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## **REGULAR MONTHLY BOARD MEETING**

**April 24, 2006  
7:30 P.M.**

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



## KENOSHA UNIFIED SCHOOL BOARD

### REGULAR SCHOOL BOARD MEETING

Educational Support Center

April 24, 2006

7:30 P.M.

### AGENDA

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
  - Chinese Language Students Earn Top State Honors
  - FBLA Regional and State Award Recipients
  - Jefferson and Wilson Elementary School Students' Art Displayed in State Capitol
- IV. Administrative and Supervisory Appointments
- V. Legislative Report
- VI. Views and Comments by the Public
- VII. Response and Comments by the Board of Education
- VIII. Remarks by the President
- IX. Superintendent's Report
- X. Strategic Planning Update
- XI. Consent Agenda
  - A. Consent/Receive Strategic Planning Implementation Teams #2 & 3 Updates ..... Pages 1-6  
(Also see separate appendices)
  - B. Consent/Approve Student Handbooks - Middle And High Schools – Second Reading ..... Page 7  
(Also see separate appendices)
  - C. Consent/Approve Enhancing Education Through Technology Grant ..... Pages 8-12

# SCHOOL BOARD AGENDA

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April 24, 2006

## XI. Consent Agenda – Continued

- D. Consent/Approve School Wellness Policy 5580 ..... Pages 13-20  
(**Second Reading**)
- E. Consent/Approve Donations to the District..... Page 21
- F. Consent/Approve Recommendations  
Concerning Appointments,  
Leaves of Absence,  
Retirements and Resignations ..... Page 22
- G. Consent/Approve Minutes of 3/27/06 Special  
Meeting, 3/28/06 and 4/11/06  
Special Meetings and Executive  
Sessions, 3/28/06 Regular  
Meeting, and 4/11/06  
Special Meeting ..... Pages 23-35
- H. Consent/Approve Summary of Receipts, Wire  
Transfers and Check Registers.....Page 36-37

## XII. Old Business

- A. Discussion/Action Design and Cost Estimate  
For Physical Education and  
Athletic Additions and Modern-  
ization of Tremper High School..... Page 38  
(**Also see separate appendices**)
- B. Discussion/Action Approval of Construction Bids  
For Prairie Lane Elementary  
Education Addition/  
Renovation Project..... Page 39  
(**Also see separate summary**)
- C. Discussion/Action Combined Durkee and  
Lincoln New School  
Instructional Design ..... Pages 40-43
- D. Discussion/Action District-Wide Survey  
Efforts ..... Pages 44-45  
(**Also see separate appendices**)
- E. Discussion/Action Administrative Interview  
Process ..... Pages 46-47

# SCHOOL BOARD AGENDA

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April 24, 2006

## XII. Old Business - Continued

- F. Discussion/Action    Review of Business  
Services ..... Pages 48-58
- G. Discussion/Action    Administrative/Supervisory/  
Technical Employee  
Compensation Policy

## XIII. New Business

- A. Discussion/Action    Homeless Children and  
Youth Education Program  
(EH CY) Grant Request ..... Pages 59-62
- B. Discussion/Action    Recommendation to  
Name Anderson Park  
Stadium ..... Pages 63-64

## XIV. Other Business as Permitted by Law

- XV. Tentative Schedule of Reports, Events and Legal  
Deadlines For School Board (April-May) ..... Page 65

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

## XVII. Adjournment

Kenosha Unified School District No. 1  
Kenosha, Wisconsin

April 24, 2006

**STRATEGIC PLANNING IMPLEMENTATION TEAM #2 UPDATE**

**Strategy II**

We will develop a collaborative system, which actively engages students in meaningful service projects within their school or community.

**Update on Progress and Timelines**

Four teams wrote applications for Learn & Serve America Grants and received the grants.

II.1 – Establish a service project support network throughout KUSD and community

II.2 – Establish a set of Policies and Procedures to be utilized for the implementation of meaningful service projects – Proposed timeline attached

**Budget**

Coordinator – Temporary loaned AmeriCorps\*Vista volunteer – Audrey Gutfreund – funded by Wisconsin Campus Compact grant through Kenosha County UW Extension.

Clerical costs – Absorbed by the Career and Technical Education Department 2005-2006.

**Staff Persons Leading This Strategy**

Greg Wright, Beth Ormseth and Audrey Gutfreund

**Members of Results Statements Teams**

Greg Wright, Beth Ormseth, Audrey Gutfreund, John de Montmollin, Cathy Gilmore, Kathy Belshaw, Sherry Thomas, Jane Snediker, Karin McCarville, Crista Kruse

**Next Steps**

- Complete draft of safety forms, personnel policies, guidelines and network for Service Projects for seven pilot schools by May 15<sup>th</sup>. Pilot schools will be:  
*Elementary:* Stocker, Bose, Prairie Lane; *Middle School:* Lance, McKinley, Bullen;  
*High School:* Tremper
- Complete training and professional development for 40 principals and 40 service coaches from each KUSD building – June 15<sup>th</sup> – grant funded
- Complete training and professional development for seven pilot schools – 3 KUSD Service Learning Academies (April – August) – grant funded (see attachment)
- Implement seven pilot school service learning plans – 2006-2007 school year
- Evaluate and monitor service projects during 2006-2007 school year and improve processes for Phase II of seven to ten schools 2007-2008
- Develop staff and resource needs for Phase II – October 2006

**Link to Appendices**

Kenosha Unified School District No. 1  
Kenosha, Wisconsin

April 24, 2006

**STRATEGIC PLANNING IMPLEMENTATION TEAM 3 UPDATE**

**Strategy #3**

We will develop and implement plans to address the overcrowding in our schools.

**Update on Progress and Timelines**

The implementation of Strategy III has continued to progress since our last update to the Committee in January. Attachment 1 to this report is an updated copy of the action plan matrix detailing what action steps have been completed and what the current status is for those steps yet to be complete. The following is a brief summary on the status of each of the 10 action plan result statements scheduled for implementation during the first year. The summaries are grouped together consistent with how our team has grouped them for implementation.

- III.1 and III.7 – Short Term Space Related Result Statements

Result Statement III.1 deals with leasable properties, portable classrooms, and other options to address overcrowding until permanent solutions are completed. Result Statement III.7 is similar however it focuses on the possibility of leasing space from Gateway to help alleviate overcrowding problems at Bradford High School. In the case of the elementary schools, the solutions are related to helping us get to the summer of 2007 when the new Nash Elementary and the addition to Prairie Lane Elementary are complete. Because we are only one school year (beyond the current year) away, our goal is to minimize the amount of dollars expended in these temporary solutions. The larger problem is at Bradford and Tremper High Schools where a permanent solution will not be complete for another 5 years. At Tremper we have 3 portable units (6 classrooms) that are helping address space issues; however the portables will need to be relocated this summer to support the construction of the athletics/physical education addition to the school. Based on the most recent enrollment projections, additional portables may not be needed at Tremper for several years. At Bradford, the Board approved a one-year temporary solution using the new weight room as three classrooms for the 06-07 school year, and then relocating the portables at Bose, Jefferson, and Pleasant Prairie Elementary Schools to Bradford in time for the 2007-08 school year.

- III.2 and III.8 – Charter School and Virtual School Result Statements

The two major tasks associated with these two Result Statements are the formation of a high school virtual academy and the pursuit of a high school charter school. The Board approved a temporary assignment to implement a development grant for establishing a virtual high school academy. This work is progressing. The Board will

be considering a proposal to establish an Expeditionary Learning Charter High School at the March 28, 2006 Board Meeting. This proposal would help address Result Statements 2 and 12. Result Statement 12 was not slated for year 1 implementation, but it appears to be a natural fit to incorporate with the charter school proposal.

- III.3 & III.13 – Long Term Space Related Result Statements

The most significant aspect of Result Statement 3 has been successfully completed and that was the passage of the November 1, 2005 referendum. The following is a brief update on the key projects related to this Result Statement:

- Bradford Project:
  - Design complete
  - Bid process complete
  - City Plan Commission Meeting: April 6, 2006
  - Estimated Construction Start: April 24, 2006
- Prairie Lane Project:
  - Design complete
  - Bids Due: April 13, 2006
  - Village Plan Committee Meeting: April 24, 2006
  - Estimated Construction Start: May 1, 2006
- Tremper Project:
  - Design approximately 60% complete
  - Design being reviewed by City Planning Staff
  - Project out to bid: June 1, 2006
  - City Plan Commission Meeting: June 8, 2006
  - Estimated Construction Start: June 14, 2006
- Nash Project:
  - Design approximately 80% complete
  - Design has been reviewed by City Planning Staff
  - City Plan Commission Meeting: April 20, 2006
  - Project out to bid: May 4, 2006
  - Estimated Construction Start: June 14, 2006
- Boundary Change Implementation:
  - Boundary software developed
  - Staff training on boundary software completed
  - Currently incorporating enrollment projections into boundary software
  - Boundary Change Committee applications have been received and reviewed. Committee roster will be set before the Planning, Facilities & Equipment Committee Meeting.

In regards to Result Statement 13, all of the action steps have been completed in the support of the November 1, 2005 referendum. The current efforts are associated with building on the recent success and developing measures that will be used for further referenda. The District committee involved in the informational campaign met on

November 1, 2005 to conduct a session to discuss the lessons learned from the campaign. The Result Statement 3 & 13 implementation team held a similar session on December 14, 2005 to critique both the District and community referendum campaign efforts. The Committee most recently met on February 8, 2006 and has developed a proposed strategy related to the next referendum, which will be brought forward to the Planning, Facilities & Equipment Committee at an upcoming meeting.

- III. 4 & 9 – Short Term High School Scheduling Options

We have not established a separate implementation team to address these two Result Statements because the high school principals and assistant principals are addressing them. We have seen a copy of the draft report developed by the principals and it will be submitted to the Board at an upcoming meeting.

- III.5 – Expand CNA Program to Indian Trail Academy

This Result Statement has been completed.

- III.6 – Promote Enrollment at Indian Trail and Lakeview

This Result Statement has been completed.

### **Budget**

III.1 – Approximately \$200,000 was spent in 2005-06 to address facilities related issues due to enrollment growth. This money was funded through the major maintenance budget.

III.3 – The November 1, 2005 referendum was approved authorizing the expenditure of \$14,950,000 to fund these projects.

III.3 – Boundary software was purchased using the District's transportation budget as approved by the Board at their November 22, 2005 meeting.

III.7 – Approximately \$10,000 of major maintenance funds will be spent to temporarily convert the new weight room at Bradford into three classrooms.

III.13 – A budget assumption for \$6,000 has been submitted to retain our referendum consultant to help develop a long-term plan for the high school referendum campaign.

### **Staff Persons Leading This Strategy**

Pat Finnemore and Nancy Weirick

### **Members of Results Statements Teams**

As mentioned earlier, 10 of the 14 results statements were assigned to the first year of implementation. Some of the result statements were assigned to specific individuals or groups of individuals; others were assigned to teams.

### III.1&7 - Short-Term Space Related Result Statements

- Pat Finnemore
- Linda Langenstroer
- Diana Knudsen
- Peggy Walasek
- Deb Rosinski
- Steve Plank

### III.2&8 - Charter School and Virtual School Result Statements

- Pat Jones
- Bill Hittman
- Tim Miller
- Nancy Weirick
- Carol Budwick
- Adam King
- Alicia Hribal
- Chad Niemuth
- Craig Simpkins
- Diana Pearson
- Monica Yuhas

### III.3&13 – Long-Term Space Related Result Statements

- Pat Finnemore
- Luanne Rohde
- Sherry Thomas
- Sonya Stephens
- Tim Elsen
- April Schmit
- Sergio Chiappetta
- Deb Schaefer
- Chris Tindall
- Elizabeth Daghfal
- Angie Gabriele

### III.4&9 - Short-Term High School Scheduling Options

- High School Principals

### III.5 - Expand CNA Program to Indian Trail Academy

- Dick Aiello

### III.6 – Promote Enrollment at Indian Trail and Lakeview

- Dick Aiello
- Bill Hittman

## **Next Steps**

All of the key upcoming steps were discussed in detail earlier in the report and in summary they are:

- Virtual School Development Grant Activities
- Pursuit of high school charter school proposal
- Continuing the design and construction work for the 2005 referendum projects.
- Implementation of a boundary change committee effort.
- Development of a long-range strategy to support the high school space referendum.
- Finalizing and delivering recommendations related to high school scheduling.

Dr. R. Scott Pierce  
Superintendent of Schools

Pat Finnemore  
Implementation Team Co-Chair

Nancy Weirick  
Implementation Team Co-Chair

## **Link to Appendices**

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

April 24, 2006

**Student Handbooks – Middle and High Schools**

**BACKGROUND**

On an annual basis as schools are developing their communication materials in preparation for the next year, among the publications principals are working on include student handbooks.

It is appropriate as student handbooks are completed, they should be reviewed and ultimately approved by the Board of Education. Rationale for Board approval is to assure alignment with District defined policies and procedures. It also assures buildings as they enforce school expectations that everyone is aware, because they have been Board approved, that these handbooks become policy.

Elementary, middle and high schools have been working to establish one consistent student handbook relative to student expectations, procedures, et cetera. This year, one consolidated handbook will be presented to cover all middle schools and one handbook to cover all high schools. It is recognized that there will be additional information provided in each school handbook that is unique to that school.

**ALIGNMENT WITH STRATEGIC PLAN**

Strategy number 1 addresses, “...*creating a climate that fosters trust, communication and involvement...*” with one specific result statement to “Establish standard communication protocols for the District. (1.1) The consolidation of student handbooks aligns with the efforts identified in (1.1).

**ADMINISTRATIVE RECOMMENDATION**

At its March 14, 2006 meeting, the Personnel/Policy Committee voted to forward the 2006-07 middle and high school handbooks to the full Board for a first and second reading. On March 28, 2006, the Board approved the handbooks on a first reading and this item is being returned to the Personnel/Policy Committee and Board for a second reading. It is recommended that the Board approve the 2006-2007 middle and high school handbooks on a second reading at its April 24, 2006 regular meeting.

Dr. R. Scott Pierce  
Superintendent of Schools

**Link to Separate Appendices**

**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**  
**Kenosha, Wisconsin**

**April 24, 2006**

**Enhancing Education Through Technology Grant (Ed Tech)**

School Board approval is requested to submit and implement, if awarded, the Enhancing Education Through Technology Grant (Ed Tech). Enhancing Education Through Technology is a federal grant program designed to support the efforts of President Bush's federal initiative called No Child Left Behind (NCLB). Kenosha is joining with the school districts of Racine, Mequon and New Berlin to increase student achievement with 21<sup>st</sup> Century technology skills and to train teachers to design and implement lessons for students that integrate technology.

**Grant Title:** Enhancing Education Through Technology 2006-07  
Senior High School Technology Integration Initiative

**Grant Request:** \$100,000

**Grant Purpose:**

The Enhancing Education through Technology senior high school grant proposal requests funding to increase student achievement by providing professional development opportunities for educators to work in teams to design and implement student-centered, technology-integrated lessons. A core group of 15 staff members from Bradford, Tremper and Indian Trail Academy will participate in six days of professional development in designing interdisciplinary units that incorporate digital media. Teachers also will learn to assess student performance on projects that integrate technology, content standards and information and instructional technology standards. Teams will become skilled in the use of digital media technologies to demonstrate what they and their students have learned. Team projects will be shared via an online learning community with other consortium participants, as well as with other District teachers via the KUSD home page, and Cable Channel 20.

**Grant Goals:**

<p><b>Goal 1:</b> Students, teachers, library media specialists and instructional technology teachers will collaborate in the creation of digital media projects to support increased student achievement in cross curricular areas.</p>
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**Objectives:**

- By June 2007, all staff participating in the grant will acquire the skills necessary to support the use of digital media in a collaborative educational environment.
- By June 2007, 100% of the team involved in the grant will collaboratively implement units developed in the classroom with all of the students identified.

**Goal 2:** Students will use 21<sup>st</sup> Century tools to act as responsible researchers, authors, designers and information producers and to create knowledge products for audiences inside and outside the classroom.

**Objectives:**

- By June 2007, 80% of students participating in grant activities demonstrate proficiency in the Wisconsin Information Technology & Literacy B (*Information and Inquiry*), C (*Independent Learning*), and D (*The Learning Community*) Standards as measured by a competency checklist.
- By June 2007, 80% of students participating in grant activities demonstrate increased proficiency in the enGauge 21<sup>st</sup> Century Skills: *Creating Relevant High Quality Products*, *Effective Use of Real World Tools* and *Visual Literacy* in their work samples.
- By June 2007, 90% of students participating in grant activities will model and demonstrate appropriate fair use and copyright practices in the publication, presentation and demonstration of their digital media projects.

**Goal 3:** All students will demonstrate positive gains in academic achievement and demonstrate increased ownership, responsibility, and motivation on classroom projects.

**Objectives:**

- By June 2007, 90% of identified at-risk students in the target group will measurably improve attendance and completion rates on projects.
- By June 2007, 80% of projects will demonstrate more complex knowledge and understanding of digital media concepts and curricular content area when compared to similar projects from prior years.

**Goal 4:** All teachers and library media staff involved in the grant will reform their teaching methods to regularly integrate 21<sup>st</sup> Century skills and will share these teaching practices with colleagues.

**Objectives:**

- By June of 2007, 100% of the library media staff involved will prepare support materials focused on fair use and copyright laws and present to teachers and students
- By June of 2007, 100% of the teachers and library media staff participating will implement units in classrooms with 100% of the identified students.
- By June of 2007, 100% of the teachers and library media staff participating will be trained in the use of Universal Access (Macintosh OS X) to insure that all students are made aware of this assistive technology and model its use as appropriate.
- Pre and post surveys, reflection logs and lesson plans will show a measurable increase in the integration of 21<sup>st</sup> Century Learning Skills: *Creating Relevant High Quality Products*, *Effective Use of Real World Tools*, and *Visual Literacy* in teaching practices.

**Grant Budget:**

Kenosha Unified's portion of the total grant (\$100,000) will be \$30,000 with 100% directed to hardware (laptops, software, digital cameras, firewire drives and mobile, wireless technology). A portion of the consortium budget will be shared by all districts for common activities and expenses (grant administrative/fiscal agent costs and a required evaluation by external evaluators).

**Relationship to District Strategic Plan and Goals:**

The senior high school Enhancing Education Through Technology grant will meet the strategic plan and goals of the District by "training teachers to use effective instructional strategies that promote higher order thinking and hands-on learning experiences for all students." The District's current, state-certified 2005 Information and Technology Plan goals are to "improve student achievement through the integration of technology into content areas" and "to provide teachers with the professional development needed to use and integrate technology effectively to improve student achievement.

**Relationship to District Budget:**

These funds cover items over and above the District budget.

**District Staff Persons Involved in Developing/Implementing the Grant:**

Suzanne Chernik, Specialist, Library Media/Instructional Technology

Ann Fredriksson, Mary Salani and Paul Irvine, Instructional Technology Teacher-Consultants  
Kathy Robillard, Library Media Teacher-Consultant

**Administrative Recommendation:**

At its April 11, 2006 meeting, the Curriculum/Program Committee recommended that this grant request be forwarded to the full Board for approval. Administration recommends that the School Board approve submission and implementation of the Enhancing Education Through Technology 2006-07 grant.

Dr. R. Scott Pierce  
Superintendent of Schools

Dr. Edie Holcomb  
Executive Director of Instructional Services

Suzanne Chernik  
Specialist – Library Media/Instructional Technology



# Kenosha Unified School District No. 1

## Fiscal, Facilities and Personnel Impact Statement

<b>Title:</b>	Enhancing Education Through Technology Grant (EETT)	<b>Budget Year:</b>	2006-2007
<b>Department:</b>	Instructional Services	<b>Budget Manager:</b>	Suzanne Chernik

<b>REQUEST</b>
We are requesting approval to submit and implement the Enhancing Education Through Technology Grant for the 2006-07 school year. The total funding for this four-district consortium grant is \$100,000. KUSD's portion is \$30,000.

<b>RATIONALE/ INSTRUCTIONAL FOCUS</b>
The major goal of the grant is to increase student achievement by providing professional development opportunities for senior high school educators to work in teams to design and implement student-centered, technology-integrated lessons

<b>IMPACT</b>
The Educational Technology grant provides hardware, software and peripherals for participating teachers.

<b>BUDGET IMPACT</b>		
Object Level	Descriptive	Amount
400's	Non-Capital Objects	30,000
	<b>TOTAL</b>	<b>\$30,000.00</b>

\*Note: To calculate the Total in the Amount column, select the Total Amount and press the F9 key.

Is this a ☒ one-time or ☐ recurring expenditure?

<b>FUNDING SOURCES</b>
N/A

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

April 24, 2006

**SCHOOL WELLNESS POLICY 5580**

**STRATEGIC PLAN**

The Kenosha Unified School District is committed to improving academic performance of all students. Therefore, the School Wellness Policy 5580 was drafted with the District's Mission Statement in mind. Educators, administrators, parents, health practitioners and the community must all acknowledge the critical role student health plays in academic stamina and performance and adapt the policies to ensure students' basic nourishment and activity needs are met. Research indicates the positive relationship between good nutrition, physical activity and the capacity of students to learn in schools.

**BACKGROUND**

School districts participating in federally subsidized child nutrition programs, National School Lunch Program and School Breakfast Program, are required to establish a local school wellness policy by the beginning of the 2006-2007 school year, according to provisions included in the Child Nutrition and WIC Reauthorization Act of 2004.

At a minimum, the local school wellness policy must:

1. include goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness in a manner that the local school district determine is appropriate;
2. include nutrition guidelines selected by the school district for all foods available on each school campus in the district during the school day, with the objective of promoting student health and reducing childhood obesity;
3. provide an assurance that the guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the U.S. Secretary of Agriculture, as applicable to schools; and
4. establish a plan for measuring implementation of the local wellness policy, including designation of one or more persons within the district or at each school, as appropriate, changed with operational responsibility for ensuring that the school meets the local wellness policy.

Last October an invitation was sent out to the schools and community seeking individuals who would be interested in serving on a **Wellness Policy Committee**. On November 2, 2005 the committee met for the first time to establish the guidelines for developing a wellness policy for the District. Sample policies from Appleton, Marshfield, Lac Du Flambeau, Oconto, and Hortonville School Districts were handed out to the committee as references. The committee also received information on the Minimum Policy Requirements, Tips for Finding School Nutrition and Physical Activity-Related Policies and Procedures and Assessing Local Situation and Identifying Goals from Nancy Dorman, WASB Policy Service Coordinator.

During the first meeting it was suggested that the committee send an invitation to the instructors and students in the Business and Technology Departments at Bradford, Tremper and Indian Trail to join the committee since they are responsible for the school stores at each high school.

The committee met five times, November 2, 9, 16, and 30 and on December 7. The committee consisted of the following individuals:

Scott Lindgren	Athletics/Health/Physical Education	Co-Chair
Cindy Gossett	KUSD Food Service	Co-Chair
Diane Gerlach	Aurora Health Care	
Gidget Asonwha	RN, Tremper	
Keith Nerby	Teacher, Tremper	
Sue Schleicher	Teacher, Bradford	
A.J. Swartz	Student, Tremper	
Casi Butts	Student, Tremper	
Grant Apgav	Student, Tremper	
Melissa Peters	Student, Bradford	
Carrie Ann Stella	Student, Bradford	
Mackenzie Koba	Student, Bradford	
Pat Mich	Parent, Tremper	
Patti Ault	Parent, Tremper (PTSA President)	
Jorie Oakes	Dietetic Intern, KUSD	

## **RECOMMENDATION:**

At the March 14, 2006 meetings of the Curriculum/Program and Personnel/Policy Standing Committees, it was voted to forward School Wellness Policy 5580 to the full Board for approval on a first reading. The School Board approved the policy on a first reading at its March 28<sup>th</sup> regular meeting. It is recommended that the School Board approve Policy 5580 on a second reading at its April 24<sup>th</sup> regular meeting.

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

Edie Holcomb, Ph.D.  
Executive Director of Instruction Services

Scott Lindgren, CMAA  
Coordinator of Activities, Athletics, Health, Physical Education, and Recreation

Cindy Gossett  
Director of Food Services

**POLICY 5580**  
**SCHOOL WELLNESS**

The District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of their students. Improving health optimizes student performance potential and ensures that no child is left behind.

It is the District's intention to help students learn and participate in positive dietary and lifestyle practices and to provide a school environment that supports these efforts.

- All students will learn about and participate in activities that promote cardio-vascular fitness. Physical activity will be included in a school's daily education program from grades K-12. Physical activity should include regular instructional physical education classes, co-curricular activities and recess.
- The curriculum will empower students with the knowledge, attitudes and skills for lifelong healthy eating habits.
- All students will be encouraged to have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn.
- The food service department will promote healthy meals and meal alternatives by ensuring that all meals offered through the National School Breakfast and Lunch Programs meet and follow all USDA requirements applicable to the schools, including established nutritional standards.
- School administrative personnel, with the assistance and support of food service personnel, will provide a positive environment in school cafeterias by giving adequate amount of time for students to eat school meals, and will schedule lunch periods in a reasonable manner.
- The schools will promote healthy food and beverage choices for students in all venues where food and beverages are served or sold in accordance with District nutrition guidelines.

The efforts to promote wellness, good nutrition and physical activity are the shared responsibilities of all District employees. In keeping with the spirit of this policy, the District shall maintain a Wellness Committee to annually review the policy and its implementation and to ensure compliance with it.

**LEGAL REF.: Wisconsin Statutes**

Sections 118.01	[Instructional program goals]
118.12	[[Sales of goods at schools]
118.33(1)	[Graduation requirements, including health and physical education credits]
120.13	[Board power to do all things reasonable for the cause of education]
120.14	[School district standards, including health and physical education]
121.02(1)	[School district standards, including health and physical education]
Child Nutrition and WIC Reauthorization Act of 2004 [School wellness policy and child nutrition program requirements]	

**POLICY 5580**  
**SCHOOL WELLNESS**  
**Page 2**

**CROSS REF.: Policy 1200, Public Information Program**  
**Policy 1211, Use of Students in Public Information Program**  
**Policy 1212, Provision of Printed Material in Non-English Version**  
**Policy 1500, Public Solicitations/Fundraising Involving the Schools**  
**Policy 1510, Advertising/Promotions in the Schools**  
**Policy 3422, Exclusivity Contracts with Vendors**  
**Policy 3520, School Nutrition Programs**  
**Policy 3522, Milk Program**  
**Policy 3523, Vending Machines for Food Items**  
**Policy 4370, Staff Development Opportunities**  
**Policy 6100, District Vision**  
**Policy 6110, Instructional Program Mission and Beliefs**  
**Policy 6300, Curriculum Development and Improvement**  
**Policy 6456, Graduation Requirements**  
**Policy 6700, Extracurricular Activities and Programs**  
**Policy 6740, Student Fundraising Activities**  
**Policy 6770, Interscholastic Athletics**  
**Board-Adopted Academic Standards**  
**District's Lifelong Learning Standards and Benchmarks**

**ADMINISTRATIVE REGULATIONS: None**

**AFFIRMED:**

**RULE 5580**  
**SCHOOL WELLNESS**

**A. Promoting Healthy Habits and Activities - The following departments will work together in creating and maintaining an environment that supports and teaches healthy nutritional habits for District students: Food Service, Health and Physical Education, Family and Consumer Sciences, and Business and Information Technology.**

- 1. In addition to carrying out responsibilities as outlined in Board policy and elsewhere in these procedures, the Food Service Department will share information about the nutritional content of meals with parents/guardians and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards or other point-of-purchase materials.**
- 2. Physical Education Curriculum - A quality physical education program is an essential component of the District's wellness activities. Physical activity provides an opportunity for self-expression and social interaction and can be enjoyable, challenging and fun. These benefits entice students to continue participation in physical activities throughout their lifetime. Elementary children derive pleasure from movement sensation and experience different challenges as they sense a growing competence in their movement ability. At the middle level, participation in physical activity provides important opportunities for challenges, social interaction and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenges as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits, students will have the knowledge base to actively pursue lifelong physical activities that meet their own needs.**
- 3. Health Education Curriculum - Some of the topics covered as part of the 1-12 health curriculum will include the following:**

• Eating habits	• Eating disorders
• Nutrients	• Alternative dieting
• Dietary guidelines	• Diet supplements
• Food Guide Pyramid	• Food safety
• Serving sizes	• Food allergies
• Product labeling	• Food sensitivities
• Body awareness	
- 4. The Family and Consumer Sciences Curriculum will support the philosophy that lifelong quality of life is dependent on students having the knowledge of nutrition and food needs for all age groups. Since the family is responsible for meeting food needs, students must understand the effects of technology on food, current health problems related to diet, and the social and cultural influence on food and resources.**
- 5. The Business and Information Technology Department (School Stores) will support the District's wellness policy by complying with the district's nutrition guidelines for other foods and beverages sold as outlined below and by promoting wellness activities according to the following timeline:**

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**SCHOOL WELLNESS**  
**PAGE 2**

- a. Year 2005 - 2006 - Promote a wellness week one to two times during the school year.
  - b. Year 2007 - 2008 - Promote a wellness week two to three times during the school year.
  - c. Year 2009 - Promote a wellness week four times during the school year.
- B. Breakfast - To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:**
  1. Schools will, to the extent possible, operate the School Breakfast Program.
  2. Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, grab-and-go” breakfast, or breakfast during morning break or recess.
  3. Schools that serve breakfast to students will notify parents/guardians and students of the availability of the School Breakfast Program.
  4. Schools will encourage parents/guardians to provide a healthy breakfast for their children through newsletter articles, take-home materials or other means, or to participate in the School Breakfast Program.
- C. Nutritional quality of foods and beverages sold and served through the School Meals Programs**
  1. **School Meals - Meals served through the National School Lunch and Breakfast Programs will:**
    - a. Meet, at a minimum, nutrition requirements established by state and federal statutes and regulations. Foods from reimbursable meals will, over the course of five days, derive no more than 30% of their total calories from fat and less than 10% of their total calories from saturated fats. Foods from reimbursable meals will provide one-third the recommended dietary allowances (RDA) for lunch and one-fourth the RDA for breakfast.
    - b. Offer a variety of fruits and vegetables daily with at least two fresh fruits and one fresh vegetable offered per week.
    - c. Serve only low-fat (1%) and fat-free milk and nutritionally equivalent non-dairy alternatives (to be defined by USDA).
    - d. Ensure that 75% of the served grains are whole grain.
  2. **Foods and Beverages Sold Individually (i.e., foods sold outside of reimbursable school meals such as through cafeteria a la carte [snack] lines)**
    - a. **Ala carte food items sold through the Food Service Department at the middle school level will:**
      - (1) **Meet the following nutritional and portion standards:**
        - Not more than 35% of total calories from fat (excluding nuts and seeds)
        - Not more than 10% of total calories from saturated fat.
        - Not more than 35% of total weight composed of added sugar.

**RULE 5580**  
**SCHOOL WELLNESS**  
**PAGE 3**

- (2) Offer single/regular-size portions rather than over-size portions based on the following guidelines:**

<b>Snacks and Sweets</b> <b>(Chips, crackers, popcorn, cereal, trail mix,</b> <b>nuts, seeds, dried fruits)</b>	<b>1.25 oz</b>
<b>Cookies/Cereal Bars</b>	<b>2.0 oz</b>
<b>Bakery Items (pastries, muffins)</b>	<b>3 oz</b>
<b>Frozen Desserts, ice cream</b>	<b>3 oz</b>
<b>Yogurt</b>	<b>8 oz</b>
<b>Beverages (no limit on water)</b>	<b>12 oz</b>

- b. Ala carte food items sold through the Food Service Department at the high school level will follow the same nutrition guidelines as the District's Marketing Labs.**

**D. Nutrition guidelines for other foods and beverages sold**

**1. Business and Information Technology Department (School Stores)**

**a. Year 2005 - 2006**

- (1) Provide customers with beverage options of 70% carbonated and 30% non-carbonated.**
- (2) Provide customers with snack item options of 80% traditional snack items and 20% healthy snack items.**

**b. Year 2007 - 2008**

- (1) Provide customers with beverage options of 60% carbonated and 40% non-carbonated.**
- (2) Provide customers with snack item options of 70% traditional snack items and 30% healthy snack items.**

**c. Year 2009**

- (1) Provide customers with beverage options of 50% carbonated and 50% non-carbonated.**
- (2) Provide customers with snack item options of 60% traditional snack items and 40% healthy snack items.**

**2. Fundraising activities and concessions**

**The following recommendations are made to promote healthy choices for students related to fundraising activities and concessions supported by the schools:**

- a. All fundraising activities require administrative approval. Some healthy food choices should be included whenever food and beverages are sold that raise funds for the school.**
- b. Organizations operating concessions at school functions should include at least some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.**
- c. Booster Clubs should be inserviced on the need for the sale of nutrient dense foods, i.e., whole grains, fresh fruits and vegetables.**

**RULE 5580**  
**SCHOOL WELLNESS**  
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**3. Vending machines**

**a. Beverages:**

- (1) Provide only bottled water, milk and 100 percent juice to elementary school students.**
- (2) Provide nutritious and/or lower calorie beverages to middle school students such as bottled water, milk, 100 percent juice, sports drinks, no-calorie soft drinks and low-calorie drinks. No full-calorie soft drinks or full-calorie juice drinks with five percent or less juice will be provided until after the instructional day.**
- (3) Provide a variety of beverage choices to high school students such as bottled water, milk, 100 percent juice, sports drinks and juice drinks. No more than 50 percent of each vending selection will be full-calorie soft drinks or full-calorie juice drinks with five percent or less juice.**

**b. Candy/food:**

- (1) No vending selection will be accessible to elementary school students**
- (2) Vending selection will be accessible to student at the middle school only at the end of the instructional day.**
- (3) A variety of snack choices will be provided to high school students such as dried fruits like raisins, banana chips, etc., trail mix, low sodium crackers, baked chips, low fat muffins, granola bars, power bars. No more than 50 percent of each vending selection will have more than 7 grams of fat per serving or more than 10 percent of its total calories derived from saturated fat.**

**E. Wellness Committee**

- 1. The District's Wellness Committee shall consist of the following members: Coordinator of Health and Physical Education (Co-Chair), Director of Food Services (Co-Chair), staff members (school nurse, physical education and marketing education teachers), parent representatives and student representatives.**
- 2. The Wellness Committee will monitor implementation of the District's wellness policy, evaluate policy progress, serve as a resource to school sites, and revisit the policy as necessary.**
- 3. The Wellness Committee will meet at least one time per year.**

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

April 24, 2006

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Somers PTO donated the following items, valued at \$20,597.00, to Somers Elementary School:
  - DVD/VCR players
  - Television sets
  - Laptop computers
  - 5 disc CD burner
  - Playground equipment
  - Digital cameras and supplies
  - Music stands
2. Kenosha Area Business Alliance donated \$250.00 to Indian Trail Academy for scholarships to Business World Summer Camp.
3. Kenosha Rotary Club donated \$100.00 to Indian Trail Academy for scholarships to Business World Summer Camp.
4. Kiwanis Breakfast Club donated \$100.00 to Indian Trail Academy for scholarships to Business World Summer Camp.
5. Rep. Jim Kreuser donated 100 Wisconsin wall maps and 550 Wisconsin road maps, value unknown, to KUSD's fourth grade classrooms.
6. Rep. John Steinbrink donated 250 Wisconsin road maps, value unknown, to KUSD's fourth grade classrooms.
7. Senator Robert Wirth donated 300 Wisconsin road maps, value unknown, to KUSD's fourth grade classrooms.
8. The Kenosha Area Convention and Visitors Bureau donated 25 DBD copies of Discover Wisconsin, value unknown, to KUSD's fourth grade classrooms.

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

**Kenosha Unified School District No. 1**

**Kenosha, WI**

**Human Resources recommendations concerning the following actions:**

**APRIL 24, 2006**

Action	Board Date	Code	Staff	Employee Last Name	Employee First Name	School/Dept	Position	Effective Date	Yrs of Svc	Salary or Hourly Rate	Reason	Letter or Contract
Resignation	04/24/06		Miscellaneous	Olson	Lourdes	Frank Elementary School	Parent Liaison	04/02/06		12.04	Resignation/Accepted District Position	
Appointment	04/24/06		Secretarial	Olson	Lourdes	Edward Bain School of Learning	Elementary Secretary	04/03/06		14.46	Appointment	
Resignation	04/24/06		Instructional	Kendzierski	Janet	Bradford High School	L.D. Special Education	06/12/06	3	46,929.00	Resignation/Relocation	Contract
Retirement	04/24/06		Instructional	Wienke	Vernon	Reuther Central High School	At Risk (Alt. Ed)	06/12/06	30	49,850.00	Retirement	Contract
Resignation	04/24/06	*	Instructional	Lundgren	Gary	Bradford/Lincoln Elementary	Technology Education (.8)	06/12/06	3	52,557.26	Resignation	Contract
Appointment	04/24/06	*	Educ. Assistant	Dirks	Karen	McKinley Middle School	Special Education	04/06/06		11.14	New Hire	
Leave of Absence	04/24/06	*	Instructional	Weitzel	Jaime	Mahone Middle School	Math			33,028.00	Child-rearing leave - 1st year 2006-2007	
Retirement	04/24/06	*	AST	Carlson	Judith	Purchasing	Purchasing Agent	08/21/06	15	81,149.00	Retirement	
Resignation	04/24/06	*	Administrative	Schlatter II	John	Instructional Services	Media Production Technician	05/15/06	2	42,525.00	Resignation/Personal	Contract
Resignation	04/24/06	*	Educ. Assistant	Sepanski	Rosemary	Cesar Chavez Learning Center	Educational Assistant	06/09/06	10	10.68	Resignation/Personal	Contract
Resignation	04/24/06	*	Instructional	Newcomb	Elizabeth	Stocker Elementary	Grade 1	06/12/06	4	35,513.00	Resignation	Contract
Resignation	04/24/06	*	Miscellaneous	Wathen	Delores	Cesar Chavez Learning Center	Pre-School Associate	06/12/06	27	18,897.76	Resignation	
Resignation	04/24/06	*	Instructional	Kandasamy	Ashvini	Edward Bain School of Learning	Speech Therapist	06/12/06	4	36,371.00	Resignation/Personal	Contract
Resignation	04/24/06	*	Instructional	Willems	Sherry	Special Education	Speech Therapist (50%)	06/12/06	11	31,661.00	Resignation/Personal	Contract
Appointment	04/24/06	*	Miscellaneous	Landre	Lynn	Dimensions of Learning	Facilities Manager	04/03/06		10.98	Appointment	
Resignation	04/24/06	*	Instructional	Manata	Shawn	Bradford High School	Math	06/12/06	6	38,479.00	Resignation/Relocation	Contract
Leave of Absence	04/24/06	*	Instructional	Miller	Christina	Jefferson Elementary	Grade 1	08/30/06		38,479.00	2nd year of Child-rearing leave	Contract

SPECIAL MEETING  
OF THE KENOSHA SCHOOL BOARD  
HELD MARCH 27, 2006

A special meeting of the Kenosha Unified School Board was held on Monday, March 27, 2006, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for discussion regarding the recommendations of the five Budget Stakeholder Groups.

The meeting was called to order at 7:00 P.M. with the following members present: Mr. Hujik, Mr. Stalker, Mr. Englund, Mr. Fountain, Mr. Ostman and Mr. Olson. Mrs. Stevens was excused. Dr. Pierce was also present.

Mr. Olson, Mr. Fountain, Mr. Hujik, and Mr. Englund presented the recommendations of the five Budget Stakeholder Groups.

Meeting adjourned at 7:55 P.M.

Diana Knudsen  
Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA SCHOOL BOARD  
HELD MARCH 28, 2006

A special meeting of the Kenosha Unified School Board was called to order at 5:36 P.M. on Tuesday, March 28, 2006, in the staff lounge at Southport Elementary School. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:35 P.M. with the following members present: Mr. Hujik, Mr. Stalker, Mr. Englund, Mr. Fountain, Mr. Ostman and Mrs. Stevens. Mr. Olson arrived later. Dr. Pierce and Mrs. Stephens were also present.

Mr. Fountain, Vice-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. Fountain announced that an executive session had been scheduled to follow this special meeting for the purpose of discussion regarding review of findings/order by independent hearing officer; Litigation; Personnel: Problems; Personnel: Position Assignments; Personnel: Compensation and/or Contracts; Personnel: Evaluation Consideration; Property: Sale; and Property: Purchase under exemptions (b), (c), (e), (f) and (g) of State Statute 19.85(1) and collective bargaining deliberations.

Mrs. Stevens moved that this executive session be held. Mr. Ostman seconded the motion.

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

Mr. Hujik moved that this special meeting be adjourned to executive session. Mr. Stalker seconded the motion. Unanimously approved.

1. Review Findings/Order of Independent Hearing Officer

Mrs. Stephens provided Board members with information regarding six expulsion hearings.

Mr. Olson arrived at 5:55 P.M. and chaired the remainder of the meeting.

Mrs. Stephens and Dr. Pierce were excused at 6:00 P.M.

Mr. Hujik moved to extend the period of expulsion to the end of the 2006-07 school year for the first student and to concur with the recommendations of the hearing officer as amended. Mr. Stalker seconded the motion. Motion carried. Mrs. Stevens dissenting and Mr. Olson abstaining.

Mrs. Stevens moved to extend the period of expulsion to the end of the 2006-07 school year for the second student and to concur with the recommendations of the hearing officer as amended. Mr. Ostman seconded the motion. Motion carried. Mr. Olson abstaining.

Mr. Hujik moved to concur with the recommendations of the hearing officer with respect to the third expulsion. Mrs. Stevens seconded the motion. Motion carried. Mr. Olson abstaining.

Mr. Stalker moved to concur with the recommendations of the hearing officer with respect to the fourth student. Mr. Ostman seconded the motion. Motion carried. Mr. Olson abstaining.

Mr. Hujik moved to extend the period of expulsion through the end of the 2006-07 school year with respect to the fifth student and to concur with the recommendations of the hearing officer as amended. Mrs. Stevens seconded the motion. Motion carried. Mr. Olson abstaining.

Mr. Stalker moved to concur with the recommendations of the hearing officer with respect to the sixth student. Mr. Ostman seconded the motion. Motion carried. Mr. Olson abstaining.

Dr. Pierce returned and Mr. Finnemore arrived at 6:07 P.M.

2. Property: Purchase and Property: Sale

Mr. Finnemore provided Board members with information regarding a potential purchase of property and discussion followed. Board direction was given to Administration.

Mr. Olson updated Board members regarding the status of three other property matters and discussion followed.

Mr. Finnemore was excused at 6:30 P.M.

3. Personnel: Problems and Personnel: Position Assignments

Dr. Pierce updated Board members regarding several personnel matters and discussion followed. Board direction was given to Administration.

4. Personnel: Compensation and/or Contracts

Mr. Fountain updated Board members regarding a compensation/contract matter and discussion followed.

5. Collective Bargaining Deliberations

Mr. Hujik updated Board members regarding the status of negotiations with the District's educational assistants.

Meeting adjourned at 6:53 P.M.

Diana Knudsen  
School Board Secretary

REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD MARCH 28, 2006

A regular meeting of the Kenosha Unified School Board was held on Tuesday, March 28, 2006, at 7:00 P. M. in the ESC Board Meeting Room. Mr. Olson, President, presided.

The meeting was called to order at 7:00 P.M. with the following Board members present: Mr. Hujik, Mr. Stalker, Mr. Englund, Mr. Fountain, Mr. Ostman, Mrs. Stevens 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.

The School Board recognized four Bradford High School students who saved a young man's life, Bullen and Mahone Middle School students for their first place tie in the State Battle of the Books tournament, Bradford and Tremper High school students who received Wisconsin regional scholastic art awards, Roosevelt Elementary School for being named a Wisconsin service-learning banner school, Bradford High School students who earned the Wisconsin Forensic Association Critic's Choice Award, the Kenosha Combined Gymnastics team for placing second in the WIAA Division I Championship, Bradford and Tremper swimmers who placed in the WIAA Division I Championships and Lincoln Middle School students for their creation of a Living History DVD.

Southport Elementary School staff members and students sang and made presentations about their school.

There was no legislative report, no administrative or supervisory appointments and no views and comments from the public.

Dr. Pierce gave his Superintendent's report and noted that the next regular meeting of the School Board would be on Monday, April 24, 2006.

Item XI-B was pulled from the consent agenda.

The Board then considered the following Consent-Approve items:

Consent-Receive item XI-A Strategic Planning Implementation Teams #5 and #7 Updates was received.

Consent-Approve item XI-C Head Start Federal Grant Request for the 2006-07 School Year submitted by Mrs. Kathleen Barca, Executive Director of School Leadership; Mr. Kurt Sinclair, Director of School Leadership; Ms. Belinda Grantham, Head Start Administrator; and Dr. Pierce and excerpts follow:

“At the March 14, 2006, Curriculum/Program Committee meeting, the Committee voted to forward the 2006-07 Federal Head Start Grant Request to the School Board for approval to submit and implement for the 2006-07 school year. It is recommended that the Board approve submission and implementation of the 2006-07 Federal Head Start Grant.”

Consent-Approve item XI-D Wisconsin Department of Public Instruction Alcohol and Other Drug Abuse Program Grant submitted by Ms. Kathryn Lauer, Director of Special Education; Mr. Joseph Kucak, Coordinator of Student Support; Ms. Patricia Demos, Community School Relations Manager; and Dr. Pierce and excerpts follow:

“At its March 14, 2006 meeting, the Curriculum/Program Committee voted to forward this grant to the full Board. Administration recommends that the Board approve the request to submit and implement the Alcohol and Other Drug Abuse State Program Grant for the 2006-2008 school years.”

Consent-Approve item XI-E School Wellness Policy 5580 submitted by Dr. Edie Holcomb, Executive Director of Instructional Services; Mr. Scott Lindgren, Coordinator of Activities, Athletics, Health, Physical Education and Recreation; Ms. Cindy Gossett, Director of Food Services; and Dr. Pierce and excerpts follow:

“At the March 14, 2006 meetings of the Curriculum/Program and Personnel/Policy Standing Committees, it was voted to forward School Wellness Policy 5580 to the full Board for approval on a first reading. The Personnel/Policy committee also recommended that the Board waive a second reading. Administration recommends approval of Policy 5580 on a first reading this evening and defers to the Board’s wishes regarding a second reading.”

Consent-Approve item XI-F Donations to the District as contained in the agenda.

Consent-Approve item XI-G Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations as submitted by the office of Human Resources.

Consent-Approve item XI-H Minutes of Regular Meeting of 2/28/06, Special Meeting of 3/14/06, and Special Meeting & Executive Session of 2/28/06.

Consent-Approve item XI-I 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 CR018489 through CR019049 that total \$1,745,754.12 be approved.

Check numbers 368395-370284 totaling \$6,585,938.14 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 February 2, February 14, and February 16, 2006 (two (2) deposits dated for February 16) totaling \$2,483,130.41, to US Bank of Milwaukee dated February 14, February 15, and February 28, 2006 (two (2) deposits dated February 28) totaling \$970,166.99 and to the Wisconsin Retirement System dated February 28, 2006 totaling \$946,428.51 be approved."

Mr. Hujik moved to approve the consent agenda as revised. Mrs. Stevens seconded the motion. Unanimously approved.

Mr. Fountain moved to approve the consent agenda as presented. Mr. Hujik seconded the motion. Unanimously approved.

Dr. Pierce presented the Bradford and Tremper High School Cafeteria Project submitted by Mr. Patrick M. Finnemore, Director of Facilities Services; Ms. Cindy Gossett, Director of Food Services; and Dr. Pierce and excerpts follow:

"The current cafeteria serving lines at Bradford and Tremper High Schools are configured for a limited number of students and menu selections and cannot effectively accommodate the growing enrollment that they now try to serve. All the serving units are now 10 years old and approaching the end of their estimated useful life. In order to improve service, accommodate a growing enrollment, update aging equipment and increase student satisfaction, the food service serving lines should be updated and redesigned.

To address some of the limitations of the current cafeteria serving lines we are proposing to replace the aging equipment and increase serving capacity by reconfiguring the serving lines.

The preliminary cost estimate of this project is \$428,100 for Bradford High School and \$178,700 for Tremper High School. All funding costs associated with this project would come from Fund 50, the Food Service fund which is a separate fund from the General Fund.

Administration recommends Board approval of the Bradford and Tremper High School Cafeteria Project."

Mrs. Stevens moved to concur with the recommendations of Administration. Mr. Hujik seconded the motion. Unanimously approved.

Dr. Pierce presented the Charter School Grant Application for Bill and Melinda Gates Foundation Expeditionary Learning Charter School submitted by Mr. Tim Miller, Executive Director of School Leadership; Mr. William Hittman, Principal/Director Lakeview Technology Academy; and Dr. Pierce and excerpts follow:

“Administration recommends that the Kenosha Unified School Board grant approval to write a planning grant for an Expeditionary Learning high school charter for Kenosha Unified School District, to meet a deadline of June 1, 2006. This is for the purpose of implementing Strategy III.”

Mrs. Stevens moved to concur with the recommendations of Administration. Mr. Hujik seconded the motion. Motion carried. Mr. Ostman dissenting.

Dr. Pierce presented the Kenosha Symphony Association, Inc. Free Student Ticket Program Proposal submitted by Dr. Timothy Yontz, Coordinator of Fine Arts, and Dr. Pierce and excerpts follow:

“The Kenosha Symphony Association, Inc. (KSA) has forwarded to Dr. Tim Yontz, Coordinator of Fine Arts, a proposal to create a free student ticket program to complement the student scholarship and youth concert programs that have been offered for a number of years.

In these times of very challenging budgets, the commitment of the District to embark on an agreement with the KSA for an annual fee of \$10,000 is a minimal amount when you consider the value the students will gain from their attendance.

This proposal from the KSA is brought forward to you without a recommendation from the Superintendent to support this initiative. This does not mean that I am not in support of the proposal, it is just very difficult to determine where the District must set our fiscal responsibilities at this time in light of the budgetary challenges we are facing.

The Board of Education is asked to consider this proposal and determine how you wish Dr. Yontz and the Superintendent to proceed.”

Mr. Ostman moved that this item be referred to the April meeting of the Audit, Budget, Finance Committee and then brought back to the School Board at a later date. Mr. Stalker seconded the motion. Unanimously approved.

Dr. Pierce presented the Open Enrollment Applicants for School Year 2006-07 submitted by Mr. Miller and Dr. Pierce and excerpts follow:

“During the 1997 Wisconsin legislative session, a Public School Enrollment Law was enacted to become effective with the 1998-99 school year.

Wisconsin Statutes 118.51 and 118.52 mandated that all Wisconsin schools adopt an inter-district open enrollment policy. On January 27, 1998, the Board of Education adopted School Board Policy 5260 - Full-Time Public School Open Enrollment. This policy determines the circumstances under which student applications for enrollment under the Public School Open Enrollment Law are accepted or denied.

Administration recommends approval of all applicants identified as numbers: 1-6, 18,20, 22-25 and 28-31 due to available space or prior enrollment in the schools requested. Administration recommends applicants identified as numbers 7-17, 19, 21, and 26-27 be denied due to overcapacity at the schools or programs requested.”

Mrs. Stevens moved to concur with the recommendations of Administration. Mr. Englund seconded the motion. Unanimously approved.

Dr. Pierce presented the Application for Carol M. White Physical Education Program (PEP) Grant submitted by Mr. Scott A. Lindgren, Coordinator of Athletics, Activities, Health, Physical Education and Recreation; Mr. Finnemore; Mr. Paul Kresse, Physical/Health Education Teacher, Tremper High School; and Dr. Pierce and excerpts follow:

“Administration recommends Board approval to apply for the PEP grant in the amount of \$583,878 for 2006, and using available interest money from the referendum bonding as the 10% matching requirement of this grant. In addition, Administration recommends reapplying for this grant in 2007 if we are not awarded the grant in 2006.”

Mr. Hujik moved to concur with the recommendations of Administration. Mrs. Stevens seconded the motion. Unanimously approved.

Dr. Pierce presented his report on the Student Handbooks – Middle and High Schools and excerpts follow:

“On an annual basis as schools are developing their communication materials in preparation for the next year, among the publications principals are working on include student handbooks.

It is appropriate as student handbooks are completed, they should be reviewed and ultimately approved by the Board of Education. Rationale for Board approval is to assure alignment with District defined policies and procedures. It also assures buildings as they enforce school expectations that everyone is aware, because they have been Board approved, that these handbooks become policy.

Elementary, middle and high schools have been working to establish one consistent student handbook relative to student expectations, procedures, et cetera. This year, one consolidated handbook will be presented to cover all

middle schools and one handbook to cover all high schools. It is recognized that there will be additional information provided in each school handbook that is unique to that school.

At its March 14, 2006 meeting, the Personnel/Policy Committee voted to forward the 2006-07 middle and high school handbooks to the full Board for a first and second reading. It is recommended that the Board approve the 2006-2007 middle and high school handbooks on a first reading tonight and forward to the April 24, 2006 regular meeting for a second reading.”

Mr. Englund moved to approve the Student Handbooks – Middle and High Schools on a first reading and to have this item brought back to the School Board for a second reading. Mrs. Stevens seconded the motion. Unanimously approved.

Mr. Fountain moved to table the A/S/T Compensation Policy. Mr. Hujik seconded the motion. Unanimously approved.

Meeting adjourned at 8:12 P.M.

Diana Knudsen  
School Board Secretary

SPECIAL MEETING  
OF THE KENOSHA SCHOOL BOARD  
HELD APRIL 11, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, April 11, 2006, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for discussion/program review regarding Bridges/AIS, the School Age Parent Program and Professional Development.

The meeting was called to order at 7:50 P.M. with the following members present: Mr. Hujik, Mr. Stalker, Mr. Englund, Mr. Fountain, Mr. Ostman, Mrs. Stevens and Mr. Olson. Dr. Pierce was also present.

Dr. Pierce presented the Approval of Construction Bids for Bradford Athletic/Physical Education Addition/Renovation Project submitted by Mr. Patrick M. Finnemore, Director of Facilities; and Dr. Pierce and excerpts follow:

“The first of the four projects associated with the November 2005 referendum to go through the bid process was the athletics/physical education addition/renovation project at Bradford. The bids were received on March 24, 2006 by our general contractor/construction manager Camosy, Inc.

Administration recommends Board approval of the contractor selection and their bids for the Bradford Athletics/Physical Education Addition/Renovation project as detailed in this report including Alternates 1 and 2. Further Administration recommends Alternates 3 and 4 provided adequate funding is identified as this and the Tremper project progress.”

Mr. Stalker moved to concur with the recommendations of Administration. Mr. Fountain seconded the motion. Motion carried. Mr. Hujik was out of the room and did not vote.

Dr. Pierce presented the Waiver of Policy 1330 – Use of School District Facilities presented by Dr. Pierce and excerpts follow:

“The Superintendent is in receipt of a letter from Dr. John Murphy on behalf of the Kenosha Symphony Association’s Community Outreach Committee requesting a waiver of user fees for use of District facilities. Specifically, he is requesting a waiver of the hourly rental and custodial fees (\$77 per hour rental fee and \$26.49 per hour custodial overtime fee) for use of the Reuther Auditorium on April 18, 2006.

Due to the timing of this waiver request, it is being brought directly to the Board for consideration. Past practice has dictated that “for profit” entities or events where an admission fee is charged are not eligible for waiver of fees. The Superintendent defers to the Board’s wishes relative to this request for waiver of fees. If the Board chooses to waive fees, consideration should be given to waiving the rental portion and requiring payment of the custodial overtime fees.”

Mr. Stalker moved to charge the Kenosha Symphony Association for the custodial fees and waive the rental fee for their use of the Reuther Auditorium on April 18, 2006. Mr. Fountain seconded the motion. Motion carried. Mrs. Stevens abstaining. Mr. Ostman was out of the room and did not vote.

Mr. Fountain handed out information regarding the Administrative, Supervisory, Technical Employee Compensation Policy and discussion followed.

Mr. Hujik moved to accept the salary schedule and proposed language changes as presented. Mr. Stalker seconded the motion. Unanimously approved.

Dan Tenuta, Karen Walters, Mary Plovanich, Kathleen Belshaw and William Haithcock presented information regarding the Bridges/Accelerated Independent Study (AIS) and School Age Parent programs and discussion followed.

Louise Mattioli presented information regarding Professional Development for District staff members and discussion followed.

Mr. Olson announced that an executive session had been scheduled to follow this special meeting for the purpose of discussion regarding Personnel: Problems; Personnel: Position Assignments; and Personnel: Compensation and/or Contracts under exemptions (b), (c), (e) and (f) of State Statute 19.85(1) and collective bargaining deliberations.

Mr. Stalker moved that this special meeting be adjourned to executive session. Mr. Hujik seconded the motion. Unanimously approved.

Meeting adjourned at 9:45 P.M.

Diana Knudsen  
Board Secretary

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

An executive session of the Kenosha Unified School Board was called to order at 9:27 P.M. on Tuesday, April 11, 2006, in the small Board Room at the Educational Support Center for the purpose of discussing Personnel: Problems; Personnel: Position Assignments; and Personnel: Compensation and/or Contracts under exemptions (b), (c), (e) and (f) of State Statute 19.85(1) and collective bargaining deliberations.

The following Board members were present: Mr. Hujik, Mr. Stalker, Mr. Englund, Mr. Fountain, Mr. Ostman, Mrs. Stevens and Mr. Olson. Dr. Pierce and Mrs. Glass were also present.

Collective Bargaining Deliberations

Mr. Olson, Dr. Pierce and Mrs. Glass provided Board members with information regarding a matter subject to collective bargaining and discussion followed.

Meeting adjourned at 9:50 P.M.

Diana Knudsen  
School Board Secretary

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Kenosha Unified School District No. 1  
Kenosha, Wisconsin  
Summary of Receipts, Wire Transfers, and Check Registers  
April 24, 2006

	From	To	Date	Amount
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**Receipts:**

Total Receipts	CR019050	CR019604	2/28/06-3/27/06	\$ 435,487.84
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**Wire Transfers from Johnson Bank to:**

First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		March 1, 2006	112,452.23
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		March 2, 2006	1,148,371.85
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		March 20, 2006	1,231,366.60
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		March 30, 2006	1,140,036.77
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		March 31, 2006	109,406.16
US Bank of Milwaukee <i>(for state payroll taxes)</i>		March 15, 2006	22,359.12
US Bank of Milwaukee <i>(for state payroll taxes)</i>		March 30, 2006	232,518.63
US Bank of Milwaukee <i>(for state payroll taxes)</i>		March 30, 2006	248,955.12
Wisconsin Retirement System		March 31, 2006	962,127.18
Total Outgoing Wire Transfers			<b>\$ 5,207,593.66</b>

**Check Registers:**

General	370285	370286	March 10, 2006	188.00
General	370287	370616	March 16, 2006	5,030,116.55
General	370617	370619	March 20, 2006	5,343.80
General	370620	370620	March 20, 2006	800.00
General	370621	371256	March 27, 2006	674,827.29
General	371257	371264	March 28, 2006	11,339.72
General	3712565	371548	March 31, 2006	399,108.00
General	371549	371552	April 4, 2006	2,636.10
Total Check Registers				<b>\$ 6,124,359.46</b>

## **Administrative Recommendation**

It is recommended that receipt numbers CR019050 through CR019604 that total \$435,487.84 be approved.

Check numbers 370285-371552 totaling \$6,124,359.46 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 March 1, March 2, March 20, March 30, and March 31 totaling \$3,741,633.61 to US Bank of Milwaukee dated March 15, March 30, 2006 (two (2) deposits dated March 30) totaling \$503,832.87 and to the Wisconsin Retirement System dated March 31, 2006 totaling \$962,127.18 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

April 24, 2006

**DESIGN AND COST ESTIMATE FOR PHYSICAL EDUCATION & ATHLETIC  
ADDITIONS AND MODERNIZATION OF TREMPER HIGH SCHOOL**

**Background:**

The Facilities Design Committee for the physical education and athletic additions and renovation of Tremper High School has concluded its input into the design process and together with Bray Architects, Camosy Inc., and KUSD Administration is forwarding the building and site plans to the School Board for review and approval. The Design Committee began meeting on January 9, 2005 and had four meetings concluding on March 20, 2006 to develop the design and cost estimate being presented tonight. A roster of members of the Facilities Design Committee is provided as Attachment 1 to this report.

Attachment 2 includes the site plan, floor plans, and exterior elevations for this project. The Design Committee is very pleased with the overall design and the architectural support and creativity provided by Bray. Members of the Design Committee will present the design and highlight some of the key aspects at tonight's meeting. Camosy was active on the Design Committee and has developed a cost estimate, Attachment 3, based on design development by the Committee. A detailed cost estimate will be distributed at the Committee Meeting. The estimated construction cost is \$ 5,191,238, which is in line with the referendum approved amount. Attachment 4 is the proposed schedule for the project over the next several months showing the key dates in the city approval process, development of the construction documents, and the bidding schedule.

**Administration Recommendation:**

Administration recommends School Board approval for the design and cost estimate for the Tremper project, which was approved unanimously by the Planning, Facilities, and Equipment Committee.

Dr. R. Scott Pierce  
Superintendent of Schools

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

Mr. John Setter, AIA  
Project Architect

**Link to Separate Appendices**

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

April 24, 2006

**APPROVAL OF CONSTRUCTION BIDS FOR PRAIRIE LANE ELEMENTARY  
EDUCATION ADDITION/RENOVATION PROJECT**

**Background:**

The second of the four projects associated with the November 2005 referendum to go through the bid process was the education addition/renovation project at Prairie Lane Elementary School. The bids were received on April 13, 2006 by our general contractor/construction manager Camosy, Inc, and as of the date that this report was written the qualifications and comments of the bidders were still being evaluated by Camosy and KUSD. The preliminary evaluation of the bids is that they are consistent with the estimate provided by Camosy and approved by the Board at the February 28, 2006 meeting. A tabular summary of the bids and selected contractors will be distributed at the meeting.

**Administration Recommendation:**

Administration recommends Board approval of the contractor selection and their bids for the Prairie Lane Elementary School Education Addition/Renovation project as detailed in the report that will be distributed the evening of the Board meeting.

Dr. R. Scott Pierce  
Superintendent of Schools

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

Link to Bid Summary  
(Link will be active by 4/21/06)

**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**  
**Kenosha, Wisconsin**

**April 24, 2006**

**Combined Durkee and Lincoln New School Instructional Design**

**BACKGROUND:**

The Instructional Design Committee, consisting of equal representation from both Lincoln Elementary and Durkee Elementary, met during the months of February and March, 2006 to combine strengths while respecting and honoring differences of the Lincoln and Durkee Elementary programs. The committee was informed of the intent by reviewing school board policy relative to the Instructional Design Committee. Members of the committee visited EBSOLA and Frank Elementary Schools to help them to understand the instructional design. As part of deciding the Reading program for the new site, an all staff in-service was held on March 8, 2006 with representation from Success For All, Direct Instruction, and Houghton Mifflin. The information was gathered, analyzed, shared and discussed with both staffs. Both staffs felt that either Direct Instruction or Success For All would be viable options for the Reading program at the combined site. A recommendation was forwarded to Cabinet. After reviewing the process that led to the decision, Success For All was chosen as the recommendation for the Reading program (see attachment material). The committee defined the educational specifications for the combined site using discussion and consensus. A draft copy of the proposal for the educational specifications was distributed and discussed at a staff and parent meeting at each site. Input from those meetings was considered by the committee to finalize the work contained within this report. The committee worked diligently to meet the challenge of bringing two programs in to one site to benefit the students, parents and the community. There is an understanding that the design committee may alter these specifications, but the committee is requesting Board approval to pass these specifications to the Facilities Design Committee.

**EDUCATIONAL SPECIFICATIONS:**

This new site would house the two schools from the original intent and operate that school with approximately 450 students. The committee understands that the design will be based on the recommendations forwarded by our committee to the design committee. Members of the committee questioned the school's potential boundaries as the new site opens, and have been informed that this issue would take the size of the school, once operational, into consideration.

Durkee Elementary School currently receives SAGE funding, while Lincoln Elementary School receives P-5 state funding. The goal of each state program is to provide additional services and lower class sizes for children who, based on the number of students in a building, qualify for free or reduced lunch. Many of these benefits regarding expenditures are similar, with the exception of SAGE that requires a 15:1 teaching ratio in grades K through 3. Based on current low income status of enrollment

at both schools, and the desire to keep class sizes small at the primary grades, SAGE funding would cover the cost to maintain this staffing level, staff development, and instructional materials; therefore, it is recommended to notify the state and request SAGE funding for the new school.

Durkee and Lincoln have received 21<sup>st</sup> Century Community Learning Center funding. The desire is to sustain this program at the new site. Space for staff and materials will be needed in the cafeteria/multipurpose area as funding is available for before and after school programs.

A special education classroom is needed for the self-contained EBD Program that is currently housed at Lincoln Elementary. This program will house the upper grades for students with emotional behavioral disabilities. Students in this program are placed according to severity, chronic, and frequency of their behaviors. This room should be located on the first floor, in close proximity to the office. An additional special education classroom is needed for children to receive services outside of the general education classroom when appropriate. Additional resource areas for staff and small group instruction are needed to provide special education support for students. Early age classrooms for students age three and four with exceptional education plans will need to be designated, as funding for staff is available. To ensure a safer environment, it is preferred to locate the early childhood classroom away from the main entrance and create a fenced outside play area for the younger students.

All signage within and outside of the building must be written in both English and Spanish to ensure communication with all families.

Space should be designated for a parent education and community service center to increase the school children's family use of community programs located near the office. This area could be staffed with a home school liaison and outreach workers. Workstations with computers should be available for parent's use when appropriate.

The instructional media center/library should be easily accessed from the classrooms and viewed as the center of learning, in order to emphasize the importance of independent reading and research. The library collection would be maintained to include books and resources in English and Spanish.

Administrative office space must accommodate a principal. Glass walls would be preferable (outside walls of office) to ensure proper supervision of the entrance area, while maintaining a quiet office environment. Support staff services will need space to facilitate secretarial work, school counseling, social work, speech and language therapy, instructional resource, Title 1 coordination, learning specialist, nursing area, home school liaison, program support for special education, and individual testing. Some of these areas can be located on the second floor as well. A conference room located in the main office area would meet the needs of parent and staff meetings. A teacher's lounge/workstation should be located on each floor.

The building should be configured to utilize the wireless computers, which both schools currently have, to allow students to access the Internet in any area of the building and continue to increase the use of technology throughout the building. Each classroom would have a computer with network connections.

Each classroom would have Internet access, network connections, storage access, lockable closets, white/magnetic boards, and a sink. Storage for grades 1 through 5 would be through the use of lockers/cubicles outside of the classroom. This will maximize the instructional area of the classroom. The early age classrooms would have in-room storage capabilities in the form of cubicles. Pre-school and kindergarten rooms will have the alphabet on the floor in the form of a carpeted area or tile. Floor tile choices will direct students to areas in the building by colors.

To accommodate the rich history of this community, and to support the arts within the school, the committee recommends a display case in the entrance of the school to display student work and community significance. A stage in the gymnasium area (similar to EBSOLA) with a sound system for performances would be a great attribute to the school.

The building should be secure, and on a key card/fab system to ensure safety at its highest level. A door should be installed to close off the rest of the building during evening use of the gym, cafeteria and library, promoting the lighted school concept while limiting access to other areas of the building.

The doors to either site should not be closed until the new building is complete and ready for staff to move in.

The Instructional Design Committee consisted of the following individuals:

Kurt Sinclair	Director of School Leadership, Chairperson
Edie Holcomb	Executive Director of Instructional Services
Ernie Llanas	Principal, Lincoln Elementary
Dan Weyrauch	Principal, Durkee Elementary
Randy Hoover	Teacher, Durkee Elementary
Tammy Ramirez	Teacher, Durkee Elementary
Kristin Scozzaro	Teacher, Durkee Elementary
Beth Smith	Teacher, Lincoln Elementary
Julie Frank	Teacher, Durkee Elementary
Judy Scovell	Special Education Teacher, Lincoln Elementary
Lisa Niederer	Teacher, Lincoln Elementary
Amy Glade	Parent, Lincoln Elementary
Chris Hribal	Parent, Durkee Elementary
Deidre Wilson	Library Media Specialist, Lincoln Elementary
Jamie Cassar	Parent, Durkee Elementary
Debbie Malsack	Secretary, Durkee Elementary
Hillary Schenk	Home School Liaison, Durkee Elementary
Christina Gardner	Home School Liaison, Lincoln Elementary
Mary Gerlach	Teacher, Lincoln Elementary

**Recommendations:**

The Instructional Design Committee is asking for approval of the following:

To approve the Instructional Design Committee report for the educational specifications of the combined site and forward to the Facilities Design Committee.

The committee is also asking the Board to notify the state and request SAGE funding for the new school.

Approve Success For All as the Reading program for the combined site based on the information contained with this report, in the form of an attachment, and the process used to solicit teacher input from both sites.

At is April 11, 2006 meeting, the Curriculum/Program Committee moved to forward these recommendations to the full Board for approval.

Dr. R. Scott Pierce  
Superintendent of Schools

Kurt A. Sinclair  
Director of School Leadership

Dr. Edie Holcomb  
Executive Director of Instruction

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

**April 24, 2006**

**District–Wide Survey Efforts**

In an effort to enhance the effectiveness of services provided throughout the District and identify areas in need of improvement, Administration would like to administer internal surveys to all employee groups and students using the following instruments:

**ESC Satisfaction Survey (Attachment 1)**

*Purpose* – The purpose of the ESC Satisfaction Survey is to assess the level of satisfaction received by individuals who request services and support provided by departments housed at the ESC, the Superintendent of Schools and the School Board.

*History* – The 2005-06 school year will be the first year the ESC Satisfaction Survey is administered to all KUSD employee work groups. District Administration developed the survey questions with the assistance of Dr. Donna Recht, a professor at Cardinal Stritch University.

*Targeted audience* – all KUSD employee work groups

*Administration timeline* – The ESC Satisfaction Survey will be administered online during the months of April and May 2006.

**School Culture Survey for Students (Attachments 2A & 2B)**

*Purpose* – The purpose of the Student Culture Survey is to obtain information from students that will assist building administrators assess student perceptions about their school. The information obtained will prove to be valuable as the building administration and staff begin their school improvement planning.

*History* – The 2005-06 school year will be the first year the District has surveyed all students during the same timeframe with the Student Culture Survey. The Student Culture Survey was taken from Data Analysis for Comprehensive School Wide Improvement by Victoria Bernhardt and published by Eye on Education, 6 Depot Way West, Larchmont, NY 10583. This survey has been adapted and approved by the Wisconsin Department of Public Instruction (DPI).

*Targeted population* – All KUSD students in every KUSD elementary, middle and high school

*Administration timeline* – This survey will be administered online during the month of May 2006.

### **School Culture Survey for Staff (Attachment 3)**

*Purpose* - The purpose of the School Culture Survey is to provide insight about the shared values/beliefs, the patterns or behavior, and the relationships in the school. Each factor measures a unique aspect of the school's collaborative culture. The factors are as follows: Collaborative Leadership, Teacher Collaboration, Professional Development, Collegial Support, Learning Partnership and Unity of Purpose.

*History* – The 2005-06 school year marks the third year the School Culture Survey has been administered to KUSD elementary and middle schools and the second year the survey has been administered to all KUSD high schools.

*Targeted population* – All school staff

*Administration timeline* – As with past years, this survey will be administered at each building using a paper/pencil format during the month of April 2006.

### **Overall Purpose**

The overall purpose of the District-wide survey efforts is to gather information that will allow Administration to set priority among needs and to translate the needs into program objectives or modifications of existing objectives. The benefits of the survey efforts might include direction in setting priorities for school improvement in an effort to improve the school culture. In addition, strengths and areas in need of improvement will be identified for ESC departments in regards to the effectiveness of service and support provided. The results of the surveys will be reviewed and communicated clearly and accurately to all stakeholders.

### **Recommendation**

On April 11, 2006, the Personnel/Policy Committee recommended that the District-wide survey report be forwarded to the full Board for approval. It is also recommended that an analysis of the survey results be presented to the Personnel/Policy Committee and the full Board.

### **Recommendation – Administration**

Administration recommends that the Board approve the District-wide survey report and that an analysis of the survey results be presented to the Personnel/Policy Committee and the full Board once available.

Dr. R. Scott Pierce  
Superintendent of Schools

Mr. Timothy Miller  
Executive Director of School Leadership

Ms. Sonya Stephens  
Executive Director of Educational Accountability

### **Link to Separate Appendices**

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

April 24, 2006

**Administrative Interview Process**

The Kenosha Unified School District continues to review its Administrative Interview Process to ensure that the best possible candidates are being selected to lead our schools. After discussion at the committee meeting level, Board members felt it necessary to revise or enhance the interview process to help ensure we are choosing the right candidate for the position. Also, consideration should be given to a Leadership Committee to help review the credentials of top candidates for leadership positions.

The purpose of the Leadership Committee is to look at the leadership capabilities of the candidate(s) being recommended for the position of school principal. It is recommended that the committee consist of the following:

Two Board Members  
Two Kenosha Business Leaders  
Two Retired Principals

The committee will be responsible for assessing the following areas/skill levels through an interview process:

Leadership Potential – Ability to lead staff  
Management Skills – Ability to manage a building  
Fiscal Responsibility – Ability to manage a budget

Recommendation:

After review at the April 11, 2006 Personnel/Policy Committee Meeting, it was recommended that the Administrative Interview Process be submitted to the full Board for approval with revisions noted at the meeting. Administration recommends approval of the administrative interview process.

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

Sheronda Glass, Executive Director  
Human Resources

Kenosha Unified School District No. 1  
Kenosha, Wisconsin

**Administrative Interview Process**

Application Procedure

- Internal applicants will send a letter of interest to Human Resources for consideration of any administrative opening.
- External applicants will complete an on-line application. External applicants must follow all directions as outlined, submitting transcripts and three letters of reference to the Office of Human Resources.

On-Line Interview Process

- All external applicants will be required to take the Gallup Principal Insight. This is an on-line “interview” that will help the Kenosha Unified School District “screen” applicants prior to being selected for an on-site interview.

On-Site Fit Interview

- Applicants who “pass” the on-line interview and are chosen for on-site interviews will be given a “Fit Interview.” The “Fit Interview” will be conducted by both the Executive Director and Director of School Leadership in the case of a principal hire and by the Executive Director and the Head Principal in the case of an assistant principal hire. The “Fit Interview” questions will be a combination of Gallup Fit questions and questions developed by the Executive Director and Director of School Leadership.
- Once the applicant has completed the “Fit Interview”, he or she will be given a tour of the building. Human Resources will select a random, diverse pool of teachers, parents and students to conduct the interviews. A list of questions will be prepared for these individuals.

Leadership Committee

- A Leadership Committee will meet with the final candidate(s) to assess leadership potential.
- A Human Resources representative will facilitate the interview. The leadership committee will be asked to submit questions to Human Resources prior to the interview.
- Final recommendations will be given to the Superintendent to present to the Board of Education for approval.

Kenosha Unified School District No. 1  
Kenosha, Wisconsin

April 24, 2006

## **Review of Business Services**

In the 2003-2004 Budget, a position responsible for position control was transferred from Human Resources to Finance to better facilitate the development and monitoring of the salary and benefit component of the budget. In that budget year, a Secretary III position responsible for grant claim filing was upgraded to an AST position with the goal that 50% of time would assist the financial management of grant budgets (including claims submission) and 50% of time performing basic accountant functions. This position ended up supporting the budget functions for the time that should have been allocated to basic accounting functions.

In the 2004-2005 Budget, the Position Control position was combined with the Grant/Accounting Position in Finance. In the 2005-2006 Budget, a Secretary position was eliminated in the Purchasing Department. All of these reductions were made to assist in balancing the budget, even though the District budget (including the number of grants), number of schools and the overall staffing continue to grow.

As the District continues to face pressure to reduce the budget, the review and monitoring of existing programs will become more important to ensure that the optimal funding is provided to the right program. Earlier this year, the Audit/Budget/Finance Committee requested to begin a process of reviewing specific programs each month. At the time, the Committee was cautioned that staff was not available to perform a thorough review of the funding sources for these reviews and reliance on the program manager to provide funding information would be necessary.

This initiated a discussion resulting in the Board asking what would be necessary to provide this additional analytical support. A position description was developed (Attachment A) outlining duties that an “internal auditor” position could perform providing this additional analytical support. The initial focus of the position was to be districtwide support ranging from identifying the costs to operate the instructional programs to reviewing the cash management procedures in the schools.

The Board felt that an outside, independent third party should review the Finance functions to see if any realignment of functions or additional staff was really necessary to achieve the goal of identifying the program costs of the District. The Board commissioned Bob Terwall, the retired President of Cherry Electric to perform the study. Mr. Terwall interviewed Board Members, Finance staff and Principals to form the recommendations presented to the Board in February (Attachment B).

The major findings of the outside study were:

- ❑ The recently implemented Bi-Tech financial software system appears to be adequate for queries and reporting of financial data;
- ❑ The budget process is cumbersome for some programs and grants;
- ❑ The state imposed chart of accounts does not require delineation down to the “project level” or program cost level;
- ❑ Minimal opportunity for outsourcing of general functions (e.g., payroll);
- ❑ Additional focus on procurement contracts and the non-traditional components (e.g., freight, quantity discounts) could yield greater cost reductions for the District;
- ❑ The continued existence of subsidiary documentation maintained by the schools in the area of staffing due to the perceived inaccuracy of the District data; and
- ❑ There is a difference of opinion on the role of Finance in the pursuit of grant dollars between the Director of Finance and Principals.

The major recommendations from the study are:

- ❑ The budget process should be streamlined to reduce the amount of time schools spend on developing their budget;
- ❑ An additional position in Finance should be added to support the budget adherence initiatives, develop a project cost program and to target specific areas to reduce expenditures;
- ❑ Increase the accounting expertise in the Finance Department at all levels as positions become vacant;
- ❑ Due to the volume of procurement each year, cost controls should be emphasized for all contracts including the additional costs associated with procurement;
- ❑ Continue with the development of the accounting software to include the automated time accumulation and paperless environment initiative already begun by the Finance Department;
- ❑ Consider a implementation of a zero-based budget approach every three to five years; and
- ❑ Resolve the differences in opinions between the schools and Finance in the pursuit of new grants.

Many of the major recommendations of the study had already been discussed for future implementation or are currently in the process of being implemented. The addition of an AST Accountant position would greatly assist with these initiatives.

One area that the study did not address is the area of cash management fraud that seems to be more frequent in all companies. The Department of Public Instruction (DPI) has indicated that they will be requiring the implementation of antifraud programs and controls in the near future. It is thought that the DPI will recommend a role or functions similar to a Compliance Officer be established.

The Finance Department currently has four (4) distinct concentration areas: Accounting, Budgeted, Payroll and Purchasing. The support positions in each area range from a Secretary III to Secretary I positions.

Accounting

Secretary III (2 employees)  
Secretary IA (1 employee)  
Part-Time (2 employees)

Payroll

Secretary III (2 employees)  
Secretary II (1 employee)

Purchasing

Secretary I (3 employees)

Several of the recommendations can be achieved by reallocating some of the duties and responsibly of existing positions. Below is a general outline of a reorganization of the accounting and purchasing functions of the Finance Department to achieve better support for the schools. Part of this reorganization includes the upgrading of some of the secretary positions to better support the higher level functions that are currently being performed.

Accounting

**New Accounting AST Position**

Cash Flow Management and Reconciliation (District)  
Cash Flow Management and Reconciliation (Schools)  
Fixed Asset Administration  
Financial Review of Programs  
Process Improvement and Documentation

**Secretary III**

Cash Receipts from Schools & District  
Accounts Payable Disbursement  
Maintains Chart of Accounts  
Bookkeeper  
Activity Account Reconciliation and Monitoring

**Secretary II**

Collections  
Accounts Receivable  
Field Trip Coordination  
Student System A/R process development

**Secretary I**

Department Receptionist  
Department clerical duties  
Coordinate web page and data imaging

It is felt that this organizes the Finance Department to provide better support to the schools and departments through the ability to provide focused review of certain processes and education. The new position will also support the ongoing efforts to address the changing banking environment dealing with cash management. Over the last year, Finance has implemented new methods of accepting cash in our schools by introducing the ability to pay by debit and credit cards. As the new Student System is developed, the goal is to be able to accept debit or credit card payments over the internet. These efforts help minimize the amount of work and reconciliation that occurs at the school level.

Additionally, the new Accountant position would have the capacity to refine our internal accounting procedures. Many federal grants are now requiring specific detailed procedure manuals for each grant, not a single manual for all business office operations. It is anticipated that this position would work very closely with the budget process and be able to provide focused analytical on special budget areas (e.g., substitutes, transportation and utilities). The position would also be ideal to develop someone to succeed the Accounting Manager in the future.

### Purchasing

The Purchasing Department currently has three (3) positions that would be classified as entry level position (Secretary I), but the work being performed by these individuals is not entry level. It is recommended that all three (3) of the position be upgraded to higher level secretary positions - one to a Secretary III and the other two (2) to a Secretary II position based on the complexity and responsibility performing the functions of the procurement process. The Purchasing Agent is also scheduled to retire in August and this position should be evaluated at that time to align with the recommended focus on cost containment in the procurement process.

The anticipated cost implications of reorganizing five (5) secretary positions and restructuring the Purchasing Agent position to align with the Payroll Supervisor position in the next budget year is projected to save \$8,838 over the existing structure. The projected cost of adding another AST position at salary level 6 (same as Payroll Supervisor) is \$99,071. The net result of all of this reorganization is an increase of \$90,234 for the 2006-2007 budget.

The Audit/Budget/Finance Committee reviewed the results of the study and the reorganization plan and recommended that the plan be forwarded to the Board of Education and to keep this issue separate from the 2006-2007 budget process.

## **Administrative Recommendation**

Administration recommends that this reorganization plan be reviewed and approved by the Board of Education.

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

William L. Johnston, CPA  
Director of Finance

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin  
Office of Personnel

**POSITION DESCRIPTION**

**POSITION TITLE:** Financial Program Analyst

**REPORTS TO:** Director of Finance

**PRIMARY FUNCTION:** Conduct detailed evaluations of the fiscal effectiveness of the District's programs to allow Administration and Board to make informed decisions on those programs. Also perform broad examinations of the adequacy and effectiveness of the District's system of internal controls; provide professional information and advise as appropriate. Serve as liaison between the District and external auditors.

**QUALIFICATIONS:**

1. Certification: Wisconsin DPI certification as a School Business Official is preferred, but not required. Certified Internal Auditor or Certified Public Accountant licensure is preferred, but not required.
2. Education:
  - A. Required – A Bachelor's Degree in finance, business, accounting, or related field or equivalent training and work experience is required.
  - B. Preferred – A Master's Degree in finance, business, accounting or related field is preferred.
3. Experience:
  - A. Required – Three (3) years experience in public accounting or auditing experience, budgetary and financial forecasting and analysis.
  - B. Preferred - Wisconsin School District accounting, auditing or budgeting experience is preferred.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

1. Conduct examinations to ascertain the reliability and integrity of information, compliance, the safeguarding of assets, the economical and efficient use of resources and the accomplishments of established objectives and goals for operations of programs as specified by management and the Board of Education.
2. Assist in the development of accounting and auditing procedures, and consult with appropriate departments in developing new accounting programs; perform auditing feasibility checks on programs.
3. Assist school personnel with accounting and reporting procedures, and participate in the developing manuals and other training aids needed for operational functions.

4. Evaluate, examine or prepare a variety of accounting documents, records, procedures, purchase orders and system of internal control to determine compliance with existing laws, Board policies, management guidelines and procedures; identify potential areas of risk exposure.
5. Assure schools and departments are performing accounting and control activities in compliance with Board policies, management instructions, existing state and federal laws and regulations and various best practices; provide results as appropriate.
6. Conduct and supervise audits for student activity funds, collection of cash, travel claims, payroll, accounts payable and other processes as determined appropriate.
7. Provide information about programs to the Board, public, and staff in customized user-defined reports.
8. Serve as a liaison between the District and external auditors.
9. Make oral and written presentations to Administration, the Board of Education or a committee of the Board regarding audit activities, policies and procedures including recommendations and appropriate follow-up.
10. Provide training to administrators and support staff on the internal controls, budget and the financial system.
11. Participate in the development and approval of planning, research, and evaluation of programs involving budgeting and financial services in the District.
12. Communicate with other administrators, district staff and any outside individual to coordinate activities and programs, resolve issues and conflicts and exchange information.

**OTHER PERFORMANCE RESPONSIBILITIES:**

1. Participate in District committees and external professional organizations.
2. Attend seminars, workshops, and professional meetings.
3. Complete other duties as assigned.

**KNOWLEDGE, SKILLS AND ABILITIES:**

Technical: Demonstrated skill in generally accepted accounting and auditing procedures; knowledge of governmental accounting and school finance and operations, preparation of financial statements and comprehensive accounting reports; knowledge of financial forecasting, financial analysis/management, and financial control procedures; demonstrated proficiency in utilizing software applications such as the Microsoft Office suite, electronic communications and scheduling; and demonstrated proficiency in downloading data from the mainframe computer and then analyzing, restructuring, reformulating information necessary for accurate budgetary/financial decisions;

Interpersonal: Strong attention to detail; ability to meet tight deadlines and handle periodic high levels of stress; ability to organize people and tasks; willingness to consider new ideas; demonstrated leadership and team building skills; strong customer service focus and interpersonal skills, using tact, patience and courtesy; excellent oral, written and listening communication skills, ability to work on multiple tasks simultaneously.

**TERMS OF EMPLOYMENT:** As defined in the Administrative, Supervisory and Technical (A/S/T) Personnel Job Classification and Compensation policy.

**SALARY RANGE:** Pay Grade X of AST Classification and Compensation policy.

**EVALUATION:** Performance will be evaluated yearly based on the AST evaluation plan.

**CREATED:** September, 2005

**REVISED:**

## Report on the Review of the Kenosha Unified School District Finance Function

**Purpose:**

Review the Finance function of the Kenosha Unified School District to consider its staff (roles & responsibilities) and opportunities for improved performance through staff adjustments/realignments, contracting of services, and other work assessments. Key focus-  
-how to improve reporting on investment levels in specific initiatives.

**Approach:**

- \* Employed primary research via direct interviews with selected School Board Members and Superintendent of Schools to define project scope.
- \* Primary review done with Director of Finance.
- \* Reviewed findings with four Principals (2 each Elementary & Secondary) to balance Central Office input with those from school sites.

**Major Findings:**

- \* We support existing structure that segregates Finance from Facilities from other support functions. (Not recommending a return to Executive Director of Business Services structure.)
- \* Accounting System (Bi-tech) seems a more than adequate system, fairly recently implemented, user-friendly for queries (opportunities exist for productivity improvements with knowledgeable users). Seems to be adequate expense reporting into objects (i.e., salary, capital) and function.
- \* While the State has specific reporting requirements, they are not so limiting nor is the Bi-Tech system so structured and inflexible so as to prevent requested reporting. More so, the issue of dominant personnel costs comes to play.
- \* Big (biggest?) issue – Vast majority (86%) of budget is payroll and it charges to a large bucket, curriculum. “By project” investment reporting requires inputs at the schools, perhaps achievable at Elementary Schools but more problematical at Middle/High School sites. Also, we must be mindful of costs as truly incremental versus “opportunity” costs, particularly as regards Payroll, when evaluating programs.

- \* Discipline for expense reporting and control at the schools appears adequate ranging from very good to suboptimal. If anything, the process is under-resourced at some schools and so efficient electronic reporting is a part of the solution.
- \* Budget writing too cumbersome and time consuming and detracts from monitoring adherence. This must be streamlined.
- \* A forward look at what programs/projects should be expense reported when those programs are launched/funded will be a significant aid to improved project reporting. Attempting to mine the Accounting system after the fact is problematical. (Report on some if not all projects?)
- \* Staff Observations
  - Direct Reports seem capable, motivated as a group.
  - Good definition of roles and responsibilities, necessary overlap/hand-offs seem well defined and coordinated.
  - Significant relationships also exist between Finance and other functions, notably HR and Principals, and opportunities for improved efficiencies seem apparent at these functional intersections.
  - Finance staff below direct reports are in some cases shy on financial expertise leading to reduced opportunities for delegation and limited depth of analysis.
- \* Observed minimal candidate initiatives for outsourcing. One possible exception, records retention/imaging was not discussed but may be a candidate for outsourcing with a commensurate reduction in staff.
- \* Procurement, particularly with focus on non-traditional “spends” like freight, quantity discounts, other, could yield significant benefits and expertise in this area should be maintained. Added focus in this area could be a source of cost/efficiency improvements.
- \* Quality (accuracy) of output from Central Office Finance back to the school sites is an issue. (“Lots of manual record keeping in the schools for matters like position control data as the reports from ESC inaccurate.”)
- \* Differing opinions between Director of Finance and Principals over role of Finance function in the pursuit of grant money.
- \* Minimal benchmarking undertaken with other districts.

### **Major Recommendations:**

- \* The budget-writing process should be streamlined. Staff levels are such that time can be spent either writing the budget or driving adherence & looking for savings, not both. Three recommendations:
  - Simply force a quicker process by allowing less time.
  - Automate processes wherever possible, of note, the automating of payroll recording. System seems capable but must be deployed.
  - Engage in a process from the top that revisits what is the desired output from the budgeting process (how will it be used) and write it accordingly, also, reinforce from the top that adherence to budget in all cost centers is a part of the job for Principals and other key staff.
- \* We support an existing recommendation to add a Financial Program Analyst to drive budget adherence, record project costs, target expense initiatives, improve quality and user friendliness of system reports as well as teach budget review and cost control skills to the sites. We think it reasonable based on our review of the processes in place to expect dividends of no less than three times cost (salary & benefits) per annum for the foreseeable future.
- \* The depth and breadth of financial analysis that can currently be provided is a function of the senior members of the Finance team. We encourage a shoring up of the function at the subordinate levels, via attrition, to include more financial acumen. This may require a revisiting of the bidding process that has delivered a large component of secretarial experience to the existing team's make-up.
- \* Within the Finance function, some of the most fertile ground for cost reductions/control resides in the Procurement function. This area has received some attention with desired results so the opportunities for more improvement become ever more difficult. Given the "spend", we encourage leadership to continue to support this function with professional resources as the return on investments here, particularly in "non-traditional" areas like freight, discounts, others, can be substantial.
- \* Leadership can provide tremendous assistance by declaring in advance of the budgeting process what programs will receive greater scrutiny and in what cost components. Avoid an "all or nothing" approach to cost reporting and enable the process with some up-front declarations.

- \* Automated time accumulation should be deployed, for reasons of budget streamlining as cited above but also to improve the accuracy and timeliness of reporting between the schools and ESU.
- \* The district should reach out to peer districts to compare major cost components, at least in broad areas to look for opportunities for cost reduction targets.
- \* We recommend that periodically, every three to five years, a zero-based budget approach be taken to avoid creeping expenses that can occur from a year-over year approach.
- \* Leadership must resolve and declare the role of the Finance function as it relates to grant pursuits. A differing view is evident based on our interviews for this project.

We would be happy to provide any additional clarification and answer questions as needed.

Respectfully Submitted,

Irene Gross & Robert Terwall

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**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**  
**Kenosha, Wisconsin**

**April 24, 2006**

**Homeless Children and Youth Education Program (EHCY) Grant Request**

**Grant Title**

Homeless Children and Youth Education Program (EHCY) Grant

**Funding Source**

Wisconsin Department of Public Instruction (DPI)  
US Department of Education

**Grant Request**

Approval from the Board of Education is requested to submit and implement the Homeless Children and Youth Education Program Grant for the 2006/07 – 2008/09 school years. The Kenosha Unified School District began receiving funds under this competitive process beginning with the 1993-94 school year, and has received annual grants each consecutive year. The funding for this grant is a maximum of \$75,000 (annually) for districts serving at least 150 children. While it is possible to apply for \$75,000, past experience has been that we actually receive a reduced amount. For the 2005-2006 school year the grant amount we received was \$67,027 and for the 2004 – 2005 school year we received \$64,956. All of the grant funds were used to cover the majority of a .90 FTE teacher's salary. The remaining portion of the salary was covered by Title 1 funds.

**Time Period Covered by the Grant**

The time period of the grant is July 1, 2006, thru June 30, 2009.

**Purpose**

The purpose of this grant is to provide assistance to students experiencing homelessness to maintain a continuous public education and support their school achievement. This will continue to be done by facilitating school enrollment of homeless students who are new to the district, maintaining school attendance in their school of origin through transportation, and providing educational supports such as homework assistance and tutoring both after-school and during the summer at the Shalom Center. These grant funds, combined with other funding sources, are estimated to serve at least 280 Kenosha Unified children and youth annually with specific activities permitted by the grant source and in compliance with the McKinney-Vento Homeless Assistance Act.

**Grant Project**

After school instruction and student services: The proposed grant budget includes funding for the continuation of a .90 FTE certified teacher and a part-time college level tutor. Primary activities include after school instruction for preschool and K-12 students with an emphasis on reading, writing and math skills. The children will continue to be served in a classroom provided by the Shalom Center for up to three hours per school day. The teacher recruits and trains volunteer tutors to assist in creating a one-on-one tutoring hour with students where they complete

homework and work on core skills. Students in the shelter have been found to raise their reading level by one grade level in six weeks with this intensive tutoring model, as measured by the assessment component of Accelerated Reader software. The teacher then provides a group lesson that helps students in developing background content knowledge and social and health skills. The teacher also provides assessment support for proper enrollment placement as needed, parent instruction to assist them in the support of their child's school program, and coordination and consultation with school staff.

Professional Development: Grant funds are also requested for staff to attend the National Conference on Education of Homeless Children and Youth and other state meetings. The KUSD teacher at Shalom has been selected to present the model of after school tutoring of homeless children at several of these national conferences. Staff development classes are also provided for KUSD staff, through the District Professional Development office, which fosters an understanding of homeless and frequently mobile students' educational needs.

### **Evaluation Plan**

The Department of Public Instruction monitors the evaluation of all Homeless Children and Youth Education Grants. Preliminary and final reports documenting the number of students served by grade level, ethnicity, gender, and WKCE test scores are collected as well as by the category of service provided. The dates of student school enrollments are collected to monitor that they are being enrolled in a timely manner when homeless. The project teacher will record students' individual academic accomplishments in reading and math. The average daily attendance of students while in the homeless shelter is calculated and compared to the average daily attendance of the district. Professional development services are also documented and evaluated by participants through a survey. In addition, student and parent questionnaires are used depending on the setting to gather reactions and suggestions for educational support services.

### **Relationship to the District Strategic Plan and Goals**

The Homeless Education program directly relates to the following goals of the District by:

- ❑ Increasing attendance and reducing the student drop-out rate and improving academic performance
- ❑ Preparing parents and staff to collaborate in the development of sound educational and developmentally appropriate practices for children that will lead to future success.
- ❑ Fostering relationships among parents, staff and children that enhance their opportunities for success in the future.
- ❑ Preparing children socially, emotionally and in all aspects of their health for success in school.

In addition, the Homeless Education program correlates to the following strategies within the District's Strategic Plan:

- ❑ *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.
- ❑ *Strategy 7:* We will work effectively with our disengaged students and those who are impacted negatively by social influences, which are interfering with learning in order to improve attendance, achievement and the graduation rate.

**Fiscal Impact**

See attached Fiscal Impact statement.

**Relationship to District Budget**

The District currently provides program administration and program support through the Office of Educational Accountability. Other funds dedicated to the Homeless Education Program during the 05/06 school year are estimated as follows:

<i>Item</i>	<i>Source</i>	<i>Amount</i>
Supplemental funds for .90 FTE Teacher Salary	Title 1 Grant	\$9,547.00
Summer School Salary	Summer School	\$3,807.00
Student Transportation	Transportation Budget	\$34,325.00
College Tutors	CLC Grant	\$2,000.00

**Staff Persons Involved in Developing/Implementing the Grant**

Frances Anderson, KUSD/Shalom Center Teacher

Sonya Stephens, Executive Director of Educational Accountability, District Homeless Liaison

Marti Schultz, KUSD Statistical Clerk

Daniel Melyon, Executive Director, Shalom Center of the Interfaith Network

Katherine Comstock, Executive Director, WoMen and Children's Horizons, Inc.

Lester B. Wright, Executive Director, Kenosha Human Development Services, Inc

Susan Jepson-Leach, Business Manager, Children's Safehouse

Randall L. McCready, Director of Financial Aid, UW-Parkside

**Recommendations**

The KUSD Administration recommends that the School Board grant approval to submit and implement the Homeless Children and Youth Education Grant for the 2006-2007 school year and two succeeding years.

R. Scott Pierce, Ed.D  
Superintendent of Schools

Sonya Stephens  
Executive Director of Educational Accountability

## Fiscal, Facilities and Personnel Impact Statement

**Title:** Homeless Children and Youth Education Program Grant

**Budget Year:** 2006-2007

**Department:** Educational Accountability

**Budget Manager:** Sonya Stephens

### REQUEST

Approval to submit and implement to the Wisconsin Department of Public Instruction for the Homeless Children and Youth Education Program Grant for the 2006-2007 school year.

### RATIONALE/ INSTRUCTIONAL FOCUS

The Homeless Children and Youth Education Program Grant will meet the strategic plan and goals of the District by: increasing attendance and reducing the student drop-out rate and improving academic performance; preparing parents and staff to collaborate in the development of sound educational and developmentally appropriate practices for children that will lead to future success; fostering relationships among parents, staff and children that enhance their opportunities for success in the future; preparing children socially, emotionally and in all aspects of their health for success in school.

### IMPACT

Grant funds will cover the cost of a .9 FTE teacher, provide staff development and purchase supplies.

### BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$43,163.00
200's	Fringes	\$28,837.00
300's	Purchased Services	\$2,200.00
400's	Non-Capital Objects	\$800.00
500's	Capital Objects	\$0.00
		\$0.00
	<b>TOTAL</b>	<b>\$75,000.00</b>

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

### FUNDING SOURCES

Select Funding Sources: Additional Source of Revenue Available

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

April 24, 2006

**RECOMMENDATION TO NAME ANDERSON PARK STADIUM**

**Background:**

A group of local football and athletic program supporters have proposed that the stadium at Anderson Park be named after KUSD graduate and former college and professional football player Alan Ameche. The group has been working on the design of a monument that would be constructed in Mr. Ameche's honor and has committed to funding the entire project. The attachment to this report contains preliminary sketches of the proposed monument.

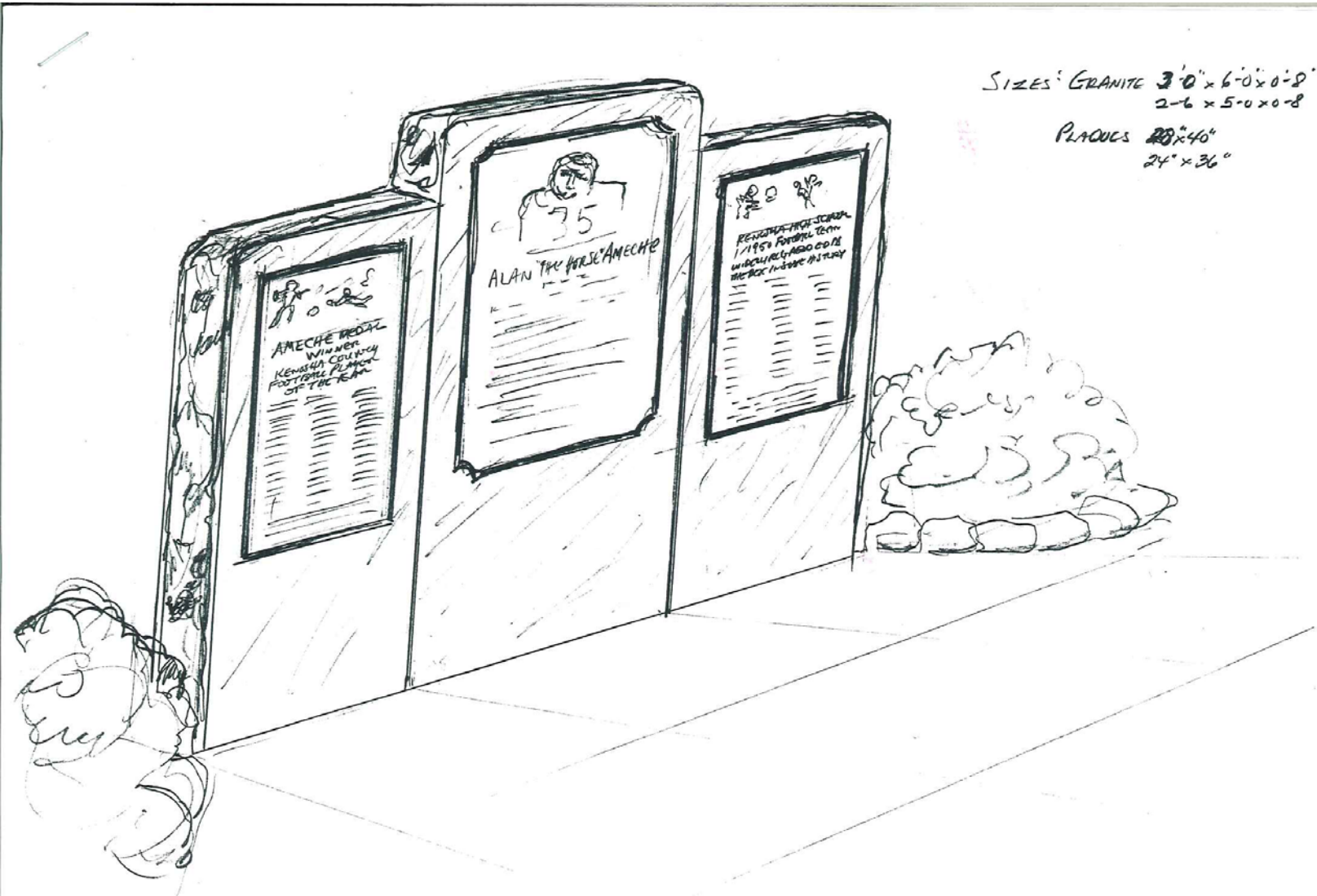
The stadium at Anderson Park is owned by the City of Kenosha and leased to KUSD in what is essentially a 99-year lease. Because the City is the owner, the City is the local form of government responsible for approving any proposed naming of the Stadium. City Ordinance 6.04 entitled Rules for the Designation and Maintenance of Names for Public Parks and Recreation Areas governs this process. Specifically, the Ordinance states that the City Board of Parks Commissioners "shall have the exclusive jurisdiction, without limitations or procedural requirements of the foregoing, to (1) Name any area, feature or building, structure, tree or landscaped area, of any Park or Recreational Facility."

Staff has communicated the desire of this local group to name the stadium after Mr. Ameche with the City Parks Director and a member of the Parks Commission. The City representatives recommended that because KUSD is a tenant with a long lease, that they would prefer an endorsement of the proposed naming from the School Board prior to considering the local group's request.

In January of 2003, the School Board approved naming the Mahone track and athletic fields after Mr. Ameche, and at that time a great deal of information was provided to the Board regarding Mr. Ameche's accomplishments. That information will not be repeated in this report, as Mr. Ameche's accomplishments are well recognized by the Board and the community.

**Administration Recommendation:**

Administration recommends Board approval to request the City of Kenosha to name the stadium at Anderson Park after Alan Ameche. Further, Administration recommends Board approval to construct a monument at the Stadium in Mr. Ameche's honor if the City approves the naming, provided the construction and installation of the monument would be privately funded.



SIZES: GRANITE 3'0" x 6'0" x 0'8"  
2'6" x 5'0" x 0'8"

PLAQUES 28" x 40"  
24" x 36"

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

April 24, 2006

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

**April**

- April 11, 2006 – Standing Committee Meetings – 6:00 and 7:00 P.M.; Special Board Meeting at 8:00 P.M. or immediately following adjournment of 7:00 P.M. Standing Committee Meetings
- April 14-23 – Spring Break – Schools Closed
- April 24, 2006 – School Board Organizational Meeting at 7:00 P.M. and Regular Meeting at 7:30 P.M. in ESC Board Meeting Room
- April 25, 2006 – Special Meeting – 6:30 P.M. in ESC Board Room

**May**

- May 9, 2006 – Standing Committee Meetings – 6:00 and 7:00 P.M.; Special Board Meeting at 8:00 P.M. or immediately following adjournment of 7:00 P.M. Standing Committee Meetings
- May 17, 2006 – Professional Inservice – Half Day for Students
- May 18, 2006 – PR/Goals/Legislative Standing Committee – 5:00 P.M. in ESC Board Meeting Room (Date may be changed)
- May 23, 2006 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room
- May 29, 2006 – Memorial Day – No School

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**Appendices-Strategic Planning Implementation Team #2 Update**

KUSD Service Learning Academies

7 KUSD Service Learning Pilot Schools Training Options

Option A		March 2 hour pre-training kick-off	April 20-22			11-Aug	
			16 hour DPI Service Learning Retreat - House on the Rock Spring Green, WI	20 hour curriculum writing over the summer - Embed academics into project. \$18 per hour		8 hour wrap-up Service Learning Project Report out to KUSD Teams B & C Room TBD	
Option B		March 2 hour pre-training kick-off	June 16, 2006	June	July	11-Aug	
			8:00 - 4:00			8:00 - 4:00	
			8 hour Kick-off Training Service Learning 101 & 102 Room TBD	20 hour curriculum writing over the summer - Embed academics into project. \$18 per hour		8 hour wrap-up Service Learning Project Report out to KUSD Teams A & C Room TBD	
Option C		March 2 hour pre-training kick-off	August 7-11				
			Monday, Aug. 7 8:00 - 4:00	August 8, 9, 10		Friday, Aug. 11 8:00 - 4:00	
			8 hour Kick-off Training Service Learning 101 & 102 ESC - Room 190B	20 hour curriculum writing over the summer - Embed academics into project. \$18 per hour ESC - Room 190B		8 hour wrap-up Service Learning Project Report out to KUSD Teams A & B Room TBD	
Compensation / Credit							
Option A		KUSD Service Learning Academy A -					
		1 credit for 16 hour retreat - April 20-22					
		1 credit from Carthage \$50 undergraduate - \$100 graduate					
		20 hours paid curriculum writing / project development - (April-August)					
Option B		KUSD Service Learning Academy B -					
		1 credit for 16 hour workshop - June 16 and August 11 -					
		1 credit from Carthage \$50 undergraduate - \$100 graduate					
		20 hours paid curriculum writing / project development - (June-August)					
Option C		KUSD Service Learning Academy C					
		1 credit for 16 hour workshop - Monday, August 7 and Friday, August 11					
		1 credit from Carthage \$50 undergraduate - \$100 graduate					
		20 hours paid curriculum writing / project development - (August 8, 9, 10)					

**StrategyII:** We will develop a collaborative system, which actively engages students in meaningful service projects within their school or community.

**Action PlanII.1;** **Specific Result:** Establish a service project support network throughout the Kenosha Unified School District and community.

**Administrator Responsible:** TBD

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
II.1.1	Establish a service projects advisory committee consisting of KUSD staff, students, and community stakeholders.	Implementation Team	9/12/2005	6/9/2006	1/9/2006	100%
	<b>Status/Comment:</b>	Advisory Board will meet once per month. Subcommittees as needed.				
II.1.2	Create a timeline and phase-in plan calendar to fully establish the service project support network within five years.	Training & Prof. Dev. subcommittee	9/12/2005	6/9/2006		25%
	<b>Status/Comment:</b>	Phase I - Seven pilot schools chosen and training planned.				
II.1.3	Define principal expectations, resources, training.	Policy & Proc./Training & Prof. Dev./Website	9/12/2005	6/9/2006		50%
	<b>Status/Comment:</b>	Research is being done on principal expectations in the State of Wisconsin and on a national level. Draft 1 complete.				
II.1.4	Develop role expectations for service project coaches, teachers, and agencies.	Policy & Procedures subcommittee	9/12/2005	6/9/2006		25%
	<b>Status/Comment:</b>	Working committee has developed a draft of the service coach job description with expectations. Draft 1 in April.				
II.1.5	Identify local community stakeholders (Americorps*Vista, Kenosha Area Family and Aging Services, student - community members, staff).	Implementation Team	9/12/2005	6/9/2006	1/9/2006	100%
	<b>Status/Comment:</b>	We have four community partners and are developing a list of community leaders actively involved in planning and implementing Phase I.				

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
II.1.6	Identify building level coaches / trailblazers.	Audrey Gutfreund	9/12/2005	6/9/2006		80%
	<b>Status/Comment:</b>	Audrey Gutfreund our on loan Americorp*Vista volunteer is contacting each building principal to designate a building service coach.				
II.1.7	Identify initial building plan and integrate with school action plan.	Policy & Procedures/Training & Prev. subcommittees	9/12/2005	6/9/2006		30%
	<b>Status/Comment:</b>	Beth Ormseth will coordinate this with principals during the March, April connections and building school improvement plan. Shared initial plan at February Connections.				
II.1.8	Pilot support network structure.	Policy & Procedures subcommittee	9/12/2005	6/9/2006		0%
	<b>Status/Comment:</b>	In process. Implement '06-'07 school year.				
II.1.9	Continual procedural improvement - PDCA (plan, do, check, alter).	Advisory Committee for review	9/12/2005	6/9/2006		0%
	<b>Status/Comment:</b>	In process.				
II.1.10	Evaluate the benefits and process of the network.	Advisory Committee for review	9/12/2005	6/9/2007		0%
	<b>Status/Comment:</b>	We are researching evaluation and monitoring plans for other schools nation-wide.				
<b>Action PlanII.2;</b>		<b>Specific Result:</b>	Establish a set of Policies and Procedures to be utilized for the implementation of meaningful service projects.			
<b>Administrator Responsible:</b>		Kathleen Barca				

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
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4/13/2006

School Year 2005-06

Page 2 of 9

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
II.2.1	Establish safety guidelines (in accordance with School Board policies) for selection and implementation of meaningful service projects (including transportation, finances, background checks on agency personnel if needed).	Policy & Procedures subcommittee	9/12/2005	6/9/2006		40%
	<b>Status/Comment:</b> Our service learning implementation group is collecting and researching guideline and policies. Draft 1 by May '06.					
II.2.2	Establish criteria or Memorandum of Understanding for community agencies participating - (who is responsible for what).	Policy & Procedures subcommittee & Crista Kruse	9/12/2005	6/9/2006		40%
	<b>Status/Comment:</b> The committee has some draft partnership agreement from other schools in Wisconsin. Draft 1 by May '06.					
II.2.3	Create a Project approval system.	Policy & Procedures subcommittee	9/12/2005	6/9/2006		40%
	<b>Status/Comment:</b> The committee has samples of project approval systems and the flow chart in development. Draft 1 by May '06.					
II.2.4	Create / develop / add crisis communication plan.	Policy & Procedures subcommittee	9/12/2005	6/9/2006		10%
	<b>Status/Comment:</b> Met with safety and drafting form.					
II.2.5	Secure appropriate insurance coverage - District.	Audrey Gutfreund	9/12/2005	6/9/2006		80%
	<b>Status/Comment:</b> Met with safety for form and coverage.					

**Action Plan II.3;**      **Specific Result:**      Establish District-wide service program curriculum guidelines that link education to service and service to learning.

**Administrator Responsible:**

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
II.3.1	Create a service project continuum matrix.					0%

**StrategyIII:** We will develop and implement plans to address the overcrowding in our schools.

**Action PlanIII.1;**      **Specific Result:** Investigate and determine leasable properties and/or install portable classrooms at schools where overcrowding is an issue for the 2005-2006 school year and two years beyond.

**Administrator Responsible:** Pat Finnemore

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
III.1.1	Update demographic information and projections of students throughout the District.	Educational Accountability	10/1/2005	11/15/2005	11/15/2005	100%
III.1.2	Define the red and yellow status schools as referred to in the Long Range Facilities Planning Committee report to the School Board on October 12, 2004.	Facilities	1/1/2006	6/1/2006		25%
III.1.3	Inform governing political bodies and all stakeholders of the overcrowding situation and the potential need for portables.	Facilities	1/1/2006	6/1/2006		25%
III.1.4	Determine present leasable properties within KUSD boundaries.	Facilities	9/1/2005	5/1/2006		50%
III.1.5	Project and amend for financial implications based on the implementation year.	KUSD	9/1/2005	5/1/2006		50%
III.1.6	Determine annual cost to be included in yearly adopted budget.	KUSD	9/1/2005	5/1/2006		50%
III.1.7	Direct the Facilities Department to obtain the necessary leases, portables and permits.	School Board	3/1/2006	9/1/2006		25%
III.1.8	Have fully functional classrooms available by start of 2005/06 school year.	Facilities	9/1/2005	9/1/2006		50%

**Action Plan III.2;**      **Specific Result:**      Encourage the formation of more instrumentality charter and/or other non-boundary KUSD schools in present leasable properties by February 2006.

**Administrator Responsible:**      TBD

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
III.2.1	Establish an opportunity for current instrumentality charter and other non-boundary KUSD school directors/administrators/founders to educate other potential instrumentality charter and/or other non-boundary KUSD school director/administrators/founders.	Pat Jones & Bill Hittman	10/1/2005	6/1/2006		75%
	<b>Status/Comment:</b> January 2006 invitation will be sent out again. Bill Hittman explained Virtual High School.					
III.2.2	Determine present leasable properties within KUSD boundaries.	Facilities	9/1/2005	5/1/2006		50%
III.2.3	Consult other school districts that have successful instrumentality charter schools.	Committee	10/1/2005	6/1/2006		25%
III.2.4	Provide necessary staff development for individuals/teams that are interested in establishing instrumentality charter and/or other non-boundary KUSD schools.	Committee	1/1/2005	6/1/2006		50%
III.2.5	Consider all instrumentality charter and/or other non-boundary KUSD school proposals and support those that are educationally sound.	Committee	1/1/2006	6/1/2006		50%
	<b>Status/Comment:</b> Ongoing - Committee will do a presentation to interested personnel.					

**Action Plan III.3;**      **Specific Result:**      Construct a new elementary school in the west end of the School District to accommodate 600 students and an addition to Prairie Lane to accommodate 200 students by August 2007.

**Administrator Responsible:**      Pat Finnemore

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
III.3.1	Update demographic information and projections of student enrollment throughout the district.	Educational Accountability	10/1/2005	11/15/2005	11/15/2005	100%
III.3.2	Project and amend for financial implications based on the timing of implementation.	Finance	1/1/2005	3/1/2005	3/1/2005	100%
III.3.3	Educate all stakeholders on the need and location selection for the new school and addition.	KUSD	1/1/2005	11/1/2005	11/1/2005	100%
III.3.4	Adjust the current Long Range Facilities Planning Committee's building plan and financial projection for 550 students to accommodate 600 students.	Facilities	1/1/2005	3/1/2005	3/1/2005	100%
III.3.5	Implement a sufficient referendum to fund the construction and continuous operation of the new school and expanded Prairie Lane.	KUSD	11/1/2005	8/1/2007		25%
III.3.6	Establish a boundary committee representing all stakeholders for eventual redistricting of the entire school district to alleviate overcrowding at all elementary schools and provide space for future growth where needed.	KUSD	2/1/2006	5/1/2006		75%
III.3.7	Redistrict the elementary school boundaries.	KUSD	12/1/2005	9/1/2006		10%
III.3.8	Conduct information sessions about the new school boundaries and orientation sessions for families who have had their school boundary changed.	KUSD	4/1/2006	9/1/2006		0%

**Action Plan III.4;**      **Specific Result:**      Implement all the Board of Education approved short-term overcrowding remedies by 2005-2006.  
**Administrator Responsible:**      High School Prins

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
4/13/2006		School Year 2005-06				

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
III.4.1	Obtain a clear understanding of what each of the approved remedies means. - Early release/late arrival - Add 5th block - Skinny in morning	High School Principals				0%
III.4.2	Widely distribute the information from #1 to KUSD staff involved.	High School Principals				0%
III.4.3	Direct appropriate administrators to meet with department heads, KEA representatives, guidance counselors, student government representatives, and parents to determine how best to educate students, parents and staff as to the advantages of these remedies.	School Board / Superintendent				0%
III.4.4	Make positive presentations to students, parents, and staff.	High School Principals				0%
III.4.5	Meet with the KEA to resolve contractual concerns, if any, regarding the short term remedies.	Human Resources				0%
III.4.6	Solicit instructional staff volunteers to accept an alternate teaching schedule.	High School Principals				0%
III.4.7	Proactively implement the short term remedies.	High School Principals				0%

**Action Plan III.5;**      **Specific Result:**      Expand the Certified Nursing Assistant (CNA) Program to Indian Trail Academy by 2006-2007.

**Administrator Responsible:**      Dick Aiello

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
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KUSD #1

Action Plans and Steps

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
III.5.1	Direct the administration and staff to discuss feasibility of expanding the CNA program to Indian Trail Academy.	School Board	1/1/2005	3/1/2005	3/1/2005	100%
III.5.2	Direct the administration to implement a marketing program to educate students, parents, and staff of the advantages of the CNA program at ITA and possible attendance either full time or part time at ITA.	School Board	1/1/2005	10/1/2005	10/1/2005	100%
III.5.3	Implement the CNA program at ITA in time for students to enroll for the 2006-2007 school year.	Dick Aiello / ITA Staff	1/1/2005	1/1/2006	1/1/2006	100%

**Action Plan III.6;**      **Specific Result:**      Promote enrollment in Indian Trail Academy and LakeView Technology Academy to achieve capacity by 2007-2008.

**Administrator Responsible:**      Bill Hittman & Dick Aiello

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
III.6.1	Establish this result statement as both a Board of Education and Administration goal for 2005-2006 and 2006 and 2007.	Dick Aiello / Bill Hittman	9/1/2005	9/30/2005	9/30/2005	100%
III.6.2	Develop professional promotional videos for both ITA and LTA	Dick Aiello / Bill Hittman / Dan Tenuta	9/1/2005	11/1/2005	11/1/2005	100%
	<b>Status/Comment:</b> Shown to Middle Schools in December					
III.6.3	Schedule one hour presentations to all KUSD 8th graders in early November each year.	Dick Aiello / Bill Hittman / Dan Tenuta	9/1/2005	11/1/2005	11/1/2005	100%
III.6.4	Schedule presentations for private and home schooled students via an invitation and the internet either at their schools or at ITA and LTA.	Dick Aiello / Bill Hittman	9/1/2005	11/1/2005	11/1/2005	100%

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Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
III.6.5	Advertise continuous year around enrollment at both ITA and LTA.	Dick Aiello / Bill Hittman	9/1/2005	11/1/2005	11/1/2005	100%
	<b>Status/Comment:</b> Continuous Process					
III.6.6	Educate the middle and high school counselors as to the programs and advantages of enrollment in ITA or LTA.	Dick Aiello / Bill Hittman / Counselors	10/1/2005	12/1/2005	12/1/2005	100%
	<b>Status/Comment:</b> Met with Middle School Counselors - November Meeting -ITA					
III.6.7	Promote both full and part time enrollment at ITA and LTA.	Dick Aiello / Bill Hittman / Counselors	10/1/2005	4/1/2006	4/1/2006	100%
III.6.8	Direct the coordination of scheduling certain courses at Bradford and Tremper to promote dual enrollment at ITA and LTA.	Dick Aiello / Bill Hittman / Counselors	2/1/2006	3/1/2006	3/1/2006	100%
III.6.9	Provide several open house opportunities to students and parents to visit ITA and LTA.	Dick Aiello / Bill Hittman / Counselors	1/1/2006	2/1/2006	2/1/2006	100%
III.6.10	Schedule a yearly visit of all 5th graders to a tour and explanation of ITA and LTA.	Dick Aiello / Bill Hittman / Counselors	3/1/2006	5/1/2006		25%
III.6.11	Schedule visitations of all interested 8th and 9th graders to ITA and LTA in early December	Dick Aiello / Bill Hittman / Counselors	12/1/2005	1/31/2006	1/31/2006	100%
III.6.12	Direct that all middle schools and Bradford and Tremper high schools will have a ITA and LTA program presentation to all 8th and 9th graders by December each year.	Dick Aiello / Bill Hittman / Counselors	12/1/2005	12/31/2005	12/31/2005	100%
III.6.13	Schedule and widely advertise parent information sessions regarding ITA and LTA programs in November, December, and January at several locations throughout the district.	Dick Aiello / Bill Hittman / Counselors	10/1/2005	12/1/2005	12/1/2005	100%
	<b>Status/Comment:</b> Done with mailings, on-line notice, WEB Sites, newsletters					

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KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
III.6.14	Prepare, print, and widely distribute colorful brochures promoting ITA and LTA.	Dick Aiello / Bill Hittman / Counselors	12/1/2005	12/31/2005	12/31/2005	100%
	<b>Status/Comment:</b> 2300 sent from LakeView					
III.6.15	Direct a district promotional mailing to all public, private, and home schooled students promoting attendance at ITA and LTA.	Dick Aiello / Bill Hittman / Counselors	12/1/2005	1/30/2006	1/31/2006	100%

**Action Plan III.7;**      **Specific Result:**      Consider renting space at Gateway Technical College.

**Administrator Responsible:**      Scott Pierce & Steve Plank

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
III.7.1	Direct the administration to meet with the Bradford administration to determine what courses they would like held at the main campus of GTC.	School Board / Superintendent	3/1/2005	3/1/2005	3/1/2005	100%
III.7.2	Direct the administration to meet with Gateway Technical College administration to determine availability of facilities needed, cost of leasing, and length of commitment.	Superintendent	9/1/2005	2/1/2006	2/1/2006	100%
III.7.3	Meet with GTC main campus staff to establish operational procedures.	Steve Plank	9/1/2005	2/1/2006	2/1/2006	100%
III.7.4	Meet with the counselors of Bradford and educate them as to the availability and advantages of attending classes at GTC.	Steve Plank	2/1/2006	2/1/2006	2/1/2006	100%
III.7.5	Meet with the students and seek volunteers to attend classes at GTC.	Steve Plank	1/1/2006	2/1/2006	2/1/2006	100%

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KUSD #1

Action Plans and Steps

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
III.7.6	Meet with KEA to work out contractual issues, if any.	Steve Plank / Human Resources	1/1/2006	2/1/2006	2/1/2006	100%
III.7.7	Enter into a contractual agreement with GTC based on cost of leasing and number of students enrolled.	Steve Plank / Facilities / Superintendent	2/1/2006	2/1/2006	2/1/2006	100%

**Status/Comment:** This item was replaced by temporary classroom development at Bradford and was closed out on 2/1/06.

**Action Plan III.8;**      **Specific Result:**      Establish a virtual e-High School for KUSD.

**Administrator Responsible:**      Bill Hittman

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
III.8.1	Appoint an Implementation Team to meet with the Program Leader of the Appleton Area School District e-High School to become educated as to the procedures and steps in implementing an effective e-High School.	Bill Hittman / Tim Miller / Chad Niemuth	9/1/2005	12/31/2005	12/31/2005	100%
III.8.2	Investigate entering into a consultant contract with e-High School Program Leader of the Appleton Area School District.	Bill Hittman / Tim Miller	9/1/2005	12/31/2006		20%
III.8.3	Prepare and implement a series of information sessions throughout the District educating staff, students, parents, and greater community as to the benefits of an e-High School.	Committee	9/1/2005	1/31/2006	1/31/2006	100%
III.8.4	Apply for competitive discretionary planning grants via the Wisconsin Department of Public Instruction.	Bill Hittman / Tim Miller	12/1/2005	12/31/2006		50%

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Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
III.8.5	Determine the level of coordination necessary with the Appleton Area School District.	Committee				0%
	<b>Status/Comment:</b> This will be done once the framework is there.					
III.8.6	Develop the KUSD e-High School program operating procedures, scope, sequence, policies, curriculum procurement, staffing, leadership, advisory committee, budget, location, and relationships.	Committee				0%
	<b>Status/Comment:</b> September 2007					
III.8.7	Have legal council review relevant documents.	KUSD				0%
III.8.8	Work with the KEA to remedy any contract issues, if any.	Superintendent / School Board				0%
III.8.9	Prepare and implement a series of information sessions throughout the District to educate the students, families, staff, and greater community as to the operation and details of the proposed KUSD e-High School.	Committee				0%
	<b>Status/Comment:</b> First one in January					
III.8.10	Market the e-High School throughout the District.	KUSD				0%
	<b>Status/Comment:</b> Fall 2006					
III.8.11	Open the e-High School.	KUSD				0%
	<b>Status/Comment:</b> January 2007					

**Action Plan III.9;**      **Specific Result:**      Investigate the feasibility of rescheduling all high schools on the same block schedule format by 2006-2007.  
**Administrator Responsible:**      High School Principals

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KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
III.9.1	Appoint an investigation team to determine which block schedule format is most effective for the KUSD high schools.	High School Principals	9/1/2005	4/30/2006		75%
	<b>Status/Comment:</b> In the Board Report					
III.9.2	Conduct a cost analysis to determine the cost of implementing the most effective block schedule for KUSD high schools.	High School Principals	9/1/2005	4/30/2006		75%
	<b>Status/Comment:</b> In the Board Report					
III.9.3	Implement the same or nearly same block schedule with all KUSD high schools by 2006-2007.	KUSD				0%
	<b>Status/Comment:</b> Not a good conclusion - In the Board Report					

**Action Plan III.10;**      **Specific Result:**      Install doors and walls at ITA.

**Administrator Responsible:**

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
III.10.1	Administration will meet with ITA administration and staff to determine how programming and capacity can be enhanced by the addition of doors and walls which could increase capacity by 600 students.					0%
III.10.2	Do an architectural study/cost analysis of installing doors and walls at ITA.					0%
III.10.3	Implement all or part of the architectural study.					0%

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Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
III.10.4	Implement new programming at ITA based on additional space.					0%

**Action Plan III.11;**      **Specific Result:**      Construct additions to Indian Trail making it a comprehensive neighborhood high school with academies to accommodate 2000 students by 2011/2012.

**Administrator Responsible:**

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
III.11.1	Update the enrollment projections to determine the need for another neighborhood high school.					0%
III.11.2	Conduct information sessions throughout the District to educate the greater community as to the educational need for another neighborhood high school.					0%
III.11.3	Implement a sufficient referendum to fund the construction and continuous operation of additions to Indian Trail to make it a neighborhood comprehensive high school with academies.					0%
III.11.4	Establish a boundary committee representing all the stakeholders for the eventual redistricting of the entire School District to alleviate overcrowding at Bradford and Tremper.	L				0%
III.11.5	Conduct information sessions regarding the redistricting of the neighborhood comprehensive high schools.	L				0%
III.11.6	Redistrict the comprehensive high schools.	L				0%
III.11.7	Open the new Indian Trail comprehensive high school no later than the 2011-2012 school year.	L				0%

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**Action Plan** III.12; **Specific Result:** Investigate establishing another alternative high school similar to Reuther to accommodate 400 students by 2007/2008.

**Administrator Responsible:**

Action Steps		Assigned To	Start	Dates Due	Complete	Percent Complete
III.12.1	Appoint an investigation team to determine feasibility of establishing another alternative high school.					0%
III.12.2	Meet with Bradford and Tremper administrators to determine the number of potential students who meet Bridges or similar criteria.					0%
III.12.3	Meet with Reuther administrators/staff to determine programs for the new alternative high school.					0%
III.12.4	Review current District facilities and long term leasable properties to determine the most appropriate location for the new alternative high school.					0%
III.12.5	Establish a name for the new alternative high school.					0%
III.12.6	Implement a sufficient referendum to remodel a KUSD facility or enter into an extended lease with possible renovation and continuous operation expenses.					0%
III.12.7	Provide a series of information sessions for students, families, staff, and greater community as to the programming of the new alternative high school and advantages.					0%
III.12.8	Appoint an administrator to the new alternative high school.					0%

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Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
III.12.9	Register students in the new alternative high school.					0%
III.12.10	Appoint staff to the new alternative high school.					0%
III.12.11	Provide a week long professional development program for the staff of the new alternative high school.					0%
III.12.12	Open the new alternative high school.					0%

**Action Plan III.13;**      **Specific Result:**      Gain broad public support for the overall plan to address overcrowding by 2005-2006 and thereafter.

**Administrator Responsible:**      Scott Pierce

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
III.13.1	Communicate a unified message from the entire School Board.	School Board / Superintendent	1/1/2005	11/1/2005	11/1/2005	100%
	<b>Status/Comment:</b> Dates are based on 2005 referendum, these tasks are applicable for future referendum as well.					
III.13.2	Form a building naming committee prior to the referendum.	KUSD	1/1/2005	6/1/2005	6/1/2005	100%
III.13.3	Develop and widely distribute easy to read information sheets in multiple languages.	KUSD	1/1/2005	11/1/2005	11/1/2005	100%
III.13.4	Form a core referendum campaign finance committee made up of School Board members and supportive community members and register as a campaign finance committee as per Wisconsin Statute 11.23.	School Board / Community	3/1/2005	11/1/2005	11/1/2005	100%
III.13.5	Form a speakers bureau to speak as advocates for the referendum.		3/1/2005	11/1/2005	11/1/2005	100%

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Action Plans and Steps

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
III.13.6	Utilize those most affected to help educate the greater public.	KUSD /	3/1/2005	11/1/2005	11/1/2005	100%
III.13.7	Commit the instructional staff and administrative staff to concentrating on teaching and learning and not being involved in the referendum during school hours.	KUSD	3/1/2005	11/1/2005	11/1/2005	100%
III.13.8	Explore "wraparound" financing or other ways to mitigate the tax burden for the construction of new facilities.	KUSD	1/1/2005	3/1/2005	3/1/2005	100%

**Action Plan III.14;**      **Specific Result:**      Investigate the expansion of night school options in order to relieve overcrowding.

**Administrator Responsible:**

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
III.14.1	Need to develop action steps.					0%

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## **Appendices for Middle and High School Student Handbooks**

### **Kenosha Unified School District No. 1 Middle School Student Handbook/Planner**

1<sup>st</sup> Page to include:

Letter and or Mission of Individual School

2<sup>nd</sup> Page to Include:

2006/2007 School Year Calendar/Individual Events if you choose

Periods of the Day / Schedule (May be Individualized to each school)

List of Contacts in the building and numbers they can be reached at (Will be individualized for each school)

**1<sup>st</sup> Quarter Goal Sheet**

**2<sup>nd</sup> Quarter Goal Sheet**

**3<sup>rd</sup> Quarter Goal Sheet**

**4<sup>th</sup> Quarter Goal Sheet**

## ACCIDENT, MEDICATION AND ILLNESS

It is important that the **Emergency Card** has current phone numbers so that parents/guardians or a designee may be reached in a timely manner. **Please keep the school office updated with current telephone numbers and /or address changes.** If a student becomes ill, he/she should receive a pass from a teacher to go to the office. Upon the student's arrival, the office will contact a parent/guardian/designee. In the case of an accident, a parent/guardian/designee will be notified immediately and an ambulance will be called if considered necessary. It should be known that schools are staffed with a nurse, however they are at individual buildings one maybe two times a week.

**Medication:** If a student is to receive any medication during the school day, the parent or guardian must fill out a **School Medication Permission and Instruction Form** and have it signed by a physician and parent. The medication to be dispensed will be kept in the office and dispensed according to the parents' and doctor's instructions. Parents should bring the medication to school in the original container along with the authorization form and turn it in to the main office. Medication will not be dispensed without following this procedure. This includes prescription or over the counter medication.

## ATTENDANCE PROCEDURES

Children between the ages of six (6) and eighteen (18) are required by Wisconsin Law and Kenosha City Ordinance No. 50-04 Section 11.032 to attend school on a regular basis. A student absent for part or all of five days in a semester **without an acceptable excuse** is considered a habitual truant and may be referred to law enforcement officials or the court system. An unexcused tardy may be considered a truancy. The City of Kenosha may impose a \$660.00 fine to the child/parents for habitual trancies once each semester.

**Absences:** Absences may be phoned in **24 hours a day at the school's main office.** It is the parent/guardian's responsibility to inform the school whenever their child will be absent from school. The principal has the authority to approve or deny any request to permit a student to be absent and/or leave the building during the school hours. Acceptable excuses include personal illness, family illness, death of a family member or relative, and other reasons of legitimate health or educational benefit to the student. If a student must be absent from school for a day or longer and it is not for an illness, he/she may request a **Prearranged Absence Form** from the office. This form should be turned in to the office at least 24 hours before the expected absence and must be signed by a parent/guardian. The student must take the form to each teacher for consideration and then submit it to the principal for signature. Failure to make such a request may result in an unexcused absence. If a student has a failing grade average in the majority of his/her classes or attendance records show excessive absences, a prearranged absence request may be denied. All students granted prearranged absences would be expected to make up any work missed during this absence.

**Late to School, Leaving During the School Day, or Tardies:** Students should report to the school's designated area for tardiness when arriving late to school. Any student leaving during the school day for an appointment must have a written note from a parent/guardian that clearly states the correct date, parent/guardian signature, and reason for leaving. All students must sign out through the main office.

## BEHAVIOR EXPECTATIONS

The Kenosha Unified School District is committed to providing an effective learning environment that is safe, orderly, and respects the rights of all individuals in the school community. The Kenosha Unified School District Middle Schools have created the following **expectations** to ensure that a healthy and productive learning environment exists. The expectations set the classroom and hallway behavior standards for all students. In addition to these expectations, discipline procedures and rules that reinforce the school expectations have been set. All expectations are posted school wide and are explained to all students at the beginning of the school year.

## CLASSROOM EXPECTATIONS

- Be in your assigned seat/area ready to work at the beginning of class
- Bring paper, pencil/pen, books, and all needed supplies
- Keep hands, feet, books, and objects to yourself

- Swearing, rude gestures, cruel teasing or put downs are not allowed
- Follow directions

## **HALLWAY EXPECTATIONS**

- Wear ID, or if no ID, wear a temporary ID with name, grade, and teacher name on it
- Carry assignment notebook/planner at all times
- Use a quiet voice
- Walk on the right side of the hallway
- Keep hands, feet, books, and objects to yourself

**A student may be temporarily removed from the classroom by the teacher if it has been determined that the student's behavior has repeatedly interfered with the teacher's ability to teach the class. Repeated occurrences of the behaviors listed below may result in a suspension and a request for an Administrative Review with the possibility of an expulsion hearing.**

- Uses gang language and/or engages in gang related activities/symbols (includes gang-related clothing, drawings, jewelry, or gestures)
- Uses or possesses smoking materials (including lighters, matches, and smokeless tobacco)
- Steals or vandalizes district, staff, or student property
- Possesses and/or uses electronic communication devices with photographic capabilities on school property
- Uses beepers and/or electronic communication devices (i.e. cell phones, walkie-talkies, etc.) during school hours without the permission of the school principal/designee (all electronic devices must be turned off and out of sight during the school day)
- Misuses the Internet or performs illegal acts
- Engaging in behavior that creates an unsafe situation, is sexually provocative, and/or compromises the teacher's ability to continue teaching
- Use of profanity
- Inappropriate physical contact
- Inappropriate verbal conduct such as name-calling, teasing, or casting racial slurs
- Bullying
- Disrespectful comments to students or staff
- Inciting other students to act inappropriately or to disobey the teacher or class rules

**All state laws and local ordinances apply to the school setting. According to District Policy, a student may be suspended up to five days, reported to law enforcement, and considered for Administrative Review with the possibility of an expulsion hearing if he or she:**

- Uses, delivers, sells, or possess drugs, "look-alike" drugs, prescription drugs (not prescribed to the person in possession), alcohol, inhalants, or other controlled substances in school or on school property
- Verbally, physically, or sexually threatens or assaults school employees or students
- Uses, possesses, or stores weapons, explosive devices of any kind, or laser devices on school property, school buses, or any school-related event
- Uses or possesses pepper spray or similar substances intended to incapacitate
- Sexually harasses or is involved in any incident that includes harassment or hate as an issue. Harassment is no joke, sexual or otherwise. It is a violation of a person's civil and constitutional rights and saying that you were "just joking" or "just playing" does not excuse the violation. Federal and State Laws make sexual harassment illegal, whether it involves different sex or same sex situations
- Telephones or any way communicates a bomb threat to any school facility
- Extorts or attempts to extort students or staff
- Starts fires or sets off fire alarms falsely
- Fighting or threatening to fight

## **Discipline Procedures**

There are several professionals involved in dealing with inappropriate behavior in Kenosha Unified School District Middle Schools. The **Classroom Teacher** is the first person that must deal appropriately with a student's unacceptable behavior. He or she, in turn, may decide to refer the student to the **Dean of Students** who has the responsibility of discussing the concerns brought forth as well as determining what consequences may be issued. These consequences may be a student conference, detention, full or partial days with in-school interventions, or out-of-school suspension. The **Principal** and **Assistant Principal** will also become involved as needed. Each student is assigned a counselor. Parents should feel free to contact the counselor whenever it is felt that their intervention can improve the student's attitude/behavior. Repeated unacceptable behavior will result in a request for a parent conference.

## **DRESS CODE**

Kenosha Unified School District Middle Schools recognize that a student's individual dress is primarily a parental responsibility that should reflect concern for the health and safety of students as well as the educational atmosphere. When the dress of an individual student constitutes a physical danger or health concern to any person (including the student), or when the student's manner of dress or grooming causes a disruption or disturbance, the administration will take appropriate action to correct the situation. Administration will make final determination if there are any questions.

### **The following items are not allowed:**

- Heavy chains, wallet chains, wrist chains, studs, or neck collars
- Tank tops, strapless tops, halter tops, midriff tops, low cut necklines
- Short skirts, dresses, and shorts
- Sleeveless men's shirts or jerseys without a shirt underneath
- Clothing that advertises alcohol, drugs, or tobacco
- Clothing that displays profanity, violence, inappropriate language or messages
- Hats, hairnets, do-rags, bandanas, gloves, and sweat bands
- Shoes that mark the floor or that contain wheels / cleats
- Jackets in the classroom
- Sweatshirts or sweaters worn over the arms only
- Pajamas or clothing designed for sleepwear and slippers
- Gang/Satanic related apparel or drawings
- Any wearing apparel that can be damaging to school property
- Any other item of clothing not specifically mentioned above, but by appearance would be disruptive to the learning environment
- Sagging pants

## **LANYARDS, ID'S, AND ASSIGNMENT NOTEBOOKS/PLANNERS**

At the beginning of the school year, each student is issued a lanyard and an ID. Each grade level is assigned a color-coded lanyard as part of the school's safety plan. Broken or lost lanyards and ID's must be replaced at the expense of the student/parent/guardian. It is expected that students wear their lanyard and ID at all times,

Assignment notebooks/planners are to be carried at all times and their use is required in the classroom. Student passes are contained in the assignment notebooks. If a student loses, destroys, or defaces their assignment notebook, the student will be required to replace the assignment notebook at the expense of the student/parent/guardian.

## **PERSONAL PROPERTY**

The School District is not responsible for lost or stolen items. We discourage students from wearing expensive clothing or jewelry to school. Furthermore, there is no reason for students to bring personal items to school that have no educational reason for being there. Any personal items that disrupt the educational environment, or pose a health and/or safety concern will be confiscated and held in the main office until a parent comes to

school and takes custody of them. Backpacks must be placed in lockers at the beginning of the day and removed only at the end of the day.

### **LOCKERS**

Lockers are assigned to students at the beginning of each school year. Once the student is assigned a locker, that student cannot transfer to or use another locker without office approval. **Sharing a locker with another student is not allowed.** Combinations are not to be given to anyone except the person the locker is assigned to. Non-school locks will be cut off. The locker is the property of the School District of Kenosha and is subject to inspection at any time by the school administration and/or the police with or without a dog trained in drug detection. As in any large school, theft from lockers is sometimes a problem. It is very important to keep lock combinations confidential. The school assumes no responsibility for articles missing from lockers. Finally, kicking or hitting lockers is prohibited.

### **STUDENT ASSISTANCE PROGRAM**

A Student Assistance Program (SAIL) is available to help students experiencing problems with tobacco, alcohol, or other drug abuse. This program offers students an opportunity to address their concerns in a confidential and non-punitive way. Any student may refer himself/herself to this program or be referred by anyone who is concerned about the student. The emphasis of this program is to help the students, not discipline them.

### **BUS REGULATIONS**

Each student, at registration time, receives a bulletin on "School Bus Rules and Regulation". It is strongly suggested that you review this information with your child. Inappropriate behavior, which could endanger students, will not be tolerated on a bus used to transport our students, whether it is a yellow bus or city transit. Failure to abide by the rules may result in the withdrawal of bus services.

### **INCLEMENT WEATHER**

If there is a question whether or not schools will be in session due to inclement weather, listen to radio stations WLIP-AM, WRKR-FM, WKZN-FM or WTMJ-AM, which will broadcast closing announcements. Also, Cable Channel 20 will include weather information. If no announcement is made, school will be open for classes as usual. The determination to close school is made by the Superintendent of Schools in consultation with county highway officials as well as our bus services, and is not the responsibility of the school administrators.

### **FIRE, SAFETY, AND SEVERE WEATHER DRILLS**

Drills and safety procedures are practiced on a regular basis including fire drills, tornado drills, safety drills, and lockdown procedures. Students are expected to act in an appropriate manner, follow staff directions, and not put themselves or others in a potentially risky situation.

### **Kenosha Unified School District No. 1 Web Site**

Information regarding these policies and information regarding individual schools can be located at the Kenosha Unified School District No. 1 web site: [\\_\\_\\_\\_\\_](#)

### **Kenosha Unified Grading Policy**

A Syllabus shall be given to a student for each course in which that student is enrolled. The syllabus shall include content/lifelong learning standards and benchmarks, methods of assessment, point distribution, board prescribed grading scale, and course specific information.

This page would consist of individual school topics that have not been covered in the previous pages

Each school should have a sign off sheet where students can acknowledge that someone has gone over the handbook/planner with them. Each advisory teacher should collect this portion of the student handbook/planner.

<b>KUSD High School Handbook Table of Contents</b>	
<ul style="list-style-type: none"> <li>◆ <b>General school information</b></li> <li>◆ Mission</li> <li>◆ School Phone #s</li> <li>◆ School Calendar</li> <li>◆ School Map</li> </ul>	
<b>Student Behavior/Expectations/Information</b> <ul style="list-style-type: none"> <li>◆ Student Expectations</li> <li>◆ Respectful Behaviors Commitment</li> <li>◆ Respectful Behaviors Violations</li> <li>◆ Dress Code</li> <li>◆ Computer use expectations</li> <li>◆ Library Media Center Information</li> <li>◆ Attendance Policies &amp; Procedures <ul style="list-style-type: none"> <li>Loitering/Hall Wandering</li> <li>Class Releases</li> <li>Trespassing</li> </ul> </li> </ul>	
<b>Extra &amp; Co-Curricular Activities</b> <ul style="list-style-type: none"> <li>◆ KUSD Policy 6700</li> <li>◆ Student Government</li> <li>◆ Clubs &amp; Organizations</li> <li>◆ WIAA Athletic Code of Conduct</li> </ul>	
<b>Academics</b> <ul style="list-style-type: none"> <li>◆ Graduation Requirements</li> <li>◆ GPA and Class Rank</li> <li>◆ Honor Roll</li> <li>◆ KUSD Rule 6452: Student Progress Reporting Procedures <ul style="list-style-type: none"> <li>Late &amp; Make-up work policy – Policy 6452 B</li> <li>District Wide Grading Requirements – Policy 6452 C</li> </ul> </li> <li>◆ Field Trips</li> </ul>	
<b>Guidance &amp; Counseling</b> <ul style="list-style-type: none"> <li>◆ Counselor Information</li> <li>◆ Schedule of Testing</li> <li>◆ SAIL Program Summary</li> <li>◆ Youth Options</li> <li>◆ Internships/Apprenticeships/Partnerships, etc.</li> <li>◆ Credit Recovery Options</li> </ul>	
<b>School Safety Procedures</b> <ul style="list-style-type: none"> <li>◆ Lockers</li> <li>◆ Backpacks</li> <li>◆ Visitors to the Building</li> <li>◆ Severe &amp; Inclement Weather</li> </ul>	

<b>Important Reminders</b> <ul style="list-style-type: none"> <li>◆ Closed Campus</li> <li>◆ Lunch</li> <li>◆ Parking Fee</li> <li>◆ New Child Labor Laws</li> <li>◆ KUSD Non-Discrimination Statement</li> </ul>	
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**Note: This high school handbook template is a minimum standard for common information. Each school may add sections to customize for their school, and in some cases may include only policy numbers rather than complete policy language, should space/printing cost be determined to be an issue.**

## **STUDENT BEHAVIOR/EXPECTATIONS/INFORMATION**

### **STUDENT EXPECTATIONS**

**We expect KUSD high school students to:**

- ◆ attend classes regularly, complete assignments, and behave appropriately.
- ◆ be respectful of the rights of others.
- ◆ be in class on time. Loitering in the halls is not tolerated.
- ◆ complete their own work with honesty and integrity.
- ◆ carry their ID's at all times. *(This item is being reviewed and may be deleted in the final draft for common information)*
- ◆ obey all state and local laws. Possession and/or use of weapons, explosive or incendiary devices, pepper spray, gang activities, possession or sale of illegal substances, assault or harassment, theft, battery, setting off fire alarms falsely and all other violations of the law is cause for arrest by the Kenosha Police Department or Village of Pleasant Prairie Police Department.
- ◆ not smoke in the building or on school property.
- ◆ leave jackets, hats and gloves in their lockers. These items may not be worn in school. No chains are permitted.
- ◆ keep the building neat and quiet. No food should be carried into academic areas without prearranged permission.
- ◆ use appropriate language. **Profanity is not tolerated.**
- ◆ refrain from public displays of affection. Anything beyond holding hands is out of place and is not allowed.
- ◆ follow classroom rules.
- ◆ follow bus regulations, if a bus rider.
- ◆ follow attendance procedures for illness, prearranged absences and signing out of the building.
- ◆ Beepers and cellular picture phones are not allowed in school by Wisconsin State Law. Do not use electronic communication (cell phones) in school during the school day and keep your cell phone turned off and out of sight, unless authorized by a principal/designee. Do not bring electronic and laser light devices to school.
- ◆ leave the building within 15 minutes of the final bell unless under the direct supervision of a teacher or an adult advisor.

## RESPECTFUL BEHAVIORS COMMITMENT

The Kenosha Unified School District holds respectful behaviors among all individuals paramount. For individuals that make decisions which go against our expectation for respectful behavior, a number of pursuits are employed to create a teachable moment...

**Interventions** *(Customize by individual school)*

### Progressive Discipline

While these steps are progressive, some behaviors may warrant steps to be skipped/escalated based upon school or district policy or procedures.

1. Detention
2. In School Suspension (part of class, all of class, whole day)
3. Out of School Suspension (1 to 10 days)
4. Administrative Review for Expulsion Consideration
5. Administrative Hearing for Expulsion
6. School Board Approval for Expulsion

### Revoking Privileges

School Administration reserves the right to remove a student from any or all of the following privileges to preserve the integrity of our School Pride...

*(privileges to be identified and customized by building)*

At all times, we intend to behave as a KUSD Community with dignity and respect. Because we care for each other as a team, we assist those that may slip from expected respectful behaviors. The goal is to provide opportunities to learn from mistakes and make meaning from the renewed pursuit of respectful behaviors.

## RESPECTFUL BEHAVIOR VIOLATIONS

In all KUSD high schools, we expect all students to uphold the integrity of our **professional learning community** by honoring all rules, regulations, school board policies, local ordinances, and Wisconsin State Statutes. Complete policy listings are available at [www.kusd.edu](http://www.kusd.edu).

POLICY/VIOLATION	DEFINITION	GENERAL ACTION
5434: Alcohol/drugs	Possession, use or sale of alcohol, drugs or look-alike including paraphernalia, on school property or at any school event.  Students may be asked to take a breath analyzer test in accordance with Board Policy.	Suspension Administrative Review Police Citation SAIL participation
5433: Tobacco	Use/possession of tobacco products on school property or at a school sponsored event	Suspension Police Citation Discretionary Action
5439: Property Theft/Vandalism	Taking of/or willful damage to school, staff, or student property	Discretionary Action

6633: Student Use of Internet	Internet use at school is a privilege, not a right; misuse of internet for inappropriate or illegal activity is prohibited	Loss of Internet privileges Discretionary action Appropriate legal action
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<b><u>PUBLIC SAFETY</u></b>		
5436.1: False alarms or Incendiary devices	Setting off false fire alarms or falsely reporting a bomb threat.	Suspension Police Citation Discretionary Action
5435, 5435.1, 5436: Weapons/Electric communication devices/ laser light devices	Possession or use of weapons or dangerous instruments, electronic communication or laser light	Suspension Police Citation Discretionary Action
<b><u>STUDENT/STAFF RELATIONSHIPS</u></b>		
Classroom/Media Center	Violation of posted rules.	Discretionary Action
5430: Disrespectful	To insult, use derogatory names or obscenities verbally or in writing to any member of the school staff.	Discretionary Action
5430: Uncooperative	Failing to comply with the reasonable request of any member of the school staff. Violation of classroom rules.	Discretionary Action
5437: Threat	Verbally, in writing or by gesture expressing the intent to inflict bodily harm or property damage on any member of the school staff.	Discretionary Action
5437: Assault	Inflicting bodily harm on any member of the school staff.	Suspension Police Involvement
<b><u>STUDENT TO STUDENT RELATIONSHIPS</u></b>		
5437: Fight	Inflicting bodily harm on any student on school property.	Suspension Police Involvement
5111: Harassment Intimidation Extortion/ threat	Harassing, intimidating or threatening, verbally or by gesture, the safety or welfare or another student on school property.	Discretionary Action
<b><u>OTHER DISCIPLINARY INFRACTIONS</u></b>		
Cheating/Plagiarism	Deliberate attempt to deceive the instructor by passing off someone else's work as one's own.	Zero on work and parent conference
Civil Disobedience	Student protests, walk- outs and related actions that disrupt the educational process.	Discretionary Action
Classroom	Violation of posted rules and/or repeated classroom disruption.	Progressive Intervention
Gambling	Of any kind is prohibited.	Discretionary Action
Headphones, CD Players, Radios, MP3 Players	Are not to be worn, used or visible in school. Classroom use is restricted to activities approved by a teacher.	Intervention
<b><u>ATTENDANCE</u></b>		
5310: Truancy	Absent from class without permission – or – more than 30 minutes late to any class period.	Progressive Intervention Truancy Ordinances
5310: Tardiness to Class	Violation of posted rules, unexcused tardiness is unacceptable.	Progressive Intervention
5431: Dress Code (The school official reserves the right to make the final determination on appropriateness of student attire.)	No wearing of hats, caps, scarves, bandanas, do-rags, gloves, chains, spikes, halter tops, fish net, spaghetti strap or tank tops without sides, see-through blouses, shirts that do not completely cover the mid section. No wearing of attire or jewelry with gang related symbols, sexual references, alcohol/illegal drug references, bigot epithets, harassment or hate messages offensive toward race, ethnicity, religion or sexual orientation. No short shorts, short skirts, or other inappropriate length clothing. No wearing of coats, jackets, sunglasses, headphones, or excessively torn clothing.	Discretionary Action Progressive Intervention
Hallway	Inappropriate or disruptive including language and displays of affection.	Discretionary Action

## DRESS CODE

Please be aware of these **specific rules governing student attire** as per KUSD RULE 5431: **STUDENT DRESS**:

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 that 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.

Also related to Dress Code, please note this brief excerpt from **Policy 5438: Gangs and Gang Related Activities**: The use of language, hand signals, graffiti, tattoos, haircuts, or the presence of any wearing apparel, footwear, jewelry, accessory, or manner of grooming which, by virtue of color, arrangement, trademark, symbol or any other attribute indicates or implies membership or affiliation with any kind of gang is hereby prohibited.

## COMPUTER USE EXPECTATIONS

### **Policy 6633: Student Use of Internet System**

Students in the District may have access to and use the District Internet system at school in accordance with established teaching and learning guidelines. The schools support and respect each family's right to decide whether or not to apply for independent access.

Student use of the Internet shall be viewed as a privilege not a right. School Internet access will be used for educational and research purposes, consistent with the educational objectives of the District. Students should understand that Internet access, including electronic mail (E-mail), are not guaranteed to be private and may be monitored by District staff if there is reason to suspect that they are violating state and federal laws and to see that they are being used in accordance with Board policy and the District's Internet system user rules and regulations.

## **LIBRARY MEDIA CENTER INFORMATION** *(Customize by individual school)*

### **ATTENDANCE POLICIES & PROCEDURES**

**Call your school attendance office to report absences or to address any concerns not answered here.**

Good attendance is a habit necessary for success in life – try not to miss school unless **REALLY** necessary! Wisconsin law requires students to attend school regularly during all scheduled school hours, with the exceptions of certain religious holidays.

In conjunction with the new citywide truancy ordinance, it is our commitment in KUSD high schools to work diligently with parents and guardians to promote consistent and committed school attendance.

#### **Student Attendance Procedures as Designated by KUSD Policy/Rule 5310**

##### **A. Absence Reporting:**

1. An excuse from a parent/guardian is required for any student absence from school. For extended or excessive absence because of illness, a statement from a physician, dentist, or other qualified professional may be required.
2. It is the responsibility of the parent/guardian to notify the school during the morning of the day that the student is absent.
3. Students of legal age and emancipated minors shall be responsible for providing absence excuses and school notification of such absences themselves.
4. At the middle and senior high level, unusual or frequent absence by a student shall be reported to the principal and/or school attendance officer, and/or the Executive Director of School Leadership. At the elementary school level, such absence shall be reported to the principal and/or school attendance officer, and/or the Executive Director of School Leadership.
5. A record of attendance for each student will be kept and will be noted on the permanent record card in accordance with established District procedures. Each teacher will keep an accurate daily record of each student's attendance including tardiness, and shall submit a report as directed by the principal.

##### **B. Types of Absences:**

1. Excused absences: A student's absence may be excused by the principal/designee for acceptable reasons such as personal illness, illness in the immediate family, or death of a family member or relative, or other reasons of legitimate health or educational benefit to the student. Adult students and emancipated minors shall provide their own excuse.

A student will be considered excused if incarcerated temporarily. The parent/guardian or court services worker must notify the school of the reason for the absence and the exact dates of incarceration must be documented.

2. Prearranged Absences: Approval of a request for a prearranged absence may be given in situations such as family, group, or individual activities of significant benefit to the student to warrant absence from school.

Principals may approve the prearranged absence of students upon written request from a parent/guardian. Requests for approval of a prearranged absence will be submitted on the form provided by the school office, and will be considered after the necessary details are provided, including reason for the request, evaluative notations by the teachers, signature of the

parent/guardian, and other information which may be requested. In emergencies where written request for prearranged absence is not feasible, direct contact should be made with principal/designee if possible. In such cases, a written statement should be provided following the absence in order for it to be considered excused.

Students who receive approval for a prearranged absence will be permitted to complete all school work for credit and may arrange to do so either prior to or subsequent to the absence.

3. **Make-Up Work:** Students who are found to be truant will be permitted to make up school work and receive full credit. A detention system may be established for completion of assignments and exams.
4. **Truancy:** "Truancy" means any absence of part or all of one or more days from school during which the school attendance officer, principal, or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory school attendance law.

If the parent/guardian does not notify the school during the morning on a day when his/her student is absent, it shall be assumed that the student is truant. Such truancy may be reclassified as an excused absence following investigation of the circumstances.

The school shall notify the parent/guardian or designated adult of truancy as soon as possible, but no later than the end of the school day after making such a determination. The notice may be made by personal service, mail, or telephone call of which a written record is kept.

The principal may notify the Executive Director of School Leadership of names of students absent without cause. The Executive Director of School Leadership will determine the follow-up.

In those instances where the building principal/designee determines that court proceedings may be necessary because of violations of Wisconsin Statutes governing attendance, the Executive Director of School Leadership/designee will ascertain that during the school year in which the truancy occurred appropriate District personnel have taken the above actions.

5. **Habitual Truancy:** A student is considered a habitual truant if she/he is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester. Students found to be habitually truant may be issued a municipal citation in accordance with local-municipal ordinances. The principal/attendance office/designee will ensure that District personnel have taken appropriate actions.
6. **Tardiness**
  - a. **Tardy to School:** The principal/designee will decide if the reason for being tardy is valid. If the reason is judged to be invalid, appropriate remedial action will be taken. After repeated offenses the student's parent/guardian will be notified by phone and/or in writing to alert them to the problem. The student and the parent/guardian share the responsibility for preventing student tardiness.
  - b. **Tardy to Class:** The teacher will determine the validity of the reason for the delay to class. If the reason is judged to be invalid, the teacher will admit the student to class and take remedial action to prevent the tardiness in the future, i.e., conference with student, detention after school, phone call to parent/guardian, etc. Should these techniques fail to solve the problem,

the student may be sent to the office with a written referral form, and the principal/designee will take appropriate remedial action.

#### **Frequently Asked Questions about Attendance:**

1. **When my child is absent, what should I do?** Call *attendance line* any time within 24 hours of the absence. If you must leave a message, please identify yourself by name and then be sure to include the student's name, grade, ID number, and reason for their missing school. If at any time a student comes late to school, he/she **MUST** sign in at the *Attendance Office* whether or not a call has been previously placed. **Absences not cleared by a parent or guardian within five days will not be excused unless formal documentation is provided by a doctor, court, etc.**
2. **What should my child do if he/she becomes ill at school?** Students must go to the (*Customize location by school*) either during passing time or with a pass from their classroom teacher. The (*customize*) will contact a guardian, verify permission to go home, and send the student (*customize*) for proper sign-out
3. **What does my child do if he/she has an appointment during the day?** The student should bring a note from a parent/guardian regarding the appointment and time to the *Attendance Office* **before school begins** on the day of the appointment. (*Customize by other procedure by school*) Your child should then go to the *Attendance Office* for proper sign-out before leaving the building. A timely return is expected with the student signing back in at the *Attendance Office* unless otherwise specified. NOTE: State law does not allow the school to excuse students for job interviews or any appointments that are not specific to that student. Prearranged absences of one day or less may be excused by phone or note.
4. **How does KUSD's attendance system work?** The classroom teacher takes attendance each block/period, having the choice of either present, absent, or tardy for each student. Parent phone calls resulting in an excused absence or prearranged absences/field trips/school sponsored activities are entered in the Attendance Office computers. The next day, a list of absences is given to each teacher for their specific classes so that they can double check accuracy and make corrections.

For those students still not excused, a system of personal or automated phone calls are then made to the student's residence as a follow-up and as notification of the truancy. A parent, guardian, or student then has a FIVE-DAY WINDOW to correct any mistake that may still exist in the attendance record.

5. **What happens if my child is tardy to school and/or class?** (*Customize by individual school*)
6. **Is the attendance expectation the same for athletic participation?** (*Customize by individual school*)
7. **What if my child cannot medically participate in physical education class?** Because Phy. Ed. is a requirement for graduating; it is imperative that every student changes (required) into appropriate attire that is NOT their clothing worn to school. In the event a student is unable to participate for any amount of time due to medical reasons (asthma, sprains, stitches, etc.), **a doctor's excuse MUST be presented** to the teacher. Extended periods of time away from the Physical Education class will be handled on an individual basis.
8. **What school do I notify of absence when my child has classes at more than one school?** Parents need to notify both schools of absence. Students enrolled in more than one school must have a parent notify the attendance office when a field trip interferes with attendance at their second school. A note from the field trip supervisor may be requested.

### ***Loitering/Hall Wandering***

Students are expected to be in assigned areas based on their schedule of classes. Not being where assigned is a disruption to the learning climate of the school. Consequences for loitering will range from **detention, in-school-suspension (ISS), out-of-school suspension (OSS), loss of hall pass privileges** or a combination of any or all of these. Repeated violations will require a parent conference and the police may be called when students fail to cooperate with school authorities.

### ***Class Releases***

Students who have official school/class release such as: Youth Options Program (YOP), Student Partnership, Senior/Junior releases, and Individual Education Plan releases, etc, are not allowed in the building during their release time without permission from an appropriate school official. Students who are found in the building during their release time are subject to disciplinary action such as: out-of-school suspension and/or a trespassing citation may be issued.

### ***Trespassing***

Students (and others) who have been informed not to be on school premises or who have no permission or authorization to be on school premises may be issued a ticket for trespassing. Other consequences may include detention, out-of-school suspension, or a combination of any or all of these.

## **EXTRA & CO-CURRICULAR ACTIVITIES**

### **KUSD POLICY 6700: EXTRACURRICULAR ACTIVITIES AND PROGRAMS**

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

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

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

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

New extracurricular activity programs shall require the written approval of the building principal prior to any implementation.

Where such programs have current or future budgetary implications, written approval of the Superintendent of Schools or the Board of Education shall also be required.

## **STUDENT GOVERNMENT** (Customize by individual school)

## **CLUBS AND ORGANIZATIONS** (Customize by individual school)

### **WIAA ATHLETIC CODE OF CONDUCT**

The Athletic Code of Conduct is required by mandate of the Kenosha Unified School District Board of Education, and to meet the standards of the Wisconsin Interscholastic Athletic Association. Athletes shall be ever mindful that the athlete is also a student and the athletic endeavors shall not supplant other needs of the student, such as satisfactory academic achievement. The Kenosha Unified School District's Athletic Code of Conduct shall be enforced uniformly year around. Athletes will be expected to abide by provisions of the Code of Conduct out-of-season as well as in-season.

1. **APPEARANCE AND CONDUCT OF ATHLETES** are to represent the ideals, principles, and standards of their school and the Wisconsin Interscholastic Athletic Association.
2. **PARTICIPATION BY NINTH-GRADE STUDENTS** at the senior high school level will be in accordance with the School Board policy.
3. **STUDENT TRANSFER**
  - a. All code violations and penalties shall carry forward for athletes transferring to another District school during the school year.
  - b. Major code violations only will carry forward to the new District school during summer transfers.
4. **ACADEMIC ELIGIBILITY REQUIREMENT.** All student athletes must maintain a 2.0 GPA to be eligible for athletic participation. In accordance to WIAA rules of eligibility, all athletes participating in interscholastic athletics must pass a minimum of 20 credit hours. Since our high schools will be participating in block scheduling the following grade eligibility rules will apply:
  - a. Students must be enrolled in at least two blocks per semester of athletic participation.
  - b. Students enrolled in only two blocks must have passing grades in both blocks in order to maintain their athletic eligibility.
  - c. Students enrolled in three blocks must have passing grades in at least two blocks in order to maintain their athletic eligibility.
  - d. Students enrolled in four or more blocks may not have more than one F on their report card in order to maintain their athletic eligibility.
  - e. First and third quarter grades will be used at mid-semester.
  - f. As in the past, the semester's grades will be used to determine an athlete's eligibility for the second semester and the next school year.

The new WIAA Rules of Eligibility have incorporated the one F policy. Therefore, students/athletes with more than one F on their report cards will be ineligible for 15 scheduled school days and nights at the high school and for the quarter at the middle school.

**Remember medical and parent permission cards must be presented to the coach before you are allowed to practice. You may obtain these forms in the *Athletic Office* of *school name*, *room number*.**

## **ACADEMICS**

### **GRADUATION REQUIREMENTS**

KUSD student graduating with the Classes of 2005 and beyond must earn 26 credits for a KUSD diploma. The specific requirements are as follows:

ENGLISH	4 credits	MATHEMATICS	4 credits
SOCIAL STUDIES	4 credits 3 credits of required courses-1 credit U.S. History 9 <sup>th</sup> grade, 1 credit World History 10 <sup>th</sup> grade, ½ credit U.S. Government & Politics or 1 credit Advanced Placement Government & Politics 11 <sup>th</sup> or 12 <sup>th</sup> grade, ½ credit Behavioral Science; plus 1 credit elective course	SCIENCE	4 credits* 3 credits of required courses- 1 credit Integrated Science 9 <sup>th</sup> grade or 1 credit Biotechnology 9 <sup>th</sup> grade, 1 credit Biology 10 <sup>th</sup> grade, 1 credit Chemistry-Based Course, Physics-Based Course, or Physical Science 11 <sup>th</sup> or 12 <sup>th</sup> grade; plus 1 credit elective course
CONSUMER EDUCATION	½ credit	PHYSICAL EDUCATION	1 ½ credits
ELECTIVES	7 ½ credits	HEALTH	½ credit

For further details on these requirements, consult KUSD RULE 6456: Graduation Requirements or see your counselor.

### **GRADE POINT AVERAGE AND CLASS RANK**

Kenosha Unified Schools rank students using two parallel methods. Both appear on the transcript and are used for college applications. The first is the “Traditional Method” of counting all A’s=4 points, B’s=3 points, C’s=2 points, D’s=1 point, and F’s=0 points. This calculation places equal value on all courses. The cumulative grade point average result is placed on the transcript each year and a class ranking developed from the cumulative grade point average for a student at each grade level listed.

The second method gives differing values to honors classes, regular classes and basic classes. Grade point average on the weighted scale is computed and placed on the transcript with the rank developed from using these “honors” grade point averages in the same manner as using the Traditional Method.

All students are evaluated and ranked in two separate ways. The weighted approach gives greater value to more difficult and demanding honors courses and thus a student with honors courses ranked on the weighted scale will rank higher. The traditional 4.0 evaluation gives equal value to all courses regardless of difficulty. These two methods allow for two perspectives on student achievement.

### **HONOR ROLL**

- Quarterly rolls are calculated using both the traditional 4.0 grade point scale and the weighted grade point scale. Students with a grade point average of at least 3.0 on the 4.0 scale or 4.3 on the weighted scale achieve honor roll status if they do not receive a grade lower than a C.

- Grade point averages (GPA) and class ranks are calculated on both scales only at the end of each semester. Both grade point averages and class ranks appear on student transcripts.

For comprehensive details about how Honors classes, Advanced Placement classes, and Youth Option Program classes contribute to the overall academic program for students in KUSD, refer to the first several pages of the KUSD High School Course Offerings booklet. These booklets are available in (*Customize by individual school: guidance*) Office.

## **KUSD RULE 6452: STUDENT PROGRESS REPORTING PROCEDURES**

### **B. Grades Six through Twelve**

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

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

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

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

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

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

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

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

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

- Step 1 A request by the parent/guardian and/or adult student must be made to the teacher within thirty calendar days after the last day of the grading term.
- Step 2 If no agreement is reached, the parent/guardian and/or adult student must make a written request to the principal for a grade change.
- Step 3 A conference shall be held with the principal/designee, teacher, and the parent/guardian and/or adult student.

Step 4 If no agreement is reached, a ballot shall be held by a review committee composed of the principal/designee and four certified staff members designated by the principal/designee. One of the four certified staff members shall include a teacher who teaches at the same academic level and in the same content area from another District school. The decision of this committee is final.

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

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

A+ = 98-100%

A = 93-97%

A- = 90-92%

B+ = 86-89%

B = 83-85%

B- = 80-82%

C+ = 76-79%

C = 73-75%

C- = 70-72%

D+ = 66-69%

D = 63-65%

D- = 60-62%

F = 0-59%

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

## **FIELD TRIPS**

Students participating in school-sponsored field trips must complete a Parent Permission Form prior to the field trip. This form must be signed by your parent or guardian. Field trips are not considered absences. You should not be marked absent in any class if you are on a field trip. Check with your teachers upon return to see that you were not marked absent. Homework from the classes that you missed must be made up. Students enrolled in more than one school must have a parent notify the attendance office when a field trip interferes with attendance at their second school. A note from the field trip supervisor may be requested.

## **GUIDANCE & COUNSELING**

**COUNSELOR INFORMATION** *Counselor Names, Offices, Responsibilities (Customize by individual school)*

**SCHEDULE OF TESTING** *(Customize by individual school)*

## **SAIL (Student Assistance in Life) PROGRAM SUMMARY**

A Student Assistance Program is available to help students experiencing problems with tobacco, alcohol, or other drug abuse. This program offers students an opportunity to address their concerns in a

confidential and non-punitive way. Classroom education and referrals from students, parent, and school staff along with school violations create the population of students that the SAIL counselor works with. Any student can refer himself/herself to this program or be referred by anyone who is concerned about a student. Students referred to this program through a non-disciplinary referral will not be punished and will be offered help in dealing with any problem related to alcohol, tobacco, or other drugs. This voluntary program is available to all students. Any parent who would like more information about this program or prefer their child not participate in this program should contact the school principal. See Student Assistance Program Coordinator for more information.

## **YOUTH OPTIONS**

Under this State of Wisconsin program, high school juniors and seniors may apply to take college or technical college courses for both high school and college credit. Tuition and books for students enrolled in approved courses will be paid by the Kenosha Unified School District No.1.

To participate in the program, student must complete an application provided by their school by the due date during the semester prior to enrollment. The student must meet the admissions requirements set by participating colleges. Courses must meet district-approved guidelines. Courses comparable to high school advanced placement courses will not be approved. Interested students should meet with their school counselor to discuss their interest, course approval and guidelines, and the impact the desired course work may have on their high school educational program and future plans.

See KUSD POLICY & RULE 6434.2 for complete Youth Options details and procedures.

**INTERNSHIPS/APPRENTICESHIPS/PARTNERSHIPS, ETC.** *(Customize by individual school)*

**CREDIT RECOVERY OPTIONS** *(Customize by individual school)*

## **SCHOOL SAFETY PROCEDURES**

### **LOCKERS**

Some students report books or other missing items from lockers that are presumed stolen. The staff investigates each case and records all items missing in hopes that they can be found and returned. In an attempt to reduce theft, we ask all students to do the following:

1. Be sure your locker is closed and locked before you walk away.
2. Immediately report any difficulty with your locker to the *(customize by individual school) Office*.
3. Do not give your locker combination to anyone – not even your best friend!
4. Write your name in ink on the inside cover of all textbooks and identify personal property.
5. When opening your locker, be sure that you do not allow others to see your combination.
6. Lockers are school property and subject to inspection at any time by the Principal/designee (per KUSD Policy 5461).
7. No personal locks are permitted on school lockers.

If personal items are lost or stolen, there is no school insurance to cover the loss. Each family should check with their insurance company to see if coverage is provided. Locker and backpack inspections may occur at any time.

Students may decorate the inside of their locker with school appropriate items. These items can be taped or magnetic and easily removable. Students can be charged with school vandalism for marking any school property with permanent marker or stickers. Students are responsible to keep a clean locker during the time they use the locker and clean out their locker at the end of the year. No items are to be put on the outside of lockers.

## **BACKPACKS**

Students are permitted to carry their school materials and personal items in backpacks. However, backpacks are subject to inspection by the building administration when reasonable suspicion exists of possession of stolen or illegal items.

## **VISITORS TO THE BUILDING**

### **POLICY 1600: SCHOOL VISITORS**

Parents/guardians of District students and the public shall be encouraged to visit schools and to become better acquainted with their operation and curriculum. Classroom visits may not interfere with instruction and will be arranged with the principal.

Students from other schools shall be permitted to visit only for specific purposes and at times mutually agreed upon by the administrators of the schools.

Representatives of any fundraising organization or commercial enterprise shall be approved by the *Assistant Superintendent of Business* before visiting schools.

In order to provide for school safety and maintain a favorable academic atmosphere, all visitors to the school shall report to the school office before visiting elsewhere in the building.

No person is allowed to loiter or cause a disturbance on school property. Violators will be requested to leave and assistance may be sought from law enforcement agencies when necessary.

## **SEVERE & INCLEMENT WEATHER**

### **School District Inclement Weather Procedures**

The Kenosha Unified School District No. 1 has a specific process for deciding whether buses will run and if schools will be closed due to inclement weather.

The school day begins very early in the morning on days of inclement weather for the Superintendent of Schools, the Supervisor of Transportation and the Maintenance and Operations Supervisor. The Supervisor of Transportation drives the streets and roads of the school district, checking to see if they are safe for buses to travel. He also checks official weather forecasts, with the County Highway Department, the Sheriff's Department, the Police Department, with the school bus company, Laidlaw Transit, Inc., and with the City Transit Office. He then reports his findings to the Maintenance and Operations Supervisor.

The Maintenance and Operations Supervisor checks to see that all school sidewalks and parking lots can be plowed or made safe by the time staff members and students are scheduled to arrive and reports all findings and recommendations to the Superintendent of Schools by 5:00 a.m. The Superintendent then

determines which of three set inclement weather procedures will be followed by the school district that day. Student and staff safety is the primary consideration in making the decision to close schools.

**Procedure 1** states, “All schools in the Kenosha Unified School District No. 1 will be open today. Students and personnel will be expected to attend as normally scheduled.”

**Procedure 2** states, “All schools in the Kenosha Unified School District No. 1 will open one hour later this morning, and buses that transport students will be running approximately one hour late. Personnel are expected to report as normally scheduled. Dismissal will be at the regular time.”

And **Procedure 3** states, “All schools in the Kenosha Unified School District No. 1 will be closed, and no students are expected to report. The Senior Citizens Center will be closed. Secretaries should not report to work, with the exception of secretaries assigned to the Educational Support Center, Department of Recreation, and 12-month school secretaries who may report to work. The only persons required to report to work today are: full-time Custodial employees; full-time Food Service workers; Maintenance personnel; Carpenters and Painters; Warehouse personnel; Administrative, Supervisory, and Technical personnel.

Radio Stations WLIP (1050 AM), WIIL (95.1 FM), WEXT (104.7 FM), WRJN (1400 AM)/WEZY (92.1 FM and WGTD (91.1 FM) are then notified as to the procedure to be followed. **If the stations are not contacted by District personnel, it means Procedure 1 is in effect—that schools are open as normally scheduled. If schools are to be closed** (Procedure 3), radio stations WISN, WLTQ, WKKV, WTMJ, WKTI, WMIL, WOKY, WMYX, WEMP, WRIT, WXXS, WJBX, WJZI, and WLUM are contacted as are Milwaukee television stations Today’s TMJ 4 (Channel 4), Fox 6 (Channel 6), WISN (Channel 12), CBS 58 (Channel 58), and the Chicago area’s Emergency Closing Center which notifies Chicago media.

The correct procedure is also placed on the Cable Channel 20 message bulletin board. Cable Channel 20 is available to local Time Warner Cable subscribers. Power outages may affect the operation of Cable Channel 20.

The correct procedure is also placed on the District’s Internet website; [www.kusd.edu](http://www.kusd.edu), in the pulldown menu associated with the title "mouseover to choose."

A message outlining the correct procedure is also available by calling 653-SNOW (653-7669) after 5:30 a.m.

If weather conditions deteriorate during the day, local and Milwaukee radio and television stations are contacted and advised of any early closings or events/activities cancellations. Information will also appear on Cable Channel 20 and on the District’s website.

The school district uses as a guideline for closing schools sustained temperatures of -20 degrees F or lower and/or sustained wind chills of -34 degrees F or lower.

When the weather is questionable, it is always a parent/legal guardian’s decision if, for safety reasons, their child or children should attend school that day. The parent/guardian must notify the child or children’s school of the absence, and the absence becomes part of the student’s permanent record.

As always, parents/guardians are reminded to make sure their children are dressed appropriately for the weather. Elementary school students will not be going outdoors for recess if the temperature is below zero with the wind chill.

## **IMPORTANT REMINDERS**

### **CLOSED CAMPUS**

Kenosha Unified schools all have a “Closed Campus”. Students are not permitted to leave the school or engage in non-school related activities during the school day without the permission of the principal or designee and a parent/guardian. Students are permitted to leave the school campus for approved education activities and programs.

### **LUNCH**

A computerized purchasing system is used. Students enter their personal ID number when purchasing their lunch. Students can elect to deposit money in advance and withdraw lunch purchases from their account.

Some students will be eligible for free or reduced lunch, dependent upon Federal guidelines. Application is made at the beginning of the year using forms available in the Main Office or the Food Services Department at the Educational Support Center. Approved applicants abusing the free or reduced price ticket privilege (for example, giving or selling them to friends) will have discretionary disciplinary action.

### **PARKING FEE**

Students will be charged a \$50.00 annual parking fee. No student will be allowed to park their vehicle in any of the KUSD school parking lots without a window sticker/tag. Your window sticker should be placed on your back driver’s side window. There will be a \$5.00 replacement fee for lost or missing stickers. The following are the consequences for a parking fee sticker violation:

- First Violation – Warning with two school days to be in compliance.
- Second Violation – Student given one day to be in compliance with a warning that if not in compliance in one day the student vehicle will be ticketed.
- Third Violation – Student’s vehicle is ticketed and parents are informed.
- Fourth Violation – Student’s vehicle is ticketed and towed at the student’s expense.

Note: Students need only one sticker from LakeView, Bradford, Tremper, Indian Trail, or Reuther to park in any of the school student parking lots.

### **NEW CHILD LABOR LAWS**

#### **Minors ages 14-15**

May work no more than four hours per day on school days Monday, Tuesday, Wednesday, Thursday. On Friday and other non-school days, minors ages 14-15 may work eight hours per day.

Minors ages 14-15, during the school week, may not work more than 18 hours per week. During school week of less than five days, minors ages 14-15 may not work more than 24 hours per week. During a week where there is no school at all, minors ages 14-15 may work up to 40 hours per week.

#### **Time of Day for 14 and 15 Year Olds**

Minors ages 14-15 on school days may not work before 7:00 a.m., nor past 8:00 p.m.

On Fridays or other non-school days not preceding school, minors ages 14-15 may work not before 7:00 a.m., nor past 11:00 p.m.

### **Minors ages 16-17**

During the school day, Monday through Thursday, minors ages 16-17 may not work more than four hours per day.

On Fridays or other non-school days, minors ages 16-17 may work eight hours per day.

Minors ages 16-17 may not work more than 26 hours in the week.

In a school week of less than five days, minors ages 16-17 may work 32 hours.

In weeks where there is no school at all, minors ages 16-17 may work 40 hours and may volunteer to work up to 50 hours, provided time and one-half is paid for all hours worked over 40 hours.

Minors ages 16-17 may not work before 7:00 a.m. nor after 11:00 p.m. on school days.

On Fridays or other non-school days not preceding school, minors ages 16-17 may not work before 5:00 a.m., nor after 12:30 a.m.

Minors enrolled in a school cooperative education program or student learner program where there is an agreement between the school, the employer, parents and the child where the child sees wages and also grades, those hours worked in the school coop program during school hours only do not count against the maximum hours a minor can work.

Any hours worked in the coop program outside school hours do count towards the maximum hours.

Minors may not work more than 6 days per week except in newspaper and agricultural work.

Minors must have a work permit before they begin work.

Minors must receive a 30 consecutive minute meal break if they are scheduled to work more than a six hour day.

Minors must punch in and out to show they receive this 30-minute meal period.

### **KUSD NON-DISCRIMINATION STATEMENT**

The Kenosha Unified School District No. 1 is an Equal Opportunity Educator/Employer with established policies prohibiting discrimination on the basis of age, race, creed, religion, color, sex, national origin, disability or handicap, sexual orientation, or political affiliation in any educational program, activity, or employment in the District. The Superintendent of Schools/designee (262-653-6320) addresses questions regarding student discrimination, and the Director of Human Resources (262-653-6333) answers questions concerning staff discrimination.

## Appendices for District-Wide Survey Efforts

**Draft**

**Attachment 1**

### 2005/06 ESC Satisfaction Survey

<b><i>(Satisfaction)</i> Overall I am satisfied with the performance of the:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Superintendent of Schools				
School Board				
Instructional Services Department				
Office of Human Resources				
Office of Educational Accountability				
Financial Services Department				
Office of Special Education				
Payroll Department				
Accounting and Budgeting Department				
Purchasing Department				
Information Services Department				
Facilities Department				
<b>Please provide comments on the strengths of any ESC department.</b>				
<b>Please provide suggestions for areas in need of improvement on any services rendered from ESC departments.</b>				
<b><i>(Support/Service)</i> My needs are serviced promptly when I solicit the support of the:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Superintendent of Schools				
School Board				
Instructional Services Department				
Office of Human Resources				
Office of Educational Accountability				
Financial Services Department				
Office of Special Education				
Payroll Department				
Accounting and Budgeting Department				
Purchasing Department				
Information Services Department				
Facilities Department				
<b>Please provide comments on the strengths of any ESC department.</b>				
<b>Please provide suggestions for areas in need of improvement on any services rendered from ESC departments.</b>				
<b><i>(Support/Service)</i> I receive a timely response to my requests from the:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Superintendent of Schools				
School Board				
Instructional Services Department				
Office of Human Resources				
Office of Educational Accountability				
Financial Services Department				
Office of Special Education				

Payroll Department				
Accounting and Budgeting Department				
Purchasing Department				
Information Services Department				
Facilities Department				
<b>Please provide comments on the strengths of any ESC department.</b>				
<b>Please provide suggestions for areas in need of improvement on any services rendered from ESC departments.</b>				
<b>(Support/Service) I receive a quality response to my requests from the:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Superintendent of Schools				
School Board				
Instructional Services Department				
Office of Human Resources				
Office of Educational Accountability				
Financial Services Department				
Office of Special Education				
Payroll Department				
Accounting and Budgeting Department				
Purchasing Department				
Information Services Department				
Facilities Department				
<b>Please provide comments on the strengths of any ESC department.</b>				
<b>Please provide suggestions for areas in need of improvement on any services rendered from ESC departments.</b>				
<b>(Support/Service) Overall my needs are being met when I request services from the:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Superintendent of Schools				
School Board				
Instructional Services Department				
Office of Human Resources				
Office of Educational Accountability				
Financial Services Department				
Office of Special Education				
Payroll Department				
Accounting and Budgeting Department				
Purchasing Department				
Information Services Department				
Facilities Department				
<b>Please provide comments on the strengths of any ESC department.</b>				
<b>Please provide suggestions for areas in need of improvement on any services rendered from ESC departments.</b>				

<b>(Communication) I strongly feel that instructions, directions, and requests (etc.) are communicated clearly so that I feel confident in meeting the expectations for the:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Superintendent of Schools				
School Board				
Instructional Services Department				
Office of Human Resources				
Office of Educational Accountability				
Financial Services Department				
Office of Special Education				
Payroll Department				
Accounting and Budgeting Department				
Purchasing Department				
Information Services Department				
Facilities Department				
<b>Please provide comments on the strengths of any ESC department.</b>				
<b>Please provide suggestions for areas in need of improvement on any services rendered from ESC departments.</b>				
<b>(Communication) I am given sufficient lead time in responding to requests from the:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Superintendent of Schools				
School Board				
Instructional Services Department				
Office of Human Resources				
Office of Educational Accountability				
Financial Services Department				
Office of Special Education				
Payroll Department				
Accounting and Budgeting Department				
Purchasing Department				
Information Services Department				
Facilities Department				
<b>Please provide comments on the strengths of any ESC department.</b>				
<b>Please provide suggestions for areas in need of improvement on any services rendered from ESC departments.</b>				
<b>(Communication) My questions are answered effectively and concerns are addressed that I bring to:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Superintendent of Schools				
School Board				
Instructional Services Department				
Office of Human Resources				
Office of Educational Accountability				
Financial Services Department				
Office of Special Education				
Payroll Department				
Accounting and Budgeting Department				

Purchasing Department				
Information Services Department				
Facilities Department				
<b>Please provide comments on the strengths of any ESC department.</b>				
<b>Please provide suggestions for areas in need of improvement on any services rendered from ESC departments.</b>				
<b><i>Professional Development</i></b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I believe that learning experiences are provided to me that will enhance my professional growth				
Job specific professional development opportunities are available to me.				
Professional development opportunities provided to me are directly aligned to the District's Strategic Plan				
<b>Please provide comments on the strengths of any ESC department.</b>				
<b>Please provide suggestions for areas in need of improvement on any services rendered from ESC departments.</b>				
<b><i>Collaboration</i></b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
My input is solicited and utilized in decisions made that are applicable to my department.				
I am provided opportunities to collaborate within my department.				
I take advantage of those opportunities to collaborate within my department.				
I take advantage of opportunities to collaborate with colleagues in other departments				
I am involved in collaboration regarding District-wide initiatives (i.e., committee work or Strategic Plan).				
<b>Please provide comments on the strengths of any ESC department.</b>				
<b>Please provide suggestions for areas in need of improvement on any services rendered from ESC departments.</b>				

## 2005/06 School Culture Survey (Elementary Students)

	When I am at school, I feel:	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I belong.				
2.	I am safe.				
3.	I have fun learning.				
4.	I like this school.				
5.	This school is good.				
6.	I have freedom at school.				
7.	I have choices in what I learn.				
8.	My teacher treats me with respect.				
9.	My teacher cares about me.				
10.	My teacher thinks I will be successful.				
	When I am at school, I feel:	Strongly Disagree	Disagree	Agree	Strongly Agree
11.	My teacher listens to my ideas.				
12.	My principal cares about me.				
13.	My teacher is a good teacher.				
14.	My teacher believes I can learn.				
15.	I am recognized for good work.				
16.	I am challenged by the work my teacher asks me to do.				
17.	The work I do in class makes me think.				
18.	I know what I am supposed to be learning in my classes.				
19.	I am a good student.				
20.	I can be a better student.				
	When I am at school, I feel:	Strongly Disagree	Disagree	Agree	Strongly Agree
21.	Very good work is expected at my school.				
22.	I behave well at school.				
23.	Students are treated fairly by teachers.				
24.	Students are treated fairly by the principal.				
25.	Students are treated fairly by the staff on lunch and/or recess duty.				
26.	Students at my school treat me with respect.				
27.	Students at my school are friendly.				
28.	I have lots of friends.				
29.	I have support for learning at home.				
30.	My family believes I can do well in school.				
31.	What do you like about this school?				
31.	What do you wish were different at this school?				
33.	What do you wish I would have asked you about your school?				

The above survey was taken from Data Analysis for Comprehensive School wide Improvement by Victoria Bernhardt and approved by the Wisconsin Department of Public Instruction (DPI).

**Draft****Attachment 2B  
Draft****2005/06 School Culture Survey (Secondary Students)**

		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1.	I feel safe at this school.				
2.	I feel like I belong at this school.				
3.	I feel challenged at this school.				
4.	I have opportunities to choose my own projects.				
5.	I understand how to apply what I learn at school to real-life situations.				
6.	I feel like I am in charge of what I learn.				
7.	Teachers encourage me to assess the quality of my own work.				
8.	This school is preparing me well for what I want to do after high school.				
9.	I assess my own work.				
10.	I am treated with respect by teachers.				
		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
11.	I am treated with respect by school administrators.				
12.	I am treated with respect by school deans.				
13.	I am treated with respect by office staff.				
14.	I am treated with respect by other students at this school.				
15.	The people most responsible for what I learn are my teachers.				
16.	The work at this school is challenging.				
17.	I find what I learn in school to be relevant to real life.				
18.	I feel successful at school.				
19.	The person most responsible for what I learn is myself.				
20.	School is fun here.				
		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
21.	I like this school.				
22.	I think this is a good school.				
23.	I like the students at this school.				
24.	Students at this school like me.				
25.	I like to learn.				
26.	Doing well in school makes me feel good about myself.				
27.	I am doing my best in school.				
28.	Students at this school have opportunities to learn from each other.				

29.	Students at this school have opportunities to learn about each other.				
30.	Participating in extracurricular activities is important to me.				
31.	Students at this school respect other students who are different than they are.				
	My teachers	Strongly Disagree	Disagree	Agree	Strongly Agree
32.	Expect students to do their best				
33.	Expect me to do my best				
34.	Are understanding when students have personal problems				
35.	Set high standards for achievement in their classes				
36.	Help me gain confidence in my ability to learn				
37.	Have confidence in me				
38.	Know me well				
39.	Listen to my ideas				
40.	Care about me				
41.	Make learning fun				
42.	Are excited about the subject they teach				
43.	Give me individual attention when I need it				
44.	Challenge me to do better				
	I am ready for the real world in reference to:	Strongly Disagree	Disagree	Agree	Strongly Agree
45.	My ability to write				
46.	My ability to read				
47.	My ability with mathematics				
48.	My ability to present information				
49.	My technology skills.				
	In my classes, time is spent:	Strongly Disagree	Disagree	Agree	Strongly Agree
50.	Listening to the teacher talk				
51.	In whole-class discussions				
52.	Working in small groups				
53.	Reading				
54.	Answering questions for a book or worksheet				
55.	Working on projects or research				
56.	Doing work that I find meaningful				
57.	Using computers				
	I work well when:	Strongly Disagree	Disagree	Agree	Strongly Agree
58.	I am working on projects or research				
59.	The teacher is leading a discussion with the whole class				
60.	I am working in a small group				
61.	I am working by myself				

62.	What do you like about this school?
63.	What do you wish were different at this school:
64.	What do you wish I would have asked you about your school?

The above survey was taken from Data Analysis for Comprehensive School wide Improvement by Victoria Bernhardt and approved by the Wisconsin Department of Public Instruction (DPI).

## School Culture Survey 2006

*Please fill in only one bubble per each question.*

At what level do you teach/work?

**Elementary**

☐

**Middle School**

☐

**High School**

☐

Fill in the bubble to the right of the school you teach/work at.

**High School**

Bradford ☐

Hillcrest ☐

Indian Trail ☐

Lakeview Tech ☐

Reuther ☐

Tremper ☐

**Middle School**

Bullen ☐

Lance ☐

Lincoln Middle ☐

Mahone ☐

McKinley Middle ☐

Paideia ☐

Washington ☐

Bose ☐

Brompton ☐

Chavez Learning Station ☐

Columbus ☐

Dimensions of Learning ☐

Durkee ☐

Forest Park ☐

Frank ☐

Grant ☐

Grewenow ☐

Harvey ☐

Jefferson ☐

Jeffery ☐

Lincoln Elementary ☐

**Elementary**

McKinley Elementary ☐

EBSOLA ☐

Pleasant Prairie ☐

Prairie Lane ☐

Roosevelt ☐

Somers ☐

Southport ☐

Stocker ☐

Strange ☐

Vernon ☐

Whittier ☐

Wilson ☐

Answer questions 1 thru 35 below indicating to what degree each statement best describes the conditions at your school.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. Staff utilizes professional networks to obtain information and resources for classroom instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Leaders value staff's ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Staff have opportunities for dialogue and planning across grades and subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Staff trusts each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Staff supports the mission of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Staff and parents have common expectations for student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Leaders in this school trust the professional judgments of staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Staff spends considerable time planning together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Staff regularly seek ideas from seminars, colleagues, and conferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Staff is willing to help out whenever there is a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Leaders take time to praise staff that perform well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The school mission provides a clear sense of direction for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Parents trust staff's professional judgments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Staff is involved in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Staff takes time to observe each other working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Professional development is valued by the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Staff's ideas are valued by other staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Leaders in our school facilitate staff working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Staff understands the mission of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Staff is kept informed on current issues in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
21. Staff and parents communicate frequently about student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. My involvement in policy or decision making is taken seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Staff is generally aware of what other teachers are teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Staff maintains a current knowledge base about the learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Staff works cooperatively in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Staff is rewarded for experimenting with new ideas and techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. The school mission statement reflects the values of the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Leaders support risk-taking and innovation in teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Staff works together to develop and evaluate programs and projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. The faculty values school improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Staff performance reflects the mission of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Administrators protect instruction and planning time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Teaching practice disagreements are voiced openly and discussed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Staff is encouraged to share ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Students generally accept responsibility for their schooling. (i.e., they engage mentally in class and complete homework assignments.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

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**Link to Additional Documents for  
Regular School Board Meeting Agenda  
April 24, 2006**