTS Benchmark baseline = 18.36%	18.82%	18.07%	16.82%

*Reflects criteria used prior to the 2006 Summer School session

ELEMENTARY STUDENTS MANDATED IN MATH: 2005 – 2006 MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN MATH

2005-2006	GRADE 3	GRADE 4	GRADE 5
DISTRICT ENROLLMENT	1493	1577	1593
# OF MANDATED STUDENTS	455	498	468
% OF MANDATED STUDENTS Benchmark baseline = 18.36% - (Minimal Proficiency only)	30.48%	31.58%	29.38%

Data from 2004-05 Grade 4 WKCE test results show 517 Students or 33.00 % of the students were in the Minimal and Basic proficient categories. Thus, we find that there was a 1.42% reduction in the percentage of students who would have been mandated for summer school if we use the new criteria.

With the new statistical data, we will now be able to make comparisons of the same group of students from year to year. The 29.38% of grade 5 students represents a 3.62% decrease for the same group of students from their 2004-2005, fourth grade scores.

ELEMENTARY MATH BY ETHNICITY AND ECONOMIC STATUS

**ELEMENTARY STUDENTS MANDATED IN MATH: 2005 – 2006
MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS
EXAMINATION (WKCE) IN MATH BY ETHNIC AND ECONOMIC STATUS**

	Ethnicity				Economic Status		
	African American	Hispanic	White	Other	Disadv.	Not Disadv.	Total
Grade 3							
<i>District Enrollment</i>	279	258	928	28	640	853	1493
# Mandated	158	111	180	6	295	160	455
% Mandated	56.63%	43.02%	19.44%	21.43%	46.09%	18.76%	30.48%
# Mandated (Minimal)	122	47	108	4	192	89	281
% Mandated (Minimal)*	43.73%	18.22%	11.64%	14.29%	30.00%	10.43%	18.82%
# Mandated (Basic)	36	64	72	2	103	71	174
% Mandated (Basic)	12.90%	24.81%	7.76%	7.14%	16.09%	8.32%	11.65%
Grade 4							
<i>District Enrollment</i>	248	271	1017	41	637	940	1577
# Mandated	145	115	234	4	289	209	498
% Mandated	35.08%	42.44%	23.01%	9.76%	45.37%	22.23%	31.58%
# Mandated (Minimal)	91	58	133	3	180	105	285
% Mandated (Minimal)*	36.69%	21.40%	13.08%	7.32%	28.26%	11.17%	18.07%
# Mandated (Basic)	54	57	101	1	109	104	213
% Mandated (Basic)	21.77%	21.03%	9.93%	2.44%	17.11%	11.06%	13.51%
Grade 5							
<i>District Enrollment</i>	269	276	1015	33	649	944	1593
# Mandated	148	118	196	6	303	165	468
% Mandated	55.02%	42.75%	19.31%	18.18%	46.69%	17.48%	29.38%
# Mandated (Minimal)	102	66	96	4	186	82	268
% Mandated (Minimal)*	37.92%	23.91%	9.46%	12.12%	28.66%	8.69%	16.82%
# Mandated (Basic)	46	52	100	2	117	83	200
% Mandated (Basic)	17.10%	18.84%	9.85%	6.06%	18.03%	8.79%	12.55%

*Reflects criteria used prior to the 2006 Summer School session

Using WKCE proficiency categories, we still see Summer School continuing to mandate a larger percentage of minority and disadvantaged students. Again, accurate comparisons to previous years cannot be made due to the change in testing and the mandating of students in both minimal and basic categories on the WKCE. When comparing this year’s fourth grade students in the Minimal Proficiency category to 2005, we find that there was no change in the mandating of African American students, a 9.83% decrease for Hispanic students, 1.33% decrease for white students, and 2.06%

increase for other minorities. In grades 3 the WKCE mandated about the same percentage of students in all ethnic categories as last year's ITBS, but almost 4% fewer students in grade 5. Unlike reading, where the percentages of mandated students in the minimal range is typically below 50% of the total number of students being mandated, the majority of the math mandated students are in the Minimal Proficiency category. These students represent those furthest behind grade level. Current intervention strategies being brought forward in the Strategic Plan and planned revisions in the Summer School curriculum will help us to address the needs of these students.

ELEMENTARY MATH BY GENDER AND DISABILITY STATUS

**ELEMENTARY STUDENTS MANDATED IN MATH: 2005 – 2006
MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS
EXAMINATION (WKCE) IN MATH BY GENDER AND DISABILITY STATUS**

	Gender		Disability Status		Total
	Female	Male	With Disability	Without Disability	
Grade 3					
<i>District Enrollment</i>	728	765	179	1314	1493
# Mandated	221	234	114	341	455
% Mandated	30.36%	30.59%	63.69%	25.95%	30.48%
# Mandated (Minimal)	140	141	81	200	281
% Mandated (Minimal)*	19.23%	18.43%	45.25%	15.22%	18.82%
# Mandated (Basic)	81	93	33	141	174
% Mandated (Basic)	11.13%	12.16%	18.44%	10.73%	11.65%
Grade 4					
<i>District Enrollment</i>	737	840	175	1402	1577
# Mandated	238	260	114	384	498
% Mandated	32.29%	30.95%	65.14%	27.39%	31.58%
# Mandated (Minimal)	137	148	75	210	285
% Mandated (Minimal)*	18.59%	17.62%	42.86%	14.98%	18.07%
# Mandated (Basic)	101	112	39	174	213
% Mandated (Basic)	13.70%	13.33%	22.29%	12.41%	13.51%
Grade 5					
<i>District Enrollment</i>	795	798	187	1406	1593
# Mandated	235	233	112	356	468
% Mandated	29.56%	29.20%	59.89%	25.32%	29.38%
# Mandated (Minimal)	141	127	82	186	268
% Mandated (Minimal)*	17.74%	15.91%	43.85%	13.23%	16.82%
# Mandated (Basic)	94	106	30	170	200
% Mandated (Basic)	11.82%	13.28%	16.04%	12.09%	12.55%

*Reflects criteria used prior to the 2006 Summer School session

The mandating of elementary math students by gender shows an almost equal percentage of students in all grades. There is also a near equal percentage of males and females in the two mandated categories, with about 60% of the students scoring in the lower, Minimal Proficiency category. For the first time, we will now maintain specific data relating to students with disabilities. Our current

mandate shows that more than 60 % of our elementary students with special needs are being mandated to attend summer school in math. Students with more severe disabilities are typically serviced through our Life and Leisure program, and a portion of these students are exempt from attending summer school based on their Individual Education Plan (IEP). A more concentrated effort was made during the 2006 Summer School session to service a greater percentage of students with disabilities as can be seen in the increased number of special education teachers and educational assistants hired for summer school this year.

MIDDLE SCHOOL MATH

Baseline data for the middle school math Benchmark for grades 6, 7, and 8 was set based on past student Minimal performance on the WKCE in grade 8 as reported below who were mandated for summer school. Because of this, statistical comparisons cannot be made at this time except in grade eight where there was a 3.48% decrease in students being mandated in the Minimal Proficiency category. This is the lowest percentage of students in the Minimal Category since DPI began using proficiency levels on the WKCE.

EIGHTH GRADE STUDENTS IN THE MINIMAL PROFICIENCY CATEGORY* ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN MATH: 2002 - 2006

GRADE 8				
	2002-03	2003-04	2004-05	2005-06
DISTRICT ENROLLMENT	1605	1707	1665	1683
# OF MANDATED STUDENTS	253	357	240	184
% OF MANDATED STUDENTS	15.76%	20.91%	14.41%	10.93%

*Reflects criteria used prior to the 2006 Summer School session

STUDENTS IN THE MINIMAL PROFICIENCY CATEGORY* ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN MATH: 2005 - 2006

2005-2006	GRADE 6	GRADE 7	GRADE 8
DISTRICT ENROLLMENT	1637	1585	1683
# OF MINIMAL STUDENTS	226	183	184
% OF MINIMAL STUDENTS Benchmark baseline = 12.81%	13.81%	11.55%	10.93%

*Reflects criteria used prior to the 2006 Summer School session

STUDENTS MANDATED IN MATH: 2005 – 2006 MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN MATH

2005-2006	GRADE 6	GRADE 7	GRADE 8
DISTRICT ENROLLMENT	1637	1585	1683
# OF MANDATED STUDENTS	462	417	436
% OF MANDATED STUDENTS Benchmark baseline = 5.29% (Minimal Proficiency only)	28.22%	26.31%	25.91%

When comparing grade eight data to 2004-05, 30.15% of the students were in the Minimal and Basic proficiency categories. This represents a decrease in students in these proficiency categories of 4.24%. Overall, using the Minimal and Basic Proficiency categories on the WKCE for 2006, we mandated 1,315 middle school students for math. This compares to 915 mandated students and 1,443 mandated and recommended students for 2005 based on both the WKCE and ITBS.

MIDDLE SCHOOL MATH BY ETHNICITY AND ECONOMICS STATUS

NUMBER AND PERCENTAGE OF MIDDLE STUDENTS IDENTIFIED FOR MANDATORY EXTENDED YEAR SUMMER SCHOOL IN MATH BY ETHNICITY, ECONOMICS, GENDER, AND DISABILITY: 2005 – 2006

	Ethnicity				Econ. Status		
	African American	Hispanic	White	Other	Disadv.	Disadv.	Total
Grade 6							
<i>District Enrollment</i>	250	270	1079	38	663	974	1637
# Mandated	133	105	218	6	283	179	462
% Mandated	53.20%	38.89%	20.20%	15.79%	42.68%	18.38%	28.22%
# Mandated (Minimal)	73	44	107	2	141	85	226
% Mandated (Minimal)*	29.20%	16.30%	9.92%	5.26%	21.27%	8.73%	13.81%
# Mandated (Basic)	60	61	111	4	142	94	236
% Mandated (Basic)	24.00%	22.59%	10.29%	10.53%	21.42%	9.65%	14.42%
Grade 7							
<i>District Enrollment</i>	250	260	1041	34	636	949	1585
# Mandated	134	96	182	5	264	153	417
% Mandated	53.60%	36.92%	17.48%	14.71%	41.51%	16.12%	26.31%
# Mandated (Minimal)	70	38	73	2	129	54	183
% Mandated (Minimal)*	28.00%	14.62%	7.01%	5.88%	20.28%	5.69%	11.55%
# Mandated (Basic)	64	58	109	3	135	99	234
% Mandated (Basic)	25.60%	22.31%	10.47%	8.82%	21.23%	10.43%	17.76%
Grade 8							
<i>District Enrollment</i>	248	253	1149	33	633	1050	1683
# Mandated	119	98	212	7	254	182	436
% Mandated	47.98%	38.74%	18.45%	21.21%	40.13%	17.33%	25.91%
# Mandated (Minimal)	54	40	86	4	120	64	184
% Mandated (Minimal)*	21.77%	15.81%	7.48%	12.12%	18.96%	6.10%	10.93%
# Mandated (Basic)	65	58	126	3	134	118	252
% Mandated (Basic)	26.21%	22.92%	10.97%	9.09%	21.17%	11.24%	14.97%

*Reflects criteria used prior to the 2006 Summer School session

Using WKCE proficiency categories, we still see Summer School continuing to mandate a larger percentage of minority and disadvantaged students. An accurate comparison to previous years cannot be made due to the change in testing and the mandating of students in both Minimal and Basic proficiency categories on the WKCE.

MIDDLE SCHOOL MATH BY GENDER AND DISABILITY STATUS

MIDDLE SCHOOL STUDENTS MANDATED IN MATH: 2005 – 2006 MINIMAL AND BASIC CATEGORY ON THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE) IN READING BY GENDER AND DISABILITY STATUS

	Gender		Disability Status		Total
	Female	Male	With Disability	Without Disability	
Grade 6					
<i>District Enrollment</i>	781	856	200	1437	1637
# Mandated	198	264	146	316	462
% Mandated	25.35%	30.84%	73.00%	21.99%	28.22%
# Mandated (Minimal)	37	85	82	40	122
% Mandated (Minimal)*	4.74%	9.93%	41.00%	2.78%	7.45%
# Mandated (Basic)	81	119	45	155	200
% Mandated (Basic)	10.37%	13.90%	22.50%	10.79%	12.22%
Grade 7					
<i>District Enrollment</i>	757	828	200	1385	1585
# Mandated	200	217	140	277	417
% Mandated	26.42%	26.21%	77.00%	20.00%	26.31%
# Mandated (Minimal)	84	99	97	86	183
% Mandated (Minimal)*	11.10%	11.96%	48.50%	6.21%	11.55%
# Mandated (Basic)	116	118	43	191	234
% Mandated (Basic)	15.32%	14.25%	21.50%	13.79%	14.76%
Grade 8					
<i>District Enrollment</i>	829	854	231	1452	1683
# Mandated	210	235	154	282	436
% Mandated	24.25%	27.52%	66.67%	19.42%	25.91%
# Mandated (Minimal)	82	102	102	82	184
% Mandated (Minimal)*	9.89%	11.94%	44.16%	5.65%	10.93%
# Mandated (Basic)	119	133	52	200	252
% Mandated (Basic)	14.35%	15.57%	22.51%	13.77%	14.97%

*Reflects criteria used prior to the 2006 Summer School session

The mandating of middle school math students by gender shows only a slightly higher percentage of our Summer School student population to be male at the middle level. Large proportions, 66.67% to 73.00%, of our middle school students are students with disabilities, or students with special education needs. Students with more severe disabilities are serviced through our Life and Leisure program. A portion of these students is exempt from attending summer school based on their Individual Education Plan (IEP). A more concentrated effort was made during the 2006 Summer School session to service a greater percentage of students with disabilities. Each middle school hired a special education teacher for summer school this year.

2006 Participation In Extended Year Math Program

The 2006 elementary program had 1,411 mandated students for the Extended Year Math program compared to 887 reading students. Of this total, reported through the District's student information

system Pentamation program, 938 students were active in the summer school program, 289 more students than reading. All first and second grade students are recommended, since they are not tested. At the Middle School level, 1,272 students were mandated for the Extended Year Math compared to 815 in reading, and 680 participated in the summer school program, 201 more students than reading. Building principals and teachers may exempt a student from the mandated program if it is felt that the test score did not accurately reflect the student's ability, the student's performance showed significant growth through the end of the school year, or a special education IEP exempts the student from summer school. Exemptions are made during the final month of the school year and are recorded in the summer school office. Students not active in the summer school program and who have not been exempted are subject to retention based on District retention policy. Some students opted for private tutoring instead of attending summer school. The total number of students being tutored was not reported to the summer school office. 77 students moved prior to the start of summer school.

EXTENDED YEAR MATH ENROLLMENTS AND EXEMPTIONS						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Students Attending Summer School	299	312	340	237	217	226
Students Exempted from Summer School	57	68	58	98	75	56
Mandated Students Not Active*	49	99	53	101	121	141
Students Attended with Disabilities	48	31	53	40	37	28

* Includes students completing requirements through tutoring and students who moved prior to the start of summer school.

TOTAL PERCENTAGE OF STUDENTS IN EXTENDED YEAR MATH				
	Number of Students (excluding transfers)	Percentage Completed	Percentage Dropped	Percentage Did Not Attend
Students Identified in Math: Minimal	1382	63.2%	2.1%	35.0%
Students Identified in Math: Basic	1277	59.4%	2.1%	39.0%
Math Total	2659	61.3%	2.1%	36.9%

Based on grade level information, 75.2% of fifth grade students attended and completed Extended Year Reading while 52.5% of the sixth grade students completed summer school. 1,073 more students were mandated in math than in reading this summer due to the use of the WKCE at all grade levels. This is consistent with what we have seen in past years when comparing students mandated by the use of the WKCE in grades four and eight compared to students taking the ITBS during the previous years.

PERCENTAGE OF EXTENDED YEAR MATH ENROLLMENTS BY ETHNICITY						
	African American	Asian	Caucasian	Hispanic	Native American	District
Identified Students Attending	837	28	1222	643	6	2736
Number Exited District	25	2	35	15	0	77
Percent Completed	65.6%	57.7%	52.6%	72.6%	66.7%	61.3%
Percent Dropped	3.0%	0.0%	1.5%	2.2%	0.0%	2.1%
Percent Not attending	31.9%	42.3%	46.3%	25.5%	33.3%	36.9%

A larger percentage of ethnic minority students attended and completed the Extended Year Math program than non-minority students. This is also true of economically disadvantaged students, which saw 66.4% of these students completing summer school reading compared to 53.2% of students not economically disadvantaged.

ELEMENTARY AND MIDDLE SUMMER SCHOOL MATH PROGRAM REPORT

Hillary Ridolfi, Summer School Math Consultant, and Collin Bradley, Summer School Reading and Math Consultant, prepared the following analysis for 2006. Ms. Wendy Murrie worked as a consultant on an as-needed basis.

Curriculum:

The curriculum chosen for the Extended Year Summer Math Program at the elementary level is based on the Everyday Mathematics curriculum utilized throughout most of the elementary schools during the school year. This summer curriculum was developed nine years ago by the District Summer School math consultants as a continuation and reinforcement of the District math program already in place. This system is in its eighth summer of use. Lessons in the binder are divided into six one-week sections covering numeration (counting), place value, computation, money, fractions, and time. Each week, lessons are taught on one of these topics. The daily lesson is broken down into four sections: warm up exercises, which include mental math and mini fact quizzes; a routines section, which includes group discussions on finding patterns, practicing math facts, and using computational skills; a games section to provide the students with daily fact practice; and finally, the skills link workbook pages which provide individual practice on one of the above six topics.

The Middle School curriculum for the Extended Year Summer Math Program is based on the curriculum, which was used by some buildings during the regular school year, *Passport to Mathematics*. This text was replaced in 2006, and the middle school math, summer curriculum will need to be revised through the help of Instructional Services. The curriculum covers topics such as working with decimals, fractions and percents, drawing and measuring angles, similar polygons, conversions in both the customary and metric systems, using formulas, and measuring. The curriculum was divided into daily lessons that involved a variety of learning activities, such as a

warm-up, a project, and basic fact practice that all related to the same topic. Journal writing was also encouraged as a way to incorporate writing into the math curriculum in a beneficial way.

Positions Held:

During the 2006 Summer School Math Program, Ms. Ridolfi and Mr. Bradley conducted the duties of the math consultant position. At the beginning of the summer, Ms. Ridolfi conducted an in-service for teachers involved in the two-hour math program. Additionally, both visited building sites, tabulated and graphed pre and posttest results, worked on the board report, inventoried summer school books, binders, and manipulatives, and collated, mailed, and created various items needed for the schools. In addition, Ms. Ridolfi developed a math manipulative order for elementary summer school classrooms as well as helped develop a defined final progress report for the Getting Ready for Kindergarten and Getting Ready for First Grade program.

Ms. Ridolfi and Mr. Bradley were also responsible for working directly with teachers in the schools. They brought out needed materials to teachers so they could productively carry out lessons; traveled from school to school informing and assisting teachers with any areas of concern. In addition, Ms. Ridolfi worked with individual students who needed extra assistance and observed a number of classrooms.

Student Information:

The math tests that were revised three years ago were used again this summer. The sections of the test covered the various areas of instruction given to the students using the daily binder lesson. A pretest was given during the first week of summer school and a posttest was given during the final week of summer school. Each grade level had the same number of pre test and posttest problems.

The results from these tests were received using a percentage form. This percentage was based on the number of correct answers, which was then entered into the District's Pentamation system. Results have been tabulated by grade level at the individual school, the individual school average, and the District grade level average. Tables have been used to show the pretest average, followed by the posttest average, and then finally the growth average. The District Grade Level Summary of pre and posttest scores and the growth average are included in the following tables. Only students who took both the pre and the posttest are included in the following tables.

Participation

The 2006 extended year math program had 2,050 students. In grades two through eight 53% or 867 of the 1,626 students were mandated to attend, 43% or 694 were recommended. Four percent or 65 students were of unknown status.

Mandated and Recommended Math Participation By Grade

Grade	Mandated	Recommended	Total
1	X	X	238
2	X	X	186
3	195	98	293
4	202	109	311
5	201	130	331
6	107	113	235•
7	80	119	231•
8	82	125	225•

- Includes students in attendance with an unknown mandated/ recommended status

The total percentage for males to females in the summer school math program was fifty-three percent to forty-seven percent. When students are divided into mandated and recommended subcategories for grades three through eight, sixty-eight percent of the males and seventy-two percent of the females were mandated to attend summer school math.

Gender Percentages for Extended Year Math Students

Grade	Percent Male	Percent Female
1	58%	42%
2	52%	48%
3	48%	52%
4	54%	46%
5	48%	52%
6	61%	39%
7	54%	46%
8	53%	47%

During the 2005 Summer School session 51% of the males and 45% of the females were mandated to attend summer school. Previous experiences with the WKCE in grades four and eight have typically mandated more students, and an accurate comparison cannot be made to last year's results.

Mandated Population by Gender			Recommended Population by Gender		
Male	Female	Total	Male	Female	Total
601 (68%)	570 (72%)	1,171	288 (32%)	223 (28%)	511

Student Ethnicity

Ethnic Totals for 2006 Extended Year Math

Grade	African American	Hispanic	Asian/N. American	Minority Total	Minority Percent	White Total	White Percent	Grade Total
1	45	60	2	107	52%	99	48%	206
2	82	65	3	150	60%	98	40%	248
3	72	74	2	148	61%	94	39%	242
4	82	84	1	167	61%	106	39%	273
5	87	84	2	173	57%	132	43%	305
6	68	71	7	146	57%	110	43%	256
7	66	65	4	135	63%	79	37%	214
8	52	32	2	86	60%	58	40%	144

Among all students, both mandated and recommended, the percentage of minority students attending summer school is consistently above fifty percent. As with reading, the percentage of minority students, both mandated and recommended, attending summer school exists at a ratio of around three minority students to every two white students.

Results of Extended Year Math Pre and Post Tests

District Grade Level Results for 2006 Elementary Students

Grade	No. of Students	Pretest	Post Test	Growth
1	195	68%	81%	13%
2	228	66%	84%	18%
3	224	63%	78%	15%
4	263	56%	72%	16%
5	280	54%	69%	15%

District Grade Level Results for 2006 Middle School Students

Grade	No. of Students	Pretest	Post Test	Growth
6	233	33%	55%	22%
7	201	26%	63%	36%
8	132	25%	53%	28%

Comments on Elementary and Middle School Math:

The summer school report card as well as the mid-term report that were updated and revised for the 2004 session were reviewed and used again this year. Elimination of a mid-term report during summer school was suggested by many of the summer school teachers. It was suggested that such a report was not very useful because the students are only present for three weeks at the time the mid-term reports are distributed. Other suggestions made by teachers through the end of the summer

surveys and through comments made to the math consultants are included in the following section of this report.

Math Elementary/Middle Summer School Recommendations:

- The routine and warm up should better match the skill being taught in the handbook.
- Students should be assigned to a class based in part on their grade level and their ability level.
- A uniform way of recommending first grade students for summer school should be used throughout the district. Currently, teachers recommend first and second graders, since standardized tests are not given in the first or second grade. The math challenge given at the end of first and second grade could be used as a tool in first and second grade summer school selections.
- Maintain reasonable class size.
- Spanish versions of all pre and posttests, lesson plans, logs, ‘Fridge Facts’, etc. would be helpful for Spanish speaking students.
- Focus more on basic skills. Many teachers felt the curriculum was too much to cover, and the focus of summer school math should be narrowed. This work should be reviewed through Instructional Services.
- Eliminate the mid-term progress report.
- If the same binder program is to be used at the middle level next year, new inserts need to be printed and delivered to the sites. Copy cost is estimated at \$3,000.
- In-service in the beginning of summer school should be for first time teachers only.
- Elementary school binders need revision and need to include more basic fact practice, story problems, and lessons on the use of the math manipulatives.

SUMMARY: ELEMENTARY AND MIDDLE SCHOOL READING AND MATH CURRICULUM

In the 2004 Summer School Report, the Board of Education approved the following recommendation:

Elementary and Middle School summer reading and math should be included as part of the regular Language Arts and Math adoption cycle and the purchase of new materials should be incorporated into the budget at that time.

At that time, no additional money was budgeted for the purchase of new materials. The Board allowed for a carry-over of \$50,000 in both 2004 and 2005. Some of this money was used to coordinate all middle school reading and to add additional reading materials at both the elementary and middle school levels in the form of classroom, silent reading libraries, as well as standardizing the middle school reading curriculum.

The Middle School has adopted a new math series for the 2006 – 2007 school year for all middle schools. A pilot program last summer did not meet the District’s needs. Mrs. Geri Santarelli, Instructional Service Secondary Math Consultant, has been working with the new vender on a possible math program replacement for summer school. At this time no decision has been made in replacing the old program. There is no estimate at this time as to the cost of a new or revised middle

school math curriculum for summer school. However, urgent attention needs to be given to this matter since the WKCE mandates a greater number of students in math than the ITBS.

At the elementary level, revision of materials has been underway for the past two summers, based on work by Instructional Service Math Consultant Fran Romano. Mrs. Romano meet with the Summer School math consultants this summer, and based on her recommendation, the purchase of almost \$23,000 worth of math manipulatives were purchased for use next year. The development of lessons to be used with these manipulatives is needed. It is estimated that once this work is completed, an additional \$3,000 will be needed to implement a revised elementary curriculum. This money would come from the 2007 Summer School budget.

GOAL 3: Pre Kindergarten and Kindergarten students will develop math and reading skills to prepare them for Kindergarten and First Grade.

Getting Ready for Kindergarten and Getting Ready for First Grade are two-hour classes offered at a limited number of sites in the District. A four-hour session of Getting Ready for Kindergarten was held at Frank with 64 students in four classes and EBSOLA Elementary Schools with 32 students in two classes. The four-hour sessions were held at these locations for two reasons: the students at these locations were better served by the longer session because of their needs, and parents were more likely to get their child to the class. Only nine sessions of Getting Ready for Kindergarten were held during 2006 compared to 15 sessions in 2005, as fewer buildings offered the Getting Ready in 2006. Getting Ready for First Grade included 15 sessions, both this summer and in 2005.

Reading and Math readiness skills and early reading and math standards were the focus of the curriculum. In an effort to improve curriculum, a variety of black master activity books in reading and math were purchased for these classes to be used in 2007. Additionally, math manipulatives will be available for each class. A new progress report was created, based on the District report card as no specific progress report existed for these classes. Chavez Learning Center started a four-hour session for their students in 2005, servicing students entering kindergarten in the fall. This program grew from 32 to 72 students, providing a complete educational curriculum for some of the District's most needy students

COMPARISON OF GETTING READY CLASS ENROLLMENTS: 2000 to 2006							
	2000	2001	2002	2003	2004	2005	2006
GETTING READY FOR KINDERGARTEN	211	260	275	236	200	255	170
GETTING READY FOR FIRST GRADE	319	305	286	248	230	220	227
CHAVEZ PROGRAM						32	72

GOAL 4: Students in the elementary and secondary level special education programs will increase their participation in extended year programs, and students with more acute needs will increase their skills in the four functional areas of domestic/daily life, recreation/leisure, vocational/community and communication/social skills through the Life and Leisure Program.

Students with special education needs participated in all aspects of summer school. An increased effort was made to provide special education support in all buildings. Each summer school site hired special education teachers, and many sites were allowed to hire educational assistants depending on the special needs of the students in attendance. Special education students, who were often exempted in past summers, were required to attend summer school unless specifically exempted by their IEP. There were 387 reading and 440 math special education students mandated to attend summer school. Of this number, 272 attended reading and 237 attended math students.

For students whose needs would be better addressed outside the traditional classroom, the Life and Leisure Program was offered again. The program was housed at Somers Elementary School and Mahone Middle School. Students of all ages participated in activities that focused on life skills that related to each student’s IEP. Field trips and special activities were afforded to these students and were funded through Special Education. Teachers and educational assistants were funded through summer school and payment was made from the fund 27 accounts resulting in increased expenditures in this area, but reducing by the same dollar amount the fund 10 account. Extended school year students whose IEP called for summer classes also participated in classes other than Life and Leisure. These classes focused on speech, occupational and physical therapy.

GOAL 5: High school students will obtain advanced credits or re-take failed course work toward graduation.

Students in high school who were credit deficient are the first priority in the summer school high school program. Accelerated Independent Study classes were also offered at Bradford, Tremper, Lakeview, and Reuther Central High Schools. A large number of students took physical education classes, often because of the limited ability to participate in music due to block scheduling during the regular school year. Six students attended the CADD class at Lakeview in two sessions. The cost was split between summer school and Lakeview. However, it was determined that CADD classes will not be held in 2007 due to the small enrollment. It was difficult to find certified secondary staff to teach summer school classes, particularly in the areas of physical education and health. Bradford and Tremper social studies classes were combined at Tremper, and science was held at Bradford. The Phoenix Project, a program held at the Correctional Center, was canceled because the staff member was unable to teach this summer due to health problems, but it is expected to return next summer. This program offers course work to school aged incarcerated men to complete their GED. Achieve was again held through Reuther, offering students an opportunity to earn class credit while acquiring training in a variety of work experiences.

COMPARISON OF HIGH SCHOOL SUMMER SCHOOL ATTENDANCE									
YEAR	ENGLISH	MATH	SOCIAL STUDIES	SCIENCE	PHY. ED.	HEALTH	YEAR BOOK	PHOENIX PROJECT	ACHIEVE
2000-01	152	229	58	20	337	37	39	14	
2001-02	182	161	75	79	335	47	31	11	
2002-03	332	175	118	41	538	70	15	12	
2003-04	136	122	35	86	415	34	16	15	39
2004-05	162	116	44	47	379	34	21	15	26
2005-06	178	112	74	35	326	24	19	NA	46

Accelerated Independent Study (AIS) is offered at all high schools except ITA. All subject areas are available for students who are credit deficient at Reuther, Bradford, and Hillcrest. Math was offered at Tremper and Lakeview. The Lakeview program has been a modified AIS program pilot for the past three years. Student success in the program has been limited, and the program will not be offered in 2007. Students who attended this program will be able to register at the other high schools under the open enrollment policy.

ACCELERATED INDEPENDENT STUDY (AIS) ATTENDANCE					
YEAR	BRADFORD	HILLCREST	TREMPER	REUTHER CENTRAL	LAKEVIEW
2000-01	52	72	52	164	
2001-02	63	68	27	181	
2002-03	63	80	37	164	
2003-04	46	103	45	194	38
2004-05	25	98	32	150	25
2005-06	31	95	17	197	24

GOAL 6: High School Special Education students that are at risk of becoming credit deficient will obtain credits through skill building work experience and independent study.

The Hillcrest summer school program offered course work for students receiving special education services who were deficient in credits. The purpose was to provide a structure through which students can acquire credits toward graduation while benefiting from intensive instruction in the areas of language areas, self-advocacy, and work experience. The courses meet three days a week for four hours at a time and on the fourth day of the week students could use it for a job, to make up a day they missed during the week, or to get extra help from the teachers. Student’s participation in the Hillcrest program is reported as part of AIS.

GOAL 7: Elementary, Middle and High School level students will develop and increase their individual and group performance skills at various levels for string, wind, and percussion.

The summer school music program provides an instructional opportunity for students beginning at the 3rd grade level with string instruments and at the 4th grade level with wind and percussion instruments. At the middle and high school levels, students advance their individual and group performance skills. Students participated in a concert performed for their families at the end of the summer session. A variety of activities and performances by the summer Continental Band, Rambler Band, and Band of the Black Watch occur throughout the summer providing an opportunity for students to perform for their families and community.

Continental Band:

The Kenosha Continental Band is comprised of the Kenosha School District’s rising sixth graders. This year's 92 members participated in the Kenosha Veterans Parade, the Waterford Independence Day Parade, the Port Washington Fish Day Parade, the Verzal Memorial Concert, the

Kenosha Band Shell Concert, and the Band Booster Ice Cream Social concert and at the Festival of Arts and Flowers. The Continental Band also participated in a two-day intensive camp at the beginning of summer where they learned how to march and was able to participate in sectionals and master classes with instructors from both the Kenosha and Milwaukee areas.

Rambler Band:

The Rambler Band was composed of 128 seventh and eighth grade band students from all over Kenosha. The Rambler Band went to Carroll College for three days of intensive rehearsal in both concert and marching. Students worked closely with professional clinicians who gave them instruction in performing on their respective instruments. They participated in the Sun Prairie Flags of Freedom contest, the Kenosha Parade, the Lake Bluff and Skokie Fourth of July parades, the Jeff Verzal Memorial concert, the Bristol Parade, the Band Shell concert, the Ice Cream Social and the Festival of the Arts and Flowers. They were able to perform music well beyond their years of experience and perform it well. Attendance at rehearsals and performances was exceptionally high this season. Overall, the Rambler Band was a remarkable group of young people and had a remarkable season representing our school district.

Band of the Black Watch:

Entering their 27th season of competition, the high school *Band of the BlackWatch* continues to provide a unique blend of musical precision and excitement for audiences throughout the country. As ambassadors of music for Kenosha, Wisconsin, the 2006 *Band of the BlackWatch* presented in concert, “Montana Fanfare” by Thomas Doss, “The Silver Quill” by Dale Harpham and Sammy Nestico, “Incantation and Dance” by John Barnes Chance, and “Caravan” by Duke Ellington and arranged by Richard Saucedo. On the street BlackWatch will feature “The Music of Riverdance” and the Doobie Brothers classic “Takin It to the Streets”.

This year the Band of the BlackWatch appeared in the Swedish Days Parade in Geneva, Illinois, the Kenosha Civic Veterans Parade and the Flags of Freedom Band Rally in Sun Prairie, WI. On the Fourth of July the band appeared in parades in Lake Bluff, Skokie, and Morton Grove, Illinois. On July 6th the Band hosted the 4th Annual Jeff Verzal Memorial Concert at Tremper High School in Kenosha. The band hosted a summer band concert extravaganza at the Kenosha Sesquicentennial Band Shell at Pennoyer Park, appeared at the Kenosha Band Booster Ice Cream Social, and traveled to Orlando, Florida for a performance at Disney World.

FIVE YEAR COMPARISON OF SUMMER SCHOOL MUSIC ATTENDANCE							
YEAR	BEGINNING ELEMENTARY STRINGS	CADET ELEMENTARY STRINGS	ADVANCED STRINGS	K-L BAND	CONTINENTAL BAND	RAMBLER BAND	BAND OF THE BLACK WATCH
2001	186	78	NOT REPORTED	100	83	105	105
2002	133	91	NOT REPORTED	112	79	110	110
2003	136	93	NOT REPORTED	128	93	94	94
2004	139	73	76	99	95	129	96
2005	104	123	73	101	78	126	95
2006	146	99	75	88	90	126	125

GOAL 8: Elementary, Middle and High School students will develop skills related to a large theater performance.

The theater arts summer program has become an area of pride for the community. The program at Bradford, known as the Kenosha Youth Performing Arts Company, was started in 1999 with 155 students participating and has developed into a major production featuring students from all public, private, and parochial schools. It features students from kindergarten through twelfth grade. A second program began in the summer of 2003 at Lincoln Middle School for the participation of students in fifth through eighth grade, and now includes students in all grades. KYPAC performed “**Stories and Songs**” and Lincoln performed “**Oklahoma.**” during the 2006 summer school session.

SUMMER SCHOOL THEATER ARTS ATTENDANCE		
YEAR	BRADFORD KYPAC PROGRAM	LINCOLN MIDDLE SCHOOL THEATER ARTS PROGRAM
2000	152	
2001	161	
2002	180	
2003	200	107
2004	183	143
2005	147	172 (two separate productions)
2006	141	113

GOAL 9: Students will progress through the established water safety - swimming program.

Two swimming programs were offered during the summer. One was an instructional program for students aged six to 14. The other was a competitive program for students aged 7 to 14. The instructional sessions met 12 days for 45 minutes and followed the Red Cross instruction and leveling system. Students in the competition program participated in meets throughout the immediate area.

INSTRUCTIONAL SWIM PARTICIPATION							
	2000	2001	2002	2003	2004	2005	2006
NUMBER OF PARTICIPANTS	777	775	901	1149	1047	1044	1048

In 2005 we added three other instructional “camps” in soccer, basketball, and tennis. Curriculum was written and lessons were taught for children ages 6 to 11 in soccer, basketball, and tennis. In 2006 instructional baseball/softball was added. 455 students participated in these instructional programs.

GOAL 10: Incoming students at the middle and high school levels will meet peers and become familiar with the school personnel, building structure, daily class schedule and opportunities/services available to them during the school year.

Orientation sessions were held at all the middle schools and at certain high schools for students new to the building in the fall. Reuther Central and Indian Trail Academy held orientation sessions at the start of the school year. The summer school Gear Up sessions provided students with an opportunity to spend some time in their buildings and learn about the opportunities and services available to them. They also learned what would be expected from them in the fall. Activities are prepared to provide opportunities for students to interact with others while decreasing the anxiety they may have about entering a large middle or high school. Since Gear Up is considered an orientation and not an educational program, it is no longer eligible for state reimbursement through our summer school "Average Daily Membership" count, and will no longer be included as part of the summer school report.

GOAL 11: Students will have enriched activities through the 21st Century Community Learning Centers and Recreation Departments.

The 21st Century Community Learning Center Programs were open at three sites. Elementary sites were open Monday through Thursday from approximately 12:00-5:30 for six weeks. These sites offered a variety of activities including power hour for reading and math, arts and crafts, basketball, and various field trips. The total enrollment for all sites was 211 students. The average daily attendance was 119 students. Due to the loss of grant money, the CLC program ran in conjunction with the summer recreation program.

EVALUATION OF 2004-05 SUMMER SCHOOL RECOMMENDATIONS

The following recommendations were to be considered for the 2005-06 summer school program.

Maintain funding to completely support the middle school Scholastic Summer Reading program purchase of workbooks.

The Summer School office used a portion of the Board approved \$50,000 carry-over funds to purchase additional reading kits and workbooks. Approximately \$12,000 was spent and we received about \$4,000 worth of additional materials from Scholastic at no cost. Because there was a lower than expected enrollment, additional kits and workbooks are still available and should handle the 2006-07 summer school session.

When testing results on the WKCE in grades three through eight are returned to the District, determine if students should be mandated in both the Minimal and Basic categories by comparing the percentages to those mandated under ITBS in 2005..

It was determined that students in both the Minimal and Basic Proficiency categories would be mandated to attend summer school and that the "Six Year Goals and Benchmarks for Academic Indicators" presented to the Board in November, 2005, would be adjusted to reflect both categories rather than just the Minimal Proficiency category. This decision was based on the District's Strategic goal that all students will be proficient by 2010. Compared to previous years, when both the ITBS and WKCE test were used, we found reading mandates to be similar and math mandates to be slightly higher.

Elementary and middle school principals, specific to their level, should adopt a standard procedure for exempting students from summer school in line with Board policy and as a part of that policy.

A defined procedure was adopted for exempting students from summer school. Students are exempt from the summer school mandate based on teacher recommendation if they: A.) show adequate progress; B.) the test score does not accurately reflect the student's ability; or C.) The student's IEP exempts the student. However, there is still some question regarding alignment of the summer school, Board approved mandate policy and board policy on retention when mandated students fail to attend summer school. Many of these students were exempted after they failed to attend. Further review is necessary.

Develop and implement enrichment classes at the elementary level to engage students in life-long learning experiences.

Enrichment classes in art, Spanish, and digital technology were held at three locations and proved very successful. The enrichment program known as ESCAPE was held at Roosevelt, utilizing a three-teacher team proved to be as popular now as ever and received front-page news and photo coverage in the Kenosha News.

Develop and implement a uniform course schedule among Tremper, Bradford, and Indian Trail Academy, possibly through regional site development.

A four day, four and one half hour class program was implemented at Tremper, Bradford, and ITA. This allowed for the schools to combine enrollments at one location when overall enrolment would have been too small at the individual schools. Additionally, students were able to take one session at one school and a second session at another because all sessions started and ended at the same time.

Develop classes that focus on credit recovery at several high school sites.

An increased number of credit recovery classes in social studies and science were held this year as high schools worked together to combine enrollments that allowed classes, which would have previously been canceled because of low enrollment.

With the support of Instructional Services, evaluate the math programs piloted at Curtis Strange and Lincoln Middle for possible adoption as new Summer School curriculum.

Instructional Service's secondary math consultant Geri Santerelli indicated that the pilot held at Lincoln Middle School in 2005 did not match our needs. She was investigating new programs with the vendors, but there was no new pilot for 2006 and previous curriculum was used. At the elementary level, copyright issues were discussed, and it was decided that the pilot could not be used District wide. However, a combination of new materials written by District staff under the supervision of Instructional Service's elementary math consultant Fran Romano, combined with current materials could be used. \$23,000 was spent on new math manipulatives purchased from the Summer School budget. Lesson plans for the use of these manipulatives and assessments still need to be created to complete an up-date of the elementary math program.

Allow the use of up to \$50,000 from the balance of the 2005-06 Summer School budget to purchase additional reading, math, and the possibility of enrichment materials for the 2006-07 Summer School session by creating a special account that could be used prior to the end of this budget year.

The Board approved the spending of this money and a special account was created. Approximately \$20,000 was spent on the middle school reading program for instructional kits and workbooks and on elementary reading libraries for teachers to use in the classroom. Additionally, money was spent to update the summer school office computers and printers. Since the regional site plan has resulted in lower staff costs, money will be shifted to supplies and curriculum development and purchases in order to update what we currently are using. Spending will occur during the budget year resulting in fewer dollars saved, but ending our request for carry-over money.

Budget Impact

The budget for the 2004-2005 summer school program was \$1,036,737.80. Expenditures, as of October 2006 were approximately \$983,000 leaving a balance in the Summer School budget of approximately \$54,000. At the time of this report a small number of accounts still had minimal activity. The summer school revenue is part of the general fund account. Full budget information will be available for review to the Board as it becomes available to the Superintendent.

Regional Site Cost Savings			
	2004	2005	2006
Summer School	\$132,614.00	\$108,327.00	\$53,737.00
Facilities	\$113,000.00	\$106,673.00	\$163,219.00
Total Savings	\$245,614.00	\$215,000.00	\$216,956.00

In 2004 and 2005, the Board approved the carry-over of \$50,000 to be used in purchasing supplies and curriculum materials. Approximately \$25,000 was spent each of those years. However, at least some of this expenditure was recorded in the 2005 or 2006 budgets resulting in lower savings. In 2006, more money was spent on special education staff and an additional \$23,000 was spent on elementary math manipulatives. No carry-over money is being requested for 2007.

The regional site plan closed two additional elementary buildings for 2006. Southport realized a 43.2% facilities savings this summer, and Somers a 37.0% savings. ITA, which ended its 2006-summer session August 9 as opposed to the August 23rd ending date in 2005, had a 20.9% facilities savings. Of the \$163,219.00 in Facilities savings, \$85,000 was realized through staff savings.

The Wisconsin Department of Public Instruction allocates student aid for summer school at 40% of the regular school year per full time equivalent students (FTE). This summer’s average daily membership (ADM) accounted for 519 FTE as compared to 489 FTE in 2005. The FTE in 2004, the first year of the regional site plan was 517.

Recommendations for 2006-07

- **Update, refine, or replace current Extended Year Math program at the elementary and middle school levels cooperatively with Curriculum and Instructional Services.**
 Current math materials have been used since the extended year program began in 1999. Some work has already been done with the cooperation of Instructional Services but needs to be completed. Based on Instructional Services elementary math consultant recommendation, Summer School purchased new math manipulatives. However no lessons have been

developed to utilize these materials. The middle level needs to continue the investigation of a new program.

- **Replace lost and damaged *Houghton Mifflin Reading Teacher Kits for the Elementary Schools***

Current materials have been in use for seven years. Due to the use of regional sites, some kits have been lost. Purchase new kits to be maintained by the host school. Current kits cost an average of \$1,000.00 each. Replace kits at five sites in 2007 and remaining sites in 2008. These costs can be absorbed, if there is no reduction in the summer school budget.

- **Through Curriculum and Instructional Services, develop or purchase a reasonable Pre and Posttest for the Summer school reading program**

Current reading pre and posttests were created using district materials from the regular school year Houghton Mifflin program. This was needed when the District moved to the regional site plan and the computer SRI program could no longer be utilized. Current work on common assessments or the development or purchase of a different assessment, will give us more reliable data than what is currently being used.

- **Eliminate the midterm progress report for all students and require summer school staff to notify parents only when students are not maintaining appropriate progress.**

Because the summer session consists of a 24-day program, it is difficult for teachers to write a meaningful progress report on all students after the first 12 days.

- **Design a new end-of-summer “Student Progress Report” to more closely align with the current progress reports used during the regular school year.**

The current summer school progress report does not reflect changes that were made for the regular school year progress reports.

- **Modify the high school summer school schedule so that all credit classes are required the same number of hours and align all summer school classes to the same schedule.**

Current credit requirements are set at 60 hours for make-up credit and 80 hours for new credit, typically physical education. During the 2006 session, classes were set at the state maximum 4.5 hours and make-up classes attended Monday through Thursday for 14 days, while new credit attended Monday through Friday for 18 days. A consistent schedule allows for a more uniform and available program. It is recommended that all high school classes at Bradford, Tremper, and ITA follow a 4.5-hour per day, 16-day schedule from Monday through Friday. This would allow more students to enroll in classes for both new and make-up credit in core subject areas. Currently, students wishing to enroll in new credit, core classes are unable to do so as these classes meet for 60 hours rather than 80 hours. With a consistent class schedule, students wishing to receive advance credit would be able to do so. Teachers could modify the curriculum, requiring students taking a class for new credit to do independent research above what would be required for students taking the class for make-up credit. Hillcrest and Reuther should maintain their current schedule because of the unique nature of their program. Due to extremely small enrollment, Lakeview should be closed during the summer for KUSD student recovery credit and their students should attend other open locations.

- **Fully utilize the regional site plan model at the middle school level through the combining of students at the partner-school sites.**

Two middle school sites, Mahone with McKinley and Lincoln with Lance, are a part of the regional site plan. Yet, at each site, the schools have typically run their summer school programs separate from each other, with the exception in 2005 when Lincoln and Lance combined to run a very efficient program. Greater effort should be made to combine students and staff at these sites in order to operate a more cost-effective program.

- **Consideration should be made to add air conditioning to schools open as part of the regional site plan.**

The regional site plan has proven to offer a sound academic setting and save the district money. Site locations combining certain schools will remain consistent. Certain schools such as Vernon and Harvey will always be utilized because of their central location in combining three schools to the one site. Consideration to add air conditioning to these two sites should be reviewed. Other current sites without air conditioning may change once Nash and the new Durkee/Lincoln site schools are open.

- **Reporting of student progress at the elementary and Middle School levels should be based on a progress standard of Pass/Fail rather than by letter grade.**

Both the elementary and middle schools continued to use letter grades at the end of the summer session. A change to the pass/fail system should be implemented due to the brevity of the summer school program.

- **Elementary and middle school principals should adopt a standard procedure for exempting students from summer school.**

Current mandating procedures for Summer School were defined when the Board accepted the Summer School recommendations in 1998. To eliminate any conflicts and to create a more uniform procedure for mandating students to the remedial summer school program, administration should review and revise, as needed, the procedure on student retention (Administrative Regulation 5118.3; Policy and Rule 5311; Policy and Rule 5118.1; and Policy and Rule 6454.1) and the mandating of students to our remedial summer school program.

At its January 9, 2007 meeting, the Curriculum/Program Standing Committee moved to forward the 2006/07 Summer School recommendations to the full Board for consideration.

Dr. R. Scott Pierce
Superintendent of Schools

Mr. Milton Thompson
Director of Title I, P-5, Bilingual and Summer School

Mr. Joseph Banaszynski
Summer School Coordinator, 2006

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 23, 2007

2007-08 Preliminary Staffing Allocations

Instructional Staffing Allocations

The information that follows provides a summary of recommended instructional staffing allocations for the 2007-08 school year. Please note that these projections are “District” allocations only and do not include Federal Class Size Reduction, SAGE or any District, State or Federal grant funded positions.

How These Assumptions are Generated

The Office of Educational Accountability provided 2006-07 enrollment data and 2007-08 school year projections to Business Services. For this preliminary projection, staffing allocations were generated by group (i.e. elementary, middle school, etc.). Over the next months, Human Resources and Business Services will be reviewing projections in detail with School Leadership and school principals to finalized staffing allocations within Board authorized FTE allocation.

Staffing Ratios

Administration suggests using the same modified staffing ratios used to help balance the 2006-07 budget, to create the recommendations for the 2007-08 school year. Specifically, we recommend middle school staffing at 18.37:1; comprehensive high school ratios at 21.75:1, Reuther at 17.25:1 and Indian Trail at 18:1.

Elementary Schools

At the elementary level, enrollment is projected to increase by 213 students. Administration is recommending an increase of in elementary 11 FTE at this time; however, we would like to reserve the right to review staffing based on staffing patterns. Note: This number does not include grant-funded positions (SAGE, P-5 or Title), which will be used to further reduce class size.

Elementary Art, Music and Physical Education

Teacher FTE for Elementary Art, Music and Physical Education are a function of the number of elementary teacher FTE. Given the number of elementary teaching FTE recommended at this time, no change is being recommended to their staffing levels. However, Administration would like to reserve the right to request additional FTE’s, if needed, at a later date.

Middle Schools

Although at the Middle School level enrollment is projected to increase by approximately 6 students, however, administration recommends adding an additional 5 FTE to support the middle school program of study recommendation.

High Schools

At the Senior High School level, enrollment is expected to increase by 73 students. Administration is recommending an increase of 3.0 FTE for the 2007-08 school year.

Special Education

In accordance with previous years, Special Education is provided additional staffing at a ratio of 15:1 students per FTE. This 15:1 is used based on the assumption that the current special education identification rate of approximately 13% will be reflected in the new students who enroll in the District. Although we are projected to increase by 38 students, no additional FTE's are being recommended at this time. Administration would like to reserve the right to request additional FTE's, if needed, at a later date.

Psychologists and Social Workers

In the past, the district has not provided a ratio for these positions as staffing continued to be a part of the district allocation for teaching staff at the elementary and middle levels. In order to support a well-designed student support infrastructure, most professional organizations and state guidelines recommend a 250:1 student to staffing level. The current K-5 ratio is 339:1. No additional FTE's are being recommended at this time. Administration would like to reserve the right to request additional FTE's, if needed, at a later date.

Bilingual/ESL

Enrollment projections for the Bilingual/ESL programs have been created and are included as part of the recommended allocations. Administration is using the assumption of 12% of new students enrolling in the District will be enrolled in the Bilingual program and another 5% in ESL. Based on this information, administration recommends a staffing ratio of 15:1 for the Bilingual program and 45:1 for the ESL program. Therefore, an additional 2 FTE (1 Bilingual and 1 ESL) are being recommended for these programs.

Recommendation for Staffing Allocation

At its January 9, 2007 meeting, the Personnel/Policy Standing Committee approved Administration's recommendation to forward the report to the full Board for consideration. Administration recommends that the Board of Education accept the following recommendation:

- ◆ A district-wide staffing increase of 25 FTE (21 for classroom and 4 for reserve), based on the preliminary staffing ratios and the preliminary instructional staffing allocations; which is subject to change based on review of staffing patterns, i.e. enrollment shifts.

R. Scott Pierce, Ed. D.
Superintendent of Schools

Sheronda Glass, Executive Director
Human Resources

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

Resolution Regarding School Finance
January 23, 2007

WHEREAS, education is a state responsibility and it is in the interest of the state of Wisconsin to deliver a high quality education for all students regardless of their needs or where they are located; and

WHEREAS, the current school funding formula is unsustainable. The costs to implement state and federal mandates exceed revenues, creating a structural deficit for schools; and

WHEREAS, the Wisconsin Legislature specifically imposed the current school funding system in 1993, using two-thirds funding, revenue limits, and the qualified economic offer exemption to binding arbitration in order to provide property tax relief; and

WHEREAS, the disparity between revenue limits and actual costs, combined with the impact of declining enrollment, has forced many school boards into crisis budgeting and forced school districts to make on-going program reductions; and

WHEREAS, school board members are empowered by the Legislature with responsibility for the education of each student in the public school system of Wisconsin; and

WHEREAS, school board members are elected from and serve within their school districts and are committed to working with staff, students, parents and their communities to advance student achievement; and

WHEREAS, school boards play a critical role in improving student achievement, preparing students to compete globally and fostering economic development in their communities; and

WHEREAS, the state of Wisconsin must have a more balanced school funding system to enable school boards to meet their unique economic, demographic, educational and political situations; and

WHEREAS, the state of Wisconsin must consider proposals to broaden the base of state tax programs in order to provide additional revenues to school districts.

THEREFORE, BE IT RESOLVED, the Kenosha Board of Education calls upon Gov. Jim Doyle, Sen. Bob Wirch, Rep. Jim Kreuser, Rep. John Steinbrink and Rep. Samantha Kerkman to exercise the political leadership to create a responsible school finance system that will guarantee a high-quality education for all of Wisconsin's children.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution No. 271
January 23, 2007*

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 23, 2007

STUDENT DRESS CODE SAMPLE POLICY

The Board is committed to providing students with an educational environment that is safe and conducive to learning free from distractions. The District retains the right to monitor and take action when such distractions, in the sole judgment of the District, present a health or safety hazard, or disrupt classroom settings or decorum. Concerns about school violence have led to increased interest in and acceptance of uniform policies, which specify what must be worn, or strict dress codes, which identify prohibited attire. Nationwide, public schools and districts have increasingly seen stricter student dress codes as a relatively inexpensive and easy way to help curb disciplinary problems. William Modzeleski, the director of the Safe and Drug-Free Schools and Communities program states, "Anecdotally, schools have been very pleased about the outcomes – better discipline, more attentiveness, and better self-esteem. I envision this phenomenon will continue.

Educators, parents, and students site many reasons in favor of strict dress codes:

- School administrators face a complicated task setting a dress code: with inappropriate coverage (for example, strapless, halter, and midriff tops and too-short skirts and shorts) and inappropriate insignia (for example, slogans for alcohol and cigarettes and clothing with vulgar language or representing otherwise objectionable connections, such as gang membership), it may be easier to have a uniform than to detail and enforce independently chosen clothing.
- Dress code aside, the interest in fashion and fad combined with peer pressure can lead to pressure to spend money that some families can ill afford: school uniforms refocus this issue.
- Wearing of school uniforms prevents the formation of dress-identified cliques.
- The wearing of school uniforms emphasizes membership and group identity, fostering a community spirit.
- Crimes involving stealing items of apparel are unlikely to be perpetrated if everyone's apparel is identical.
- Because students can be easily identified, intruders in the school setting can be more readily identified and students on field trips are more easily accounted for.
- The wearing of school uniforms helps students to realize that a person's unique gifts and personality traits go deeper than their apparel and aren't diminished by uniform dress.

The literature dates back to the early 90's when public schools began to enforce student dress codes and uniforms. The National Association of Elementary School Principals points out that uniforms once were the trademark of a private or parochial school: today "the number of public schools adopting uniforms and strong dress codes is growing annually." Even before the recent series of school shootings, a survey of principals conducted by the National Association of Secondary School Principals (NASSP) found strong support for uniforms. Seventy percent of the 5,500 principals surveyed at NASSP's 1996 annual conference said they believed "requiring students to wear uniforms to school would reduce violent incidents and discipline problems."

A sample policy that clearly defines a precise student dress code is attached as a starting point for the Board's discussion. Also attached is testimony from a number of school districts that have implemented defined student dress codes.

The Personnel and Policy Committee reviewed the attached sample dress code policy on November 14, 2006 and January 9, 2007 and recommended sending it to the full Board on January 23, 2007 for further discussion.

R. Scott Pierce, Ed.D.
Superintendent of Schools

Kathleen M. Barca
Executive Director of School Leadership

DRESS CODE SAMPLE

The Board is committed to providing students with an educational environment that is safe and conducive to learning free from distractions. The District retains the right to monitor and take action when such distractions, in the sole judgment of the District, present a health or safety hazard, or disrupt classroom settings or decorum.

A student dress code will be implemented for all students PK-12. All exceptions to this policy and rule must be documented and approved by the Superintendent. All students shall wear the approved school uniform unless the parent or guardian has requested an exemption from the policy.

All students are expected to exemplify proper grooming standards in a manner that projects an appropriate image for the student, school, and District. The District shall not require specific brands of clothing. All clothing items must be of an approved color from the common color selections.

Slacks and Pants:

- **Color:** All slacks and pants must be a solid color: khaki, navy blue, or black.
- **Style:** Slacks and pants can be pleated or flat front, full length, appropriately fastened at the waist; no blue jeans.
- **Material:** Cotton, corduroy, linen, polyester, wool or fabric blends.

Tops:

- **Color:** all students shall wear white, blue or black.
- **Style:** Long or short sleeves with a collar required. Turtlenecks and polo styles are permitted.
- **Logos:** Manufacture trademarks, if any, must be one inch or less. KUSD school logos are permitted and are not limited in size.

Skirts and Jumpers/Skorts:

- **Color:** Khaki, navy blue and black, in a solid single color.
- **Style:** Skirts must be at least knee length.
- **Material:** Cotton, canvas, corduroy, linen, polyester, wool or fabric blends.

Jackets, Cardigans, and Sweaters:

- **Color:** Should match an accepted color.
- **Style:** All must be worn over a collared shirt, turtleneck or polo style top. Jackets for middle school and high school students cannot have hoods.

Footwear:

- **Style:** Athletic shoes, laced shoes and/or shoe boots, loafers, dress shoes, or sandals. Students shall not wear house slippers, flip-flops, or any other type of footwear that could constitute a safety hazard. Students are also prohibited from wearing steel-toed boots or shoes to school.

The following clothing is considered “inappropriate attire”:

- Dresses, skirts, and skorts shorter than the student’s fingertips when standing in a normal position with the arms down.
- Clothing that is either revealing or provocative, showing abdomen region or cleavage, T-shirts or halter-tops, biker pants, or pants allowed to sag below the waistline or are excessively tight.
- Bedtime attire, such as pajamas, or undershirts or undergarments as outerwear.
- Students’ clothing or tattoos may not have printed statements or pictures that are related to the use of drugs, alcohol, tobacco products, or sex, or that promote hate and/or violence or signify gang affiliation.
- Attire that may be considered weapons, including but not limited to chain belts or wallet chains.
- Jewelry or similar artifacts that are obscene or may cause disruptions to the educational environment.
- Facial jewelry and visible body piercing, including piercing of the tongue, during school hours.
- Hats, caps, bandanas, or do-rags, except headwear worn for legitimate religious purposes.
- Plastic hair bags, hairnets, sweat bands, and skullcaps.
- Hobnails or cleats on belts, boots, or shoes are not permitted.

Whether or not a student is dressed appropriately or properly groomed shall be left to the discretion of the principal or his/her designee. Students who violate the rules for school attire may be asked to change their inappropriate apparel, contact their parents to bring them appropriate apparel or be sent home by the principal/designee to change their inappropriate wearing apparel. If such action is repeated, the principal will call a conference with the parent/guardian, students and counselor. Repeated violations of school attire rules may constitute grounds for suspension.

BROWARD COUNTY PUBLIC SCHOOLS, FLORIDA

- Contact:** Assistant High School Principal – Andrea Abney
Middle School Counselor - Michelle Simmons
- District:** 262,616 Students
138 Elementary, 42 Middle, 32 High Schools, 45 Charter Schools and
16 Adult Vocational Centers
- Dress Code:** There is one district dress code policy and then middle and elementary schools further define their schools specific requirements.
- Development:** Five to six years ago the district established a process for elementary and middle schools to establish a school dress code. The schools began with focus groups including parents, staff and students to obtain information. The specifics of the dress codes varied among the schools. It is typical for the schools to use their school colors for the tops and shirts. Each school requires a majority vote to implement the code. The high schools follow the dress code that restricts and defines clothing but does not state specific clothing to wear like the elementary and middle schools.
- Implementation:** The district wide policy is in effect at all levels and each school acts independently on their schools final mandatory dress code. This process has been consistently implemented. This year the district is surveying their stake holders on a number of student code concerns that also including one dress code issue related to backless shoes and the other concerning unhemmed clothing.
- Results:** It is difficult to show a direct correlation with the dress code because there are so many factors that have changed in the district. They find that when students wear regular clothes on dress down days there are more problems with even being in compliance with the district policy.

CARLISLE HIGH SCHOOL, PENNSYLVANIA

- Contact:** Co-Principal, Carlisle High School
William Bousse
- Size of District:** 4,804 Students
7 Elementary, 2 Middle and 1 High School
- Dress Code:** No headgear, no low cut, spaghetti straps, midriff, or tube tops; transparent, revealing or immodest clothing that expose personal body parts or attracts undue attention; stomach area must be covered at all times, pants must be worn at the waist, no sagging, no slogans, no sleepwear, shoes must be worn no slippers or flip-flops.
- Development:** There was a growing concern about the high students' dress and not all students displayed good common sense or good taste when it came to clothing. The Carlisle High School dress code was developed and approved three years ago. Parents, staff and students served as an advisory team for the development of the code. Carlisle did not ban jeans or require uniforms but were adamant that students were dressed for learning.
- Implementation:** The high school dress code was developed first and approved by the Board of Education and then the Middle and Elementary schools implemented the same dress code. Students were made certain that they understood the specifics of the dress by conducting a fashion show during the high school orientation sessions. Initially, there was concern about the time staff would spend enforcing this policy. Although they are vigilant everyday, they spend very little time on it today and students' seldom go beyond the first or second offense. Although the dress code is effective district-wide, the focus is on the students in grades 6 to 12.
- Results:** Behavioral issues have decreased since the dress code was implemented. The dress code has made some students focus more on their schoolwork and there has been a change in the atmosphere – a change for the better – kids seem to take things more seriously.

DETROIT PUBLIC SCHOOLS

- Contact:** Assistant Interim for the Division of Family Involvement
- District Size:** 116,814 Students
10 Special Ed, 136 Elementary, 40 Middle, and 49 High Schools
- Dress Code:** Students are no longer permitted to wear t-shirts, facial jewelry, hats, and chain belts, flip-flops, or bedtime clothing. All shirts must be collared, and no logos over one inch in diameter will be allowed. All tops must be white, blue, black, yellow or pink. All pants, skirts jumpers or shorts must be solid khaki, navy blue or black. Students are not allowed to wear hoods, bandannas, or nonreligious headwear. The policy also bans tight fitting clothing, tops that show students' midsections or pants that sag.
- Development:** The superintendent believed that a stricter dress code policy would help boost discipline in all the Detroit schools. The policy was developed to provide students with an educational environment that is conducive to the learning process. It was created to prevent distractions and health or safety hazards without disrupting classroom settings or decorum. Students need to learn at an early age about the importance of dressing appropriately. It will serve them well when they get into the workplace. The Detroit Public Officials are confident that a new district-wide dress code, that was overwhelmingly adopted by the Detroit Board of Education, will eliminate distractions in class and cut down on incidents of violence in or around the school buildings
- Implementation:** Many of the district's schools already had dress codes in place that for some required uniforms. The new policy does not terminate the existing codes. It simply spells out rules for what is acceptable attire at all schools. Imposing the new dress code at the beginning of the year had it's challenges. The primary concern was that the board approved the code at the end of June. Although letters were sent out, many parents and students were not aware of the code prior to the first day of school. This raised concerns with parents who did their school clothes shopping during the summer and then found out that some of the articles of clothing could not be worn at school.
- Results:** At this time the district has not collected data regarding the impact of the uniforms. The first two to three weeks was challenging for the staff. Schools had appropriate clothing available for students that were out of compliance and parents were also called to bring in appropriate clothing. The policy states that the district should refrain from imposing suspensions for dress code.

PRINCE GEORGE COUNTY PUBLIC SCHOOLS, MARYLAND

- Contact:** Vice-Principal of Northwestern High School
John Paul Cadet
- District:** 134,412 Students
138 Elementary, 32 Middle, and 24 High Schools, 9 Special and
2 Vocational Centers - Northwestern High School, 2,380, 78% free/reduced
lunch
- Dress Code:** There is a system wide student dress code. Headdresses can worn for religious purposes only, skirts, dresses, shorts are to be no shorter than fingertips, no see through shirts or blouses, no tank tops or muscle shirts, no vulgar language, no gang related paraphernalia pants should be worn at the waist, no sagging or show of undergarments, shoes must be worn. This is the minimum requirement, schools adopt a more defined dress code that include colors, logos, etc. Northwestern High School Freshman code is a white shirt and navy blue pants or skirt. No denim, spandex, cargo or painters pants, tucked in shirts with a belt.
- Development:** Northwestern was the first high school in the system to develop a code three years ago. Parents were surveyed through the mail and those returning the survey were in support but the number returned was very low. They first did an enhancement to the system wide dress code by adding a number of colors and then each year defining it further. The administration would not recommend this process because each grade level has different dress expectations so it is challenging for the staff to be consistent.
- Implementation:** Schools in the system that clearly defined their dress code for all grade levels have fewer issues than Northwestern phased in the uniform dress code. It is strongly recommended to be very specific at the initial stage and limit the choices and variables as much as possible to obtain the impact that is desired. They also learned that parents cannot be required to use a specific vendor although almost all of them chose to because there are fewer questions about the specifications. Each school submitted a dress code for board approval that included a clear statement that it would not be changed. Cost has not been a concern for parents.
- Results:** They have noticed a significant change in the number of disciplinary referrals for fighting and a drastic change in gang involvement. Intruders know that they are readily recognized and don't choose to enter the building. There is a stronger focus on the academic program because students are dressing to perform at school not the park, gym, dance club, beach style show or street.

WATERBURY PUBLIC SCHOOLS, CONNECTICUT

- Contact:** School Board President
Patrick J. Hayes, Jr.
- Size of District:** 18,000 Students
20 Elementary, 4 Middle and 4 High Schools
- Dress Code:** Mandatory uniforms at the Elementary and Middle school: students: pants, shorts, jumpers, skirts, skorts in solid navy, black, gray or khaki; shirts, oxford, polo, turtle necks styles with sleeves in solid white, black or blue; optional sweater, blazer, suit jacket or vest, no hoods-same color as above; and no jeans/denim any color, no showing of undergarments, outer coats, no headware, no open toed footwear. At the high school level there is a mandatory attire policy that is the same as the elementary and middle school students except there are no defined colors for the tops.
- Development:** The current school board president was the citywide parent teacher association council president that brought the issue of student dress forward to the Board of Education. This association garnered support from parents throughout the District K-12 to enact a strict student dress code. Over the years as students and parents challenged them, the policy has been continuously modified so the expectations for student dress reflect the community's beliefs. A few years after enforcement of the policy, the district's practices were challenged in court and deemed to be appropriate. The board is now attempting to enforce a similar dress code for the staff by defining professional standards of dress into the teachers contract. The goal is for the staff to dress at the same or a higher standard than the students.
- Implementation:** Nine years ago, Waterbury Public Schools was one of the first schools in the nation to require students to adhere to a school uniform policy. The high school students' dress code is more lax than the elementary and middle school allowing them more variety in colors. Recently they removed the requirement for shirts to be tucked into pants or a skirt to allow for shirts to be left untucked if they are not too long. Some schools are now restricting the colors for shirts as a deterrent to gang colors.
- Results:** The administration was able to prove in court that as a result of the dress code there was an increase in test scores and a decrease in disciplinary referrals. The community is very supportive of the dress code and feels it adds to their sense of security because it is more difficult to hide a weapon while wearing a shirt and pair of dress/dockers style pants vs. a sweatshirt and cargo/baggy pants.

POLICY 5431
STUDENT DRESS

The Board of Education recognizes that a student's individual dress is primarily a parental responsibility which should reflect concern for health and safety of the student and others, and to school property. When the dress of an individual student constitutes a health problem, seems to be unsuitable for school wear, is a physical danger to any person, or when the student's manner of dress or grooming causes a disruption or disturbance, the principal shall take appropriate action to correct the situation.

LEGAL REF.: Wisconsin Statutes

Sections: 118.001 Duties and powers of school boards; construction of statutes
20.13(1)(a) School board powers
First Amendment, U.S. Constitution

CROSS REF.: 5431.1 School Uniforms
5438 Gangs and Gang-Related Activities

AFFIRMED: August 13, 1991

REVISED: January 11, 1994
September 9, 1997

RULE 5431
STUDENT DRESS RULES

Specific rules governing student attire are as follows:

1. Hats, caps, gloves, and outer wearing apparel (coats and jackets) will not be worn in the classroom. (Principals may use discretion in waiving this regulation during inclement weather).
2. Shoes must be worn in the building.
3. Hobnails or cleats on belts, boots, or shoes are not permitted.
4. Any wearing apparel that can be damaging to school property is not permitted.
5. Examples of wearing apparel not allowed are: halter tops, fish net and tank tops; blouses, shirts or sweaters that do not completely cover the midsection; shirts with offensive or suggestive language/pictures; skirts which by their length are deemed inappropriate for school apparel; and shoes or boots that mark up the floors.
6. Shorts (excluding athletic or short shorts), culottes, clam diggers and other apparel of appropriate length which does not distract from the learning atmosphere will be permitted to be worn.
7. No student shall be permitted to wear any clothing which is normally identified with a gang or gang-related activity (inclusive of gang-related colors if for purposes of gang identification), or clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, illegal drugs, bigoted epithets, harassment/hate messages, or messages of hostility toward race, ethnicity, religion, or sexual orientation. If there is a disagreement between students and/or parents and the staff regarding the appropriateness of clothing, the principal will make the final determination.
8. Any other item of clothing not specifically mentioned above but by appearance would be materially or substantially disruptive to the learning atmosphere or contradictory to the spirit of the dress code will not be permitted.

Students who violate the rules for school attire will be sent home by the principal for appropriate wearing apparel. If such action is repeated, the principal will call a conference with the parent/guardian, students and counselor. Repeated violations of school attire rules may constitute grounds for suspension.

POLICY 5431.1
SCHOOL UNIFORMS

Voluntary programs encouraging use of a uniform style dress code for students may be instituted in District schools provided a site-based management decision-making process involving parents, staff, and students is followed.

LEGAL REF.: Wisconsin Statutes
Section: 120.13(1)(a) School government rules

First Amendment, U.S. Constitution

CROSS REF.: 5431 Student Dress

APPROVED: May 28, 1996

REVISED: September 9, 1997

RULE 5431.1
SCHOOL UNIFORM PROGRAM GUIDELINES

Site councils, parent organizations, and/or site committees must express an interest in adopting a uniform style dress code for students. A parent survey will be conducted. The survey must state that the cost of the program will be incurred by parents/guardians. If a simple majority of parent respondents to the survey support a uniform style dress code for students, each school site will develop procedures to initiate the program.

The following criteria is to be included in the procedures for program implementation.

1. Compliance with the program must be voluntary.
2. The initial program will be in effect for two consecutive years whereupon it will be evaluated by the site committee with a recommendation of continuance or discontinuance.
3. Programs will be initiated at the beginning of the school year and parents must be notified of the procedures prior to the end of the preceding school year.
4. Where feasible, school sites will facilitate the purchase and resale of school uniforms.

A copy of the school site plan for implementation of a uniform style dress code for students will be submitted to the Superintendent/designee for approval prior to the initiation of the program.

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 23, 2007

**APPROVAL OF ADMINISTRATIVE, SUPERVISORY AND TECHNICAL
EMPLOYEE CONTRACTS**

Attached is a list of proposed Administrative, Supervisory, and Technical one-year and two-year contracts.

SUPERINDENDENT RECOMMENDATION:

It is recommended that the Board of Education approve the attached list of proposed administrative contracts.

Dr. R. Scott Pierce
Superintendent of Schools

NAME	POSITION	BARG	DEPT	DEPARTMENT NAME	CONTRACT TYPE
ALLEN, JOHN C	DISTRIBUTION & UTILITIES MANAG	AST	823	DISTRIBUTION	1 year
ANDERSON, DIANE MARIE	EXECUTIVE ASSISTANT - GENERAL	AST	804	HUMAN RESOURCES	1 year
BAILEY, DAVID	MANAGER - HUMAN RESOURCES	AST	804	HUMAN RESOURCES	1 year
BARLOW-CHRISTOUN, KEVIN	MAINTENANCE SUPERVISOR	AST	807	FACILITIES	1 year
BIBLE, KATHERINE L	FOOD SERVICE PRODUCTION MANAGE	AST	824	FOOD SERVICES	1 year
BLISE, RENEE M	RESEARCH ANALYST	AST	851	EDUC ACCOUNT	1 year
BOLIN, ROY PHILLIP	OPERATION MANAGER	AST	805	INFORMATION SV	1 year
BRUNNER, DEBRA A.	FOOD SERVICE PRODUCTION MANAGE	AST	824	FOOD SERVICES	1 year
BUSBY, STACY	EXECUTIVE ASSISTANT - GENERAL	AST	806	BUSINESS SVCS	1 year
CAMEROTA, LORI	PROGRAMMER ANALYST 2	AST	805	INFORMATION SV	1 year
SUZANNE, CHERNIK	LIBRARY MEDIA & INSTRUCTION TECH.	AST	817	IMC	1 year
CHIANELLI III, FRANK C.	CUSTODIAL SUPERVISOR	AST	807	FACILITIES	1 year
COSS, EILEEN	ACCOUNTING MANAGER	AST	808	FINANCE DEPT	1 year
DELABIO, KATHLEEN	EXECUTIVE ASSISTANT - SUPERINT	AST	802	SUPERINTENDENT	1 year
DEMOS, PATRICIA ANN	COMMUNITY SCHOOL RELATIONS MAN	AST	164	VERNON	1 year
DUFFY, DAVID EARLE	DATABASE ADMINISTRATOR	AST	805	INFORMATION SV	1 year
FINNEMORE, PATRICK M.	DIRECTOR OF FACILITIES	AST	807	FACILITIES	1 year
GOSSETT, CINDY LOU	DIRECTOR OF FOOD SERVICES	AST	824	FOOD SERVICES	1 year
GUTIERREZ, MARTHA	COORDINATOR - HUMAN RESOURCES	AST	804	HUMAN RESOURCES	1 year
HAMDAN, TARIK NAYEF	FINANCIAL PROJECTS ANALYST	AST	808	FINANCE DEPT	1 year
HANRAHAN JR, JAMES	COMPUTER TECHNICIAN/TRAINER	AST	805	INFORMATION SV	1 year
HARE, NANCY MARGARET	PUBLIC INFORMATION SPECIALIST	AST	838	PUBLIC INFO	1 year
HARRIS, THOMAS R.	NETWORK MANAGER	AST	805	INFORMATION SV	1 year
HONORE, DANIEL J.	DIRECTOR - INFORMATION SERVICE	AST	805	INFORMATION SV	1 year
JAHS, JERI	PROGRAMMER ANALYST 2	AST	805	INFORMATION SV	1 year
JONES, NORRIS L	MINORITY AFFAIRS ACAD SPLST	AST	851	EDUC ACCOUNT	1 year
LAMPOS, JAIME L.	COMPUTER TECHNICIAN/TRAINER	AST	805	INFORMATION SV	1 year
LANGENSTROER, LINDA M.	RESEARCH COORDINATOR	AST	851	EDUC ACCOUNT	1 year
LOCKHART, PATRICIA B	ELEMENTARY PRINCIPAL	AST	164	VERNON	1 year
MARX, JEFFREY	TRANSPORTATION SUPERVISOR	AST	822	TRANSPORTATION	1 year
MASTRONARDI, STEVEN	CUSTODIAL SUPERVISOR	AST	807	FACILITIES	1 year
METALLO, TIMOTHY B	COMPUTER TECHNICIAN/TRAINER	AST	805	INFORMATION SV	1 year
MIDDLETON, NANCY LEE	APPLICATIONS DEVELOPMENT SUPVR	AST	805	INFORMATION SV	1 year
MIFFLIN, JANET L.	CATALOGER TECHNICAL ASSISTANT	AST	817	IMC	1 year
MILLER, JENNIFER	INSURANCE CLAIMS SPECIALIST	AST	804	HUMAN RESOURCES	1 year
ROGERS ASHLEY, JUDY L	PAYROLL SUPERVISOR	AST	808	FINANCE DEPT	1 year
SALAS, KELLY M.	COMPUTER TECHNICIAN/TRAINER	AST	805	INFORMATION SV	1 year
SAVAGLIO, JOSEPH	MEDIA PRODUCTION TECHNICIAN	AST	817	IMC	1 year
SETTER, JOHN	PROJECT ENGINEER	AST	807	FACILITIES	1 year
SIEMION, SANDRA MARIE	PROGRAMMER ANALYST 2	AST	805	INFORMATION SV	1 year
STELLA, RICHARD G	COMPUTER TECHNICIAN/TRAINER	AST	805	INFORMATION SV	1 year
STIBB, KRIS	FINANCIAL PROJECTS ANALYST	AST	808	FINANCE DEPT	1 year
WYLLIE, CHUCHANEE K.	HELP DESK TECHNICIAN	AST	805	INFORMATION SV	1 year

NAME	POSITION	BARG	DEPT	DEPARTMENT NAME	CONTRACT TYPE
AIELLO, RICHARD J.	HIGH SCHOOL PRINCIPAL	AST	424	INDIAN TRAIL	2 year
BAR-DIN, JONATHAN	ELEMENTARY PRINCIPAL	AST	162	STRANGE	2 year
BARCA, KATHLEEN M.	EXEC DIRECTOR SCHOOL LDRSHP #1	AST	840	SCHL LDRSHP #1	2 year
BLOYER, JODY	ASST PRINCIPAL HIGH SCHOOL	AST	426	TREMPER HS	2 year
DALEY, STARLYNN	ELEMENTARY PRINCIPAL	AST	150	HARVEY	2 year
DAVIS, KAREN E.	ELEMENTARY PRINCIPAL	AST	158	ROOSEVELT	2 year
DOPKE, KENNETH	ASST PRINCIPAL HIGH SCHOOL	AST	426	TREMPER HS	2 year
EDWARDS, BRIAN	MIDDLE SCHOOL PRINCIPAL	AST	337	MAHONE MIDDLE	2 year
FAIR, GERALDINE HOLT	ASST PRINCIPAL HIGH SCHOOL	AST	425	BRADFORD HS	2 year
GABRIEL, VICKY	ELEMENTARY PRINCIPAL	AST	161	SOUTHPORT	2 year
GAYAN, GARY L.	ELEMENTARY PRINCIPAL	AST	145	FOREST PARK	2 year
GAYLE, SHANE SCOTT	ASST PRINCIPAL MIDDLE SCHOOL	AST	337	MAHONE MIDDLE	2 year
GIAMPIETRO, TERESA SUE	ELEMENTARY PRINCIPAL	AST	168	BOSE	2 year
GLASS, SHERONDA GAYLE	EXEC DIRECTOR HUMAN RESOURCES	AST	804	HUMAN RESOURCES	2 year
GRANTHAM, BELINDA K.	PRINCIPAL HEADSTART	AST	871	HEAD START	2 year
HAITHCOCK, WILLIAM R	MIDDLE SCHOOL PRINCIPAL	AST	334	BULLEN MIDDLE	2 year
HITTMAN, WILLIAM R	DIRECTOR LAKEVIEW TECH ACADEMY	AST	428	LAKEVIEW TECH	2 year
HOLCOMB, EDIE	EXECUTIVE DIRECTOR OF CURR&INST	AST	811	INSTRUCTION	2 year
HRIBAL, ALICIA	ASST PRINCIPAL HIGH SCHOOL	AST	424	INDIAN TRAIL	2 year
JACKSON-LEWIS, YOLANDA	ELEMENTARY PRINCIPAL	AST	167	WILSON	2 year
JOHNSON, KURT RICHARD	ASST PRINCIPAL - MIDDLE SCHOOL	AST	330	LANCE MIDDLE	2 year
JOHNSTON, WILLIAM L	DIRECTOR OF FINANCE	AST	808	FINANCE DEPT	2 year
KC, LISA LOUISE	ELEMENTARY PRINCIPAL	AST	147	GRANT	2 year
KENNOW, SCOTT	ELEMENTARY PRINCIPAL	AST	173	BAIN SCHL LANG	2 year
KUCAK, JOSEPH	COORDINATOR OF STUDENT SUPPORT	AST	818	STUDENT SUPPORT	2 year
KUPKA, EDWARD M	PRINCIPAL HIGH SCHOOL	AST	426	TREMPER HS	2 year
LAUER, KATHRYN J	DIRECTOR SCHOOL LEADERSHIP	AST	839	SCHL LDRSHP #2	2 year
LINDGREN, SCOTT A.	ATH/ACT/HLTH/PE/REC/SRCTR COOR	AST	810	ATHLETICS	2 year
LLANAS, ERNEST	ASST PRINCIPAL MIDDLE SCHOOL	AST	331	LINCOLN MIDDLE	2 year
MATTIOLI, LOUISE I	DIRECTOR PROFESSIONAL DEVL P	AST	819	PROF DEV	2 year
MILLER, SHARON GRACE	MIDDLE SCHOOL PRINCIPAL	AST	332	MCKINLEY MIDDLE	2 year
MILLER, TIMOTHY R	EXEC DIRECTOR SCHOOL LEADERSHI	AST	839	SCHL LDRSHP #2	2 year
MODORY, MARGARET	MIDDLE SCHOOL PRINCIPAL	AST	331	LINCOLN MIDDLE	2 year
NELSON, APRIL	ELEMENTARY PRINCIPAL	AST	169	STOCKER	2 year
NELSON, MARSHA	ASST PRINCIPAL HIGH SCHOOL	AST	425	BRADFORD HS	2 year
NEU, ROBERT	ASST PRINCIPAL HIGH SCHOOL	AST	424	INDIAN TRAIL	2 year
NEWMAN, DAVID MAX	ELEMENTARY PRINCIPAL	AST	155	MCKINLEY ELEM	2 year
ORMSETH, BETHANY	MIDDLE SCHOOL PRINCIPAL	AST	330	LANCE MIDDLE	2 year
PIERCE, R. SCOTT	SUPERINTENDENT	AST	802	ED. SUPPORT CTR.	2 year
PITTS, MARTIN	ELEMENTARY PRINCIPAL	AST	178	CHARLES NASH	2 year
SABO, ELIZABETH M.	MIDDLE SCHOOL PRINCIPAL	AST	333	WASHINGTON MID	2 year
SASKILL, RICHARD K	ASST ELEMENTARY PRINCIPAL	AST	173	BAIN SCHL LANG	2 year
SAVAGLIO-JARVIS, SUSAN	ASST PRINCIPAL HIGH SCHOOL	AST	426	TREMPER HS	2 year
SCHAEFER, DEBRA JEAN	ELEMENTARY PRINCIPAL	AST	160	SOMERS	2 year
SCHLAIS, JEAN ANN	ASST PRINCIPAL HIGH SCHOOL	AST	425	BRADFORD HS	2 year
SINCLAIR, KURT ALAN	DIRECTOR SCHOOL LEADERSHIP	AST	840	SCHL LDRSHP #1	2 year
STEPHENS, SONYA	EXEC DIR EDUCATIONAL ACCOUNT	AST	851	EDUC ACCOUNT	2 year
TENUTA, DANIEL MARK	PRINCIPAL HIGH SCHOOL	AST	427	REUTHER HS	2 year
THOMPSON, MILTON	DIRECTOR TITLE 1/BI-LING/P-5/SS	AST	816	TITLE 1/BI-LING/P-45	2 year
VALERI, SUSAN MARIE	ELEMENTARY PRINCIPAL	AST	163	GREWENOW	2 year
WALSH, KATHLEEN A.	ASST PRINCIPAL MIDDLE SCHOOL	AST	332	MCKINLEY MIDDLE	2 year
WALTERS, KAREN A.	ASST PRINCIPAL HIGH SCHOOL	AST	427	REUTHER HS	2 year
WARLOSKI, KIM-MARIE	ASST PRINCIPAL MIDDLE SCHOOL	AST	334	BULLEN MIDDLE	2 year
WEIRICK, NANCY	ELEMENTARY PRINCIPAL	AST	166	WHITTIER	2 year
WEYRAUCH, DANIEL A	PRINCIPAL-ELEMENTARY	AST	144	DURKEE	2 year
WHYTE, PAMELA J	ELEMENTARY PRINCIPAL	AST	153	JEFFERSON	2 year
WRIGHT, GREGORY D	SCHOOL TO CAREER COORDINATOR	AST	809	CAREER&TECH ED	2 year
YONTZ, TIMOTHY G	FINE ARTS COORDINATOR	AST	812	FINE ARTS	2 year

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 23, 2007

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
January-February**

January

- January 2, 2007 – Schools Reopen
- January 9, 2007 – Standing Committee Meetings – 6:00 and 7:00 P.M. and Special Meeting at 8:00 P.M.
- January 15, 2007 – ½ Day of School for Students and Teachers
- January 23, 2007 – PR/Goals/Legislative Standing Committee – 5:00 P.M. in Room 130 at Whittier Elementary School; Regular Board of Education Meeting – 7:00 P.M. in Whittier Gym
- January 26, 2007 – Teacher Workday – No School for Students

February

- February 13, 2007 – Standing Committee Meetings – 6:00 and 7:00 P.M.
- February 14, 2007 – ½ Day of School for Students – Professional Inservice ½ Day
- February 27, 2006 – Regular Board of Education Meeting - 7:00 P.M. at Somers Elementary School