



REGULAR MONTHLY BOARD MEETING

May 22, 2012

7:00 P.M.

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



- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards
 - Educational Equity/Diversity Award 2012 – AAUW
 - Battle of the Books - First Place Team - EBSOLA
 - Northwestern University Midwest Academic TalentSearch Perfect Math Score
 - Future Teacher Educators Essay Contest - Second Place Winner
 - 2012 Rotary Vocational Student Awards
 - Wisconsin Newspaper Association’s 2011-12 High School “Better Newspaper Contest” – Indian Trail High School & Academy
 - Maestro Award - Heritage Festival of Music – Bradford High School
 - German Day Competition – Second Place Team – Tremper High School
 - Resolution No. 289 – Resolution of Appreciation to Pam Stevens Page 1
- IV. Administrative and Supervisory Appointments
- V. Introduction and Welcome of Student Ambassador
- VI. Legislative Report
- VII. Views and Comments by the Public
- VIII. Remarks by the President
- IX. Superintendent’s Report
- X. Consent Agenda
 - A. Consent/Approve Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations..... Page 2
 - B. Consent/Approve Minutes of 4/23/12 Organizational Meeting, 4/23/12 Regular Meeting, and 4/23/12 Special Meeting and Executive Session..... Pages 3-13

SCHOOL BOARD AGENDA

Page 2

May 22, 2012

- C. Consent/Approve Summary of Receipts, Wire Transfers and Check Registers Pages 14-15
- D. Consent/Approve Policy and Rule 4320 - Individual Employment Contracts Pages 16-18 (Second Reading)

- XI. Old Business
 - A. Discussion/Action Supplemental Head Start Federal Grant Cost of Living Adjustment..... Page 19
 - B. Discussion/Action Mary Frost Ashley Charitable Trust Pages 20-25
 - C. Discussion/Action Kenosha eSchool Charter Contract Renewal Pages 26-43
 - D. Discussion/Action Harborside Academy Charter Contract Renewal Pages 44-66
 - E. Discussion/Action Audit Services Pages 67-68

- XII. New Business
 - A. Discussion/Action Open Enrollment Applicants For School Year 2012-2013..... Pages 69-74
 - B. Discussion/Action Donations to the District..... Page 75

- XIII. Other Business as Permitted by Law
 - Tentative Schedule of Reports, Events and Legal Deadlines For School Board (May-June) Page 76
- XIV. Predetermined Time and Date of Adjourned Meeting, If Necessary
- XV. Adjournment

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Kenosha, Wisconsin

Resolution of Appreciation

to

Pam Stevens

WHEREAS, Pam Stevens was elected to the Board of Education of the Kenosha Unified School District in April 2003, and then served three, three-year terms on the Board; and

WHEREAS, she served two terms as president, three terms as vice-president, one term as clerk, and two terms as treasurer while on the Board; and

WHEREAS, during her tenure on the Board she served on the following Committees: Curriculum/Program; PR/Goals/Legislative; Audit/Budget/Finance; and, Personnel/Policy; and

WHEREAS, she has been a strong supporter of quality educational programs and facilities for **all** children, with a particular interest in reading programs, as she provided leadership in reducing the number of reading programs in the District when she first was elected to the Board from eight to two, in order to promote consistency; and

WHEREAS, during her term in office the District made significant progress in communications with parents as she provided leadership in the creation of a public relations/legislative committee, and became its first chairperson, during which time she championed for more input from the District on policies and statutes on the state level; and

WHEREAS, the voice of students and their role in decision-making increased during her term in office as she provided leadership in the creation of a Student Ambassador seat during Board meetings; and

WHEREAS, her service was characterized by conviction, determination, attention to detail, in-depth knowledge of educational issues, and fortitude as she lead the district in the beginning of its litigation regarding the CDO financial difficulties; and

WHEREAS, during her term in office, the District made significant progress with the construction of Edward Bain School of Language and Art, Brass Community School, Cesar Chavez Learning Station, Nash Elementary School, Prairie Lane addition and renovation, Bradford and Tremper athletic additions, and Indian Trail High School and Academy addition and renovation; and

WHEREAS, during her term in office, she missed only two committee meetings, and she did not miss one regular school board meeting;

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

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education, and that a signed copy be presented to Pam Stevens in recognition of her service to the Kenosha Unified School District No. 1.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution No. 289
May 22, 2012*

This page intentionally left blank

Kenosha Unified School District No. 1
Kenosha, WI
May 22, 2012

The Human Resources recommendations regarding the following actions:

Action	Board Date	code	Staff	Last Name	First Name	School/Dept	Position	Effective Date	Yrs of Svc	Salary	Reason	Step / Level	Letter or Contract
Resignation	5/8/12		Instructional	McAdams	Carly	KTEC	English	3/30/12	2	\$7,824.00	Resignation/Relocation	No	Contract
Early Retirement	5/8/12		Instructional	Kirsch	Sharon	Vernon Elementary School	Kindergarden	6/12/12	23	\$74,693.00	Status Correction: Early Retirement	No	Contract
Retirement	5/8/12		ESP	Jackson	Visitacion	Prairie Lane Elementary	High Enrollment FEJAF	6/11/12	26	\$17,211	Retirement	No	Contract
Early Retirement	5/8/12		Service	Lemke	Michael	Facility Services	Head Custodian	6/18/12	22	\$21,999	Early Retirement	No	Contract
Early Retirement	5/8/12		Service	Havican	Thomas	Facility Services	Electrical Mechanic	6/22/12	23	\$24,577	Early Retirement	No	Contract
Early Retirement	5/8/12		Service	Krok	Roger	Facility Services	Night Custodian - Third Shift	4/30/12	19	\$20,866	Early Retirement	No	Contract
Retirement	5/8/12		Instructional	Wacker	Anmarie	Bradford	Science	6/12/12	42	\$74,693.00	Retirement	No	Contract
Early, Early Retirement	5/8/12		Instructional	Gaudio	Linda	Forest Park Elementary	Grade 1	6/12/12	16	\$61,935.00	Early, Early Retirement	No	Contract
Early, Early Retirement	5/8/12		Instructional	Magnus	Maredda	Athletics	Physical Education	6/12/12	27	\$74,693.00	Early, Early Retirement	No	Contract
Early Retirement	5/8/12		Instructional	Hund	Beverly	Jeffery Elementary School	Grade 1	6/12/12	42	\$74,693.00	Early Retirement	No	Contract
Early, Early Retirement	5/8/12		Instructional	Powell	Gary	Forest Park Elementary	Library Media Specialist	6/12/12	22	\$68,750.00	Early, Early Retirement	No	Contract
Resignation	5/8/12		Instructional	Kennedy	Jed	Bradford High School	Dean of Students	6/12/12	5	\$48,169.00	Resignation	No	Contract
Resignation	5/8/12		Instructional	Chase	Susan	Bradford High School	Business	4/4/12	6	\$57,143.00	Resignation: Personal	No	Contract
Early, Early Retirement	5/8/12		Instructional	Smith	Ann	Somers Elementary School	Instructional Coach	6/12/12	15	\$74,693.00	Early, Early Retirement	No	Contract
Resignation	5/8/12		ESP	Brashaw	Sara	Somers Elementary School	Special Education	6/11/12	8	\$14,644	Resignation	No	Contract
Early Retirement	5/8/12		Service	Brown	Bruce	Facility Services	Day Custodian - First Shift	5/31/12	25	\$42,640.00	Early Retirement	No	Contract
Early, Early Retirement	5/8/12		Instructional	LaMacchia	Candace	Bradford	L.D.	6/12/12	33	\$74,693.00	Early, Early Retirement	No	Contract
Early, Early Retirement	5/8/12		Instructional	Sesser	Mary	Bradford	English	6/12/12	19	\$70,323.00	Early, Early Retirement	No	Contract
Resignation	5/8/12		Instructional	Anderson	Frances	Dept. of Special Education	Teacher of the Homeless	6/12/12	13	\$59,754.40	Resignation	No	Contract
Early Retirement	5/8/12		Service	Madsen	Chris	Facility Services	H. V. A. C. Mechanical	10/8/12	23	\$51,106.60	Early Retirement	No	Contract
Retirement	5/8/12		Instructional	Bevas	Carmen	Reuther Central High School	Guidance	6/12/12	22	\$74,693.00	Retirement	No	Contract
Leave of Absence	5/8/12		Instructional	Bott	Dana	Pleasant Priarie Elementary School	Grade 5	5/15/12	5	\$70,323.00	Child Rearing Yr. 1	No	Contract
Early Retirement	5/8/12		Service	Slater	Darlene	Food Services	Line Supervisor	6/15/12	23	\$18,944	Early Retirement	No	Contract
Early Retirement	5/8/12		Service	Rivera	Heidi	Facility Services	Custodian - Second Shift	12/7/12	21	\$20,500	Early Retirement	No	Contract
Early Retirement	5/8/12		ESP	Covelli	LuAnn	Wilson Elementary School	Head Start	6/8/12	21	\$16,211	Early Retirement	No	Contract
Resignation	5/8/12		Instructional	Handler	Amber	Bullen Middle School	Math	6/12/12	4	\$40,657.00	Resignation	No	Contract
Early, Early Retirement	5/8/12		Instructional	Whitlock	Elizabeth	Southport Elementary School	Cross Categorical	6/12/12	24	\$74,693.00	Early, Early Retirement	No	Contract
Early Retirement	5/8/12		Service	Brown	Daniel	Facility Services	General Maintenance	6/29/12	17	\$24,577	Early Retirement	No	Contract
Resignation	5/8/12		Instructional	Lovelace	Karen	Lance Middle School	Dean of Students	6/12/12	13	\$74,693.00	Resignation	No	Contract
Resignation	5/8/12		ESP	Huzzie	Sheila	Somers Elementary School	Special Education	6/11/12	7	\$13,644	Resignation	No	Contract
Early Retirement	5/8/12		ESP	Ade	Shirley	Somers Elementary School	Special Education	6/11/12	24	\$16,211	Early Retirement	No	Contract
Resignation	5/8/12		Instructional	Schwenn	Lois	Dept. of Special Education	L.D. Program Support	6/12/12	13	\$74,693.00	Resignation	No	Contract
Retirement	5/8/12		Instructional	Mattern	Patricia	Indian Trail Academy	History	9/19/12	14	\$61,935.00	Retirement	No	Contract
Resignation	5/8/12		ESP	Noriega	Edna	Cesar Chavez Learning Station	Head Start	4/27/12	5	\$14,022	Resignation	No	Contract
Early Retirement	5/8/12		Service	Symonds	William	Facility Services	Custodian - Day	5/31/12	23	\$20,500	Early Retirement	No	Contract
Early Retirement	5/8/12		ESP	Kisielewski	Diana	Greenow Elementary School	Special Education	6/11/12	26	\$16,211	Early Retirement	No	Contract
Leave of Absence	5/8/12		Instructional	Winden	Tricia	Bullen Middle School	Math	8/29/12	9	\$62,179.00	Child Rearing Yr. 1 (2nd Child)	No	Contract
Resignation	5/8/12		Administration	McCray	Nathan	School Leadership - Elementary	Principal	6/30/12	2	\$89,863.00	Resignation/Personal	No	Contract
Resignation	5/8/12		Administration	Brown-Gurley	Vickie	Office of Superintendent	Asst. Superintendent - Teach	6/30/12	3	\$134,737.00	Resignation	No	Contract
Early Retirement	5/8/12		Administration	Middleton	Nancy	Information Services	Supervisor - Systems & Progr	6/30/12	15	\$87,164.00	Early Retirement	No	Contract
Separation	5/8/12		Technical	Savaglio	Joseph	Office of Communications	Media Production Technician	6/30/12	6	\$54,568.00	Separation/Job Elimination	No	Contract
Separation	5/8/12		Administration	Honore	Daniel	Office of Educational Accountability	Director of Information Service	6/30/12	13	\$120,471.00	Separation/Job Elimination	No	Contract
Resignation	5/22/12	**	Instructional	Trost	Ruth	Bradford High School	Special Education - L. D.	6/12/12	5	\$46,730.00	Resignation	No	Contract
Retirement	5/22/12	**	Service	Haqopian	Dorothy	Food Services	Food Service Helper - 1	6/8/12	25	\$17,111	Retirement	No	Contract
Early Retirement	5/22/12	**	ESP	LaCount	Cheryl	Lance Middle School	Technology	6/16/12	21	\$16,211	Early Retirement	No	Contract
Resignation	5/22/12	**	ESP	Perez	Edgar	Bradford High School	AV/TV/Media	5/10/12	25	\$13,022	Resignation	No	Contract
Early Retirement	5/22/12	**	Secretarial	Huber	Joan	Lance Middle School	Head Secretary - 12 Month	8/30/12	25	\$20,944	Early Retirement	No	Contract
Resignation	5/22/12	**	Miscellaneous	Acerbi	Sharon	Reuther Central High School	Student Support Specialist	6/29/12	4	\$15,644	Resignation	No	Contract
Retirement	5/22/12	**	Miscellaneous	Ludeman	Sherry	Cesar Chavez Learning Station	Pre-School Associate	6/12/12	41	\$18,500	Retirement	No	Contract
Separation	5/22/12	**	Instructional	Webb	Rhonda	Human Resources	Teacher on Leave	5/1/12	12	\$48,440.00	Separation	No	Contract
Separation	5/22/12	**	Instructional	Raymond	Morris	Human Resources	Teacher on Leave	5/8/12	9	\$60,131.00	Separation	No	Contract
Separation	5/22/12	**	Instructional	Thompson	Linda	Human Resources	Teacher on Leave	5/2/12	13	\$32,546.56	Separation	No	Contract
Early Retirement	5/22/12	**	Service	Hammond	Kevin	Facility Services	General Utility Worker	6/29/12	35	\$24,577	Early Retirement	No	Contract
Early, Early Retirement	5/22/12	**	Instructional	Sell	Janet	Edward Bain School of Language & Art	Grade 2	6/12/12	21	\$61,935.00	Early, Early Retirement	No	Contract

This page intentionally left blank

ORGANIZATIONAL MEETING OF THE
KENOSHA UNIFIED SCHOOL BOARD
HELD APRIL 23, 2012

An organizational meeting of the Kenosha Unified School Board was held on Monday, April 23, 2012, at 6:30 P.M. in the ESC Board Meeting Room. Mrs. Snyder, President, presided.

Mrs. Snyder called the meeting to order at 6:38 P.M. with the following members present: Ms. Stevens, Mrs. Taube, Mr. Bryan, Mrs. Coleman, Mr. Gallo, Mr. Nuzzo, and Mrs. Snyder.

Mrs. Snyder opened the meeting by announcing that this was the organizational meeting of the School Board of Kenosha Unified School District No. 1. Notice of this organizational meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's Office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's Office.

Ms. Busby asked Mrs. Snyder, Mr. Bryan, and Mrs. Coleman to step forward and repeat the Oath of Office. Ms. Busby formally swore in Mrs. Snyder, Mr. Bryan, and Mrs. Coleman who were elected to three-year terms at the April 3, 2012 election.

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

Mr. Gallo moved to nominate Mrs. Snyder for President. Mr. Bryan seconded the motion. Unanimously approved.

Mr. Nuzzo moved to nominate Mr. Gallo for Vice-President. Mrs. Coleman seconded the motion. Unanimously approved.

Mrs. Taube moved to nominate Mr. Bryan for Treasurer. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Bryan moved to nominate Mrs. Taube for Clerk. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Taube moved to nominate Ms. Busby for Board Secretary. Ms. Stevens seconded the motion. Unanimously approved.

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

Ms. Stevens moved that the School Board adopt the Schedule of Authorized Public Depositories as contained in the agenda. Mr. Nuzzo seconded the motion. Unanimously approved.

Ms. Stevens moved that the School Board approve the Legal Services as contained in the agenda. Mrs. Taube seconded the motion. Unanimously approved.

Ms. Stevens moved that the Board authorize the President's signature to appear on all checks as the third signature with the Clerk and Treasurer and authorize the use of facsimile signatures of the President, Clerk and Treasurer on all checks. Mrs. Coleman seconded the motion. Unanimously approved.

The voting order will be Ms. Stevens, Mrs. Taube, Mr. Gallo, Mr. Nuzzo, Mr. Bryan, Mrs. Coleman, and Mrs. Snyder.

Meeting adjourned at 6:50 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD APRIL 23, 2012

A regular meeting of the Kenosha Unified School Board was held on Monday, April 23, 2012, at 7:00 P.M. in the Board Room of the Educational Support Center. Mrs. Snyder, President, presided.

The meeting was called to order at 7:01 P.M. with the following Board members present: Ms. Stevens, Mrs. Taube, Mr. Gallo, Mr. Nuzzo, Mr. Bryan, Mrs. Coleman, and Mrs. Snyder. Dr. Hancock was also present.

Mrs. Snyder, 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.

Mr. Gary Vaillancourt, Chief Communications Officer, presented the Youth Art Month Awards, the Wisconsin Girls Badger State Wrestling Champions Awards, the National Wrestling Finalist Award, the MATC Remotely Operated Vehicle Regional Competition Awards, the Kenosha/Regional Science Engineering Fair Awards, the State Science Fair Finalist Awards, and the Outstanding Coaches – Kenosha Girls Wrestling Club Awards.

There were no Administrative or Supervisory Appointments.

There was no Student Ambassador.

Mr. Bryan gave the Legislative Report.

Views and comments were made by the public.

Mrs. Snyder made her remarks.

Dr. Hancock gave the Superintendent's Report.

The Board considered the following Consent-Approve items:

Consent-Approve item X-A – Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations as presented.

Consent-Approve item X-B – Minutes of the 3/27/12 Special Meeting of Electors and 3/27/12 Regular Meeting as presented in the agenda.

Consent-Approve item X-C – Summary of Receipts, Wire Transfers and Check Registers submitted by Ms. Heather Kraeuter, Accounting Supervisor; Mrs. Tina Schmitz,

Chief Financial Officer; Mrs. Sheronda Glass, Assistant Superintendent of Business Services; and Dr. Hancock, excerpts follow:

“It is recommended that the March 2012 cash receipts deposits totaling \$645,978.16, and cash receipt wire transfers-in totaling \$39,669,240.47, be approved.

Check numbers 479720 through 481110 totaling \$12,687,203.31, and general operating wire transfers-out totaling \$254,488.35, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the March 2012 net payroll and benefit EFT batches totaling \$13,602,140.10, and net payroll check batches totaling \$8,057.58, be approved.”

Consent-Approve item X-D – Policy/Rule 6456 – Graduation Requirements submitted by Mr. Daniel Tenuta, Assistant Superintendent of Secondary School Leadership, and Dr. Hancock, excerpts follow:

“Kenosha Unified School District Policy/Rule 6456, Graduation Requirements, addresses academic credits for mastery of standards to award a Kenosha Unified School District Diploma. Last school year this policy was reviewed to determine the financial impact on the district budget. High School Principals, Teaching and Learning Coordinators and Assistant Superintendents studied the high school graduation requirements and practices and recommended changes. These changes were approved by the Board of Education on April 26, 2011.

During the 2010/2011 school year our School District developed a Transformational Design Plan which was approved by the Board of Education on December 14, 2010. Various implementation components of this plan were presented and approved by the Board of Education as part of preliminary consideration of the 2012/2013 budget on February 28, 2012. Within this Transformation Plan was a change in the Graduation Requirements for students starting with the class of 2016. This change requires all students to participate in an online course or participate in an approved class with a high quality online component. In addition to this change, clarification language is also being added to the policy for Social Studies and Service learning.

At its March 13, 2012 meeting, the Personnel/Policy and Curriculum/Program Committees voted to forward proposed changes to Policy/Rule 6456 to the full Board for a first and second reading. The Board approved revised Policy/Rule 6456 as a first reading on March 27, 2012.

Administration recommends that the School Board approve revised Policy/Rule 6456 – Graduation Requirements as a second reading this evening.”

Consent-Approve item X-E – Policy/Rule and Administrative Regulation 6620 – Library Resources submitted by Mrs. Annie Fredriksson, Coordinator of Instructional Technology and Library Media; Mrs. Vickie Brown-Gurley, Assistant Superintendent of Teaching and Learning; and Dr. Hancock, excerpts follow:

“Students and Staff throughout the district utilize dynamic student-centered library media resources that are designed to promote and support information literacy. Policy and Rule 6620, Library Resources, has been reviewed and updated by the Department of Library Media to reflect current information. The Administrative Regulation 6620 is being removed, and the procedural information from both this Administrative Regulation and Policy has been relocated to the Library Services page on My Big Campus.

At its March 13, 2012 meeting, the Personnel/Policy and Curriculum/Program Committees voted to forward proposed changes to Policy/Rule 6620 to the full Board for a first and second reading. The Board approved revised Policy/Rule 6620 as a first reading on March 27, 2012.

Administration recommends that the School Board approve the changes to Policy and Rule 6620 Library Resources as a second reading this evening.”

Consent-Approve item X-F – Policy/Rule 6460 – Testing Programs submitted by Ms. Susan Valeri, Director of Special Education and Student Support; Mrs. Brown-Gurley; and Dr. Hancock, excerpts follow:

“Information contained within Policy and Rule 6460, Testing Programs was affirmed in 1990 and revised in 2008. The Policy is revised to align with current practice and the Individual Educational Program Team process and renamed Testing/Assessment.

At its March 13, 2012 meeting, the Personnel/Policy and Curriculum/Program Committees voted to forward proposed changes to Policy/Rule 6460 to the full Board for a first and second reading. The Board approved revised Policy/Rule 6460 as a first reading on March 27, 2012.

Administration recommends that the School Board approve revised Policy and Rule 6460 - Testing/Assessment as a second reading this evening.”

Consent-Approve item X-G – Policy/Rule 6461 – Parental Consent for Testing and Policy/Rule 6462 – Non-Discrimination Testing/Assessment submitted by Ms. Valeri, Mrs. Brown-Gurley, and Dr. Hancock, excerpts follow:

“Policy/Rule 6461, Parental Consent for Testing and Policy/Rule 6462 Non-Discrimination Testing/Assessment have been reviewed by the Special Education Department. It was determined that the information in these policies be eliminated as they are better addressed and contained in the Special Education and Student Support Program and Procedure Manual.

At its March 13, 2012 meeting, the Personnel/Policy and Curriculum/Program Committees voted to forward the recommendation for removal of Policy/Rule 6461 and 6462 to the full Board for a first and second reading. The Board approved removal of Policy/Rule 6461 and 6462 as a first reading on March 27, 2012.

Administration recommends that the School Board approve the removal of Policy and Rule 6461, Parental Consent for Testing, and Policy and Rule 6462, Non-Discrimination Testing/Assessment as a second reading this evening.”

Consent-Approve item X-H – Policy/Rule 4310 – Instructional Staffing submitted by Mrs. Teresa Osborne-Short, Director of Human Resources; Mrs. Glass; and Dr. Hancock, excerpts follow:

“Information contained within Policy and Rule 4310 that pertains to instructional staffing is no longer relevant and will be addressed under a separate policy called Zero-Based Budget Timelines.

At its March 13, 2012 meeting, the Personnel/Policy committee voted to forward the recommendation for removal of Policy/Rule 4310 to the full Board for a first and second reading. The Board approved removal of Policy/Rule 4310 as a first reading on March 27, 2012.

Administration recommends that the School Board approve the recommendation for removal of Policy and Rule 4310, Instructional Staffing as a second reading this evening.”

Consent-Approve item X-I – Policy/Rule 4340 – Substitute Personnel Employment – Removal submitted by Mrs. Osborne-Short, Mrs. Glass, and Dr. Hancock, excerpts follow:

“Information contained within Policy and Rule 4340 - Substitute Personnel Employment was affirmed in 1991 and revised in 2000 to include the new call in system at that time. Currently, substitute teachers have a collective bargaining agreement that defines their employment, and funding for substitutes is addressed in the annual budget process. Decisions related to assignments of substitutes are based on the instructional needs of the school, class and student. The current automated system is outlined in detail for substitutes and administrators. Information regarding updates to the system is disseminated through the office of Human Resources as needed.

Therefore, removal of Policy and Rule 4340 is recommended.

At its March 13, 2012 meeting, the Personnel/Policy Committee voted to forward the recommendation for removal of Policy and Rule 4340 to the full Board for a first and second reading. The Board approved removal of Policy/Rule 4340 as a first reading on March 27, 2012.

Administration recommends that the School Board approve the recommendation for removal of Policy and Rule 4340 - Substitute Personnel Employment as a second reading this evening.”

Consent-Approve item X-J – Policy/Rule 4350 – Instructional Staff Assignments and Transfers – Removal submitted by Mrs. Osborne-Short, Mrs. Glass, and Dr. Hancock, excerpts follow:

“Information contained within Policy and Rule 4350 that pertains to instructional staff assignments and transfers is no longer relevant or is addressed in another Policy or District Plan.

At its March 13, 2012 meeting, the Personnel/Policy Committee voted to forward the recommendation for removal of Policy/Rule 4350 to the full Board for a first and second reading. The Board approved removal of Policy/Rule 4350 as a first reading on March 27, 2012.

Administration recommends that the School Board approve the recommendation for removal of Policy and Rule 4350 - Instructional Staff Assignments and Transfers as a second reading this evening.”

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

Mrs. Schmitz presented the World Language Software Costs submitted by Mrs. Schmitz, Mrs. Brown-Gurley, and Dr. Hancock, excerpts follow:

“Administration at its April 3, 2012 Curriculum/Program and Audit/Budget/Finance Committee meetings presented an update on the World Language program included in the Transformation Plan. The funding to support this program was outlined in that update.

The Kenosha Unified School District Transformation Plan, Goal #3; Strategy A calls for the reduction of use of textbooks and a move to use more on-line and computer resources. In support of Transformation Goal #3 central office textbook monies from the 2011-12 school year have been reallocated to support blended, personalized world language opportunities all kindergarten through eighth grade students. Making the financial commitment this year provides the opportunity to train staff before the school year ends in June. It also allows sufficient time for buildings to begin planning the cultural and authentic learning that will supplement the language programs. Each program requires that students have access to a headset with a microphone for usage. The budget includes the price for one set of thirty-five headphones for each elementary site for the Rosetta Stone program. Headsets with microphones are included in the Tell Me More pricing. The budget information is included in the appendix.

The Teaching and Learning Department has committed the total expected cost of \$350,624 from its current year (2011/2012) budget and will continue to allocate a budget amount to support the ongoing annual cost of the Tell Me More® and Rosetta Stone® software. Future annual costs are expected to be approximately \$315,000 (\$125k Tell Me More® and \$190k Rosetta Stone®).

The Audit/Budget/Finance Committee reviewed the above costs and agreed to forward to the full Board for consideration at its April 23, 2012 Board meeting. Administration recommends that the Board approve the use of fiscal 2011-2012 budget funds to purchase the Tell Me More® and Rosetta Stone® software to be used in the World Language Program.”

Mr. Nuzzo moved to approve the use of fiscal 2011-12 budget funds to purchase the Tell Me More® and Rosetta Stone® software to be used in the World Language Program. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Glass presented Policy/Rule 4320 – Individual Employment Contracts submitted by Mrs. Osborne-Short, Mrs. Glass, and Dr. Hancock, excerpts follow:

“Information contained within Policy and Rule 4320, was affirmed in 1991 and revised in 2000. The Policy is revised to define the issuing of employment contracts in accordance with state law, Wisconsin Statute 118.24(6) School District Administrator. The procedure outlined in Rule 4320 reflects current practice.

At its April 3, 2012 meeting, the Personnel/Policy Committee voted to forward proposed changes to Policy and Rule 4320 to the full Board for a first and second reading.

Administration recommends that the School Board approve revised Policy and Rule 4320, Individual Employment Contracts as a first reading this evening and as a second reading on May 22, 2012.”

Ms. Stevens moved to approve revised Policy/Rule 4320 - Individual Employment Contracts as a first reading this evening and as a second reading on May 22, 2012. Mrs. Taube seconded the motion. Unanimously approved.

Mrs. Karen Davis, Assistant Superintendent of Elementary School Leadership, presented the Brompton School Charter Contract submitted by Mrs. Suzanne Loewen, Principal at Brompton School; Mrs. Schmitz; Mrs. Davis; and Dr. Hancock, excerpts follow:

“On May 13, 1997, the initial Brompton school proposal was presented to the Board of Education. At that time, the Board approved a three-year charter contract with the Brompton School. On May 23, 2000, the School Board approved a two-year renewal charter contract with the Brompton School. The two-year contract matched the time frame of the Brompton lease with Saint Elizabeth Parish. On February 26, 2002, the School Board approved a five-year charter renewal with a lease agreement with the Baptist Tabernacle Church. On May 22, 2007, the School Board approved a five-year charter renewal with a lease agreement with The Baptist Tabernacle. On December 20, 2011, the School Board approved the relocation of The Brompton School to Vernon Elementary School. At this time, The Brompton School Governance Board is requesting an additional five-year charter renewal to continue as a KUSD charter school, and is also requesting approval to expand from a K-5 elementary school to a K-8 school.

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

At its April 3, 2012 meeting, the Curriculum/Program Committee voted to forward the Brompton Charter Contract renewal to the full Board for consideration. Administration recommends that the School Board approve the proposed 2012-2017 Brompton School Charter Contract as presented.”

Ms. Stevens moved to approve 2012-2017 Brompton School Charter Contract. Mr. Nuzzo seconded the motion. Unanimously approved.

Mrs. Snyder presented the Donations to the District as contained in the agenda.

Ms. Stevens moved to approve the Donations to the District as presented in the agenda. Mr. Bryan seconded the motion. Unanimously approved.

Meeting adjourned at 7:45 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD ON APRIL 23, 2012

A special meeting of the Kenosha Unified School Board was held on Monday, April 23, 2012, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 7:52 P.M. with the following members present: Ms. Stevens, Mrs. Taube, Mr. Gallo, Mr. Nuzzo, Mrs. Coleman, and Mrs. Snyder. Mr. Bryan arrived later. Dr. Hancock, Mrs. Davis, Mrs. Glass, Mrs. Schmitz, Mr. Finnemore, and Mr. Vaillancourt were also present.

Mrs. Snyder, 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.

Mrs. Snyder announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Problems and Position Assignments, Property: Sale, and Collective Bargaining Deliberations.

Mr. Nuzzo moved that this executive session be held. Mr. Gallo seconded the motion.

Roll call vote. Ayes: Ms. Stevens, Mrs. Taube, Mr. Gallo, Mr. Nuzzo, Mrs. Coleman, and Mrs. Snyder. Noes: None. Unanimously approved.

Mr. Gallo moved to adjourn to executive session. Mrs. Taube seconded the motion. Unanimously approved.

Mr. Bryan arrived at 7:55 P.M.

1. Property: Sale

Mr. Finnemore updated Board members on a property sale and a brief discussion followed.

Mr. Finnemore was excused at 8:10 P.M.

2. Personnel: Problems and Position Assignments

Ms. Glass updated Board members on a Personnel issue and a brief discussion followed.

3. Collective Bargaining Deliberations

Ms. Glass updated Board members on collective bargaining issues and a brief discussion followed.

Meeting adjourned at 8:34 P.M.

Stacy Schroeder Busby
School Board Secretary

This page intentionally left blank

Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
May 22, 2012

CASH RECEIPTS	reference	total
April 2012 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>aids register receipts</i>	\$ 2,307,887.14
District Municipalities	<i>tax settlement - February payment</i>	1,131,840.83
Johnson Bank	<i>account interest</i>	3.40
Bankcard Services	<i>food services credit card receipts (net of fees)</i>	128,651.75
Wind River Financial	<i>school credit card receipts (net of fees)</i>	6,126.52
Web Payments	<i>district credit card receipts (net of fees)</i>	4,341.49
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	24,482.04
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	23,664.06
Total Incoming Wire Transfers		\$ 3,626,997.23
April 2012 Deposits to Johnson Bank - All Funds:		
General operating and food services receipts	<i>(excluding credit cards)</i>	\$ 1,030,081.02
TOTAL APRIL CASH RECEIPTS		\$ 4,657,078.25

CASH DISBURSEMENTS	reference	total
April 2012 Wire Transfers-Out, from Johnson Bank to:		
<i>payroll & benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,606,007.79
WI Department of Revenue	<i>state payroll taxes</i>	606,298.29
WI Department of Revenue	<i>state wage attachments</i>	1,710.79
IRS	<i>federal payroll taxes</i>	2,800,134.70
Diversified Benefits Services	<i>health retirement account claims</i>	634,311.72
Diversified Benefits Services	<i>flexible spending account claims</i>	29,250.30
Employee Trust Funds WRS	<i>wisconsin retirement system</i>	2,507,184.37
Delta Dental WI	<i>dental & vision insurance premiums</i>	90,097.62
FICA Alternative	<i>federal payroll taxes</i>	6,956.53
Burkwald & Associates	<i>management fee</i>	33,241.60
Various	<i>TSA payments</i>	375,203.26
<i>general operating wires</i>		
Elan Financial	<i>purchasing card payment</i>	137,561.57
US Bank	<i>purchasing card payment</i>	12,437.86
Aegis	<i>workers' compensation payment</i>	100,000.00
Kenosha Area Business Alliance	<i>lease payment</i>	17,453.54
Harland Clarke	<i>banking supplies</i>	45.55
Various	<i>returned checks</i>	141.00
Total Outgoing Wire Transfers		\$ 14,958,036.49
April 2012 Check Registers - All Funds:		
Net payrolls by paper check	<i>Register# 01007-DP, 01008-DP, 01908-DP</i>	\$ 7,951.80
General operating and food services	<i>Check #481111 thru Check #482473</i>	8,259,839.71
Total Check Registers		\$ 8,267,791.51
TOTAL APRIL CASH DISBURSEMENTS		\$ 23,225,828.00

Administrative Recommendation

It is recommended that the April 2012 cash receipts deposits totaling \$1,030,081.02 and cash receipt wire transfers-in totaling \$3,626,997.23, be approved.

Check numbers 481111 through 482473 totaling \$8,259,839.91, and general operating wire transfers-out totaling \$267,639.52, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the April 2012 net payroll and benefit EFT batches totaling \$14,690,396.97 and net payroll check batches totaling \$7,951.80, be approved.

Dr. Michele Hancock
Superintendent of Schools

Sheronda Glass
Assistant Superintendent of
Business Services

Tina M. Schmitz
Chief Financial Officer

Heather J. Kraeuter, CPA
Accounting Supervisor

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

May 22, 2012

POLICY AND RULE 4320 – INDIVIDUAL EMPLOYMENT CONTRACTS

Information contained within Policy and Rule 4320, was affirmed in 1991 and revised in 2000. The Policy is revised to define the issuing of employment contracts in accordance with state law, Wisconsin Statute 118.24(6) School District Administrator. The procedure outlined in Rule 4320 reflects current practice.

At its April 3, 2012 meeting, the Personnel/Policy Committee voted to forward proposed changes to Policy and Rule 4320 to the full Board for a first and second reading.

Administration Recommendation:

At its April 23, 2012 meeting, the Board approved revised Policy and Rule 4320 as a first reading. Administration recommends that the School Board approve revised Policy and Rule 4320, Individual Employment Contracts as a second reading this evening.

Dr. Michele Hancock
Superintendent of Schools

Sheronda Glass
Assistant Superintendent Business Services

Teresa Osborne-Short
Director of Human Resources

POLICY 4320
INDIVIDUAL EMPLOYMENT CONTRACTS

Individual employment contracts shall be issued **in accordance with District Procedures that are aligned with state law.** ~~to all regular full-time and regular part-time instructional personnel at the time of initial employment.~~

~~Instructional staff shall be re-employed in accordance with provisions of state law and District procedures.~~

LEGAL REF.: Wisconsin Statutes

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

CROSS REF.:

- 4110 Equal Opportunity Employment and Affirmative Action
- 4223 Staff Misconduct Reporting
- 4260 Personnel Records
- ~~4310 Instructional Staffing Procedures (if approved on 4-23-12)~~
- 4330 Staff Recruitment and Hiring
- ~~4350 Instructional Staff Assignments and Transfers (if approved on 4-23-12)~~
- 4361 Employee Resignation/Retirement
- 4362 Employee Discipline
- KEA Agreement

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000

RULE 4320
GUIDELINES FOR ISSUING INDIVIDUAL
EMPLOYMENT CONTRACTS

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

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

May 22, 2012

SUPPLEMENTAL HEAD START FEDERAL GRANT
COST OF LIVING ADJUSTMENT

Following Board Policy 3220, the KUSD Head Start program completed the Administrative Regulation request to submit a Supplemental Head Start Federal Grant. Funding for the supplemental grant was created from both the Department of Health and Human Services and the American Recovery and Reinvestment Act. The grant provided \$14,393 of supplemental funding to provide a cost of living adjustment for Head Start staff. Through further review of the grant requirements and communication with Region V (the regional federal Head Start office) it has been determined that KUSD Head Start is not able to meet all of the grant requirements.

Acceptance of this grant states “All staff in Head Start programs must receive a cost-of-living increase of at least 0.72 percent in their hourly rate of pay.” For the KUSD Head Start program “all staff” would include secretaries, education support personnel, miscellaneous staff, and teachers. Due to the budget cuts that our District is currently experiencing only teachers and those employees who would move up a step would have the opportunity for a salary increase.

Because we are not able to meet the base requirement of this grant, Administration is requesting that the Supplemental Head Start Federal Grant – Cost of Living Adjustment request that was previously submitted be withdrawn.

Recommendation

At its May 8, 2012 meeting, the Audit/Budget/Finance Committee voted to forward this request to the full Board. Administration recommends that the Board grant approval to withdraw the previously submitted Supplemental Head Start Federal Grant – Cost of Living Adjustment.

Dr. Michele Hancock
Superintendent of Schools

Belinda Grantham
Director of Pre-school

Kim Kurklis
Interim Chavez Center Director

KENOSHA UNIFIED SCHOOL DISTRICT NO.1
Kenosha, Wisconsin

May 22, 2012

MARY FROST ASHLEY CHARITABLE TRUST

School Board approval is requested to submit and implement a one-year proposal to expand the District's comprehensive family education training program and student engagement opportunities to increase student attendance, achievement, and participation in citizenship. The District applied and received funding from the Mary Frost Ashley Charitable Trust in 2010 and 2011 for the Back to School – A Celebration of Family and Community Event, and parent and student programs.

During the 2012-2013 school year, the District plans to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences, and expand student learning opportunities through expeditionary learning on the elementary level and leadership development and peer to peer training at a middle school. This comprehensive program is developed with the framework of Search Institute's "40 Developmental Assets," Joyce Epstein's School, Family and Community Partnerships guide, and the District's Transformation Design. The design plan includes improving student achievement, personalized learning, expanding collaborative partnerships with families, the community and industry as well as implementing Joyce Epstein's "Ten Steps to Success: School-Based Programs of Family, School, and Community Partnerships" and securing resources to support student learning. This directly relates to Transformation Design Goal #2.

Data will be kept on attendance, ethnicity, and student participation in interactive family programs and student engagement. The application includes the following two major components:

- 1) Parent education trainings for the new "Family" structure, family engagement learning opportunities, parenting skills development, particularly in the area of behavioral management, and support to families that are experiencing challenges with lack of education, employment, and resources, and
- 2) Student engagement learning opportunities that will assist them in developing life skills, engaging in community service, and experiencing new opportunities such as a visit to a university, cultural center, theatre, and/or athletic event.

Title

A Framework for Healthy Youth Development: Expanding Family and Student Learning Programs.

Funding Source

These funds originate from the Mary Frost Ashley Charitable Trust. The Trust was created by Mary Frost Ashley to provide financial support to the charitable organizations in Kenosha, Wisconsin. The Kenosha Unified School District was selected to submit a 2012 proposal.

Time Period

July 1, 2012 – June 30, 2013

Purpose

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

Goal I – Provide support for the School Sites Back to School Family Celebration

Goal II – Implement Joyce's Epstein's Family, School, and Community Partnership Model at five elementary sites.

Goal III – Plan and implement the Families and Schools Together (FAST) Program at one elementary school and one middle school.

Goal IV – Offer meaningful educational and enrichment experiences for Frank and Wilson students during the Intensive Expedition two week period following each quarter during the second year of the Extended Year School Program.

Goal V – Expand the Family Learning Academy to include interactive series on the District's new elementary school "Family" structure, behavioral management, violence and gang prevention and safety issues.

Goal VI – Washington Middle School will develop a Positive Washington Men's group.

Goal VII – Further develop family interactive learning experiences at middle schools.

Goal VIII – Strengthen parent trainings with the District's School Age Parent Program.

Goal IX – Provide support for the Annual Kenosha County Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch.

Goal X – Provide support for Parent Leadership Development Training.

Number of students served: 22,978

Relationship to Transformation Design

This proposal directly relates to the District’s Transformation Design mission, goals, and student results. The transformation goal, as it relates to A Framework for Healthy Youth Development: Expanding Family Learning and Student Engagement Programs, is to expand collaborative partnerships with families, community, and industry.

Budget

Classification	Object	Amount
Support Services	Salaries	\$ 8,853
	Fringes	\$ 1,264
	Purchased Services	\$ 77,710
	Non-Capitol Objects	\$ 21,493
	Total	\$109,320

District Resources Committed as a Result of the Acceptance of these Funds

The Community School Relations Manager is required to coordinate all goals in the program. Support for Parent Site Organizers and additional time for staff is covered through the Community School Relations Office Budget for approximately \$12,000.00.

Relationship to District Budget

The Mary Frost Ashley Charitable Trust covers items above those offered in the District budget.

Evaluation Plan

The five schools that participate in the Joyce Epstein’s School, Family and Community Partnerships process will complete an evaluation through focus groups. Each school will have an outside facilitator lead a group discussion on the value of this process to determine if it has an effective impact on the school-community.

The Family Learning Academy interactive learning experiences will have a formal written evaluation process. Every program will collect attendance data that includes how many parents and students attend and participate in the interactive program, ethnicity, and attendance in pre-school child care during the program.

Best practice, research based and evidence based programs will follow the evaluation criteria set up for the program. Examples will include Families and School Together (FAST), Supporting School Success, Successful Fathering, and Motherread Fatherread. Parents participating in Successful Fathering and Motherread Fatherread will participate in a focus group when the series is completed. Information compiled will help set the direction of the program for future groups. District staff at Frank and Wilson Elementary schools relate how the learning experiences

during the two week quarterly enrichment program relates to curriculum being taught and the value of the experiences. Information will be compiled into a report for review and future planning.

The Positive Washington Wildcat group will engage in a focus group with students and an outside facilitator to assist in determining the effectiveness of the program. Other students in the school will voluntarily complete a survey to also determine the value of the established group.

The Annual Kenosha County Alcohol, Tobacco, and the Other Drugs Awareness Student Recognition Brunch will send out evaluations to school site representatives, parents, teachers, and the committee at large. Input from the evaluations will be used to consider revisions in the year long program for the 2012-2013 school year.

The Parent Leadership Development Training will be evaluated by participating Parent Site Organizers, the trainer/speaker, and Community School Relations Office staff.

Type of Project

This is a competitive application.

Staff Persons involved in preparation of application

Gary Vaillancourt, Chief Communications Officer
Patricia Demos, Community School Relations Manager
Juan Torres, Even Start Program Director
Scott Kennow, Brass Community School Principal
Heather Connolly, Frank Elementary School Principal
Yolanda Jackson Lewis, Wilson Elementary School Principal
Kim Fisher, Bullen Middle School Principal
Curtiss Tolefree, Washington Middle School Assistant Principal

Administrative Recommendation:

At its May 8, 2012 meeting, the Curriculum/Program and Audit/Budget/Finance Committees vote to forward this one-year proposal to the School Board for consideration. Administration recommends that the Board approve submission of this proposal to the Mary Frost Ashley Charitable Trust to expand the District's comprehensive family education training and student learning opportunities.

Dr. Michele Hancock
Superintendent of Schools

Gary Vaillancourt
Chief Communications Officer

Patricia Demos
Community School Relations Manager

Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

Title:	A Framework for Healthy Youth Development: Expanding Family and Student Learning Programs	Budget Year:	2012-2013
---------------	---	---------------------	-----------

Department:	Office of Communications	Budget Manager:	Patricia Demos
--------------------	--------------------------	------------------------	----------------

REQUEST

School Board approval is requested to submit and implement a one-year grant to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences, and expand student learning opportunities through expenditure learning on the elementary level and leadership development and peer to peer training at a middle school. This comprehensive program is developed with the framework of Search Institute's "40 Developmental Assets," Joyce Epstein's School, Family and Community Partnerships guide, and the District's Transformation Design. The design plan includes improving student achievement, personalized learning, expanding collaborative partnerships with families, the community and industry as well as implementing Joyce Epstein's "Ten Steps to Success: School-Based Programs of Family, School, and Community Partnerships" and securing resources to support student learning.comprehensive interactive family and student learning program opportunities to increase student attendance, achievement, and participation in citizenship. The grant request is for \$109,320 which includes funds to support Back to School supplies and healthy snacks at elementary schools. Insert narrative summarizing the nature of your request

RATIONALE/ INSTRUCTIONAL FOCUS

The Grant will provide funding to further develop family learning opportunities, parenting skills development, family interactive learning programs, sessions on understanding the new "Family" structure at the elementary schools, implementing the Joyce Epstein's Partnership model process, student learning trips that directly relate to curriculum, and prevention activities. The goals include:

- Goal I – Provide support for the School Sites Back to School Family Celebration
- Goal II – Implement Joyce's Epstein's Family, School, and Community Partnership Model at five elementary sites.
- Goal III – Plan and implement the Families and Schools Together (FAST) Program at one elementary school and one middle school.
- Goal IV – Offer meaningful educational and enrichment experiences for Frank and Wilson students during the Intensive Expedition two week period following each quarter during the second year of the Extended Year School Program.
- Goal V – Expand the Family Learning Academy to include interactive series on the District's new elementary school "Family " structure behavioral management, violence and gang prevention and safety issues.
- Goal VI – Washington Middle School will develop a Positive Washington Men's group.

Goal VII – Further develop family interactive learning experiences at middle schools.
 Goal VIII – Strengthen parent trainings with the District’s School Age Parent Program.
 Goal IX – Provide support for the Annual Kenosha County Alcohol, Tobacco, and Other
 Drugs Awareness Student Recognition Brunch.
 Goal X – Provide support for Parent Leadership Development Training.

The goals included in this plan directly relate to Transformation Design Goal #2.

IMPACT

This goal provides opportunities for families to strengthen their involvement in their child's education, increase their parenting strategies and current information on pertinent issues such as technology safety, strengthen parenting strategies, and increase student learning opportunities that directly relate to curriculum, life skills development and participation in citizenship.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$8,853.00
200's	Fringes	\$1,264.00
300's	Purchased Services	\$77,710.00
400's	Non-Capital Objects	\$21,493.00
500's	Capital Objects	\$0.00
		\$0.00
	TOTAL	\$109,320.00

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

May 22, 2012

Kenosha eSchool CHARTER CONTRACT RENEWAL

On July 1, 2006 the Board of Education first approved the request for charter school approval for the Kenosha eSchool, initially for a five (5) year period, and another renewal for three (3) years was granted on August 24th, 2010. The charter was also updated and approved for another three (3) year period on September 27th, 2011, mainly due to the expansion to grades 6-8. There are a number of areas outlined below that initiated this new version of the charter, primarily for the elementary expansion, grades K-5.

Per the request of the KUSD School Board, all of the existing charter schools have already completed or are in the process of aligning the charter contract language for improving the communal layout, presentation, and understanding. The Wisconsin Department of Public Instruction utilizes the Charter School Contract Reviewer Benchmarks instrument, which identifies key areas that need to be present in each contract. Some of the following changes are the result of the reviewers' suggestions and recommendations.

The KUSD transformational design goal (#1) addresses expansion of online learning opportunities for students. Due to the growing need and interest of online learning at the elementary level (K-5), the eSchool requests to expand and offer an elementary online option. The result would be a K-12 online program that offers both full and part time enrollment options.

The Kenosha eSchool's goal is to increase online learning opportunities and service the needs for any KUSD student who would like to participate in this environment.

RECOMMENDATION

At its May 8, 2012 meeting, the Personnel/Policy Standing Committee voted to forward this charter contract to the School Board for consideration. Administration and the Kenosha eSchool Governance Board and Staff recommend that the Board approve the proposed three (3) year contract for the Kenosha eSchool.

Dr. Michele Hancock
Superintendent of Schools

Mr. Dan Tenuta
Assistant Superintendent of Secondary School Leadership

Ms. Karen Davis
Assistant Superintendent of Elementary School Leadership

Mr. Kris Keckler
Principal, Kenosha eSchool

Kenosha Unified School District No. 1
Kenosha, Wisconsin

Kenosha eSchool Charter Contract

This agreement is made as of the 27th 22nd day of ~~September 2011~~ **May 2012** between the Board of Education for the Kenosha Unified School District No. 1 (“Board”) and the Kenosha eSchool.

Terms of the Contract

The term of this contract will be for a period of three (3) years commencing on the 27th 22nd day of ~~September 2011~~ **May 2012**, with a revised agreement for a successive three (3)-year period.

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

Administrative/School Services

eSchool Curriculum Sponsors. The sponsors will be Mr. Kris Keckler, Mr. Dan Tenuta, and Ms. Karen Davis.

Person(s) in Charge: Administrative Services.

Person(s) in Charge. The person responsible for administrative leadership of the Kenosha eSchool will be Mr. Kristopher Keckler. He will serve as full-time Principal/Director of the school. Mr. Keckler will work closely with the Governance Board to ensure that the educational goals of the Kenosha eSchool are carried out. He will be responsible to the Board of Education for meeting the terms of the contract, financial accountability, serving as an instructional leader, overseeing instruction and staff development, managing the building, hiring of all personnel, and handling student discipline. Mr. Keckler will also be responsible for overseeing secretarial/clerical procedures such as attendance and health records. He will also oversee the administration of assessment and evaluation of programs and all staff. If the Principal/ Director should leave his position, central office personnel in consultation with the Kenosha eSchool Governance Board will choose a replacement. Any administrative appointments will be approved by the KUSD Board of Education based on the recommendation of a replacement from the KUSD superintendent.

Advisory/ Governance Board. The Kenosha eSchool Governance Board will be accountable to the District Board of Education in seeing that the District policies, rules, and academic standards are adhered to and maintained. The Governance Board will be independent as it relates to policies, procedures, rules, and programming not required by Board of Education policies, rules, and/or directives. The Governance Board and Board of Education will jointly meet periodically to discuss student achievement, student activities, parental involvement, reporting, and autonomy issues. **The Governance Board will have participation relative to the eSchool policy, budget development, staffing, and program evaluation.**

The Kenosha School Board will be the chartering agent, thus the eSchool will be considered an instrumentality charter. State exemptions for charter schools which Kenosha eSchool will take advantage of are as follows: flexible school day, flexible calendar, or inclement weather days,

student created personal schedule, the definition of habitual truancy, teacher workload description, maximum age of student, and disciplinary process for removal. No Charter policies or procedures will be in conflict with existing School Board policies and rules, unless stipulated in this contract, or State and Federal laws and regulations. Where any of the above are silent the eSchool's Governance Boards policies, rules, and regulations will prevail.

The Kenosha eSchool will be an instrumentality charter that assumes authorization by the Kenosha Unified School District Board of Education and all personnel involved in the Kenosha eSchool will be employees of the Kenosha Unified School District. Kenosha Unified School District as well as Kenosha eSchool are not connected or affiliated with any religious denomination or organization and thus our practices, programs, admission policies, employment practices, and all other operations and practices are not directed or influenced by any religious denomination or organization.

The following KUSD policies are waived for the Kenosha eSchool. Kenosha Unified School District policy 5310-Student Attendance is waived as it relates to a student's physical presence in a KUSD building at prescribed times of the day. KUSD policy 4280-Employee Attendance and Punctuality is waived as it relates to a teacher's daily attendance for instructional purposes. The waiver does not apply to attendance at an IEP, ADEP, **Intervention/Accommodation Plan**, 504, District professional development, curriculum, and/or staff meetings. KUSD policy 4351- Staff Work Schedule is waived and modified to the extent that regular work hours are limited by specific time of the day. All KUSD policies must be in agreement with the collective bargaining agreement of the Kenosha Education Association.

The Governance Board may request of the KUSD Board a variance from or absolution from additional Board policies. The discretionary operational budget of the eSchool will be administered by the eSchool Principal/ Director and the Governance Board.

Nonsectarian. The Kenosha eSchool is nonsectarian in its programs, admissions policies, employment practices, and all other operations. The Kenosha eSchool faculty, staff, equipment, supplies, curriculum, and teaching content shall be free of all religious or other sectarian symbols or influences.

Academic Educational Program

The Kenosha eSchool will use new and emerging technologies that expand the boundaries of space and time to provide high quality standards-driven curriculum. The staff, in collaboration with parents and guardians, will endeavor to empower all students to develop their potential to the fullest, while taking ownership of their individual academic progress. Kenosha eSchool will create a learning environment that is able to accommodate students' varying physical locations. The eSchool allows parents/guardians one more option to consider when determining their child's individual educational needs.

Grades. The eSchool will service Kenosha Unified students in grades K-12, with options for both full and part time enrollment, as identified by their individual interest and need.

Mission. The Kenosha eSchool, in partnership with Wisconsin eSchool Network, Inc., exists to utilize new and emerging technologies providing students' access to high-quality standards-

driven curriculum in an environment that is self-paced and accommodating to students' varying physical locations and individualized plans.

Curriculum. In order to provide high-quality, standards-driven, proven curriculum, courses will be provided through shared resources with other online school providers or organizations that have developed and aligned these courses. Kenosha eSchool will be doing this in conjunction with the Wisconsin eSchool Network, Inc., by using its research and present course list to provide the best online product for our students. Courses will only be considered that have the ability to be modified to comply with the existing KUSD curriculum, KUSD standards and benchmarks, and allow for local teacher flexibility in the course delivery. Courses must also be ADA (American Disabilities Act) and SCORM (Shareable Content Object Reference Model) compliant. As the skill level and experience of online teachers develops, additional locally developed courses may become available. **Using an adoption process for new courses, and for major updates of existing courses, the eSchool curriculum will be reviewed as outlined by KUSD Policy 6800, Course Adoption. Online curriculum reviews would also include the following: obtaining test accounts for instructional review, comparison of existing district standards, and consultation with the district content consultants.**

Students will be expected to have a home computer and Internet access. Students may also use community computer facilities (i.e. local libraries). District support would not be available for hardware and software on their personal computer. Students will be liable for any improper use of the Internet and/or email. If using district Internet access, the email and Internet will be tracked. Any improper use will result in loss of use of district equipment and services and possible dismissal from the eSchool program.

The curriculum is designed to address the educational goals as described in Wisconsin Statutes 118.01(2). The curriculum course requirements and instructional programs will be consistent with the previously mentioned goals. Administrators, teachers, parent/guardians, and mentors share responsibilities for students meeting the goals and expectations as described in 118.01(2).

Community Need. The Kenosha community, through work on the Board approved Strategic Plan, has determined that there is a need for choice schools in the district. Kenosha eSchool provides seats in numerous online courses. These courses do not have a need for physical classroom space since students can access their courses from anywhere there is Internet access. Some students could utilize computers on campus or other public locations.

The Kenosha eSchool offers students in the district additional choices to take ownership of their education and schedule. For a significant number of students the traditional curriculum, calendar, and school day do not meet their needs. For some students, various obstacles may interfere with the normal progression of educational experiences. For others, the eSchool can provide unique opportunities to enrich or expand their educational experiences.

Any students involved in the eSchool would benefit from the individualization and flexibility that can exist in an online school environment. Although it is expected that a majority of the students would complete courses within a traditional course time frame, the eSchool makes it possible to compress or expand the time to best meet their educationally defined needs.

The eSchool has established a minimum time frame for any accredited course. No credit will be awarded for any student enrolled in a course for less than 15 school days. This has been

established to validate the understanding and progression of the student in the course, as well as to address NCAA endorsement of online courses. Online schedules may be modified to best fit the particular need of a student.

Methods of Attaining Educational Goals.

Instructional Framework Assessment/Evaluation. Students, parents/guardians, or mentor/coaches will have access to their student's electronic grade book 24 hours a day, 7 days a week. Other individual testing and assessments will be available on an as needed basis. Some of the assessments included in the Kenosha eSchool will be: auto-graded quizzes, threaded discussions, worksheets, research papers, oral exams, presentations, letters, or brochures created as part of a project. A proctor will administer all course **respective** finals **exams** and a passing grade on the final exam must be achieved to receive credit for the course.

An Online Perceiver Instrument will be used to review the components of quality online schools and programs. Information will be gathered from the Governance Board, students, mentor/coach/parent, and online teachers to identify the strengths and effectiveness of the school and assist in future planning and goals.

~~Student Progress and Communication with Parents/ Mentors. Student progress is based on their pace chart. Their progress will be communicated to parents on an informal basis via emails and phone calls. Twice a month, progress will be reported more formally via a written report that compares the students' status with the benchmarks that would indicate whether or not the pace was appropriate to meet the goals set in the Individual Learning Plan.~~

School Day Structure. There is the potential for enrolling full time in Kenosha eSchool. Schedules for students enrolled part time and students enrolled full time will be different. Whether students are enrolled full or part time, they may take a **combined course load equivalent to a full time student as determined by their educational needs and plan.** ~~maximum of 4 courses at once, unless approval is granted through mitigating circumstances, such as credit deficiency.~~ The continuous enrollment gives students numerous options for a flexible schedule.

The flexibility of online learning allows students and their family the opportunity to determine what type of schedule is most feasible in their particular situation. Although the time and place where students work may be very different, their coursework and expectations will have significant structure. Students with extenuating circumstances might need to have an extension beyond the traditional time frame in order to complete their work. Online students have a great deal of flexibility in this fashion. Students would access their assignments on-line, communicating regularly with the teacher for clarification, explanation, or revisions in their work. Students would be able to work on their assignments at any time that is convenient for them. For example:

- Teen parents might do their coursework while their child or children are napping or in bed for the night.
- Self-supporting students might work full-time and do their coursework in the evening or on weekends.
- Voluntarily withdrawn or homebound students might work 6 hours one day and 3 hours the next.

- Students in a treatment program, or who are incarcerated, may be told when they will be working on their assignments.
- Other students might work on their course(s) at the same time every day from the LMC or another location in their local building where they might be multi-school enrolled.
- Students who are not effective at 7:30 a.m. might take one online course and begin school at 9:15 a.m.

Instructional Practice. The students will communicate with their teacher in several ways, though mostly electronically. The most typical method would be through emails. Some projects may have 3-dimensional components. Students can take pictures and send them electronically. Simple questions or clarifications on assignments would most often occur using this method. However, secondary forms of communication are used: chat rooms, white boards, telephones, and face-to-face contact. **Online instructional guidelines and standards as identified by iNACOL will be promoted.**

Teachers would post office hours each week, at which time they would be available to students via a discussion group where several students could participate in a discussion or tutoring session synchronously. This option includes a white board that would be visible to all in the discussion group at that time. Teachers can call on individual students to solve a math problem or demonstrate an idea using a mapping or graphing technique. The teachers would be able to make changes or suggestions as the students are working on the white board and at the end of the session the students could print out all of the notes that would have been created on the white board during that session. Several students might work on a group project in this manner. Course discussions could also occur asynchronously. The teachers might start a discussion stream and students would be expected to participate over a week or two and be graded on the quality of their responses. Assignments might be submitted directly online, as email attachments, via the postal service, or some projects might actually be hand delivered to the eSchool office. Students would be expected to demonstrate regular progress with their work.

Student/teacher contacts would be expected at a minimum of 2-3 times per week. Contacts include feedback on assignments, responding to questions, clarifying assignments, or other grade reports. These contacts would typically be in the form of emails or phone calls. Minimally, twice each month, the students, as well as the designated adult (parent/mentor/coach) for the students would receive a written report of the students' progress as compared to the benchmarks showing whether or not their progress was on track to meet their course completion goals. If the teacher has not been able to contact students or see any signs of progress in their work, the designated adult would be contacted. This adult would also have online access to an individual student's current grade and progress. Students may forfeit their online opportunities if regular progress does not occur and they are not communicating any special needs to the teacher.

Special Education. The Kenosha eSchool will do everything within its power to recruit and maintain a student demographic that is similar to other schools within the community. All ADA requirements will be met. Successful online students have specific characteristics defining how they operate. These skills are: time management, organization, ownership for learning, self-advocacy, problem solving, computer literacy, read and follow detailed directions, and have effective writing skills. The students in conjunction with their instructor and mentor/coach must work on any weakness in these skills. Since students will have an Individual Learning Plan

based on their needs and goals, the learning team can determine whatever accommodations are needed for individual students, and the planning can occur to best provide for those needs.

Students with special needs are also eligible for Kenosha eSchool. They must have an updated IEP (Individualized Education Program) for full time enrollment. A special face-to-face meeting with the course instructor, special education teacher, student, and mentor/coach will occur to determine if the eSchool is the student's LRE (Least Restrictive Environment). The eSchool has found online learning to be successful for students with special needs. The following is a list of accommodations for students with special needs.

As defined by an IEP/ 504, some accommodations may include:

- Extended time on lessons and tests
- Flexibility in start and end dates
- Prepared notes and reviews of lessons
- Non-threatening means of communication with the instructor
- Clear rubrics for assessments
- Regular communication with parents on course progress
- Opportunity to revise and resubmit assignments
- No lost assignments

School Calendar. The Kenosha eSchool will generally follow the Kenosha Unified School District calendar **of instructional days**. However, some flexibility in scheduling the school day may be necessary to accomplish the mission of the school. **The eSchool will provide educational services to its pupils for at least 150 school days each year per state requirements.**

Electives. **The eSchool will offer a selection of elective options based on availability of the curriculum and instructional staff. Examples could include Art, World Languages, and Business courses.**

Honors Programming/ AP Courses. "Weighted" honors **high school** credits will be offered at the Kenosha eSchool. However, these courses will be limited to courses that fall within the areas of Math, Science, English, and Social Studies. Elective area courses, outside of these academic areas, will not be offered at the honors level. AP courses will also be offered to juniors and seniors at the Kenosha eSchool in areas where certified staff and enough interested students are available. Similar to other district high school students, eSchool students will be allowed to travel to another school to take an AP course that is not offered at the eSchool.

Methods of Measuring Student Progress

Student Evaluations. The Kenosha eSchool assessment and graduation process prepares students to gain experience in the emerging realm of online instruction and individualization. Students graduate, and receive a diploma from the Kenosha eSchool by successfully meeting course standards **and benchmarks** that demonstrate essential skills and knowledge. Students will be regularly assessed, both formally and informally. The form of student assessment will vary depending on instructional goals but will include tests, quizzes, papers, projects, labs, oral exams, and presentations.

Academic Grading Scale. The existing KUSD grading scale will be used to establish the earned mark for each eSchool course.

Annual Testing. ~~Students at the Kenosha eSchool will participate in annual state Standardized testing.~~ **Full Time eSchool students will participate in the statewide assessment program. Using the same standardized norm referenced tests that are used throughout the District will assist the Board in assessing the academic progress of eSchool students.**

Report Cards/ Student Transcripts. Report cards will be completed quarterly. Transcripts are available upon request as they are at other district high schools. Kenosha eSchool transcripts will not include a class rank statistic. This information will be made available to students applying for scholarships, but will not generally be included as a statistical category. **The existing practice aimed at reporting progress for elementary students and holding parent meetings will also be utilized.**

Graduation Requirements. Students applying for graduation and diploma from the Kenosha eSchool will meet all the requirements as set forth in KUSD Board Policy 6456-Graduation Requirements. The eSchool will not assign a valedictorian/ salutatorian, but rather ~~define and~~ practice a “laude” component for graduation recognition.

Governance/Advisory Method/Parental Involvement.

Governance Method. The Kenosha eSchool will be governed by the Governance Board in conjunction with two nonvoting advisors, the Principal/Director and administrative assistant. The Governance Board will consist of at least five (5) to seven (7) members. Members may be parents, community organization representatives, or higher education members, and one member may be a KUSD employee but not an employee at the eSchool. A Kenosha eSchool student may serve in a nonvoting advisory capacity to the Governance Board. The Governance Board may be five (5) parents. **New members to the Governance Board will adhere to the designated selection process. The eSchool Governance Board will meet on a monthly basis to review school policies and maintain awareness of program progress.**

Methods to Ensure Parental Involvement. Since all students and parents will have email connections to the school, this will be a primary source of disseminating general information. Information will also be provided via the Kenosha eSchool website and other media. Opportunities for parent interaction with staff are planned in an online discussion format similar to that which students in the same course might have with their instructor. Formal and informal face-to-face meetings such as an orientation session may be planned as deemed appropriate.

Community Relations. The Kenosha eSchool will identify one or more community organizations and/or businesses that would be interested in providing an on-going relationship with the Kenosha eSchool. These relationships may provide any of the following: mentors, assistance in securing needed resources, and opportunities for community experiences for Kenosha eSchool students.

Information regarding Kenosha eSchool will be provided on a link from the district website. This site will be updated on a regular basis. Articles will be provided to the district newsletter and other appropriate district-wide publications. The eSchool will publish newsletters, promotional videos, and hold periodic informational sessions. A student service club will perform charitable

work for the community. All promotional and advertising material will first go through the KUSD Public Relations Department. **The Kenosha eSchool website and quarterly newsletters will publish and/or provide links to the names and contact information of the Kenosha Unified School Board, eSchool Governance Board, and eSchool Staff.**

Marketing. The Kenosha eSchool will actively participate in marketing the school program and offerings to the greater Kenosha area through a variety of means. These would include:

- Website link from the KUSD home page with application forms and contact information
- Informational brochures distributed to district schools and other community agencies
- Community Meetings
- Informational presentations for prospective students/ parents
- Articles in high school and district newsletters
- Articles in the Kenosha News
- News releases to area radio stations
- Personal contacts with key individuals such as Cluster Leaders, Guidance staff, School Board Members, etc.
- School Choice Presentations

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 (359-6320) addresses questions regarding student discrimination, and the Executive Director of Human Resources (359-6333) answers questions concerning staff discrimination.

Teacher Qualifications for Individuals to be Employed.

Teacher Qualifications. Qualified and certified staff will be employed for the Kenosha eSchool. Due to the need to evaluate, modify, and develop coursework, as well as performing teaching tasks, staff will be sought with a preferred 5 or more years of experience. Successful completion of the Wisconsin online training requirement is mandatory for instructional employment in the Kenosha eSchool. **The teacher assigned for each online course will be appropriately licensed for the grade level and subject taught.** All eSchool staff will be required to participate in the assigned eSchool and district staff development programs.

eSchool Teachers will provide direct pupil instruction for at least the applicable number of hours specified in Wisconsin s. 121.02 (1)(f) 2 each year, and no more than 10 hours in a 24-hour period may count towards those requirements. The eSchool Principal will also ensure that all instructors and support staff respond to inquiries from pupils and parents or guardians of pupils by the end of the first school day following the day on which the inquiry was received.

Selection of Personnel. The posting of positions will follow the established format for Kenosha Unified School District. The eSchool Principal will recruit teachers through site based faculty meetings describing Kenosha eSchool as well as district wide emails. The Kenosha eSchool will adhere to all Human Resource posting and hiring policies. Instructional staff for the eSchool will

be employed by the eSchool either by extended day contracts for existing teachers or full-time or part-time instructors. The selection of these instructors will be governed and decided by the existing KUSD hiring practice. The Kenosha eSchool Principal will conduct interviews in accordance with existing district guidelines. eSchool staff, students, and Governance Board members may participate on the interview team. All Hiring decisions will be finalized by the eSchool Principal.

Employee Status. All Kenosha eSchool staff members will be employees of KUSD and are entitled to all of the rights and benefits of other similar employees of KUSD following already established salary schedules and benefit programs. A consistent and agreed upon contract for extended day assignments will be used when necessary. Kenosha eSchool staff members are employed teaching staff of the Kenosha Unified School District and will be members of the Kenosha Education Association.

The eSchool Teacher Consultant will be responsible for the day-to-day operations of the eSchool dealing with coordination activities and teaching support. The Consultant will also be responsible to help promote and communicate information about Kenosha eSchool to the community, School Board, Guidance Counselors, and any other educational staff. The eSchool Teacher Consultant should have at least 5 years of teaching experience. A background in alternative education is extremely useful. Other positions will be needed based on the growth of the eSchool.

All district policies and procedures will be followed to the greatest extent possible. When the unique nature of an online school brings forth situations that do not fit the existing protocols, the Kenosha eSchool Principal will work through the issues in good faith with the district and KEA utilizing existing processes until appropriate contractual language can be developed.

Student Health and Safety.

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

Racial/ Ethnic Balance Goals and Methods Equity of Opportunity.

Diversity. Every effort will be made to provide information to diverse populations about the opportunities that the Kenosha eSchool may have that could meet their individual needs. Additional efforts will be made to market Kenosha eSchool to low income students and their families. It will also be marketed to homeschooled students and at-risk students. The eSchool will collaborate with the Director of Title I and the Minority Academic Affairs Specialist regarding enrollment and awareness. Personal contacts will be made with the KUSD, community, and home-site guidance counselors to be sure that they are familiar with the Kenosha eSchool options. The Minority Academic Affairs Specialist will be consulted regarding minority enrollments and awareness.

Enrollment is open to all students in grades ~~K~~9-12 throughout the District, ~~and students in grades 6-8 when the necessary resources are established (staff, curriculum, etc.).~~ No student will be denied admission to the eSchool based on race or ethnic heritage. The eSchool seeks a student community that reflects the greater KUSD area in racial/ethnic, and gender balance. That

continues to be a guideline for placement procedures. To accomplish this, information regarding the school will be disseminated throughout the community through various mediums to all public schools and through community agencies. Enrollment information meetings will be publicized through the eSchool website, newspaper articles, cable television, and local community service agencies.

Target Population. Although the Kenosha eSchool opportunities will be available to any ~~high school/ middle school~~ **Kenosha Unified** student, particular efforts will be made to recruit students who are not currently being served or are being served on a minimal basis. The population could include, but not be limited to, any of the following categories:

- Students who are attracted to an online experience.
- Students who are voluntarily withdrawn, are on a long- term suspension, expulsion, or are seen as a safety risk to the traditional school site
- Students who feel uncomfortable or unsafe in a traditional setting due to school phobia, anxiety disorders, or other mental or emotional health issues
- Homebound students with extended medical issues
- Incarcerated students who will be confined for an extended period of time
- Transient students who may be residing in a group home or other residence particularly if they are entering the district at other than the beginning of a new semester
- Students in treatment programs for an extended period of time
- School age parents, married students, and self-supporting students
- Students who left school without completing their diploma requirements, but are within 6 credits of graduation
- Students with extraordinary needs for acceleration or remediation
- Homeschooled students
- Economically disadvantaged students
- Students whose personal or family activities preclude traditional daily attendance such as temporary job relocations, involvement in professional level athletics, or other endeavors
- Students not on target to graduate with her/his cohort group

Admission Requirements for Admission to the eSchool.

Enrollment. The enrollment for the eSchool will be a mixture of both full-time and part-time students. As the staff develops additional skills in this unique environment, more courses are approved for use, and our partnership with the Wisconsin eSchool Network, Inc., grows, the course offerings and students served are expected to increase each year.

The Kenosha eSchool will operate both as a full school program for some students and as a school within a school model for others. Kenosha eSchool will target the following age groups:

- Any ~~high~~ school age students living in Kenosha Unified School District.
- Any ~~high~~ school age students that have applied for open enrollment during the allowed time
- Home school students ~~of high school age.~~
- Drop out students who have not turned 21, but are within 6 credits of graduation.
- Any middle school age student who can be best served ~~when middle school curriculum, staff, and resources are available~~ **from online learning.**

- **Any elementary school age student who can be best served when elementary school curriculum, staff, and resources are available.**

Applications Required. Kenosha eSchool will have a continuous enrollment in courses. During enrollment all students will be expected to complete the Kenosha eSchool enrollment form. KUSD students currently attending a district school will also be expected to complete a counselor form, complete with counselor/administrator signature, to ensure that their counselor is aware of the students' interest in eSchool classes. District residents who are not currently attending a KUSD school will complete an enrollment form and submit their course requests directly to the Kenosha eSchool. A transcript should accompany all student enrollment forms. Out of district students must have successfully applied for Open Enrollment during the state's window of opportunity and been accepted by the district before they submit an enrollment form. Once the enrollment form has been received, all students will participate in a mini-course (about 4 hours work) designed specifically for orientation. The Orientation Instructor will monitor progress. Finally, the students' coach/mentor and parent/guardian will participate in a mandatory Parent/ Mentor training session, taking advantage of available technologies and communication.

Student Acceptance. Enrollments for each course will be filled on a first come first served basis and a waiting list will be kept for any additional requests for that course. Students from the waiting list would be allowed to begin the course whenever an opening becomes available. In the future if more students enroll who meet the criteria than openings would allow, the Kenosha eSchool would activate additional course offerings. If the enrollments during the open enrollment period exceed the slots allocated a lottery will be held. If a lottery is required, the ESEA guidelines under Title I will be followed and a "weight" will be given to low-income and credit deficient students.

The lottery will be conducted ~~by a sitting Judge from Kenosha County and a Police Officer,~~ following the state mandated procedures for lottery selection regarding charter school enrollment.

Students must be Kenosha Unified School District students, reside in the Kenosha Unified School District, or have completed an Open Enrollment application within the state window of opportunity and received KUSD approval. Students must complete the application process and Orientation, which include a self-evaluation of the initiative, motivation, and self-discipline needed to have a reasonable expectation for success in this online environment. Students are required to identify, on their enrollment form, a learning coach/mentor who will be the liaison between the students and the teacher in the monitoring process and an essential part of the communication process. The mentor/coach should be someone that has influence with the students and their learning. The students, parent/guardian, and the learning coach/mentor (if other than the parent) would participate in a mandatory orientation session held to ensure that the students' goals fit with the opportunities available at that time in the eSchool. At this time the processes, procedures, and expectations for all parties will be explained and discussed.

Participation. When possible, KUSD ~~MS/HS~~ students may participate (part time enrollment) in eSchool. This arrangement will not interfere with any requests for full time enrollment with the eSchool program. Part time students will work with their managing counselor and the eSchool regarding appropriate course enrollments that follow district expectations and guidelines.

Discontinuance of Student Enrollment. Attendance at the Kenosha eSchool is based on student

and parent choice. Non-compliance with KUSD policies, participation, and Code of Conduct will serve as a basis for consideration of transfer from the charter school.

Financial and Programmatic Operations Arrangements.

Tuition. The Kenosha eSchool will not charge any tuition. The school will collect activity and other fees of the type and amount charged to other KUSD students in other District schools following the District Student Fee Schedule. The Kenosha eSchool will collect and expend student fees at the building level for the purpose of defraying the costs of some instructional materials.

Budgeted Items. The cost of all salaries, benefits, rents, utilities, supplies, equipment, and similar items shall be detailed and included in the approved budget of the school. The Kenosha eSchool budgeting practices will adhere to District and State requirements for budget preparation and administration. The building Principal will approve all budget expenses.

A student cost per enrollment—to alleviate the need to purchase and develop our own Course Management/ **Student Information** System, will be shared at a pro-rated cost with the Wisconsin eSchool Network, Inc., to provide this system to our students. This will be a shared expense with the Network based on the eSchool course enrollments.

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

Payment by KUSD. For each full-time student enrolled at the eSchool on the official third Friday in September membership count, KUSD will credit Kenosha eSchool with eighty (80%) percent of the per membership cost determined by the State for the applicable school year (“Direct Cost Budget”).

Part-time students will be calculated on a course equivalent basis as the year progresses (~~FT/4/4~~). The eSchool will work in partnership with the Finance Department on an equitable distribution for potential increases in enrollment throughout the school year. The remaining twenty (20%) percent of the per member cost will be allocated directly to KUSD as reimbursement for administrative or other services furnished to the Kenosha eSchool. KUSD will pay the offset against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expenses of the Kenosha eSchool. Expenses other than established salaries, benefits, and rent shall be paid only upon written requisition to KUSD by the Kenosha eSchool. Any other funds raised by Kenosha eSchool from outside sources shall be delivered to and maintained by KUSD in a separate account subject to sole discretion of the Kenosha eSchool (“Discretionary Account”) following established District policies. Unspent discretionary funds can be carried over from one year to the next. Any saved monies will be designated for approved costs related to any short/ long-term plans. The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for use by the Kenosha eSchool in the operation of the school as follows:

- (1) Twenty-five (25%) percent on the first day of July preceding the school year.
- (2) An additional fifty (50%) percent on the first day of October during the school year.
- (3) The remaining twenty-five (25%) percent on the first day of January during the year.

The eSchool will be included in any federal or state programs on the same basis as other eligible district schools, based on the requirements and stipulations outlined by the applicable program.

Kenosha Unified will assist in allocation of all associated federal funds.

Offsets. KUSD may offset part or all of any amount in the Discretionary Accounts against any amounts by which the Kenosha eSchool exceeds the Direct Cost Budget in any school year and for which KUSD is liable. Notwithstanding the foregoing, the Kenosha eSchool is not authorized to expend or otherwise obligate the District for any amounts in excess of the Direct Cost Budget plus any amounts in the Discretionary Accounts.

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

Student Records. Copies of standardized testing results and all records required by Board policy or law will be maintained in the Kenosha eSchool office. Administrative and student records will be maintained and available for review as permitted by Board policy and law.

Transportation. Pursuant to Wisconsin Statutes, transportation shall be provided for children with exceptional education needs, regardless of distance, if such request (or such transportation) is approved by district authorities. Approval shall be based on whether or not the child can walk to school with safety and comfort. Students designated as economically disadvantaged will be able to participate in established KUSD transportation support. Any transportation costs will be the responsibility of the Kenosha eSchool.

KUSD Services. As part of the District's twenty percent (20 %) portion of the per member cost, KUSD will provide agreed upon services in addition to purchasing and other services described in this contract. These may include, at the District's discretion, services such as inclusion in district wide textbook and software adoption, professional development, federal and district breakfast/ lunch program, facilities services, maintenance and repairs, instructional consultation and inclusion in applicable federal or state programs.

When students are using district facilities or district equipment such as a computer, the appropriate staff at that facility or the district IT staff will provide these support services. The budget should include payment of the appropriate staff at the facility. When working at home, the family will be responsible for these issues. As mandated, Kenosha eSchool teachers would be legally bound to report suspected abuse or neglect for any students. Equipment will need to be in compliance with the requirements of the programs. KUSD will also furnish a nurse and nursing services based on full time student **equivalent** enrollment and available nursing services.

Student Discipline ~~Disciplining Pupils.~~

Behavior Policies. All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations may be developed. All students and their families will

receive a copy of any rules and regulations.

Discipline Procedures. Due process procedures will be followed in reaching any discipline decision including removal from the Kenosha eSchool. All existing KUSD policies regarding student discipline will be followed. Discipline in an eSchool setting would be much different than in a traditional school. Discipline issues and concerns are likely to center on appropriate use of emails and other forms of communication. If students have not completed any work in a week without prior arrangements with the instructor, a communication would be sent to the parent to discuss the situation.

Resolution of Issues. Issues and concerns involving students, parent/guardians, and staff will be resolved following the same basic procedures as other staff in the district. The parties involved would first seek to resolve the issues amongst themselves. If this does not resolve the issues/concerns, they would be taken to the administrator of record and/or the Governance Board. If resolution is still not found, the issues/concerns can be referred to the KUSD administration and/or Board of Education (Appendix A).

Public School Alternatives.

No student shall be compelled to attend the Kenosha eSchool. Students who are not enrolled with the Kenosha eSchool will attend their ~~regular attendance area~~ **boundary** school, or another choice school.

Public school alternatives for resident students not attending the eSchool.

Students not admitted to the eSchool or not choosing to attend the eSchool have other options or alternatives. They may apply to enroll in ~~Harborside Academy~~, another charter school. They may choose to enroll in one of Kenosha Unified School District's high schools of choice, ~~Reuther Central High School, an Indian Trail Academy, or LakeView Technology Academy~~. They may also return to their boundary high school, ~~Indian Trail HS, Bradford, or Tremper, or respective middle school~~. The Kenosha eSchool, ~~Harborside Academy~~, as well as the high **and other** schools of choice are schools of voluntary attendance. No student is required to attend these schools.

Description of School Facilities/ Liability Insurance.

Description of School Facility. Students will primarily be working from their home so numerous classrooms will not be necessary. Some of the students may also work in KUSD areas with administrative approval from the respective buildings. The facility used to house the eSchool until at least August 2013 will be 6121 Green Bay Rd. Suite #100 Kenosha, WI, 53142. This facility has an office space with 5 closed offices, a meeting room, computer lab, storage, and reception area. **The initial facility for the elementary online program will be allocated space at Whittier Elementary, 8542 Cooper Rd Kenosha, WI, 53142. A main classroom, with some side offices and adjoining restrooms will serve as instructional meeting space and various program resources. In the event of enrollments that require additional space, additional suitable locations will be identified in partnership with the appropriate KUSD facility protocols.**

Liability of Insurance. Liability insurance coverage for the Kenosha eSchool is provided by the District and is the same as that which is provided for all District schools.

Effect on the Liability of the School District.

The Kenosha eSchool will adhere to all federal, state, and local laws and regulations and to the Board's insurance and risk management requirements. The Kenosha eSchool and the Governing Board will comply with the KUSD Code of Ethics. When students, staff, and parents are using district facilities they are covered by KUSD policies. When working from their home, their personal insurance and liability will apply. The eSchool is a named entity of the District's present liability insurance. The instructional staff working from her/his home or off campus site are covered by the District's liability insurance but not for liability of the condition of her/his individual work place.

Termination of Contract.

The Kenosha eSchool charter contract may be terminated by the Board of Education at any time upon the happening of any of the following circumstances:

Mutual Agreement. Both parties agree in writing to termination.

Contract Violation. The Board determines that the Kenosha eSchool has violated this contract.

Educational Goals. The Board determines that students enrolled in the Kenosha eSchool have failed to make sufficient progress toward attaining the educational goals under Wisconsin Statute 118.01. If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the additional steps the Kenosha eSchool will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of the Kenosha eSchool's written plan for attaining its educational goals shall be final. If the Board accepts such written plan, or a modified plan, the Kenosha eSchool shall be allowed a reasonable time in which to correct such progress deficiencies.

Fiscal Management. The Board determines that the Kenosha eSchool has failed to comply with generally accepted accounting standards of fiscal management and Board policy.

Violation of WI Stat. 118.40. The Board determines that the Kenosha eSchool has otherwise violated Wisconsin Statute 118.40.

Insolvency. The Board determines that the Kenosha eSchool's revenues are insufficient to pay its expenses as they come due.

Notice. The Governance Board for the Kenosha eSchool notifies the Board that it desires to terminate this contract at the end of any school year. In the event of termination of this contract, written notice by certified or registered mail, return receipt requested, shall be provided and shall list the reason(s) for termination and the effective date of the termination. In the event of contract termination, the Board of Education shall recover all funds advanced to the Kenosha eSchool under the contract to which the Kenosha eSchool is not entitled. The decision of the Board shall be final.

Appendix Due Process

The Kenosha Unified School District and the Kenosha eSchool are committed to working closely with students, parents and guardians to resolve issues and concerns in a way that is mutually agreeable. These are the steps to follow if there is a concern, question, or problem that needs attention.

KUSD Complaint Procedure:

Step One

- Contact the teacher. If it is a serious issue, you may wish to schedule a meeting, rather than discuss it on the phone.

Step Two

- If no resolution has been reached, or if your concern is broader than a single course issue, contact the Administrator of Record for KUSD eSchool at 262.359.7715.

Step Three

- If resolution is still not reached, please contact Mr. Dan Tenuta, the Assistant Superintendent of Secondary School Leadership at 262.359.6008 **for middle and high school grade levels, and Ms. Karen Davis, the Assistant Superintendent of Elementary School Leadership at 262.359.6130 for elementary grade levels.**

Step Four

- Unresolved issues may be appealed to the Superintendent of Schools at 262.359.6320.

Step Five

- The final step in the district appeal process is the Board of Education. Appeal requests should be submitted in writing to:

President KUSD Board Of Education
Education Support Center
3600-52nd Street
Kenosha, Wisconsin 53144-2697
262.359.6300

Notice

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

To the Board: Kenosha eSchool Governance Board

President
KUSD Board of Education
3600 52nd Street
Kenosha, WI 53144
Phone: 262.359.6300

In witness whereof, the parties have caused this contract to be executed by their duly authorized representatives on ~~September 27~~ **May 22, 2011-2012**:

For Kenosha Unified School District:

TBD, President
Board of Education

Dr. Michele Hancock
Superintendent of Schools

For Kenosha eSchool:

Kris Keckler
eSchool Principal

For Kenosha eSchool Governance Board:

Dr. Steven Udry, President
Governance Board

Kenosha Unified School District No. 1
Kenosha, WI

May 22, 2012

HARBORSIDE ACADEMY CHARTER CONTRACT

On March 27, 1997, the initial charter of Harborside Academy was presented to the Board of Education. At that time, the Board approved a five-year charter contract with Harborside. The five-year contract matched the time frame of the Harborside lease with Saint Elizabeth Parish. This winter, the Board decided that Harborside Academy would move to the building currently housing Reuther Central High School. It was also decided that Harborside would merge, starting July 1, 2012 with Paideia Academy making Harborside a six through twelfth grade charter school. At this time, The Harborside Academy Governance Board is requesting an additional five-year charter renewal to continue as a six through twelfth grade KUSD charter school.

Per the request of the KUSD School Board, all of the existing charter schools have already completed or are in the process of aligning the charter contract language for improving the communal layout, presentation, and understanding. The Wisconsin Department of Instruction utilizes the Charter School Contract Reviewer Benchmarks instrument, which identifies key areas that need to be present in each contract. Some of the following changes are the result of the reviewers' suggestions and recommendations.

The attached charter contract reflects current instructional and management practices at Harborside. Annual evaluation of the students' success is reported in the KUSD annual report. Harborside Academy has shown fiscal responsibility throughout the duration of the previous contract.

Administration Recommendation

At its May 8, 2012 meeting, the Curriculum/Program Committee voted to forward this charter contract to the School Board for consideration. Administration recommends that the Board approve the proposed 2012-2017 Harborside Academy Contract.

Dr. Michele Hancock
Superintendent of Schools

Dan Tenuta
Assistant Superintendent of Secondary School Leadership

Tina Schmitz
Director of Finance

William Haithcock
Principal, Harborside Academy

Kenosha Unified School District No. 1
Kenosha, Wisconsin

~~March 27, 2007~~
May 22, 2012

Harborside Academy Charter Agreement

This agreement is made as of the ~~27th day of March 2007~~ **22nd day of May 2012** by and between the Board of Education for the Kenosha Unified School District No. 1 (“Board”) and Harborside Academy.

Terms of the Contract

The term of the Harborside Academy Charter Contract, as a **KUSD instrumentality charter**, shall be a period of five (5) years commencing on the 1st day of July, ~~2007~~ **2012**.

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

Administrative Services

~~Harborside Academy Curriculum Sponsors~~ The sponsors will be William Haithcock, ~~Tim Miller, and Tom VanWinkle.~~ **Dan Tenuta, and Jennifer Seydel, Ph.D.**

~~Person(s) in Charge and Administrative Services.~~ The person responsible for administrative leadership of the Harborside Academy will be Mr. William Haithcock. He will serve as full-time Principal/Director of the school. Mr. Haithcock will work closely with the Governance Board to ensure that the educational goals of Harborside Academy are carried out. He will be responsible to the Board of Education for meeting the terms of the contract, financial accountability, serving as an instructional leader, overseeing instruction and staff development, managing the building, hiring of all personnel, and handling student discipline. Mr. Haithcock will also be responsible for overseeing secretarial/clerical procedures such as attendance and health records. He will also oversee the administration of assessment and evaluation of programs and all staff. If the Principal/Director should leave his position, ESC central office personnel in consultation with the Harborside Academy Governance Board will choose a replacement.

Advisory/Governance. The Governance Board will work to support the educational philosophy of Harborside Academy and will conduct activities consistent with its mission.

Nonsectarian. Harborside Academy is nonsectarian in its programs, admissions policies, employment practices, and all other operations. Harborside Academy faculty, staff, equipment, supplies, curriculum, and teaching content shall be free of all religious or other sectarian symbols or influences.

~~Educational Program. Grades covered by Harborside Academy.~~ During year 1, Harborside Academy will educate students in ninth grade. Enrollment goals will be approximately 100-108 ~~46 to 50 students per grade level in grades six through eight, and approximately 110 students per grade level grades nine through twelve.~~ An additional grade level will be added each year until the school houses all four high school grade levels.

~~All Grades. Covered by Harborside Academy~~ The Harborside Academy is a college bound high school (grades 9-12) **grade six through twelve college preparatory school** whose graduates will attend college or university

post-secondary education. ~~Enrollment goals~~ **Targeted enrollment** will be approximately ~~100-108~~ **46 to 50 students per grade level in grades six through eight, and approximately 110** students per grade level in **grades nine through twelve** The school, which will ultimately enroll approximately ~~400~~ **578** students in grades ~~9-12~~ **6-12**, offers a rigorous academic program within a personalized learning environment, and prepares all students for success in college and beyond. Immersed in an ethos of service and teamwork, Harborside Academy students are challenged to take the reins of community leadership and to understand and meet the demands of the modern workplace.

Mission Harborside Academy, an Expeditionary Learning (EL)/Paideia School, that utilizes the best practices of the EL and Paideia models of teaching in a small personalized setting in order to impel and prepare students for the 21st Century. Harborside students will have a sense of the larger community that they are part of, and their importance within it.

~~Harborside Academy's mission as an Expeditionary Learning High School is to provide a rigorous academic program through learning expeditions, in a small personalized setting that impels and prepares students for full participation in the intellectual, economic and civic life of our society. Our approach draws students, teachers, and parents together in the pursuit of high standards of academic achievement, character, and service to the community.~~

Curriculum Curriculum will be chosen by the staff of each school in conjunction with the mission and educational program of the school and aligned with the mission of the KUSD. Harborside's curriculum is centered upon an interdisciplinary, thematic curriculum. Flexible scheduling and team planning throughout the academic programs allow for frequent collaboration and coordination between disciplines. Advanced Placement and honors courses ~~may be~~ **are** offered based upon student interest and readiness. Teachers at Harborside will use instructional methods with all students that are often reserved for students in honors courses or programs for gifted learners. Harborside will have a rigorous academic program that is very demanding. Each semester ~~or trimester~~ of work that meets or exceeds course standards will earn credit.

During grades 6 - 12, all students will be expected to successfully complete the following:

Grades 6 - 8

- **3 years humanities (English and social studies) 6 credits**
- **3 years of mathematics 3 credits**
- **3 years of science 3 credits**
- **3 years foreign language 2 credits (.5 in 6th grade, .5 in 7th grade, 1.0 in 8th grade)**
- **3 years of health/physical education 1.5 credits**
- **3 years of Crew**

- **Additional 6-8 Elective Credits 1.5 (i.e., art, music)**

Grades 9 - 12

- **4 years of humanities (English and social studies) 8 credit**
- ~~4 years~~ **3 years of mathematics 4 credits 3 credits**
- ~~4 years~~ **3 years of science 4 credits 3 credits**

- ~~4 years of arts and technology (performing or visual)~~
- **2 years of a foreign language (Unless excused by a parent/guardian)**
- **2 years of health/physical education 2 credits**
- ~~4 years of "crew" (see pg. 6, 4g)~~

- **Additional 9-12 elective credits are added to required courses, including 4 years of Crew, to achieve 23 minimum credits for graduation.**

The staff at Harborside Academy will participate in district textbook adoptions and associated training/curriculum development. The curriculum at Harborside Academy will cover the standards and benchmarks of ~~Kenosha Unified School District~~ **KUSD** while the school reserves the right to determine the order of delivery to better suit the needs of Harborside Academy students. Materials for unique aspects of the EL program will be chosen by the staff of Harborside Academy in conjunction with the mission of the school and aligned with the mission of the ~~Kenosha Unified School District~~ **KUSD**.

~~Students at Harborside will at times be allowed to take more than the traditional 8 credits per academic year. Crew and the intensive electives (see pg. 3, 4c) will make additional credits possible. Due to EL School's academic requirements that are listed above, many students at Harborside will graduate with more than 26 credits.~~

Methods of Attaining Educational Goals

Instructional Framework

Within Wisconsin charter school law, section 118.40 (1M) (1) 4 states that this charter contract should include methods that the school will use to enable pupils to attain the educational goals under s. 118.01. Within 118.01, schools are challenged to provide pupils the following:

- Basic skills, including the ability to read, write, and arithmetic calculation.
- Analytical skills, including the ability to think rationally.
- A basic body of knowledge basic body of knowledge that includes concepts of literature, fine arts, mathematics, natural sciences..
- Knowledge in computer sciences.
- Vocational skills
 - An understanding of the range and nature of occupations.
 - Preparation to compete for entry for entry level jobs.
 - Positive work attitude and habits.
- Citizenship
 - An understanding of the basic levels of government.
 - A commitment to the basic values of government.
 - The skills to participate in political life.
 - An understanding of the function of organizations in society.
 - Knowledge of the importance of biological and physical resources.
 - Knowledge of state, national, and world history.
 - An understanding of different value systems and cultures.
 - At all grade levels, an understanding of human relations with regard to American Indians, Black Americans and Hispanics.
- Personal development
 - Skills needed to cope with social change.
 - Knowledge of the human body and the reasons to maintain lifelong health.
 - Knowledge of the practice of physical education.
 - Knowledge of the vitamin content of food and the nutritional value of dairy products.
 - Knowledge of physiology, hygiene, and sanitation.
- An appreciation of artistic and creative expression.
- The ability to construct personal ethics and goals.

Updated April 17, 2012

- Knowledge of morality and personal responsibility.
- Knowledge of the prevention of accidents and the promotion of safety.
- Sound decision making skills including knowledge of the conditions which may cause and the signs of suicidal tendencies.
- Knowledge by which pupils can recognize and avoid physical or psychologically or abusive situations.

Methods of Attaining Educational Goals **Instructional Practice**

Innovative teaching methodologies that focus on active participation and student engagement will be used on a regular basis at Harborside Academy. Strategies from the Expeditionary Learning and Paideia models will be blended, varied and memorable to create powerful learning experiences on a regular basis. Strategies that will be used within our classrooms will include (*Socratic*) Seminar, Conceptual Models, Text Rendering, World Café, Gallery Walks, BBK Workshops, Didactic Instruction and student Coaching Techniques. While this is not an exhaustive list of strategies or protocols that will be used in our classes, it represents our style of teaching.

As a charter school, Harborside **Academy** will use innovative teaching methods and instructional practices to achieve these educational goals will maintain autonomy and academic latitude over instructional pace and order. However, district standards and benchmarks are still used. The items listed above will be accomplished through the standards and benchmarks associated with multiple history courses including American History, World History, and U.S. Government and politics, psychology, and sociology. Mandatory courses in fine Arts, physical education, health, business, math, science, and language arts courses will help students to achieve most of the remaining skills listed in Wisconsin Law section 118.01. Individual counseling, Crew classes, and an ~~mandatory~~ optional junior level internship will also play a big role in helping students to achieve these skills that they will need to succeed in adult life.

Harborside Academy will use its organizational structures and systems to help students attain these skills in the most efficient manner possible. Harborside's staff will emphasize the school's small size, ~~support a the~~ commitment to interdisciplinary teaching, and the field-based experiences that are at the core of Expeditionary Learning. The structures to accomplish these skills in a highly effective manner will include **the following:**

~~Harborside School will use organizational structures and systems to attain its educational goals that take advantage of its small size, and support its commitment to interdisciplinary, sustained learning and the field-based experiences and public products that are at the core of Expeditionary Learning. These structures will include:~~

- **Learning Expeditions:** Learning expeditions are the core experience within the academic program. Learning expeditions explore content and skills within at least two major disciplines during an in-depth examination of a compelling topic. Often that topic will start with issues or events of local interest that relate to larger areas of study, **and conclude in Expeditions include** a student completed "product" that has value to an external audience, e.g. a research project on local water quality culminating in a presentation to the City Council on the students' findings, implications, and recommendations.
- **Schedules:** Harborside Academy will organize the schedule to promote and support deep, personal, and rigorous teaching and learning. Classes are taught within a flexible schedule, **and** the school calendar is organized by either semesters. ~~or trimesters depending on school specifics and scheduling limitations.~~ **The daily schedules and the school calendar feature opportunities for extended days and longer school years.**

- **Heterogeneous grouping:** All students will be expected to complete their courses and demonstrate academic mastery at a high level. Teachers and school staff will support students who seek additional challenges beyond the shared curriculum. (*Exceptions might include a student working towards credit in an honors or AP level course.*)
- **College Bound:** Expeditionary Learning schools believe that all of their students should pursue post-secondary education and should consider a college or university education as their primary goal upon graduation.
- **Student-led family-teacher conferences:** Harborside Academy ~~will~~ insists upon students taking an active role within their education. The family conference is a cornerstone activity within that process. During these conferences, ~~held at the end of each trimester~~, students lead a discussion of their accomplishments, needs, and goals as learners based upon work they have collected.
- ~~8th, 10th and 12th~~ **Eighth, Tenth & Twelfth Grade Passage Portfolios:** The Passage Portfolio is a collection of a student's work in his or her courses accompanied by pieces of self-assessment and reflection. All students must successfully complete ~~these high-stakes~~ **this** events before moving on to the next grade **level** or graduation. During their Passage Portfolio event, students discuss with staff and family what they have learned and why their work demonstrates their readiness to move on to the next level of school.
- **Senior Project Expeditions:** A Senior **Project Expedition** will be designed by each student around a particular passion or field of interest. ~~The Student Partnership Junior Internship~~ may likely inform the specific topic and/or passion that the senior will pursue in more depth. Seniors will be coached through this process through ~~a~~ **their senior Crew Seminar class.**
- **Adventure Education:** All students will participate in a multi-day off-campus wilderness adventures ~~at the start of their first year of enrollment.~~ Supervised by trained staff and chaperoned by teachers and school staff, this experience is designed to build community and teach important lessons related to the school's philosophy and pedagogy.
- **Service:** Harborside Academy students are required to complete **no less than 15 hours of community service each school year. This work is reflected as ten percent of each student's Crew grade. Student service hours are turned in each year by the end of final exams. Service hours can be accrued the summer before the school year begins. Service hours beyond required 15 cannot be rolled over to the next school year.**
- **Summer School:** Harborside Academy will participate in KUSD summer school programming. Harborside's summer school program will continue to run with Reuther and will be a standards based program designed to re-teach skills that students did not learn throughout the traditional school year.
- **Special Education:** Harborside Academy will do everything within its power to recruit and maintain a student demographic that is similar to other schools within the community. Therefore, Harborside ~~will be the first charter school in Kenosha that~~ will offer special education services to students with an Individualized Education Plan. A full continuum of services will not be provided, but an inclusive model of support will be provided for ~~this school~~ **Harborside Academy** in the same manner that is provided for all other students within ~~KUSD the Kenosha Unified School System.~~ **As agreed upon by KUSD Board of Education in 2009, special education costs are included in the District's 20 percent of the budget.**

Electives

~~Junior Internship~~ **Student Partnership:** Each junior ~~will~~ **During first or second semester Juniors and Seniors may choose to** work with a teacher to design and prepare ~~for an internship~~ **a student partnership.** ~~that occurs between the 2nd and 3rd trimesters.~~ **The internship Student partnerships may** ~~must~~ include a compelling topic, a strong reading and writing component, powerful fieldwork, and/or a product that reflects

Updated April 17, 2012

deepened understanding of the content studied and the skills learned **during this internship-type experience.**
Student partnership experiences may happen off-campus at local businesses.

Enrichment Intensives: **These intensives** are ¼ credit weeklong courses. Students at Harborside Academy could engage in a range of activities, including interest-based topics such as anthropology, Exercise and Sports Science, or archeology. **Enrichment** intensive courses will be selected and designed by Harborside staff and will be reflected **by specific name** on a student's **electronic** transcript. **Enrichment** intensive courses will be optional for second semester seniors who ~~that~~ are on track to graduate on time.

Harborside Academy has the autonomy to create and add enrichment intensive courses to their electronic catalog for scheduling.

Academic Intensive: **These intensives are designed for remediation and are non-credit courses that allow for credit recovery** depending on students' academic progress. ~~that provide opportunities for remediation or enrichment.~~ **Students that are failing any course or character grade, at the time of intensives, will take a zero credit academic intensive. Harborside staff will track data relating to academic intensives. Total students taking this course per grade level, total failing grades per grade level, total passing grades earned during intensives, and total passing grades earned due to successful completion of contracts may be reviewed by the Harborside Governance Board.**

Crew: Harborside Crews are teams of students and an adult advisor who meet ~~daily~~ to discuss academic issues, share accomplishments, problem-solve individual or school dilemmas, and organize student work for ~~exit~~ portfolios or exhibitions. Critical to the school's goal of knowing all students well, Crew both cares for students and holds them accountable while at the same time giving them an opportunity to know themselves and each other better.

Articulated & Transcribed Credit Courses. – **Harborside will participate in articulation agreements between KUSD and Gateway Technical College (GTC). Harborside has worked with the staff at GTC to offer transcribed credit courses.** Description of the courses agreed to by Harborside and GTC are contained in the Governance Board's continuing resolutions as defined by Harborside Governance Board Policies. Harborside may seek articulated and transcribed credit courses at other accredited institutions of higher education.

Honors Programming **Harborside Academy students in grades 6 – 8 will have the option to complete honors level assignments in their core subject classes.** "Weighted" honors credits will be offered at Harborside Academy for **grades 9 - 12. With the exception of math, chemistry, physics, and Advanced Placement classes, all honors level classes will be heterogeneously grouped. Weighted honors and Advanced Placement courses will be limited to core academic courses (math, science, social sciences, and English).** ~~However, these courses will be limited to courses that fall within the areas of Math, Science, English, Social Studies, and Foreign Language. Elective area courses, outside of these academic areas, will not be offered at the honors level. None of the elective or Enrichment Intensive courses will be offered at the honors level.~~

AP Courses: also be offered to Juniors and Seniors at Harborside Academy in areas where certified staff ~~and enough interested students are~~ **is available and enough students are interested.** Similar to other ~~district~~ **KUSD** high school students, **if their schedule permits,** Harborside students will be allowed to travel to another school to take an AP course that is not offered at Harborside.

School Calendar. Harborside Academy will generally follow the ~~Kenosha Unified School District~~ **KUSD** calendar. **However, the unique educational program of each school may necessitate flexibility when scheduling the school day and calendar.** ~~For A~~ **possible** example, parent conferences will reflect the process

Updated April 17, 2012

used at the local middle schools. Therefore, there will be a full day off to make up for two evenings (7 hours) of conferences. Harborside will also have possible calendar variations due to passage experiences ~~and the possibility of using a trimester schedule.~~ Harborside Academy, similar to other choice schools in Kenosha, will be dismissed at 2:25 every day so that high school students are able to take shuttle busses back to their district school ~~so that high school students can~~ to take advantage of district bussing. **District transportation is not available to students in grades 6 – 8.**

All students at Harborside, grades 6-12, will follow the same calendar. Conference dates, staff development days, etc., for the entire school will somewhat reflective of the district high school calendar to meet student transportation needs.

Harborside Academy's student/teacher contact minutes may not reflect the district or state norms.

The Design Principles and Core Practices

All Expeditionary Learning Schools adhere to a common set of beliefs and structures for teaching and learning. The design principles express the philosophy of education and core values of Expeditionary Learning. Drawn from the work of Outward Bound's founder Kurt Hahn, and other educational leaders, they shape school culture and provide a foundation for the moral purpose of schools.

- The primacy of self-discovery Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.
- The having of wonderful ideas Teaching fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
- The responsibility for learning Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
- Empathy and caring Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.
- Success and failure All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.
- Collaboration and competition Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.
- Diversity and inclusion Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
- The natural world A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

Updated April 17, 2012

- Solitude and reflection Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.
- Service and compassion We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Core Practice Benchmarks. The Core Practice Benchmarks describe Expeditionary Learning in practice: what teachers, students, school leaders, families, and other partners do in fully implemented Expeditionary Learning schools. The five core practices--learning expeditions, active pedagogy, school culture and character, leadership and school improvement, and structures--work in concert and support one another to promote high achievement through active learning, character growth, and teamwork.

The Core Practice Benchmarks serve several purposes. They provide a comprehensive overview of the Expeditionary Learning practices, a planning guide for school leaders and teachers, a framework for designing professional development, and a tool for evaluating implementation.

Learning expeditions will be implemented throughout the curriculum. Within the expeditions, teachers will design compelling topics and create guiding questions that will drive the instruction. Teachers will link projects to the learning and ask students to design high quality products. Teachers will also connect learning to the real world by incorporating fieldwork, local expertise, and service learning into the classroom. Students at Harborside will be asked to produce and present high quality student work.

Teachers will also use an active pedagogy within their classrooms. Effective instructional practices will be used school wide. Teachers will teach reading and writing across the disciplines. They will teach inquiry based math, science, and social studies. Teachers will also use effective assessment practices like portfolio assessment and standards based assessment.

Building a positive school culture and fostering character will also be critical to the success of this school. Staff will ensure equity within the school and uphold high expectations for student behavior by establishing a building wide plan for discipline and by establishing consistent school procedures for the students to follow. The students will also be expected to follow a more stringent dress code where jeans, sweats, and t-shirts are not allowed.

This school will also emphasize ~~a value on~~ adventure and fitness. Students will participate in yearly Outward Bound Experiences where they will leave campus with the staff. ~~for a retreat away from school.~~ Students will be able to participate in active learning activities that emphasize academic excellence and team building. The school staff will also strive to develop a professional community that engages families in the learning process.

The staff at Harborside Academy will provide effective leadership in curriculum, instruction, and school culture. The staff will also create the structures necessary to accomplish these lofty goals. For example, students in good academic standing will be dismissed early on Wednesday afternoons so that staff can work together to prepare learning expeditions. (Students ~~that~~ **who** are not in good academic standing will be required to remain for the full length of the day to work in an intervention type setting with the school Principal and/or Counselor.) Staff members will also participate in mandatory summer training sessions and attend in-services/workshops in order to be trained in EL School's methodology. When the budget permits, a staff member titled an Instructional Guide will be hired to help staff to acquire the specific skills necessary to teach within this model.

Methods of Measuring Student Progress

Updated April 17, 2012

Student Evaluations Students will be assessed on their mastery of **Learning Targets (which are based on KUSD Standards and Benchmarks)** and **character grades**.

The Harborside **Academy** school assessment and graduation process prepares students to do the kinds of work required in college and the workplace. Students graduate and receive a diploma from Harborside Academy by successfully meeting course standards that demonstrate essential skills and knowledge. Students will be regularly assessed, both formally and informally. The form of student assessment will vary depending on instructional goals but will include tests, quizzes, papers, projects and labs as well as portfolios, presentations, performances, and exhibitions (portfolios and exhibitions are described in more detail below).

Portfolios ~~Portfolios have been used in fields such as art and architecture for many years.~~ A portfolio is a collection of work showing what a student has been thinking about, working on, **and learning to do and knowledge gained**. It may contain written work, artwork, audio or videotapes of performances, photographs of three-dimensional constructions, and more. A portfolio does not include every bit of work; instead, it is a selection made by the student with teacher help. EL high schools have a portfolio system including Classroom ~~Working~~ Folders, ~~Subject Area Portfolios~~, a Crew Portfolio, and **Eighth Grade Passage**, ~~10th Tenth~~ Grade Passage and **Twelfth Grade Passage** ~~Graduation Portfolios~~. Each part of this system has a different purpose and audience.

Classroom Working Folders- ~~As they complete~~ pieces of work **are completed**, students will store both drafts and final products in their Classroom ~~Working~~ Folder. The purpose of Classroom ~~Working~~ Folders is to gather and organize student work. Students select work from their Classroom ~~Working~~ Folders to put in ~~each of the other~~ Crew portfolios.

Subject Area Portfolio ~~A Subject Area Portfolio is a portfolio that gathers student work in one subject area (math, social studies, etc.) over two years. Students will create one set of Subject Area Portfolios in ninth and tenth grades, and another in eleventh and twelfth grades. The purpose of subject area portfolios is to show student learning in each subject, to prompt academic reflection on the part of the student and to show that he or she is meeting the required standards. Periodically students are supported in choosing work from their Classroom Working Folders to put into subject are portfolios. Students select work based on the degree to which it shows evidence of the learning targets associated with the curriculum that term. When students begin to create their Tenth Grade Passage Portfolio or Graduation Portfolio, they will include work saved in their Subject Area Portfolios.~~

Crew Portfolio- ~~A Crew Portfolio is a portfolio that shows evidence that the student is meeting our school's crew, and non-, academic, and elective standards.~~ The Crew Portfolio will include evidence of student learning and achievement in these areas: **academic and elective coursework**, the school's character traits and character learning targets, Adventure and Fitness (e.g.: a Wellness Plan), independent literacy, and post-secondary preparation (e.g.: resume creation, reference letter gathering). The student will choose pieces from the Crew Portfolio to include in eighth grade, and ~~sophomore tenth~~ **grade** passage and ~~graduation-senior~~ portfolios, as well as college applications.

Eighth and Tenth Grade Passage Portfolio- In order to graduate to the ~~eleventh~~ **next** grade **level**, all students must engage in a portfolio assessment process that simulates the tasks and process that students will be asked to engage in during the eleventh and twelfth grades. We call this the "passage" portfolio because it is a gateway to being a senior student. Students who are capable of fulfilling the requirements for the Passage Portfolio demonstrate that they are capable of success at the next level. Each student presents his or her Passage Portfolio to a panel that includes members of the school community as well as members of the community beyond the school building. The **Eighth Grade** and Tenth Grade Passage Portfolio **may** contain the following sections:

Author Introduction, including personal statement
Science and Technology

Updated April 17, 2012

Historical Understanding
Literature and Writing
Mathematical Thinking
Artistic Creation
Second Language Acquisition and Experience
Selections from Crew Portfolio.

~~Graduation Senior Passage Portfolio~~ **The Senior Passage includes** ~~Graduation Portfolio~~ is a portfolio prepared by each student in twelfth grade that highlights the student's work over the course of his or her career at **Harborside the EL High school including their senior project. The Senior Passage** ~~Graduation Portfolio~~ has two purposes: one, to show that the student has met the graduation standards of our school, and two, to help the student prepare for ~~college admissions~~ **post-secondary plans**. Each student will present his or her ~~graduation portfolio~~ **Senior Passage** to a panel made up of members of the school community as well as members of the community outside the school building.

Graduation portfolios **may** contain the following sections:

Author Introduction, including personal statement and résumé
Science and Technology
Historical Understanding
Literature and Writing
Mathematical Thinking
Artistic Creation
Second Language Acquisition and Experiences
Selections from Crew Portfolio
~~Senior Learning Expedition~~ **Senior Project**

Exhibitions An exhibition is a public demonstration that lets students show parents, teachers, and members of the community what they are learning and doing in school. The exhibit may be artwork, research, results from an experiment, written work, tests, or other projects. The exhibition demonstrates what has been learned more clearly than just a grade on a report card can. It also gives other students ideas that will help them improve their own work and helps to set a standard for excellent work from all students. The exhibition is an important way for us to both celebrate work and to hold students and the school accountable to parents and others who care about our school.

Academic Grading Language and Scale Each Harborside Academy course will be built around *learning targets*. A learning target is a description of what students need to understand or be able to do by the end of the course. Learning targets are based on district standards, and written in student accessible language so they can be used to guide student self-assessment. Learning targets also take the sometimes abstract language of the standards and place them in a concrete context.

For example, one state standard is, "Students can write for a variety of purposes and audiences." This is the kind of standard that teachers will track student progress toward over multiple years. ~~The way they will track~~ **That progress is will be tracked** through a series of more specific learning targets such as, "I can write an editorial article about the current plans for reclamation of Rocky Flats that uses evidence to be persuasive." This target makes sense to students and if students meet this target, they have clearly made progress toward the standard.

When teachers give feedback to students about their progress toward a target they will use the following language which correlates with the following scoring system.

How their evidence of understanding relates to the target	The grade point associated with that level of progress toward the target	The letter grade associated with that level of progress toward a target
Exceeds the target	4	A
Meets the target	3	B
Partially meets the target	2	C
Does not meet the target	0	F/ INC

For each major assessment, teachers will develop *rubrics* (often with student input) that make clear the criteria that a student will have to meet in order to receive a 2, 3 or 4.

What specifically do these grades say about student achievement on a particular assessment or a learning target?

0 = Does Not Meet the Learning Target: A “1” “0” is given when, in the absence of extenuating circumstances (e.g. an excused absence), a student does not demonstrate substantive progress towards meeting the standards or criteria of a given assessment by an established deadline. This may mean that a student has not met the majority of performance indicators or criteria for that assessment, or they have not genuinely attempted to meet the rubric criteria.

2 = Partially Meets the Learning Target: A “2” is given when a student has demonstrated a substantive attempt to meet the standards of a given assessment ~~by the established deadline~~, but needs more time to achieve competency. This may mean a student has met the majority (51%) ~~70%~~ of the performance indicators or criteria for that assessment or genuinely attempts to meet the rubric criteria.

3 = Meets the Learning Target: A "3" is given when the student’s work fundamentally meets the standard being assessed and the assessment requirements. It is competent work that demonstrates the essential skills and knowledge for that grade level or course. *All* of the criteria for Meets the Standard (e.g., in the rubric) are demonstrated in the work.

4 = Exceeds the Learning Target: A "4" is given when the student’s work goes substantially above and beyond the course standards in quality. The work may not be perfect, but it includes complexity, sophistication, originality, depth, synthesis and/or application that clearly exceeds what would be expected to meet the standards in this assessment. Sometimes, a student will have to opt to complete a particular task(s) or prompt(s), not required of all, in order to be eligible for an Exceeds.

~~What specifically do these grades say about student achievement when used for an overall course grade?~~

~~0 = Does Not Meet the Learning Targets: A student’s work has not met the majority of the learning targets assessed.~~

~~2 = Partially Meets the Learning Targets: A student’s work has met a majority of the learning targets assessed, but the student’s work has partially met one or more. This demonstrates their having met some targets, being somewhat behind grade level and results in the lowest passing grade of a C at the end of the term.~~

Updated April 17, 2012

~~3 = Meets the Learning Targets: A student's work has met (earned an average of 3) on the learning targets for the course. This demonstrates their having met targets, being on grade level and results in a B at the end of the term.~~

~~4 = Exceeds the Learning Targets: A student's work has exceeded the expectations in over half of the learning targets. This demonstrates being above grade level in more than half of the learning targets for the course and results in an A at the end of the term.~~

Pre-ACT Testing. All Harborside students will participate in the ACT EXPLORE (9th grade requirement of KUSD) and the ACT PLAN (10th grade requirement of Harborside) tests.

Harborside Academy will pay for the ACT PLAN tests as part of the student fees.

Character Grades. As evident in our practices and procedures, Harborside Academy places an important value on students demonstrating high character in all they do both at school and in the community. In such, students are not only graded on academic performance, but character trait development as well. The character grade system was built on a set of targets that students at Harborside helped to develop. These targets include:

Learning Target #1: I am a RESPONSIBLE student.

Learning Target #2: I am a RESPECTFUL student.

Learning Target #3: I am a COOPERATIVE student.

Learning Target #4: I am a TRUSTWORTHY student.

Learning Target #5: I am a positive LEADER.

Learning Target #6: I use HUMOR appropriately.

Because of the importance of these character grades, students receive two grades for each course they are enrolled at Harborside Academy. They receive an academic grade, which they earn by showing evidence of progress toward the learning targets for the course. They also receive a character grade which they earn by demonstrating behavior in the 6 character learning targets. *Students must pass both grades with a C or better to earn credit for the course.* Specifics relating to character grades can be found in Governance Board's continuing resolutions.

~~Character Grades. Students receive two grades for each course they are enrolled at Harborside Academy. They receive an academic grade, which they earn by showing evidence of progress toward the learning targets for the course. They also receive a character grade which they earn in the same learning target based way. *Students must pass both grades with a C or better to earn credit for the course.*~~

~~Character grades are important to Harborside Academy because they allow us to communicate clearly with students and families about progress. Traditionally a certain portion of a grade was given based on participation, behavior or effort. This meant that the single grade students received sometimes communicated confusing information. For example, a student who knew all the content in a course, but came to class late or showed less than appropriate effort earned a C. At the same time, in the same class, a student who didn't understand the content but came on time, participated in class and made every effort also received a C.~~

~~In an effort to communicate more clearly with students and families about progress in both areas (academic and character/behavior) we give students a separate grade in each area. Just as in the past, however we want to hold students accountable for both, so students must earn a C or better in both their academic and character grade to earn credit for any course.~~

Updated April 17, 2012

~~This school has a set of character traits and a set of specific character learning targets that correlate with those character traits. Each term, grade level teams determine which subset of the character targets they will focus on. Teachers will provide students with instruction about those character targets, give students feedback about their progress, ask students to evaluate their progress, and collect assessment evidence. At the end of the term, teachers look at the assessment evidence they have to determine how frequently a student's behavior could be described as meeting the character learning target.~~

~~Students are scored this way on each character target, and then the set of scores is evaluated to their character grade for the course. Teachers do this just as they determine academic grades.~~

~~0 = Does Not Meet the Learning Targets: A student's work has not met the majority of the learning targets assessed.~~

~~2 = Partially Meets the Learning Targets: A student's work has met a majority of the learning targets assessed, but the student's work has partially met one or more. This demonstrates their having met some targets, being somewhat behind grade level and results in the lowest passing grade of a C at the end of the term.~~

~~3 = Meets the Learning Targets: A student's work has met (earned an average of 3) on the learning targets for the course. This demonstrates their having met targets, being on grade level and results in a B at the end of the term.~~

~~4 = Exceeds the Learning Targets: A student's work has exceeded the expectations in over half of the learning targets. This demonstrates being above grade level in more than half of the learning targets for the course and results in an A at the end of the term~~

~~Students who do not pass the character grade for a course will be required to complete an educational plan designed by the school Principal, Parent and Counselor to raise their grade to a "C". This program will be designed to help students learn more positive behavioral choices. Academic grades will be considered incomplete until such a time that the Principal agrees that the student has successfully completed the requirements of his/her individual plan. No failing grades will be issued without prior written warning to a child's parents. *(All IEP plans for special education students will be followed.)*~~

Annual Testing. Students at Harborside Academy will participate in annual state Standardized testing.

Report Cards/ Student Transcripts. Honor Roll. Meeting the Standards in a course is a significant accomplishment. Although a direct translation to a non-standards-based grading system is not possible or advisable, the GPA translation of 3.0 fairly reflects our rigor. All students who meet the learning targets in all of their classes by the final day of the semester will be recognized for achieving Honor Roll. **Details regarding honor roll are contained in the Governance Board's continuing resolutions.**

Report cards will be completed quarterly. Transcripts are available upon request as they are at other district high schools. Harborside Academy transcripts ~~may~~ **will** not reflect class rank. This information will always be made available to students applying for scholarships, but may not be included as a statistical category. **Parents who desire class rank to be included on the transcript may request it.**

Governance Structure

Governance/ Advisory Method. The Harborside Academy Governance Board will ensure the Harborside Academy Charter is upheld and will monitor and provide guidance for Harborside Academy, an instrumentality charter school of Kenosha Unified School District. The Harborside Academy Governance Board will oversee the attainment of the instructional outcomes of the school and will ensure that the school is in compliance with its charter and mission. The board will have authority over Harborside Academy's policies that are agreed upon within the charter agreement.

Methods to Ensure Parental Involvement. Harborside Academy parents are important partners in the educational programs at all charter schools. The governance structure of the school must address parent involvement. Parents are involved in The school's Governance Board making them a critical part of the decision making process.

Non- Discrimination Statement. Harborside Academy will not deny access to any student based on gender, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, color, or physical, mental, emotional or learning disability.

~~The Harborside Academy Governance Board will oversee the attainment of the educational outcomes of the charter school and will ensure that the school is in compliance with this contract and the mission and vision of the school. This board will be made up of at least 1 district administrator, 2 teachers, 2 parents, and 2 community members.~~

Qualification for Individuals to be Employed

Teacher Qualifications All staff members of Harborside Academy will meet the requirements for charter school personnel set by the State of Wisconsin and by District policy. Teachers will be expected to have an aptitude ~~for this particular~~ for Expeditionary Learning and/or Paideia model of teaching. Appendix A contains the teacher job description used for hiring staff. Harborside Academy staff will be interviewed and hired by the Principal. ~~following the established hiring guidelines of the District.~~

~~Employee Status All full-time Harborside Academy staff members will be employees of KUSD and are entitled to all of the rights and benefits of other similar employees of KUSD following already established salary schedules and benefit programs.~~ **Harborside Academy employees are considered KUSD employees and therefore are entitled to same wages and benefits as other KUSD employees.**

Teacher Transfers Any teacher transferring into Harborside Academy must agree with the philosophy and expectations spelled out in the job description that has been attached to this document as Appendix A. The teacher and school principal at Harborside Academy must agree that the teacher can and will meet the expectations in order to successfully complete the job requirements as described within the job description. **If the Principal feels that a transferring teacher is unwilling or is not prepared to perform the duties assigned within the job description, that teacher will not be placed at Harborside Academy.**

Student Health and Safety. ~~All local and state health and safety regulations and building code standards will be followed, including but not limited to, fire drills and tornado practice.~~ **All applicable health and safety policies will be adhered to including fire and safety drills.** OSHA safety procedures will be in place.

Equity of Opportunity. **Racial/Ethnic Balance Goals and Methods.** Enrollment at Harborside Academy is open to all students in Kenosha Unified School District in grades ~~nine~~ **six** through twelve. **The traditional geographic boundaries that exist in KUSD schools do not affect Harborside Academy.** ~~However,~~ enrollment will be limited to ninth grade in the school's first year of existence. Tenth graders will attend in the second year and we will add 11th grade in year three. In four years, all four grade levels will be allowed to

Updated April 17, 2012

~~attend this school. In accordance with Wisconsin state statutes, no person shall be denied admission based on a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. However, the availability of certain special education services will be determined by the support staff that is assigned to Harborside. Information about enrollment procedures and timelines will be widely disseminated through flyers to public schools, on our website, and in the local newspaper.~~ **Harborside Academy will not deny access to any student based on gender, race, religion, national origin, ancestry, pregnancy, martial or parental status, sexual orientation, color, or physical, mental, emotional or learning disability**

Equitable access for all students has been a priority for this planning team. Steps taken include:

- On the ~~"Letter of Intent"~~ **School Selection** form, students are not asked to identify their **gender, race, religion, national origin, ancestry, pregnancy, martial or parental status, sexual orientation, color, or physical, mental, emotional or learning disability**. Students simply list their name and contact information. From that point, the student names are entered in to a random lottery process. Selection of students is completely random.

- In order to promote equal student representation, Harborside Academy will carefully plan all recruitment efforts so that everyone in the community has a chance to learn about the school. Parent information meetings will be held at each of the middle and elementary schools in KUSD. ~~in town as well as in many different locations throughout the community. In addition, local organizations such as NAACP, LULAC and local churches will be contacted and asked to help spread the word through their organizations.~~

10. Admission Requirements

Application Process Letter of Intent Required. ~~Parents and students must complete a "Letter of Intent" in order to attend Harborside Academy.~~

Students wishing to attend Harborside Academy, in the Paideia Middle School House, will register by returning a student interest form. Interested high school students will express interest through the district high school selection form. If more students express interest in grades 6 or 9 than there are open spaces, a random lottery will be used. Paideia house students in eighth grade that are moving into 9th grade will be awarded automatic placement into the high school as long as they submit the proper selection/ interest form by the designated date.

Students accepted in the lottery will be given a designated time period to sign and return the Harborside Academy acceptance letter/contract. Students who do not return that form by the designated date will be denied admission and replaced by a student on the waiting list.

Discontinuance of Student Enrollment As with the other Kenosha choice high schools, students that are enrolled to attend Harborside Academy after ~~March~~ **April 1st** of any given year have made a commitment to attend the school for at least one year. *(For the 2007-2008 school year, that date has been moved back to March 16th due to a late start with student recruitment.)* However, once that commitment has passed, no student will be compelled to attend Harborside Academy. Attendance at Harborside Academy is based on student and parent choice.

Non-compliance with KUSD policies and Code of Conduct will serve as a basis for consideration of transfer from the Harborside Academy.

Students that fail to achieve a minimum number of academic credits will not be allowed to return to Harborside Academy due to the school's schedule and inability for students to make up missing credits. Students that fail all core credits at Harborside during any first semester will be asked to transfer back to

Updated April 17, 2012

their attendance area school at semester. (This allows them to start a new set of classes at semester.) Students that earn fewer than the credits listed below will also be asked to return to their home school at the end of the year. (Note: completing credits through summer school is allowed.)

- 6th Grade – 5 MS credits**
- 7th Grade – 10 MS credits**
- 8th Grade – 15 MS credits**
- 9th grade – 5 credits**
- 10th grade – 10 credits**
- 11th grade – 17 credits**

If these rules conflict with a student’s IEP or SIT agreement, the IEP or SIT agreement will take precedence.

Financial Arrangements and Programmatic Operations

Tuition ~~The Harborside Academy will not charge any tuition. The school will collect activity and other fees of the type and amount charged to other KUSD students in other District schools following the District Student Fee Schedule. Harborside Academy will collect and expend student fees at the building level for the purpose of defraying the costs of some instructional materials.~~ **No tuition will be charged. Charter schools choose whether to collect student fees to defray costs of instructional materials, field trips/activities or consumable materials.**

Student Acceptance Once a student has been admitted to Harborside Academy, he or she may remain in attendance through subsequent grades. A waiting list will be established for students who cannot be accommodated during the enrollment period. If more students apply than can be placed in the school by the end of the enrollment period, students will be selected through a lottery system. **The waiting list will be established for students who are not accepted through the initial lottery process.** If the lottery process is not needed and there are more spaces left open after the enrollment period, additional students will be accepted on a first come first serve basis. ~~The waiting list will be maintained through the end of the second quarter.~~ Siblings of current students will be exempt from the **lottery (if a sibling is enrolled at the time of the lottery, interested students will be automatically accepted into grades 6 – 12).** **Children of Harborside Academy staff members or governance board members are also exempt from the lottery (however, the number of students in this situation cannot exceed 2% of the total school population).** ~~Children of the Harborside Academy founding members may also be exempt from the lottery.~~ After 9th grade has concluded, 10 through 12 grade students that express interest in the school will participate in the school lottery for any open spaces. All transfer students that are interested in attending Harborside Academy must have earned a minimum of 5 credits by the end their freshman year, **10 credits by the end of their sophomore year, and 17 credits by the end of their junior year** in order to be considered for acceptance. This is necessary to maintain the continuity of the unique educational progression.

Budgeted Items The cost of all salaries, benefits, ~~rents, utilities,~~ **facility fees,** supplies, equipment, and similar items shall be ~~detailed and~~ included in the approved budget of the school. The Harborside Academy budgeting practices will adhere to District and State requirements for budget preparation and administration. The building Principal will approve all budget expenses.

Financial Records All operational and personnel funds will flow through the District **and follow all KUSD policies and procedures.** A record for all transactions will, therefore, be available as financial records of the district. ~~The Harborside Academy will follow the same financial policies and practices required by the District for all other District schools.~~ Financial records, including an activity account, will be maintained at the Harborside Academy and will be available for review. All of the financial and programmatic operations of

Updated April 17, 2012

Harborside Academy will be available for review by District staff or any outside auditor employed by the District.

Payment by KUSD ~~For each student enrolled at Harborside Academy~~ **Based** on the official third Friday **attendance in September membership count**, KUSD will credit Harborside Academy with eighty percent (80 %) of the per member cost **student allocation, as determined by the State, will go to Harborside for the applicable school year ("Direct Cost Budget"). Carryover of funds is permitted.** The remaining twenty percent (20 %) of the per-member cost will be allocated directly to KUSD as reimbursement for administrative or other services furnished to the Harborside Academy. KUSD will pay and offset against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expenses of Harborside Academy. Expenses other than established salaries, benefits, and rents shall be paid only upon written requisition to KUSD by the Harborside Academy. Any other funds raised by Harborside Academy from outside sources shall be delivered to and maintained by KUSD in a separate account subject to sole discretion of Harborside Academy ("Discretionary Account") following established District policy. Unspent discretionary funds can be carried over from one year to the next. The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for the use by the Harborside Academy in the operation of the school as follows:

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

~~An additional fifty (50) percent on the first day of October during the school year.~~

~~The remaining twenty five (25) percent on the first day of January during the school year.~~

Offsets KUSD may offset part or all of any amount ~~in the Discretionary Accounts against any amounts by which the that~~ Harborside Academy exceeds the Direct Cost Budget ~~in any school year and for which KUSD that it is liable for.~~ **(No charter is authorized to expend any amounts in excess of the Direct Cost Budget).** ~~Notwithstanding the foregoing, the Harborside Academy is not authorized to expend or otherwise obligate the District for any amounts in excess of the Direct Cost Budget plus any amounts in the Discretionary Accounts.~~

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

Student Records Copies of standardized testing results and all records required by ~~Board~~ **KUSD** policy or law will be maintained in the Harborside Academy office. Administrative and student records will be maintained and available for review as permitted by Board policy and law.

Transportation. Transportation will be offered at this charter ~~high school~~ **for high school students only** in the same manner that it is provided to students that attend other local choice high schools. Transportation costs are to be paid from within the Harborside Academy budget.

KUSD Services ~~As part of the District's twenty percent (20 %) portion of the per member cost, KUSD will provide agreed upon services in addition to purchasing and other services described in this contract. These may include, at the District's discretion, services such as inclusion in district wide textbook and software adoption, professional development, federal and district breakfast/lunch program, facilities services, maintenance and repairs, instructional consultation and inclusion in applicable federal or state programs. As part of the 20 percent of per member cost, KUSD will provide agreed upon services. These include district-wide services such as textbook and software adoption, professional development, instructional consultation, federal and district breakfast / lunch program, facility repairs, and inclusion in all federal and state programs at the school's discretion.~~

Updated April 17, 2012

Student Discipline. Behavior Policies All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations may be developed. All students and their families will receive a copy of any **notification of unique** rules and regulations.

Discipline Procedure Due process procedures will be followed in reaching any discipline decision including removal from Harborside Academy.

Bullying Pledge All students at Harborside Academy (grades 6-12) will be required to sign a bullying pledge within their Crew class.

Public School Alternatives. No student shall be compelled is required to attend the Harborside Academy. Students who are not admitted to do not attend Harborside Academy will attend their regular attendance area high school or another choice school.

Description of Facilities/ Liability Insurance

Description of School Facility The facility to be used to house the school for at least the length of the first lease agreement will be the St. Elizabeth School located 714 49th St., is presently owned and maintained by KUSD located at 913 57th Street, Kenosha, WI 53140. This facility is a traditional school building with classrooms, a gymnasium, a cafeteria, a wired computer lab, and a library.

Liability of Insurance Liability insurance coverage for Harborside Academy is provided by the District KUSD and is the same as that which is provided for all District KUSD schools

Effect on the Liability of the School District. The charter school will adhere to all federal, state, and local laws and regulations (pertaining to liability) and to the Board's insurance and risk management requirements. The Harborside Academy and the Governing Board will comply with the KUSD Code of Ethics.

Termination of Contract. The Harborside Academy Charter Contract may be terminated by the Board of Education at any time upon the happening of any of the following circumstances:

Mutual Agreement. If both parties (KUSD and Harborside Academy) must agree in writing to termination.

Contract Violation. If the KUSD Board determines that Harborside Academy has violated this is in violation of the contract.

Educational Goals. If the KUSD Board determines that students enrolled in the Harborside Academy have failed to make sufficient progress toward attaining the educational goals under Wisconsin Statute 118.01. If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the additional steps the Harborside Academy will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of Harborside Academy's written plan for attaining its educational goals shall be final. If the Board accepts such written plan, or a modified plan, the Harborside Academy shall be allowed a reasonable time in which to correct such progress deficiencies.

Fiscal Management If the Board determines that Harborside Academy has failed to comply with generally accepted accounting standards of fiscal management and Board policy.

Violation of WI Stat. 118.40. IF the Board determines that Harborside Academy has otherwise violated Wisconsin Statute 118.40.

Insolvency If the Board determines that Harborside Academy revenues are insufficient to pay its expenses as they come due.

Updated April 17, 2012

In the event of contract termination, the Board of Education shall recover all funds advanced to the Harborside Academy under the contract to which the Harborside Academy is not entitled. The decision of the Board shall be final.

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

To the Board:

~~Dr. R. Scott Pierce~~
Dr. Michele Hancock
Superintendent of Schools
Kenosha Unified School District
3600 52nd St.
Kenosha, WI 53140

Telephone: **262 359-6300**

To: Harborside Academy

Mr. David Buggs
Governance Board President
Harborside Academy
913 57th St.
Kenosha, WI 53144

Telephone: **262 359-8400**

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

The Board of Education for
The Kenosha Unified School
District No. 1

By: _____

Harborside Academy
Mr. David Buggs
Governance Board President

By: _____

Human Resource Use Only
Position Number:
Salary Range Min:
Effective Date:

Appendix A

Harborside Academy Job Description

POSITION IDENTIFICATION

Position Title: (Subject) Harborside Teacher Position
Division: Kenosha Unified School District
Workweek: Mon-Fri (Hours) 7.5 hours per contracted day

SUPERVISORY RELATIONSHIPS

Reports to: Principal
Directly Supervises:

POSITION PURPOSE

You will provide educational direction for students within the Kenosha Unified School District boundaries. You will be responsible for planning, preparation, and instruction of all required course work within your assigned module of education and level. You will create a quality classroom environment in accordance with the standard of the school and the school district. You will fulfill your professional responsibilities while upholding the values of the community and the educational system.

ESSENTIAL DUTIES

1. Demonstrate knowledge of and skills in setting goals and objectives based on student development, content, assessment, and standards and benchmarks. Challenge and motivate all learners. Provide coherent instructions, curriculum development, and evaluations. Use school and district provided resources and materials and incorporate staff/community resources.
2. Demonstrate knowledge of and skills in organizing physical space. Establish a focused learning environment. Develop an environment of respect and rapport. Maintain effective classroom procedures while managing the behavior of students.
 - Follow all established hallway and outdoor supervision routines as designed by the school Principal.
 - Follow established school-wide discipline plan and procedures.
3. Demonstrate knowledge of and skills in using a variety of instructional methods, including those required within the Expeditionary Learning Schools and/or Paideia model. Communicate clearly and accurately. Implement discussion/questioning techniques. Teach all learners using interdisciplinary teaming, integrated instruction, and inclusive instruction strategies, and maximize student engagement. **There must be a clear commitment to the Expeditionary Learning and/or Paideia model of instruction.**
4. Assessing and evaluating student learning, responding to individual learner's needs and reporting student progress.

- ~~Provide written communication to parents about student progress at least three two times a quarter.~~
 - ~~Maintain accurate portfolios for all students.~~
 - ~~Implement student led conferences/drop in conferences two at least twice times per year.~~
 - ~~Implement exhibition night at least once per year.~~
 - ~~Maintain accurate standards based grading system.~~
 - **Provide written communication to parents about student progress at least three two times a quarter.**
 - **Facilitate the development of accurate portfolios for all students.**
 - **Plan and implement student led-conferences, work exhibition nights and passage presentations.**
 - **Maintain accurate standards based grading system.**
 - **Adherence to “7 practices” of student engaged assessment as defined by Expeditionary Learning Schools.**
5. Demonstrate commitment to advocating for all students. Believe that all students can learn at a high level. Engage in professional communication with students, parents, and colleagues.
6. Reflective teaching through professional development, school/community activities, and lifelong learning.
- Must be available for, and willing to travel for summer workshops, conferences, and trainings that are required within the Expeditionary Learning and/or Paideia model.
 - Must also be available for all paid summer staff planning sessions.
 - Must be available for staff development opportunities and team meetings that are offered during the contracted day. These will include activities held during early dismissal Wednesday afternoons and during professional period meetings that will be held during daily non-student contact/planning time.
 - **The Harborside staff is required to participate in an overnight off-site staff retreat at the start of each school year.**
7. ~~Must be willing to participate in all off site activities, including all overnight “Outward Bound” experiences, without additional pay.~~ **Full time staff must participate in all off site activities, including all overnight “Outward Bound” experiences, without additional pay. (Please understand, these events are outdoor adventure based trips that include camping, canoeing, cycling, rock climbing etc...)**
8. Must be willing to collaborate with others, share information and resources, and help foster an active professional learning community to carry out the vision of the charter of the Harborside Academy.
9. Must be willing to effectively plan and lead “Intensive” elective courses offered within the daily teaching schedule.
10. **Must effectively plan and Crew class. (Crew is our version of Advisory class.)**
11. Demonstrate knowledge of and skills in use of technology in planning, instruction, and for professional purposes. Be willing to pursue technology training for professional development and classroom use.
12. Must be willing to follow ~~school~~ **KUSD** dress code.

OTHER DUTIES

Perform other duties as assigned by the Principal.

MINIMUM POSITION QUALIFICATIONS

Education: Bachelor's Degree or higher

Experience: No experience required

Certifications/Licenses: Certified/Certifiable to teach in Wisconsin

Other Requirements: Minimum overall undergraduate GPA of 2.75(4.0 scale); or 3.0 undergraduate GPA in major; or Master's GPA 3.0; maybe be waiver based on previous work experience and other needs of the district.

KNOWLEDGE, SKILLS, & ABILITIES

Official transcripts reflecting degree(s); completed "Technology Self-Assessment"; Credential file or three (3) letters of reference; any additional specific position requirements may apply in some certification areas.

BACKGROUND CHECKS

Condition of Employment

PHYSICAL DEMANDS

Manual Dexterity: Work requires definite skilled and accurate physical operations requiring some closely coordinated performance.

Physical Effort: Work requires handling average weight materials or equipment, but not for sustained periods.

Working Conditions: Some exposure to definitely disagreeable features.

The above statements are intended to describe the general nature and level of work being performed by most people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties, and requirements. Scheduling flexibility is required to accommodate changing business needs.

This page intentionally left blank

Kenosha Unified School District No. 1
Kenosha, Wisconsin

May 22, 2012

Audit Services

Consistent with the District's practice of seeking proposals periodically for all services, a Request for Proposal was distributed in March to seven (7) audit firms in Wisconsin.

Four (4) audit firms responded with a proposal for services. At least three (3) of the audit firms are of the size and stability to service KUSD needs and meet the requirements set forth in the Request for Proposal. The firms were asked to bid on the following outputs in accordance with auditing standards and DPI requirements:

1. Independent Auditors Report on General Purpose Financial Statements
2. Single Audit Section
3. Current Year Findings and Questioned Costs
4. Status of Prior Year Findings and Questioned Costs
5. Management Letter
6. Student Activity Funds Audit Report
7. Review of Special Education licenses
8. Review of Comprehensive Annual Financial Report
9. Irregularities and illegal acts. Auditors shall be required to make an immediate, written report of all irregularities and illegal acts or indications of illegal acts of which they become aware to the following parties:
 - a. Board President
 - b. Superintendent of Schools
 - c. Chief Financial Officer

The bid required a fixed price consistent with auditing standards at the time for the 2012, 2013 and 2014 engagements, with option to extend price parameters an additional two (2) years, and option for preparation of the financial statements and membership audit if required by DPI.

The cost proposals for services by firm:

	Schenck			Hawkins, Ash, Baptie & Co			Baker Tilly Virchow Krause, LLP			Clifton Larson Allen		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Audit	\$ 33,000	\$33,900	\$ 34,800	\$ 48,000	\$ 48,000	\$48,000	\$52,500	\$53,550	\$ 54,600	\$61,050	\$62,900	\$ 64,800
CAFR	\$ 5,600	\$ 5,750	\$ 5,900	\$ 15,000	\$ 15,000	\$15,000	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,700	\$ 7,900
Member Audit	\$ 6,000	\$ 6,000	\$ 6,000	N/A	\$ 15,000	\$15,000	\$10,500	\$10,500	\$10,500	\$ 7,500	\$ 7,700	\$ 7,900
TOTAL	\$ 44,600	\$45,650	\$ 46,700	\$ 63,000	\$ 78,000	\$78,000	\$70,500	\$71,550	\$72,600	\$76,050	\$78,300	\$80,600

The selection was based on the following criteria:

1. Qualifications of the Firm
2. Relevant Experience – Similar Engagements
3. Responsiveness to the Request For Proposal – Technical Approach
4. Total Cost
5. Total Hours

The criteria scores by firm:

	<i>max.</i>	Schenck	Hawkins, Ash, Baptie & Co	Baker Tilly Virchow Krause, LLP	Clifton Larson Allen
Firm Profile	30	30	20	30	30
Qualifications	30	30	20	30	30
Technical Approach	20	20	8	19	10
Total Merits Points	80	80	48	79	70
Cost Points	20	20	12.51	12.76	10.66
Total Criteria Points	100	100	60.51	91.76	80.66

Schenck Business Solutions has provided quality services at competitive pricing during their term as our auditor. This year, we will have a new partner and lead auditor conducting the audit, both of whom have considerable governmental and school district experience. This will provide for a fresh perspective of our financial reporting, while allowing for consistency and efficiency in the audit services.

The Audit/Budget/Finance Committee at its May 8, 2012 meeting reviewed the above and agreed to forward to the full Board for consideration. It is Administration's recommendation that the District engage Schenck Business Solutions for professional auditing services. It is recommended that the contract continue for the next three (3) years with one (1), two (2) year extension.

Dr. Michele Hancock
Superintendent of Schools

Tina M. Schmitz
Chief Financial Officer

Heather Kraeuter, CPA
Accounting Supervisor

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin
May 22, 2012

Open Enrollment Applicants for School Year 2012-2013

Background:

The Wisconsin Department of Public Instruction (DPI) notified school districts across the state that effective February 15, 2012, the landscape for Open Enrollment in the State of Wisconsin would drastically be changed because of the new specifications contained in Wisconsin Act 114 (Senate Bill 2).

The following is a summary of the significant changes which are now resident in the newly modified open enrollment process.

- The open enrollment application window has been expanded from the usual three (3) week period of time in early February of each year to the current timeframe beginning on the first Monday in February and ending on the last weekday in April. The application time frame has been effectively expanded from three (3) weeks to approximately three (3) months.
- Open Enrollment applicants can also now apply for *immediate* admittance into a non-resident district (i.e. KUSD) during the current school year if the applicant can demonstrate that he/she meets one of the following criteria per Act 114. The criteria for entrance outside of the usual enrollment period are as follows:
 - The pupil has been a victim of a violent criminal offense as defined by the DPI by rule
 - The pupil is or has been a homeless pupil in the current or immediately preceding school year
 - The pupil has been the victim of *repeated* bullying or harassment. This criterion requires that the parent has reported the bullying or harassment to the resident school board and, despite reporting the circumstances, the repeated bullying or harassment continues
 - The place of residence of the pupil's parent or guardian and of the pupil has changed as a result of military orders
 - The pupil has moved into this state
 - The place of residence of the pupil has changed as a result of a court order or custody agreement or because the pupil was placed in a foster home or with a person other than the pupil's parent, or removed from a foster home or from the home of a person other than the pupil's parent

- The parent of the pupil and nonresident school board agree that attending school in the nonresident school district is in the best interest of the pupil
- Act 114 also made procedural changes for other open enrollment acceptance factors such as space availability determinations, transfer of pupil disciplinary records and response to inquiry timelines for both resident and nonresident school districts as relates to open enrollment determinations.

Process:

At the March 27, 2012 Board of Education Regular Meeting the Kenosha Unified School Board formally affirmed the availability of spaces for both general and special education students seeking entrance into the Kenosha Unified School District under the Open Enrollment Statute for School Year 2012-13. **The School Board affirmed the availability of 101 general education spaces and 10 special education spaces.** This affirmation was made to comply with recent requirements stipulated under the new open enrollment guidelines provided by DPI.

After receiving applications from the state’s Open Enrollment Applications Log (OPAL) the Offices of Educational Accountability, Elementary School Leadership, Secondary School Leadership, Teaching and Learning – Special Education/Student Support and Early Childhood met on May 7, 2012 to match available District spaces to the application pool of requests made by candidates seeking entrance into KUSD. Additionally, guidelines concerning student enrollment preferences and sibling preferences were also revisited by this team.

On May 8, 2012 a lottery meeting was conducted in the Office of Educational Accountability to assign petitioning students to available District spaces. A representative from the Office of Organizational Training and Development (OTD) served as the “unbiased” witness to the student assignment process and drew lots during the lottery proceeding.

With the close of this year’s open enrollment application window by DPI on April 30, 2012, all students resident in the OPAL system were listed on a master roster in alphabetical order. Each student was then assigned an applicant sequence number with the first person listed on the roster being tagged as number one and the remaining students who were on the OPAL listing were also assigned a sequence number.

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

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

As indicated earlier, the Office of Educational Accountability (OEA) always provides an independent witness to the lottery process by requesting a Kenosha Unified staff member outside of the managing or affected department(s) draw the lottery ranks for each open enrollment applicant. In addition, this witness also draws the school assignments on a random basis when needed.

Important Timelines:

Nonresident school districts must mail notices of approval or denial by June 8, 2012. If the application is approved, the school district must notify the parents of the *specific school* to which the student applicant will be assigned. Resident districts must notify applicants if their application is being denied by June 15, 2012. If an application is denied, parent(s)/guardian(s) have 30 days to file an appeal. Parents of accepted applicants must notify the nonresident district if their student will be attending the non-resident district in the 2012-13 school year by June 29, 2012.

Summary Statistics:

Three hundred sixty-one (**361**) resident students from the Kenosha Unified School District have applied for admission to schools outside of KUSD under the guidelines of open enrollment. Below is a listing of the applicants by grade level.

KUSD Resident Students Applying to Schools Outside the District:

Grade Level	Number of Students
Pre- Kindergarten	21
Kindergarten	56
1	18
2	23
3	24
4	27
5	38
6	30
7	26

Grade Level	Number of Students
8	30
9	32
10	15
11	11
12	9
Unspecified	1
Total	361

One hundred and sixty-one (**161**) non-resident students have applied for admission to the Kenosha Unified School District under the guidelines of open enrollment. Below is a listing of the applicants by grade level.

Non-resident Students Applying into Kenosha Unified

Grade Level	Number of Students
Pre- Kindergarten	16
Kindergarten	17
1	3
2	2
3	6
4	4
5	4
6	14
7	10
8	13
9	18
10	12
11	25
12	17
Total	161

Below is an administrative listing of the applicants recommended for approval and denial by grade level for School Year 2012-13.

Administrative Recommendation on Non-resident Applicants

Grade Level	Approval Recommended (Regular / SPED)		Denial Recommended (Regular /SPED)		Total Number of Students (Regular / SPED)	
Pre - Kindergarten	0	0	16	0	16	0
Kindergarten	5	0	12	0	17	0
1	0	0	2	1	2	1
2	2	0	0	0	2	0
3	3	0	3	0	6	0
4	2	1	1	0	3	1
5	2	2	0	0	2	2
6	9	1	4	0	13	1
7	9	0	0	1	9	1
8	8	0	2	3	10	3
9	8	0	7	3	15	3
10	5	0	7	0	12	0
11	12	0	7	6	19	6
12	9	0	3	5	12	5
<i>Category Totals</i>	<i>74</i>	<i>4</i>	<i>64</i>	<i>19</i>	<i>138</i>	<i>23</i>
DISTRICT TOTALS	78		83		161	

Administration Recommendation:

Administration recommends **approval** of applicants identified as numbers (1,4,7,9,10,13,14,15,16,18,19,24,26,28,29,30,31,32,35,38,39,41,43,44,47,49,50,51,52, 53,56,57,59,60,62,63,64,65,68,69,70,71,73,75,76,82,87,88,92,96,97,104,105,113,114, 117,118,120,122,124,126,127,134,137,142,143,146,148,149,150,152,154,155,156, 158,159,160,161) due to available space at the grade level or school requested.

Administration recommends **denial** of applicants identified as numbers (2,3,5,6,8,11,12,17,20,21,22,23,25,27,33,34,36,37,40,42,45,46,48,54,55,58,61,66,67, 72,74,77,78,79,80,81,83,84,85,86,89,90,91,93,94,95,98,99,100,101,102,103,106,107, 108,109,110,111,112,115,116,119,121,123,125,128,129,130,131,132,133,135,136, 138,139,140,141,144,145,147,151,153,157) due to overcapacity at the grade level or school requested and/or expulsion or habitual truancy in the current or preceding two years.

Dr. Michele Hancock
Superintendent of Schools

Anderson J. Lattimore
Assistant Superintendent
of Educational Accountability

Daniel Tenuta
Assistant Superintendent
of Secondary School Leadership

Karen Davis
Assistant Superintendent
of Elementary School Leadership

Susan Valeri
Director of Special Education
and Student Support

Belinda Grantham
Director of Early Education

Renee Blise
Senior Research Analyst

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

May 22, 2012

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Modern Woodmen Fraternal Financial donated to Stocker Elementary School \$2,538.00 worth of ecology awareness, exercise and nutrition, patriotic civics, financial literacy and safety and life skills materials for student use.
2. Ronald Hohns donated \$156.16 to the LakeView Legends Robotics Team.
3. Wendy Woods donated a carrying case for a Vantage Lite communication device to the Special Education department. The value of this donation is \$125.00.

Administrative Recommendation

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

Dr. Michele Hancock
Superintendent of Schools

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

May 22, 2012

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

May

- May 8, 2012 - Standing Committee Meetings in ESC Room 190
- May 9, 2012 – Professional Inservice – Half day of School for Students
- May 22, 2012 – Regular Board of Education Meeting –7:00 P.M. in ESC Board Meeting Room
- May 28, 2012 – Memorial Day – Schools Closed

June

- June 11, 2012 – Last Day of School – ½ Day for Students
- June 12, 2012 – Standing Committee Meetings in ESC Board Room
- June 26, 2012 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room