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REGULAR MONTHLY BOARD MEETING

July 25, 2006
7:30 P.M.

Educational Support Center
3600-52nd Street
Kenosha, Wisconsin

KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING
Educational Support Center
July 25, 2006
7:30 P.M.
AGENDA

I.   Pledge of Allegiance

II.   Roll Call of Members

III.   Awards, Board Correspondence, Meetings and Appointments
- Certificates of Appreciation to School Board Standing Committee Community Advisors Terri Harold and Don Gunter

IV.   Administrative and Supervisory Appointments

V.   Legislative Report

VI.   Views and Comments by the Public

VII.   Response and Comments by the Board of Education

VIII. Remarks by the President

IX.   Superintendent's Report

X.   Consent Agenda

X.   Consent Agenda - Continued

XI.   Old Business

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July 25, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM Strategy # I UPDATE

Strategy # I

We will create a climate that fosters trust, communication and involvement to improve the working relationship among the Board, the administration, families, staff, and the community.

Update on Progress and Timelines

This report includes updates on the four result statements and their action steps for Strategy I that was approved by the Board of Education for implementation. The progress and timeframe are included in the attached chart containing the Action Steps with specific dates and Percent Complete figures.

The Strategy I Implementation Team is meeting on a monthly basis with two sub-groups currently working on Action Steps 1.1, 1.2, and 1.4. It should be noted the Dr. Scott Pierce is working with the Board of Education to implement Action Step 1.3.

Action Plan 1.1 Establish standard communication protocols for the District.

Action Step 1.1. I Redefine the role of the Public Information office to manage the District communications and relations.

The role of the Public Information Office, renamed the Public Relations Office, will be realigned and redefined based on the implementation of the Strategic Plan. Expectations and responsibilities will coincide with the seven Strategies and other identified district needs.

Action Step 1.1.2 Assess the current state of communications within the District.

Sub-group 1, Co-chaired by Beth Sabo and Jean Schlais, has researched communication audits and measurements. Twenty specific internal area focus groups have been identified to discuss current internal and external communication protocols. Areas of focus include staff, administration, support services, secretaries, custodial, bus drivers, food service, and parents at elementary and secondary levels. Committee members will facilitate the groups in the fall of 2006.

Action Step 1.1.3   Establish minimum internal communication standards (e.g. common format, appropriate English, timelines of response, etc.)

Minimum internal communication standards will be developed after the data is collected, compiled, and reviewed from the Focus Groups. Completion for this step is scheduled for April 2007.

Action Step 1.1.4 Establish minimum external communication standards.

Sub-group II of the Implementation Team is currently developing a written survey for parents and non-parent taxpayers. The group plans on implementing the survey in the fall of 2006. Information gathered from the survey, along with focus group data, will direct the establishment of the minimum external communication standards. Completion for this step is scheduled for May 2007.

Action Step 1.1.5 Research best practice communication models.

Sub-Group 1 has researched exemplary employee communication training models, which included Disneyland, Lowe's, Target, Nordstrom, and Starbucks. Communication measurements were reviewed from How to Measure Your Communication Programns authored by Angela Siniackas.

Based on best practice models, Dr. Steve Constantino was selected, with the support of the District's Professional Development, to provide half-day communication training for the AST Summer Leadership Workshop on June 15, 2006. He will speak to the community, focusing on engaging families, at Tremper High School Auditorium on June 14, 2006 at 6:30 p.m., which is supported by the Department of Public Instruction District AODA Program Grant Award and the District's Professional Development. Dr. Constantino comes with the following credentials:

> "As an educator, author, consultant, parent and the nation's leading practitioner in the field of family engagement in education, Dr. Steve Constantino provides national leadership in engaging families in the educational lives of children as a conduit to improved student achievement.

> Dr. Constantino served as principal of Stonewall Jackson High School in Manassas Virginia from 1995 to 2003. During his tenure, student achievement consistently improved. Stonewall was named number one among all Prince William County High School in the percentage of student entering college and among the top ten percent of schools worldwide offering the International Baccalaureate Program. In March 2000 and again in 2003 Stonewall Jackson High School was listed among the nation's "Top 100 high schools" in Newsweek Magazine. The May 2001 issue of Time Magazine announces Stonewall Jackson High School as its "High School of the Year."

> On June 14, 2006 he will speak to the community on "Engage All Families – The

> Proven Path to Systemic Academic achievement". Demand for increased

student performance has never been higher. Forty years of empirical data and remarkable success stories prove that engaging families in the educational lives of their children provides a direct route to student achievement. Still many schools continue to struggle to meet the needs of all families. Dr. Steve Constantino, shares his brilliant humor and inspiring success story to describe the framework for successful family engagement that leads to all children learning."

During the 2006-2007 school year Bus Drivers, Food Service, Secretaries, and Facilities will receive communication training. Communication training must be ongoing for a lasting impact on the learning environment.

Action Step 1.1.6 Create level-specific communication models based on best practices (e.g., elementary, middle and high school).

Action Step 1.1.7 Notify District employees of expected communication standards and required skills.

Action Steps 1.1.6 will be created following the development of District internal and external communication standards. Action Step 1.1.7 will notify District staff for implementation during the 2007-2008 school year.

Action Step 1.1.8 Assess the state of communication within the District annually.

The Implementation Team will work with the Office of Educational Accountability to fully implement this during the first half of 2008.

Action Plan 1.2   **Implement standard communication protocols for all schools and departments.**

Plans to organize and facilitate the implementation of Action Plan 1.2 will begin in 2007.

Action Plan 1.3 **Implement standard communication protocols for the Board of Education.**

Action Step 1.3.1 Redefine the purpose of the Board of Education's public relations committee to work with the Public Information Office which is now renamed to the Public Relations Office.

Dr. Pierce, Patricia Demos, John Allen, and Nancy Hare will meet with Board of Education member Mark Stalker, before August 2006 to offer support to redefine the purpose of the Public Relations Committee to work with the Public Relations Office.

Action Step 1.3.2 Identify a broad based membership to serve on this committee.

Membership will be discussed as well as increasing the number of community individuals serving on the PR/Goals Committee during the meeting for Action Step

1.3.1.

Action Step 1.3.3 Review, assess, and make necessary modifications to the Code of Conduct for the Board of Education to include a minimum Board of Education communication standard. This action step is complete,

Action Step 1.3.4   Provide training to address the communication standards and skills expected of all Board of Education members. This Action Step is ongoing.

Action Step 1.3.5 Coordinate the Board of Education information through the Public Information Office. This Action Step is ongoing.

Action Plan 1.4 **Improve consistency of communications between the District and taxpayers.**

1.4.1   Assess current methods of communication with the taxpayers. Sub-Committee II reviewed the September 2005 Phi Delta Kappa-Gallup Poll on Public Attitudes Toward the Public Schools. Members discussed and reviewed what was pertinent to Action Step 1.4.1. The group also generated specific questions relating to the District and Kenosha area. A questionnaire incorporating these questions and items from the PDK-Gallup Poll is in the final phase of preparation. The survey will be implemented in the fall 2006. Focus groups will be developed to ensure the District connects with defined audiences that may not otherwise complete a survey. Training will be developed for the facilitators that lead focus groups.

1.4.2   Establish forums to exchange ideas on issues relevant to public education (e.g., focus groups or public forums).

1.4.3   Enhance District communication through media channels (i.e., email, KUSD website, Cable Channel 20, Kenosha News). The District Web Specialist is currently providing training and support to individuals schools to update every school's website.

1.4.4   Enhance methods of communication for disseminating accurate and positive information

1.4.5 Report the "State of the District" annually to the community.

Link to Appendices

Kenosha Unified School District No. 1
Kenosha, Wisconsin

July 25, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM 5 UPDATE

Strategy 5
We will develop and implement plans to model, reinforce, and recognize responsible, respectful, and ethical behavior by everyone.

Update on Progress and Timelines

V.1. Adopt a set of Core Values
Team members met on three occasions to develop the following recommended list, with definitions, for Board approval:

- **Citizenship:** Patriotic, a sense of pride, actively participating in the community, a sharing of time, talents, and resources
- **Compassion:** Consideration and acceptance of others, patience, tolerance, and kindness
- **Courage:** Willingness to take a positive stand, even if one stands alone
- **Hope:** A sense that a positive outcome is possible even in dire situations, a realistic optimism, faith in each other, perseverance
- **Integrity:** The quality of being upright, honest, and just in character and actions
- **Respect:** Honoring appropriate authority, treat others as you would like to be treated
- **Responsibility:** Accountable, accepting consequences for your actions and decisions
- **Self-Discipline:** Confidence in self, knowing that one is of value and can have a positive impact; Developing and taking care of oneself
- **Work Ethic:** Diligent, productive, valuing a sense of accomplishment, a means to achieve one's goals

V. 2. Implement curriculum on citizenship education that incorporates the KUSD Core Values:
Action Steps in place to incorporate adopted Core Values into curricular areas, beginning in the 2007-2008 school year, and concluding in 2010.

V. 3. Utilize research-based "best practice' instructional strategies for all subject areas that mirror the KUSD Core Values:
Interdepartmental collaborative/cooperative commitments made to accomplish action steps beginning in the 2007-2008 school year, and concluding in 2010 in the following areas:

- **Diversity – Tolerance In-service Training:** currently taking place through Human Resources
- **Differentiated Instruction:** three year plan to accomplish this step in place
- **Web Site and evaluation tools:** to be incorporated into respective programs

V. 4. Create a comprehensive KUSD resource map identifying all policies and programs that promote responsible, respectful, and ethical behavior to provide adequate understanding and access to all.
Process to begin during the 2006-2007 school year, concluding in 2008.

V. 5. Implement a comprehensive framework within each educational setting to be used to develop and promote responsible, respectful, and ethical behavior.
Following adoption of Core Values, stage will be set to build core values into individual building improvement – or site plans.

V. 6. Recognize and reinforce responsible, respectful, and ethical behavior with the system
Process to begin during the 2006-2007 school year.

Budget

For the 2006-2007 school year, it is anticipated that $2000.00 will be needed for additional staff hours to complete website development for sharing of best practices site and to complete the resource mapping instrument.

Staff Persons Leading This Strategy

Joe Kucak, Lisa KC, and Bill Haithcock (V. 5 only)

Members of Results Statements Teams

The following individuals participated in the Core Values determination:
Joe Kucak, Lisa KC (facilitators), Everett Butler, Kirsten McCullom, Al Rohrer, Judy Van Swol, Dave DeBerge, Ellen Kupfer, and Jackie Gabriel.

Next Steps

1) Board approval of proposed Core Values
2) Develop Core Value Policy for Board approval
3) Review-modify other existing district policies (student code of conduct, character education, life-long learning standards, etc.) to reflect Core Values adoption
4) In conjunction with Instructional Services and Professional Development Depts, disseminate information to administrators and staff

Joe Kucak, Coordinator of Student Support
Lisa KC, Principal-Grant Elementary School

Link to Appendices

Kenosha Unified School District No. 1
Kenosha, Wisconsin

July 25, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM (# 6) UPDATE

Strategy #6

We will celebrate and embrace the rich cultural diversity of the student body and community in order to achieve our mission and objectives.

Update on Progress and Timelines

All Action Step committees have either made significant steps in implementation of their Action Steps or have completed implementation of their Action Steps. The following has occurred:

6.4   District administrators have been informed of all hiring practices to ensure diverse candidates are being interviewed and hired. Recruitment efforts have been broaden geographically to recruit various minority candidates. Efforts included attendance at the National Alliance of Black School Educators, National Association of Bilingual Educators, Teachers of English to Speakers of Other Languages, National Council on Educating Black Children, and NASA Pre-Service Teacher Career Fair, as well as state recruitment fairs. In June 2006, the District will be attending the LULAC National Convention Fair in Milwaukee as an exhibitor recruiting minority candidates.

Efforts have been made to further identify and match current minority employees with current KUSD administrative mentors in an effort to develop minority employees into administrative positions.

The ensure that diverse pool of candidates are selected for interviews in all levels of positions, recruitment and selection tools are being utilized. The implementation of the HRIS Applicant Online system will select candidates based on criteria determined for each position.

All recruitment materials have been updated to reflect that KUSD is an equal opportunity educator/employee and seeks applications from qualified persons, regardless of age, sex, color, race, religion, handicap, or national origin.

All recruitment materials have been updated to reflect that "Qualified minority candidates are encouraged to apply."

Major strides have been made in identifying trainers for the District-wide Cultural Competency Training scheduled for August/September 2006. Trainers have been notified that their training will be conducted in early August 2006. After all employees are trained, additional efforts will be made to retain diverse staff within the buildings as well as address the working conditions of minority employees.

6.5   Teams have reviewed and revised Board Policy Series 1, 2, 3, and 7 to ensure that cultural diversity is incorporated into all appropriate policies. Series 1 has been scheduled for presentation to the Personnel and Policy Committee. Additional teams will

be developed to address additional policy changes in series 4, 5, 6, and beyond.

Teams are developing new policies that will ensure that cultural diversity is included in every school and department's improvement plan.

6.6   A plan that addresses District wide diversity has been developed. District-wide Cultural Competency training is scheduled for August/September 2006. Additional work with Instructional Services and Professional Development will take place to incorporate diversity concepts in staff development process at each grade level and department so staff can recognize diversity and capitalize on benefits of diversity as they go about their jobs.

Resources that train and discuss diversity topics have been developed and will be placed on the Districts HR website.

6.7   New boundary setting computer software to analyze District by geography, student socioeconomic, academic, achievement, transportation, and race/minority status has been purchased. Discussions have been held regarding redistricting in order to create more diverse schools. A Boundary Committee has been developed. A proposed policy has been created which incorporates diversity into redistricting in order to create those diverse schools. Policy includes percentages and will be presented to the Boundary Committee for inclusion in the parameters as they further discuss and make decisions.

Budget

As it relates to Action Steps VI.4, 5, 6 & 7, further discussions are needed in order to determine any fiscal implications in the 2006/07 budgets.

Staff Persons Leading This Strategy

Norris Jones and Martha Gutierrez

Members of Results Statements Teams

VI.4 Team Leader: Sheronda Glass **Team Members:** Martha Gutierrez, Anyone who selects new staff

VI.5 Team Leader: Kathleen Barca **Team Members:** (1000 Series – Nancy Hare, Pat Demos, Norris Jones, Anthony Kennedy, Kathleen Barca), (2000 Series - Scott Pierce, Sheronda Glass, Kathleen Barca), (3000 Series – Bill Johnston, Judy Ashley, Eileen Coss, Kathleen Barca), (4000 Series – Sheronda Glass, Martha Gutierrez, Karen Davis, Tim Thomkins, Kathleen Barca), (5000 Series – Sonya Stephens, Roberta Akalin, Starlyn Daly, Isaac Kirkwood, Kathleen Barca), (6000 Series – Milton Thompson, Jolene Schneider, Shane Gayle, Kathleen Barca), (7000 Series – Patrick Finnemore, Kathleen Barca), (8000 Series – Pam Stevens, Diana Knudsen, Yolanda Adams, Kathleen Barca)

VI.6 Team Leader: Sheronda Glass **Team Members:** Sonya Stephens, Karen Davis, Kathy Lauer, Norris Jones, Martha Gutierrez, Louise Mattioli

VI.7 Team Leader: Kathy Lauer and Jeff Marx **Team Members:** Linda Langenstroer, Sheronda Glass, Kathleen Barca, Sonya Stephens, Norris Jones

Next Steps

The Action Step teams will continue to meet. Research will also be completed that prepares the District to address Action Steps that possess contractual implications. These forthcoming Action Steps are scheduled to be addressed by this team during the Summer 2006.

PLEASE NOTE:

Implementation Team Chairs will utilize the Action Steps template in the strategic planning software to provide specific detail regarding progress on the various 2005/06 action plans (see attached).

Link to Appendices

STRATEGIC PLANNING IMPLEMENTATION TEAM STRATEGY 7 UPDATE

Strategy 7

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

Update on Progress and Timelines

VII. 1.3 "Develop immediate, systematic and specific interventions in reading and math for students who are not achieving mastery on common grade-level/course-level assessment." In line with this we have concentrated completely on the development of a pyramid of interventions (enclosed with corresponding explanations) which represents a safety net of minimal interventions that we believe should be present at each grade level and in every school. This pyramid is divided into strategies that range from those that require minimal change to those that will require restructuring and reallocation of resources. There are also suggestions that require increased costs and human resources in order to provide service to students

Budget

We are exploring the subject of what the cost of the Level 2 common interventions will be. We will report the projected costs at the next reporting out time

Staff Persons Leading This Strategy

Mr. Ernie Llanas and Mr. Milton B. Thompson

Members of Results Statements Teams

Result Statement VII. 1.3 – Milton Thompson, Kim Warloski, Kathy Maxey, Scott Kennow, Pam Black, Kathy Maxey, Tamara Gerdes, Yolanda Jackson-Lewis, Gale Horton, Julie Housaman, Kathy Walsh

Next Steps

To attach specific costs to the Level Two Interventions and present at the next reporting out session. To also create the reporting out forms that create the bridges from elementary to middle and middle to high school for initiating support for disengaged students entering the next grade level.

High School Interventions

- Level One – Low or No Additional Cost and Restructuring. No new resources needed.
- Level Two – Increased Cost, major restructuring required. New staff or other resources required.

Level Two Interventions

1. **Guided Study Hall – Adding additional staff to insure that the numbers are small to meet the needs of the students that are at risk of failure.**
2. **Academic Gear Up – For all freshmen who have been identified as entering High School deficient in math/reading or study skills**

Level One Interventions

1. **Senior with Freshmen Tutoring (Service Learning – Connect it to Honors Classes**
2. **Peer to Peer Program Partnering a Student Mentor with At-Risk Student**
3. **Guided Study Hall – Mandatory for Students who are failing. Staffed by Teachers.**

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Level 3 Interventions
- **Title or Other Grants**

Level Two Interventions

1. Opportunity Center – Staffed by a Certified Teacher
2. Training for Good Friend Program – Counselor oversees the program
3. Student Data Notebooks Instituted with all staff trained on how to utilize for purposes of student led conferences and students tracking the quality of their performance.
4. Use portion of activity fund for tutoring before and after school.

Level One Interventions

1. Middle School Enrollment Form- Students in need of math or reading resource would already be identified for placement in appropriate courses.
2. Good Friend Program – Adults in the building volunteer to make contact with students who are in need of a mentor relationship.
3. Core Enrichment Period – Used for extra tutoring of students who are failing or struggling
4. Staggered start time for non-classroom teaching staff to provide after school tutoring .

Elementary School Interventions
- Level One – Low or No Additional Cost and Restructuring. No new resources needed.
- Level Two – Increased Cost, major restructuring required. New staff or other resources required.

Level Three Interventions
1. Grant Funds – Title I, Reading First, SAGE, READS, Community Learning Centers, Reading Recovery

Level Two I
1. Intervention Period during the day – Taught by Intervention Resource Teacher.
2. Student Data Notebooks – In service principals, staff. Design format and pilot in several schools at first.
3. Training for volunteers and paid staff to provide intervention help
4. Intervention Monitoring by Staff Member, including communicating with next level (Middle)

Level One Intervention
1. Elementary Schedule with a 90 minute Reading Block and 30 minute Intervention/Enrichment Period.
2. Elementary Schedule with a 60 minute Math Block and a 30 minute Intervention/Enrichment Period
3. Elementary Schedule changed to include an Intervention/Enrichment period during the day (using existing staff)
4. Transition Informational sheets-Supplies information about the student to the next level (Middle School). School Counselor is responsible for disseminating the information to teachers at next level
5. Stagger start time of non-classroom teaching staff to provide after-school tutoring

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Explanation of Interventions:

Definitions:

Level One – Intervention Strategies that require little or no additional costs and very little restructuring. Current staff can be reconfigured. No new resources are needed with Level One.

Level Two – Intervention Strategies that involve additional cost. They also involve major restructuring with reallocation of current resources, human and financial. The also may require increase staff allocation and resources.

Level Three – Interventions that require funds outside of district funds. Federal, state or private grant dollars are used to finance additional staff or the creation of programs to address the intervention needs. They must, however, be consistent with District goals and objectives.

The suggested Interventions are meant to supply a safety net for all students in the district, especially those who are disengaged and at risk. The goal of the Strategy VII Implementation team is to suggest those services that should be resident minimally at all schools in a particular grade level (elementary, middle or high school).

Elementary:

Level One Interventions

- **Elementary Schedule** – Many of the schools in the district are involved with reading initiatives such as Reading First, Reading Counts, Accelerated Reader, Literature Circles or Readers Theatre. The reading block allows for a daily focus on reading at all schools for the maximum amount of time that can be scheduled.
- **Dedicate Math Block** - Likewise, given the recent WKCE results in Mathematics there must be an effort to insure that math is consistently taught and that the necessary time is set apart for instruction and remediation/enrichment.
- **Transitional Information Sheets** - There must be a way to inform teachers at the Middle school of the needs of incoming 6th Grade students so that their schedules can reflect the necessary support that they will need. The Transitional Information Sheets will carry that information. The Middle School Counselors will have to take the information and use it for scheduling students as well as placement in appropriate houses and interventions.

Level Two Interventions

- **Intervention Period** – This configuration is where schools have a paid staff member who works with a small group of students who are most at risk as determined by formative assessment. This staff member works with grade level teams and reports back student progress and determines what further interventions are necessary.
- **Student Data Notebooks** – This Intervention that is widely used in Quality Schools is a notebook in which students chart their performance on a daily and weekly basis. Students meet with the teacher and set individual goals and discuss what changes need to be made to maximize performance. These data notebooks are the basis for student led conferences, since

students explain their own performance and what steps they have personally taken to improve their achievement. This will require widespread In-service training with the suggestion that four to five schools pilot them the first year.

- **Volunteer** Training in Academic Support - Some schools use volunteers to assist students who need additional help. The need is to insure that all adults who give supplemental help to the classroom teacher are trained to assist students in tutorial strategies that correspond to our reading and math programs.
- **Intervention Monitoring by Staff Member** – The need to have someone supervise the Intervention program within each school is evident. This person would be trained to work with teachers on setting up Data Notebooks. They would be involved in every grade level team meeting and would move students to Intervention of Enrichment activities while tracking their formative assessment data regularly. This person would also be the go between with the Middle School, following up on the progress of former students and insuring that the middle school is aware of the needs of incoming students.

Level Three Interventions

- Some schools receive additional funds through grants (Title I, P-5, Title III, etc). These funds are meant to supplement all district support services and not to supplant those offered to every other school. Additional staff or services may be purchased beyond the Level One and Two Interventions with these funds.

Middle School

Level One Interventions

- **Middle School Enrollment Form** – These contain information on the math, reading or writing skills of incoming students to insure appropriate placement in courses at the Middle School level. This allows placement in a Middle School Gear-up program and placement in the Good Friends Program
- **Good Friend Program** – Staff members in the building volunteer to make contact with a student who is in need of caring adult. The Friend contacts the student once or twice a week, informally, just to find out how they are doing. The Good Friend also finds out what is going on with the student from their teacher or counselor so that they know where the student requires assistance and encouragement
- **Core Enrichment Period** – For students who are struggling they can receive additional tutoring or teacher assistance during this period.

Level Two Interventions

- **Opportunity Centers** – Student are assigned to these when they are in need of assistance or as an alternative for suspension. A qualified teacher who can insure that work is done and can instruct and model for the students should staff these centers.
- **Training for Good Friend Program** – Staff members who volunteer to participate in this program will receive training so that the expectations and outcomes of the program are clear to all involved.

- **Student Data Notebooks** – This Intervention that is widely used in Quality Schools is a notebook in which students chart their performance on a daily and weekly basis. Students meet with the teacher and set individual goals and discuss what changes need to be made to maximize performance. These data notebooks are the basis for student led conferences, since students explain their own performance and what steps they have personally taken to improve their achievement. This will require widespread In-service training with the suggestion that two to three schools pilot them the first year.

Level Three Interventions

- Some schools receive additional funds through grants (Title I, P-5, Title III, etc). These funds are meant to supplement all district support services and not to supplant those offered to every other school. Additional staff or services may be purchased beyond the Level One and Two Interventions with these funds.

High School

Level One Interventions

- **Senior with Freshmen Tutoring** – Students who are familiar with the curriculum and expectations of High School can assist incoming freshmen. This can be tied to a requirement for Honors students in the area of Service Learning.
- **Peer - to - Peer Mentoring** – Match students with a peer mentor who they can relate to but who is successful. Program especially uses students who struggled when they first arrived at High School but is not successful and goal oriented.
- **Guided Study Hall** – A Study Hall staffed by Teachers who are able to help students with any subject area in which they struggle. It is mandatory for students with low grades or struggling. It is also mandatory for freshmen that enter High School with sub-par skills and grades.

Level Two Interventions

- **Guided Study Hall** – The same as the aforementioned suggestion with the exception that additional staff is hired to establish the smallest possible number of students placed in the study hall to assure that they receive the assistance that they need.
- **Academic Gear Up** – All freshmen who have been identified as entering High School with deficient grades or academic skills in Math, Reading, Writing or Study Skills will be required to attend in the summer between their 8th grade and freshmen years. They will then be placed in a Guided Study Hall for first semester as a follow up.

Level Three Interventions

- Some schools receive additional funds through grants (Title I, P-5, Title III, etc). These funds are meant to supplement all district support services and not to supplant those offered to every other school. Additional staff or services may be purchased beyond the Level One and Two Interventions with these funds.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

July 25, 2006

HEAD START STATE SUPPLEMENTAL GRANT REQUEST FOR THE 2006-07
SCHOOL YEAR

Approval from the Board of Education is requested to submit and implement the Head
Start State Supplemental Grant for the 2006-07 school year. The funding for this grant is
$391,400. It is designed to fund the operating costs of the Kenosha Unified School
District Head Start Child Development Program.

Grant Title
Head Start State Supplemental Grant

Funding Source
State of Wisconsin
Department of Public Instruction

Grant Time Period
July 1, 2006 to June 30, 2007

Purpose
The purpose of the Head Start program is to provide comprehensive services in the areas
of health, education, social services, and parent involvement for low-income preschool
children and their families. This grant will service 76 high-risk children that will be three
or four years of age on or before September 1, 2006. Funds will be utilized to serve the
children and their families in all program component areas as required in the Head Start
Act and through the Head Start Performance Standards.

Number of Students Served
76 Eligible Head Start Students

Relationship to District Strategic Plan and Goals
The Head Start program goals directly correlate to the District's objectives to have:
- Students meet or exceed state identified proficiency levels for performance in
  reading, math, and science.
- All students will consistently demonstrate respectful and responsible behavior
  within our diverse school community.
- All students will meet our requirements for graduation.
The District's Early Childhood Standards and Benchmarks and the Head Start
Performance Standards serve as a framework for all Head Start programming. By
working with the children early in their lives, we have an opportunity to imprint the value

of education on the child and his/her family. A positive value of education will impact the District objectives.

Fiscal Impact
See attached Fiscal Impact statement.

Program Services
The state of Wisconsin is providing exactly the same funding as last year for the 76 Head Start children. The lack of increase in the amount of funding and the continued increases in salaries, benefits and services required the elimination of the purchase of capital objects from this grant. This state grant will cover the cost for:
- 2 full time teachers
- 2 full time educational assistants
- 1 family service provider
- Breakfast, lunch and snacks for all Head Start children
- Bus monitors for the special education busses
- Miscellaneous expenses such as copy machines, field trips, postage, etc.

Evaluation Plan
- The Head Start program meets a community need for the services that it provides. This will be evident through the maintenance of a Head Start waiting list of families that qualify for the program.
- Achievement of the 2006-07 Head Start Action Plan goals.
- Student outcomes to be monitored in the eight outcome areas required by Head Start for each individual child and the growth of the child will be reported to parents/guardians three times during the school year.
- Semi-annual Program Report to the Policy Council and School Board.
- Semi-annual Program Plan Report to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) to the Policy Council and School Board.

Staff Person in Charge of Program
Belinda Grantham, Head Start Administrator

Persons involved in preparation of the grant application:
Angela Erbentrout, Policy Council Vice-President
Adalisse Gloria, Educational Assistant
Belinda Grantham, Head Start Administrator
Tarik Hamdan, Grant Analyst
Alexandria Haubrich, Educational Assistant
Kerrie McCullough, Teacher
Jennifer Mohr, Educational Assistant
Melissa Mohr, Policy Council President
Anna McMahon, Teacher
Laura Schollmeier, Teacher
Marian Tharpe, Family Service Provider
Michele Zapp, Educational Assistant

Administrative Recommendation

At its July 11, 2006 meeting, the Curriculum/Program Committee voted to forward the 2006-07 Head Start State Supplemental Grant to the School Board for approval to submit and implement. It is recommended that the Board of Education approve the recommendation to submit and implement the 2006-07 Head Start State Supplemental Grant.

R. Scott Pierce   Timothy Miller
Superintendent of Schools   Executive Director of School Leadership Cluster 2

Kurt Sinclair   Belinda Grantham
Director of School Leadership   Head Start Administrator

Kenosha Unified School District No. 1

Fiscal, Facilities and Personnel Impact Statement

Title: Head Start State Supplemental Grant Request **Budget Year:** 2006-2007

Department: Head Start **Budget Manager:** Belinda Grantham

REQUEST

Approval from the Board of Education is requested to submit and implement the Head Start State Supplemental Grant for the 2006-07 school year. The funding for this grant is $ 391,400. It is designed to supplement the operating costs of the Kenosha Unified School District Head Start Child Development Program.

RATIONALE/ INSTRUCTIONAL FOCUS

This grant serves the academic, social and health needs of low-income three and four year old children and their families. Children who qualify must reside within the boundaries of KUSD. Providing these children with a base of strong academic skills, self esteem, and a love of learning will lead to improved attendance and graduation rates.

IMPACT

This Head Start grant provides:
- Funding for staffing (teachers and educational assistants) to serve 76 children within the boundaries of the Head Start Performance Standards.
- Funding for support staff (family services providers) for families of Head Start children as specified in the Head Start Performance Standards.
- Funding for breakfast, lunch and snacks for all Head Start children.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	$144,104.00
200's	Fringes	$132,609.00
300's	Purchased Services	$48,687.00
400's	Non-Capital Objects	$66,000.00
500's	Capital Objects	$0.00
	TOTAL	**$391,400.00**

This is a ☐ one-time   or a **X**   recurring expenditure

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

July 25, 2006

<u>WORKFORCE INVESTMENT ACT YOUTH EMPLOYABILITY SERVICES GRANT
REQUEST FOR THE 2006-07 SCHOOL YEAR</u>

Approval from the Board of Education is requested to submit and implement the Workforce
Investment Act Youth Employability Services Grant for the 2006-07 school year. The funding
for this grant is $256,000. This grant is requested to provide funding for services provided by
the Kenosha Unified School District and its sub-contracted services.

Grant Title
Workforce Investment Act Youth Employability Services Grant

Funding Source
State of Wisconsin
Department of Workforce Development

Grant Time Period
January 1, 2007 to December 31, 2007

Purpose
The purpose of the program is to provide WIA eligible participants, ages 14-21, with assessment,
planning, basic or remedial education, vocational training, counseling, case management
services, job search skills, job placement and follow-up needed for them to become positive
contributing workers and citizens.

The program will increase awareness of attitudes, expectations and performance associated with
the world of work. It will reinforce the need for training and education to increase job
marketability and provide participants with an opportunity to contribute to their own economic
stability. The program will coordinate resources with other youth service programs in Kenosha
County and, as appropriate, with adult service programs for youth age 18 and over. In summary,
the key program goals are high school graduation, completing job skills training and finding
employment.

Number of Students Served
75-100 Youth and Young Adults are expected to be served.

Relationship to District Strategic Plan and Goals
This plan directly relates to Strategy 2 whereas it will utilize community service opportunities to
practice vocational skills and assist others in need. Addressing Strategy 7 is also a direct the
focus of this program. Low income and at-risk students will be targeted to participate in this
program that will ultimately promote responsibility, vocational skills, life skills, and high school
graduation.

Fiscal Impact
See attached Fiscal Impact Statement.

Program Services
This grant will provide numerous services related to basic job training, certifications where applicable, Career Counseling, case management, and Pre-College Programming. Once students complete a pre-determined curriculum based on their career pathway, they will be matched with a local employer for summer employment.

Evaluation Plan
- Student outcomes to be evaluated using the ten (10) components prescribed by the grant.
- Annual Update of Program Progress to the School Board.
- Annual Update of Program Progress to the WIA Youth Council Board.

Staff Person in Charge of Program
Norris Jones, Minority Academic Affairs Specialist

Persons involved in preparation of the grant application:
Norris Jones, Minority Academic Affairs Specialist
Timothy T. Mahone, Mary Lou Mahone Foundation
Shebaniak Muhammad, Dean of Students Lincoln Middle School.

Administrative Recommendation
At its July 11, 2006 meeting the Curriculum/Program Committee voted to forward the 2006-07 Workforce Investment Act Youth Employability Services Grant to the Board for approval. Administration recommends that the Board approve submission, and if awarded, acceptance and implementation of the 2006-07 Workforce Investment Act Youth Employability Services Grant.

R. Scott Pierce
Superintendent of Schools

Sonya Stephens
Executive Director of Educational Accountability

Norris Jones
Minority Academic Affairs Specialist

Kenosha Unified School District No. 1

Fiscal, Facilities and Personnel Impact Statement

Title: Workforce Investment Act (WIA) Youth Employability Services

Budget Year: 2006-2007

Department: Educational Accountability/ Office of Minority Academic Affairs

Budget Manager: Sonya Stephens/Norris Jones

REQUEST

School Board approval is requested for the Office of Minority Academic Affairs to apply for the WIA Youth Employability Services Grant. The purpose of the program is to provide WIA eligible participants, ages 14-21, with assessment, planning, basic or remedial education, vocational training, counseling, case management services, job search skills, job placement and follow-up needed for them to become positive contributing workers and citizens.

RATIONALE/ INSTRUCTIONAL FOCUS

This service directly relates to strategy 7 as it addresses Disengaged Learners. The program will increase the awareness of attitudes, expectations and performance associated with the world of work. It will reinforce the need for training and education to increase job marketability and provide participants with an opportunity to contribute to their own economic stability. The program will coordinate resources with other youth service programs in Kenosha County. In summary, the key program goals are high school graduation, completing job skills training and finding employment.

IMPACT

This program will utilize contracted services of KUSD, community and private practioners related to providing employability curriculum and case management services. Please note that the salaries and fringes found below represent allocations for student wages. The Purchased Services line item represents sub-contracted services and costs related to student activities that pertain to the world of work.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	$130,000.00
200's	Fringes	$29,900.00
300's	Purchased Services	$95,800.00
400's	Non-Capital Objects	$300.00
500's	Capital Objects	$0.00
		$0.00

		TOTAL	**$256,000.00**

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

FUNDING SOURCES
Select Funding Sources:
This is a grant that will be internally renewable at an amount to be determined for years two and three. An annual report will be provided to the Board.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

July 25, 2006

PROVISIONS GOVERNING THE TRANSPORTATION
OF STUDENTS ATTENDING PUBLIC AND PRIVATE
SCHOOLS FOR THE 2006-2007 YEAR

The following provisions for the transporting students attending public and private schools will become effective from and after the fifteenth day of August 2006. (These provisions relate to Board Policies 3545 and 3545.4.)

Students Attending Public Schools

1. Pursuant to Wisconsin Statutes, transportation shall be provided to all students residing in the City of Kenosha, Village of Pleasant Prairie, and Town of Somers who live two or more miles from the public school to which they are assigned.

2. Pursuant to Wisconsin Statutes relating to transportation in area of unusual hazards, transportation shall be provided to all elementary schools, kindergarten through grade 5, who resides in the Village of Pleasant Prairie, Town of Somers (except elementary school students residing within the attendance areas of Forest Park, Grant, Strange, and Harvey Elementary Schools), and certain designed areas in the district as described below.

3. Transportation will be provided for all students residing in the corporate limits of the City of Kenosha and living west of Highway 31 and for Bradford High School students where the only access road is Highway 31.

4. Transportation will be provided to students residing within the corporate limits of the City of Kenosha who attend kindergarten through grade 5 of the elementary school located outside the corporate limits of the City of Kenosha.

5. Transportation will be provided for students who reside within the Bose Elementary School attendance area east of the Chicago and Northwestern Railroad tracks and for students who reside west of 22nd Avenue.

6. Transportation will be provided for students who reside within the Jeffery Elementary School attendance area on the south side of 89th Street, west of 22nd Avenue, and east of 39th Avenue and for students residing within the corporate limits of the City of Kenosha north of 85th Street and west of 39th Avenue.

7. Transportation will be provided to students residing within the Strange Elementary School attendance area north of 52nd Street until such time that the City of Kenosha will provide improved walking areas.

8. Transportation will be provided for students who reside within the Grewenow Elementary School attendance area south of 80th Street.

9. On a temporary basis, subject to annual review, transportation will be provided for students attending and residing within the Grant Elementary School attendance area south of Highway 142 and west of the old Chicago-Milwaukee North Shore Railroad right-of-way.

10. No transportation will be provided for students who are voluntary enrolled in alternative programs, participating in part-time and full-time open enrollment programs, or participating in Recreation Department programs. Specially designed and approved transportation will be provided for students enrolled in the Bilingual program who reside outside of the attendance area of the assigned school.

11. Elementary students (grades 1 through 5) may be required to walk up to **1** mile to an authorized school bus pick-up point. Students in grades 6 through 12 may be required to walk up to **1** mile to a school bus pick-up point. Exceptions to these distances may occur in areas considered "unusually hazardous" and will be subject to approval by the Supervisor of Transportation.

12. Students supervised before and after school by a day car center located within the attendance area of the school may be bused to the school. The Superintendent will make recommendations to the Board relative to any exceptions to this policy.

13. Transportation will be provided to students attending Indian Trail Academy, residing less than two miles from school, until such time that the City of Kenosha will provide improved walking areas.

14. Students attending schools of choice are not provided transportation. Indian Trail Academy (ITA) and Lakeview Technology Academy (LTA) students may request bus service to their boundary high school and ride a District provided shuttle bus from their boundary high school to ITA or LTA. Students are then shuttled back to their boundary high school for transportation rides home.

15. Transportation will be provided to students who reside in Lance Middle School attendance area who live on Cooper Rd, or West of Cooper Rd. until such time that the Village of Pleasant Prairie provides improved walking areas. Students may be required to walk no more than 200 ft. on Cooper road.

16. Students who reside on Highway "H", 39th Ave, and Springbrook Rd may be required to walk no more than 200 ft. on these roads.

Students Attending Private Schools

1. Pursuant to Wisconsin Statutes, transportation shall be provided to students attending private schools on the same basis as set forth above for students attending public schools with the additional provisions listed below.

2. Pursuant to Wisconsin Statutes, students residing in the school district who attend private schools located not more that five miles beyond that boundaries of the school district but within the state are eligible for transportation. In lieu of district bus transportation, parent contracts will be offered to the parent or guardian of each eligible pupil in accord with Wisconsin Statutes.

3. Pursuant to Wisconsin Statutes, transportation will be provide as set forth above to the private school located in the attendance area in which the pupil resides.

Transportation for Students with Exceptional Needs

1. 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 local and state authorities. Approval shall be based on whether or not the child can walk to school with safety and comfort.

Other Provisions Concerning the Transportation of Students

1. Pursuant to Wisconsin Statutes, the Board is empowered to administer, set transportation routes and schedules, secure necessary information, make reports, and apply for and receive aids for the transportation of both public and private school pupils actually transported.

2. Insofar as possible, administrators of private schools shall be requested to coordinate their school calendars with the public school calendar.

3. Transportation will be provided for public and private school students as approved by the Board to implement state-mandated programs and federal programs.

4. Insofar as possible, bus stops for students with exceptional needs and Head Start students are to be designated near to and on the same side of the street as the residence unless bus aids are provided or other arrangements are made with the parent through the district Transportation Office.

5. The provisions of this policy statement as set forth above shall apply in all instances except those in which extraordinary conditions are help to prevail and shall be subject to further review pending any required adjustments due to unforeseen circumstances.

6. Administration will be responsible for establishing and maintaining bus routes in accordance with this policy and changes in student population.

Administrative Recommendation
The Provisions Governing the Transportation of Students Attending Public and Private Schools for the 2006-07 School Year were reviewed at the July 11, 2006 Personnel/Policy Standing Committee meeting and it was moved to forward to the full Board for approval at its July 25, 2006 meeting.

Dr. R. Scott Pierce
Superintendent of Schools

Patrick Finnemore
Director of Facilities Services

Jeffrey Marx
Supervisor of Transportation Services

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Kenosha Unified School District No. 1
Kenosha, Wisconsin

July 25, 2006

School Resource Officers and Off-Duty Security Job Descriptions

Background:
Prior to this year, an agreement existed between the Kenosha Unified School District and the City of Kenosha regarding the employ of off-duty police officers to work as security in our buildings. This agreement was over ten years old, and the Superintendent, Mayor and Chief of Police wanted to update the agreement and clarify the expectations of the jobs performed by both the school resource officers and the off-duty security officers. Over several meetings an agreement was reached as to the actual work done in each of these two job categories, as well as the roles and responsibilities of each as they relate to the district and the city. This agreement is manifested in the attached letter of understanding, as well as in the attached job specifications provided by the Superintendent to the Chief of Police.

Intent / Purpose: SRO's
The School Resource Officer (SRO) program places law enforcement officers in schools with the goal of creating and maintaining safe, secure, and orderly learning environments for students, teachers, staff and visitors. This program reflects our community's desire to ensure that its schools are safe, secure, and orderly in their operation. SRO's represent a proactive strategy designed to bring prevention and intervention into our schools.

SRO's are valuable resources for our schools. They are trained to fulfill three roles: they are:
- **law-related counselors,** who provide guidance on law-related issues to our students, and act as a link to support services both inside and outside the school environment;
- they are **law-related education teachers** who provide our schools with an additional educational resource by sharing their expertise in the classroom (formally) and throughout the building (informally).
- they are **law enforcement officers** whose primary purpose is to "keep the peace" in our schools so that students can learn and teachers can teach;

Beyond these identified roles, and perhaps most importantly, SRO's are positive role models for many students who are not exposed to such role models in today's society. Their presence in the schools sends a strong message that violence is not an acceptable form of behavior.

KUSD and the City of Kenosha Police Department work collaboratively to carry out their mutual responsibilities in the SRO program. This program depends on a strong working relationship between the SRO's and school principals. By sharing a common vision that schools must be safe and secure for learning to take place, the SRO's and principals become members of a team united in making sure that learning environments are free

of fear and conducive to learning.

Our SRO program is a "promising" strategy because it enables communities and schools to address school violence with both prevention and intervention techniques. Having an SRO on our school campuses can prevent problems from occurring. SRO's can enhance a school's capacity to address its safety and security concerns. When problems do arise, SRO's can, when necessary, intervene quickly to address what is taking place. SRO's can contribute to safe school planning efforts and offer our schools a resource to turn to when emergencies do occur. Ultimately, the presence of an SRO assists in making the school safer and more secure for students, teachers, staff and visitors. The entire community benefits as well, because learning is more likely to take place in such an environment.

Intent / Purpose: Off-Duty Security

The Off-Duty Security Officer program places off-duty law enforcement officers in schools with the goal of creating and maintaining safe, secure, and orderly learning environments for students, teachers, staff and visitors. This program reflects our community's desire to ensure that its schools are safe, secure, and orderly in their operation. Off-Duty Security Officers represent a proactive strategy designed to bring prevention and intervention into our schools.

Off-Duty Security Officers are valuable resources for our schools. They fulfill three important roles:

- they are **security officers** whose primary purpose is to support administration in "keeping the peace" in our schools so that students can learn and teachers can teach;
- they are **security officers** who provide support to school leadership in enforcing the rules, policies and procedures of the Kenosha Unified School District, in both their presence and their duties. When exercising their duties as sworn police officers, if that is required, they will comply with the policies and procedures of the Kenosha Police Department;
- they are **security officers,** who can provide our schools guidance on law-related issues and act as a link to support services both inside and outside the school environment by sharing their expertise both informally and formally.

Beyond these identified roles, and perhaps most importantly, Off-Duty Security Officers are positive role models for many students who are not exposed to such role models in today's society. Their presence in the schools sends a strong message that violence is not an acceptable form of behavior in our schools.

KUSD and the City of Kenosha Police Department work collaboratively to allow off-duty police to work in our schools as security. This program requires a strong working relationship between the off-duty officers, the Police Department, and school principals. By sharing a common vision that schools must be safe and secure for learning to take place, the security officers and principals become members of a team united in making sure that learning environments are free of fear and conducive to learning. Their primary task is to support the systems and processes designed by the school administration to enforce school procedures and school board policies.

This program is a "promising" strategy because it enables communities and schools to address school violence with both prevention and intervention techniques. Having off-duty police officers as security personnel on our school campuses can prevent problems from occurring. These security officers can enhance a school's capacity to address its safety and security concerns. When problems do arise, these officers, in support of school administration, can intervene quickly to address what is taking place. They can contribute to safe school planning efforts and offer our schools a resource to turn to when emergencies do occur. Ultimately, the presence of these security officers assists in making the school safer and more secure for students, teachers, staff and visitors. The entire community benefits as well, because learning is more likely to take place in such an environment.

Recommendation:
At its July 11, 2006 meeting, the Personnel/Policy Committee moved to forward the School Resource Officer and Off-Duty Security Officer job descriptions and specifications described herein, to the School Board for approval. Administration recommends approval of the School Resource Officer and Off-Duty Security Officer job descriptions and specifications as contained in the agenda.

Dr. R. Scott Pierce
Superintendent of Schools

Mr. Tim Miller
Executive Director of School Leadership

POSITION SPECIFICATION

POSITION TITLE:
School Resource Officers

REPORTS TO:
Principal

PRIMARY FUNCTION:
The School Resource Officer (SRO) Program places law enforcement officers in schools with the goal of creating and maintaining safe, secure, and orderly learning environments for students, teachers, staff and visitors. This program reflects our community's desire to ensure that its schools are safe, secure, and orderly in their operation. SRO's represent a proactive strategy designed to bring prevention and intervention into our schools

QUALIFICATIONS:

1. Certification: Meet the requirements and are employed by the City of Kenosha as

2. Education: Police Officers to work in our schools as officers.

3. Experience:

4. Other:

KNOWLEDGE, SKILLS AND ABILITIES:
- As required by the City of Kenosha

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- To establish liaison with school principals, faculty and students
- To establish and maintain liaison between School Security personnel and other SRO's assigned within the system.
- To enforce Federal, State and Local criminal laws and ordinances, and to assist school officials with the enforcement of Board of Education Policies and Administrative Regulations regarding student conduct.
- To inform students of their rights and responsibilities as lawful citizens.
- To act as a liaison resource to the principal/designee in investigating criminal law violations occurring in the school or on school property.
- To patrol school buildings, grounds and parking lots to which assigned for the purpose of enforcing State and CITY laws under their jurisdiction.
- To perform school safety drills with the school administrator.
- To answer questions that students may have about criminal or juvenile law.
- To assist other law enforcement officers with outside investigations concerning students attending the school(s) to which the SRO is/are assigned.

- Abide by school board polices and consult with and coordinate activities through the school principal, but remain fully responsible to the chain of command of the law enforcement agency in all matters relating to employment and supervision.
- Encourage individual and small group discussions about law enforcement related matters with students, faculty and parents.
- Refrain completely from functioning as a school disciplinarian. The School Resource Officer is not to be involved in the enforcement of disciplinary infractions that do not constitute violations of the law.
- Attend meetings of parent and faculty groups to solicit their support and understanding of the School Resource Officer program and to promote awareness of law enforcement functions.
- Confer with the principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities
- Perform duties determined in collaboration with the principal other than those regularly assigned to school personnel such as lunchroom or hall duty. (Nothing herein is intended to preclude the SRO from being available in areas where interaction with students is expected.)
- Abide by school board policy and applicable laws concerning interviews with students and/or staff on school property or at school functions under the jurisdiction of the School Board.
- Take law enforcement action as necessary and notify the principal of the school as quickly as possible
- Provide police resources in the investigation or identification of controlled substances or other substances resembling controlled substances.
- Give assistance to officers in matters regarding the duties of SRO's whenever necessary.

TERMS OF EMPLOYMENT: Annual

SALARY RANGE: Per City of Kenosha

EVALUATION: Per City of Kenosha

CREATED: 9/17/05

REVISED:

POSITION SPECIFICATION

POSITION TITLE:
Off-Duty Security Officers

REPORTS TO:
Principal

PRIMARY FUNCTION:
The Off-Duty Security Officer program places off-duty law enforcement officers in schools with the goal of creating and maintaining safe, secure, and orderly learning environments for students, teachers, staff and visitors. This program reflects our community's desire to ensure that its schools are safe, secure, and orderly in their operation. Off-Duty Security Officers represent a proactive strategy designed to bring prevention and intervention into our schools

QUALIFICATIONS:

1	Certification:	Employed by Kenosha Unified School District as Off-Dity Police Officers to work in the schools as security.
2	Education:	
3.	Experience:	
4	Other	

KNOWLEDGE, SKILLS AND ABILITIES:
- As required by the City of Kenosha

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Support administration in "keeping the peace" in our schools so that students can learn and teachers can teach;
- Support school leadership in enforcing the rules, policies and procedures of the Kenosha Unified School District, in both their presence and their duties. When exercising their duties as sworn police officers, if that is required, they will comply with the policies and procedures of the Kenosha Police Department;
- Provide our schools guidance on law-related issues and act as a link to support services both inside and outside the school environment by sharing their expertise both informally and formally.
- To be a positive role models for many students who are not exposed to such role models in today's society. Their presence in the schools sends a strong message that violence is not an acceptable form of behavior in our schools.

- Requires a strong working relationship between the off-duty officers, the Police Department, and school principals.

- They support the systems and processes designed by the school administration to enforce school procedures and school board policies.
- To enhance a school's capacity to address its safety and security concerns.
- To contribute to safe school planning efforts and offer our schools a resource to turn to when emergencies do occur.
- To serve as a positive role model for students through their presence and their identity as off-duty officers assisting in our school community.
- To assist administration in creating and maintaining a safe and secure school environment for staff, students and visitors.
- To work hand-in-hand with the Principal/Designee re: student behaviors.
- To assist administration in supervising and patrolling all grounds and monitoring all areas of the school building.
- To assist administration in lunchroom supervision and various other lunchroom duties.
- To de-escalate and escort, when necessary, a student or students from a classroom to the office.
- To assist administration in response to any dangerous student misconduct.
- To assist administration in any investigations relative to student misconduct.
- To assist administration in all investigations of Student Code of Classroom Conduct violations.
- To respond as a police officer, thus exercising the regulations and rules of the Police Department, when faced with a criminal situation involving a violation of a city ordinance or state law.

TERMS OF EMPLOYMENT: Annual

SALARY RANGE: Hourly

EVALUATION: Annual by Principal

CREATED: 9/17/05

REVISED:

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Human Resources recommendations concerning the following actions:

Action	Board Date	Code	Staff	Employee Last Name	Employee First Name	School/Dept	Position	Effective Date	Salary or Hourly Rate	Reason	Letter or Contract
Appointment	07/25/06		Secretarial	Richter	Amanda	Finance	Secretary I	06/26/06	14.30	New Hire	Contract
Resignation	07/25/06		Instructional	Bauer	Julie	Grant Elementary	Fed. Class Red.	06/12/06	36,561.00	Resignation	Contract
Resignation	07/25/06		Instructional	Joseph	Janinne	Frank Elementary School	Grade 1	06/30/06	33,528.00	Resignation	Contract
Resignation	07/25/06		Instructional	Skala	Nicole	Bradford High School	German	06/15/06	21,587.00	Resignation	Contract
Resignation	07/25/06		Instructional	Symonds	Jamie	Pl. Prairie/Grant/Roosevelt	Psychologist	08/10/06	39,255.00	Resignation	Contract
Retirement	07/25/06		Educ. Assistant	Johnson	Judith	Washington Middle School	Special Education	07/31/06	12.07	Retirement	
Termination	07/25/06		Secretarial	Tijerina	Michelle	Human Resources Dept	Secretary III	06/12/06	16.60	Termination	
Resignation	07/25/06	*	Instructional	Mattmiller	Susan	Indian Trail Academy	English	06/29/06	33,028.00	Resignation	Contract
Voluntary Lay	07/25/06	*	Instructional	Hartwig-Sens	Karen	Washington Middle School	Science	06/30/06	34,469.00	Voluntary Layoff 06-07	Contract
Resignation	06/30/06	*	Instructional	Salvado	Xavier	Bradford High School	Spanish	06/30/06	41,323.00	Resignation	Letter
Resignation	06/30/06	*	Instructional	Morales	Maria	Wilson Elementary	Bilingual	06/30/06	41,323.00	Resignation	Letter
Resignation	06/30/06	*	Instructional	Borrella	Pablo	EBSOLA	Bilingual Grade 3	06/30/06	40,608.00	Resignation	Letter
Resignation	06/30/06	*	Instructional	Aguilar	Alma	Bradford High School	Bilingual Secondar	06/30/06	43,390.00	Resignation	Letter
Resignation	06/30/06	*	Instructional	Sieiro	Julio	EBSOLA	Bilingual Grade 4	06/30/06	43,390.00	Resignation	Letter
Resignation	06/30/06	*	Instructional	Sanz	Agata	EBSOLA	Bilingual Kdgr	06/30/06	40,608.00	Resignation	Letter

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA SCHOOL BOARD
HELD JUNE 27, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, June 27, 2006, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:04 P.M. with the following members present: Mr. Hujik, Mr. Englund, Mr. Stalker, Mr. Ostman and Mrs. Stevens. Mr. Fountain and Mr. Olsen were excused. Dr. Pierce, and Mrs. Busby were also present.

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

Mrs. Stevens announced that an executive session had been scheduled to follow this special meeting for the purpose of discussion regarding Review of Findings/Order by Independent Hearing Officer; Personnel: Problems; Personnel: Position Assignments; Personnel: Compensation and/or Contracts; and Property: Purchase under exemptions (b), (c), (e) and (f) of State Statute 19.85(1) and collective bargaining deliberations.

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

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

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

1.   Review Findings/Order by Independent Hearing Officer:

Ms. Lauer arrived at 6:08 and provided Board members with information regarding three expulsions. She and Dr. Pierce were excused at 6:13 P.M.

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

Mr. Stalker moved to eliminate the option to attend the Bridges Program at Hillcrest and approve the recommendation of the hearing officer as amended

with respect to the second expulsion. Mr. Hujik seconded the motion as amended. Unanimously approved.

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

Dr. Pierce returned at 6:17 P.M.

2.   Personnel: Problems, Personnel: Position Assignments and Personnel: Compensation and/or Contracts

Dr. Pierce provided Board members with information regarding a position assignment.

Mr. Pitts arrived at 6:17 P.M. and responded to Board members questions. He was excused at 6:25 P.M. The Board suggested that this position be placed on the agenda for the July Board meeting.

3.   Property: Purchase

Mr. Finnemore and Mr. Johnston arrived at 6:25 P.m. and updated Board members on an acquisition of property and discussion followed.

Meeting adjourned at 6:55 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 27, 2006

A regular meeting of the Kenosha Unified School Board was held on Tuesday, June 27, 2006, at 7:00 P. M. in the ESC Board Meeting Room. Mrs. Stevens, Vice President, presided.

The meeting was called to order at 7:02 P.M. with the following Board members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, and Mr. Ostman. Mr. Fountain and Mr. Olson were excused.

Mrs. Stevens, Vice Present, 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.

Consent-Approve item III-A, 2006 Emergency Response and Crisis Management Grant Proposal, was pulled from the consent agenda. Mr. Hujik moved to defer this item to the August, 2006 Planning/Facilities/Equipment Committee meeting. Mr. Stalker seconded the motion. Unanimously approved.

The Board then considered the following Consent-Approve items:

Consent-Approve item III-B, Donations to the District, submitted by Dr. Pierce as contained in the agenda.

Consent-Approve item III-C, Recommendations Concerning Appointments, Leaves and Absence, Retirements and Resignations, submitted by the Office of Human Resources as contained in the addenda.

Consent-Approve item III-D Minutes of the 5/9/06 Special Meeting, 5/9/06 Executive Session, 5/22/06 Special Meeting, 5/23/06 Special Meeting and Executive Session, 5/23/06 Regular Meeting, 6/13/06 Special Meeting and Executive Session and 6/13/06 Special Meeting as submitted.

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

"It is recommended that receipt numbers CR020160 through CR021012 that total $1,145,021.59 be approved.

Check numbers 373325-375786 totaling $8,793,521.93 are recommended for Approve as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated May 1, May 11, May 16, May 25 and May 31, 2006 totaling $2,569,391.87 to US Bank of Milwaukee dated May 1, May 15, May 30, 2006 (two [2] are dated for May 30) totaling $747,263.76 and to the Wisconsin Retirement System dated May 31, 2006 totaling $965,004.50 be approved."

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

Dr. Pierce presented the election of a Board Secretary.

Mrs. Stevens indicated that nominations were in order for Board Secretary. Mr. Hujik nominated Stacy Schroeder Busby for Board Secretary. There being no further nominations, Mr. Stalker moved that nominations be closed and that ballots be cast for Stacy Schroeder Busby as Board Secretary effective July 6, 2006. Mr. Stalker seconded the motion. Unanimously approved."

Dr. Pierce recommended the appointment of Scott Kennow as Principal of Edward Bain School of Language and Art.

Mr. Hujik moved to concur with the recommendation of Administration. Mr. Englund seconded the motion. Unanimously approved.

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

Dr. Pierce gave his Superintendent's report.

Ms. Karen Davis, Coordinator of Human Resources, gave an update on strategic planning.

Dr. Pierce presented the Approval of Construction Bids for New Charles Nash Elementary School Project submitted by Mr. Patrick Finnemore, Director of Facilities, and Dr. Pierce and excerpts follows:

"Administration recommends Board approval of the contractor selection and their bids for the new Charles Nash Elementary School project as detailed in this report."

Mr. Hujik moved to concur with the recommendation of Administration. Mr. Stalker seconded the motion. Unanimously approved.

Dr. Pierce presented the Approval of Construction Bids for Tremper High School Physical Education/Athletics Addition Project submitted by Mr. Finnemore and Dr. Pierce and excepts follow:

"Administration recommends Board approval of the contractor selection and their bids including alternates (if the budget allows as the project progresses) for the physical education/athletics addition at Tremper High School as detailed in this report."

Mr. Hujik moved to concur with the recommendation of Administration. Mr. Englund seconded the motion. Unanimously approved.

Dr. Pierce presented the Professional Development Program review and Long-Range Plan submitted by Dr. Edie Holcomb, Executive Director of Instructional Services; Mrs. Louise Mattioli, Director of Professional Development; Mrs. Terri Huck, Professional Development Teacher Consultant; Mrs. Susan Mirsky, Professional Development Teacher Consultant; and Dr. Pierce and excerpts follow:

"This report was presented to the Curriculum/Program Committee on June 13, 2006. The committee reviewed the information and voted to forward the report to the full Board. Administration recommends that the Board of Education examine the program review and approve the long-range plan outlined in the report at its June 27, 2006, meeting."

Mr. Hujik moved that this item be postponed to the July or August, 2006 Regular Board meeting. Mr. Englund seconded the motion. Unanimously approved.

Dr. Pierce presented the Newly Aligned District Standards, Benchmarks and Most Essential Benchmarks in English/Language Arts and Mathematics submitted by Dr. Holcomb; Mrs. Francesca Romano, Teacher Consultant – K-5 Mathematics; Mrs. Geraldine Santarelli, Teacher Consultant – 6-12 Mathematics; Dr. Marguerite Sneed, Teacher Consultant – K-5 Language Arts/Reading; and Dr. Pierce and excerpts following:

"This report was presented to the Curriculum/Program Committee on June 13, 2006. The committee reviewed the information and voted to forward the report to the full Board.

Administration recommends the review of the newly aligned standards, benchmarks, and most essential benchmarks and approval to put them in place beginning with the 2006-07 school year."

Mr. Hujik moved to concur with the recommendation of Administration. Mr. Englund seconded the motion. Unanimously approved.

Dr. Pierce presented the Hearing Officer report submitted by Mrs. Sonya Stephens, Executive Director of Educational Accountability, and Dr. Pierce and excepts follow:

"Administration recommends that the School Board authorize the use of four independent hearing officers, appointed by the Board, for the purpose of

expulsion hearings during the 2006/07 school year. In addition, Administration recommends that their contracts as the District's expulsion hearing officers be set at a rate of $90.00 per hearing for the 2006/07 school year."

Mr. Hujik moved to concur with the recommendation of Administration. Mr. Englund seconded the motion. Unanimously approved.

Dr. Pierced presented the Authorization for 2006/07 Expenditures Prior to Formal Adoption of the Budget submitted by Mr. Johnston and Dr. Pierce and excerpts following:

"Administration recommends that the Board of Education authorize the payment of all currently authorized salaries and benefits beginning July 1st and continuing until the 2006-2007 budget is adopted. In addition, it is recommended that the Board authorize expenditures in other areas to continue at the discretion of Administration up to the levels authorized in the 2005-2006 budget, unless specific Board action has occurred to either initiate or discontinue specific programs or activities."

Mr. Stalker moved to concur with the recommendation of Administration. Mr. Hujik seconded the motion. Unanimously approved.

Dr. Pierce presented the Renewal of Southeastern Wisconsin School Alliance Membership as contained in the agenda.

Mr. Ostman moved to approve the renewal of the Southeastern Wisconsin School Alliance Membership . Mr. Englund seconded the motion. Unanimously approved.

Meeting adjourned at 9:05 P.M.

Stacy Schroeder Busby
School Board Secretary

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

A special meeting of the Kenosha Unified School Board was held on Tuesday, July 11, 2006 at 8:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for discussion/action regarding administrative appointments, discussion/action regarding the scheduling of a special meeting of electors to acquire and designate as a school site the American Brass site and to consider the sale of the Lincoln Elementary School site to the City of Kenosha and a program review of the Minority Academic Affairs and Limited English Proficiency Programs.

The meeting was called to order at 8:10 P.M. with the following Board members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, and Mr. Olson. Mr. Fountain was excused. Dr. Scott Pierce was also present.

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

Dr. Pierce recommended the appointment of Martin Pitts as Principal of Charles Nash Elementary School effective January 29, 2007.

Mr. Ostman moved to appoint Martin Pitts as Principal of Charles Nash Elementary School effective January 29, 2007. Mrs. Stevens seconded the motion. Unanimously approved.

Mr. Hujik moved that a special meeting of electors be held on Tuesday, July 25, 2006, at 7:00 p.m. in the ESC Board Meeting Room for the purpose of obtaining approval to acquire and designate as a school site the American Brass site and obtain approval for the sale of Lincoln Elementary School site to the City of Kenosha. Mrs. Stevens seconded the motion. Unanimously approved.

Mr. Norris Jones, Minority Academic Affairs Specialist, presented a program review on Minority Academic Affairs. A brief discussion followed.

Mr. Milton Thompson, Director of TI/P-5/ESL/Bilingual/Summer School, presented a program review on the Limited English Proficiency Program. A brief discussion followed.

Dr. Pierce handed out and presented information regarding the proposed transportation facility and the collaboration with Gateway Technical College. Dr. Pierce

indicated that this information was provided for informational purposes only and that a meeting with Gateway Technical College's Board would be scheduled at a future date. A brief discussion followed.

Meeting adjourned at 9:27 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Receipts, Wire Transfers, and Check Registers
July 25, 2006

	From	To	Date	Amount
Receipts:				
Total Receipts	CR021013	CR021541	06/01/06-07/10/06	$ 450,277.85
Wire Transfers from Johnson Bank to:				
First Natl Bank of Chicago/NationsBank *(for federal payroll taxes)*			June 8, 2006	1,158,654.45
First Natl Bank of Chicago/NationsBank *(for federal payroll taxes)*			June 16, 2006	110,803.24
First Natl Bank of Chicago/NationsBank *(for federal payroll taxes)*			June 22, 2006	1,157,755.18
US Bank of Milwaukee	*(for state payroll taxes)*		June 15, 2006	229,873.60
US Bank of Milwaukee	*(for state payroll taxes)*		June 19, 2006	22,401.69
US Bank of Milwaukee	*(for state payroll taxes)*		June 29, 2006	234,242.31
US Bank of Milwaukee	*(for state payroll taxes)*		June 30, 2006	21,873.37
Wisconsin Retirement System			June 30, 2006	951,192.59
Total Outgoing Wire Transfers				$ 3,886,796.43
Check Registers:				
General	375787	376239	June 16, 2006	670,169.11
General	376240	376241	June 19, 2006	16,200.54
General	376242	376249	June 19, 2006	8,951.00
General	376250	376472	June 23, 2006	4,773,508.65
General	376473	376481	June 27, 2006	29,044.96
General	376482	376482	June 30, 2006	2,850.00
General	376483	377052	June 30, 2006	1,147,212.30
General	377053	377335	July 7, 2006	888,915.67
General	377336	377374	July 12, 2006	79,040.20
General	377375	377572	July 12, 2006	657,474.24
Total Check Registers				$ 8,273,366.67

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Administrative Recommendation

It is recommended that receipt numbers CR021013 through CR021541 that total $450,277.85 be approved.

Check numbers 375787 through 377572 totaling $8,273,366.67 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated June 8, June 16 and June 22, 2006 totaling $2,427,212.87 to US Bank of Milwaukee dated June 15, June 19, June 29, and June 30, 2006 totaling $508,390.97 and to the Wisconsin Retirement System dated June 30, 2006 totaling $951,192.59 be approved.

R. Scott Pierce, Ed. D.   William L. Johnston, CPA
Superintendent of Schools   Director of Finance

Eileen Coss
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

July 25, 2006

WAIVER OF POLICY 1330
USE OF SCHOOL DISTRICT FACILITIES

A group of current and former theatre students (alumni) are requesting a waiver of rental fees for use of the Reuther Central High School auditorium for rehearsals and six performances of the play, "*Chicago*" July 21 – August 5, 2006. The group, which will consist of over twenty Kenosha actors and musicians, is requesting a waiver of rental fees, but is willing to pay for all custodial costs associated with the production. An admission fee will be charged, but profits will be donated to the District's high school theatre groups.

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

RECOMMENDATIONS

The group of students is operating as a not for profit entity and the profits will be donated back to District programs. At its July 11, 2006 meeting, the Audit/Budget/Finance Committee moved to recommend School Board approval of the request to waive rental fees for use of the Reuther Central High School auditorium for rehearsal and six performances of the play "Chicago" between July 21, 2006 and August 5, 2006.

Dr. R. Scott Pierce
Superintendent of Schools

Bdreport/waiver of policy 1330 Chicago at Reuther 6-27-06

To the Kenosha Unified School Board:

We are a group of alumni and current Kenosha high school theatre students that have formed a theatre company named Third Coast Productions. Last year, we produced a one night show of the play *Wild Party* with the proceeds donated to Broadway Cares, Equity Fights Aids. This year, we were one of the very few groups in the country that was licensed to do the show *Chicago*. We have scheduled a production of six shows and are thrilled to be able to bring the show to Kenosha. We use Kenosha musicians and actors to round out our cast, crew and orchestra. We believe we provide an important real world experience for our local talent.

This year, our goal is to donate our profits to the theatre programs at Bradford and Tremper High Schools. However, to bring an impressive production of *Chicago* to Kenosha is very expensive, and we are hoping the district is willing to forgo the rental of Reuther Auditorium for its students and alumni as it does with other student groups. We are prepared to pay for the custodial fees associated with our time at Reuther, but would greatly appreciate any help the district can provide with those fees as well.

We would like to thank you for your consideration, and hope you join us in keeping theatre alive in Kenosha.

David Geisler, Bradford 2000
Alexa Hujik, Tremper 2006
Braxton Molinaro, Bradford 2007

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

July 25, 2006

PROFESSIONAL DEVELOPMENT PROGRAM REVIEW AND LONG-RANGE PLAN

Introduction

During 2005-06, Professional Development staff worked to create a Professional Development Program Review and Long-Range Plan for submission to the board of education in June 2006. The purpose of this report is to provide information concerning the current status and future direction of the Kenosha Unified Professional Development Program. In addition, the report outlines all strategic and operational responsibilities of Professional Development and delineates all resources, budgets, and strategic and operational work plans.

Board Policy and Strategic Plan

Pursuant to Board Policy 6320—Instructional Program Adoption, Implementation, and Review—all district programs shall become a part of the district's Instructional Program Review Cycle. Policy 6320 also indicates that the Professional Development Review is due in 2005-06. In addition, the Strategic Plan includes professional development initiatives that are embedded within the Professional Development Long-Range Plan.

Process

Throughout the 2004-05 school year, Professional Development staff reviewed current professional development literature outlining best practice in the field. The Professional Development Vision, Mission, and Beliefs were updated to align with characteristics of effective state and national professional development programs. In the spring of 2005 and again in 2006, Professional Development personnel reviewed 2003-04, 2004-05 and 2005-06 student achievement data in mathematics and language arts on the Wisconsin Knowledge and Concepts Examinations for grades 4, 8, and 10. These two content areas have completed textbook/materials adoptions and are in the forefront of the development of common assessments. Information gathered illustrated strengths and gaps in student achievement, and this data served as the foundation for the alignment of adult professional development learning opportunities directly aimed at closing the achievement gap for all students.

Professional Development staff also spent considerable time mapping out major district and site staff development initiatives by synthesizing all:

- Professional development initiatives outlined within the district Strategic Plan

- Professional development initiatives mandated by law (NCLB, PI-34, etc.)

- Needs assessment data collected from instructional support staff interviews and from review of appropriate job specifications.

After synthesis of all data and team member agreement that student-learning needs revealed by data analysis must be the "driving force" behind the long-range plan, the following Professional Development initiatives serve as the major focus of departmental planning and work over the next three years:

1. District Strategic Plan Professional Development initiatives
2. The Making Thinking Visible and Differentiation initiatives
3. The Administrative Induction Program initiative
4. The Educator Induction Program initiative
5. The Leadership Development initiative
6. The Instructional Support Staff Professional Development initiative

Contents of the Program Review and Long-Range Plan

A separate bound document contains the full report. It includes the following information:

- Purpose of the Professional Development Program Review and Long-Range Plan

- History of the Kenosha Unified Professional Development Program

- Explanation of the 2006-07 Professional Development Needs Assessment

- Professional Development Program Review

- Staffing and services

- Professional Development resources

- Professional Development Long-Range Work Plan

- Appendices

Recommendation

This report was presented to the Curriculum/Program Committee on June 13, 2006. The committee reviewed the information and voted to forward the report to the full Board. Administration recommends that the Board of Education examine the program review and approve the long-range plan outlined in the report at its July 25, 2006, meeting.

Dr. R. Scott Pierce
Superintendent of Schools

Mrs. Terri Huck
Professional Development Teacher Consultant

Dr. Edie Holcomb
Executive Director of Instructional Services

Mrs. Susan Mirsky
Professional Development Teacher Consultant

Ms. Louise Mattioli
Director of Professional Development

LINK TO FULL REPORT AND APPENDICES

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July 25, 2006

SCHOOL ATTENDANCE AREAS – POLICY 5320

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

Strategy 6: We will celebrate and embrace the rich cultural diversity of the student body and community in order to achieve our mission and objectives was developed to align with this mission. The action plan that addresses student population within our school's changing district requires boundaries to meet this goal.

Attached is revised Policy and Rule 5320 approved by the Personnel and Policy Committee at their July 11, 2006 meeting and forwarded to the Board of Education for their first reading.

Administrative Recommendation:

Administration recommends that revised Policy and Rule 5320 be approved and forwarded to the Board of Education for a second reading on August 22, 2006.

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

Kathleen M. Barca
Executive Director of School Leadership

POLICY 5320
SCHOOL ATTENDANCE AREAS

~~The Kenosha Unified School District embraces the concept of neighborhood schools for fostering parental involvement and developing a sense of community within children. Public school choice or "open enrollment" is allowed when space is available.~~

The mission of the Kenosha Unified School District, an educational system, which values our multi-cultural heritage, is to empower all students to reach their unique capabilities, contribute to our community, and compete in a global society by providing diverse and challenging opportunities to learn through the collaborative efforts of students, families, community and staff. Therefore, students will be educated within a learning environment that reflects this diversity that includes ethnic, economic, achievement and special needs. Decisions pertaining to attendance area schools, program locations, support services, and student transfers will be made with diversity as a priority.

Boundaries for school attendance areas shall be established by the Board of Education. Building capacities, transportation requirements, actual and estimated enrollments and the needs of all children will be given consideration. Such boundaries shall remain in effect until subsequent revision by the Board.

Children whose parent(s) or legal guardian(s) reside within an established attendance area for an elementary school have priority in access to enrollment in that school. These are designated "resident" students.

Neighborhood areas will be determined and students living within these study areas will all be assigned to the same attendance area school. Because this includes students with special educational needs and English language learners, services will be provided at the attendance area school whenever possible. School attendance areas will be defined for new schools and when new subdivisions/housing are established.

It will be a priority to assign all students who attend an elementary school to the same middle school and each middle school will assign all of their students to the same attendance area high school. Choice high schools and charter schools that are open to any students that reside within the district regardless of attendance will also define diversity as a priority.

~~Attendance area boundary changes shall be made when overcrowding exists after District non-resident students, resident transported students and/or specialized programs have been relocated to school or other sites, if available, as stipulated in Rule 5320.~~

~~Attendance area boundary changes may take time to have their full impact on enrollment; therefore, long range planning is more important to the effective governance of the District.~~

~~This policy does not preclude efforts toward starting magnet schools, charter schools, and other specialty schools.~~

CROSS REF.:   5330 Assignment of Students to Schools

AFFIRMED: August 13, 1991

REVISED: July 12, 1994
October 25, 1994
January 27, 1998

RULE 5320
~~GUIDELINES REGARDING ENROLLMENT PRIORITIES IN ELEMENTARY GRADES~~
SCHOOL ATTENDANCE AREAS

Every attempt will be made to establish student enrollment for each school that is within 20% of pre kindergarten through 12th grade, District wide current data, ethnicity, and the economic status of the students' family and students that perform at proficient/advanced level in the state assessment in the areas of Reading and Math.

Transportation will be provided for students that reside more than two miles of the attendance school with no cost to the family. Parents of students that transfer to a school other than their attendance area school are responsible for transportation unless the transfer is for the purpose of meeting the 20% diversity goal.

Whenever possible, attendance areas will be determined to meet the 20% goal. However, if needed, each school will set aside student seats that will be filled by parental choice, with students outside of the attendance area to be within 20% of the district wide percentage in all diversity areas. Special, magnet and choice programs will be strategically housed at schools to attract students to meet the 20% diversity goal.

When an attendance area needs to be changed, students who are currently enrolled may choose to continue to attend that school until they move to the next level, middle or high school or to attend their new attendance area school at any time before moving to the next level school.

To ease overcrowding within a school building, District non-resident students and/or specialized programs will be relocated in the following order:

1. Parent initiated requests for transfer,
2. District "open enrollment" students,
3. District resident transported students provided that it does not violate their IEP.*
4. Students bused to self-contained programs,
5. Students bused to inclusion programs provided such moves do not violate students' IEP.
6. Students attending due to principal/school initiated requests.

   ∗ When all students in a given boundary are resident transported students, they will be given priority number one.

The Superintendent of Schools/designee, with the permission of the Board of Education, shall reserve the right to determine moves that would be in the best interest of the District.

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

July 25, 2006

Personnel Guidebook and School Board Policies
4229 – Employee Dress and Grooming and
4280 – Employee Attendance and Punctuality

In an effort to improve communications and answer questions about employment policies and practices, the Office of Human Resources in concert with the Human Resources Advisory Committee, developed a Personnel Guidebook. The guidebook has been prepared to give general information about some of the work rules, work environment and policies under which we operate.

While developing the guidebook, it was discovered that additional policies were needed to support the work rules outlined in the guidebook. Attendance and Punctuality and Personal Appearance Policies were developed to provide guidance regarding employee absences and dress.

After review at the Committee level, it was the recommendation of the Committee that the Personnel Guidebook and policies with suggested revisions (noted in bold), be forwarded to the full Board for a first reading. The Board approved the guidebook and policies on a first reading at its May 23, 2006 regular meeting. At its July 11, 2006 meeting, the Personnel/Policy Committee moved to forward the Personnel Guidebook and Policies 4229 and 4280 to the full Board for a second reading at its July 25, 2006 Regular Meeting. Administration recommends approval of the Guidebook and Policies.

R. Scott Pierce, Ed.D.   Sheronda Glass, Executive Director
Superintendent of Schools   Human Resources

Link to Appendices

WASB 9/28/05

POLICY 4229
EMPLOYEE DRESS AND GROOMING

The School Board believes that all employees of the District represent the District and set an example in their dress and grooming. Therefore, professional and support staff are expected at all times during scheduled working hours to wear attire that defines a professional atmosphere to students, parents and the public.

LEGAL REF.:   *Wisconsin Statutes*
> *Sections 103.14   [grooming requirement notification]*
> > *120.12(2) [board duty; provide general supervision over the schools]*
> > *120.13(1) [board power; do all things reasonable for the cause of education]*
>
> *U.S. Constitution, First Amendment [free speech]*

CROSS REF.:   *4110, Equal Opportunity Employment and Affirmative Action*
> *4362, Employee Discipline*
> *Current Employee Agreements*

ADMINISTRATIVE REGULATIONS: None

AFFIRMED:

WASB 9/28/05

RULE 4229
EMPLOYEE PERSONAL APPEARANCE STANDARDS

All District employees must comply with the following personal appearance standards at all times during scheduled working hours:

1. Employees are expected to dress in a manner that is normally acceptable in a professional environment. Employees should not wear suggestive or revealing attire, spaghetti straps, backless clothing, shirts or tops that reveal an exposed midriff; clothes printed with slogans, inappropriate or offensive comments; **blue** jeans, athletic clothing, shorts, T-shirts, baseball hats, flip-flop sandals and similar attire that do not present a professional appearance.

2. Certain employees may be required to wear special attire, depending on the nature of their job **(e.g. physical education, special education, grounds, facilities).**

3. At the discretion of the Superintendent and his/her designee, an employee may be allowed to dress in a more casual fashion than normally required. On these occasions, employees are still expected to present a neat appearance and are not permitted to wear ripped or disheveled clothing, athletic wear or similarly inappropriate clothing.

Employees shall be informed of these personal appearance standards at the time of hiring.

Any employee who does not meet the personal appearance standards outlined above will be required to take corrective action, which may include leaving work to change into appropriate clothing. Violations may also result in disciplinary action.

WASB 2/3/06

POLICY 4280
EMPLOYEE ATTENDANCE AND PUNCTUALITY

Regular attendance is an essential job function. In the event of illness or other absence, the employee shall notify the automated substitute assignment system and/or his/her immediate supervisor prior to the employee's work starting time in accordance with District procedures.

An employee who is absent from work without notifying the District as required will be subject to disciplinary action up to and including discharge.

CROSS REF.:   Policy 4110, Equal Opportunity Employment and Affirmative Action
                       Policy 4231, Staff Physical Examinations
                       Policy 4323.1, Family and Medical Leave
                       Policy 4340, Substitute Personnel Employment
                       Current Employee Agreements

ADMINISTRATIVE REGULATIONS: None

AFFIRMED:

WASB 2/3/06

RULE *4280*
EMPLOYEE ATTENDANCE AND PUNCTUALITY

1. An employee is responsible for notifying the automated substitute assignment system and/or his/her supervisor of his/her absence no later than 60 minutes prior to the employee's work starting time.

   a. The employee must indicate the reason for the absence and advise when he/she will report back to work.
   b. If the length of time of the absence is unknown, the employee shall provide this notification each day of the absence.
   c. Employees absent from work due to an illness or injury may be required to submit a doctor's certificate or other appropriate medical authorization as deemed appropriate by the employee's supervisor.

   Employees should follow additional department guidelines where appropriate.

2. Tardiness, unexcused absences, patterns of absenteeism (same days over a period of time) and excessive excused absences (other than FMLA) are cause for progressive corrective action. Any disciplinary action taken shall be consistent with District policies, rules and applicable collective bargaining agreements.

   a. An employee is considered absent if he/she is not present for work as scheduled, regardless of the cause.
   b. An employee is considered tardy if he/ she reports to work after the scheduled start time (unexcused).

3. Department managers and principals will develop and communicate work schedules to reflect a start and end time that is in compliance with applicable collective bargaining agreements.

4. Supervisors are to give special attention to absence patterns such as:

   a. Absences before or after the weekend;
   b. Absences the day before and/or the day after a scheduled holiday or day off;
   c. Calling in sick as rapidly as sick time is accrued;
   d. Calling in sick or tardy after the scheduled start time; and
   e. **Absences the day before or the day of "hunting" season.**

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

July 25, 2006

<u>Administrative Interview Process</u>

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

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

Two Board Members
Two Kenosha Business Leaders
Two Retired Principals

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

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

After review at the April 11, 2006 Personnel/Policy Committee Meeting, it was recommended that the Administrative Interview Process be submitted to the full Board for approval with revisions noted at the meeting. The Board approved the Administrative Interview Process at its April 24, 2006 regular meeting. Subsequently, at the request of the Board, the process was modified to include the recommended candidate being interviewed by the full Board and formal approval of the candidate taking place at a subsequent special or regular Board meeting later in the month. The Personnel/Policy Committee reviewed the modified process at its July 11, 2006 meeting and it is the recommendation of the Committee and Administration that the Administrative Interview Process remain intact as originally approved at the April 24, 2006 regular meeting with the understanding that two Board Members serving on the Leadership Team would constitute appropriate Board input in the Interview Process. The recommended candidate would then be brought to the Board for formal approval as soon as possible following a recommendation from the Leadership Committee.

R. Scott Pierce, Ed.D.   Sheronda Glass, Executive Director
Superintendent of Schools   Human Resources

Kenosha Unified School District No. 1
Kenosha, Wisconsin

Administrative Interview Process

Application Procedure

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

On-Line Interview Process

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

On-Site Fit Interview

- Applicants who "pass" the on-line interview and are chosen for on-site interviews will be given a "Fit Interview." The "Fit Interview" will be conducted by both the Executive Director and Director of School Leadership in the case of a principal hire and by the Executive Director and the Head Principal in the case of an assistant principal hire. The "Fit Interview" questions will be a combination of Gallup Fit questions and questions developed by the Executive Director and Director of School Leadership.

- Once the applicant has completed the "Fit Interview", he or she will be given a tour of the building. Human Resources will select a random, diverse pool of teachers, parents and students to conduct the interviews. A list of questions will be prepared for these individuals.

Leadership Committee

- A Leadership Committee will meet with the final candidate(s) to assess leadership potential.

- A Human Resources representative will facilitate the interview. The leadership committee will be asked to submit questions to Human Resources prior to the interview.

- Final recommendations will be given to the Superintendent to present to the Board of Education for approval.

KENOSHA UNIFIED SCHOOL DISTRICT NO.1

Kenosha, Wisconsin

July 25, 2006

PURCHASE OF AMERICAN BRASS SITE AND CONSTRUCTION OF NEW SCHOOL TO REPLACE DURKEE/LINCOLN

Background

Last fall the School Board was offered $2,000,000 by the United Hospital System for Durkee Elementary School and related property. The Board approved the sale provided an adequate site could be identified for a replacement school for Durkee and Lincoln Elementary Schools. The Board received approval from the Electors at a special meeting on November 22, 2005. Since that time, the District has worked with representatives from the City of Kenosha to identify a site and develop a deal for the District to acquire the site. A tentative deal was negotiated for the District to acquire approximately 6.36 acres of land at the former American Brass site. The specifics of the deal are detailed in a letter from Mayor John Antaramian (Attachment 1) and summarized below:

1. KUSD receives approximately 6.36 acres of land at the Brass site
2. KUSD takes over responsibility (long-term lease) of Simmons Field beginning on January 1, 2007
3. KUSD is responsible for the construction of 15th Avenue between 63rd and 65th Streets. KUSD will be able to recover cost of road construction from future development along 15th Avenue. The estimated eventual cost to KUSD after all of the property along this new road is developed is approximately $86,000 as estimated by the City Engineering Department.
4. City receives Lincoln Elementary School and associated property on a date to be determined (sometime after the new school is constructed and Lincoln is vacated by KUSD).

School District approval is a two-step process this evening. The first step is the Special Meeting of the Electors held earlier this evening and the second step is Board approval of the recommendations in this report. Elector approval is needed to purchase the land, and Board approval is needed to purchase the land and to construct a school on the site. The tentative deal needs approvals by both the District and the City to be consummated. The City approval process requires approval by the Finance Committee and the Common Council. The Finance Committee meets the same evenings as the Common Council, which are on the first and third Mondays of each month.

Once approvals of the tentative agreement are received from both the District and the City of Kenosha, a formal agreement will be drafted by legal representatives for the two public entities. This formal agreement will incorporate several steps necessary to support the development of a school site on this property. These steps includes:

- City submittal (and subsequent DNR approval) of a Remedial Action Plan to the Wisconsin DNR to construct a school on the site.
- Rezoning of the property to Institutional Park designation.
- Land division of the Brass site to separate the school parcel from the remainder of the property.
- City approval of the school site plan developed by KUSD.
- Development and approval of a Developer's Agreement to develop the site as a school site.

The entire process will take several months but can be done in parallel to the design of the new school.

Design and Construction of New Elementary School

The second item for consideration by the Board this evening is approval to design and construct a new school on the site. The first step of the design process is already complete and that is the recommendations of the Instructional Design Committee, which have also been approved by the School Board. The second step will commence shortly after approval this evening, and that is the Building Design Committee process. The Building Design Committee roster is included as Attachment 2 of this report. Based on the input of the Instructional Design Committee and the current cost of construction, the estimated building size and project cost is:

- 72,666 square feet
- $11,375,000

The project cost estimate includes all environmental related costs and the recoverable costs related to the construction of 15th Avenue. The proceeds of the sale of Durkee to United Hospital System will help offset some of the project costs. The remainder will be paid for via operational savings related to combining the two schools. The funding process related to bonding the money and paying off the borrowing with operational savings requires School Districts to allow for a 30-day petition period for voters to request a referendum to borrow the money. The 30-day period will begin after Board approval this evening.

The final consideration related to the project is to decide whether the new building should include additional classrooms for the possible future closure of Columbus Elementary School. Once Durkee and Lincoln are replaced, Columbus will be the oldest non-renovated school in the District. It is also a small elementary school with relatively high operating costs per student. The design of the new school will incorporate the ability to add 6 additional classrooms either immediately or at a later date. The six

additional classrooms would cost approximately $1,500,000 if they were constructed at the same time as the remainder of the project.

Administration Recommendation

Administration recommends Board approval of the tentative deal with the City of Kenosha as outlined in this report. Administration also recommends Board approval to design and construct a new elementary school on the Brass site commencing the Building Design Committee process as soon as practical.

Dr. R. Scott Pierce
Superintendent of Schools

Mr. Patrick M. Finnemore
Director of Facilities

JOHN M. ANTARAMIAN
MAYOR

CITY OF KENOSHA
625 - 52nd Street
Kenosha, Wisconsin 53140
(262) 653-4000
Fax (262) 653-4010

June 21, 2006

Dr. R. Scott Pierce
Kenosha Unified School District
3600 - 52nd Street
Kenosha WI 53144

Re: "Brass" School Site

Dear Dr. Pierce:

I am writing to confirm the understanding of the City of Kenosha with respect to the terms and conditions under which the Kenosha Unified School District (Unified) will acquire the necessary land at the "Kenosha Brass" site for the construction of a new elementary school. Based upon the discussions which have taken place to date between Unified and the City, our current understanding may be summarized as follows:

* The City of Kenosha will transfer a parcel of land, consisting of approximately 6.36 acres of the Brass site, to Unified for the construction of a new elementary school. No direct monetary payment will be made by Unified for the acquisition of this land. Unified will be responsible for all infrastructure costs associated with the construction of the school, to include the cost of constructing 15th Avenue from 63rd Street to 65th Street, along with the associated utilities. A "right-of-recovery" provision will be included, to create the potential for Unified to recover a portion of these costs from any future special assessment for the roadway improvement.

* In consideration of this transfer, the City will receive title to the existing Lincoln Elementary School from Unified. The City will take possession of Lincoln Elementary School six months following Unified's occupancy of the new elementary school, to be built on the Brass site. This date may be extended or adjusted as may be necessary at the mutual agreement of the parties.
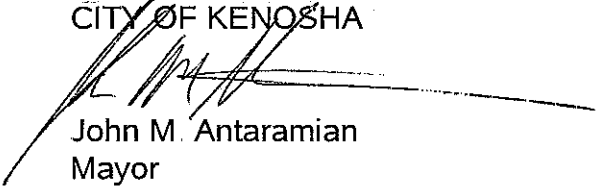
* It is further understood that Unified will acquire Simmons Field from the City under a 99 year lease at a rate of one dollar ($1) per year. Under the proposed lease, the City shall retain the right to any and all revenues from the existing cell tower located at Simmons Field, and/or any new, successor or replacement tower, for the duration of the lease. Unified shall assume maintenance responsibility for Simmons Field upon execution

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of the lease, on or before January 1, 2007. Unified may sublease Simmons Field at its discretion, subject to the consent of the City, so long as Simmons Field continues to be maintained and operated as a public recreational facility, in keeping with the deed restriction contained in the deed presently held by the City of Kenosha.

As noted, the intent of this letter is to document the outline of the agreement between Unified and the City as presently envisioned. If any of the above terms appear to be misstated, or should you have any question or concern, please contact me at the phone number listed above. If you concur, I will direct the City Attorney to draft the necessary documents for review and approval.
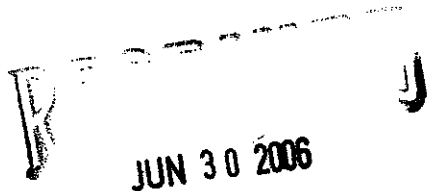
Thank you for your courtesy and assistance.

Yours very truly,
CITY OF KENOSHA

John M. Antaramian
Mayor

c: City Administrator
   City Attorney

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
BUILDING DESIGN COMMITTEE

DURKEE & LINCOLN REPLACMENT SCHOOL

ROSTER

1. Director of Facilities – Committee Chair   Pat Finnemore
2. Project Architect   John Setter
3. Architect   Partners in Design
4. General Contractor   Riley Construction
5. Superintendent   Scott Pierce
6. School Board Member   Gilbert Ostman
7. Instructional Leader   Kurt Sinclair
8. Durkee/Lincoln Principal   Dan Weyrauch
9. IMC Representative   Deidre Wilson
10. Durkee Teacher (Upper Grade)   Randy Hoover
11. Durkee Teacher (Lower Grade)   Kristin Scozzaro
12. Lincoln Teacher (Lower grade)   Beth Smith
13. Lincoln Teacher (Sp. Ed.)   Judy Scovell
14. Fine Arts Teacher (Art)   Mary Beth Melcher
15. Fine Arts Teacher (Music)   Lisa Dittlof
16. Physical Education Teacher   Beth Berger
17. Durkee Parent   Chris Hribal
18. Lincoln Parent   Amy Glade
19. Business /Neighborhood Representative   Katherine Marks
20. Business/Neighborhood Representative   Ardis Mahone Mosley
21. Local Labor Union Rep.   Roger Zacharias
22. Food Services Director   Cindy Gossett
23. IS Representative   Jim Hanrahan
24. Head Custodian   Don Urquhart
25. School Secretary   Debbie Malsack
26. Educational Assistant   Venus Childs

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

July 25, 2006

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
July-August**

July

- July 4, 2006 – ESC and School Offices Closed
- July 11, 2006 – Standing Committee Meetings – 6:00 and 7:00 P.M.; Special Board Meeting at 8:00 P.M. or immediately following adjournment of 7:00 P.M. Standing Committee Meetings
- July 23, 2006 – Festival of Arts and Flowers at Lincoln Park
- July 24, 2006 – Special School Board Meeting – 7:00 P.M. in the ESC Board Meeting Room
- July 25, 2006 – Special Meeting of Electors – 7:00 P.M. and Regular Board of Education Meeting – 7:30 P.M. in ESC Board Meeting Room

August

- August 8, 2006 – Standing Committee Meetings – 6:00; Special Board Meeting – 7:00 P.M.
- August 22, 2006 – Regular Board of Education Meeting - 7:00 P.M. in ESC Board Meeting Room
- August 23-29, 2006 – New Teacher Orientation
- August 31, 2006 – Teacher Workday

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

REGULAR SCHOOL BOARD MEETING
JULY 25, 2006

APPENDICES FOR
<u>STRATEGIC PLANNING IMPLEMENTATION</u>
<u>TEAM UPDATES</u>

Engage All Families

The Proven Path to Student Academic Achievement

Wednesday, June 14, 2006
Tremper High School Auditorium
6:30 p.m.
No Admission Charge

Dr. Steven Constantino

- **How did Stonewall Jackson High School, one of the lowest performing schools in Virginia, turn the corner and become Time Magazine's School of the Year?**
- **How did SAT scores increase by 61%?**
- **How did parent satisfaction levels climb by 25%?**
- **How did disparity between minority and non-minority scores improve by 18%?**

The answer is simple: family engagement. Dr. Steve Constantino, nationally recognized principal of <u>Time</u> magazine's School of the Year, shares his brilliant humor and inspiring school success stories to describe a framework for family engagement that leads to <u>all</u> children learning. As author of <u>Engaging All Families</u>, Dr. Constantino will share remarkable experiences that prove engaging families in the educational lives of their children provides a direct route to student achievement.

A reception will follow with Dr. Constantino's book available for purchase. For additional information, please call 942-2257.

Sponsored by the Kenosha Unified School District No. 1 Professional Development
and the Safe and Drug-Free Schools and Communities Program
in support of the District's Strategic Plan.

StrategyI: We will create a climate that fosters trust, communication and involvement to improve the working relationship among the Board, the administration, families, staff and the community.

Action PlanI.1;   **Specific Result:**   Establish standard communication protocols for the District.

Administrator Responsible: Nancy Hare

Action Steps	Assigned To	Start	Due	Complete	Percent Complete
I.1.1 Redefine the role of the Public Information office to manage District communications and relations.	Nancy Hare	10/3/2005	1/3/2006		50%
I.1.2 Assess the current state of communications within the District.	Beth Sabo/Jean Schlais	10/3/2005	1/26/2007		35%
Status/Comment: Focus groups will be conducted from September - December 2006.					
I.1.3 Establish minimum internal communication standards (e.g. common format, appropriate English, timeliness of response, etc.).	Beth Sabo/Jean Schlais	1/26/2007	4/30/2007		0%
I.1.4 Establish minimum external communication standards.	Implementation Team	1/8/2007	5/31/2007		0%
I.1.5 Research best practice communication models.	Implementation Team	10/3/2005	2/28/2006		75%
Status/Comment: Best practice models have been researched. Dr. Steve Constantino will provide training at the AST Leadership Conference in June. Four areas are scheduled to have customer service training during the 2006-2007 school year.					
I.1.6 Create level-specific communication models based on best practices (e.g., elementary, middle and high school).	Beth Sabo, Jean Schlais Sharon Armstrong	1/29/2007	4/30/2007		0%
I.1.7 Notify District employees of expected communication standards and required skills	Dr. Scott Pierce	6/1/2007	9/4/2007		0%

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.1.8	Assess the state of communication within the District annually.	Implementation Team/Educational Accountability	2/1/2008	2/29/2008		0%

Status/Comment: annually

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.1.9	Review the communication standards based on the results of the ongoing assessment program and revise standards as appropriate.	Beth Sabo, Jean Schlais	3/3/2008	4/30/2008		0%

Action Plan I.2;   **Specific Result:**   Implement standard communication protocols for all schools and departments.

Administrator Responsible: Nancy Hare

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.2.1	Assess the current state of communications within each school and District department.	Beth Sabo, Jean Schlais	10/3/2005	1/26/2007		0%
I.2.2	Establish communication plans based on the District standards and the appropriate model.	Each School/Each Dept	10/1/2007	11/2/2007		0%
I.2.3	Incorporate communication plans in each action plan.	Each School/Each Dept	10/1/2007	11/2/2007		0%
I.2.4	Notify schools and departments of expected communication standards and required skills.	Dr. Scott Pierce	6/1/2007	9/4/2007		0%
I.2.5	Make any necessary changes from the District's annual assessment.	Beth Sabo, Jean Schlais	3/3/2008	4/30/2008		0%

Action Plan I.3;   **Specific Result:**   Implement standard communication protocols for the Board of Education.

Administrator Responsible: Scott Pierce

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.3.1	Redefine the purpose of the Board of Education's public relations committee to work with the Public Information Office.	Dr. Scott Pierce	1/8/2006	6/30/2006		50%

Status/Comment: Clarification toward greater definition of the Public Relations and Public Information Office is being defined.

I.3.2	Identify a broad based membership to serve on this committee.	Dr. Scott Pierce	6/30/2006	9/5/2006		50%

Status/Comment: In process of identification of new community members to serve on the PR/Goals/Legislative Committee with consideration for broadening community membership.

I.3.3	Review, assess and make necessary modifications to the Code of Conduct for the Board of Education to include a minimum Board of Education communication standard.	Dr. Scott Pierce	10/10/2000	4/25/2005	4/25/2005	100%

Status/Comment: completed

I.3.4	Provide training to address the communication standards and skills expected of all Board of Education members.	Dr. Scott Pierce	4/1/2004	12/31/2007		75%

Status/Comment: Board members have engaged through monthly reports by board members to their peers on strategies that may be employed to improve communications at all levels including board members to board members, district and community constituents.

I.3.5	Coordinate Board of Education information through the Public Information Office.	Dr. Scott Pierce	7/1/2004	12/31/2007		75%

Status/Comment: All press releases, regular communique' via e-mail, snail mail and phone contacts are achieved at high levels.

I.3.6	Assess the state of communication for the Board of Education annually.	Dr. Scott Pierce	4/1/2005	12/30/2005		0%

Status/Comment: This will be addressed at the PR/Goals/Legislative Committee in June.

Action PlanI.4;   **Specific Result:**   Improve consistency of communications between the District and taxpayers.

Administrator Responsible: Nancy Hare

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.4.1	Assess current methods of communication with the taxpayers.	Implementation Team	12/1/2005	12/21/2006		50%

Status/Comment: Currently finalizing survey questions. Survey method and budget request complete.

I.4.2	Establish forums to exchange ideas on issues relevant to public education (e.g., focus groups or public forums).	Implementation Team	12/1/2005	12/21/2006		15%

Status/Comment: Selection of locations, topics, and speakers in process.

I.4.3	Enhance District communication through media channels (i.e., email, KUSD website, Cable Channel 20, Kenosha News)	Implementation Team	1/3/2007	6/29/2007		30%

Status/Comment: ESC and School Web Site Projects in Progress. Cable Channel 20 hardware upgrades 2/3 completed. Programming for Cable Channel 20 programming and slides submitted by schoools has increased.

I.4.4	Enhance methods of communication for disseminating accurate and positive information about the district and its achievements.	Implementation Team	1/3/2007	6/8/2007		0%

Status/Comment: ongoing

I.4.5	Report the "State of the District" annually to the community.	Implementation Team, Dr. Scott Pierce	1/3/2007	6/29/2007		0%

Status/Comment: ongoing

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Strategy V: We will develop and implement plans to model, reinforce and recognize responsible, respectful, and ethical behavior by everyone.

Action Plan V.1;   **Specific Result:**   Adopt a set of Core Values for all stakeholders.

Administrator Responsible: Joe Kucak, Lisa KC

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.1.1	Publicize proposed Core Values and obtain input from our diverse stakeholders on proposed Core Values using a variety of data gathering strategies.	Joe Kucak	2/1/2006	5/31/2006	5/10/2006	100%
	Status/Comment: Nine core values have been decided upon.					
V.1.2	Develop Core Value policy for board approval.	Joe Kucak	2/1/2006	8/1/2006		0%
	Status/Comment: In process- we are reviewing District Policy currently.					
V.1.3	Implement approved school board policy on Core Values.	Joe Kucak	5/31/2006	9/30/2006		0%
V.1.4	Provide on-going staff development on KUSD Core Values.	Joe Kucak	7/1/2006	7/1/2010		0%

Action Plan V.2;   **Specific Result:**   Implement curriculum on citizenship education that incorporates the KUSD Core Values. (Cross reference to Strategy #2--Service Learning).

Administrator Responsible: Joe Kucak, Lisa KC

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.2.1	Anchor citizenship education in the social studies curriculum Pre-Kindergarten-twelve.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.2.2	Incorporate KUSD Core Values through citizenship education in the social studies curriculum Pre-Kindergarten-Kindergarten.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.3	Incorporate KUSD Core Values through citizenship education in the social studies curriculum in grades one - two.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.4	Incorporate KUSD Core Values through citizenship education in the social studies local government curriculum in grade three.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.5	Incorporate KUSD Core Values through citizenship education in the social studies state government curriculum in grade four.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.6	Incorporate KUSD Core Values through citizenship education in the social studies U.S. Government Curriculum in grade five.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.7	Incorporate KUSD Core Values through citizenship education in the social studies curriculum of Ancient Greece and the progression of democracy education in grade six.	Edie Holcomb/Lisa KC	7/1/2005	7/10/2005		0%
V.2.8	Develop a nine week civics unit for the seventh grade social studies curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2005		0%
V.2.9	Implement KUSD Core Values through citizenship education in the fourth quarter civics unit for the seventh grade social studies curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2005		0%
V.2.10	Incorporate KUSD Core Values through citizenship education into the social studies U.S. Government and the Constitution in grade eight.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%

	Action Steps	Assigned To	Dates		Complete	Percent
			Start	Due		Complete
V.2.11	Incorporate KUSD Core Values through citizenship education into the American History and U.S. Government high school social studies curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.12	Incorporate KUSD Core Values into the Counselor's Developmental Guidance program in Pre-Kindergarten - twelve.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.13	Incorporate KUSD Core Values into the Middle and High School Advisory Programs.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.14	Integrate KUSD Core Values into the Pre -Kindergarten-twelve Health/Family Life Curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.15	Integrate KUSD Core Values into the Kindergarten-twelve Language Arts Curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.16	Integrate KUSD Core Values into the Kindergarten - twelve Science Curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.17	Integrate KUSD Core Values into the Kindergarten - twelve Math Curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.18	Integrate KUSD Core Values into Pre-Kindergarten - twelve elective curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.19	Integrate KUSD Core Values into the extra-curricular activities (i.e. Athletics, Musical Theater, CLC, etc.)	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.20	Evaluate the effectiveness of citizenship education that incorporates the KUSD Core Values in accordance with School Board Policy 6300.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%

Action Plan V.3;   **Specific Result:**   Utilize research-based "best practice" instructional strategies for all subject areas that mirror the KUSD Core Values. (Cross reference to Strategy #4--Effective Instructional Strategies).

Administrator Responsible: Joe Kucak, Lisa KC

	Action Steps	**Assigned To**	**Start**	**Dates Due**	**Complete**	**Percent Complete**
V.3.1	Conduct district wide in-service opportunities on diversity, tolerance, and acceptance within our classrooms and community.	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%
	Status/Comment: Currently being accomplished through Human Resources.					
V.3.2	Provide ongoing staff development on research based instructional strategies including differentiated instruction and complex thinking skills.	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%
	Status/Comment: A joint group representing Curriculum, Professional Development, Talent Development and Special Education has met. A "core team" is planning a three year PD initiative on differentiation to accomplish this goal.					
V.3.3	Incorporate research based instructional strategies including differentiated instruction and complex thinking skills into the classroom lessons.	Lisa KC- Joe Kucak	7/1/2007	7/1/2010		0%
	Status/Comment: A joint group representing Curriculum, Professional Development, Talent Development and Special Education has met. A "core team" is planning a three-year PD initiative on differentiation to accomplish this goal.					
V.3.4	Develop a web-based shared site of best practices for KUSD staff. (i.e. lesson plans, video tapes, i-movies, assessments)	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%
V.3.5	Develop an evaluation tool to measure effectiveness of these instructional strategies.	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%
V.3.6	Evaluate the use of instructional strategies and their effectiveness and make appropriate modifications.	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%

Action Plan V.4;   **Specific Result:**   Create a comprehensive KUSD resource map identifying all policies and programs that promote responsible, respectful, and ethical behavior to provide adequate understanding and access to all.

Administrator Responsible: Joe Kucak, Lisa KC

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.4.1	Identify and list KUSD policies that are currently in place that promote responsible, respectful, and ethical behavior.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.2	Identify and list all KUSD programs that promote responsible, respectful, and ethical behavior.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.3	Develop a KUSD resource map of all the policies and programs that are currently in place.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.4	Distribute the resource map to all stakeholders.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.5	Develop and present an in-service for all KUSD stakeholders on the resource map.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.6	Develop and present an informational meeting on the resource map to the community.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.7	Install the resource map onto the KUSD Website.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.8	Incorporate the resource map into the new teacher orientation and the new hire process.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.9	Update the resource map annually.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.10	Evaluate the enforcement of policies and programs that promote responsible, respectful, and ethical behavior and their effectiveness and make appropriate changes.	Joe Kucak	7/1/2006	7/1/2008		0%

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Action Plan V.5;   **Specific Result:**   Implement a comprehensive framework within each educational setting to be used to develop and promote responsible, respectful, and ethical behavior.

Administrator Responsible: All Elementary Principals, Joe Kucak, Lisa KC

| Action Steps | | Assigned To | Dates | | Complete | Percent |
			Start	Due		Complete
V.5.1	Identify and implement a school wide behavior management plan consistent with the adopted Core Values.	Bill Haithcock	1/1/2006	7/1/2010		0%
V.5.2	Establish consistency within classroom procedures.	Bill Haithcock	1/1/2006	7/1/2010		0%
V.5.3	Identify and implement effective strategies that sustain a positive peer culture among all KUSD stakeholders.	Bill Haithcock	1/1/2006	7/1/2010		0%
V.5.4	Identify and implement effective strategies that build student and staff belonging.	Bill Haithcock	1/1/2006	7/1/2010		0%
V.5.5	Identify and implement effective strategies that teach appropriate behaviors.	Bill Haithcock	1/1/2006	7/1/2010		0%
V.5.6	Exhibit consistent modeling of KUSD Core Values by all stakeholders.	Bill Haithcock	1/1/2006	7/1/2010		0%
V.5.7	Enforce consistent consequences for students, staff and other employees exhibiting inappropriate behaviors.	Bill Haithcock	1/1/2006	7/1/2010		0%
V.5.8	Evaluate the comprehensive framework and its' effectiveness and make appropriate modifications.	Bill Haithcock	1/1/2006	7/1/2010		0%

Action Plan V.6;   **Specific Result:**   Recognize and reinforce responsible, respectful, and ethical behavior within the system.

Administrator Responsible: Joe Kucak, Lisa KC

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.6.1	Develop guidelines and/or criteria for recognition of responsible, respectful and ethical behavior by all stakeholders.	Joe Kucak & Lisa KC	7/1/2006	7/1/2007		0%
V.6.2	Evaluate existing forms of student, staff, and other stakeholder recognition programs based on KUSD Core Values.	Joe Kucak & Lisa KC	7/1/2006	7/1/2007		0%
V.6.3	Expand current District-wide recognition programs to honor and celebrate responsible, respectful, and ethical behavior for all stakeholder groups within KUSD based on Core Values.	Joe Kucak & Lisa KC	7/1/2006	7/1/2007		0%
V.6.4	Expand current school-based recognition programs to honor and celebrate responsible, respectful, and ethical behavior for all stakeholder groups within KUSD based on Core Values	Joe Kucak & Lisa KC	7/1/2006	7/1/2007		0%
V.6.5	Evaluate recognition programs annually and make appropriate adjustments.	Joe Kucak & Lisa KC	7/1/2006	7/1/2007		0%

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	Action Steps	Assigned To	Start	Due	Complete	Percent Complete
VI.3.1	Encourage all KUSD staff to be involved in community groups that highlight cultural diversity.					0%
VI.3.2	Offer informational sessions for parents (targeting diverse groups) in order to educate the community about the various aspects of the District.					0%
VI.3.3	Communicate and promote the advantages of the District's diversity to the entire community.					0%
VI.3.4	Promote KUSD activities that highlight the diversity of the School District with local media.					0%
VI.3.5	Provide community-wide recognition to schools and programs that celebrate and embrace the diversity of the school community in unique and specific ways.					0%

Action Plan VI.4;   **Specific Result:**   Increase minority employment of the District-wide staff by five percentage points in five years.

Administrator Responsible: Sheronda Glass

	Action Steps	Assigned To	Start	Due	Complete	Percent Complete
VI.4.1	Inform all District personnel associated with the employment process of changes in staffing patterns involving minorities and obtain their commitment to the use of these patterns.	Sheronda Glass	9/5/2005	2/17/2006		75%

Status/Comment: District administrators have been advised to be cognizant about the diversity within their building. A report on minority and recruitment and retention has been provided to administrators via the Human Resources Newsletter. Ongoing commitment to ensure hiring personnel are using established practices.

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.4.2	Recruit members of minority groups through various means known to the District, include the extension of the geographic area from which the recruitment takes place.	Sheronda Glass	9/5/2005	8/31/2006		75%

Status/Comment: Diversity recruitment efforts included attendance at the National Alliance of Black School Educators, National Association of Bilingual Educators, Teachers of English to Speakers of Other Languages, National Council on Educating Black Children, and NASA Pre-Service Teacher Career Fair as well as state recruitment fairs. Will be attending the LULAC National Convention Fair as an exhibitor recruiting minority candidates.

VI.4.3	Identify and develop potential administrative candidates from among minority members of the current staff.	Sheronda Glass	11/1/2005	5/26/2006		50%

Status/Comment: Currently only a couple of minority employees have participated in District efforts to participate in mentoring for aspiring administrators. Efforts have been made to further identify and match at least (5) current minority employees with current KUSD administrative mentors.

VI.4.4	Ensure diverse pools of qualified candidates are selected for interviews.	Sheronda Glass	7/1/2005	5/26/2006		75%

Status/Comment: Currently, KUSD Human Resources actively seeks to encourages a diverse pool of candidates. Additional communication tools have been utilized to recruit and select minority candidates for interviews, this includes minority administrator candidates.

VI.4.5	Create and implement a plan to provide sign-on bonuses to minority candidates who join the District. (Contractual implications)	Sheronda Glass				0%
VI.4.6	Create and implement a plan to provide retention bonuses to minority staff who maintain employment for a 3 to 5 year span. (Contractual implications)					0%
VI.4.7	Provide relocation assistance without repayment to minority candidates hired by the District who maintain employment for 2 or more years. (Contractual implications)					0%

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.4.8	Communicate to minority employees that tuition reimbursement incentives are available through funding designed to comply with the No Child Left Behind Act. (Contractual implications)					0%
VI.4.9	Inform recruitment sources that the Kenosha Unified School District not only is an equal opportunity educator/employer, but also seeks applications from qualified persons, regardless of age, sex, color, race, religion, handicap, or national origin.	Sheronda Glass	7/1/2005	10/28/2005	9/1/2005	100%

Status/Comment: All recruitment materials have been updated to reflect this language.

VI.4.10	Add the following equal opportunity statement on all employee postings: "Minority candidates are encouraged to apply."	Sheronda Glass	7/1/2005	10/28/2005	8/1/2005	100%

Status/Comment: All postings for employment contains this language, " Qualified minority candidates are encouraged to apply."

VI.4.11	Make buildings and departments responsible for maintaining an engaging environment necessary for the recruitment and retention of a diverse staff.	Sheronda Glass	10/5/2005	3/31/2006		75%

Status/Comment: Initial communication with the principals has taken place concerning this issue. Additional work will take place after District-wide Cultural Competency training has been implemented. Train-the-Trainers scheduled for August, all employees scheduled to be trained August/September 2006.

VI.4.12	Maintain and analyze records regarding minority recruitment and retention efforts.	Sheronda Glass	7/1/2005	7/28/2006		75%

Status/Comment: This team will analyze previous and current recruitment and retention strategies. February 2006 Board Report detailed the findings.

	Action Steps	Assigned To	Dates Start	Due	Complete	Percent Complete
VI.4.13	Continue to study recruitment practices, selection criteria, working conditions, turnover and retention rates, etc. associated with the employment of minority individuals.	Sheronda Glass	11/25/2005	7/28/2006		75%

Status/Comment: February 2006 Board Report detailed an analysis of this action. Employees will be trained on Cultural Competency, which will address working conditions of minority employees.

Action Plan VI.5;   **Specific Result:**   Incorporate cultural diversity into administrative and School Board policies and strategies.

Administrator Responsible: Kathleen Barca

	Action Steps	Assigned To	Dates Start	Due	Complete	Percent Complete
VI.5.1	Develop guidelines for reviewing and writing policies that will ensure cultural diversity is incorporated into all appropriate policies.	Kathleen Barca	10/1/2005	3/1/2006		75%

Status/Comment: Discussions are ongoing to set parameters for developing guidelines based on cultural diversity.

VI.5.2	Review all current policies beginning with series 4, 5, and 6 for content regarding diversity.	Kathleen Barca	10/10/2005	6/30/2006		75%

Status/Comment: Teams reviewed series 1, 2, 3, and 7 of board policies. They have provided feedback and made recommendations for modifications and/or implementing of new board policies regarding appropriate cultural diversity language. Additional teams will be developed to address additional policy changes beyond series 4, 5 and 6.

VI.5.3	Revise all existing policies as necessary to incorporate cultural diversity.	Kathleen Barca	10/10/2005	10/31/2006		75%

Status/Comment: Teams have been addressing all school board policies.

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.5.4	Develop new policies that ensure cultural diversity is included in every school and department's improvement plan.	Kathleen Barca	10/10/2005	10/31/2006		25%

Status/Comment: Teams are developing new policies as needed.

VI.5.5	Monitor and evaluate progress on a quarterly basis.	Kathleen Barca	10/31/2005	10/31/2007		25%

Status/Comment: Scheduled Board Policy series #1 for presentation to the Personnel and Policy Committee. Presented to the Board first and second reading.

Action Plan VI.6;   **Specific Result:**   Provide a sustained professional development plan that includes diversity and sensitivity training annually at the District, building and department levels.

Administrator Responsible: Sheronda Glass

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.6.1	Organize a team to address diversity throughout the district and develop a 5-year plan of implementation.	Sheronda Glass	10/1/2005	3/31/2006		60%

Status/Comment: A plan that addresses District wide diversity has been developed. Working on implementation.

VI.6.2	Build and maintain District relationships with diverse groups within the community.	Sheronda Glass	9/1/2005	6/28/2009		75%

Status/Comment: Additional efforts have been made to develop relationships with diverse groups in the community.

VI.6.3	Establish diversity concepts that will be included in the staff development process at each grade level and department.		5/31/2006	1/3/2007		10%

Status/Comment: Will be working with Instructional Services and Professional Development to establish concepts.

	Action Steps	Assigned To	Dates Start	Due	Complete	Percent Complete
VI.6.4	Train teachers to recognize diversity in their classrooms and to use that diversity as a teaching tool as they design lessons.		2/1/2006	1/3/2007		0%
	Status/Comment: Teachers and support staff will be trained on Cultural Compentency during August/September 2006. Will be working with Instructional Services and Professional Development to establish training programs for teachers to utilize in the classrooms.					
VI.6.5	Encourage all staff to be involved with diverse community groups.	Sheronda Glass	10/28/2005	6/30/2006		20%
	Status/Comment: Specific pleas will be made to ensure that the District is represented in various community groups.					
VI.6.6	Establish a compilation of diversity resources for KUSD.	Sheronda Glass	10/28/2005	5/31/2006		25%
	Status/Comment: Resources that train and discuss diversity topics have been development. Data will be placed on the Human Resources website for access.					
VI.6.7	Train staff to recognize diversity and capitalize on benefits of that diversity as they go about their jobs.	Sheronda Glass	10/28/2005	5/31/2006		50%
	Status/Comment: A report will be provided that details the training that has been provided to each school and department of the District. Final training to be completed in Spring 2007 (Service staff). All other staff scheduled to be trained in August/September 2006.					
VI.6.8	Train School Board to recognize diversity and to use it appropriately in execution of their duties.					0%

Action Plan VI.7;　　　**Specific Result:**　　Develop and implement a redistricting plan that will help create culturally diverse schools. (Cross reference with boundary changes in Strategy #3--Overcrowding).

Administrator Responsible:　　　　Kathy Lauer and Jeff Marx

	Action Steps	Assigned To	Dates Start	Due	Complete	Percent Complete

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	Action Steps	Assigned To	Dates Start	Due	Complete	Percent Complete
VI.7.1	Use boundary planning software during the redistricting process.	Kathy Lauer & Jeff Marx	10/13/2005	6/30/2006	4/10/2006	100%

Status/Comment: Purchased new boundary setting computer software to analyze District by geography, student socioeconomic, academic, achievement, transportation, and race/minority status.

VI.7.2	Analyze current District boundaries as it relates to student population and building capacity levels and recommend boundary changes based on diversity.	Kathy Lauer & Jeff Marx	10/21/2005	4/21/2006		25%

Status/Comment: A discussion was held regarding redistricting in order to create more diverse schools. A number of options were discussed such as pairing schools, redistricting the whole district to allow for equal distribution of all students, and leaving each school area with some open slots for students to transfer in or out of a school in order to equalize the diversity. Further discussions with Patrick Finnemore (Strategy #3-Overcrowding) were held and review of the computer program he is utilizing that will assist with boundary or redistricting challenges. Boundary Committee has been developed for further discuss and decision making.

VI.7.3	Determine desired percentages of building ethnicities for each site based on race and/or socio-economic status.	Kathy Lauer & Jeff Max	11/14/2005	1/23/2006	1/23/2006	100%

Status/Comment: Proposed policy has been created that includes percentages. Policy will be presented to the Boundary Committee for inclusion in the parameters.

VI.7.4	Compare desired percentages of ethnic populations at each building with District ethnic minority rates and make recommendations for boundary changes that most reflect the District percentages.	Kathy Lauer & Jeff Marx	11/14/2005	6/30/2006	1/23/2006	100%

Status/Comment: Proposed policy has been created that includes percentages. Policy will be presented to the Boundary Committee for inclusion in the parameters.

VI.7.5	Develop and implement a plan to communicate recommended boundary changes to the School Board, administration, parents and students.	Kathy Lauer & Jeff Marx	2/28/2006	9/1/2006		0%

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

REGULAR SCHOOL BOARD MEETING
JULY 25, 2006

APPENDICES FOR
<u>PROFESSIONAL DEVELOPMENT PROGRAM</u>
<u>REVIEW AND LONG-RANGE PLAN</u>

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Kenosha Unified School District No. 1
Kenosha, Wisconsin
June 2006

Professional Development Program Review and Long-Range Plan

Purpose

This report provides information concerning the current status and future direction of the Kenosha Unified School District Professional Development Program. The report will outline all strategic and operational responsibilities of the Professional Development Office and will review Professional Development resources, budget and three year strategic work plan.

History of Professional Development

Kenosha Unified has a strong tradition of providing quality professional development experiences to instructional and instructional support staff. District-sponsored Professional Development initiatives began in the 1980s with the formation of the Professional Development Inservice Committee (PDIC). This committee involved teaching staff in planning meaningful District-wide learning and growth opportunities aligned to District initiatives. The PDIC developed staff inservice activities, created a Cadre Teacher training program and began its New Teacher Induction Program, titled TOGETHER.

In 1993, the Board approved the expansion of the PDIC Committee to include members of the instructional support staff. In 1995, the committee changed its name to the Staff Development Committee and focused its efforts on strengthening the alignment of departmental and site staff development learning opportunities to District goals and benchmarks.

Since the early 1990's, numerous reports were received and adopted by the Board of Education. Each report contained specific professional development work essential for adult growth and development to ensure student success:
- 1990 – "Forging New Educational Partnerships for a Changing Community" – a report created by the Blue Ribbon Commission stated "In order to create a successful school environment, there is a need for teacher empowerment within the system through
  - Teacher ownership of curriculum
  - More structured time to collaborate with colleagues
  - Effective teacher development models such as mentor and master teachers
  - Quality staff learning experiences expanded into the areas of problem solving and critical thinking techniques, cultural diversity and cooperative learning techniques.
- 1995 – "AASA Curriculum Management Audit" recommended the following actions:
  - Revise policy to link professional development with continuing and new initiatives to insure that they are planned, funded, timed and executed so as to carry out the intent of the educational leadership and accomplish desired district goals

- o Clarify staff development responsibilities, resources, latitude and accountability procedures at the various organizational levels (School Board, Superintendent, Principals and other professional staff)
  - o Develop, publish and monitor plans for the implementation, evaluation and adjustment of staff development outcomes. Assign compatible priorities and resources to initiatives and to the professional development projects that support them.
  - o Issue guidance to principals clarifying how central office and school-based professional development efforts will be integrated to support curricular, technological, organizational and instructional initiatives.
- 1996 – "Project Connect Committee and the Grade Reorganization, Facilities and Finance Subcommittee Report" included these recommendations:
  - o A comprehensive staff development program is recommended for KUSD faculty and staff who are planning for the implementation of a K-5, 6-8, 9-12 grade reorganization to begin in the fall of 1998. It is recommended that significant staff development dollars be set aside for the recommended learning opportunities outlined within the report. In addition, the committee called for staff planning time, consultant resources and financial resources. PD staff organized two workshops for middle school teachers focused on teaming and team planning and also organized three workshops for high school teachers aimed at preparing them to effectively teach within the ninety-minute block.
- 1996 – "Instructional Technology Plan" advised that the District must give much more attention to how technology can be integrated into specific subject areas and recommended that lead teachers demonstrate how technology can make a difference in teaching and learning.   It also recommended that time be structured so that teachers can work with various technologies while sharing their technology expertise with each other.
- November 1996 – March, April, May, September, 1997 – January, 1998 – "Standards-based Curriculum Development Process Board Updates" called for staff development planning to help teachers understand and use District standards and benchmarks, as well as create quality performance assessments. In addition, it advised that District personnel help teachers to integrate complex reasoning strategies into units and lessons of instruction.
- February 1998 – "Middle Level Report-Grades 6-8" recommended that "In order to prepare middle school teachers for their new roles, new structures and new tasks, staff development needs to be an ongoing and intensive process in the areas of teaming and planning; curriculum, instruction and assessment; decision making and organization; and evaluation for continuous improvement. A comprehensive plan for staff development with high quality training programs must be accompanied by intensive follow-up and support."
- March 1998 – "Mathematics Materials Recommendation for Grades K-5 and 9-12 Report" stated that inservicing of District staff is critical to the successful implementation of a new math program which requires changes in instructional practice by the teaching staff. The Division of Teaching and Learning Services, along with sites, will plan inservice opportunities to insure a successful implementation.
- January 1999 – a comprehensive "Staff Development Report," organized by the first Staff Development Coordinator, was accepted by the Board of Education. The report outlined the history of District staff development, gave a review of current research concerning best practices in adult learning, explained the National Standards for Staff

Development and stated the mission and belief statements as well as the KUSD standards for staff development guiding all KUSD adult learning. In addition, summaries of District professional development personnel, budgets and work plans were included. Since this first report, Professional Development personnel have presented several updates for Board of Education review.

From 2000 to the present, the Board of Education continued to receive programmatic reports identifying the need for quality professional development opportunities for all staff including appropriate job-specific needs assessments resulting in continuous, meaningful, job-embedded learning opportunities <u>directly aligned</u> to student achievement results and adult learning needs. As schools and departments conducted school/departmental-planning retreats, administrators and site/departmental teams studied student data, designed measurable goals and aligned professional development learning opportunities for staff.

As a result of expanded site staff development efforts throughout the District, the major focus of District Professional Development personnel evolved, and the department became a clearinghouse, resource and information center for all District-sponsored learning and training opportunities. In addition, departmental personnel increasingly spent work time in support of all schools and departments as they strived to raise student achievement through creation of opportunities for adult collaboration and learning.

2006-2007 Professional Development Needs Assessment

The main objective of all Professional Development activities is to build organizational capacity by providing appropriate learning opportunities for all staff. A major portion of the work to be accomplished in the District during the next five years is outlined within the seven strategies of the District Strategic Plan. In January 2006, strategic team leaders met to calendar all professional development-learning needs obtained from each of the specific results and action plans of the seven strategies. Professional Development personnel then prioritized these learning activities according to the following criteria:

Priority one Professional Development activities are "must do activities"

- Directly linked to the Strategic Plan;
- Directly related to the District curriculum cycle;
- Mandated by other sources or
- Authorized through grant requirements.

Priority two activities qualify as "good to do activities" in each criteria category. Priority three activities are classified as "nice to do activities" if time and dollars permit. Staff then developed the 2006-2007 Professional Development Planner (Appendix A) that calendars all major Professional Development events for the year. It is significant to note that the District Strategic Plan is the umbrella for all adult learning in the District as it focuses current District, site and community professional development efforts and will do so over the next five years.

Professional Development Program Review

Staffing and Services

Professional learning may be viewed either as an investment that will pay future dividends in improved staff performance and student learning or an expense that diminishes a school district's ability to meet its other financial obligations. The National Staff Development Council's position is that well-designed and implemented professional development for school employees is an essential long-term investment in successfully teaching all students to high standards (NSDC, 2003).

To sustain the learning of all employees in Kenosha Unified Schools, significant resources are dedicated to the staffing of "experts" who are involved in <u>direct</u> services in support of adult growth and development. A well-planned professional development program involves all organizational personnel in both delivery and receipt of services.

Staffing

Since 1999 the District has employed a Director of Professional Development who oversees the work of 21.5 Resource Teachers whose primary responsibility is to serve District students and teachers by providing staff development opportunities related to curriculum, instruction and assessment. Resource Teacher staff also model and coach in classrooms and provide instructional assistance to elementary students. All Resource Teachers are housed in elementary schools and take daily direction from their assigned elementary principal.
The following elementary schools have a resource teacher assigned to them:
Bose, Columbus (50%), Durkee (50%), Forest Park, Frank, Grant, Grewenow, Harvey, Jefferson, Jeffery, Lincoln, McKinley, Pleasant Prairie, Prairie Lane, Roosevelt, Somers, Southport, Stocker, Curtis Strange, Vernon, Wilson (50%) and Whittier.

A summary of general Resource Teacher job responsibilities is below.

Position Specification
Elementary Resource Teacher

Qualifications:

Certification: Eligibility for Wisconsin certification under the guidelines administered through the Bureau for Certification, Wisconsin Department of Public Instruction. Teachers who assume a resource position with a reading specialization must possess a 316 or 317 license under DPI regulations. Each certified individual must meet the building profile to implement what is most needed in that school.

Required Education: A bachelor's degree or higher in elementary/secondary education from an accredited college or university.

Experience: Has demonstrated the ability to work well with others. Must have a solid understanding of student learning/curriculum at all levels. A minimum of six years of teaching experience.

Performance Responsibilities:

- Models appropriate research-based strategies applicable to all content areas, assists in unit/lesson design based on district standards and benchmarks, and participates in team teaching.
- Coaches and observes staff in applying appropriate instructional and differentiation strategies to their teaching and offers constructive suggestions for improving instruction.
- Assists elementary teachers with implementing assessment strategies related to district standards and benchmarks.
- Provides opportunities for professional growth for new teachers, teachers changing grade levels and experienced teachers.
- Presents content specific staff development for a study group, individual teacher or an entire staff.
- Acts as an information specialist in the content areas for teachers, parents, administrators and community members.
- Mentors new teachers with less than three years of teaching experience.
- Teaches small groups of students when needed.
    - assists elementary principals with the development of the building action plan and the aligned staff development plan
    - annual testing staff development, testing organization and testing implementation
- Assists the Director of Professional Development with any other related duties as assigned.

Technical Skills: Good communication skills including oral, written and listening skills; knowledge of district standards and benchmarks; educational pedagogy as appropriate to both general education and talent development; ability to conduct and understand research-based best practices; working knowledge of instructional technology; ability to analyze and interpret data.

Interpersonal Skills: High level of conscientiousness; ability to organize or schedule people and tasks; ability to develop realistic action plans; a well-developed sense of ethics and integrity; openness/willingness to consider new ideas; imaginative and creative; demonstrated leadership and team building skills; self-reliant; ability to handle periodic high levels of stress; ability to communicate effectively with students, site and district staff, and the public; ability to accomplish multiple tasks simultaneously.

Terms of Employment: Employee will assume the same calendar/schedule as outlined in the KUSD teacher's contract.

Salary Range: Salary to be determined at education level and years of experience as per the current Teacher Salary and Welfare Agreement.

Evaluation: Performance on the job will be evaluated in accordance with the Board's policy on Evaluation of Professional Personnel.

It is significant to note that within our largest and most complex schools, KUSD does not have a solid professional development infrastructure of staff equal to that of our elementary schools. In the past, each Middle School principal used a staffing allocation to secure a Middle School Learning Specialist who focused on the professional development of

middle school staff. Currently, except for at Lincoln Middle School, Learning Specialists are no longer funded. KUSD has never financed professional development teachers/consultants at the high school level. Instead, in recent years the Board of Education appointed an Assistant Principal dedicated to instruction and to oversight of professional development activities at both comprehensive high schools. This void in staff has made the challenges of positively impacting our secondary/largest schools extremely difficult to overcome. As a result, high school staff has had limited access to sustained job-embedded learning experiences.

The District's Reading Recovery Trainer and Community/Schools Relations Manager also report to the Director of Professional Development. In addition, the Director supervises the three Charter Schools.

Three Professional Development Teacher Consultants support the Director by providing assistance with all departmental operational and strategic work.

<u>Professional Development Teacher Consultant Job Description</u>
Position Specification
Professional Development Teacher Consultant

POSITION TITLE:
        PROFESSIONAL DEVELOPMENT TEACHER CONSULTANT
REPORTS TO:
        Report to the Director of Professional Development
PRIMARY FUNCTION:
        To provide leadership and expertise necessary to ensure that site and District Strategic initiatives become an integral part of classroom instruction and directly develop and support teacher knowledge, skills, and dispositions to positively affective student learning and achievement.
QUALIFICATIONS:
1.   Certification: Wisconsin DPI Teacher, Pupil Services, or Administrative licensure
2.   Education:
    A.   Required – Bachelor's degree
    B.   Preferred – Master's degree
3.   Experience:
    A.   Required – Minimum of six years of classroom experience. Candidates must have a solid understanding of a variety of instructional strategies that encourage critical thinking, problem solving, and performance skills. Must demonstrate the ability to teach or work well with educators or other adults.
    B.   Preferred – Knowledge of Proficient Learner Skills, District Strategic Plan, Wisconsin PI-34 Licensure and Development, and current No Child Left Behind and IDEA legislation.
ESSENTIAL PERFORMANCE RESPONSIBILITIES:
    A.   Applies appropriate instructional and differentiation strategies in order to honor student and adult learning differences.
    B.   Coaches and collaborates with elementary resources teachers, middle and high school administration and teachers in applying appropriate instructional and differentiated strategies.

C. Observes, coaches and assists teachers with the application of appropriate instructional and differentiation strategies.
D. Collaborates with Instructional Services Teacher Consultants on issues related to curriculum, instruction, assessment and technology.
E. Assists resource teachers with issues related to curriculum, instruction, assessment and technology.
F. Provides opportunities for professional growth for initial educators and teachers new to the district or new to grade level/content area.
G. Acts as an information specialist for teachers, parents, administrators, and community members.
H. Provides instructional leadership in the development of district-wide and school – specific curriculum, instructional strategies, and assessment.
I. Provides adaptable and continuous support to administrators so that they incorporate new thinking and model instructional leadership in their schools.
J. Facilitates collaborative reflection about instructional practices and student achievement.
K. Keeps abreast of current research based on theory and proven best practices and promotes new ideas.
L. Develops, implements and sustains district-wide professional development.
M. Collects and reviews data concerning the effectiveness of staff development and its impact on student achievement.
N. Responds to site needs derived from the evaluation of student achievement data by supporting administration with the planning/implementation of the District Strategic Plan.
O. Works with teams and/or individual staff members on issues related to technology and on curriculum, instruction, and assessment initiatives.

OTHER PERFORMANCE RESPONSIBILITIES:
A. Assist the Director of Professional Development with any other related duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES:
Technical: Ability to apply knowledge of District Standards/Benchmarks and common assessments to facilitate and communicate effective classroom practices; educational pedagogy as appropriate to both general education and special education; ability to conduct and understand research-based practices; working knowledge of instructional technology; ability to analyze and interpret data to develop and plan future professional development.

Interpersonal: Good communication skills including oral, written and listening skills; high level of conscientiousness; ability to organize or schedule people and tasks; ability to develop and implement realistic action plans; a well developed sense of ethics and integrity; openness and willingness to consider new ideas, imaginative and creative; demonstrated leadership and team building skills; self reliant; ability to handle periodic high levels of stress; ability to communicate effectively with students, the public, school board members and site and district staff; ability to accomplish multiple tasks simultaneously.

TERMS OF EMPLOYMENT:
SALARY RANGE: (In accordance with the Teacher Salary and Welfare Agreement)
EVALUATION:
CREATED: April 27, 2006

Each of the three Professional Development Teacher Consultants draws upon individual talents and expertise to assist the Director in the execution of major departmental operational and strategic duties and tasks.

One teacher consultant implements the Educator Induction Program through oversight of the orientation and sustained induction of Initial Educators in accordance with PI-34 legislation. During year one of Educator Induction Program implementation for Initial Educators and other newly hired staff, this teacher consultant organized the work of 55 Initial Educators and 55 Mentors.

<u>Educator Induction Needs Assessments</u>

The following charts represent a synthesis of all Initial Educator and Mentor ongoing support seminars and their suggestions for future instruction.

Initial Educator Ongoing (OgSS) Support Seminar Topics and Suggestions		
Mandatory Topics (hours required: 10)	**Optional Topics**	**OgSS Taking Stock Results**
Overview of PI-34: - District and Individual Roles and Responsibilities - Teacher and Pupil Services Standards - PDP – Year One Reflection	Integrating Instructional technology in the classroom	**1. What content ideas do you feel are most needed for Initial Educators?** a. "Literacy, Classroom Management, Dealing with At-Risk students, Differentiation, working with students with varied abilities in your classroom, grading, managing your time, modification/accommodation for Special Ed students. **b.** Understanding and creating your PDP
KUSD Teacher Evaluation Document and timeline	Effective Strategies in Classroom Management	**2. What would be the ideal structure for OgSS for Initial Educators?** a. Small Group b. How it was set-up is fine or a set day of the week c. Keep the set-up as it is d. Bring in teachers from other content areas to speak
Classroom Routines and Procedures: - Teaching in the Block - Establishing a rapport with students - Communicating with parents, other teachers, and administrators - Grading homework - Preparing for Parent/Teacher Conferences - Managing your time	Learning Centers in the Primary Grades	**3. Additional Comments:** a. More information on how to do a PDP b. Modify needs for first year teachers and teachers who have been teaching, but just received their license c. I loved the time with my like colleagues
Making Thinking Visible - Overview of the Proficient Learner Skills - Getting students involved with active thinking	"Return to Learn" Advancing your knowledge to impact the future	
	Self-Reflection, the foundation for your Professional Development Plan	

Categories of Initial Educators and Mentors Needs Assessment

Mentor Ongoing (OgSS) Support Seminar Topics and Suggestions	
Seminar Topics	**OgSS for Mentors Taking Stock Results**
- Overview of the Mentor Guide Book - KUSD Teacher Evaluation Form - PI-34 District and Individual Roles and Responsibilities - Securing a Sub for IE's - Understanding thee Standards and how they shape the Initial Educator through reflection - PDP Year One Responsibilities - Focusing on the Mentoring Relationship: Offering Support, Creating a Challenge, and Facilitating a Professional Vision - Understanding the PDP - Self Reflection Tool on the Ten Teacher Standards - KUSD PDP Modules - Attending to the Initial Educator - Mentoring Tools: practice paraphrasing, clarifying, suggestion stems, non judgmental responses - Coaching, Collaborating or Consulting - Blocks to Understanding - Structuring conversations around goal setting, planning and reflecting - Balancing Support with Challenge - Reconnecting with your Initial Educator - Creating an Emotional Safety – seeing them in action - Inviting Thinking - Extending Thinking - Developing a Vision for Learning: Knowledge of the structure of the discipline, of self, of teaching skills and strategies, and of learners and learning - Reflecting on the year of mentoring	**PDP Information:** Understanding what Initial Educators receive or know about the PDP
	Mentor Handbook: Very helpful, Terri gives us most of the information in depth.
	Making Mentoring Matter Book: Helpful, but Terri provided us with a lot of the ideas.
	More "ideas" book.
	OgSS for Mentors: Three or Four first semester to get us moving and on the same page as the IE's. Then 2 maybe 3 in the spring to continue to practice paraphrasing, clarifying, suggestion stems, no judgmental responses. Have celebrations with the mentors and IE's at the last seminar.
	OgSS for Returning Mentors: One and then the others optional (pick 2 or 3).
	Classroom Observations: Is 4 observations enough with the IE?
	Compensation: Increase mentor stipend to $500 Mentors should be compensated for mileage as they travel to their IE schools Credits are good the first time around
	How can PD offer mentoring support to IE's: Have first meeting with mentor and IE (informal gathering) Allow retirees to mentor more than one Initial Educator Get more male mentors involved Let teachers know that mentors are not required to help IE's write the PDP, no research paper or excessive time restraints
	What else: Administrators need clarity regarding licensing for Initial Educators, as well as, PDP information Create a website for Educator Induction and post upcoming topics Offer mentor training on inservice days to get more teachers trained Keep Initial Educators and mentors in the same building. It is difficult connecting and running to another building and understanding/knowing the climate/characteristics/daily issues

This teacher consultant also co-directs the Chiwaukee Academy; a weeklong professional development academy open to educators in southeastern Wisconsin and implemented in collaboration with Racine Unified, the University of Wisconsin-Parkside and Carthage College. Over the last two years, approximately 250 KUSD employees have participated in classes offered through Chiwaukee Academy. It is noteworthy that Chiwaukee is exclusively organized, implemented, taught and supervised by teachers. Participant feedback is consistently favorable as is noted in the 2005 Chiwaukee data.

2005 Chiwaukee Evaluation Data

Primary Role of
Chiwaukee Participants

Administrators
2%

Other
8%

Specialists
6%
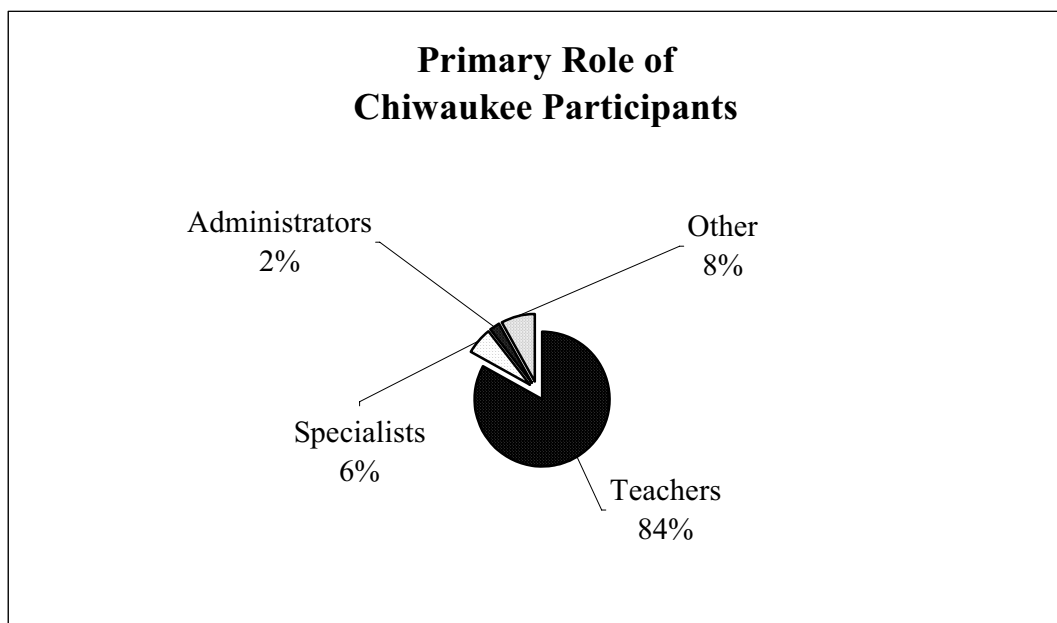
Teachers
84%

**Primary Work Level
of Chiwaukee Participants**

Other
7%

No response
1%

Grs. 9-12
10%

PK-4
44%

Grs. 5-8
38%
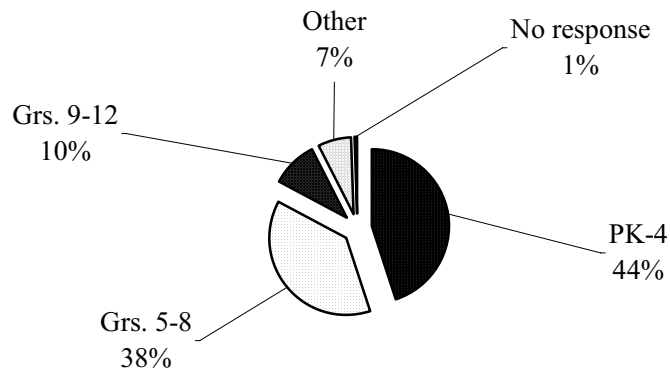
**Primary Work Area
of Chiwaukee Participants**

No response
2%

Other
26%

Tech Ed
0%

Core
54%

Science
9%

Math
9%
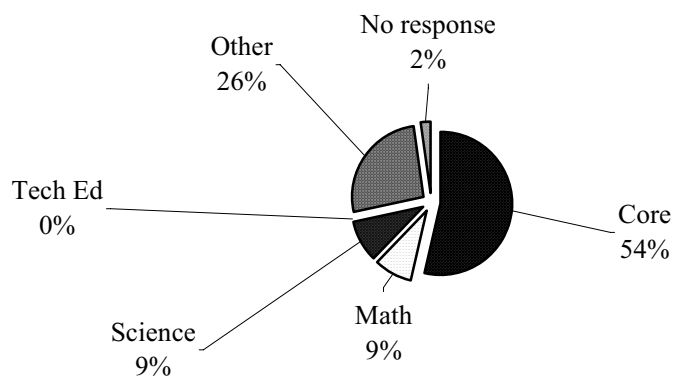
How Were You First Made Aware of Chiwaukee?

Other
5%

No response
1%

Website
1%

Colleague
37%

Brochure
Catalog
44%

Administrator
12%
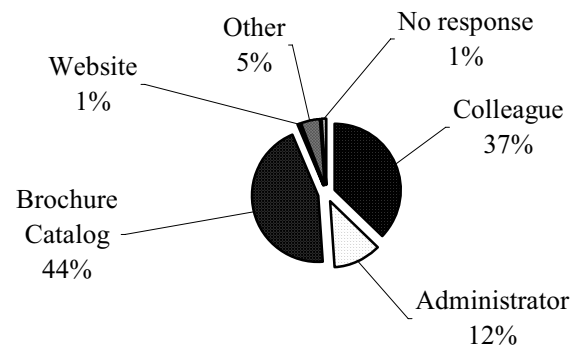
**First Time Attending or Previous
Chiwaukee Participant?**

Previous
Participant
47%

First Time
53%

Overall Quality of Chiwaukee

Poor
0%

Fair
3%

Non Applicable
1%

Good
23%

Excellent
73%
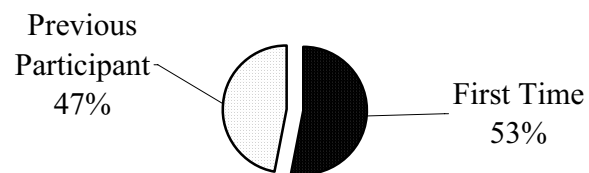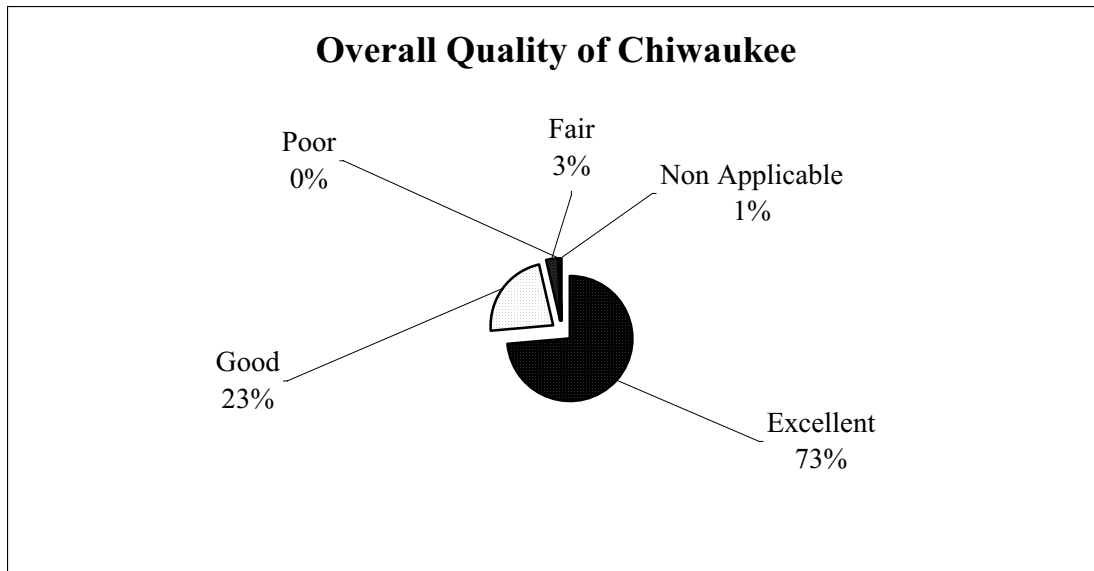
Another teacher consultant organizes and supports the professional development of KUSD instructional support personnel including paraprofessionals, secretaries, and other KUSD departmental support staff. Last year, one of her major projects involved the tutoring and mentoring of all KUSD paraprofessionals who are required by No Child Left Behind legislation to pass an assessment in Mathematics, Reading and Writing. To date, all KUSD paraprofessionals have successfully passed these assessments partially due to her leadership. She also supports the Making Thinking Visible initiative emanating out of Strategy IV.3. A summary of 2004-05, 2005-06 Instructional Support Staff training sessions is outlined below along with an Instructional Support Staff assessment conducted earlier in the year. All organized training is based on needs assessment data and on position specifications.

2005-2006 Instructional Support Staff Professional Development Opportunities

Professional Development Opportunities	Number of Participants
KUSD Assessment for Highly Qualified status:	
▪ Conducted 2 study sessions in the fall of 2005	5
▪ Conducted 7 tutorial sessions in the fall of 2005 for individuals needing to take the writing assessment a second time	7
▪ Organized and administered the KUSD assessment 2 times: Fall 2005 and Winter 2006	24
▪ Finalized the Assessment process for highly qualified status	96% successfully completed (312/324)
Educational Assistant Inservice Day, August 2005	
▪ Organized 8 workshops with presenters from KUSD, Gateway, and VMC	191
Learning Courses for the PDA certificate	
▪ Conducted 2 focus groups. (Summer 2005) This data was used to develop learning courses.	21
▪ Conducted 1 survey. (Fall 2005) This data was used to develop learning courses.	147

▪ Conducted 5 learning courses, Fall 2005	47
▪ Organized 18 learning courses, Spring 2006	Current and on-going
▪ Educational Assistants who have completed the PDA certificate requirements	102
Red Cross Training for Noon Hour Supervisors, October 2005	
▪ Organized Hospitality and Safety Training for Noon Hour Supervisors who were not previously trained. (Certification is effective for 2 years)	44
Secretarial Inservice, January 2006	
▪ Surveyed secretaries to determine interests/needs. Workshops on the inservice day were designed to match survey results.	50
▪ Organized 7 sessions, facilitated by Gateway, VMC, and KUSD personnel	
	132
Community Learning Center	
▪ Organized 2 study sessions and administration session for the KUSD assessment for Highly Qualified status (Spring 2006)	11

2004-2005 Instructional Support Staff Professional Development Opportunities

Professional Development Opportunities	Number of Participants
KUSD Assessment for Highly Qualified status:	
▪ Conducted 5 study sessions in the fall of 2004	
▪ Organized and administered the KUSD assessment 2 times: Fall 2004 and Spring 2005	211
▪ Finalized the Assessment process for highly qualified status (provided small group and individual tutorial sessions for individuals needed another attempt to successfully complete the assessments)	312
	19
Educational Assistant Inservice Day, September 2004	
▪ Organized 10 workshops with presenters from KUSD, Gateway, and VMC	201
Learning Courses for the PDA certificate	
▪ No PDA classes were offered this semester. The focus was on conducting study sessions for individuals to hone their math, reading and writing skills in sessions outlined above.)	
▪ Organized 9 learning courses, Spring 2005	171
Red Cross Training for Noon Hour Supervisors, October 2004	
▪ Organized Hospitality and Safety Training for Noon Hour Supervisors who were not previously trained. (Certification is effective for 2 years)	121
District Secretarial Inservice, September 2004	
▪ Surveyed secretaries to determine interests/needs. Workshops on the inservice day were designed to match survey results.	all
▪ Organized 8 sessions, facilitated by Gateway, VMC, and KUSD personnel	
	128
Secretarial Inservice Opportunities (Voluntary participation)	
▪ Organized 6 sessions, facilitated by KUSD. Topics: Pentamation and EXCEL	
	32
Secretarial Inservice (Open invitation from Finance Department)	
▪ Topic: Introduction of P-Cards to school secretaries, May 2005	21
Distribution and Utilities	
▪ Organized course: WE Energies and Focus on Energy Fall, 2004	18
Human Resources and Finance	
▪ Organized Team Building Courses for the two departments. Two sessions were held for each department. One joint session was held.	25

The chart below was generated from instructional support staff focus groups and discussions with departmental supervisors and indicates future professional development needs.

2005-2006 Instructional Support Staff Needs Assessment

Department	General Needs	Priority Needs	Action Taken	Future Action
Paraprofessionals	1)Communication topics 2)Motivation topics 3)Effective strategies for behavior management 4)Effective strategies for autistic students 5)Reading and meeting IEP goals 6)Learning facilitative communication 7)Using computers on wheels 8) Stress management 9)Sign language techniques	1)Ensure all paraprofessionals are highly qualified, in accordance with federal/state/district guidelines 2)Completing Level One PDA certification 3)Training before position begins 4)Have separate inservice session for paraprofessionals on District ½ day inservices 5)Design workshops for position specific topics	1)Workshops at the August Paraprofessional Inservice reflected the following topics: -Communication strategies -Behavior management -Working with Children of Poverty -Sign Language Techniques -Time Mangement -IMac basics -Navigating the District website 2)Preparation classes for the District assessment and additional individual tutoring were provided 3) Over twenty courses were organized to meet requirements for the various categories of the PDA certificate	Organize networking times for similar groups Organize position specific inservice workshops to be held on District inservice days Work in conjunction with the Human Resources Department to organize position specific training, when appropriate
Distribution and Utilities	1)Establish utility cost-saving measures	1)Establish utility cost-saving measures	Two classes were organized in conjunction with the University of Wisconsin-Oshkosh	
Secretaries	1)Time management 2)Time to network in "like" groups 3)Handling difficult situations	1)Training new and new-to-position employees on student information system (Pentamation) 2)Creating budget sheets with Excel	Workshops at the January Secretarial Inservice included all topics indicated in the needs assessment. In addition, a series of workshops,	Organize networking times for similar groups Respond to inservice needs for the new Students Information system as needed

			focused on Pentamation use, were organized.	
Human Resources and Finance Departments	1)Set standards for organizing the work day 2)Defining responsibilities setting priorities 3)Increasing effectiveness (output)	1)Team building experiences 2)Handling difficult people/situations 3)Knowing the job responsibilities of each person	A series of inservice sessions were developed for the Finance and Human Resources Departments. Each department participated in sessions focused on communication skills. Both departments participated in a joint team building session that concluded the training.	
Food Services	Safety training	Safety training	Red Cross Hospitality and Safety Training was organized for all Noon Hour Supervisors. Red Cross certification was awarded to all supervisors who completed the training.	

The list below outlines professional development support staff needs based on position-specific requirements.

<div align="center">

Instructional Support Staff Needs Assessment
As Determined by Position Specifications

</div>

Food Service Helper
1. Proficient in the practice of sanitation and safety procedures
2. Maintain clean facilities and equipment
3. Use kitchen equipment as required
4. Serve food, use cash register
5. Must maintain harmonious working relationships

Custodian
1. Interpret directives to assigned personnel
2. Perform minor maintenance repairs
3. Perform daily cleaning of building

4. Maintain appropriate controls and records for custodial supplies
5. Coordinate and assist central maintenance personnel
6. Possess communication effective skills
7. Must maintain harmonious working relationships

Educational Assistant
1. Model and maintain established discipline procedures
2. Work with small groups of individuals
3. Maintain confidentiality
4. Prepare instructional materials as directed by the teacher
5. Ability to readily adapt to the ever-changing needs of the students
6. Perform clerical duties required in the classroom as instructed by the teacher
7. Strong interpersonal skills; problem-solving and investigative skills; reliable and resourceful with a solid work ethic; and sensitivity to cultural diversity and acceptance of all students
8. Good interpersonal skills; good verbal and written communication skills; ability to accept direction; ability to file and maintain records; ability to readily adapt to the ever-changing needs of the student; and sensitivity to cultural diversity and acceptance of all students

Security Guards
1. Promote safe and orderly movement of students
2. Break up disputes
3. De-escalate conflicts
4. Assess situations under pressure and react appropriately

The third teacher consultant closely collaborates with Instructional Services teacher consultants as they continue to implement the K-12 Writing initiative. A history of the writing initiative for K-12 follows.

History of Writing Initiative
Elementary, Middle, and High Schools

Date	Description
Fall, 2003	•Language arts adoption year for middle and high schools •Research into best practices for teaching ALL students •Interviews with Resource Teachers and elementary students •Examined ITBS/WKCE language arts data for each grade grade level in elementary, middle, high schools for strengths and challenge areas •ELA questionnaires to all elementary teachers (regular/sp ed): knowledge of Standards and Benchmarks, knowledge of writing process, materials in use for writing instruction, professional development needs •Examined writing instruction practices available •Researched districts making top ELA gains •Communications/visitations with top scoring schools •Examined WKCE and P-5 rubrics, ESL expectations •Selection of Six Trait writing instruction and assessment: language similar to WKCE, consist language K-12 •Resource Teachers trained in Six Traits process/assessment

Spring, 2004	•Training workshops with Vicki Spandel/NWREL •Created "Writing as a Process" chart •Piloted Six Traits at Bose, Jeffery, Roosevelt, Whittier •Curriculum mapping for ELA / Elementary
Fall, 2004	Professional Development and Instructional Services Staff collaborated to offer the following Professional Development:
	•Elementary District Half-Day Inservice/Six Traits •Implementation of adopted ELA materials at MS / HS •Six Trait Spanish versions •Writing in the content areas: math/science (elementary) •Began work on Standards and Benchmarks (MS) •Writing genres selected for each of the traits (MS) •Developed Continuum for analysis of student writing samples •Began development of writing prompts •Began work on Constructed Responses for science and math
Spring, 2005	Professional Development and Instructional Services Staff collaborated to offer the following Professional Development:
	•Elementary District Half-Day Inservice Making Thinking Visible (writing in math) •Developed writing assessment prompts •Piloted writing prompts at various grade levels/schools •Revised prompts •Set fall/spring writing assessment dates / criteria •Revised Continuum for analysis of student writing samples
Fall, 2005	Professional Development and Instructional Services Staff collaborated to offer the following Professional Development:
	•Revision work on Continua (elementary/MS) Developed primary continuum/revised grades 2-5 •Fall Writing Assessment (elementary) •Analyzed student writing samples with new continua (elementary teachers, resource teachers, teacher consultants) •Continued work on Standards and Benchmarks (all levels) •Continued work on constructed and extended response prompts in science and language arts •MS/HS ELA Task Force efforts with common assessments •Requested MS writing samples in genre areas •Visit A. Stevenson HS and others to study common writing assessments •Practice writing analysis with Continuum (MS)
Spring, 2006	Professional Development and Instructional Services Staff collaborated to offer the following Professional Development:
	•Identified MEBs (Most Essential Benchmarks) in Standards and Benchmarks (all levels) •Worked with EBSOLA on PD for writing •Spring Writing Assessment / Analysis (elementary) •MS teachers shared writing lessons to focus genres •MS teachers piloted writing assessment •Finalized Standards and Benchmarks and MEBs at all levels getting teacher feedback from each level •Feedback from pilot (MS/HS) •Prepare for common writing assessments (6-12)

This teacher consultant also serves as a liaison to District Student Support staff. Earlier in the year, she conducted a needs assessment of all Student Support staff in an effort to structure

meaningful collaborative staff development sessions. By the end of this school year, three joint workshop sessions will occur. Results of the assessment follow:

Student Support Staff Needs Assessment
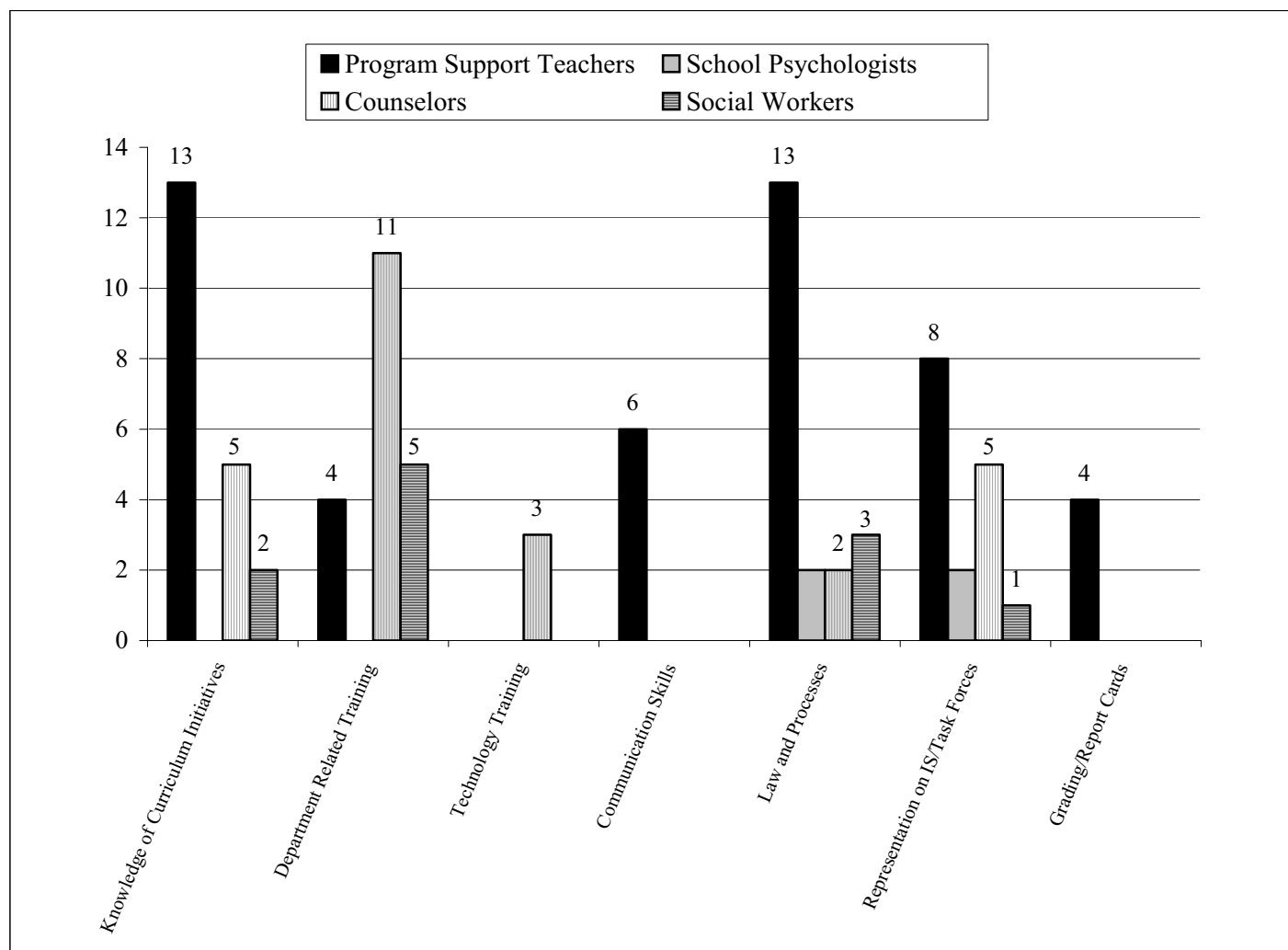
Once assessment data was reviewed, Student Support staff and Teacher Consultants developed a series of collaborative Professional Development sessions.

**Program Support Teachers, Psychologists,
Instructional Services and Professional Development Consultants
Collaborative Professional Development Sessions**

Timeline	Collaboration
September, 2005	Questionnaires were given to PSTs, Psychs, Guidance Counselors, and Social Workers regarding: services that PD could provide that would help them connect to what's going on in curriculum development; other services PD could provide as training for them
February, 2006	Making Thinking Visible presentation for all PSTs and Psychs by PD Teacher Consultants
March, 2006	PSTs and Psychs are serving on the language arts task force group for reading
March, 2006	Differentiation Committee formed

March, 2006	Uncovering the Curriculum was presented to all PSTs and Psychs
April, 2006	A "Differentiation" presentation was given to all PSTs, Psychs, and Teacher Consultants
April, 2006	PSTs, Psychs, and Teacher Consultants formed a book study group for Response to Intervention
May, 2006	Presentation for all PSTs, Psychs, and Teacher Consultants on Response to Intervention

Services

This section of the program review outlines the operational work and the strategic work performed by Professional Development personnel.

Operational Work

One major focus for Professional Development staff is to support all instructional and curricular initiatives emanating from the Department of Instructional Services. The following outline of this support is included for Board of Education review.

Professional Development Support of Curriculum Initiatives

Standards and Benchmarks
- 2004-2005 Two members of PD attended Language Arts Standards/Benchmark task force meetings held throughout the school year.
- 2004-2005 PD staff members organized and co-facilitated Resource Teacher meetings with Dr. Sneed, K-5 Language Arts Consultant for the purpose of revising Standards/Benchmark document
- PD consultants and Dr. Sneed met numerous (!) times to revise and edit S/B document
- Summer 2005, PD staff member attended all summer task force sessions to revise the Standards/Benchmark document for Language Arts
- 2005-2006 PD staff member attended Language Arts Standards/Benchmark task force meetings held throughout the school year.
- 2005-2006 PD staff members organized and co-facilitated Resource Teacher meetings with Dr. Sneed, K-5 Language Arts Consultant for the purpose of revising Standards/Benchmark document. K-5 Math Consultant, Fran Romano, presented the Math Standards/Benchmark document to Resource Teachers
- Summer 2006, PD staff member attended all summer task force sessions to revise the Standards/Benchmark document for Language Arts
- 2005-2006 PD staff member attended K-5 Math Standard/Benchmark task force meeting
- 2005-2006 PD staff member attended 6-12 Math Standard/Benchmark task force meeting
- PD staff assisted in presentation of KUSD curriculum at January Connections meeting. Curriculum presentation included: standards, benchmarks, and resources

Common Assessments
- PD organized and participated in a book study using the resource: *Classroom Assessment for Student Learning*
- PD consultant summarized cumulative notes from book study and presented during Curriculum and Instruction meeting
- PD Staff member assigned to Math CA work, Writing CA work, Reading CA work
- PD consultant reviewed samples of possible CA for reading with K-5 Rdg/Lang Arts consultant

- Organized Resource Teacher meetings to accommodate review of CA materials
- Organized (copied, provided funding, sent communication) fall writing assessment K-5
- Organized Resource Teacher meetings to accommodate review of writing samples and provided staff development for writing instruction
- Co-facilitated RT meetings with Dr. Sneed for above
- Facilitated numerous PD experiences for writing at school sites: analysis of writing samples and demonstrated writing lessons
- Assisted Dr. Sneed with spring 2006 writing assessment, K-5

Working in conjunction with the Director of Professional Development and the Executive Director of Instructional Services, Professional Development Teacher Consultants also organize the implementation of all Resource Teacher staff development aligned to the District's Strategic Plan. Resource teachers directly impact student and teacher learning in all elementary schools. The following is a listing of Resource Teacher trainings from 2004 to the current school year.

Resource Teachers Professional Development by Topics
2004-2005, 2005-2006

Category	Agenda Item
Assessment	• WKCE-CRT Information/Guidelines • LAP Students Identification and Assessment • WSAS Alternative Assessment for ELL • ACCESS for ESL (updates) • Naglieri Administration/Grades 1 & 5 • Grade Level Math Challenges/September/End of Year • Fall Writing Sample Assessment • Math and Reading Frameworks • Elementary Fall Student Writing Sample Assessment • Elementary Spring Student Writing Sample Assessment
Balanced Literacy	• Six Trait Writing Process/Six Trait as a Tool • Modeling Six Trait Instruction • Six Trait Lesson Plan Development • Modeling Writing Process Instruction • Writing Instruction using "Big Books" • Writing Portfolios • Modeling Reading/Writing Connections • Writing Instruction Demonstrations • Modeling the Seven Proficient Reader Skills • Visiting Classrooms (K, 4th Grade) in Action Through Distance Learning • Seven Proficient Reader Skills (MTV)
Book Study	• *How to Strive as a Teacher Leader* by John G. Gabriel • *Mosaic of Thought* by Ellin Keene and Susan Zimmermann
Content Area Writing	• Use of Science Log Books/Prompts for Science Notebooks Writing in Math • Extended and Constructed Response Prompts in Science
District Inservice Preparation and Presentation	• Piloting of Elementary Progress Report, 2004-2005 • Elementary Progress Report Teacher's Guide • Making Thinking Visible in Math, 2004-2005 • Making Thinking Visible/Seven Proficient Learner Skills, 2005-2006
General	• Instructional Services' Initiatives

Information/Updates	• Uncovering the Curriculum • Career, Technical and Service Education Presentation • Revisions of Math Materials • Introduction of Science Consultant, Christine Pratt • Science Resources • Resource Teachers' Responsibilities • Introduction of Literacy Grant/Components
Licensure	• PI-34 Licensure Changes/Initial Educators
Sharing Sessions	• Six Trait Lessons (ideas from elementary teachers) • WSRA Convention ideas • Content Skills • Joint Planning Session with Principals/Resource Teachers for 2005-2006 School Year
Standards & Benchmarks	• Revisions from Elementary Task Force Work Alignment with Wisconsin Standards and Frameworks • Feedback from elementary teachers on K-5 ELA Standards and Benchmarks • Identification of (MEBs) Most Essential Benchmarks
Technology	• Clicker • Preview of Video and DVD Collections available for PD at buildings
Text Resources for PD in buildings	• Kenosha Book Activity Guide/Maps • Craft Lessons • Picture Books • Seeing with New Eyes • Writing Trait Songs
Writing Assessment Development	• Development of Extended Response Grade Level Prompts • Prompts Field Test in Elementary Grades • Prompt Revisions • Fall Writing Assessment Training • Development of Extended and Constructed Response Prompts • The "How-tos" of Writing Assessment • Continuum Introduction • Classroom Analysis Forms: Identifying Patterns of Instructional Needs • Analysis of Student Writing Samples • Feedback from Elementary Teachers • Revisions of Developmental continuum, K-1 • Revisions of Developmental Continuum, 2-6+ • Revision of Writing Assessment Instructions, Format, Analysis Form • Development of Spring Writing Assessment Prompts • Spring Writing Assessment Training

Another focus of departmental work involves the organization and implementation of Kenosha Unified courses for college credit offered in the spring, summer and fall to all instructional and instructional support staff. All licensed staff can purchase university credit(s) for successful completion of these KUSD-sponsored classes and credits earned may be applied for state licensure and District salary advancement. A new addition to the course booklet was added during the 2005-2006 spring semester. For the first time, the department organized courses specifically designed for paraprofessionals and secretaries and will continue to do so in the spring semester.

The charts below illustrate staff participation in Kenosha Unified courses for college credit.

Kenosha Unified Courses for College Credit
Summer 2004 through Spring 2006

Summer 2004 KUSD Course Participants

Other and
non-public
7%

ESC
0%

EC
0%

HS
14%

MS
23%

El
56%
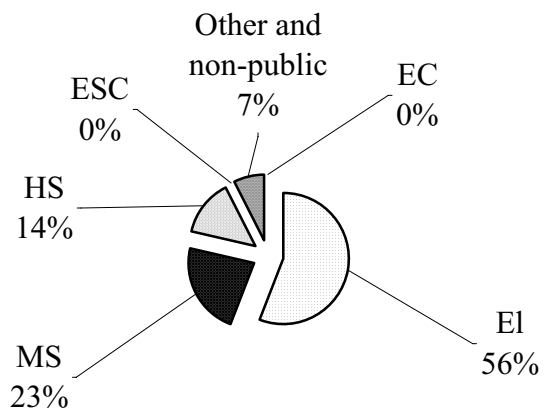
Areas of Training:
- Teaching
- Instructional Technology
- Mentoring

Fall 2004 KUSD Course Participants

EC
3%

ESC
4%

Other and
non-public
1%

HS
16%

MS
19%

El
57%
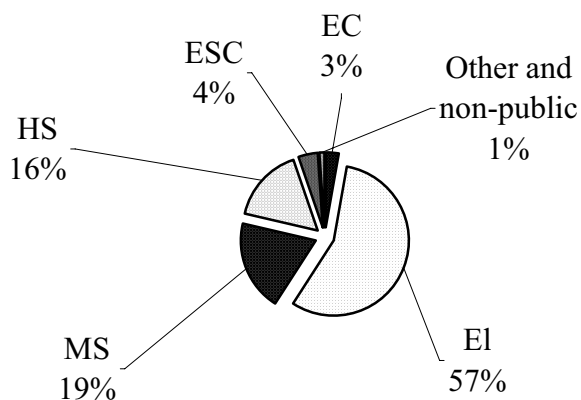
Areas of Training:
- Teaching
- Instructional Technology

Spring 2005 KUSD Course Participants

Other and
non-public
3%

ESC
7%

HS
14%

EC
4%

El
56%

MS
16%
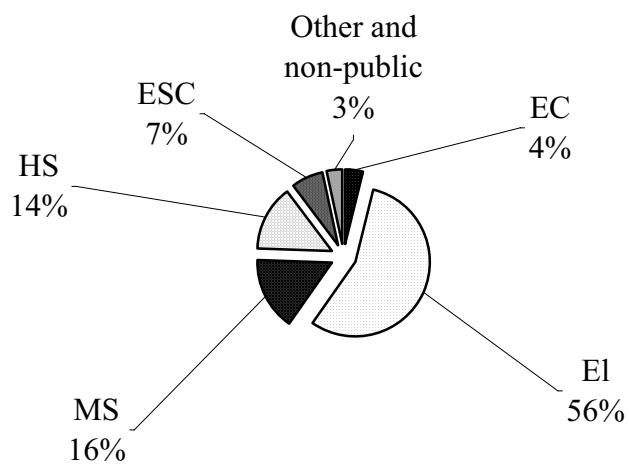
Areas of Training:
- Teaching
- Instructional Technology
- Paraprofessionals

Summer 2005 KUSD Course Participants

Other and
non-public
10%

EC
2%

ESC
4%

HS
16%

EL
44%

MS
24%
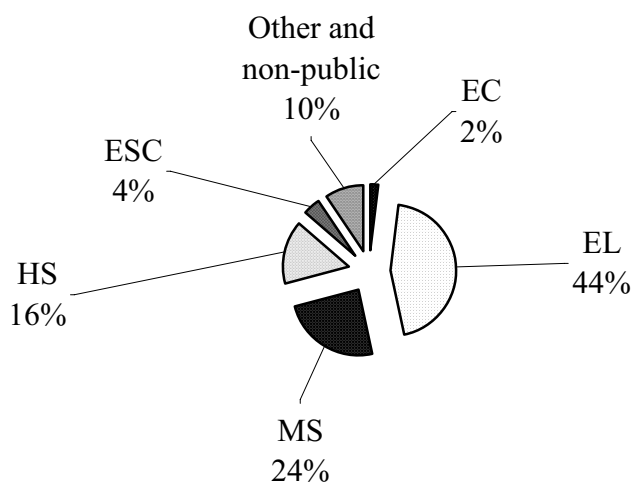
Areas of Training:
- Teaching
- Instructional Technology

Fall 2005 KUSD Course Participants

Other and
non-public
8%

EC
1%

ESC
4%

EL
46%

HS
22%

MS
19%
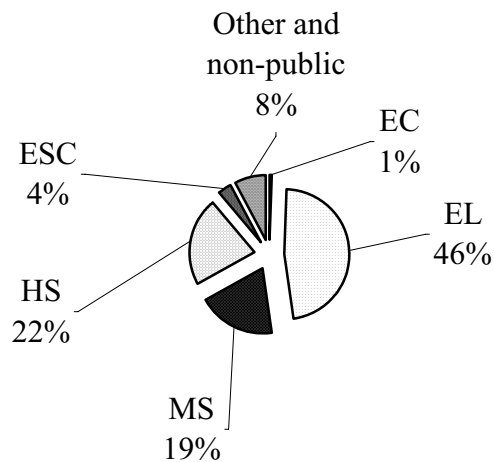
Areas of Training:
- Teaching
- Instructional Technology
- Paraprofessionals
- Making Thinking Visible Ongoing Support Seminars
- Mentor Training
- Initial Educators

Spring 2006 KUSD Course Participants

Other and
non-public
9%

EC
1%

ESC
5%

HS
14%

MS
13%

El
58%
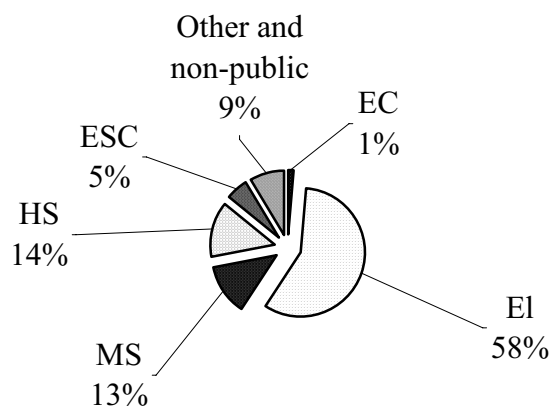
Areas of Training:
- Teaching
- Instructional Technology
- Paraprofessionals
- Mentor Training
- Initial Educators

Included among the KUSD course offerings are a number of classes designed to show staff how to effectively integrate various technologies into units and lessons. Professional Development supports District efforts to use technological tools in classrooms. Whenever new software must be learned or new technologies arrive, Professional Development personnel work closely with the Library Media/Instructional Technology Specialist to implement trainings.

Instructional Technology Courses – Grant Funded

Year	Number of Classes	Number of Participants
Ed Tech Grant, 2004-2005 Middle School	6 middle schools 6 sessions	36
Grant, 2005-2006 Digital Documentary	9 elementary/1 high school 3 sessions	16
Grant, 2005-2006	6 middle schools 8 sessions	25

Study Groups are available to KUSD teachers who wish to take advantage of this powerful professional learning opportunity. Study groups offer interested teachers a chance to organize study sessions focused on a topic of interest as they learn more about the topic and apply newly gained knowledge and skills <u>directly</u> to the school or classroom. Participants may earn university credit via study groups. Numerous KUSD staff engages in this powerful design for learning. All Study Groups are approved through the Professional Development Office and university credit is overseen and evaluated by Professional Development staff.

Study Group Data
2004 through 2006

Study Group Topics 2004-2005	Number of Attendees
Creative Curriculum (Harvey)	5
Early Childhood (Frank)	3
Effective Literacy Instruction in Primary Classrooms (Curtis Strange)	2
Fellowship House Matrix/iMovie yearbook (McKinley Middle)	3
A Framework for Understanding Poverty (Chavez)	9
Headstart ELL Study Group (Chavez)	7
Making Thinking Visible in Practice (Whittier/Grewenow)	5
Mentoring from the Start (Lance)	2
Mosaic of Thought (Washington)	3
The Out-of Sync Child (Harvey, EBSOLA, Bose)	4
Website Development (Vernon)	3
Study Group Topics 2005 - 2006	**Number of Attendees**
Curriculum Investigation (Wilson)	8
Dimensions of Learning – Overview (Pleasant Prairie)	4
Energy Awareness/Conservation Curriculum (Grant)	2
How Full is Your Bucket? (Bose)	12
Do I Really Have to Teach Reading? (Mahone)	20
Effective Primary Literacy Instruction (Curtis Strange)	3
Classroom Assessment for Student Learning (Teacher Consultants)	6
Effective Strategies for Autistic Students in an Inclusive Classroom (Pleasant Prairie)	2
Incorporating Service Learning into Our Curriculum (McKinley Middle)	3
Book Study (Lance) - Do I Really Have to Teach Reading? - Understanding Poverty - How's My Kid Doing? - Good to Great	10
Mosaic of Thought (Jeffery)	8

Nonfiction Matters (Prairie Lane)	3
Positive Playgrounds (Jefferson)	4
Strategies that Work (Whittier/Grewenow)	5
Sensory and Communication Strategies (Harvey)	2
Elementary Content Area Reading Strategies (Somers)	5
Whatever It Takes (McKinley EL)	8

Another major operational function of the Professional Development Office is to act as a clearinghouse of information for the following:

- District Inservice Days
- Middle School Content Meetings
- High School Content Meetings
- Staff absences due to participation in Professional Development activities
- District-sponsored professional development activities open to all staff
- Post-graduate learning opportunities open to all staff
- Brochures, pamphlets, and bulletins received from local colleges and universities announcing professional development opportunities open to all staff
- Chiwaukee Academy information

Another operational and communication function of our department relates to the organization and implementation of workshops/conferences organized to support the growth and development of District Administrative, Supervisory and Technical personnel. Each year, ASTs attend a three-day summer workshop focused on Leadership. Before the start of each school year, ASTs again gather for an orientation session titled Quest. The Director of Professional Development assists administration in planning and preparing for these workshops. Once school begins, ASTs gather throughout the year to learn, share expertise, collaborate and reflect. Professional Development personnel organize and implement these sessions named Connections meetings. Connections meeting themes for the 2005-2006 school year were: Closing the Achievement Gap, Supervising and Evaluating Staff and Implementing the District Strategic Initiatives. A listing of all 2004-2006 Connections topics is included for your review.

2005 –2006 AST Workshops

Presenter	Session	Title
Bill Hittman Dan Tenuta Dick Aiello	Connections	Closing the Achievement Gap
Sheronda Glass Martha Gutierrez	Connections	Supervision Using the New Teacher Evaluation Instrument
Nancy Hare Chad Neimuth	Connections	School Redesign Project Plan Website Communication and Information Plan
Sheronda Glass Karen Davis Martha Gutierrez	Connections	Observational Techniques Non-Renewal Protocols
Dan Tenuta Bill Hittman	Connections	Closing the Achievement Gap
Scott Pierce Bill Johnston	Connections	Budget Development

Edie Holcomb	Connections	Uncovering the District Curriculum
Joanne Miller	Three Half-Day Workshops	Gallup Training on Teacher Insight Instrument
Scott Pierce Strategic Facilitators	Connections	Strategic Planning Updates from each Action Team
Sharon Miller Wallace Fellow	Connections	Professional Learning Communities and "Loose-Tight" Leadership
John Bar-din Wallace Fellow Karen Walters Lisa KC – Wallace Fellow	Connections	Closing the Achievement Gap KUSD Administrative Strategies that Have Made a Difference
Sheronda Glass Martha Gutierrez	Connections	Introduction Cultural Competency Training
Scott Pierce Administrative Facilitators	Connections	Processing of Crucial Conversations Book Study
Howard Fedemma	2005 AST Summer Leadership Conference	Mutual Commitments and Expectations
Howard Fedemma	Connections	Preparation for 2006 Summer Leadership Conference
Howard Fedemma	2006 AST Summer Leadership Conference	Strategic Planning for Review/Redefinition of MC & Es
Greg Wright	2006 AST Summer Leadership	Service Learning Training
Steve Constantino	2006 AST Summer Leadership Conference	Customer Service Training

2004-2005 Connections and Leadership Jazz Sessions and Presenters

Presenter	Session	Title
Sonya Stephens	Connections	Update of State Assessments Frameworks
Kevin Anderson	Connections	Curriculum-based Follow-up
Kevin Anderson	Connections	Report Cards
Kurt Sinclair	Connections	Reporting Out on Culture Survey
Sonya Stephens	Connections	Equity Data Collection
Tim Miller	Connections	Development of SMART Goals
Dave Newman	Connections	United Way Presentation
Sheronda Glass	Connections	Strategies to Help Staff Improve Their Performance
Dan Honore	Connections	Electronic Tools
Kathleen Barca	Connections	Introduction to Book Study Group
Kevin Anderson	Connections	Overview of *A Handbook for Classroom Instruction That Works*
Kevin Anderson	Connections	Putting It All Together
Kevin Anderson	Connections	Fair Use and Copyright
Gail Starr	Connections	Fair Use and Copyright
Jean Schlais	Connections	Strengths Finder
Scott Pierce	Connections	Truancy Ordinance
Sheronda Glass	Leadership Jazz	Tips for Helping Staff Improve Their Performance
Sue Valeri	Leadership Jazz	School Improvement Chapter Review Chapter 2
Rob Neu	Leadership Jazz	School Improvement Chapter

		Review Chapter 5
Dan Weyrauch	Leadership Jazz	School Improvement Chapter Review Chapter 6
John Bar-din	Leadership Jazz	School Improvement Chapter Review Chapters 3 & 4
Sonya Stephens	Leadership Jazz	WINNS demo
Sonya Stephens	Leadership Jazz	An Overview of the Administrative Review Process
Tom Vogel	Leadership Jazz	An Overview of the Administrative Review Process

It is also the responsibility of the Professional Development Director to organize and implement the following District-awarded grants:

- Title One Supplemental Grant
- Title IIB Professional Development portion of the Title II Grant
- Title II Mathematics/Science Competitive Grant
- Wallace Foundation Grant

Strategic Work

The most important work accomplished by our office during the 2005-2006 school year has emanated from the District Strategic Plan. **The Office of Professional Development will continue to support all Professional Development outlined in Strategies I-VII**. However, the Director of Professional Development is assigned to implement the specific results within Action Plans IV.3, IV.4, and IV.5 of Strategy IV. The following three major projects, outlined in Strategy IV, have received a great deal of departmental attention and will continue to drive our focus over the next three to five years. Progress on each Strategy IV project has been made and reported to the Board of Education throughout the year. Following is a synopsis of work accomplished:

Strategy IV

"We will ensure that staff is implementing the District curriculum and using effective *instructional strategies* as well as data to help students demonstrate proficiency on District and standardized assessments."

Action Step IV.3.2
Specific Result: "Train teachers to use effective instructional strategies that promote higher order thinking and hands-on learning experiences for all students.

Progress: The District has formalized a systematic and uniform instructional framework. The KUSD definition of effective instructional strategies/framework includes use of seven Proficient Learner Skills (Making Thinking Visible) and Marzano's nine powerful instructional strategies combined with excellent descriptors on teacher evaluation and evidence of curriculum implementation. This instructional framework was put together into a visual "Crosswalk" for student, teacher and administrative use.

It is expected that by 2010, every teacher and student will be automatically using these research-based strategies and skills as an aid to student comprehension of text and to stimulate higher order thinking about course content.

Making Thinking Visible

What Proficient Learners Do		Evidence of Implementation	
Mosaic of Thought (Ellin Keene) *Do I Really Have to Teach Reading* and *I Read It, But I Don't Get It* (Cris Tovani)	*Classroom Instruction That Works* (Robert Marzano et al.) and *A Different Kind of Classroom: Teaching With Dimensions of Learning* (Robert Marzano)	**How It Looks When Taught**	*KUSD Teacher Professional Performance Assessment* Domains: 1) Planning and Preparation 2) Classroom Environment and 3) Instruction

• Schema: Activating Prior Knowledge
• Making connections
• Text to text
• Text to self
• Text to word
	• Identifying Similarities and Differences
	• Comparing
	• Classifying
	• Creating Metaphors
	• Creating Analogies
		• Access what learners already know by:
		  • Drawing Comparisons between things previously read
		  • Recalling life experiences
		  • Being aware of the world around you
		  • Labeling and sorting
		  • Understanding text structure and organization
		  • Determining important connections by moving back and forth between literal to figurative thinking
			Standard 1.1
			  Demonstrates Knowledge of Content and Pedagogy
			Standard 1.2
			  Demonstrates Knowledge of Students
			Standard 1.4
			  Designs Coherent Instruction and Selects Appropriate Instructional Activities
			Standard 1.5
			  Assesses Student Learning
			Standard 2.1
			  Creates and Environment of Respect and Rapport
			Standard 2.2
			  Establishes a Culture for Learning
			Standard 3.2
			  Uses Questioning and Discussion Techniques
			Standard 3.3
			  Engages Students in Learning

• Questioning	Cues and Questions	• Asking oneself questions before, during and after reading in order to restructure information or apply what one knows by having inferential and analytical questions that focus on:
		  • Clarifying Meaning
		  • Speculating about text yet to be read
		  • Determining author's intent, style, content, or format
		  • Determining what information is important
		  • Hints about what
			Standard 1.1
			  Demonstrates Knowledge of Content and Pedagogy
			Standard 1.2
			  Demonstrates Knowledge of Students
			Standard 1.4
			  Designs Coherent Instruction and Selects Appropriate Instructional Activities
			Standard 1.5
			  Assesses Student Learning
			Standard 2.1
			  Creates and Environment

		students will experience	of Respect and Rapport
			Standard 2.2
			    Establishes a Culture for
			    Learning
			Standard 3.2
			    Uses Questioning and
			    Discussion Techniques
			Standard 3.3
			    Engages Students in
			    Learning

• Determining Importance	• Summarizing
	• Note Taking
	• Setting Objectives
	• Determining Purpose
	• Details
	• Organizing Ideas
		• Learner makes purposeful and spontaneous decisions about what is important in text by:
		  • Ideas connected to prior knowledge
		  • Beliefs, opinions and experiences related to text
		  • Text format
		  • Concepts other learners mention prior, during, or after reading
		• Learning rule based summarizing strategy:
		  • Delete material that is not important
		  • Delete words that repeat information
		  • Replace a list of things with a word that describes things
		  • Write a topic sentence that describes what you read
		  • Use of Organizers
		  • Use of variety of note-taking formats
		  • Use of fiction and non-fiction:
		    • Elements of a story
		    • Specific duration (time oriented)
		    • Sequence of events
		    • Cause and effect
		    • Text format and patterns
		• Learner identifies key ideas, concepts, themes in text
			Standard 1.1
			    Demonstrates Knowledge of Content and Pedagogy
			Standard 1.2
			    Demonstrates Knowledge of Students
			Standard 1.4
			    Designs Coherent Instruction and Selects Appropriate Instructional Activities
			Standard 1.5
			    Assesses Student Learning
			Standard 2.1
			    Creates and Environment of Respect and Rapport
			Standard 2.2
			    Establishes a Culture for Learning
			Standard 3.2
			    Uses Questioning and Discussion Techniques
			Standard 3.3
			Engages Students in Learning

• Visualizing	• Representing knowledge
	• Advance Organizers
		• Use of images to draw conclusions
		• Recall details significant to the test
		• Interpretations of text
		• Use of images to immerse the reader in rich detail (visual imagery) that are anchored in reader's prior knowledge
			Standard 1.1
			    Demonstrates Knowledge of Content and Pedagogy
			Standard 1.2
			    Demonstrates Knowledge of Students
			Standard 1.4
			    Designs Coherent Instruction and Selects

		• Pictographic and nonlinguistic representation
		• Understands and articulates how creating images enhances reader's comprehension and thinking
		• Use of graphic organizers
		• Use of physical models
			Appropriate Instructional Activities
			<u>Standard 1.5</u>
			  Assesses Student Learning
			<u>Standard 2.1</u>
			  Creates and Environment of Respect and Rapport
			<u>Standard 2.2</u>
			  Establishes a Culture for Learning
			<u>Standard 3.2</u>
			  Uses Questioning and Discussion Techniques
			<u>Standard 3.3</u>
			  Engages Students in Learning

• Inferring
• Making Predictions
	• Specific Types of Knowledge
	• Comparing
	• Vocabulary
	• Details
	• Skills and Processes
		• Learner creates personal meaning from text
		• Learner may slow down or reread text sections to better understand the content
		• Learner can:
		  • Draw conclusions from text
		  • Make reasonable predictions
		    • Create dynamic interpretations of text as reading continues
		  • Use background knowledge to answer questions regarding text
		  • Make critical or analytical judgments about what they read
		• Learner actively searches or is aware of implicit meaning from text
			<u>Standard 1.1</u>
			  Demonstrates Knowledge of Content and Pedagogy
			<u>Standard 1.2</u>
			  Demonstrates Knowledge of Students
			<u>Standard 1.4</u>
			  Designs Coherent Instruction and Selects Appropriate Instructional Activities
			<u>Standard 1.5</u>
			  Assesses Student Learning
			<u>Standard 2.1</u>
			  Creates and Environment of Respect and Rapport
			<u>Standard 2.2</u>
			  Establishes a Culture for Learning
			<u>Standard 3.2</u>
			  Uses Questioning and Discussion Techniques
			<u>Standard 3.3</u>
			  Engages Students in Learning

• Synthesizing	• Systems Analysis
	• Problem Solving
	• Decision Making
	• Experimental Inquiry
	• Invention
		• Learners are aware of changes in their conclusions about text
		• Learners find the best solution based on text interpretation
		• Learners monitor as they read and are aware of how concepts fit together
		Learners are aware of text elements in fiction and non fiction
		• Learners actively:
		  • Evaluate as they read text
		  • Problem solve
			<u>Standard 1.1</u>
			  Demonstrates Knowledge of Content and Pedagogy
			<u>Standard 1.2</u>
			  Demonstrates Knowledge of Students
			<u>Standard 1.4</u>
			  Designs Coherent Instruction and Selects Appropriate Instructional Activities
			<u>Standard 1.5</u>
			  Assesses Student Learning
			<u>Standard 2.1</u>

		• Define goals
		• Identify constraints
		• Consider possible solutions
		• Identify themes in text
			Creates and Environment of Respect and Rapport
			Standard 2.2
			  Establishes a Culture for Learning
			Standard 3.2
			  Uses Questioning and Discussion Techniques
			Standard 3.3
			  Engages Students in Learning

• Monitoring (Gradual Release of Responsibility from teacher to student)
• Fix-Up Strategies
	• Cooperative Learning
	• Practice
	• Homework
	• Providing Feedback
	• Skills and Processes
		• Planning classroom activities and assessing self through:
		  • Homework and practice
		  • Giving students guidance as needed
		  • Group enhance meaning
		  • Think alouds (Teacher and Learner):
		    • Providing meaningful feedback
		    • Using pause, prompt and praise technique
		    • Monitor the impact of student performance
			Standard 1.1
			  Demonstrates Knowledge of Content and Pedagogy
			Standard 1.2
			  Demonstrates Knowledge of Students
			Standard 1.4
			  Designs Coherent Instruction and Selects Appropriate Instructional Activities
			Standard 1.5
			  Assesses Student Learning
			Standard 2.1
			  Creates and Environment of Respect and Rapport
			Standard 2.2
			  Establishes a Culture for Learning
			Standard 3.2
			  Uses Questioning and Discussion Techniques
			Standard 3.3
			  Engages Students in Learning

In addition, Professional Development Teacher Consultants created a "Road Map" describing the journey staff and students will make towards achievement of this goal.

The Road Map to Institutionalization
Adult Learning for Making Thinking Visible in the Classroom

Making Thinking Visible Implementation Timeline	Process of Implementation	School Improvement/Strategic Plan Tactics
2004-2005 Year of initiation and readiness	Build knowledge and awareness of proficient learner skills through demonstration	• Teachers identify the Making Thinking Visible strategies Teachers collect various forms of text they think are particularly conducive for modeling each strategy Teachers model ways in which students use each strategy differently in varied forms of texts • Teachers develop an initial understanding of how the Gradual Release of Responsibility works
2005-2006 Initiation and readiness	Build knowledge and awareness of	• Expand the Making Thinking Visible Cadre • Teachers identify the Making Thinking Visible

		strategies
	proficient learner skills through demonstration	• Teachers collect various forms of text they think are particularly conducive for modeling each strategy • Teachers model ways in which students use each strategy differently in varied forms of texts • Teachers develop an initial understanding of how the Gradual Release of Responsibility works
2006-2007 Skill building	Build proficient learner skills through shared demonstration and practice	• Expand the Making Thinking Visible Cadre • Teachers model and think aloud to show how use of each strategy helps them understand more deeply and permanently • Students use the strategies in progressively more difficult forms of text • Some students show evidence of independent strategy use • Some students are increasingly able to articulate not only how they use a strategy, but why it helps them to comprehend
Making thinking Visible Implementation Timeline	**Process of Implementation**	**School Improvement/Strategic Plan Tactics**
2007-2008 Implementation	Build proficient learner skills through guided practice	• Expand the Making Thinking Visible Cadre • Teachers model and think aloud to show how use of each strategy helps them understand more deeply and permanently • Teacher evaluations include observations of lessons that embed the proficient learner skills • Students use the strategies in progressively more difficult forms of text • More students show evidence of independent strategy use • More students are increasingly able to articulate not only how they use a strategy, but why it helps them to comprehend
2008-2009 Institutionalization	Build Independent practice: Embedding the proficient learner skills into classroom instruction	• Expand the Making Thinking Visible Cadre • Teachers model and think aloud to show how use of each strategy helps them understand more deeply and permanently • Teacher evaluations include observations of lessons that embed the proficient learner skills • All teachers plan unit and lessons of instruction embedding appropriate strategies in their content • Students share ways in which they use the strategies independently (not during class reading time) • Students know and adaptively use the strategies to help them understand and learn new information • Students use the strategies in progressively more difficult forms of text • All students show evidence of independent strategy use • All students are increasingly able to articulate not only how they use a strategy, but why it helps them to comprehend

During the 2004-2005 school year, Title One Supplemental Grant dollars were used to supplement existing school improvement initiatives to expand and unify literacy efforts in all K-12 schools. Grant monies were used to develop a K-12 cadre of over one hundred teachers who took part in the following professional development activities in preparation to share their new knowledge and skills with others in their schools:

1. Elementary, middle and high school book studies founded on research-based cognitive comprehension strategies outlined in <u>Mosaic of Thought</u> (Keene, Zimmermen), <u>Strategies That Work</u> (Harvey) and <u>Reading with Meaning</u> (Miller).
2. Attendance at a weeklong summer workshop designed to demonstrate how to <u>apply</u> the comprehension strategies into all content areas.
3. Participation in summer site-team planning to design how they will experiment with the strategies in classrooms and demonstrate strategies to colleagues.
4. Fall attendance at Ongoing Support Seminars.

In February 2006, all teachers engaged in a half-day Making Thinking Visible training session facilitated by site cadre members. This was followed by the development of site implementation plans forwarded to the PD office for review and oversight. At the present time, all sites have Making Thinking Visible cadres that take the lead in helping others in their buildings as they integrate these Proficient Learner Skills into units and lessons of instruction. It is a Professional Development long-range goal that <u>every</u> teacher in <u>every</u> school eventually joins the school cadre.

Making Thinking Visible Cadre Members

School	2005-2006 Cadre Members	2006-2007 Additional Cadre Members
EBSOLA	16	2
Bose	2	2
Columbus	2	4
Durkee	0	3
Forest Park	3	0
Frank	0	0
Grant	2	0
Grewenow	2	0
Harvey	4	1
Jefferson	1	0
Jeffery	2	4
Lincoln	1	0
McKinley	1	1
Pleasant Prairie	1	0
Prairie Lane	3	4
Roosevelt	2	2
Somers	2	0
Southport	2	0
Stocker	2	3
Curtis Strange	4	0

Vernon	0	5
Whittier	5	1
Wilson	1	4
DOL	1	0
Bullen	7	6
Lance	1	0
Lincoln	6	0
Mahone	1	0
McKinley	3	0
Washington	10	0
Bradford	5	4
Hillcrest	2	3
ITA	3	7
Lakeview	2	0
Reuther	5	7
Tremper	1	6
Totals All	105	69
Totals by Grade Level:		
Elementary	59	43
Middle School	28	6
High School	18	20

Upon receipt of additional Title One Supplemental Grant dollars in 2006, Professional Development staff met with high schools administrators and cadre members to generate a plan to strengthen and expand our high school literacy teams. New high school cadre members will engage in:
1. Book studies using appropriate high school texts.
2. Summer workshops designed to demonstrate application of the Proficient Learner Skills.
3. Collaborative modeling and coaching sessions facilitated by original cadre members.
4. Collaborative sharing and planning sessions facilitated by original cadre members.
5. Ongoing Support sessions for original cadre and new cadre members.

Another half-day skill building training session will occur on February 14, 2007 at all high schools facilitated by all Making Thinking Visible cadre members.

Action Step IV.3.3
Specific Result: "Determine the types and quantities of available resources as well as additional resources needed to ensure the use of effective *differentiated* instructional strategies. Permit each school to determine highest priority needs."

Action Step IV.3.4
Specific Result: "Train teachers to understand, implement and assess *differentiated* instructional strategies that have proven positive effects on student learning linked to the District instructional framework…."

Action Step IV.3.5
Specific Result: "Develop annual training plan to ensure newly hired staff understand, implement, and assess effective differentiated instructional strategies."

Progress: In March 2006 a joint group representing Curriculum, Professional Development, Talent Development and Special Education met. They began to define, clarify and establish best practices for differentiation and to clarify parameters, roles and responsibilities of key personnel as they related to accommodation, intervention, modification, differentiation and enrichment. A "core team" is planning a three-year professional development initiative on differentiation to accomplish IV.3, IV.4, and IV.5.

Action Plan IV.4
Specific Result: "Establish a quality induction program for new District instructional administrators that includes orientation to District curriculum, training on effective instructional strategies, and training on use of data to improve student achievement."

Action Step IV.4.2
Specific Result: "Establish an Administrative Induction Steering Committee.

Action Step IV.4.3
Specific Result: "Determine KUSD key personnel roles and responsibilities to new administrators.

Action Step IV.4.4
Specific Result: "Determine new administrator roles and responsibilities in compliance with PI-34."

Action Step IV.4.5
Specific Result: "Determine content for administrative orientation…."

Action Step IV.4.6
Specific Result: "Determine content for mentor selection process in compliance with PI-34 legislation."

Action Step IV.4.7
Specific Result: "Determine mentor roles and responsibilities."

Action Step IV.4.8
Specific Result: "Provide training to mentors."

Action Step IV.4.9
Specific Result: "Provide a qualified mentor to initial administrators."

Action Step IV.4.10
Specific Result: "Conduct an annual evaluation of the administrative induction program."

As reported to the Board of Education Curriculum Committee throughout the 2005-2006 school year, a Steering Committee composed of new and veteran KUSD administrators and the

Educator Induction Program Teacher Consultant, established an Administrator Induction Program aligned to the District's Educator Induction Program. In accordance with PI-34 legislation, newly hired administrators will attend an Orientation session in the fall, Ongoing Support Sessions held over a three- year period, and all Initial Administrators will be assigned a one-on-one mentor during year one of employment. The Steering Committee determined:

- The Administrative Induction Program Vision and Goals (Appendix B)
- The Administrative Induction Program Role Expectations of District Personnel (Appendix C)
- The Orientation Program Content (Appendix D)
- The Ongoing Support Seminars Program Content (Appendix E)
- Categories of New Administrative Levels and Mentor Support (Appendix F)
- Administrator and Mentor Organizational and Operational Guide (Appendix G)

Action Plan IV.5
Specific Result: "Revise the induction program for new teachers to the district to include orientation to district curriculum, training on effective instructional strategies, and training on use of data to improve student achievement."

Action Step IV.5.2
Specific Result: "Establish a New Educator Orientation sub-committee to design the 1.5 days of Orientation to include…. Design and inform building leadership of the essential activities to organize and implement during the three day building orientation…"

Action Step IV.5.3
Removed by the Board of Education in June 2005 due to budget constraints.

Action Step IV.5.4
Specific Result: "Establish an Ongoing Support Seminars Sub-committee to:
- Develop five two-hour mandatory sessions
- Review professional responsibilities of first year teachers and licensure requirements
- Organize content of Ongoing Support Sessions
- Organize two optional Ongoing Support Sessions for the spring semester"

Action Step IV.5.5
Specific Result: Define the mentor's role in support of Initial Educator's first year of reflection in the development of the PDP Plan.

Action Step IV.5.6
Specific Result: Define the mentor's role in support of Initial Educator's development of teaching and learning knowledge, skills and dispositions.

Action Step IV.5.7
Specific Result: Provide a district-qualified mentor to each Initial Educator.

Action Step IV.5.8
Specific Result: Conduct an annual evaluation of New Educator Induction Program.

Progress: On June 22, 2004, the Board of Education approved the following three components of the New Educator Induction Program as mandated by PI-34 legislation for all Initial Educators (defined as an individual who has successfully completed an approved teacher/pupil services/ administrative program after August 31, 2004):

1. New Educator Orientation – required of all teachers new to KUSD
2. Assignment of a Mentor to each Initial Educator during his/her first year of employment
3. Ongoing Support Seminars required of all Initial Educators during their first year of employment

The New Administrator Induction Program aligns closely with the New Educator Program as both programs are based on PI-34 Wisconsin Standards for Licensure.

Throughout the 2005-2006 school year, Professional Development personnel fully implemented all aspects of the Educator Induction Program. Fifty-five Initial Educators and fifty-five Mentors worked collaboratively during the year, visited each other's classrooms and worked through first year challenges and successes. Formative and summative program data will be brought to the PI-34 Steering Committee for review and possible program adjustments. Currently, these programs are adequately funded through use of Title II and Professional Development dollars.

It is important to note that as more and more teachers and administrators receive Initial Educator licenses and are hired into our District, these two induction programs will grow and the demands for resources will likewise increase.

In addition to the above <u>direct</u> responsibilities of the Office of Professional Development personnel, the Director and one or more of the teacher consultants is currently or will be involved in the implementation of the following other components of Strategy IV:

Action Plan IV.6
Specific Result: "Establish K-12 common grade level/course assessments for *Mathematics* to insure that staff is implementing the District curriculum."

Action Plan IV.7
Specific Result: "Establish K-12 common grade level/course assessments for *Reading, Writing and Language Arts* to ensure that staff is implementing the District curriculum."

Action Plan IV.8
Specific Result: "Establish K-12 common grade level/course assessments for *Science* to insure that staff is implementing the District curriculum."

Action Plan IV.9
Specific Result: "Establish K-12 common grade level/course assessments for *Social Studies* to insure that staff is implementing the District curriculum."

Action Plan IV.10
Specific Result: "District-wide common standard format for unit and lesson design…to ensure…effective instructional strategies."

Action Plan IV.11
Specific Result: "Establish teacher evaluation process….aligned…systemically and uniformly implemented."

Action Plan IV.12
Specific Result: "Establish evaluation process for licensed instructional administrators aligned…systematically and uniformly implemented."

Since all seven Strategies in the Strategic Plan include significant proposals for staff training and growth and development, the Office of Professional Development works closely with and supports the arrangement and facilitation of staff development activities requested by all Strategic Action Implementation Team Leaders.

Professional Development Resources

Time-Personnel-Finances

Time

For a school district to begin to change, reform or implement a long-range Strategic Plan, it must dedicate time, personnel and finances to create opportunities for staff to plan and learn together and to develop the methods, procedures and skills needed to accomplish district, school or site goals.

Although the majority of learning and growth opportunities take place after the school day/year, there is increasing evidence that job-embedded forms of staff development are extremely meaningful to staff and provide precious time to quickly and effectively apply new knowledge and skills to the classroom or work setting.

The following "job-embedded" or "on the job" learning opportunities are offered to KUSD staff on a limited basis and represent a strong District commitment to adult growth and development:

> One full day of Inservice time annually
> Four half-days of Inservice time annually (Appendix H)
> Departmental/Grade-level meetings/planning/learning sessions
> Elementary School Monthly early release Wednesdays
> Middle School content area professional development Wednesdays
> and High School content area professional development Tuesdays (Appendix I)
> Fund 10 Professional Development Subs dedicated to Elementary Staff collaboration and learning
> Fund 10 Professional Development Subs dedicated to Instructional Services personnel for curriculum work
> Implementation of Action Research projects
> Classroom observations
> Peer coaching and Lesson Study
> Vertical team planning sessions
> Classroom coaching done by outside facilitators

Staff members who are funded to attend conferences or workshops through the use of school or grant funds during the school day must submit an Absence Request Form (Appendix J) to be approved by:

- his/her immediate supervisor
- the Director of Professional Development
- the appropriate Executive Director of School Leadership

All Pupil Services staff must also submit their request to the Coordinator of Staff Services.
All Special Education staff must also submit their request to the Director of Special Education.
It is crucial to understand that immediate supervisors and central office administrators carefully monitor out-of-district conferences and workshops to ensure that they closely align to Strategic Planning efforts.

As District budgets have been cut, numerous sites and departments have invested in building the expertise of one or two staff members who, in turn, work with others to share their skills and new knowledge.

Personnel

A well-planned professional development program involves all organizational personnel in both delivery and receipt of services. In Kenosha Unified, a significant number of key staff are involved in the implementation of PD services. A summary of Kenosha Unified staff members who share the duties and responsibilities of District professional development includes:

- Executive Director of Instructional Services
  Oversight and supervision of all operations of the Professional Development Office and staff is assigned to the Executive Director of Instructional Services who also facilitates department-related professional development initiatives.
- Director of Professional Development
  Supervision of PD staff and initiatives as well as PD office operations is assigned to the Director. All organizational professional development is cleared by and supported through the efforts of the Office of Professional Development. In addition, the Director supervises the three Charter Schools, the Community/Schools Relations Manager, the Reading Recovery Trainer, the three PD Teacher Consultants and the work of 21.5 elementary Resource Teachers.
- Executive Directors/Directors of School Leadership and the Director of Special Education
  These administrators provide direction and assistance to assigned schools/staff and ensure that building principals monitor and supervise site-based curriculum, instructional and professional development initiatives aligned to Strategic initiatives.
- District Coordinators and Departmental Instructional Support Supervisors
  These centrally located Coordinators and Instructional Support Supervisors organize and coordinate PD activities appropriate for their respective staff(s).
- Coordinators of Fine Arts, Athletic/Physical Education and School to Career
  These centrally located Coordinators organize, facilitate and coordinate PD activities appropriate for their respective staff(s).
- Principals
  Principals are expected to supervise and monitor staff to ensure that curriculum, instructional and professional development initiatives align with and focus on site goals and District Strategic planning initiatives.

- Teacher Consultants
  Centrally located, the following Teacher Consultants work under the direct supervision of the Executive Director of Instructional Services and although mainly responsible for District curriculum development, they engage staff in various professional development activities: Elementary Mathematics Consultant, Secondary Mathematics Consultant, Talent Development /World Languages Consultant, Elementary Language Arts Consultant, Secondary Language Arts Consultant, K-12 Science Consultant, K-12 Social Studies Consultant, three K-12 Instructional Technology Consultants, one Library Media Specialist.
  Already mentioned earlier in the report, three PD Teacher Consultants, one Reading Recovery Trainer and the Community/Schools Relations Manager work under the direct supervision of the Director of Professional Development.
- Elementary Resource Teachers
  Assigned full or half-time to an elementary school, the 21.5 Resource Teachers share their expertise within their assigned school, work directly with students, organize and implement all state testing, and model and coach for staff. All resource teacher professional development duties are <u>directly related</u> to site or District Strategic goals.
- Secretarial Support Staff
  One full time and one-half time secretary are assigned to the Office of Professional Development and perform all support functions outlined within this report.

Financial Aspects and Funding Sources

Identifying all of the specific financial resources expended for professional development is complex as schools and District departments have increasingly expended site/departmental funds and grant funds on learning opportunities for staff in order to ultimately achieve student learning goals.
Included for review are the following:
1. Professional Development Department Budget including Reading Recovery dollars dedicated to continued teacher training and student tutoring
2. Analysis of Professional Development Department Expenditures
3. Grant Budgets and Analysis of Expenditures
   a. Title II
   b. Title I Supplemental Grant
   c. Title II B Math Grant
   d. Wallace Fellows Grant

Professional Development Budget-Local Funding

The Professional Development Budget currently supports all District-sponsored professional development initiatives previously noted within this report and in direct support of the KUSD Strategic Plan. The following initiatives have been funded with PD Department dollars:

- Educator Induction Program costs (Orientation, Ongoing Support Seminars, Mentors)
- Administrative Induction Program costs (Mentor costs only this year)
- Reading Recovery Training costs (supplies, texts, testing materials, etc.)
- Reading Recovery Tutorial Costs (before/after school)

- Costs of organizing and implementing annual spring, summer fall KUSD Course Offerings
- Costs of facilitators/trainers/speakers for above courses as well as for other District-sponsored workshops
- Costs of centrally-sponsored book studies for administrators/teachers
- Costs of supplies and duplication of materials used for Professional Development
- Inservice Day and Half-day Inservice costs associated with Paraprofessional, Teacher and Secretarial training
- Costs associated with workshops organized in support of paraprofessionals and secretaries
- Costs associated with support of Strategic initiatives (Cultural Competency training, Customer Service training, etc.)
- Costs of Summer and Fall administrative workshops
- Partial costs of some departmental workshops
- Costs of technology for District-wide training use
- Some support for staff attendance at state and local conferences
- Some costs of KUSD teacher tuition to attend the annual Chiwaukee Academy
- Costs of site-appropriate supplies for 21.5 Resource Teachers

Professional Development Budget-Local Funding		
Object	Amount	Percent
Salaries	130,726.00	37.06%
Benefits	24,159.00	6.85%
Purchased Services	70,413.00	19.97%
Supplies	127,397.00	36.12%
Capital Outlay	0.00	0%
Totals	352,695.00	100%

Title II Budget

The majority of Title II funds is currently used district-wide to fund teachers to reduce class size. However, of the $1,058,909 Title II allocation, $135,884 is dedicated to District PD and is used to support the following:
- Partial cost of implementation of Educator Induction and Administrator Induction Programs
- Partial costs associated with tutoring to assist paraprofessionals in their certification efforts to become highly qualified
- Partial salary costs of Director of Professional Development
- Salary and benefits costs of one paraprofessional housed in the Science Resource Center
- Costs of private school allocations required by law
- Costs associated with parental training done at the Urban Outreach Center
- Costs for District training of staff engaged in initiatives directly related to raising student achievement

Title II Budget		
Object	**Amount**	**Percent**
Salaries	53,502.00	39.37%
Benefits	10,702.00	7.88%
Purchased Services	49,599.00	36.50%
Supplies	22,081.00	16.25%
Capital Outlay	0.00	0%
Totals	135,884.00	100%

Title One Supplemental Grant Budget

Title One Supplemental Grant funds were allocated to the District due to the status of Edward Bain School of Language and Art and Reuther Central High School. Both schools were deemed in need of improvement and as a result, each school received $50,000 of the total $200,000 allocation.

The District is currently dedicating the majority of its $100,000 portion of the grant award to expanding current Making Thinking Visible Cadres in all high schools in order to ensure that a sufficient number of staff are knowledgeable and available to train other high school teachers in the effective use of the targeted researched-based Proficient Learner Skills.

Dollars have been set aside for staff book studies, to organize, facilitate and implement two summer workshops, for current cadre members to coach and model for new cadre members and for staff to attend ongoing support sessions in the fall.

Title One Supplemental Grant Budget		
Object	**Amount**	**Percent**
Salaries	97,510.00	48.75%
Benefits	21,204.00	10.60%
Purchased Services	0.00	0%
Supplies	75,406.00	37.71%
Capital Outlay	0.00	0.0%
Indirect Costs	5880.00	02.94%
Totals	200,000.00	100%

Title IIB Mathematics Grant

During the fall of 2005, the District applied for and was awarded a competitive Title IIB Mathematics grant. The grant will be implemented over two years and is aimed at deepening the Mathematics content knowledge of middle school math teachers who do not yet have a minor degree in math. Over a two year period, participating teachers will earn 20 graduate credits and upon completion of their studies will need two more courses to receive a minor degree in math. Grant dollars are dedicated to paying university instructors, to funding the costs of university credits for participants, to paying staff for planning and for tracking achievement data and for underwriting costs of textbooks and materials.

Title IIB Mathematics Grant		
Object	Amount	Percent
Salaries	14,998.00	12.79%
Benefits	2,827.00	2.41%
Purchased Services	85,750.00	73.12%
Supplies	13,701.63	11.68%
Capital Outlay	0.00	0%
Totals	117,276.63	100%

Wallace Fellows Grant

Four administrators representing Kenosha Unified Schools were selected to participate in a Wallace Grant awarded to the Wisconsin Department of Public Instruction. These four principals (Grant, Curtis Strange, McKinley Middle and Reuther Central) joined 26 other inner city Wisconsin principals (Wallace Fellows) who are actively working on an individual school improvement project with the assistance of UW-Milwaukee Education Leadership faculty. Over the next two years, the KUSD Wallace Fellows will study and work with a cohort group of administrators who will organize and implement the action-research project in their respective schools. The Wallace learning experience will lead to the development of an individual portfolio containing the results of the site project. In addition, participants will be awarded a Master Educator License. Grant dollars are being used to defray any costs associated with action-research projects, such as, supplies, texts, etc.

Wallace Fellows Grant		
Object	Amount	Percent
Salaries	75.00	0.94%
Benefits	25.00	0.31%
Purchased Services	4,500.00	50.00%
Supplies	3,400.00	6.25%
Capital Outlay	0.00	42.50%
Totals	8,000.00	100%

Professional Development Long-Range Plan

The Kenosha Unified Professional Development Long-Range Work Plan is a natural outgrowth of the Professional Development Mission, Beliefs, Goals, Objectives and Tactics. These components serve to guide our work and to ensure that all professional growth and development opportunities result in enhanced knowledge and skills that directly translate into improved teaching so that gaps in student learning are identified resulting in enhanced student achievement.

Professional Development Mission, Beliefs, Goals, Objectives and Tactics

The mission of KUSD Professional Development is to ensure success for all students by providing effective and varied Professional Development opportunities that focus on the knowledge, skills and dispositions required of teachers, pupil services personnel, administrators and instructional support employees.

This mission is founded on the following beliefs that directly align to the National Staff Development Standards (See Appendix K):

1. Professional Development is responsible for organizational and individual development;
2. Ongoing Professional Development is essential for those who affect student learning;
3. The primary purpose of Professional Development is school improvement as measured by success of every student;
4. Professional Development provides adaptable and continuous support to administrators so that they incorporate new thinking and model new leadership in their schools;
5. Effective Professional Development is based on theory, research and proven best practices;
6. Effective Professional Development honors diversity;
7. Effective Professional Development honors differences in adult learners through use of varied approaches to learning;
8. Collaboration within the school community between students, families, and community members is essential for school improvement and accelerated student success;
9. Change creates opportunity for growth.

The following four objectives outlined in the District Strategic Plan guide the work of all Professional Development staff and the following five PD tactics serve as main Professional Development program goals:

Strategic Objectives

1. No later than 2010, all students will meet or exceed the District and state identified proficiency levels for performance in reading, math, science and social studies.
2. Annually, all students will participate in meaningful service projects at the elementary, middle and high school levels.
3. All students will consistently demonstrate respectful and responsible behavior within our diverse school community.
4. All students will meet our requirements for graduation.

Professional Development Tactics

Tactic One: We will provide high quality ongoing learning opportunities that directly connect to student learning goals.

This strategy ensures that the goal of every Professional Development activity is to improve learning for adults who teach and support students. The focus of District Professional Development is centered on what is happening with the learners, both student and adult. Professional Development plays a starring role in the development of quality teachers, administrators and support staff. As each school targets improved student learning and achievement, it is the major responsibility of our office to provide quality-learning opportunities so that all teachers possess deep content knowledge and use research-based instructional strategies to effectively teach all students.

Tactic Two: We will provide meaningful Professional Development that involves active learning for participants.

Adults, like students, must find meaning in their learning. Professional Development activities include support for teachers and administrators as they encounter the many challenges that come from putting into practice their evolving understandings about the use of new techniques or strategies. Research on quality training indicates that hands-on practice is essential for the transfer of new skills to classroom use. In an optimal adult learning environment learning should be:

- An active process that demands full participant participation;
- Both an individual and a cooperative venture, where participants work at their own pace and performance level and also have a chance to work collaboratively to solve problems;
- Goal oriented and connected to the real world so that adults can apply what they are learning to their daily work;
- Documentable, diagnostic and reflective providing continuous feedback and opportunities to self-evaluate;
- Set in a comfortable and attractive physical environment in an atmosphere of support and respect.

Tactic Three: We will embed Professional Development follow-up opportunities in the context of daily work in departments, schools and classrooms.

Since improving teacher instruction in the classroom is the focal point of most KUSD Professional Development, adult learners find activities worthwhile when they arise from the real work going on in their schools and classrooms. Staff find it meaningful when they have the support of administrators and can return to their classrooms to test new techniques, receive feedback from students and colleagues, set up action research projects, analyze related data and eventually present data results to others, and reflect on new knowledge acquired in book studies or during discussions held in ongoing support sessions. The overall goal of teacher development is to nurture reflective practice through encouragement of teachers' ability to think. As teachers are challenged with new and divergent information, possibilities to improve emerge and the classroom becomes a better place for students (Glickman, 2003). Developing teacher thought should be the aim of staff development in the same manner that Kohlberg and Mayer (1972) argued that developing student thought should be the aim of education.

Tactic Four: We will ensure that Professional Development is continuous and ongoing.

Effective professional development involves offering the learner multiple opportunities to practice new content knowledge and new skills with follow-up guidance and coaching. The goal of all professional development training is to build district capacity by providing sustained opportunities for teachers, administrators and support staff to learn new skills with the ultimate goal of self-sufficiency. **It is significant to note that District Professional Development planning is guided by this fundamental understanding of how all learners respond to and assimilate new information.** The noted psychologist, Piaget, theorized and recent brain research confirmed that in order to introduce new information to a learner, one must present information over time so that the learner can alter previous ways of thinking and begin to assimilate and accommodate what is novel. In other words, adults as well as children pass through phases of learning before a new idea is understood or a new skill is developed. Guided by this knowledge, Professional Development personnel use a "trainer of trainers' model" to move adults along a gradual continuum of learning from awareness of an innovation to mastery of the new knowledge or skill. The Phases of Adult Learning (See Appendix L) assist us as we strive to sustain professional development over time to ensure teacher and employee competencies.

Tactic Five: We will base Professional Development on ongoing and focused inquiry related to teacher learning, student learning and knowledge about the learning process in general.
The effectiveness of Professional Development involves an assessment of how much participants have changed with respect to their knowledge, skills and dispositions. District and site data indicates whether or not new ideas are being implemented and are positively affecting learning. In turn, this information is used to determine the future content of professional development programmatic efforts. Attached for reader review is the Professional Development Evaluation and Reflection Form (See Appendix M) completed by all participants in KUSD-sponsored staff development activities. This form is used to assess what participants have learned, how they plan to apply what they have learned and it informs presenters of remaining learner needs. Also included is a synthesis of two evaluation documents used by Professional Development personnel to assess the efficacy of one of the Making Thinking Visible book studies and a summer workshop related to the Strategy IV Making Thinking Visible initiative.
(See Appendix N).
This process demonstrates how PD personnel use the inquiry process based on data and on teacher reflection to determine what knowledge and skills to emphasize next.

Planning Process for the Professional Development Long-Range Plan

The creation of the Long-Range Professional Development Plan began in the spring of 2005 when District PD personnel reviewed 2003-2004 student achievement data in Math and in Language Arts on the Wisconsin Knowledge and Concepts Exams for grades 4, 8 and 10. These two content areas have completed the adoption of new textbooks/materials and are ahead of other content areas in the development of common assessments. Staff also reviewed the 2004-2005 and 2005-2006 WKCE achievement data in Math and Language Arts in grades 4, 8, and 10. The following information illustrates strengths and gaps in student achievement. This data served as the foundation for the alignment of adult professional development learning opportunities aimed at closing the achievement gap for all students.

These charts graphically display student performance and serve to illustrate areas addressed by the Office of Professional Development.

**4th Grade Reading and Math
WKCE-WAA Combined
Advanced + Proficient**

Year	Reading	Math
2003	80%	71%
2004	79%	68%
2005	80%	68%

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**8th Grade Reading and Math
WKCE/WAA
Combined Advanced + Proficient**

Year	Reading	Math
2003	74%	61%
2004	79%	69%
2005	83%	75%

10th Grade Reading and Math
WKCE-WAA Combined
Advanced + Proficient

	2003	2004	2005
Reading	66%	71%	72%
Math	62%	64%	64%

Legend: ■ Reading □ Math
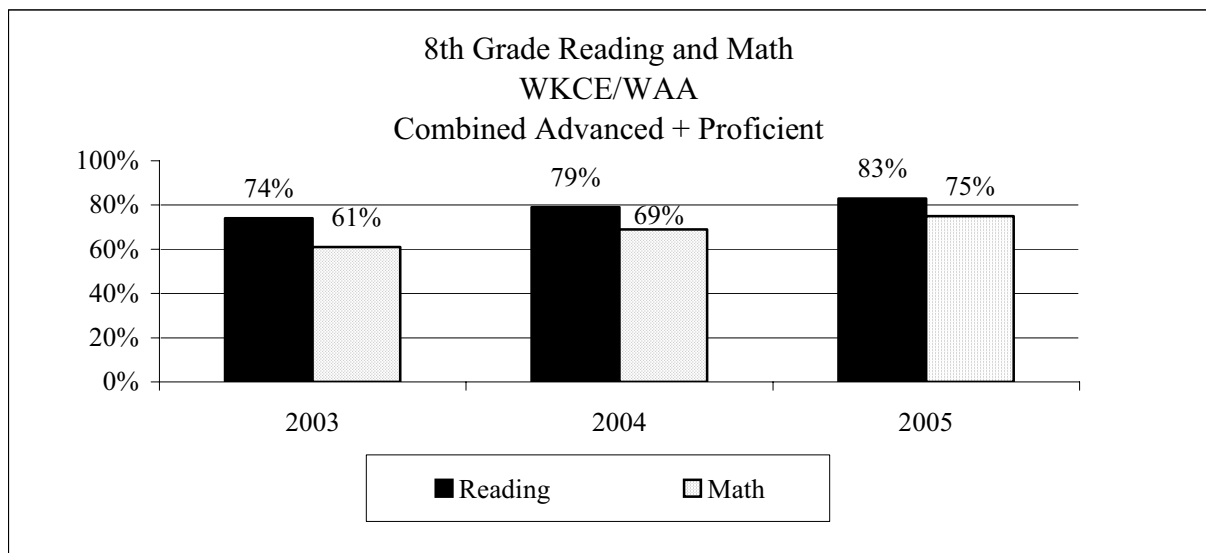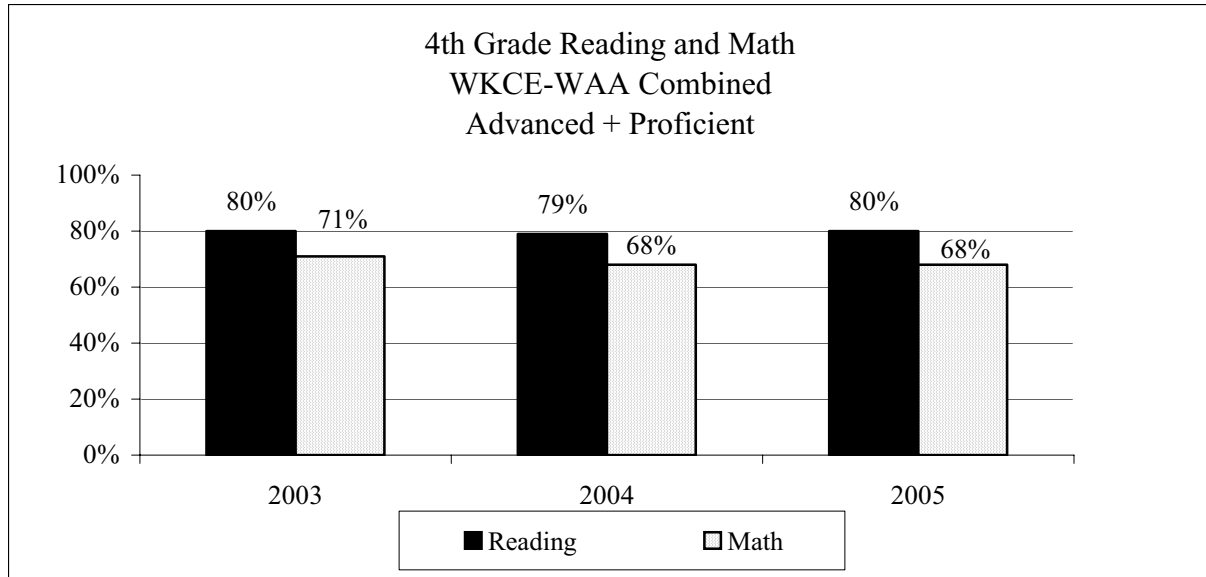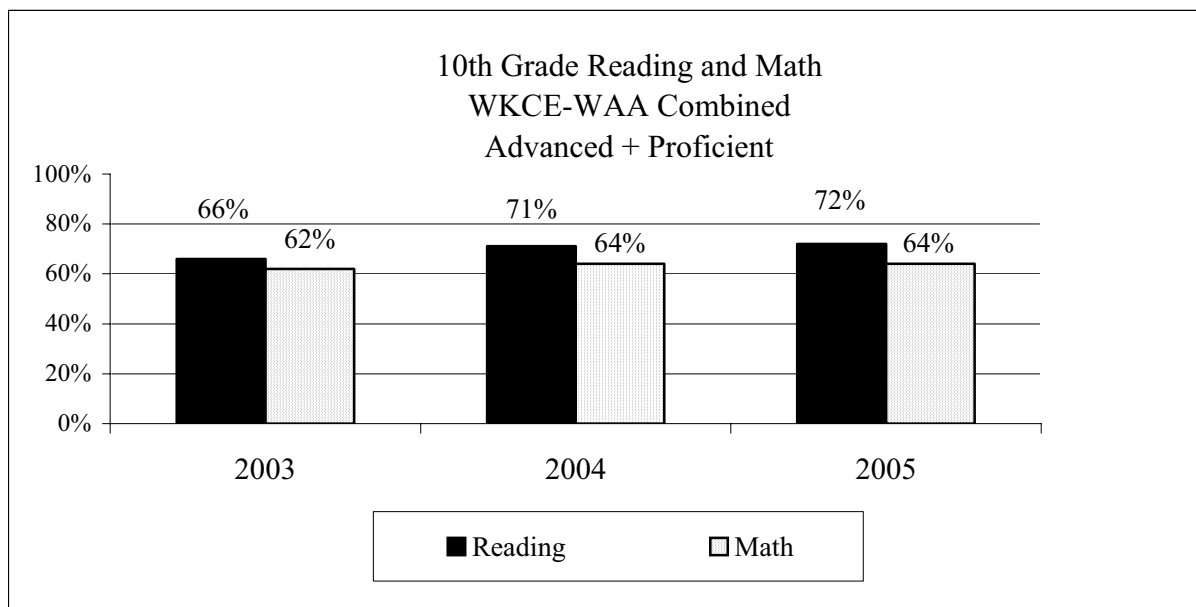
In addition, PD staff spent considerable time mapping out major District and site staff development initiatives by synthesizing: (Appendix O)

- all professional development initiatives outlined within the Strategic Plan
- all professional development initiatives mandated by law (NCLB, PI-34, etc.)
- all needs assessment data collected from instructional support staff interviews and from review of appropriate job specifications.

After synthesis of all data, and team member agreement that student-learning needs revealed by data analysis must be the "driving force" behind the long-range plan, the following PD initiatives will serve as the major focus of departmental long-range planning and work over the next three years.

1. District Strategic Plan Professional Development Initiatives
2. The Making Thinking Visible and Differentiation Initiatives
3. Administrative Induction Program Initiative
4. Educator Induction Program Initiative
5. Leadership Development Initiative
6. Instructional Support Staff Professional Development Initiative

1. District Strategic Plan Professional Development Initiatives

Strategy I: Climate				
2006-07	**So That**	**Targeted Audience(s)**	**2007-08**	**2008-09**
Support the development of a District team of Customer Service Trainers	A core team of trainers feel confident to work with District bus drivers, Food Service staff, Secretarial and Facilities personnel on use of effective customer service interactions.	Core Trainers	Support the training of all staff development related to the new District communications handbook.	Support Ongoing professional development related to the District Web Page, communication protocols, customer service training.
	The District begins its efforts to create a climate of trust, communication and involvement to improve community relations.	All Staff	Sustain Customer Service Training of all remaining KUSD staff.	Sustain Customer Service Training for all District staff.
Provide AST's with Customer Service Training	AST's encourage their front line staff to implement effective customer service skills in the workplace.	ASTs		
	The District begins its efforts to create a climate of trust, communication and involvement to improve community relations and school climate so that all students feel a sense of belonging.	All Staff		
Support District training related to the new KUSD Web page	KUSD central office staff and school sites understand how to effectively use the District Website as a powerful communication tool.	ASTs School Sites	Continue to support District training related to the new KUSD Web page	Continue to support District training related to the new KUSD Web page
Strategy II: Service Projects				
2006-07	**So That**	**Targeted Audience(s)**	**2007-08**	**2008-09**
Support the Service Learning training of Pilot School coaches and selected principals.	Pilot schools begin to explore District-wide Service Program projects that link education to service and to service learning.	Pilot School Administrators and Selected Teachers	Continue to support the Service Learning training of Pilot School coaches and selected principals.	Continue to support the Service Learning training of Pilot School coaches and selected principals.
Strategy III: Overcrowding				
2006-07	**So That**	**Targeted Audience(s)**	**2007-08**	**2008-09**
Assist the Virtual High School Implementation Team with the training of e-High School staff.	e-High School teachers are successful in the implementation of the E High School Program of Studies.	e-High School Staff	Continue to assist the Virtual High School Implementation Team with the training of e-High School staff.	Continue to assist the Virtual High School Implementation Team with the training of e-High School staff.
	Secondary content consultants have an opportunity to review and align e-High Curriculum with KUSD Standards and Benchmarks.	Secondary Consultants, e-High School Staff		
	The Office of Professional Development can help e-High School staff in organizing quality PD experiences.	e-High School Staff and Principal		
	High School crowding may be addressed.	Community		
	Another alternative school choice for high school students exists.	Students		
	Students will meet or exceed the District and state identified proficiency levels for performance in reading, math, science and social studies.	Students		
	Students will meet our requirements for graduation.	Students		

Strategy IV: Implementing Curriculum and Strategy VII: Disengaged Students				
2006-07	**So That**	**Targeted Audience(s)**	**2007-08**	**2008-09**
Support K-12 Math Teacher Consultants as they implement new K-12 math materials.	Teachers feel confident in using all components of the new K-12 math materials.	Teachers	Continue to support K-12 Teacher Consultants in implementation of K-12 math materials	Continue to support K-12 Teacher Consultants in implementation of K-12 math materials
	Principals feel confident in understanding appropriate uses of all components of new math materials.	Principals		
	Principals can effectively monitor teacher instruction using K-12 math materials.	Principals		
	All students will meet or exceed the District and State identified proficiency levels for performance in math.	Students		
Support the development/refinement of K-12 Math standards and benchmarks, most essential benchmarks, common assessments, unit plans, lesson plans and curriculum maps.	The PD Office can assist Instructional Services in organizing quality PD experiences for Principals, Teachers, Student Support Staff, and Instructional Support Staff.	Math Consultants and All Instructional Staff	Support the development/refinement of K-12 math standards and benchmarks, most essential benchmarks, common assessments, unit plans, lesson plans and curriculum maps.	Support the development/refinement of K-12 math standards and benchmarks, most essential benchmarks, common assessments, unit plans, lesson plans and curriculum maps.
	Principals have the resources and tools to use as they supervise classroom instruction.	Principals		
	Teachers begin to understand the difference between standards, benchmarks, and most essential benchmarks.	Teachers		
	Teachers begin to understand how to effectively use common assessments (formative assessment data) to drive and adapt instruction.	Teachers		
	Teachers begin to develop a common understanding of differentiation terminology (accommodations, interventions, etc.)	Teachers		
	Teachers help to develop curriculum maps to sequence and pace math instruction throughout the academic school year.	Teachers	Support teacher use of curriculum maps to sequence and pace math instruction throughout the academic school year.	Support teacher use of curriculum maps to sequence and pace math instruction throughout the academic school year
	All students will meet or exceed the District and State identified proficiency levels for performance in math.	Students	Support teachers as they continue to understand how to differentiate curriculum.	Support teachers as they continue to understand how to differentiate curriculum
			All students will meet or exceed the District and state-identified proficiency levels for performance in math.	All students will meet or exceed the District and state-identified proficiency levels for performance in math
Support the development/refinement of K-12 English/Language Arts standards and benchmarks, most essential benchmarks, common assessments, unit plans, lesson plans and curriculum maps.	The PD Office can assist Instructional Services in organizing quality professional development experiences for Principals, Teachers, Student Support staff, and Instructional Support staff.	English/LA Consultants and all Instructional Staff.	Support the development/refinement of K-12 English/Language Arts standards and benchmarks, most essential benchmarks, common assessments, unit plans, lesson plans and curriculum maps.	Support the development/refinement of K-12 English/Language Arts standards and benchmarks, most essential benchmarks, common assessments, unit plans, lesson plans and curriculum maps.
	Principals have the resources and tools to use as they supervise classroom instruction.	Principals		
	Teachers begin to understand the difference between standards, benchmarks, and most essential benchmarks.	Teachers		

2006-07	So That	Targeted Audience(s)	2007-08	2008-09
	Teachers learn how common assessments (formative assessment data) drive/adapt instruction.	Teachers	Support teachers as they begin to effectively use common assessments (formative assessment data) to drive/adapt instruction.	Support teachers as they begin to effectively use common assessments (formative assessment data) to drive/adapt instruction.
	Teachers begin to develop a common understanding of differentiation terminology (accommodations, interventions, etc.)	Teachers	Support teachers as they continue to develop a common understanding of differentiation terminology (accommodations, interventions, etc.)	Support teachers as they continue to develop a common understanding of differentiation terminology (accommodations, interventions, etc.)
	Teachers help to develop curriculum maps to sequence and pace E/LA instruction throughout the academic school year.	Teachers	Support teachers as they begin to use curriculum maps to sequence and pace E/LA instruction throughout the academic year	Continue to support teachers as they begin to use curriculum maps to sequence and pace E/LA instruction throughout the academic year
	All students will meet or exceed the District and State identified proficiency levels for performance in reading.	Students	Support teachers as they continue to understand how to differentiate instruction based on formative assessment data	Continue to support teachers as they continue to understand how to differentiate instruction based on formative assessment data
			All students will meet or exceed the District and state-identified proficiency levels for performance in reading.	All students will meet or exceed the District and state-identified proficiency levels for performance in reading.
**Strategy V: Behavior**			
2006-07	So That	Targeted Audience(s)	2007-08	2008-09
Support the development/refinement of responsible, ethical and respectful behavior throughout the District.	The PD Office will assist in the development, refinement and implementation of citizenship curriculum that incorporates the KUSD Core Values.	District Employees, Parents, Community and Students	Support the development/refinement of responsible, ethical and respectful behavior throughout the District.	Support the development/refinement of responsible, ethical and respectful behavior throughout the District.
	All students will consistently demonstrate respectful and responsible behavior within our diverse school community.	Students		
**Strategy VI: Diversity**			
2006-07	So That	Targeted Audience(s)	2007-08	2008-09
Support the development of a District plan that includes diversity and sensitivity training (Cultural Competency Training) at the District, building, department levels to also include community members.	All employees and community members understand and value our rich cultural diversity and understand how our diversity will help us to achieve our mission and objectives.	All KUSD staff, students and community.	Support the development of a District plan that includes diversity and sensitivity training (Cultural Competency Training) at the District, building, department levels to also include community members.	Support the development of a District plan that includes diversity and sensitivity training (Cultural Competency Training) at the District, building, department levels to also include community members.
	All District employees and community members learn new patterns of behavior in order to respect and effectively work with one another.	All KUSD staff, students and community.		
	All students will consistently demonstrate respectful and responsible behavior within our diverse school community.	Students		
	All students will meet or exceed the District and State identified proficiency levels for performance in math, reading, science and social studies.	Students		
	All students will meet our requirements for graduation.	Students		

Strategy VII: Disengaged Students				
2006-07	**So That**	**Targeted Audience(s)**	**2007-08**	**2008-09**
Support the identification and further development of minimal District-level interventions to be available to all students regardless of school.	Principals and teachers begin to understand and effectively implement levels of interventions.	Principals and Teachers	Support the identification and further development of minimal District-level interventions to be available to all students regardless of school.	Support the identification and further development of minimal District-level interventions to be available to all students regardless of school.
	When planning instruction, teachers begin to understand how to choose from a range of interventions to reduce the negative affects on students that interfere with their learning.	Teachers		
	When observing/monitoring instruction, principals help teachers to choose from an array of intervention strategies to more effectively meet disengaged learner needs.	Principals		
	All students will meet or exceed the District and State identified proficiency levels for performance in math, reading, science, and social studies.	Students		
	All students will meet District requirements for graduation.	Students		

2. The Making Thinking Visible and Differentiation Initiatives

Making Thinking Visible Initiative				
2006-07	**So That (Impact)**	**Targeted Audience(s)**	**2007-08**	**2008-09**
Support the expansion of the K-8 Making Thinking Visible cadres through book studies, ongoing support seminars and workshops.	More elementary and middle school teachers begin to understand and use the proficient learner skills in daily content area instruction.	Teachers Students	Provide sustained support to K-12 Making Thinking Visible Cadres	Continue to assist K-12 teachers to integrate proficient learner skills into lessons and units of instruction.
	Some teachers begin to model ways in which readers use the proficient learner skills differently in different text.	Teachers	Provide opportunities for some students to use proficient learner skills in progressively more difficult text.	Offer opportunities for students to use proficient learner skills in progressively more difficult text.
Expand the Making Thinking Visible cadres at the high school level through use of Title I Supplemental Grant.	All content area teachers have a Making Thinking Visible cadre member who will model, coach and communicate how the proficient learner skills "look" within their content areas.	Teachers	Provide opportunities for some students to show evidence of proficient learner skill use.	Offer opportunities for more students to show evidence of proficient learner skill use.
	Some teachers begin to model and think aloud to show how use of each of the proficient learner skills helps students understand content more deeply and permanently.	Teachers	Provide opportunities for some students to be able to articulate how they use proficient learner skills and how these skills help them to comprehend text.	Offer opportunities so that more students are able to articulate how they use proficient learner skills and how these skills help them to comprehend text.
Introduce Making Thinking Visible initiative to all Instructional Administrators.	Instructional Administrators understand and value the use of the proficient learner skills in instruction demonstrated by allotting time teachers collaboration and sharing.	Instructional Administrators	Provide sustained District support to Administrators and Support Personnel	Continue to assist K-12 principals to observe and promote the integration of proficient learner skills into lessons and units of instruction.
	Instructional Administrators observe proficient learner skills in the classroom of Making Thinking Visible Cadre members.	Instructional Administrators	Provide principals with opportunities to begin to expect all teachers to integrate proficient learner skills in lessons and units of instruction.	Provide principals with opportunities to deepen their understanding of appropriate uses of proficient learner skills and use this understanding during the teacher evaluation process.
			Give principals the opportunity to sustain the Making Thinking Visible initiative at their site.	Continue to assist K-12 principals to observe and promote the integration of proficient learner skills into lessons and units of instruction.
-				Help principals sustain the Making Thinking Visible initiative at their site.

Differentiation Initiative				
2006-07	**So That (Impact)**	**Targeted Audience(s)**	**2007-08**	**2008-09**
Support the planning of the Core Differentiation Team composed of representatives from: Professional Development, Instructional Services, Talent Development, Special Ed and Student Support.	Work can begin to create a common understanding of and vocabulary for differentiation.	Administrators Consultants Program Support Teachers Student Support Personnel	Throughout the school year, organize elementary middle and high school Site Teams into study groups facilitated by Core Team members.	Provide sustained support to the K-12 Differentiation Initiative
	An appropriate title for the differentiation initiative is created.	Administrators Consultants Program Support Teachers Student Support Personnel	Provide opportunities for Site Team members to practice various differentiation techniques within their own classrooms	Support teachers when planning instruction. Encourage teachers to choose from a range of strategies for differentiating according to student learning profiles.
	A long-range implementation plan for K-12 differentiation is created.	Administrators Teachers Student Support Personnel	Support Site Teams through elementary, middle and high school summer workshops	Students appear engaged in learning.
	A Site Team is identified at every school.	Building Principals Site Team members	Give elementary, middle and high school Site Team teachers opportunities to plan, collaborate, and pilot various differentiation strategies within their classrooms during the 2007-2008 school year.	Students are proficient learners in all content areas.
Support Secondary Math Consultant as she models ways to differentiate newly adopted Grade Six Math materials.	Work can begin to create flexible options for students using the newly adopted math materials.	Sixth Grade Teachers	Support Site Teams so they feel confident to take the lead and to facilitate the spring half-day inservice focused on differentiation and on common vocabulary for differentiation.	Provide sustained District support to Administrators and Support Personnel
	Sixth Grade Math Teachers have the materials and the planning design to meet the learning needs of all students.	Sixth Grade Teachers	Organize all District Instructional Administrators into Study Groups focused on integrating differentiated instruction into classrooms.	Provide on-site support to principals in order to sustain the Differentiation Initiative in their buildings.
	Sixth grade math students appear engaged in their learning.		Help principals feel confident when supporting teacher who are differentiating instruction.	
Support Secondary Math Consultant as she communicates and models ways to differentiate newly adopted Math materials to building principals.	Principals begin to understand how differentiation "looks" when using newly adopted mathematic materials in Grade Six.	Building Principals	Support principals in their efforts to sustain the Differentiation Initiatives in their buildings.	
	Principals begin to understand how to observe differentiated learning options modeled by Sixth grade math teachers.	Building Principals		
Provide Principals with an overview of the Core Team definition of differentiation and define the common vocabulary for differentiation.	Building Principals feel confident to take the lead and facilitate the spring half day inservice. The focus is to define differentiation and make staff aware of the common vocabulary for differentiation.	Building Principals		

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3. Administrative Induction Program Initiative

Administrative Induction Program - Orientation				
2006-07	**So That**	**Targeted Audience(s)**	**2007-08**	**2008-09**
Support Initial Administrators and all other Administrators as they orientate themselves to the District, their school/department and their community.	Immediate orientation needs of new administrators are met.	Initial Administrators, Professional and Master Administrators, all other Administrators.	Support Initial Administrators and all other Administrators as they orientate themselves to the District, their school/department and their community.	Support Initial Administrators and all other Administrators as they orientate themselves to the District, their school/department and their community.
	Roles and responsibilities of Initial Administrators/new Administrators are clearly understood.	Initial Administrators, Professional and Master Administrators, all other Administrators.		
	All new Administrators assigned a mentor clearly understand the roles and responsibility of a mentor.	Initial Administrators and selected Professional and Master Administrators and other Administrators.		
	Key KUSD personnel have sufficient time to orientate new staff to District policies, procedures, expectations, initiatives, and calendar expectations.	Initial Administrators and selected Professional and Master Administrators and other Administrators.		
	New staff have a formal opportunity to meet with other administrators, the KUSD Board of Education and selected community officials.	Initial Administrators and selected Professional and Master Administrators and other Administrators.		
	Mentors have an opportunity to introduce themselves to their mentees and begin to orientate them to the District and to their role.	Mentors		
Ongoing Support Sessions				
2006-07	**So That**	**Targeted Audience(s)**	**2007-08**	**2008-09**
Support Initial Administrators and all other Administrators as they continue to orientate themselves to the District, their school/department and their community.	They clearly understand all expectations and services of the Human Resources Department.	Initial Administrators and selected Professional and Master Administrators and other Administrators.	Support Initial Administrators and other Instructional Administrators as they learn the Site Strategic Planning Process and learn about KUSD curriculum and instruction expectations and initiatives.	Continue to support Initial Administrators and other Instructional Administrators as they learn the Site Strategic Planning Process and learn about KUSD curriculum and instruction expectations and initiatives.
	They clearly understand all expectations and services of the Executive Directors/Directors of School Leadership.	Initial Administrators and selected Professional and Master Administrators and other Administrators.		
	They clearly understand all expectations and services of the Executive Director of Instructional Services.	Initial Administrators and selected Professional and Master Administrators and other Administrators.		
	They clearly understand all expectations and services of the Director of Special Ed. and Coordinator of Student Support	Initial Administrators and selected Professional and Master Administrators and other Administrators.		

2006-07	So That	Targeted Audience(s)	2007-08	2008-09
	They clearly understand all expectations and services of the Director of Professional Development	Initial Administrators and selected Professional and Master Administrators and other Administrators.		
	They clearly understand all expectations and services of the Director of Information Services	Initial Administrators and selected Professional and Master Administrators and other Administrators.		
	They clearly understand all expectations and services of the Director of Facilities and Offices of Transportation, Food Service and Public Relations	Initial Administrators and selected Professional and Master Administrators and other Administrators.		
	Initial Administrators are constantly reminded to reflect on their experiences throughout the year in preparation for their PDP.	Initial Administrators		
Mentors have an ongoing opportunity to encourage their mentees to reflect on their experiences throughout the year in preparation for the beginning of their PDP.	Initial Administrators are constantly reminded to reflect on their experiences throughout the year in preparation for their PDP.			
			Introduce Making Thinking Visible initiative to all newly hired Initial Administrators and Instructional Administrators.	Continue to assist K-12 principals to observe and promote the integration of proficient learner skills into lessons and units of instruction.
			Support new administrators as they come to understand and value the use of proficient learner skills in instruction demonstrated by allotting time for teacher collaboration and sharing.	Continue to assist K-12 principals to observe and promote the integration of proficient learner skills into lessons and units of instruction.
			Support new administrators as they observe proficient learner skills in classrooms of Making Thinking Visible cadre members.	Support principals as they deepen their understanding of appropriate uses of proficient learner skills and use their understanding during the teacher evaluation process.
			Support new principals as they begin to expect all teachers to integrate proficient learner skills in units and lessons of instruction.	Continue to assist new K-12 principals to observe and promote the integration of proficient learner skills into lessons and units of instruction.
			Provide new principals with an overview of the Core Team definition of differentiation and define the common vocabulary for differentiation.	Continue to support new principals as teachers begin to use differentiation strategies in their classrooms.

2006-07	So That	Targeted Audience(s)	2007-08	2008-09
			Support new principals so they feel confident in their understanding of the Core Team definition of differentiation and related vocabulary.	
			Continue to support principals so they feel confident when working with staff and begin to monitor instruction.	Continue to focus on supporting new principals as they deepen their understanding of District standards, benchmarks, common assessments, unit plans, lesson plans and curriculum maps.
			Support new principals so they sustain the Differentiation Initiative in their buildings.	Continue to support new principals so they sustain the Differentiation Initiative in their buildings.
			Support new principals as they effectively supervise and monitor instruction.	Continue to support new principals as they effectively supervise and monitor instruction.

One-on-One Mentor

2006-07	So That	Targeted Audience(s)	2007-08	2008-09
Support the training of District Administrators who wish to mentor Initial Administrators and other newly hired Administrators.	District Administrators clearly understand the roles and responsibilities of KUSD mentors.	KUSD Administrators who wish to be mentors.	Support the training of District Administrators who wish to mentor Initial Administrators and other newly hired Administrators.	Continue to support the training of District Administrators who wish to mentor Initial Administrators and other newly hired Administrators.
	A Mentor/Mentee Organizational and Operational Handbook is uniformly and consistently implemented.	KUSD Administrators who wish to be mentors.		
	Future Mentors understand the District-sanctioned resources available to them.	KUSD Administrators who wish to be mentors.		
Organize and Implement Ongoing Support Seminars for Mentors	Mentors have an opportunity to network with other mentors and problem solve and share.	KUSD Administrators who wish to be mentors.		
	Mentors receive support to assist them as they help Initial Educators formulate the beginnings of their PDP.	KUSD Administrators who wish to be mentors.		

4. **Educator Induction Program Initiative**

Educator Induction Program - Orientation				
2006-07	**So That**	**Targeted Audience(s)**	**2007-08**	**2008-09**
Support Initial Educators and other Educators new to the District as they orientate themselves to the District, their school/department and their community.	Immediate orientation needs of Initial Educators/ Educators new to the District are met.	Initial Educators, Professional and Master Educators new to the District.	Support Initial Educators and other Educators new to the District as they orientate themselves to the District, their school/department and their community.	Support Initial Educators and other Educators new to the District as they orientate themselves to the District, their school/department and their community.
	Roles and Responsibilities of Initial Educators/Educators new to the District are clearly understood.	Initial Educators, Professional and Master Educators new to the District.		
	Key KUSD Personnel have sufficient time to orientate new staff do District policies, procedures, expectations, initiatives and time-oriented expectations.	Initial Educators, Professional and Master Educators new to the District.		
	Initial Educators/Educators new to the District have a forma opportunity to meet with other administrators, Members of the KUSD School Board and selected community officials.	Initial Educators		
	Mentors have an opportunity to introduce themselves to their mentees and begin to orientate them to the District and to their role as a mentor.	Initial Educators, Mentors		
Convene the PI-34 Steering Committee	Annual Educator Induction Program recommendations can be assessed and adjustments can be made.	PI-34 Steering Committee	Convene the PI-34 Steering Committee	Convene the PI-34 Steering Committee
Educator Induction Program - Ongoing Support Seminars for Initial Educators				
2006-07	**So That**	**Targeted Audience(s)**	**2007-08**	**2008-09**
Support Initial Educators as they continue to orientate themselves to the District, their school/department and their community.	Initial Educators/Educators develop their knowledge, skills and dispositions for teaching their content/grade level.	Initial Educators	Support Initial Educators as they continue to orientate themselves to the District, their school/department and their community.	Continue to support Initial Educators as they continue to orientate themselves to the District, their school/department and their community.
Support Initial Educators as they begin their first year of their Professional Development Plan (PDP).	Initial Educators can reflect on their experiences throughout the year in preparation for their Professional Development Plan (PDP).	Initial Educators	Support Initial Educators as they begin their first year of their Professional Development Plan (PDP).	Continue to support Initial Educators as they begin their first year of their Professional Development Plan (PDP).

2006-07	So That	Targeted Audience(s)	2007-08	2008-09
Support Initial Educators ongoing optional seminars and KUSD classes throughout the school year.	Initial Educators/Educators develop specific knowledge, skills and dispositions for teaching their content/grade level.	Initial Educators	Support Initial Educators ongoing optional seminars and KUSD classes throughout the school year.	Continue to support Initial Educators ongoing optional seminars and KUSD classes throughout the school year.
	Initial Educator can successfully begin the development of their Professional Development Plan.	Initial Educators		
Convene the PI-34 Steering Committee	Annual Educator Induction Program recommendations can be assessed and adjustments can be made.	PI-34 Steering Committee	Convene the PI-34 Steering Committee	Convene the PI-34 Steering Committee

Educator Induction Program - Mentoring				
2006-07	So That	Targeted Audience(s)	2007-08	2008-09
Provide the training of District Teachers and pupil services personnel who wish to mentor Initial Educators.	District teacher and pupil services personnel clearly understand roles and responsibilities of KUSD Mentors.	District Teachers and Pupil Service Personnel who want to be Mentors.	Continue to provide the training of District Teachers and pupil services personnel who wish to mentor Initial Educators.	Continue to provide the training of District Teachers and pupil services personnel who wish to mentor Initial Educators.
	Mentor Guidebook is uniformly and consistently implemented.	District Teachers and Pupil Service Personnel who want to be Mentors.		
	Future mentors have an opportunity to network with Pupil Service Personnel other Mentors and share, problem solve, and reflect.	District Teachers and who want to be Mentors.		
Support mentors as they orientate Initial Educators to the District, their school/department and their community during their first year of employment.	Mentors can successfully build Initial Educator's knowledge, skills and dispositions of the Wisconsin Teacher Standards.	Mentors Initial Educators	Continue to support mentors as they orientate Initial Educators to the District, their school/department and their community during their first year of employment.	Continue to support mentors as they orientate Initial Educators to the District, their school/department and their community during their first year of employment.
	Mentors can successfully build Initial Educator's knowledge, skills and dispositions co classroom instructional practices and subject matter.	Mentors Initial Educators		
Facilitate the Initial Educator's learning.	A relationship and climate is established that promotes self-directed learning.	Mentors Initial Educators	Facilitate the Initial Educator's learning.	Continue to facilitate the Initial Educator's learning.
	A relationship that requires teaching expertise, non-judgmental listening skills, communication skills, patience, confidentiality, persistence and inspiration is established.	Mentors Initial Educators		
	Access contacts from whom to draw expertise, resources and information.	Mentors Initial Educators		

2006-07	So That	Targeted Audience(s)	2007-08	2008-09
	Constructive feedback assists the Initial Educator in clarifying and setting goals.	Mentors Initial Educators		
Support Mentors ongoing optional seminars and KUSD classes throughout the school year.	Mentors develop specific knowledge, skills and dispositions for teaching their content/grade level.	Mentors	Continue to support Mentors ongoing optional seminars and KUSD classes throughout the school year.	Continue to support Mentors ongoing optional seminars and KUSD classes throughout the school year.
	Mentors can successfully support the Initial Educator as they begin to develop their Professional Development Plan	Mentors		
Convene the PI-34 Steering Committee	Annual Educator Induction Program recommendations can be assessed and adjustments can be made.	PI-34 Steering Committee	Convene the PI-34 Steering Committee	Convene the PI-34 Steering Committee

5. **Leadership Development Initiative**

Leadership Development Initiative				
2006-07	**So That**	**Targeted Group(s)**	**2007-08**	**2008-09**
Provide ASTs with opportunities to receive Service Learning training.	Pilot schools/departments begin to explore District-wide Service Program projects that link education to service and to service learning.	All ASTs	Continue to expand opportunities for ASTs to receive other Service Learning training opportunities.	Complete Service Learning Training for all ASTs.
				Support principals and KUSD leaders so they are able to educate the community about the benefits and values of service learning.
				Support principals and KUSD leaders so they are able to encourage teachers and students to get involved in quality service learning projects that benefit students and community.
	Leaders are well equipped to foster trust, communication and involvement to improve working relationships among staff, students and the community.	All ASTs	Provide building and department leaders with District-wide service program curriculum guidelines.	Help principals and department leaders to understand how to educate students, parents and guardians about the expectation/benefit of the continuum of service projects as it relates to students' education.
Continue to support training related to the District Website.	All schools and departments take full advantage of the communication opportunities afforded through use of the KUSD Website.	All ASTs and Students	Continue to support training related to the District Website.	Continue to support training related to the District Website.
			Organize sessions to explain the standard communication protocols for all schools and departments.	Continue to reinforce KUSD communication protocols
Support Instructional Administrators as they learn about all components of the new K-12 Math materials.	Principals feel confident in understanding appropriate uses of all components of new math materials.	Instructional leaders	Continue to support principals in their knowledge about the K-12 math materials.	Continue to support Instructional leaders in their learning about all components of the K-12 math materials
	Principals can effectively monitor teacher instruction using K-12 math materials.	Principals	Support principals as they effectively monitor teacher implementation of K-12 math materials.	Continue to support principals as they effectively monitor teacher implementation of K-12 math materials.
	All students will meet or exceed the District and State identified proficiency levels for performance in math.	Students	All students will meet or exceed the District and State identified proficiency levels for performance in math.	All students will meet or exceed the District and State identified proficiency levels for performance in math.
Support the development/refinement of K-12 Math, E/LA, Science, Social Studies standards and benchmarks, most essential benchmarks, common assessments, unit plans, lesson plans and curriculum maps.	The PD Office can assist Instructional Services in organizing quality PD experiences for Principals	All Instructional Administrators	Support the development/refinement of K-12 math standards and benchmarks, most essential benchmarks, common assessments, unit plans, lesson plans and curriculum maps.	Support the development/refinement of K-12 math standards and benchmarks, most essential benchmarks, common assessments, unit plans, lesson plans and curriculum maps.

2006-07	So That	Targeted Group(s)	2007-08	2008-09
			Support principals as they continue to develop an understanding of all contents standards, benchmarks, and most essential benchmarks.	Support all principals to ensure they understand content standards, benchmarks and most essential benchmarks.
			Ensure that all principals have the resources and tools to use as they supervise classroom instruction.	Ensure that all principals have the resources and tools to use as they supervise classroom instruction.
Introduce Making Thinking Visible initiative to all Instructional Administrators.	Instructional Administrators understand and value the use of the proficient learner skills in instruction demonstrated by allotting time teachers collaboration and sharing.	Instructional Administrators	Provide sustained District support to Administrators and Support Personnel	Continue to assist K-12 principals to observe and promote the integration of proficient learner skills into lessons and units of instruction.
	Instructional Administrators observe proficient learner skills in the classroom of Making Thinking Visible Cadre members.	Instructional Administrators	Help principals begin to use the Making Thinking Visible Initiative vocabulary during the teacher evaluation process and expect to observe teachers modeling and using the proficient learner skills in lessons and units of instruction.	Teacher evaluations include observations of lessons that embed the proficient learner skills.
			Help principals as they begin to expect all teachers to integrate proficient learner skills into lessons of units of instruction.	Support principals as they deepen their understanding of appropriate uses of proficient learner skills and use this understanding during the teacher evaluation process.
				Continue to assist K-12 principals to observe and promote the integration of proficient learner skills into lessons and units of instruction.
			Principals sustain the Making Thinking Visible initiative at their site.	Principals sustain the Making Thinking Visible initiative at their site.
Support Secondary Math Consultant as she communicates and models ways to differentiate newly adopted 6th grade math materials to building principals.	Principals begin to understand how differentiation "looks" when using newly adopted mathematic materials in sixth grade.	6th Grade Principals	Continue to support Secondary Math Consultant as she communicates and models ways to differentiate newly adopted 6th grade math materials to building principals.	Principals sustain the Math Differentiation Initiative at their site.
	Principals begin to understand how to observe differentiated learning options modeled by Sixth grade math teachers.	6th Grade Principals	Principals sustain the Math Differentiation Initiative at their site.	Principals sustain the Math Differentiation Initiative at their site.

2006-07	So That	Targeted Group(s)	2007-08	2008-09
Provide Principals with an overview of the Core Team definition of differentiation and define the common vocabulary for differentiation.	Building Principals feel confident to take the lead and facilitate the spring half day inservice. The focus is to define differentiation and make staff aware of the common vocabulary for differentiation.	All Principals		
Continue to train new administrators on how to effectively use the Teacher Evaluation Instrument.	Teachers are evaluated on schedule in a meaningful and productive manner.	All Principals and Supervisors	Continue to train new administrators on how to effectively use the Teacher Evaluation Instrument.	Continue to train new administrators on how to effectively use the Teacher Evaluation Instrument.
	Principals and supervisors feel comfortable using the Teacher Evaluation Rubric.	Principals and Supervisors		
Train all administrators on the new administrative evaluation instrument.	Administrators are evaluated on schedule in a meaningful and productive manner.	All Administrators	Continue to train all administrators on the new administrative evaluation instrument.	Continue to train all administrators on the new administrative evaluation instrument.
	Supervisors feel comfortable using the Administrative Evaluation Rubric.	Supervisors		
Support Cultural Competency Training at the District, building, department levels to also include community members.	All employees and community members understand and value our rich cultural diversity and understand how our diversity will help us to achieve our mission and objectives.	All KUSD staff, students and community.	Support Cultural Competency Training at the District, building, department levels to also include community members.	Support Cultural Competency Training at the District, building, department levels to also include community members.
	All District employees and community members learn new patterns of behavior in order to respect and effectively work with one another.	All KUSD staff, students and community.		
Support the identification and further development of minimal District-level interventions to be available to all students regardless of school.	Principals begin to understand and effectively implement levels of interventions.	Principals	Support the identification and further development of minimal District-level interventions to be available to all students regardless of school.	Continue to support the identification and further development of minimal District-level interventions to be available to all students regardless of school.
	When observing/monitoring instruction, principals help teachers to choose from an array of intervention strategies to more effectively meet disengaged learner needs.	Principals	Support principals as they continue to understand and effectively implement levels of intervention.	
			Support principals so that when observing/monitoring instruction they can help teachers choose from an array of intervention strategies.	Support principals so that when observing/monitoring instruction they can help teachers choose from an array of intervention strategies.

2006-07	So That	Targeted Group(s)	2007-08	2008-09
Continue to provide book study opportunities to instructional and instructional support leaders in the district.	KUSD Administrators and Supervisors have opportunities to review, discuss and apply new research findings,	KUSD Administrators and Supervisors	Continue to provide book study opportunities to instructional and instructional support leaders in the district.	Continue to provide book study opportunities to instructional and instructional support leaders in the district.
	KUSD leaders feel comfortable as coaches who work with staff in reviewing school and student data and building goals to address student and adult learning gaps.	KUSD Administrators and Supervisors		
	KUSD leaders feel comfortable when supervising staff and when monitoring instruction.			
	KUSD leaders can assist staff members in the development of their individual professional goals.			

6. Instructional Support Staff Professional Development Initiative

Instructional Support Staff Professional Development Initiative				
2006-07	**So That**	**Targeted Audience(s)**	**2007-08**	**2008-09**
Support the organization of the District Inservice Day for Paraprofessionals.	Paraprofessionals receive training that meets their position and personal learning needs.	Paraprofessionals	Support the organization of the District Inservice Day for Paraprofessionals.	Continue to support the organization of the District Inservice Day for Paraprofessionals.
			Support paraprofessionals as they continue to effectively support classroom instruction.	Continue to support paraprofessionals as they continue to effectively support classroom instruction.
	Paraprofessionals have the knowledge and skills necessary to feel confident to actively contribute to an environment that supports student learning.	Paraprofessionals	Continue to support paraprofessionals as they develop a repertoire of strategies for assisting students.	Paraprofessionals demonstrate a repertoire of strategies for assisting students.
	Paraprofessionals have learning opportunities to improve their skills, knowledge, and competencies.	Paraprofessionals	Support paraprofessionals as they develop a deep understanding of District initiatives and begin to apply the vocabulary and key principals of the initiatives.	Continue to support paraprofessionals as they develop a deep understanding of District initiatives and begin to apply the vocabulary and key principals of the initiatives.
	Paraprofessionals receive training that integrates key elements of District Initiatives (e.g. Cultural Competency and Making Thinking Visible Initiatives.)	Paraprofessionals	Paraprofessional position and personal learning needs, as established through a needs assessment, are met.	Paraprofessional position and personal learning needs, as established through a needs assessment, are met.
Continue to provide classes that fulfill requirements for the Professional Development Academy Level I certificate.	Paraprofessionals integrate key principles of District Initiatives into their daily work.	Paraprofessionals	Continue to organize the District Paraprofessional Inservice Day to support District initiatives and completion of the PDA certificate.	Continue to provide classes that fulfill requirements for the Professional Development Academy Level I certificate.
	Paraprofessionals have the necessary "tools" to monitor and manage their work.	Paraprofessionals	More Paraprofessionals complete the Professional Development Academy Level I certificate.	More Paraprofessionals complete the Professional Development Academy Level I certificate.
	Paraprofessionals understand that their work is an important part of the total organization.	Paraprofessionals	Paraprofessionals receive position-specific training to raise the level of professionalism for their work group.	Paraprofessionals receive position-specific training to raise the level of professionalism for their work group.
	Specific courses are designed to meet the learning needs of paraprofessionals. Paraprofessionals will have easy access to course offerings through an expanded KUSD Course Catalog.	Paraprofessionals	Specific courses are designed to meet the learning needs of paraprofessionals. Paraprofessionals will have easy access to course offerings through an expanded KUSD Course Catalog.	Specific courses are designed to meet the learning needs of paraprofessionals. Paraprofessionals will have easy access to course offerings through an expanded KUSD Course Catalog.
Support the organization of District 1/2 day Inservice, designed specifically for paraprofessionals.	The inservice offered would be designed to meet the specific learning needs of paraprofessionals.	Paraprofessionals	Support the organization of District 1/2 day Inservice, designed specifically for paraprofessionals.	Support the organization of District 1/2 day Inservice, designed specifically for paraprofessionals.
	Paraprofessionals have learning opportunities to improve their skills, knowledge, and competencies.	Paraprofessionals	Paraprofessionals view their work as an important part of the total organization.	Paraprofessionals view their work as an important part of the total organization.

Appendices

A. 2006 – 2007 Professional Development Planner

B. Administrative Induction Program Vision and Goals

C. Administrative Induction Program Role Expectations for District Personnel

D. Administrative Induction Program Contract Signing and Orientation

E. Administrative Induction Program Ongoing Support Seminars

F. Categories of New Administrators and Levels of Mentor Support

G. Administrator and Mentor Organizational and Operational Guide

H. Professional Development Half-Day Inservice Schedule

I. Middle and High School Calendar Dates

J. Employee Absence Request Form

K. NSCD Standards for Staff Development

L. Phases of Adult Learning

M. KUSD Professional Development Evaluation and Reflection Form

N. Making Thinking Visible Responses to Teacher Reflection

O. KUSD District and Site Professional Development Initiatives

	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	P (Cu
2006-2007 Professional Development Planner											
4/6/06											
	Connections (cancelled)		x								
4/20/06											
	Strategy II Service Learning Pilot Spring Green (Option A of 3)			x	x		x				
4/21/06											
	Strategy II Service Learning Pilot Spring Green (Option A of 3)			x	x		x				
4/22/06											
	Strategy II Service Learning Pilot Spring Green (Option A of 3)			x	x		x				
5/11/06											
	Connections Crucial Conversations		x								
5/22/06											
	Connections (added mtg) Implementation Team Leader Report		x								
6/13/06											
	Curriculum Wkshp										
	Strategy VI Summer Leadership Conference (AM/PM) Cultural Competency Training		(AM/PM) x	x	x		x				
	Summer Leadership Conference (AM/PM) Mutual Commitments and Expectations		(AM/PM) x								
6/14/06											
	Curriculum Wkshp										
	Strategy VI Summer Leadership Conference (AM) Cultural Competency Training		(AM) x	x	x		x				
	Summer Leadership Conference (PM) Mutual Commitments and Expectations		(AM/PM) x								

	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	P (Cu
	Strategy 1 Parent Workshop - Dr. Cosentino		x								
6/15/06											
	Curriculum Wkshp			x	x		x				
	Summer Leadership Conference **Strategy I** Communication Training		(AM only) x								
	Summer Leadership Conference **Strategy II** Service Learning Coaches & School Instructional Administrators		(One hour Luncheon Training) x								
6/16/06											
	Curriculum Wkshp										
	Strategy II Service Learning Pilot Reuther-Room 232 (Option B of 3)			X	X		x				
6/19/06											
	Curriculum Wkshp			x	x		x				
	Summer School Training			x	x		x				
6/20/06											
	Curriculum Wkshp			x	x		x				
	Summer School Begins										
6/21/06											
	Curriculum Wkshp			x	x		x				
6/22/06											
	Curriculum Wkshp			x	x		x				
6/23/06											
	Curriculum Wkshp			x	x		x				
6/26/06											
	Curriculum Wkshp			x	x		x				
6/27/06											
	Curriculum Wkshp			x	x		x				
6/28/06											
	Curriculum Wkshp			x	x		x				
6/29/06											
	Curriculum Wkshp			x	x		x				
7/1/06											
8/7/06											
	Chiwaukee Academy										

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	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	F (Cu
	Strategy I Customer Service Training	x									
	Strategy II Service Learning Pilot ESC - Room 190B (Option C of 3)			X	x		x				
	Strategy III e-High School Training			X	x						
	Strategy IV Administrative Mentor Training		X								
	Strategy IV Math 6-12 Adoption Training for Trainers	(HS) X									
	Strategy VI Cultural Competency Training for Trainers	X									
8/8/06											
	Chiwaukee Academy										
	Strategy II Service Learning Pilot ESC - Room 190B (Option C of 3)			X	x		x				
	Strategy III e-High School			X	x						
	Strategy IV Administrative Mentor Training		X								
	Strategy IV Math 6-12 Adoption Training for Trainers	(HS) X									
	Strategy VI Cultural Competency Training for Trainers	x									
8/9/06											
	Chiwaukee Academy										
	Strategy II Service Learning Pilot ESC - Room 190B (Option C of 3)			x	x		x				
	Strategy III e-High School			x	x						
	Strategy IV Math 6-12 Adoption Training for Trainers	(HS & MS) X									
8/10/06											
	Chiwaukee Academy										
	Strategy II Service Learning Pilot ESC - Room 190B (Option C of 3)			x	x		x				
	Strategy III e-High School			x	x						

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	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	P (Cu
	Strategy IV Math 6-12 Adoption Training for Trainers	(MS) X									
	Strategy IV Initial Administrator Induction (Organizational Informational at ESC)		(Half Day/AM) X								
8/11/06											
	Chiwaukee Academy										
	Strategy II Service Learning Pilot Reuther - Room 232 (Options A, B & C)			x	x		x				
	Strategy III e-High School			x	x						
	Strategy IV Math 6-12 Adoption Training for Trainers	(MS) X									
	Strategy IV Initial Administrator Induction (Operational Informational at ESC)		(Whole Day) X								
8/16/06											
	Strategy I and VI Customer Service Training and Cultural Competency Training										
8/23/06											
	Educator Orientation**Strategy IV** Site Educator Orientation			x	x	x	x				
8/24/06											
	Educator Orientation**Strategy IV** Site Educator Orientation			x	x		x				
	Quest		x								
8/25/06											
	Educator Orientation**Strategy IV** Site Educator Orientation			x	x		x				
	Quest **Strategy IV** Administrative Induction KSAA Reception		(PM) x								
8/28/06											
	Strategy IV District Educator Orientation			X	x		x				
8/29/06											

	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	P (Cu
	Strategy IV District Educator Orientation			X	x		x				
8/30/06											
	(AM) Staff Meetings/Building Meetings			x	X		x				
	(PM) Understanding Common Assessments			x	x		x				
	(PM) Coaches Liability Training			Coaches x	Coaches x		Coaches x				
	(PM) Secondary Math Adoption - Technology Inservice			MS/HS Teachers and ITS					Tech Ed. Assts.		
8/31/06											
	Teacher Workday			x	x		x				
9/1/06											
	Strategy VI - AM Cultural Competency Training (3.5 hours)		(AM) x	(AM) x	(AM) x		(AM) x	??		??	
	Strategy VI - PM Cultural Competency Training (3.5 hours)					(PM) x					
	(PM) OS 10 Training (K-5)								Lab Assts X		
	(AM) Inservice Day for Educational Assistants - S**trategy VI** Cultural Competency Training (3 hours)								X		
	(PM) Inservice Day for Educational Assistants -**Strategy V** Core Values								X		
9/5/06											
	School Starts										
9/8/06											
	Resource Teacher Meeting **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's 9:15-3:00			Elementary Resource X							
9/11/07											
	Strategy IV Ongoing Support Seminars for Mentors			x	x	162	x				

	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	(Cu
	Principal Vertical Team Meeting - 9-Noon		x								
9/13/06											
	MS Content Wed. **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's			Middle School X	Middle School X		Middle School X				
9/14/06											
	Connections Strategy 1 Customer Service Training (1:30-4:00)		x								
9/18/06											
	Elementary Principal Meeting 9:00 - 11:30		x								
9/19/06											
	Middle School Principal Meeting 1:30 - 4:00		x								
9/20/2006											
	Half Day Professional Inservice										
	Strategy I Customer Service Training (3hrs)										
	Strategy 4 Common Assessments (EI, MS, HS)			x	x		x		x		
	Strategy IV Ongoing Support Seminar for Initial Educators			x	x		x				
9/21/2006											
	High School Principal Meeting 3:30 - 5:30		x								
	Strategy VI Cultural Competency Training							(PM) X			
9/22/06											
	Resource Teacher Meeting **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's (9:15-3:00)			Elementary Resource x							
	Strategy IV Administrative Induction Network Meeting (4 hours)		x			163					

Date	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	P (Cu...
9/25/06											
	Strategic Planning for School Site Teams (evening 5pm-9pm)		x	x	x		x	x	x		
9/26/06											
	Strategic Planning for School Site Teams (all day 8am-4pm)		x	x	x		x	x	x		
9/27/06											
	Strategic Planning for School Site Teams (all day 8am-4pm)		x	x	x		x	x	x		
9/28/06											
	District Strategic Planning Team Meeting		x	x	x		x	x			
10/2/06											
	Vertical Team Meeting 9-Noon		X								
	District Strategic Planning Team Meeting		x	x	x		x	x			
10/4/06											
	HS Content Wed. **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's			High School X	High School x		High School x				
10/5/06											
	Strategy IV Ongoing Support Seminar for Initial Educators			X	X		X				
10/6/06											
	Resource Teacher Meeting **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's			Elementary Resource							
10/9/06											
	Elementary Principal Meeting 9-11:30		x								
10/10/06											
	Middle School Principal Meeting 1:30 - 4:00		x								
	Strategy IV Ongoing Support Seminar for Mentors			x	x		x				
10/11/06											
	Half Day Professional Inservice - PM Site			x	x		x		x		
10/12/06											

	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	P (Cu
	Connections **Strategy V** Core Values		x								
	High School Principal Meeting 4:00-6:00		x								
10/19/06											
	Strategy IV Ongoing Support Seminar for Initial Educators			x	x		x				
10/20/06											
	Resource Teacher Meeting **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's (9:15-3:00)			Elementary Resource							
	Strategy IV Administrative Induction Network Meeting (8:00-12:00)		x								
11/6/06											
	Vertical Team Meeting 9-Noon		x								
11/8/06											
	MS Content Wed. **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's			Middle School X	Middle School x		Middle School x				
11/13/06											
	Elementary Principal Meeting 9-11:30		x								
	Strategy IV Ongoing Support Seminar for Mentors			x	x		x				
11/14/06											
	Middle School Principal Meeting 1:30 - 4:00		x								
11/16/06											
	High School Principal Meeting 3:30 - 5:30		x								
	Strategy IV Ongoing Support Seminar for Initial Educators			X	X		X				
11/20/06											
	Elementary Parent/Teacher Conferences										
11/21/06											

	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	(Cu
	Elementary Parent/Teacher Conferences Early Dismissal of Students										
11/22/06											
	No School - Elementary Students and Teachers										
11/23/06											
	Thanksgiving School Closed										
11/24/06											
	Thanksgiving Recess										
12/4/06											
	Vertical Team Meeting 9-Noon		X								
12/6/06											
	HS Content Wed. **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's			High School X	High School x		High School x				
12/7/06											
	Strategy IV Ongoing Support Seminar for Initial Educators			x	x		x				
12/8/06											
	Resource Teacher Meeting **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's (9:15-3:00)			x Elementary Resource							
	Strategy IV Administrative Induction Network Meeting (8:00-12:00)		X								
12/11/06											
	Elementary School Principal Meeting 9:00 - 11:30										
12/12/06											
	Middle School Principal Meeting 1:30-4:00		X								
12/13/06											
	MS Content Wed. **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's			Middle School X	x		x				
12/14/06						166					

	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	(Cu
	Connections (1:30-4:00)		x								
	High School Principal Meeting 4:00-6:00		x								
12/22 - 1/1/07											
	Winter Recess										
1/2/07											
	Schools Reopen										
1/8/06											
	Vertical Team Meeting 9:00-Noon		x								
1/10/07											
	MS Content Wed. **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's			Middle School X	Middle School x		Middle School x				
1/11/07											
	Connections (1:30-4:00)		x								
1/12/07											
	Resource Teacher Meeting **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's (9:15-3:00)			Elementary Resource							
1/15/07											
	Dr. Martin Luther King Day 1/2 day AM										
1/16/07											
	Middle School Principal Meeting 1:30 - 4:00		x								
1/18/07											
	High School Principal Meeting 3:30-5:30		x								
1/19/07											
	Resource Teacher Meeting **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's (9:15-3:00)			Elementary Resource							
	Strategy IV Administrative Induction Network Meeting (8:00-12:00)		x								
1/22/07					167						

	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	(Cu
	Elementary Principal Meeting 9:00 11:30		x								
	Strategy IV Ongoing Support Seminar for Mentors			x	x		x				
1/25/07											
	Connections (1:30-4:00)		x								
1/26/07											
	Teacher Workday			x	x		x				
	Secretarial Inservice Day (AM) **Strategy I** Customer Service Training							X			
2/2/07											
	Resource Teacher Meeting **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's (9:15-3:00)				Elementary Resource						
2/5/07											
	Vertical Team Meeting 9:00-Noon		x								
2/7/07											
	HS Content Wed. **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's			High School X	High School x		High School x				
2/8/07											
	Connections (1:30-4:00)		X								
2/9/07											
	Strategy IV Administrative Induction Network Meeting (8:00-12:00)		X								
2/12/07											
	Elementary Principal Meeting 9:00 11:30		X								
2/13/07											
	Middle School Principal Meeting 1:30 - 4:00		X								
2/14/07											
	Half Half Day Professional Inservice										
	Strategy IV Elementary Math Adoption			Elementary X	Elementary X		Elementary x				

	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	(Cu
	Strategy IV Making Thinking Visible (MS) (HS)			Middle & High School X	Middle & High School X						
	Content-specific PD Sessions						Specified Pupil Services Staff x				
2/15/07											
	High School Principal Meeting 3:30 - 5:30		x								
	Strategy IV Ongoing Support Seminar for Initial Educators			x	x		x				
2/16/07											
	Resource Teacher Meeting **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's (9:15-3:00)			Elementary Resource							
2/19/07											
	Strategy IV Ongoing Support Seminar for Mentors			x	x		x				
2/22/07											
	Connections (1:30-4:00)		x								
3/2/07											
	Resource Teacher Meeting **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's (9:15-3:00)			Elementary Resource							
3/5/07											
	Vertical Team Meeting 9-Noon		x								
3/8/07											
	Connections (1:30-4:00)		x								
3/12/07											
	Elementary Principal Meeting 9:00-11:30		x								
	Strategy IV Ongoing Support Seminar for Mentors			x	x		x				
3/13/07											
	Middle School Principal Meeting 1:30-4:00		x								
3/14/07											

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	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	P (Cu
	MS Content Wed. **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's			Middle School X	Middle School X		Middle School X				
3/15/07											
	High School Principal Meeting 3:30 - 5:30		X								
	Strategy IV Ongoing Support Seminar for Initial Educators			X	X		X				
3/16/07											
	Resource Teacher Meeting **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's (9:15-3:00)			Elementary Resource							
3/23/07											
	Strategy IV Administrative Induction Network Meeting (8:00-12:00)		x								
4/2/07											
	Vertical Team Meeting 9:00-Noon		X								
	Strategy IV Ongoing Support Seminar for Initial Educators			x	x		x				
4/6/07											
	Good Friday										
4/6-4/15											
	Spring Break										
Week of 4/9/2007											
	Strategy I Customer Service Training										
	Strategy VI Cultural Competency Training (3 hours)										
4/16/07											
	Elementary Principal Meeting 9:00-11:30		x								
4/17/07											
	Middle School Principal Meeting 1:30-4:00		x								
4/18/07											

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	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	F (Cu
	Elementary Parent Teacher Conferences										
4/19/07											
	High School Principal Meeting 3:30-5:30		x								
	Elementary Parent Teacher Conferences Early, early dismissal of students										
4/20/07											
	Strategy IV Administrative Induction Network Meeting (8:00-12:00)		x								
	No school for elementary students or teachers										
4/26/07											
	Connections (1:30-4:00)		x								
4/27/07											
	Resource Teacher Meeting **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's (9:15-3:00)			Elementary Resource							
5/2/07											
	HS Content Wed. **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's			High School X	High School X		High School X				
5/3/07											
	Strategy IV Ongoing Support Seminar for Initial Educators			x	x		x				
5/4/07											
	Resource Teacher Meeting **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's (9:15-3:00)			Elementary Resource							
	Strategy IV Administrative Induction Network Meeting (8:00-12:00)		x								
5/7/07											
	Vertical Team Meeting 9:00-Noon		x								
	Strategy IV Ongoing Support Seminar for Mentors			x	x	171	x				

	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	(Cu
5/9/07											
	MS Content Wed. **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's			Middle School X	Middle School X		Middle School X				
5/14/07											
	Elementary Principal Meeting 9:00-11:30		X								
5/15/07											
	Middle School Principal Meeting 4:00 - 6:00		X								
5/16/07											
	Half Day Professional Inservice **Strategy IV** Elementary Math Adoption			Elementary x	Elementary x						
	Strategy IV Differentiation			MS & HS x	MS & HS x		MS & HS x				
	Content-Specific PD Sessions						Specified Pupil Services Staff				
5/17/07											
	High School Principal Meeting 3:30-5:30		X								
	Strategy IV Ongoing Support Seminar for Initial Educators			x	x		x				
5/18/07											
	Resource Teacher Meeting **Strategy IV & VII** Training on Common Assessments, Curriculum Mapping & MEB's			Elementary Resource							
5/24/07											
	Connections (1:30-4:00)		X								
6/12/07											
	Curriculum Wkshp			x	x		x				
	Summer Leadership Workshop		x								
6/13/07											
	Curriculum Wkshp			x	x		x				
	Summer Leadership Workshop		x								
6/14/07						172					

	Event	Training of Trainers	AST's	Teachers	Special Education Teachers	Subsitute Teachers	Student Support Personnel	Secretaries	ED. ASST.	MISC. EMPL.	P (Cu
	Curriculum Wkshp			x	x		x				
	Summer Leadership Workshop		x								
6/15/07											
	Curriculum Wkshp			x	x		x				
6/18/07											
	Curriculum Wkshp			x	x		x				
6/19/07											
	Curriculum Wkshp			x	x		x				
6/20/07											
	Curriculum Wkshp			x	x		x				
6/21/07											
	Curriculum Wkshp			x	x		x				
6/22/07											
	Curriculum Wkshp			x	x		x				
July											
8/6/07											
	Chiwaukee Academy	x	x	x	x		x				
8/7/07											
	Chiwaukee Academy	x	x	x	x		x				
8/8/07											
	Chiwaukee Academy	x	x	x	x		x				
8/9/07											
	Chiwaukee Academy	x	x	x	x		x				
8/10/07											
	Chiwaukee Academy	x	x	x	x		x				

The Program Vision and Goals

The KUSD Administrative Induction Program ensures the growth and retention of successful administrators through continual professional development that focuses on the Wisconsin Administrator Standards

Administrative Induction Program Goals

The goal of the Administrative Induction Program is to develop leaders who:
- Keep the focus on student learning/results by providing instructional leadership. (Standard One)
- Demonstrate effective managerial and technical skills (Standards Four, Five and Seven)
- Insist on the use of "Best Practices" (Standard Three)
- Develop and protect a culture that supports learning and growth for everyone (Standards Two, Three)
- Exhibit and model honesty, integrity, and humility in word and deed (Standard Six)
- Hold and communicate high expectations for students and staff (Standard Two)
- Demonstrate genuine care for staff and for all students by modeling and reinforcing cultural sensitivity (Standards Three, Five and Seven)
- Encourage continual growth by facilitating, planning and participating in job-embedded professional development (Standards Two and Three)

Meet Wisconsin Standards for Administrator Licensure (Standards One through Seven)

Role Expectations for District Personnel

Definition of an Initial Administrator

An Initial Administrator is defined as an individual who has successfully completed an approved program in administrative leadership after August 31, 2004, has less than one full year of administrative experience and is licensed as an initial administrator by the Department of Public Instruction for the first time.

Roles and Responsibilities of an Initial Administrator

1. Attends Administrative Orientation at the beginning of the school year;
2. Depending on date of hire, attends District Orientation session in summer, fall or January;
3. Understands the Wisconsin Standards for Administrator/Teacher/Pupil Services Development and Licensure as demonstrated through Ongoing Support Seminars;
4. Attends and participates in all mandatory Ongoing Support Seminars-years one, two and three;
5. Monitors best practices of instruction for student learning in school classrooms;
6. Reflects on administrative practices by keeping a reflective journal during the first year of employment in preparation for the development of the Professional Development Plan;
7. Works with an assigned mentor during year one of employment to determine the focus of the Professional Development Plan;
8. Completes an evaluation of the Administrative Mentor Program to be forwarded to the Office of Human Resources.

Definition of a Mentor

An Administrative Mentor is defined as an educational leader who is trained to provide support and guidance that may include, but is not limited to the following: building and maintaining relationships, coaching new administrators with a focus on communicating, encouraging, facilitating, goal setting, guiding, problem solving, providing and receiving feedback, reflecting, and providing the initial administrator with important school and district information.

Mentor Qualifications and Selection

1. Holds a current Administrative License under the new PI-34 regulations;
2. Has at least three years experience (active or retired) as an Administrator in the District;
3. Is NOT an administrator who is currently evaluating the Initial Administrator;
4. Completes a district approved or DPI-approved mentoring workshop or course before mentoring assignment;

5. Demonstrates knowledge, skills and dispositions of the Wisconsin Standards for Administrator Licensure and has the ability to convey such knowledge to colleagues;
6. Demonstrates knowledge of the skills needed to create a Professional Development Plan and can convey such knowledge to colleagues;
7. Demonstrates excellent administrative practices and strong leadership skills;
8. Is respected by both teachers and administrators as a role model in the profession;
9. Has strong interpersonal relationships and skills that include trust, respect and confidentiality;
10. Demonstrates curiosity, an eagerness to learn and is committed to improving the academic achievement of all students and the growth and development of all staff;
11. Has received at least one satisfactory District evaluation;
12. Applies and is selected to work with an Initial Administrator.

Roles and Responsibilities of a Mentor

1. Understands specific leadership and management skills.
2. Makes necessary arrangements to have time available to work with an Initial Administrator over an extended period of time.
3. Is current about curriculum, best practices in instruction and assessment.
4. Models the principles of continuous learning and reflection.
5. Understands the culture of the school, District, and community.
6. Serves as an advocate for the Initial Administrator.
7. Is sensitive to the needs and concerns of others.
8. Practices effective listening skills.
9. Presents a professional demeanor.
10. Provides support and encouragement.
11. Shares knowledge and information.
12. Demonstrates trustworthiness and confidentiality.
13. Provides resources and professional development opportunities in support of the Initial Administrator.
14. Accepts options for accomplishing goals and demonstrates individual creativity.
15. Demonstrates enthusiasm that is sincere and convincing and most importantly has the ability to convey this feeling to those whom they are mentoring.
16. Communicates in a sensitive way the type of feedback that is needed regarding another person's progress toward desirable goals, standards, competence and professional behavior.
17. Displays a caring attitude, flexibility and sense of humor.
18. Possesses high standards and expectations for his/her own abilities and for the work of his/her colleagues.
19. Demonstrates positive leadership qualities such as: leadership skills, good oral and written communication skills, understands and uses the messages of the past as a guide, accepts multiple alternative solutions to complex problems, and has a clear vision and is able to share that vision with others in the organization.

Roles and Responsibilities of the Office of Human Resources Personnel

1. Demonstrate an understanding of PI-34 and support PI-34 implementation and the Wisconsin Standards for Teacher/Pupil Services/Administrator Development and Licensure;
2. Model and demonstrate professional behavior that supports the Educator Induction Program;
3. Handle contractual issues related to all newly hired employees who do not comply with district expectations of probationary staff;
4. Develop a system to identify all new staff who qualify as initial educators;
5. Organize and facilitate periodic contract signings and district orientation sessions as initial educators are hired;
6. Oversee the Teacher/Pupil Services/Administrator evaluation process and explain the process when hiring staff;
7. Develop an administrator mentor application;
8. Develop a mentor selection committee;
9. Utilize the District instrument to assist in the matching of mentor/initial educator;
10. Utilize a mentor selection rubric to include desirable mentor knowledge, skills and dispositions;
11. Develop and implement an Administrator Mentor Program evaluation tool;
12. Ensure the alignment of the Teacher/Pupil Services/Administrator evaluation instruments to the Wisconsin Standards for Teacher/Pupil Services/Administrator Development and Licensure;
13. Determine a district process and timeline for the Professional Development Plan approval;
14. Determine a district process and timeline for PDP Team recruitment, selection, and approval;
15. Maintain an accurate database of university credits earned by staff;
16. Conduct exit interviews with initial educators who leave before they attain their professional educator license;
17. Conduct an Administrator Ongoing Support Seminar to give an overview of District expectations for new administrators.

Roles and Responsibilities of the Office of Instructional Services Personnel

1. Demonstrate an understanding of PI-34 and support PI-34 implementation and the Wisconsin Standards for Teacher/Pupil Services/Administrator Development and Licensure;
2. Model and demonstrate professional behavior that supports the Educator Induction Program;
3. Assist in defining the District curriculum and assessment by identifying best practices of instruction and upcoming initiatives;
4. Model and coach best practices in curriculum, instruction, and assessment.

Roles and Responsibilities of the Office of Professional Development Personnel

1. Demonstrate an understanding of PI-34 and support PI-34 implementation and the Wisconsin Standards for Teacher/Pupil Services/Administrator Development and Licensure;
2. Model and demonstrate professional behavior that supports the Educator Induction Program;
3. Implement a quality Educator Induction Program;
4. Plan and facilitate annual Administrator Induction Cadre meetings in order to assess the effectiveness of Educator Orientation, Ongoing Support Seminars, and Mentoring Program activities;
5. Plan and facilitate an annual PI-34 Steering Committee meeting to review collected data and recommend Educator Induction Program changes to the Superintendent of Schools and Board of Education;
6. Maintain an accurate database of administrator participation in the Educator Induction Program and forward to Human Resources;
7. Produce and annually revise the KUSD Organizational and Operational Guide for Administrator and Mentors;
8. Provide training to the initial educator outlining how to complete the Professional Development Plan;
9. Train prospective PDP team members on how to develop the PDP Plan and on how to assist the initial educator in PDP Plan development;
10. Develop an evaluation tool to assess participation of key personnel in the Educator Induction Program.

Roles and Responsibilities of Instructional Leaders

1. ***Demonstrate an understanding of PI-34 and support PI-34 implementation and the Wisconsin Standards for Teacher/Pupil Services/Administrator Development and Licensure;***
2. Model and demonstrate professional behavior that supports the Educator Induction Program;
3. Provide direction to assist selection committees it matches qualified mentors with initial educators;
4. Provide insight and feedback to the PI-34 Steering Committee about the administrator mentor program;
5. Support the Professional Development Plan timeline and process;
6. Participate in Professional Development Plan training in order to possibly assume the role of a PDP team member.

Roles and Responsibilities of PI 34 Steering Committee

1. Demonstrates an understanding of PI-34 and supports PI-34 implementation and the Wisconsin Standards for Teacher/ Pupil Services/Administrator Development and Licensure;
2. **Models and demonstrates professional behavior that supports the Educator Induction Program;**
3. **Develops and reflects upon the Educator Induction Program vision, goals and objectives;**

4. **Each June, reviews annual Educator Induction Program evaluation data and makes program recommendations;**
5. **Forwards program recommendations to the Superintendent of Schools, the Executive Director of Human Resources, the Coordinator of Professional Development and the Kenosha Education Association;**
6. **Supports program recommendations to the Board of Education intended to protect and to improve the Educator Induction Program.**

Roles and Responsibilities of the Board of Education

1. Demonstrates an understanding of PI-34 and supports PI-34 implementation and the Wisconsin Standards for Teacher/Pupil Services/Administrator Development and Licensure;
2. Models and demonstrates professional behavior that supports the Educator Induction Program;
3. Approves practices that support the Educator Induction Program and forwards the Board approved program to the Department of Public Instruction.

	ADMINISTRATIVE INDUCTION PROGRAM						
	Contract Signing and Orientation						
Day/Time	**Standard 1**	**Standard 2**	**Standard 3**	**Standard 4**	**Standard 5**	**Standard 6**	
Organizational Info Half Day	*Ten Teacher Standards*	*Vision of Learning*	*School Culture and Instructional Program*	*Management of the Organization*	*Collaborating with Families and Community Members*	*Ethical Behaviors*	*Intera...*
				Technology - **D**			Distri...
				--Email account			--...
				--SubFinder			--...
				--Advisor			
				--Phone (cell)			
				--Computer (laptop)			
				--Outlook			
				Meeting Schedules - **D**			
				--Calendar Info			
				--Cluster			
				--Faculty meetings			
				--Connections			
				--Testing Schedule			
				Security - **D**			
				--Code to school			
				--Key			
				Mentor Assignment/Role - **D**			
				Walk around (led by supervisors) - **D/S**			

ADMINISTRATIVE INDUCTION PROGRAM

Year One Ongoing Support Seminars
Administrative Ongoing Support Seminars (4-hour monthly meetings)

Month	Standard 1 *Ten Teacher Standards*	Standard 2 *Vision of Learning*	Standard 3 *School Culture and Instructional Program*	Standard 4 *Management of the Organization*	Standard 5 *Collaborating with Families and Community Members*	Standard *Ethical Behavi...*
September	**Human Resources**					
	Supervision & Evaluation Process		Supervision & Evaluation Process	Supervision & Evaluation Process	Supervision & Evaluation Process	Supervision Process
	Evaluation & Termination rights/responsibilities		Evaluation & Termination rights/responsibilities	Evaluation & Termination rights/responsibilities	Evaluation & Termination rights/responsibilities	Evaluation Termination rights/respo...
	Legal/Ethical issues		Legal/Ethical issues	Legal/Ethical issues	Legal/Ethical issues	Legal/Ethic...
	Board Policies 5000 series		Board Policies 5000 series	Board Policies 5000 series	Board Policies 5000 series	Board Polic... 5000 series
	KUSD/KEA Union Relations					
	Diversity/Multicultural competence		Diversity/Multicultural competence	Diversity/Multicultural competence	Diversity/Multicultural competence	Diversity/M... competence
October	**Executive Directors/Directors of School Leadership**					
	District challenges and strategies for being proactive	District challenges and strategies for being proactive	District challenges and strategies for being proactive	District challenges and strategies for being proactive		
	Strategic planning and software 1. Goals a. Personal b. Schoolwide	Strategic planning and software 1. Goals a. Personal b. Schoolwide	Strategic planning and software 1. Goals a. Personal b. Schoolwide	Strategic planning and software 1. Goals a. Personal b. Schoolwide		
	Interpret, analyze and use test data	Interpret, analyze and use test data	Interpret, analyze and use test data	Interpret, analyze and use test data		
	Testing schedule updates	Testing schedule updates	Testing schedule updates	Testing schedule updates		
	Strengths Finder	Strengths Finder	Strengths Finder	Strengths Finder		
November	**Special Education and Pupil Services**					
	Crisis Manual		Crisis Manual	Crisis Manual		Crisis Manu...
	Mandatory Reporting		Mandatory Reporting	Mandatory Reporting		Mandatory ...
	Special Education and at-risk student information		Special Education and at-risk student information	Special Education and at-risk student information		Special Edu... at-risk stude... information
	Student expulsion process		Student expulsion process	Student expulsion proce181		Student exp... process
December	**Finance**					

Month						

				Budgeting
				  1. Purchasing
				  2. Staff allocations
						Budgeting
						  1. Purcha...
						  2. Staff a...

January	*Instructional Services*					
	Curriculum overview	Curriculum overview	Curriculum overview	Curriculum overview		
	Instructional initiatives	Instructional initiatives	Instructional initiatives	Instructional initiatives		
February	*Professional Development*					
	District learning opportunities	District learning opportunities	District learning opportunities	District learning opportunities	District learning opportunities	District lear... opportunitie...
	Job-embedded professional development	Job-embedded professional development	Job-embedded professional development	Job-embedded professional development	Job-embedded professional development	Job-embedd... professional development...
	Administer Self-Reflection Tool 7 Administrator Standards					
	PDP development	PDP development	PDP development	PDP development	PDP development	PDP develo...

	Creating personal/professional balance
	  1. Time management
	  2. Opportunities to observe
		Creating personal/professional balance
		  1. Time management
		  2. Opportunities to observe
			Creating personal/professional balance
			  1. Time management
			  2. Opportunities to observe
				Creating personal/professional balance
				  1. Time management
				  2. Opportunities to observe
					Creating personal/professional balance
					  1. Time management
					  2. Opportunities to observe
						Creating personal/pro... balance
						  1. Time m...
						  2. Opport... observe

March	*Information Services*					
				Building a schedule		

	Reaffirmation of effective intervention strategies for severe student misbehavior		Reaffirmation of effective intervention strategies for severe student misbehavior	Technology
				  1. SIS
				  2. Bi-Tech
				  3. Advisor
				  4. Outlook		

April	*Professional Development/Public Relations*					
					Building parental/community involvement	

					Strategies for effectively communicating to:
					  1. Parents
					  2. Teachers
					  3. Board members
					  4. Media
					  5. Larger community	

May	*Facilities, Food Service, Transportation*					
				Building care		
				Plans for summer maintenance		
				Food service update		
				Transportation updates		

Categories of New Administrators and Levels of Mentor Support

Categories of new administrators (both I.A. category and P.A. category) and Levels of Support

Administrative Type	Level of Support	Mentor Training	Required Meeting Hours
Administrators new to the position and all Initial Administrators (e.g.-Ed Kupka, Pam Whyte, April Schmit	One-on-one mentor	Completion of 15 hour Administrative Training (One university credit for purchase)	July and August 8 hours September – May 4 hours per month
Administrators who are hired into a like position (e.g.-Steve Plank, Jody Bloyer, Sue Savaglio-Jarvis)	One-on-one mentor	Completion of 15 hour Administrative Training (One university credit for purchase)	July and August 8 hours September – May 4 hours per month
Administrators who transfer into a like position in KUSD	Collaborative mentor with additional assistance from site advisory staff	Completion of a 2 hour informational training session	One hour monthly meetings
Instructional Administrators and Instructional Support Administrators hired into central office administrative positions	Collaborative mentor with additional assistance from site advisory staff	Completion of a 2 hour informational training session	One hour monthly meetings

JULY

Budget

— Familiarize yourself with existing school budget

Building Preparation Activities

The following activities may help you to prepare for your first year in the principalship:

— Walk around your school with your head custodian and check out the overall cleanliness and state of repair, notify the custodial staff of areas needing attention. While making your assessment, develop a priority system to indicate what things must be done first. For example, are there safety and health concerns? What about things that affect instruction? Comfort for students, teachers, and staff? Appearance?

— Examine the lighting throughout the school

— Look over such often forgotten but important areas as ventilation, signs of water damage, plumbing problems, and electrical hazards

— Learn about your building's fire alarm system and security systems and how to operate, override, and disconnect them if necessary

— Verify that things ordered by the previous principal were actually done in your building for this year (e.g., were structural changes, repairs, etc., actually carried out by the custodial staff or contractors?)

— Check over the external conditions of your building during the summer months – and remember that the outside of your building, including the grounds around it, is what the public sees every day

— Update teacher and staff mail locations to reflect new staff members. (Remember that you probably won't be the only new kid in school next year. Making certain that little things like mailbox arrangements are taken care of is a way to avoid annoying the teachers who are familiar with the way things "are supposed to be.")

— Learn about your building's idiosyncrasies, hidden rooms, and so forth

— Form a relationship with your district's custodian supervisor or administrator. (This person can get you through some tough confrontations with reluctant custodians or repair people.)

— Do whatever you and your staff can do to make the buildings as neat, clean, safe, and attractive as possible for the first day that your teachers return. (This little step will have a big effect on morale!)

— Arrange your office so it reflects you and your personal style: move the desk, put up photos and plants, and so on

— Review district safety checklist with custodian

— Determine who is responsible for building signage

Communications With Staff, Parents, Community, and Students

— Develop positive relationships with all students, parents and staff

JULY

— Develop strong working relationships with secretaries and office staff, Assistant Principals and support staff.

— Send out letters of introduction to parents and staff; invite people to stop in at the office to meet you during the summer

— Make certain to spend a significant amount of one-on-one time with each of these very important people (your secretaries, custodians, food service employees, support staff and your direct supervisor) before the school year begins

— Listen and learn as much as possible about the culture of your school, your neighborhood (demographics), and the school district. Who are some of the local heroes? Are there any legends to learn? (Even if you came to this school from another building in the same district, this is an important tip.) Respect the knowledge base of your predecessor; involve him/her in the transistion.

— Find out who you can delegate things to. Know your staff.

— Meet with the PTA/PTO officers, booster club officers, or any other organized parent groups that will be part of your school community

— Work with experienced personnel to identify local community groups, individuals, or organizations. (Do not offend important locals.)

— Identify important contact people in community social service agencies, the police department, the fire department, and so on. Find time to make personal visits to the people you may need to call on in emergencies after the year starts. (People will remember and always respond more quickly to requests from people they know.)

— Form school business partnerships as much as possible. Maintain any partnerships started in the past.

— Prepare a "welcome back" letter to your parents and students and send it out so that it will arrive about a week before the school year officially begins. **(And remember to carefully proofread this letter and all other messages sent from your office so they contain no errors in spelling, punctuation, or grammar; you are on stage every time you send something out into the community!)**

— Prepare a "welcome back" letter (and address it personally) to each teacher and staff member. (Talk about what you want to do in school, but *please* avoid educationese!)

— Do not pass up invitations to important school, district community, and traditional events (the superintendent's cookout, the teachers' family picnic, etc.) or seemingly unimportant community events (the annual pumpkin festival, etc.). Every one of these events is an opportunity to learn more about the culture and show your sincere interest in the people who will be central to your success.

— Prepare and mail summer parent newsletter for registration

— Read local newspapers; subscribe to one if you live in another community and develop positive relationships with local media. Be aware of school district protocol before speaking to the press.

— Become familiar with phone/computer message service (e.g., website, phone message service)

— Review past faculty bulletins and parent newsletters

JULY

Curriculum/School Improvement

— Learn the teaching culture of the school. Are teams used? Are there teachers who have stand out as leaders? Who will work well with whom?

— Familiarize yourself with previous year's test scores on any standardized measures, attendance, school-wide GPA, graduation rate

— Review the district curriculum and graded course of study (if one exists); make certain that teachers have copies of, or at least access to, curriculum guides (as mandated by local or state policy)

— Learn about special education, inclusion programs, at-risk student programs that exist in the district, and consider the implications for your building

— Meet with the district's curriculum administrator to learn about additional specifics of curriculum planning and development in your system

— Review and check understanding of school improvement plan

— Become familiar with staff development planning process

— Familiarize yourself with district's strategic planning process

— Prepare for August inservice days

Materials and Supplies

— Learn the location of supply closets, storage rooms, and so on

— Check to see if materials (textbooks, supplies, equipment) that were ordered last spring were delivered; if not, contact the vendors to find out why

— Review supplies and materials inventory procedures

— Make certain that you have an ample supply of forms (e.g., budgeting forms, leave request forms, insurance forms, discipline referral forms) on hand to start the year

— Make certain that such things as student and staff handbooks are ready to be distributed as soon as the new year begins

Personal Preparation

— Become member of at least one state and one national organization

— Read journals and learn about major trends in education that you might be facing as a principal. (Many things that seemed irrelevant to you when you were a teacher may now have major consequences for your leadership role.)

— Talk to people to learn about special school traditions, events, and customs. Review past yearbooks.

— Set up a tentative monthly plan of events for next year. Set up a tickler file to remind you of significant deadlines or timelines that you will need to meet or follow

JULY

— Set up your personal phone filing system on your desk; program speed dials for frequent telephone numbers; set up your e-mail account and system

— Visit with a few local experienced principals to set the stage for future collegial relationships

— Clarify mentor-mentee responsibility and schedule

— Review school and district policies and procedures (5000 – 6000 Series)

— Balance personal/professional schedule

Registration

— Organize August registration set-up. Review procedure from previous year.

— Call photographer for school pictures and IDs

— Hire appropriate staff for registration, counselors, clerical help, PTSA, coaches

School Calendar/Schedules

Establish/verify school year calendar

— Parent conferences

— Open houses

— Testing dates

— Early release dates

— Assemblies

— Inservice Days

— School schedule/class assignments

— Faculty/department meetings

— Special/elective schedules – art, music, phy. ed.

— Supervision schedules

— Building permits

— Supervision/chaperone for school activities

— Fire drills, safety drills, tornado drills

— School dances, socials

— PTSA/PTO events

JULY

Staffing

— Coordinate with Human Resources to recruit and hire the best people possible for all vacant positions

— Become familiar with the interviewing team process and all recruitment and hiring procedures and policies

— Monitor student enrollment and scheduling process and potential staffing needs

— Become familiar with the staff evaluation process for teaching and support staff

— Develop staff evaluation schedule

— Check for possible intensive review situations

— Become familiar with District mentoring procedures for new staff

Summer School

— Familiarize yourself with and monitor summer school, theater, music, and recreation programs

— Review the performance of those students mandated to attend summer

AUGUST

Budget/Financial Management

— Monitor school budget expenditures

— Review and set up fundraising procedures

Building Preparation Activities

— Do final walk through to make sure building is ready for the start of school

— Finalize adequate number of student and teacher desk needs

— Review July checklist for building preparation

— Update outdoor marquee or building sign

— Review traffic/parking procedures

Communications With Staff, Parents, Community, and Students

— Finalize school cafeteria procedures and lunch hour supervision

— Meet with secretaries and support staff

— Send appropriate mailings to parents, students and staff for opening of school

— Organize first faculty mailing

— Meet with PTSA/PTO

— Meet with District support personnel – Business, Facilities, Purchasing, Student Services

— Develop a school climate that encourages awareness, sensitivity and behavior which values diversity

— Apprise parents of attendance policies and truancy ordinance

Curriculum/School Improvement

— Meet with building leaders/site teams

— Review and update school improvement plan

— Finalize first staff development activities

Materials and Supplies

— Do final check of text book and supply orders

— Make certain that student and staff handbooks are ready to be distributed

AUGUST

Personal Preparation

— Review current legislation (NCLB)

— Review student code of conduct and plans for dissemination to students

— Review personal professional development plans

— Review District policies and procedures (5000 and 6000 series)

Registration

— Run registration for students

— Update student enrollment

School Calendar/Schedules

— Plan daily Pledge of Allegiance to the Flag procedures

— Review school bus schedules and procedures

— Finalize recess schedules and supervision

— Finalize scheduling of students

— Review and finalize report card calendar

Staffing

— Finalize the recruitment and hiring of building staff

— Finalize teacher evaluation and supervision schedules

— Finalize elective area staffing and scheduling (art, music, phy. ed.)

— Finalize department chairpersons, building mentors, and building leadership team

— Run new teacher orientation

— Review District substitute procedures and develop plans for days when no substitute is available

— Review the licensure of all staff

— Prepare for student teacher assignments

Student Health and Safety

— Check playground equipment

— Finalize part-time security schedules

Summer School

— Close out summer school

SEPTEMBER

Budget/Financial Management

— Monitor school budget and activity expenditures and accounts

Building Management Activities

— Prepare for 3rd Friday count, establish student attendance procedures

— Be visible for bus duty, lunch hour supervision, passing times, and before and after school

— Prepare for student events (e.g., homecoming weekend, assemblies)

— Review weekly schedule with secretary/assistants

— Establish building level staffing (SIT) schedule

— Monitor school lunch program including free and reduced lunches

— Review field trip procedures

— Become familiar with before and after school programs and activities

— Monitor student parking permits

— Establish athletic event supervision schedule and home team responsibilities

— Establish routine checks with custodians

Communications With Staff, Parents, Community, and Students

— Build positive relationships with all students and all staff. Recognize staff birthdays.

— Be visible – attend athletic events, concerts, plays, school functions

— Be visible throughout the building on a daily basis

— Meet with student body in large group presentations or visit individual classrooms to review achievement, attendance and behavior expectations

— Run first faculty meeting

— Develop a strong faculty bulletin and a good parent newsletter

— Run open house/parent conferences

— Continue to build awareness, sensitivity, and behaviors which value diversity

Curriculum/School Improvement

— Finalize school improvement plan

— Develop plan for monitoring student achievement

SEPTEMBER

- Initiate student recognition programs

- Become familiar with District/school grading policies and procedures

Personal Preparation

- Review personal professional development plan

School Calendar/Schedules

- Monitor building permits

- Review master calendar of events and activities

- Organize and monitor school calendar, weekly, monthly and yearly

Staffing

- Remind teachers that Continuous Growth Plan is due October 1st

- Meet with teachers and support staff to be evaluated

- Discuss goal setting and professional performance assessment with all teachers to be evaluated

- Schedule first observations for all teachers to be evaluated

- Monitor mentoring of initial educators

- Identify support staff to be evaluated

- Monitor supervision schedule to see that all personnel are properly placed

- Review evaluation process for individuals on intensive review

- Become familiar with employee assistance program

Student Health and Safety

- Meet with school nurse on student health and immunization issues. Review medication policy and dispensing policies with nurse and office staff.

- Disseminate school safety/crisis emergency plan, plans for false alarms and bomb threats

- Update safety plan and procedures (brown briefcase)

- Run a fire drill

- Run a school-wide safety drill

- Establish/monitor student discipline expectations

- Meet with adult and student crossing guards, monitor adult and student traffic patterns

SEPTEMBER

— Maintain a lost and found department

— Meet with police liaison officer and school security to review discipline procedures and supervision assignments

— Monitor cleanliness of building

— Reinforce the importance of no bullying/harassment policies

OCTOBER

Budget/Financial Management

— Continue to monitor school budget and activity expenditures and accounts

— Make necessary adjustments after 3rd Friday count

— Monitor copy machine usage

Building Management Activities

— Prepare for student events

— Continue to be visible throughout the building, including before, after and passing times

— Monitor after school programs and activities

Communications With Staff, Parents, Community, and Students

— Be visible – attend athletic events, concerts, plays, school functions

— Run mid-term parent conferences at the secondary level; prepare for November conferences at the elementary level

— Review parent conference expectations with all staff (what constitutes a good conference)

— Continue to build positive relationships with all students and staff

Curriculum/School Improvement

— Continue to monitor school improvement plan

— Continue to monitor student attendance and achievement

— Develop strong leadership skills in curriculum, instruction, and assessment

— Continue to develop strategies, utilizing support staff and District resources to improve instruction in the classroom

Personal Preparation

— Be cognizant of balance between professional responsibilities and personal life

— Continue to monitor personal professional development plan

School Calendar/Schedules

— Monitor building permits

— Review/update master calendar of events and activities

OCTOBER

— Become familiar with District policies regarding holiday observances. Review Board Policy 6230.

Staffing

— Continue to meet with teachers and support staff to be evaluated (Refer to performance assessment timelines)

— Continuous growth plan from all faculty is due October 1st

— Monitor mentoring program for initial educators

Student Health and Safety

— Monitor student discipline and attendance

— Review school safety check list with all staff

— Review building cleanliness and safety procedures with custodial staff (run fire and safety drills)

— Continue to maintain visibility throughout building

NOVEMBER/DECEMBER

Budget/Financial Management

— Continue to monitor school budget and activity expenditures and accounts. Begin to anticipate budget needs for the next year with your mentor

— Be conscious of copy machine needs and usage in relation to the budget

— Be aware of textbook adoption cycle and needs for second semester

Building Management/ Preparation Activities

— Run parent conferences

— Continue to be visible throughout the building, including before and after passing times. Keep an eye out for graffiti and potential vandalism

— Monitor bulletin boards and hallway displays – keeping them attractive and updated

Communications With Staff, Parents, Community, and Students

— Continue to maintain positive communications with all parents and guardians through newsletters, phone calls, and e-mails

— Review District policies with all staff regarding holiday events, concerts, programs, and traditions. See Board Policy #6230

— Plan for Parent/Student orientation night for school choice for following school year

— Initiate staff awareness of District recognition programs: Teacher of the Year, Distinguished Service, Parent of the Year, and encourage participation

— Mail home guidance transfer and open enrollment information

Curriculum/School Improvement

— Continue to monitor school improvement plan

— Continue to monitor student attendance and achievement

— Analyze student grading and report card data following the first quarter

— Analyze student management and discipline referral data

— Continue to monitor and evaluate staff development needs and programs

— Finalize changes for course description guides, grades 6-12

NOVEMBER/DECEMBER

Personal Preparation

— Continue to monitor personal professional development plan

— Be cognizant of balance between professional responsibilities and personal life

— Be mindful of professionalism at all times including after hours staff gatherings

School Calendar/Schedules

— Review/update master calendar of events and activities with special attention to holiday programs.

— Monitor winter athletic and activity schedules

Staffing

— Monitor staff attendance and adherence to professional responsibilities

— Monitor probationary teachers with attention to non-renewal deadline in January   (See Performance Assessment calendar)

Student Health and Safety

— Review inclement weather guidelines and procedures with all students, staff, and parents

— Review building maintenance and snow removal procedures with custodial staff. Keep building entrances dry. Keep parking lots and sidewalks salted

JANUARY

Budget/Financial Management

⎯ Continue to monitor school budget. Finalize budgetary needs for second semester, supplies, textbooks, and workbooks

Building Management/ Preparation Activities

⎯ Monitor building winter facility needs, indoor and outdoor

Communications With Staff, Parents, Community, and Students

⎯ Schedule Parent/Student orientation programs for school choice for following school year

⎯ Continue to maintain positive communications with all parents and guardians through newsletters, phone calls and e-mails

⎯ Begin discussion with staff regarding retention policies and procedures

⎯ Schedule parent/student orientation programs for incoming ninth graders

Curriculum/School Improvement

⎯ Continue to monitor school improvement plan

⎯ Continue to monitor student attendance and achievement

⎯ Analyze student grading and report card data following the second quarter

⎯ Analyze student management and discipline referral data

⎯ Submit new course description guides, grades 6-12

⎯ Be aware of ACT test preparation

Materials and Supplies

⎯ Finalize second semester supplies, textbook, and workbook needs

Personal Preparation

⎯ Continue to monitor personal professional development plan

⎯ Be cognizant of balance between professional responsibilities and personal life

Registration

⎯ Plan for course/class registration process for following school year, 6-12

JANUARY

School Calendar/Schedules

— Prepare for Kindness Week activities

— Prepare for Dr. Martin Luther King Day observance

— Monitor winter athletic and activity schedules

— Be prepared for possible school cancellations due to weather

— Be prepared for third Friday count

Staffing

— By January 13:
Teachers: Completion of second observation and conference/write-up of probationary evaluates

Teachers: Formal recommendation to Human Resources regarding renewal or non-renewal of probationary evaluates

AST: Review progress/evaluate Action Plans, Goals, Objectives, and Action Steps working toward Mutual Commitments & Expectations

— Review teacher attendance data

Student Health and Safety

— Reinforce to all faculty members to be cognizant of student mental health issues

— Be especially aware of teen depression and suicide issues

— Review crisis manual with all staff

FEBRUARY

Budget/Financial Management

— Continue to monitor school budget for current school year

— Meet with District budget administrator to gain necessary information for budget development for the upcoming school year

Building Management/ Preparation Activities

— Continue to monitor winter facility needs, indoor and outdoor

— Begin to discuss with building faculty, custodial staff, and District administrators facility needs and upgrades

Communications With Staff, Parents, Community, and Students

— Continue to work with parents and counselors regarding school and program options for students, including guidance transfers for the upcoming school year

— Make a concerted effort to continue to be visible throughout the building making positive connections with students and staff

— Get input for the faculty and staff regarding your effectiveness for the first semester

— Schedule fifth grade orientation; plan for middle school visits in May

Curriculum/School Improvement

— Continue to monitor school improvement plan

— Continue to monitor student attendance and achievement

— Report out first semester student achievement and attendance data

— Continue to monitor student management and discipline referral data

Materials and Supplies

Personal Preparation

— Continue to be cognizant of balance between professional responsibilities and personal life

— Continue to monitor personal professional development plan

Registration

School Calendar/Schedules

— Prepare for Black History Month activities

FEBRUARY

— Prepare for professional inservice day programs

Staffing

— Continue to keep abreast of evaluations for teachers and support staff. As a guideline, two observations and two conferences with each evaluee should be completed

— <u>By February 10</u>

◆ <u>Teachers</u>: Board of Education meeting to recommend non-renewal

— <u>By February 28</u>

◆ <u>Teachers</u>: Board of Education preliminary notice of teacher non-renewal. Must be delivered to those being non-renewed.

— <u>By end of Month</u>

◆ <u>AST</u>: Administrative Performance Assessment deadline (mid-year meeting between evaluator and evaluatee to review progress to date)

Student Health and Safety

— Reinforce to all staff members the importance of enforcing school policies and procedures with an eye for student safety

MARCH

Budget/Financial Management

— Begin budget process for the following school year

— Obtain input from staff members regarding budget needs

— Prepare for activity account audit; make certain activity accounts are balanced and up to date

— Continue to monitor copy machine and paper usage

— Budget for end of year ceremonies, events and programs

Building Management/ Preparation Activities

— Continue to monitor facility needs, indoor and outdoor

— Do building and grounds clean up. Check for outside trash and littler after snow recedes.

— Finalize facility needs and upgrades for the following school year

— Be aware of special projects planned for spring recess

Communications With Staff, Parents, Community, and Students

— Continue to work with parents and counselors regarding school and program options for students, including guidance transfers for the upcoming school year

— Assess your daily availability to students and staff

— Notify parents of April kindergarten registration

— Inform parents of summer school opportunities

— Inform students of ACT test deadlines

— Run middle school fifth grade orientation

— Prepare for spring parent teacher conferences

Curriculum/School Improvement

— Continue to monitor school improvement plan

— Assess progress of school year to date

Personal Preparation

— Continue to be cognizant of balance between professional responsibilities and personal life

— Continue to monitor personal professional development plan

MARCH

Registration

— Prepare packets for April kindergarten registration process

— Finalize secondary school scheduling data

School Calendar/Schedules

— Begin scheduling process for important dates and events for the following school year

— Determine custodial cleaning schedule for spring recess

Staffing

— <u>By March 15</u>: Teachers: Final notice of non-renewal must be delivered for those being non-renewed

— <u>By end of month:</u> Completion of third observation for all staff being evaluated

— Assess staffing needs for next school year with both regular and special education departments

— Begin building master schedule at the secondary level

Student Health and Safety

— Assess playground area and equipment for safety following possible winter damage

— Continue to be visible throughout the school, both inside and outside to minimize potential problems

APRIL

Budget/Financial Management

— Be prepared to meet budget deadlines for both the current year and the following year

— Refer to closing of the year budget needs

— Remind graduating seniors of fee and fine obligations

— Familiarize yourself with summer school budget

Building Management/ Preparation Activities

— Continue to monitor facility needs, indoor and outdoor. Prepare for summer.

— School room utilization and maintenance schedule

— Be aware of special building projects throughout the summer

Communications With Staff, Parents, Community, and Students

— Keep parents informed of summer school options and requirements

— Notify parents of mandatory summer school where appropriate

— Keep graduating seniors and parents updated of graduation status and all senior activities, e.g. graduation, prom, senior banquet, etc.

— Keep parents informed of kindergarten registration

Curriculum/School Improvement

— Prepare students for ACT test

— Prepare end of year school improvement plan assessment

— Assess results of State Standardized Tests.

Personal Preparation

— Finalize personal professional development plan

— Be aware of your certification and license status; schedule summer coursework if necessary

Registration

— Run summer school registration

— Monitor secondary school scheduling process

APRIL

School Calendar/Schedules

— Finalize end of year event schedule

— Make certain all events are properly planned and staffed

— Establish A/B day schedule at high school level

Staffing

— Receive staffing allocation from the District; begin to analyze staffing needs and begin interviewing process for vacant positions.

— Begin summer school staffing process

— Continuous Growth Plan Reflections Summaries are due to principals/administrators

— Keep abreast of teacher evaluations; finalize visits, portfolios and action research papers

Student Health and Safety

— Plan for statewide tornado drill

— Schedule all-school safety drill

— Continue to be visible throughout the school, both inside and outside to minimize potential problems

MAY

Budget/Financial Management

— Be prepared to meet budget deadlines for both current year and following year

— Follow up with graduating seniors regarding fee and fine obligations

— Finalize summer school budget

— Begin processing purchase orders for following school year

Building Management/ Preparation Activities

— Finalize summer cleaning and maintenance schedule with head custodian

— Finalize all special building projects for summer with District Facilities Department

— Finalize building usage for summer if appropriate

Communications With Staff, Parents, Community, and Students

— Issue final notice to parents of mandatory summer school students

— Finalize appropriate information to graduating seniors and parents

— Reinforce with parents and guardians the importance of discussing prom season/graduation issues; parties, teenage drinking, curfew violations, good decision making

— Notify parents of all end-of-year activities and events

— Make certain that all parents and guardians are fully aware of their child's graduation status with regard to credits and courses needed to graduate

— Notify parents of retention staffings

— Sponsor fifth grade visits to the middle school

Curriculum/School Improvement

— Finalize end-of-year school improvement plan assessment and formalize consensus for building improvement for following school year

Personal Preparation

— Submit personal professional development plan evaluation for present school year

— Submit PPDP proposal for following school year

— Submit summer vacation schedule

MAY

Registration

School Calendar/Schedules

— Adhere to end-of-year District guidelines and procedures outlined in <u>Closing of the Year</u> memorandum. Summarize and communicate clearly to staff.

— Double check planning and staffing for all end-of-year events

Staffing

— <u>AST and Teachers</u>: Write/meet all summative evaluations for all staff

— AST: Review past Administrative Performance Assessment and finalize Mutual Commitments and Expectations plus School and/or Department Improvement Plans

— Continue with teacher recruitment and interview process for vacant positions. <u>Place the highest priority on hiring the best candidates possible</u>. Keep in mind the importance of creating a multicultural staff.

— Finalize summer school staffing

Student Health and Safety

— Be cognizant of student end-of-year pranks and possible "senioritis"

— Reinforce to all staff and students the importance of ending the school year on a positive note.

— Reinforce staff attendance and adherence to professional responsibilities

JUNE

Budget/Financial Management

— Finalize budget for current school year and for following year

— Finalize purchase orders for following school year

Building Management/ Preparation Activities

— Organize teacher closing of individual classrooms to prepare for summer cleaning and/or summer school usage

— Implement teacher check-out procedures per District closing of the end-of-the-year guidelines

Communications With Staff, Parents, Community, and Students

— Notify parents of summer school teacher/room assignments

— Thank all staff members for a good school year both individually and/or in a group setting

— Acknowledge retiring personnel and non-returning staff members

— Begin work on summer parent newsletters

Curriculum/School Improvement

— Finalize summer curriculum writing committees where appropriate

— Begin work on revising school student/parent handbook and staff handbook for upcoming school year

— Establish summer schedule of school improvement committee meetings inviting staff, students, and parents

Personal Preparation

— Take time to reflect on personal goals, as well as, building goals

— Do a personal inventory on your health and well being. Make plans for yourself and your family.

Registration

School Calendar/Schedules

— Devote the time necessary to the building of the master schedule of class assignments for students and teachers

— Review calendar of summer school classes and events with appropriate staff

Staffing

— Summative Evaluation Assessments of all staff are due to Human Resources

JUNE

— Continue with teacher recruitment and interview process for vacant positions. Place the highest priority on hiring the best candidates possible. Keep in mind the importance of creating a multi-cultural staff.

— Continue with teacher recruitment and interview process for vacant positions. Place the highest priority on hiring the best candidates possible. Keep in mind the importance of creating a multicultural staff.

Student Health and Safety

— Establish student behavior expectations with summer school staff

— Reinforce to all staff and students the importance of ending the school year on a positive note

— Reinforce staff attendance and adherence to professional responsibilities to ensure a smooth closing (all staff take responsibility for all students)

Professional Development
Half-Day Inservice Schedule

Category	September 21	October 12	February 8	May 17
Regular Education K-5 Teachers	Progress Reports	Site	Literacy Initiative	Site
MS/HS English Teachers	Special Area	Site	Literacy Initiative	Site
MS/HS Math Teachers	Math Adoption	Site	Literacy Initiative	Site
MS/HS Foreign Language Teachers	Textbook Presentations	Site	Literacy Initiative	Site
MS/HS Science Teachers	Special Area	Site	Literacy Initiative	Site
MS/HS Social Studies Teachers	Textbook Presentations	Site	Literacy Initiative	Site
MS/HS Career and Technical Teachers	Special Area	Site	Literacy Initiative	Site
MS/HS Music Teachers	Special Area	Site	Literacy Initiative	Site
Art Teachers (K-5)	Progress Reports/Textbook Adoption	Site	Literacy Initiative	Site
Art Teachers (6-12)	Special Area	Site	Literacy Initiative	Site
Bridges and AIS Teachers	Read 180 & AIS Science only	Site	Literacy Initiative	Site
CDS Teachers (EL, MS, HS)	Special Area	Site	Literacy Initiative	Site
Counselors (EL)	Student Intervention Teams	Site	Literacy Initiative	Site
Counselors (MS, HS)	Student Intervention Teams	Site	Literacy Initiative	Site
EC ¾ Teachers	KUSD Pre-school	Site	Literacy Initiative	Site
EC Kindergarten Teachers	Site	Site	Literacy Initiative	Site
Educational Assistants (EL supporting instruction)	Testing or Site	Site	Literacy Initiative	Site
ESL Teachers and Assistants (EL, MS, HS)	ELL Alt Assessment	Site	Literacy Initiative	Site
Headstart Staff	KUSD Pre-school	Site	Literacy Initiative	Site
Instructional Technology Specialists	Special Area/Current Issues	Site	Literacy Initiative	Site
Language Assistance Program Staff (EL)	ELL Alt Assessment	Site	Literacy Initiative	Site
Language Assistance Program Staff (MS, HS)	ELL Alt Assessment	Site	Literacy Initiative	Site
Library Media Specialists (K-12)	Special Area/Current Issues	Site	Literacy Initiative	Site
Music Teachers (K-5)	Special Area/Progress Reports	Site	Literacy Initiative	Site
OTs	Special Area	Site	Special Area	Site
Physical Education Teachers (K-5)	Progress Reports/Health Curriculum	Site	Literacy Initiative	Site
Physical Education Teachers (6-12)	Special Area	Site	Literacy Initiative	Site
PSTs	Special Area	Site	Literacy Initiative	Site
Psychologists	Student Intervention Teams	Site	Special Area	Site
PTs	Special Area	Site	Special Area	Site
Social Workers	Student Intervention Teams	Site	Special Area	Site
Special Ed ED Self-Contained Teachers (EL)	Special Area		Literacy Initiative	
Special Ed Teachers (MS/HS) Representative Group	Special Area	Site	Literacy Initiative	Site
Special Education Educational Assistants (EL)	Site	Site	Literacy Initiative	Site
Special Ed Educational Assistants (MS/HS)	Site	Site	Literacy Initiative	Site
Special Education Teachers (EL)	Site	Site	Literacy Initiative	Site
Special Education Teachers (MS, HS)	Site	Site	Literacy Initiative	Site
Special Health Care Nurses	Special Area	Site	Special Area	Site
Specially Designed Physical Ed. Teachers (EL)	Progress Reports	Site	Literacy Initiative	Site
Specially Designed Physical Ed. Teachers (MS, HS)	Special Area	Site	Literacy Initiative	Site
Speech Therapists	Site	Site	Literacy Initiative	Site
Vertical Teams (6-12)	N/A	Site	Literacy Initiative	Site
Visually Impaired/Orientation and Mobility Teachers	Special Area	Site	Literacy Initiative	Site

210

Site – Site responsibility for planning   Special Area – Special Area/District responsibility for planning

<u>Middle and High School Calendar Dates</u>

2006-2207 School Year

<u>Middle School Content Wednesdays</u>

September 13
November 8
December 13
January 10
March 14
May 9

<u>High School Content Wednesdays</u>

October 4
December 6
February 7
May 2

Kenosha Unified School District No. 1
Kenosha, Wisconsin

EMPLOYEE ABSENCE REQUEST FORM

Personnel of the Kenosha Unified School District No. 1 desiring permission to be absent from their assigned duties for any reason other than personal leave must complete this form, attach all relevant information and submit all documentation to their immediate principal/supervisor **at least two weeks prior to the date(s) of the absence.**

CIRCLE ONE:	**Professional Development**	**Out of District Meeting**	**Athletic Event**	**Out of State or Overnight Field Trip**	**Jury Duty/ Subpoena**

Name: _____   Date of Request: _____

School/Location: _____   Assignment: _____

PERMISSION IS REQUESTED to be absent on: _____   Leave: _____
                                              Day/Date   Time

Through: _____   Return: _____
              Day/Date   Time

REASON FOR ABSENCE:

Name of Conference/Field Trip/Meeting: _____

Location: _____

Focus and Purpose for your participation and how it aligns with District/Site Goals:
_____
_____
_____

● If **field trip**, a **Request for Field Trip Form** has been approved: Yes _____   No _____

COST: (To be completed for all conference, workshop and seminar attendance)

Estimated costs including Registration Fees, Hotel Fees, Food, and Travel: _____

Funding source: School/Dept. (*Specify*): _____   Grant (*Specify*): _____   Personal _____

Account Number(s) to be charged: _____

● If using **Grant funds**, Budget Manager's approval is required: _____

SUBSTITUTE REQUEST: YES _____   NO _____

Date(s) Needed: _____

Funding source (*If other than District*):   Grant (*Specify*): _____   Grant Account #: _____

Arrangements for Substitute Services: If absence is approved, the Office of Personnel will arrange for a substitute. It is the teacher's responsibility to cancel a substitute.

APPROVALS:

Principal/Supervisor: _____   Date: _____

Area Coordinator/Director: _____   Date: _____

Staff Development Coordinator: _____   Date: _____
   (Signature Required Only for Professional Development Activities)

Distribution: White - Employee   Yellow - Staff Development   Pink - Sub Service   Goldenrod – School

Form (8-8589)   (08/09/02)

NSDC Standards for Staff Development

Context Standards

Learning Communities: Improves the learning of all students and organizes adults into learning communities whose goals are aligned with those of the school and district.

Leadership: Improves the learning of all students and requires skillful school and district leaders who guide continuous instructional improvement.

Resources: Improves the learning of all students and requires resources to support adult learning and collaboration.

Process Standards

Data-Driven: Improves the learning of all students and uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Evaluation: Improves the learning of all students and uses multiple sources of information to guide improvement and demonstrate its impact.

Research-Based: Improves the learning of all students and prepares educators to apply research to decision making.

Design: Improves the learning of all students and uses learning strategies appropriate to the intended goal.

Learning: Improves the learning of all students and applies knowledge about human learning and change.

Collaboration: Improves the learning of all students and provides educators with the knowledge and skills to collaborate.

Content Standards

Equity: Improves the learning of all students and prepares educators to understand and appreciate all students, create safe, orderly and supportive leaning environments, and hold high expectations for their academic achievement.

Quality Teaching: Improves the learning of all students and deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Family Involvement: Improves the learning of all students and provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Phases of Adult Learning

outcomes

● Lead
-mentor   -coach   -trainer

● Innovate

●
● Reflect   ● Integrate

delivery

● Action Research

● Trainer Workshops

● Improvement
teams & projects

MASTERY/Institutionalization

● Demonstrate new skills & behaviors

outcomes

● Test new behaviors

- Improve accuracy, speed and efficiency

delivery

● Focused workshops: ● Improvement teams & projects
  - Entry   ● Mentoring
- Intermediate   ● Coaching
- Advanced

Implementation/Skillbuilding

● Discuss topics   ● Clarify Questions

outcomes

● Convey information to others (define, describe, or refer)

delivery

● Direct presentation   ● Professional development materials:
                                        - Professional literature
● Group discussions

● Panel discussion   - Audio-visual - Interactive video, etc.

Initiation/Awareness

Levels of Change

Performance Improvement

Career Development

Scope

Kenosha Unified School District No. 1
Professional Development Evaluation and Reflection
Administrative – Supervisory - Technical

Professional Development Opportunity: _____ Date: _____

Participant's Position: (Check One) _____Administrative _____ Supervisory _____Technical

---

Please circle your response for each question.

1. **Content:** Presenter knowledge and demonstration of content and related topics.

5	4	3	2	1
EXCELLENT	VERY GOOD	GOOD	NEEDS IMPROVEMENT	POOR

2. **Process:** Clarity and effectiveness of the teaching/learning experience and attention to a variety of learning modes.

5	4	3	2	1
EXCELLENT	VERY GOOD	GOOD	NEEDS IMPROVEMENT	POOR

3. **Context:** The structure and culture of the learning environment. (within the presenter's control)

5	4	3	2	1
EXCELLENT	VERY GOOD	GOOD	NEEDS IMPROVEMENT	POOR

4. **Facility:** room organization and physical comfort.

5	4	3	2	1
EXCELLENT	VERY GOOD	GOOD	NEEDS IMPROVEMENT	POOR

5. How useful did you find this learning experience? *(Check one)*

__EXTREMELY USEFUL   __SOMEWHAT USEFUL   __NOT AT ALL USEFUL

6. Describe the "key" learning(s) knowledge/skills/understanding) you found most helpful today.

7. Describe how you will implement these learning(s) (knowledge/skills/understanding) in your leadership assignment.

8. List any additional comments or recommendations on the back of this sheet.

Making Thinking Visible
Responses to Teacher Reflection

Reflection Comments	Action Taken	Future Action
"What might be helpful in the future would be to do textbook reviews, where content area teachers glean major ideas from the text and build content area reading around that."	*Making Thinking Visible On-going Support Seminars* were held Fall 2005. The seminars were organized K-2, 3-5, secondary. This topic was generally discussed.	Networking Circles will be offered Fall 2006. The workshops will be organized according to grade level and content area. This topic will be addressed more specifically
Given the major ideas in a content area, "Outline the strategies that needed to be taught to help students hold their thinking and comprehend the text."	*Making Thinking Visible On-going Support Seminars* were held Fall 2005. The seminars were organized K-2, 3-5, secondary.	Networking Circles will be offered Fall 2006. The workshops will be organized according to grade level and content area.
"It has been extremely valuable to have the opportunity to not only collaborate with my peers, but has also afforded me the time to reflect on my teaching."	The District Inservice, held February 2006, focused on definitions and the modeling of the proficient learner skills. The Inservice also offered colleagues the opportunity to collaborate and outline the "Next Steps" for the site. *Making Thinking Visible On-going Support Seminars* were held Fall 2005. The seminars were organized K-2, 3-5, secondary.	Networking Circles will be offered Fall 2006. The workshops will be organized according to grade level and content area. High School and Middle School sites also have designated District Inservice opportunities for further collaboration.
"We need to explore comprehension assessment tools that will give teachers and students the opportunity to target instruction."	District resources: *Do I Really Have to Teach Reading? I Read It, but I Don't Get It, Strategies that Work, Reading for Meaning,* and *Mosaic of Thought* were explored in more depth at the seminars held Fall 2005. These resources explore the issue of assessment.	The author of Mosaic of Thought has developed a comprehension interview. Use of this tool will be investigated during the Fall 2006 *Making Thinking Visible Seminars.*
"Making Thinking Visible isn't an add on. It gives students more control in their reading comprehension development."	A point "driven home" during the District Inservice, February 2006. Demonstration lessons conducted by original cadre members, resource teachers, and Professional Development Teacher Consultants.	
"Making Thinking Visible is about processes, modeling, the Gradual Release of Responsibility. It has been amazing—how even very young children can absorb all of these new teachings."	Collaboration at District Inservice, February 2006. *Making Thinking Visible On-going Support Seminars*, Fall 2005.	Networking Circles will be offered Fall 2006. The workshops will be organized according to grade level and content area. Fall 2006 *Making Thinking Visible Seminars.* High School and Middle School sites also have designated District Inservice opportunities for further collaboration.
"It will help to see it (proficient learner skills) in action more and talk with other who have tried some of the Mosaic of Thought strategies."	Collaboration at District Inservice, February 2006. *Making Thinking Visible On-going Support Seminars*, Fall 2005.	Fall 2006 *Making Thinking Visible Seminars.*
"What about the opportunity to have teachers of different grade levels	Collaboration at District Inservice, February 2006.	Networking Circles will be offered Fall 2006. The workshops will be

work together on this" (i.e. the proficient learner skills).	*Making Thinking Visible On-going Support Seminars*, Fall 2005.	organized according to grade level and content area. Fall 2006 *Making Thinking Visible Seminars.* High School and Middle School sites also have designated District Inservice opportunities for further collaboration.
"More book studies" "I'd be willing to participate in additional book studies. I found this one very helpful."	District resources: *Do I Really Have to Teach Reading? I Read It, but I Don't Get It, Strategies that Work, Reading for Meaning,* and *Mosaic of Thought* were explored in more depth at the seminars held Fall 2005. These resources explore the issue of assessment. Spring 2006, Book Studies were organized at the High School level. On-going *Mosaic of Thought* book study is held each semester.	Book studies, utilizing new resources, will be organized for elementary and middle, and high school levels. They will be offered through the District Course Booklet.
"I also would love to have perhaps my reading resource person come into my room to do a lesson or to see it (the proficient learner skills) in action."	A point "driven home" during the District Inservice, February 2006. Demonstration lessons conducted by original cadre members, resource teachers, and Professional Development Teacher Consultants. High School teachers were given the opportunity to organize modeling, coaching, and collaboration experiences during preparation periods, before and after school, Spring 2006.	Networking Circles will be offered Fall 2006. The workshops will be organized according to grade level (K-12) and content area.
"I also think it would be great to have time to converse with other teachers doing this."	Collaboration at District Inservice, February 2006. *Making Thinking Visible On-going Support Seminars*, Fall 2005.	Networking Circles will be offered Fall 2006. The workshops will be organized according to grade level and content area. Fall 2006 *Making Thinking Visible Seminars.*

In addition to the plans above, each site developed a site-specific implementation plan to move the *Making Thinking Visible Initiative* forward. Professional Development Teacher Consultants are working closely with sites to assist them with this process.

KUSD – District and Site PD Initiatives

Student Learning Needs

Objective(s)
- No later than 2010, all students will meet or exceed the state's identified proficiency levels for performance in reading, math, and science.
- Annually, all students will participate in meaningful service projects at the elementary, middle and high school levels.
- All students will meet our requirements for graduation.

Strategies

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

4 – We will ensure that staff is implementing the District curriculum and using effective instructional strategies as well as data to help students demonstrate proficiency on standardized assessments.

6 - We will celebrate and embrace the rich cultural diversity of the student body and community in order to achieve our mission and objectives.

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

I. Standardized Assessments
   a. WKCE Data (common and consistent trends)
   b. Reading/Language Arts
   c. Math
   d. Achievement Data
      i. Gender
      ii. Ethnicity
   e. ACT Results
II. Curriculum, Instruction and Assessment
   a. Formalize a Uniform Instructional Framework (SP IV)
      i. Uniform Unit Design
      ii. Uniform Lesson Design
   b. Map K-12 Curriculum for scope and sequence alignment with WKCE (SP IV)
   c. Establish Essential Concepts, Procedures and Vocabulary for K-12 grade level/courses (SP IV)
   d. K-12 Common Grade Level /Course Area Assessments (SP IV)
      i. Reading/Language Arts/Writing (SP IV-yr1)
      ii. Math (SP IV-yr1)
      iii. Science
      iv. Social Studies
   e. Effective Instructional Strategies (SP IV-yr1)
      i. Higher Order Thinking
      ii. Hands-on Learning Experiences
      iii. Service Learning Projects (SP II-7.3)
      iv. Immediate, systematic, specific interventions for students who are not achieving mastery on common grade-level/course-level assessments. (SP VII 4.1)
III. Common Initiatives
   a. District/Site Improvement/Action Plans
      i. Professional Learning Communities
      ii. Literacy – "Making Thinking Visible"
         1. Common Reading Strategies across the Curriculum
         2. Reading across the Curriculum
         3. Common Writing Assessment Language – Six Trait Writing

        4. Writing across the Curriculum

        5. Long Range Information and Technology Plan

    iii. Textbook Adoption Cycle

    iv. Differentiated Instruction (SP V.3.2)

    v. Reading First Grant

    vi. Provide teachers with collaborative teaming inservice to develop understanding and value of essential skills (principal led with central office support). (SP VII 1.6)

    vii. Provide professional development for administrators, teachers, counselors and school social workers in order to raise awareness of the process and tools for communicating students' strengths and needs to teachers of the next grade level. (SP VII. 6.3)

  b. Implement annual summer academy that focuses on best instructional practices for improving achievement of disengaged youth (SP VII. 7.3)

IV. Educator Induction Program

  a. Orientation

  b. Ongoing Support Seminars

  c. Mentoring

V. Administrative Induction Program

  a. Orientation

  b. Ongoing Support Seminars

  c. Mentoring

Enabling Conditions for Learning

Strategic Objective(s)

- Annually, all students will participate in meaningful service projects at the elementary, middle and high school levels.
- All students will consistently demonstrate respectful and responsible behavior within our diverse school community.

Strategies

1 - We will create a climate that fosters trust, communication and involvement to improve the working relationship among the Board, administration, families, staff and the community.

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

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

5 – We will develop and implement plans to model, reinforce and recognize responsible, respectful and ethical behavior by everyone within the system.

6 - We will celebrate and embrace the rich cultural diversity of the student body and community in order to achieve our mission and objectives.

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

I. Educator Induction Program
  a. Orientation
  b. Ongoing Support Seminars
  c. Mentoring
II. Administrative Induction Program
  a. Orientation
  b. Ongoing Support Seminars
  c. Mentoring
III. School Improvement/Action Plans
IV. Professional Learning Communities
V. Enhance Community Communication
  a. Parent Training Teams for Parental Outreach and Communication
  b. Expand Parent Leadership Development Opportunities
  c. On-going staff development on District core values (SP V1.4)
  d. Conduct inservice opportunities on diversity, tolerance and acceptance in classrooms and the community
  e. Conduct awareness sessions with parent and teachers on uses and purposes of assessments (SP VII. 2.11)
VI. Diversity
  a. On-going staff development on District core values (SP V1.4)
  b. Conduct inservice opportunities on diversity, tolerance and acceptance in classrooms and the community (SP V 3.1)
  c. Present an inservice for all KUSD stakeholders on a resource map indicating all policies and programs that promote responsible, respectful, and ethical behavior (SP V 4.5)
  d. Develop staff development activities that focus on diversity topics/issues at all schools and in all departments (SP VI 1.3)
  e. Train teachers to recognize diversity in their classrooms and to use that diversity as a teaching tool as they design lessons. (SP VI 6.4)
  f. Train staff to recognize diversity and capitalize on benefits of that diversity as they go about their jobs. (SP VI 6.7)

Employee Performance Areas

Strategic Objective(s)

All students will meet our requirements for graduation.

Strategies

1 - We will create a climate that fosters trust, communication and involvement to improve the working relationship among the Board, administration, families, staff and the community.

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

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

4 – We will ensure that staff is implementing the District curriculum and using effective instructional strategies as well as data to help students demonstrate proficiency on standardized assessments.

5 – We will develop and implement plans to model, reinforce and recognize responsible, respectful and ethical behavior by everyone within the system.

6 - We will celebrate and embrace the rich cultural diversity of the student body and community in order to achieve our mission and objectives.

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

I. Instructional Staff
   a. Educator (Teacher, Pupil Services Personnel and Administrator) Quality - NCLB
      i. PDP Development for Teacher, Pupil Services Personnel and Administrator
      ii. Certification (major/minor) in content area
      iii. District Professional Performance Assessments
         1. Enhance Community Communication
   b. Educator Professional Learning
      i. Teachers
         1. Annual Data Retreat (SP IV-yr1)
         2. Uniform Instructional Framework (SP IV)
            - Uniform Unit Design
            - Uniform Lesson Design
         3. K-12 Curriculum Map for scope and sequence alignment with WKCE (SP IV)
         4. Essential Concepts, Procedures and Vocabulary for K-12 grade level/courses (SP IV)
         5. K-12 Common Grade Level /Course Area Assessments (SP IV)
            - Reading/Language Arts/Writing (SP IV-yr1)
            - Math (SP IV-yr1)
            - Science
            - Social Studies
         6. Effective Instructional Strategies (SP IV-yr 1)
            - Differentiated Instruction
            - Higher Order Thinking
            - Hands-on Learning
            - Service Learning Projects (SP II-7.3)
            - On-going staff development on District core values (SP V1.4)
            - Collaborative teaming (SP VII 1.6 and 1.7)
         7. Provide professional development for administrators, teachers, counselors and school social workers in order to raise awareness of the process and tools for communicating students' strengths and needs to teachers of the next grade level. (SP VII. 6.3)

8. Provide teachers with inservice on research-based strategies for improving achievement and engagement of disengaged youth. (SP VII. 7.1)

ii. Pupil Service Personnel
1. Annual Data Retreat (SP IV-yr1)
2. Uniform Instructional Framework (SP IV)
   - Uniform Unit Design
   - Uniform Lesson Design
3. K-12 Curriculum Map for scope and sequence alignment with WKCE (SP IV)
4. Essential Concepts, Procedures and Vocabulary for K-12 grade level/courses (SP IV)
5. K-12 Common Grade Level /Course Area Assessments (SP IV)
   - Reading/Language Arts/Writing (SP IV-yr1)
   - Math (SP IV-yr1)
   - Science
   - Social Studies
6. Effective Instructional Strategies (SP IV-yr 1)
   - Differentiated Instruction
   - Higher Order Thinking
   - Hands-on Learning
   - Service Learning Projects (SP II-7.3)
   - On-going staff development on District core values (SP V1.4)
   - Collaborative teaming (SP VII 1.6 and 1.7)
7. Provide professional development for administrators, teachers, counselors and school social workers in order to raise awareness of the process and tools for communicating students' strengths and needs to teachers of the next grade level. (SP VII. 6.3)
8. Provide teachers with inservice on research-based strategies for improving achievement and engagement of disengaged youth.(SP VII. 7.1)
9. Provide sessions that highlight best practices on motivation and interpersonal skills for disengaged youth. (SP VII. 7.5)
10. Provide professional development for designated building level people on linking students with services. (SP VII. 8.4)

iii. Administrators
1. Annual Data Retreat and use of Data (SP IV-yr1)
2. Uniform Instructional Framework (SP IV)
   a. Uniform Unit Design
   b. Uniform Lesson Design
3. K-12 Curriculum Map for scope and sequence alignment with WKCE (SP IV)
4. Essential Concepts, Procedures and Vocabulary for K-12 grade level/courses (SP IV)
5. K-12 Common Grade Level /Course Area Assessments (SP IV)
   a. Reading/Language Arts/Writing (SP IV-yr1)
   b. Math (SP IV-yr1)
   c. Science
   d. Social Studies
6. Effective Instructional Strategies (SP IV-yr 1)
   a. Differentiated Instruction
   b. Higher Order Thinking
   c. Hands-on Learning
   d. Service Learning Projects (SP II-7.3)

  e. On-going staff development on District core values (SP V1.4)

  f. Collaborative teaming (SP VII 1.6 and 1.7)

7. Provide professional development for administrators, teachers, counselors and school social workers in order to raise awareness of the process and tools for communicating students' strengths and needs to teachers of the next grade level. (SP VII. 6.3)

8. Provide inservice on research-based strategies for improving achievement and engagement of disengaged youth. (SP VII. 7.1)

9. Book Studies

10. Strengths Finder

    1. Tregoe Analytical Processes

    2. Effective use of Professional Performance Assessment (SP IV)

      a. Timeline for Conducting Professional Performance Assessments

      b. Rubrics

      c. Goal Setting

  b. Educational Assistants Quality – NCLB

    i. Associates Degree

    ii. 48 College Credits

    iii. Written Assessment (math, reading, writing) and Job Performance

    iv. Non–AST Instructional Support Performance Evaluation and Objectives

      1. Enhance Community Communication

      2. Provide teachers with inservice on research-based strategies for improving achievement and engagement of disengaged youth. . . (SP VII. 7.1)

      3. Provide staff development sessions highlighting best practices for positive interaction. (SP VII. 7.4)

  c. Educational Assistants Professional Learning

    i. Professional Development Academy

    ii. District Educational Assistants Inservice Day learning content

9. Instructional Support Staff

  a. Performance Area Position Specifications

    i. Supervisory and Technical

    ii. Secretaries

    iii. Food Service Helper

    iv. Facilities/Maintenance Staff (custodians, painters, carpenters, electricians, plumber, distribution and utility)

    v. Security Guard

  b. Non–AST Instructional Support Performance Evaluation and Objectives

  c. Professional Learning

    i. Planning and Organization

    ii. Interpersonal

    iii. Diversity Issues

    iv. Communication

    v. Accuracy and Quality

    vi. Job Knowledge

    vii. On-going staff development on District core values (SP V1.4)

  d. Professional Learning – Supervisory and Technical

    i. Strengths Finders

    ii. Book Studies

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

PERSONNEL GUIDEBOOK

INTRODUCTORY STATEMENT

This Employee Guidebook is a summary of some of the employment policies, procedures, rules, and regulations of Kenosha Unified School District. It has been prepared to acquaint all employees with these policies, procedures, rules and regulations, and to provide for the orderly and efficient operation of the School District. It is your responsibility to read and become familiar with this information and to follow the policies, procedures, rules, and regulations contained herein. Most of your questions should be answered in this Guidebook. However, if you have questions regarding the Guidebook, or matters, which are not covered, please direct them to your immediate supervisor. For complete information on these policies, please contact Human Resources. Please be advised that where policies, procedures or benefits language differ from those set forth in your collective bargaining agreement, the collective bargaining agreement shall govern.

DISCLAIMER STATEMENT

This Employee Guidebook has been prepared for informational purposes only. None of the statements, policies, procedures, rules, or regulations contained herein constitute a guarantee of employment, a guarantee of any other right or benefits, or a contract of employment, expressed or implied.

The provisions set forth in this Guidebook may be altered, modified, changed, or eliminated at any time by the District with or without notice. This Employee Guidebook supersedes any and all previous Guidebooks, statements, policies, procedures, rules, or regulations given to employees, whether verbal or written.

EMPLOYEE ACKNOWLEDGEMENT

I, _____, hereby acknowledge receipt of the
Kenosha Unified school District Employee Guidebook on _____. I
understand that the Guidebook has been developed for the general guidance of Kenosha Unified
Employees and that it is my responsibility to read and acquire an understanding of the
information contained in the Guidebook. I have been advised that the Office of Human
Resources is available to answer any questions I may have concerning the Guidebook or any
District policies, benefits and/or procedures. I acknowledge that the procedures and rules
described in the Guidebook can be unilaterally changed at any time. Furthermore, I
acknowledge that employment and benefits are not guaranteed.

I recognized that the Guidebook, although assigned to me, is considered the property of the
District and I will return it upon separate from the District.

_____   _____
Employee Signature   Date

TABLE OF CONTENTS

SECTION I.

EMPLOYMENT

Work Rule/Procedure/Policy:	**Equal Opportunity Employer**
Number of Pages:	1
Reference:	School Board Policy/Rule 4110 Equal Opportunity

The District is an equal opportunity employer. Personnel administration in the District shall be conducted so as not to discriminate on the basis of age, race, creed, color, sex, pregnancy, sexual orientation, national origin, disability, political affiliation, handicap, marital status, ancestry, citizenship, arrest or conviction record, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or Wisconsin, use or non-use of lawful products off school premises during non-working hours, or any other reason prohibited by state or federal law. This policy shall apply to hiring, placement, assignment, , seniority, transfer, promotion, lay-off, recall or termination. Similarly, all salaries, wages, benefit programs and personnel policies shall be administered in conformity with this policy.

Reasonable accommodations shall be made for qualified individuals with a disability or handicap, unless such accommodations would impose an undue hardship to the District.

Any employee who believes he/she has been discriminated against in violation of this policy may file a complaint. Responsibility for overseeing the District's equal employment opportunity and affirmative action programs and investigating discrimination complaints is assigned to the Executive Director of Human Resources.

All employees will receive information and training regarding rights and responsibilities regarding discrimination considerations as they relate to employment. For additional information or information regarding complaint procedure, see the Policy 4110 Equal Employment Opportunity and Affirmative Action and Rule 4110 Employee Discrimination Complaint Procedure.

Work Rule/Procedure/Policy:	**Anti-Harassment**
Number of Pages:	1
Reference:	School Board Policy 4111 Employee Harassment

The Kenosha Unified School District No. 1 seeks to provide fair and equal employment opportunities and to maintain a professional work and academic environment comprised of people who respect one another and who believe in the District's high ideals. Harassment is a form of misconduct that undermines the integrity of the District's employment and academic relationships. All employees and students must be allowed to work and learn in an environment that is free from intimidation and harassment.

Harassment or similar unacceptable activities that could become a condition of employment or a basis for personnel decisions, or which create a hostile, intimidating or offensive environment are specifically prohibited by the District. Intimidation and harassment can arise from a broad range of physical or verbal behaviors (by employees or by non-employees, such as outside contractors or members of the community), which can include, but is not limited to, the following:

- Physical or mental abuse;
- Racial, ethnic or religious insults or slurs;
- Unwelcome sexual advances, touching or demands for sexual favors, accompanied by implied or overt promises or preferential treatment or threats concerning an individual's employment or academic status;
- Sexual comments, jokes or display of sexually offensive materials;
- Sex-orientated name calling or bullying;
- Inappropriate staring at another individual or touching of his/her clothing, hair or body
- Asking personal questions about another individual's sex life; and
- asking out an employee who has stated that he/she is not interested.

These activities are offensive and inappropriate in a school atmosphere and in the workplace. This is a serious issue not just for the District also for each individual in the District. It is the responsibility of administration and all employees to ensure that these prohibited activities do not occur. Any employee who engages in harassment or similar unacceptable behavior, or retaliates against another individual because the individual made a report of such behavior or participated in an investigation of a claim of harassment or similar unacceptable behavior, is subject to immediate discipline, up to and including discharge.

Any person who believes that he or she has been the subject of prohibited harassment or similar unacceptable behavior or retaliation should report the matter immediately to the Director of Human Resources or, in the alternative, the Superintendent/designee. All such reports will be investigated promptly and will be kept confidential within the bounds of the investigation and the law. Please see policy/rule 4111 – Employee Harassment for further information and complaint procedures.

Work Rule/Procedure/Policy:	**Electronic Communication**
Number of Pages:	1
Reference:	School Board Policy 3535 – Electronic Communications

The District provides and maintains voice-mail, facsimile machines, computers, Internet access and e-mail for employees' use in order to provide a high quality, efficient environment in which to fulfill District responsibilities. To that end, these systems should only be used for valid work-related purposes. Your communications and use of these systems shall be held to the same standards as all other professional communications, including compliance with anti-discrimination and anti-harassment policies. Employees who use the systems inappropriately can be subject to loss of access privileges and other appropriate discipline, up to and including discharge. Inappropriate uses include, but are not limited to:

- Communications that contain ethnic slurs, inappropriate racial references, sexually explicit, obscene or harassing messages that would constitute harassment of others
- Unauthorized attempts to access, retrieve, read or listen to another person's computer, e-mail or voice-mail account without prior authorization
- Transmission of sensitive, confidential or proprietary information to unauthorized persons or organizations
- Downloading, displaying or printing distasteful or offensive materials, including without Limitation "adult", racist or hateful materials, or visual depictions that are obscene, or child pornography
- Illegal or unethical activities or other activities that could adversely impact the District

In accordance with Board Policy 3535 and its implementing rules, the District reserves the right to review, audit, intercept, monitor, access, disclose, copy and/or download any communication created, transmitted or maintained on any of the District's computer or electronic communication systems. Deleting an e-mail message does not guarantee that it has been erased from the Internet server system. The District is obligated to notify employees when electronic communication systems have been accessed.

Work Rule/Procedure/Policy:	**Confidentiality**
Number of Pages:	1
Reference:	School Board Policy 4224 – Employee Code of Ethics

Employees shall use confidential information appropriately and with respect for the rights of individuals. Privileged information shall not be used for personal gain or to the detriment of the District.

Violation of this policy will result in progressive discipline, up to and including termination.

Work Rule/Procedure/Policy:	**Conflict of Interest**
Number of Pages:	1
Reference:	School Board Policy/Rule 4331 – Conflict of Interest

In order to ensure sound management policies and procedures and in order to avoid actual or potential conflicts of interest, no close relative of an employee of the District or a member of the Board of Education shall be appointed to and/or assigned to a position having conflicting interests with a position held by a close relative. Close relative is defined as mother, father, brother, sister, son, daughter, aunt, uncle, niece or nephew, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law.

Positions of conflicting interest are defined as follows:

1. Any administrative, supervisory position having immediate or partial supervisory responsibilities on other than an occasional basis.
2. Any teaching position having quasi-supervisory responsibilities such as a teacher consultant or department chairperson, or any teaching position having an educational assistant position.
3. Any secretarial position having supervisory responsibility within a given school or department.
4. Any building service employee having supervisory responsibilities such as head custodian, assistant head custodian, foreman or head cook.
5. Any Recreation Department position having supervisory responsibility within any program.

In addition, employment of the following relative of the members of the School Board is not to be considered: (1) father and father-in-law, (2) mother and mother-in-law, (3) brother and brother-in-law, (4) sister and sister-in-law, (5) son and son-in-law, and (6) daughter and daughter-in-law.

Work Rule/Procedure/Policy:	**Employee Resignation/Retirement**
Number of Pages:	1
Reference:	School Board Policy 4361
	Collective Bargaining Agreement/Employment Agreement

Employee resignation/retirements shall be made in writing to the Superintendent of Schools and shall be in accordance with contracts and agreements. Resignations shall contain a specified effective date and should include a reason for separation/termination.

Resignations that are not in accordance with District policy may be accepted for administrative purposes only.

For additional information regarding resignation or retirement, please refer to the appropriate collective bargaining agreement or employment agreement.

Work Rule/Procedure/Policy:	**Inclement Weather**
Number of Pages:	2
Reference:	School Board Policy 3643
	Administrative Regulation 3643

The following procedures shall apply when deciding whether buses will run and if schools will be closed due to inclement weather:

Early in the morning, on days of inclement weather, the Supervisor of Transportation Services shall drive the streets and roads in the District checking to see if they are safe for buses to travel. He/she shall also check official weather forecasts and with the County Highway Department, the Sheriff's Department, the Police Department, the school bus company (Laidlaw Transit, Inc.), and with the City Transit Office. He shall then report his findings to the Maintenance and Operations Supervisor.

The Maintenance and Operations Supervisor shall check to see that all school sidewalks and parking lots can be plowed or made safe by the time staff members are scheduled to arrive, and shall report all findings and recommendations to the Superintendent of Schools by 5:00 a.m. The Superintendent shall then determine which of three set inclement weather procedures will be followed that day. Student and staff safety is the primary consideration in the decision to close schools.

Procedure 1: "All schools in the Kenosha Unified School District No. 1 will be open today. Students and personnel will be expected to attend as normally scheduled."

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

Procedure 3: "All schools in the Kenosha Unified School District No. 1 will be closed, and no students are expected to report. The Senior Citizens Center will be closed. Secretaries should not report to work, with the exception of secretaries assigned to the Educational Support Center, Department of Recreation, and 12-month school secretaries, who may report to work. The only persons required to report to work today are: full-time custodial employees; full-time food service workers; maintenance personnel; carpenters and painters; warehouse personnel; administrative, supervisory and technical personnel."

Radio stations WLIP (1050 AM), WIIL (95.1 FM), WEXT (104.7 FM), WRJN (1400 AM), WEZY (92.1 FM) and WGTD (91.1 FM) shall be notified as to the procedure to be followed. If the stations are not contacted by District personnel, it means Procedure 1 is in effect – that schools are open as normally scheduled. If schools are closed as per Procedure 3, radio stations WISN, WLTQ, WKKV, WTMJ, WKTI, WMIL, WOKY, WMYX, WEMP, WRIT, WXXS, WJBX, WJZI, and WLUM shall be contacted, as well as, Milwaukee television stations Today's TMJ 4 (Channel 4), FOX 6 (Channel 6), WISN (Channel 12), CBS 58 (Channel 58), and the Chicago area's Emergency Closing Center (which notifies the Chicago media). The procedure being followed shall also be placed on the Cable Channel 20 message bulletin board. Cable Channel 20 is available to local Time Warner Cable subscribers. The correct procedure shall also be placed on the District's Internet website; www.kusd.edu. A message outlining the inclement weather procedure shall also be available by calling 653-SNOW (653-7669) after 5:30 a.m.

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

The District shall use as a guideline for closing schools, sustained temperatures of -20º Fahrenheit or lower and/or sustained wind chills of -34º Fahrenheit or lower. When the weather is questionable, it is always a parent/legal guardian's decision if, for safety reasons, their child or children should attend school that day. The parent/guardian must notify the child or children's school of the absence, and the absence shall become part of the student's permanent record.

Section II.

Employment Records

Work Rule/Procedure/Policy:	**Personnel Data Changes**
Number of Pages:	1
Reference:	None

The District maintains personnel records and files for each employee. Maintaining these files with up to date information is very important as it provides the district with contact information in case of emergency, address mailings, data for payroll purposes, and information required for reporting purposes and benefit programs.

All employees must promptly notify Human Resources of any changes in:

1. Address
2. Marital status/name change
3. Party to be notified in case of emergency
4. Phone number
5. Dependent(s)

Work Rule/Procedure/Policy:	**Access To Personnel File**
Number of Pages:	1
Reference:	Policy 4260 – Personnel Records Rule 4260 – Guidelines for Maintenance of Personnel Records Collective Bargaining Agreement

It is the District's policy to protect the privacy of each employee and therefore the district is committed to the confidential handling of every employee's personnel information.

Records of all personnel shall be considered confidential to the extent required by law and shall be kept in the Human Resources Office. Records shall be maintained in accordance with all applicable federal and state laws and regulations and retained in accordance with the District's record retention schedule.

Employee information may be made available to anyone to the extent authorized by law. Any employee wishing to review his or her file may do so by providing a written request to the Human Resources Office. Files will be made available within seven working days of written request. Please see policy and rule 4260 for additional information.

Guidelines:

1. Personnel records may be examined in the presence of the Executive Director of Human Resources or designee and ordinarily by appointment.
2. Materials shall not be removed from the personnel files without permission of the Executive Director of Human Resources or designee.
3. The Human Resources Office may duplicate post-employment file materials for the employee and the individual employee will pay the cost.
4. Transcripts and licenses may, if requested, be returned to the individual upon termination of employment provided a receipt is signed.
5. Pre-employment references, credentials and evaluations are not available to employees. Confidential pre-employment credentials shall be sent to the supply agency only.
6. Personnel files will not be available to former employees, except to the extent authorized by law.
7. Employee information may be made available to any to the extent authorized by law. Ordinarily, employee information available to the public shall be limited to the name of the employee, assignment, the dates of employment and compensation.

Work Rule/Procedure/Policy:	**Employee Evaluations**
Number of Pages:	1
Reference:	School Board Policy/Rule 4380 – Employee Evaluations Teacher Salary and Welfare Agreement

Personnel shall be evaluated periodically and the Superintendent of Schools or designee shall make recommendations for further employment. Employee evaluations shall be conducted in accordance with applicable state laws, provisions of current employee bargaining agreements and established District procedures.

The Office of Human Resources shall establish the evaluation period for all employees including any necessary evaluation schedule, forms, processes and filing. Please refer to your collective bargaining agreement for additional information regarding employee evaluations.

Section III.

Employee District Benefits
and
General Leaves
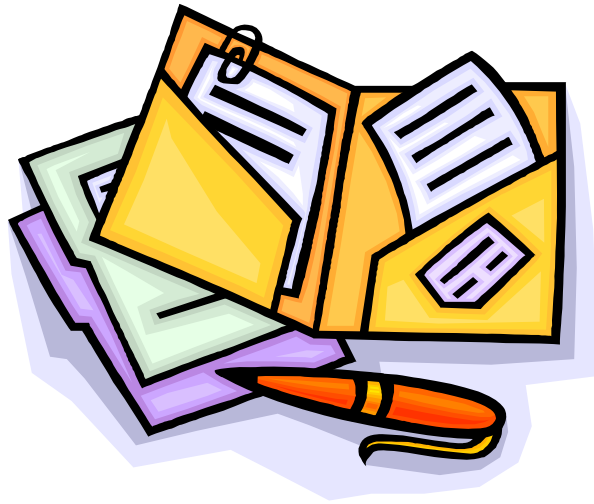
Work Rule/Procedure/Policy:	**Family and Medical Leave**
Number of Pages:	1
Reference:	School Board Policy 4323.1 – Family and Medical Leave Rule 4323.1 – Family and Medical Leave Guidelines School Board Policy 4323.1 Adm. Reg. – Family and Medical Leave Notice of Rights Collective Bargaining Agreement

Employees will be allowed up to 12 weeks of unpaid leave during a calendar year as a result of a birth or placement of a child for adoption or foster care or when a serious health condition is suffered by the employee or the employee's parent(s), son, daughter or spouse. This leave will run concurrently with any other leave which is available to the employee under other District leave and absence policies, provisions of employee agreements, or state and federal family and medical leave laws. All or a portion of this period may be paid in certain instances. The taking of leave under this policy and its accompanying guidelines will not be used against an employee in any employment decision, including in the determination of raises or discipline. For additional information regarding this policy or rule, please refer to School Board Policy 4323.1, Family and Medical Leave and Rule 4323.1, Family and Medical Leave Guidelines.

Work Rule/Procedure/Policy:	Family and Medical Leave Notice of Rights
Number of Pages:	2
Reference:	School Board Policy 4323.1 Adm. Reg. Collective Bargaining Agreement

The following information concerns your rights and obligations under the family and medical leave law and will explain the consequences of your failure to meet these obligations. Please read the information carefully, and if you have any questions, please contact the Office of Personnel.

1. Leave Entitlement. The actual amount of time you spend on family and/or medical leave will be subtracted from your federal and Wisconsin law leave entitlements. Under federal law, you are entitled to 12 workweeks of unpaid leave for qualifying reasons. Under Wisconsin law, you are entitled to six (6) weeks of leave on a birth or adoption of a child by you, two (2) weeks of leave as a result of your serious health condition and two (2) weeks of leave as a result of your parent, child or spouse experiencing a serious health condition. If you are eligible for both federal and Wisconsin leave, and/or leave under the policies of the District, your leave rights will run concurrently.

2. Medical Certification. If your leave is based on your serious health condition or the serious health condition of your child, spouse or parent, you must provide the District with a medical certification prepared by your health care provider, the Health Care Provider Certification. The Certification must be provided to the District within fifteen (15) days of the request, or in cases of medical emergency of unforeseen circumstances. If you fail to provide a timely Certification, your leave request, or your continuation for leave, may be denied until the required Certification is provided.

3. Additional Certification. If the District has any doubts about the accuracy of your initial medical certification, you must submit to another examination, at the District's expense, by a health care provider selected by the District. If the second opinion differs from the initial certification, a third opinion may be required. The third opinion is final and binding.

4. Re-certification. You must provide the District with re-certifications on a periodic basis that your serious health condition still prevents you from performing your job functions or that you are still needed to care for a family member with a serious health condition.

5. Intent to Return to Work. You must provide the District with a periodic report on your status and intent to return to work.

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6. <u>Fitness for Duty Certification</u>. If you are on medical leave because of your own serious health condition, you must provide the District with a Fitness for Duty Certification signed by your health care provider, before you can return to work. If you fail to provide the District with a Fitness for Duty Certification, your reinstatement will be denied until certification is provided.

7. <u>Substitution</u>. You may have the option of substituting certain types of paid leave for unpaid family and/medical leave or you may be required to substitute such paid leave pursuant to the District's FMLA Policy. When paid leave is substituted for your unpaid leave, the paid leave will not be available to you later. Under no circumstances will you be entitled to additional family and/or medical leave as a result of the substitution of paid leave.

8. <u>Maintenance of Health Insurance Coverage</u>. In order to maintain your group health coverage during your family or medical leave you must continue to pay any employee required contributions towards the health insurance premiums, as you did prior to your leave. If you elect to substitute paid leave, or if the District requires the substitution of paid leave, your share of premiums, if any, will be paid through the District's normal payroll deduction method. Otherwise, the District will designate a method for collecting premiums when your leave is unpaid.

9. <u>Employment Protection</u>. Upon returning to work from family or medical leave, you will be reinstated to the position you held prior to leave or, if your position is no longer available, to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment unless your employment would otherwise have ceased. You will have no greater right to employment at the end of your leave than you would have had with the District if you had not taken leave.

In the case of instructional employees, your reemployment may be delayed until the commencement of the next school semester if your leave begins in the last five weeks of the semester. Please see the Personnel Office for additional information on your reinstatement rights.

10. <u>Recovery of Premiums</u>. If you fail to return to work after your family or medical leave, you will be liable to the District for any health coverage premiums paid on your behalf during your leave.

Work Rule/Procedure/Policy:	**Sick Leave**
Number of Pages:	1
Reference:	School Board Policy 4323.1 – Family and Medical Leave Rule 4323.1 – Family and Medical Leave Guidelines School Board Policy 4323.1 Adm. Reg. – Family and Medical Leave Notice of Rights Collective Bargaining Agreement

Sick leave may be used for an employee's personal illness, well-care and sick medical and dental appointments. If the employee is on leave under the Family and Medical Leave Act (FMLA), sick leave must be used initially as part of the FMLA leave.

Sick is accrued as outlined in each collective bargaining agreement. Sick leave may not be used prior to accrual. The District reserves the right to require employees to provide a note from the doctor verifying that an absence was caused by a medical situation. The District also reserves the right to require documentation from the doctor authorizing the employee to return to work. If sick leave is exhausted, employee may refer to collective bargaining agreement for any additional leave as outlined in the agreement.

Work Rule/Procedure/Policy:	**Voting Leave**
Number of Pages:	1
Reference:	Wisconsin Statutes (Sec. 6.76)

In compliance with state law, Kenosha Unified School District allows employees three (3) consecutive hours of leave during polling hours in order to vote in federal, state or local elections, both primary and general elections.

Employees wishing to take time off to vote must request time off for voting in writing or via e-mail five (5) business days in advance. The request for leave must clearly state that the employee needs leave in order to vote. The district will designate what time of day the employee takes time off to vote. Employees taking time off will not be paid for the time he or she is absent to vote.

If you have any questions regarding your right to vote, please contact Human Resources.

Work Rule/Procedure/Policy:	**Jury Duty**
Number of Pages:	1
Reference:	Collective Bargaining Agreement

Upon receipt of the notification from the state or federal courts of an obligation to serve on a jury or to act as a court witness, the employee should notify his or her supervisor. The employee is required to provide copies of the subpoena or jury summons to his or her supervisor and Human Resources.

The supervisor will verify the notification and making scheduling adjustments to accommodate the employee's obligation.

Employees appearing as a plaintiff, defendant or for non-subpoenaed court appearance will not receive paid time off. Vacation or unpaid time should be used for these instances.

Work Rule/Procedure/Policy:	**Employee Assistance Program**
Number of Pages:	1
Reference:	School Board Policy 4233 – Employee Assistance Program

The District recognizes that a wide range of problems not directly associated with job functions can have an effect on job performance. Employee problems can stem from emotional disorders, alcohol or other drug dependency, family or marital problems, financial problems or societal pressures and changes. The District is concerned with job performance, including attendance, conduct and activity during employment hours.

It is recognized that many personal problems can be successfully treated or resolved if assistance is offered at an early stage and referral is made to an appropriate form of assistance.

The District will offer an Employee Assistance Program (EAP), which will serve as a practical and constructive mechanism for dealing with employees' personal problems, which may affect the work situation, or as an aid to those employees and their family members who voluntarily wish to use the program as a means of resolving personal problems.

The purpose of the Employee Assistance Program (EAP) is to improve the quality of human life. It has the potential to help marriages, families, and possibly even save lives. Other benefits include: increased productivity, improved work quality, decreased turnover, more favorable public opinion, greater employee identification with the District, improved moral and cost savings to the District.

The program will operate within the following guidelines

1. The decision to request or accept assistance through the EAP is the voluntary and personal choice of the individual employee.
2. Voluntary self-referred employees or family members seeking assistance will be able to do so with anonymity and confidentiality.
3. Job security will not be jeopardized by a request or acceptance of help through the EAP.
4. Referrals to the EAP agency can be by self-referral, family referral, union referral and supervisory referral.
5. The EAP will function through a District EAP resource person and contracted community agency that will provide services under the EAP concept. The Superintendent of Schools shall appoint the EAP resource person.
6. The EAP does not alter existing contractual provisions, work rules or disciplinary procedures. It serves as a supplementary program to offer appropriate assistance to those who need or desire it.
7. When necessary, sick leave shall be granted for treatment or rehabilitation on the same basis as other health problems. Leave without pay shall also be considered when determined to be necessary.

For additional information, please see Policy and Rule 4233, Employee Assistance Program.

Section IV.

Conditions of Employment

Work Rule/Procedure/Policy:	**Required Medical Documentation- Non Certified Positions**
Number of Pages:	1
Reference:	District Conditions of Employment Agreement Collective Bargaining Agreements

All non-certified employees must adhere to the following conditions of employment:

1. Employee must furnish the District a completed physical examination within 30 days of the start date.

2. Employee must furnish the district with a completed tuberculin skin test prior to employment start date.

3. Agree that the appointment is contingent upon Board of Education approval regardless of whether I have been placed on the District's payroll.

Non-compliance in any of these three areas will result in immediate revocation of the offer and/or termination of employment.

Work Rule/Procedure/Policy:	**Required Transcripts, Certification and Medical Documentation – Instructional**
Number of Pages:	1
Reference:	District Conditions of Employment Agreement

The following conditions of employment apply for all instructional staff:

1. Office college transcripts must reflect a 2.75 Grade Point Average (GPA) in overall undergraduate coursework OR 3.0 in major or 3.0 in a Master's program (all GPA's based on a 4.0 scale). If the position is at the secondary level, employee must have a major or minor in the subject area(s) being taught.

2. Employee must provide the District with an official transcript(s) denoting graduation, or if a graduating senior, a letter from the Dean or advisor verifying the anticipated graduation date prior to employment with Kenosha Unified School District. If a graduating senior, employee must provide an official transcript denoting graduation within 30 days of graduation.

3. Employee must furnish the District a copy of his/her instructional certification or proof of Wisconsin Department of Public Instruction application (e.g. copy of application and proof of payment) prior to employment with Kenosha Unified School District.

4. Employee must furnish the District a completed physical examination within 60 days of start date.

5. Employee must furnish the District a completed tuberculin skin test prior to employment start date.

Non-compliance in any of these areas will result in immediate revocation of the offer and/or termination of employment.

Work Rule/Procedure/Policy:	**Staff Physical Examinations**
Number of Pages:	1
Reference:	School Board Policy 4231/Rule 4231 Conditions of Employment Agreement

Upon initial employment, all employees of the District shall have a physical examination including a tuberculin skin test and/or chest x-ray, in accordance with state law.

Upon initial employment, each employee shall furnish a certification of freedom from tuberculosis. Food service employees shall furnish such certification annually. Food service employees shall have other periodic health exams as required by the District. The District may also require other employee health exams consistent with state and federal laws and provisions of current employee bargaining agreements.

An employee may be exempt from the health examination requirements listed in this policy if an affidavit has been filed with the District claiming such exemption in accordance with state law. No employee shall be discriminated against by reason of his/her filing of an affidavit.

Work Rule/Procedure/Policy:	**Employee Attendance and Punctuality**
Number of Pages:	2
Reference:	Policy 4280 Attendance and Punctuality
	Collective Bargaining Agreements

Regular attendance is an essential job function. In the event of illness or other absences, the employee shall notify the automated substitute assignment system and/or his or her immediate prior to the employee's work starting time accordance with District procedures.

An employee who is absent from work without notifying the District as required will be subject to disciplinary action up to and including discharge.

Guidelines/Procedures:
1. An employee is responsible for notifying the automated substitute assignment system and/or his/her supervisor of his/her absence no later than 60 minutes prior to the employee's work starting time.
   a. The employee must indicate the reason for the absence and advise when he/she will report back to work.
   b. If the length of time of the absence is unknown, the employee shall provide this notification each day of the absence.
   c. Employees absent from work due to an illness or injury may be required to submit a doctor's certificate or other appropriate medical authorization as deemed appropriate by the employee's supervisor.

   Employees should follow additional department guidelines where appropriate.

2. Tardiness, unexcused absences, patterns of absenteeism (same days over a period of time) and excessive excused absences (other than FMLA) are cause for progressive corrective action. Any disciplinary action taken shall be consistent with District policies, rules and applicable collective bargaining agreements.

   a. An employee is considered absent if he/she is not present for work as scheduled, regardless of the cause.
   b. An employee is considered tardy if he/ she reports to work after the scheduled start time (unexcused).

3. Department managers and principals will develop and communicate work schedules to reflect a start and end time that is in compliance with applicable collective bargaining agreements.

4. Supervisors are to give special attention to absence patterns such as:
   a. Absences before or after the weekend;
   b. Absences the day before and/or the day after a scheduled holiday or day off;
   c. Calling in sick as rapidly as sick time is accrued;
   d. Calling in sick or tardy after the scheduled start time; and
   e. Absences the day before or the day of "hunting" season.

Work Rule/Procedure/Policy:	**Absence Reporting/Sub Finder Procedures**
Number of Pages:	2
Reference:	Policy 4280 Attendance and Punctuality

All employees are responsible for reporting absences to SubFinder (district absence reporting system). This will require registration with the SubFinder system.

Employee Registration with SubFinder:

1. Using a touch-tone, phone SubFinder at 262 -653-SICK (7425).

2. SubFinder will identify itself and ask you to enter your PIN (Personal Identification Number) followed by the # key. Your PIN will be your Employee Number. Enter your PIN using the touch pad of your telephone.

3. Once you have entered your PIN and pressed the # key, SubFinder will acknowledge that this is the first time you have called and ask you to voice your name. Please say your name clearly, as you want to be heard by other people using the system. When you are done speaking, press the # key. After pressing the # key, SubFinder will play your recorded name back to you for verification. If it is correct, press 1. If you want to record your name, press 2 and repeat this step again.

4. Once you have recorded your name and accepted it, SubFinder will play your Main Menu. Please choose option 4 – To Review Personal Information. If any of the information is incorrect, contact Sub Service at 653-6355.

Reporting Absences:

There are two ways to report absences to SubFinder. Absences can either be reported via a touch-tone phone at 262-653-7425 or via the web at www.kusd.edu/subfinder.

Important SubFinder Information

SubFinder's Phone Number:

> **(262) 653-SICK(7425)**

SubFinder's Calling Times:

> Morning Call Out: 5:30 AM until 11:30 AM

Evening Call Out: 4:00 PM until 10:00 PM

Absence Reporting Deadline for employees:

No later than **90 MINUTES** prior to the scheduled start of the job.

Absence Cancellation Deadline for employees:

No later than **18 HOURS** prior to the scheduled start of the job.

For assistance, please call:

SUB SERVICE at (262) 653-6355 between the hours of 6:30 AM and 3:30 PM

Work Rule/Procedure/Policy:	**Reporting Work Related Injuries**
Number of Pages:	1
Reference:	School Board Policy 3631 – Accident Reports

It is essential that all accidents occurring on school property concerning students, employees or members of the public, and casualty losses be reported promptly to the Office of Human Resources. Accidents shall be reported in accordance with established District procedures.

Reporting Procedure:

In the event of a work related injury, all employees must report the injury by calling the Insurance Claims Management Specialist at 653-6317. This should be done immediately if you must leave work or by the end of the work shift is you do not leave work. In cases where the employee is not able to call, the immediate supervisor must report the accident or injury.

After reporting the injury, please fill out the "Employee Accident Prevision and Investigation" Form. Make sure to complete the backside of the form including all the appropriate signatures. Also, make sure that the corrective action section of the form has been completed in and return the form to the Claims Management Specialist in Human Resources

If appropriate, a written report from the treating physician must be completed within 24 hours of the incident. If you are able to return to work, any pertinent work restrictions must be indicated on the Workers' Compensation Work Status Report Form. Forms are available at each site office. If work restrictions exist, all attempts will be made to place you in the Transitional Return to Work Program. If you are unable to work, the anticipated return to work date and expected duration of the injury must be indicated by the treating physician on the Workers' Compensation Work Status Report Form.

Work Rule/Procedure/Policy:	**Light Duty**
Number of Pages:	1
Reference:	School Board Policy 3631 – Accident Reports

The District strives to promote successful recovery from any work related or personal injury and has set up these guidelines for managers to following when an employee returns to work with restrictions.

- If an employee has three days or more unscheduled time off, their absence must be accompanied by a detailed doctor's report specifying exact restrictions, the nature of the injury or illness, and dates the employee will be away from work.

- When an employee returns to full duty, they must provide a doctor's note with a full release to return to normal job duties.

- The company will accommodate, as much as reasonably possible, an employee's work restrictions. However, 8 hours of productive work must be available and scheduled for an employee to work within their restrictions. If an employee's restrictions are so great as to prevent the employee from working a productive 8 hours, they shall not return to work until they receive a full release or the company can accommodate their revised restrictions for the treating physician.

- If an employee completes an accident report because they believe their injury of illness is work related, they may be sent to the worker's compensation doctor. If, after evaluation, the insurance company or company doctor deems the injury or illness is not work related, unless otherwise provided by law. The company will only be responsible for the medical costs arising out of or directly related to the determination of non-coverage. All other medical costs associated with the employee's claim will be the responsibility of the employee.

Work Rule/Procedure/Policy:	**Employee Personal Appearance**
Number of Pages:	1
Reference:	School Board Policy 4229

All District employees must comply with the following personal appearance standards at all times during scheduled working hours:

1. Employees are expected to dress in a manner that is normally acceptable in a professional environment. Employees should not wear suggestive or revealing attire, spaghetti straps, backless clothing, shirts or tops that reveal an exposed midriff; clothes printed with slogans, inappropriate or offensive comments; blue jeans, athletic clothing, shorts, T-shirts, baseball hats, flip-flop sandals and similar attire that do not present a professional appearance.
2. Certain employees may be required to wear special attire, depending on the nature of their job (e.g. physical education, special education, grounds, facilities).
3. At the discretion of the Superintendent and his/her designee, an employee may be allowed to dress in a more casual fashion than normally required. On these occasions, employees are still expected to present a neat appearance and are not permitted to wear ripped or disheveled clothing, athletic wear or similarly inappropriate clothing.

Any employee who does not meet the personal appearance standards outlined above will be required to take corrective action, which may include leaving work to change into appropriate clothing. Violations may also result in disciplinary action.

Work Rule/Procedure/Policy:	**Alcohol and Drug Free Workplace**
Number of Pages:	1
Reference:	School Board Policy/Rule 4221 – Alcohol and Drug Free Workplace
	Policy 4362 – Employee Discipline

The District recognizes alcohol and other drug abuse as a potential health, safety and security problem, and it is the District's intent and obligation to provide a drug-free, healthful, safe and secure work environment. Therefore, the unlawful manufacture, distribution, dispensation, possession or use of alcohol or a controlled substance on District premises or while conducting District business off premises is absolutely prohibited by the District.

Employees must, as a condition of employment, abide by the terms of this policy and notify the District of any criminal drug statute conviction for a violation occurring on District premises or while conducting District business off premises. Anyone violating this policy shall be subject to disciplinary action in accordance with established procedures.

For additional information regarding this policy or for a copy of this policy in its entirety, please refer to school board policy and rule 4221 – Alcohol and Drug Free Workplace.

Work Rule/Procedure/Policy:	Reasonable Suspicion **Drug Testing**
Number of Pages:	1
Reference:	School Board Policy/Rule 4221 – Alcohol and Drug Free Workplace
	Policy 4362 – Employee Discipline

Kenosha Unified School District is a drug-free workplace. As such, we prohibit the use of non-prescribed drugs or alcohol during work hours. If the employee comes to work under the influence of drugs or alcohol or uses drugs or alcohol during work time, the employee will be disciplined in accordance to the policy up to and including termination.

Kenosha Unified School District's policy is intended to comply with all state laws governing drug testing and is designed to safeguard employee privacy rights to the fullest extent of the law.

If there is reason to suspect that an employee is working while under the influence of an illegal drug or alcohol, the employee will be asked to submit to a drug test. The employee will be suspended with pay until the results of a drug and alcohol test are made available to the District by the testing laboratory. Before being asked to submit to a drug test, the employee will receive written notice of the request or requirements. The employee must also sign a testing authorization and acknowledgement form confirming that he or she is aware of the policy and employee's rights.

A laboratory licensed by the state will conduct any drug testing required or requested by Kenosha Unified School District. The Distrct will incur all expenses related to the test.

If the employee receives notice that the employee's test results were confirmed positive, the employee will be given the opportunity to explain the positive result. In addition, the employee may have the same sample retested at a laboratory of the employee's choice.

All testing results will remain confidential. Employee must sign a consent form prior to the release of results. Test results may be used in arbitration; administrative hearings and court cases arising as a result of the employee's drug testing. Results will be sent to federal agencies as required by federal law. If the employee is to be referred to a treatment facility for evaluation, the employee's test results will also be made available to the employee's counselor.

Work Rule/Procedure/Policy:	**Tobacco Use on School Premises**
Number of Pages:	1
Reference:	School Board Policy 1310 – Tobacco Use on School Premises

Smoking and the use of tobacco products in any form, by anyone, is prohibited on District premises. "Premises" is defined as all property owned by, rented by or under the control of the District, including grounds, schools, offices, work areas, school buses and other school vehicles.

Work Rule/Procedure/Policy:	**Employee Right To Know**
	(Toxic Substances ad Infectious Agents)
Number of Pages:	1
Reference:	School Board Policy 4235- Employee Right To Know

The District shall strictly carry out state law provisions relating to the rights of employees to obtain information on toxic substances and infectious agents present in the workplace.

In addition to providing such information upon request of an employee or an employee's representative, the Superintendent of Schools and designees shall provide information concerning toxic substances and infectious agents and provide education and training programs to those employees who may routinely be exposed to toxic substances and infectious agents while at work.

Work Rule/Procedure/Policy:	**Employee Training Policy**
Number of Pages:	1
Reference:	Collective Bargaining Agreements

Kenosha Unified School District maintains training and development programs to assist staff in acquiring new knowledge and skills and enhancing current skills. As a condition of employment, depending on the type of position, employees will be required to participate in mandatory training modules.
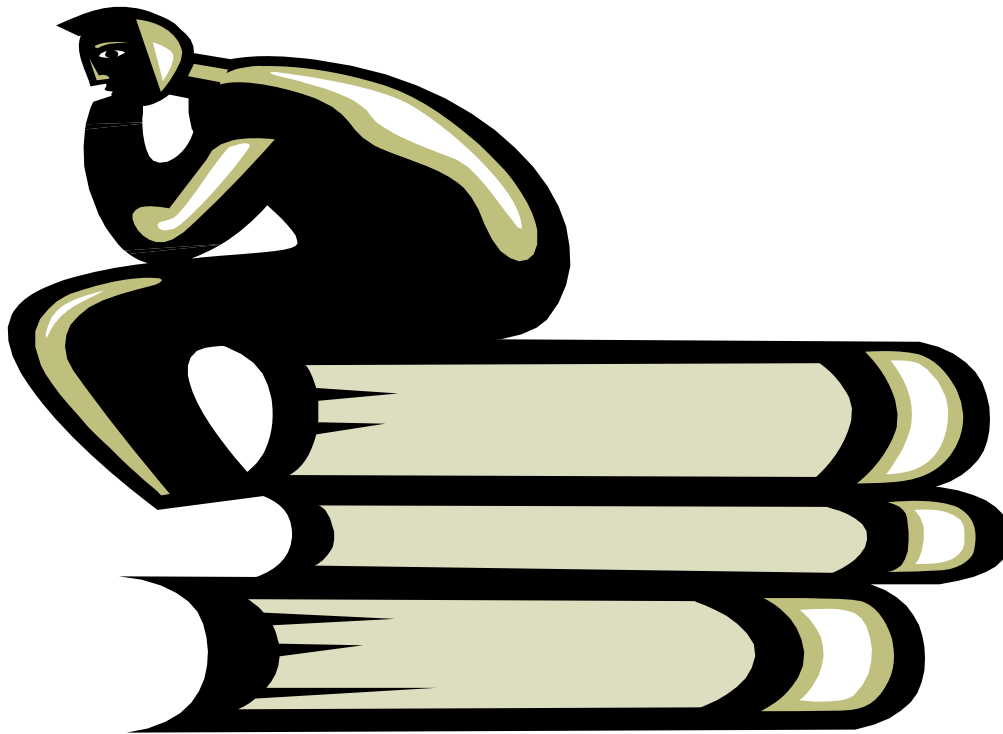
It is understood that career development and job skills acquisition are the joint responsibility of the employee, the supervisor and the employing department. Supervisors are expected to consult annually with direct reports to develop an appropriate staff development strategy. This might include wellness, job training and personal enrichment. The accomplishments of the staff development strategy should be incorporated into the annual performance evaluation process.

In order to support the concepts of lifelong learning for our employees, Kenosha Unified School District will provide opportunities for employees to participate in such training programs. Participation by employees in development opportunities should be scheduled so that disruptions to the delivery of service and normal work processes are minimized.

Training requirements specific to individual positions are beyond the scope of this policy. Supervisors and employees are responsible for insuring that any requirements specific to a particular position are met.

Section V.

Employee Conduct, Code of Ethics
and
Disciplinary Action

Work Rule/Procedure/Policy:	**General Rules of Conduct**
Number of Pages:	3
Reference:	School Board Policy 4224 – Employee Code of Ethics
	School Board Policy 4111– Harassment Policy
	School Board Policy 4280 – Attendance and Punctuality

Rules of conduct for employees are not for the purpose of restricting the rights and activities of employees but are intended to help employees by defining and protecting the rights and safety of all persons-employees, students and visitors.

General rules of conduct are essential to the safety and well being of all employees. Employees are expected to acquaint themselves with additional departmental rules of conduct and regulations.

Disciplinary action or termination, depending on the severity of violation, will be recommended for violation of any the following rules:

1. Falsification or unauthorized altering of records, employment applications, time sheets, time cards, student cards, etc.

2. Excessive tardiness or absenteeism.

3. Failure to report absences from scheduled work shift; this should be done at the earliest possible time before the scheduled work shift.

4. Unauthorized disclosure of information contained in communications and in personnel, student, or other records of the district.

5. Unauthorized use and/or possession of intoxicating beverages on district property.

6. Unauthorized use and/or possession of narcotics or dangerous drugs.

7. Fighting, gambling, horseplay, or using profane, obscene or abusive language toward any manager, employee or student, threatening, intimidating or coercing others on district premises or carrying unauthorized weapons.

8. Insubordinate conduct toward a supervisor.

9. Refusal to comply with district policies and procedures and/or carry out the instructions of a supervisor.

10. Sleeping while on duty

11. Creating unsafe or unsanitary conditions.

12. Leaving the job without permission during regularly assigned working hours.

13. Theft or unauthorized use of district equipment or possessions

14. Loss, damage, destruction or unauthorized removal or use of property belonging to the district, employees, or students.

15. Negligence in observing fire prevention or safety regulations, or failure to report on-the-job injuries or unsafe conditions.

16. Unwillingness or inability to work in harmony with others, discourtesy or conduct creating discord.

17. Engaging in acts of sabotage; willfully or with gross negligence causing destruction or damage of district property, or the property of fellow employees, students or visitors, in any manner.

18. Violating a confidentiality agreement; giving confidential information to others; breach of confidentiality of student or personnel information.

19. Any act of harassment (see school board policy 4111), sexual, racial or other towards anyone; telling sexist or racial-type jokes, making racial or ethnic slurs.

20. Soliciting during working hours and/or in working areas; selling merchandise or collection of any kind for charities or other organizations without authorization during business hours, or at a time or place that interferes with the work of another employee on district premises.

21. Subversion: Preparing statements or material detrimental to the well being of the school district.

Work Rule/Procedure/Policy:	**Employee Code of Ethics**
Number of Pages:	1
Reference:	School Board Policy 4224 – Employee Code of Ethics

Employees shall give their support to the education of Kenosha youth and shall faithfully discharge their professional duties to the District in Accordance with the official job descriptions pertaining to their individual assignments.

Channels of communication shall be as defined in the District's organizational chart and shall be in accordance with the policies, procedures, rules and regulations of the District.

Employees shall use confidential information appropriately and with respect for the rights of individuals. Privileged information shall not be used for personal gain or to the detriment of the District.

Employees who choose to engage in any remunerative activity other than that of their position shall avoid any activity that interferes with the execution of the responsibilities of their District position.

Employees shall not solicit or receive anything of value, which involves an expressed or implied advantage or influence on any District judgment or decision.

Any complaint about the ethical behavior of an employee or a request for an investigation into the conduct of any employee shall be presented to the Superintendent of Schools and shall bear the signature of the person making the request.

Employees found in violation of this code may be subject to suitable corrective or disciplinary action.

For additional information, please refer to School Board Policy 4224, Employee Code of Ethics.

Work Rule/Procedure/Policy:	**Employee Discipline Procedures**
Number of Pages:	1
Reference:	Policy/Rule 4362 – Employee Discipline

Employees shall abide by District policies and procedures, applicable rules and regulations, local, state and federal laws and regulations, and the expectations set forth in employee position specifications.

It is the responsibility of the District's administrators and supervisors to discipline employees for violations of District policies and procedures, applicable rules and regulations and the expectations set forth in the position specifications.

Discipline will not be imposed arbitrarily or capriciously. Discipline may be imposed by oral reprimand, written reprimand, suspension with or without pay or discharge. Dismissal of any personnel shall be in accordance with established procedures and state law. Other forms of discipline may be imposed when appropriate. The concept of progressive discipline will be utilized, if appropriate.

Employees who have been disciplined have access to either general employee complaint procedure in the policy manual or grievance procedures specified in employee bargaining agreements.

Work Rule/Procedure/Policy:	**Staff Gifts**
Number of Pages:	1
Reference:	School Board Policy 4240 – Staff Gifts

Purchase of gifts for District employees with funds contributed by students and parents are to be discouraged. Collection of funds from students and/or their parents through organized solicitation on school property for the purpose of purchasing gifts for teachers or other District employees is prohibited. Parent or student groups collecting any such funds should do so outside of school.

Use of class time for the presentation of gifts to school personnel shall be discouraged.

Work Rule/Procedure/Policy:	**Staff Misconduct Reporting**
Number of Pages:	1
Reference:	School Board Policy & Rule 4223 – Staff Misconduct Reporting

Policy:

Any employee who has engaged in specific misconduct shall be reported to the State Superintendent of Public Instruction. The District's Superintendent of Schools or designee shall make such reports in accordance with state law and established procedures. If a report concerns the Superintendent, the Board President shall file the report.

Guidelines:

A Department of Public Instruction-licensed employee shall be reported to the State Superintendent of Public Instruct if he/she:

1. has been discharged with a crime against children, a felony with a maximum prison term of at least five years of a crime in which the victim was a child;
2. has been convicted of a crime described in (1) or of fourth degree sexual assault;
3. has been dismissed by the District or his/her contract has been non-renewed, based in whole or in part on evident that the employee engaged in immoral conduct (for the purposes of sate law, "immoral conduct" means conduct or behavior that is contrary to commonly acceptable moral or ethical standards and that endangers the health, safety, welfare or education of any students); or
4. has resigned and the Superintendent or designee (or Board President if applicable) has reasonable suspicion that the resignation related to the employee having engaged in immoral conduct. If the employee has been requested to resign by the Superintendent or designee, and immoral conduct is suspected, the Superintendent or designee shall inform the employee that he/she has a duty to report the resignation to the State Superintendent.

Any non-licensed District employee who is convicted of a crime described in item (1) above or of fourth degree sexual assault shall be reported to the State Superintendent.

Reports shall be made within 15 days after the Superintendent or designee (or Board President if applicable) becomes aware of the charge, conviction, dismissal, non-renewal, or resignation. The employee who is the subject of a report shall be given a copy of the report.

Work Rule/Procedure/Policy:	**General Employee Complaints**
Number of Pages:	1
Reference:	School Board Policy and Rule 4270 – General Employee Complaints

Policy

The District shall provide a method for prompt and full discussion and consideration of matters of personal dissatisfaction and concern of an employee or an employee's representative with some aspect of employment.

General employee complaints shall be made and processed in accordance with established procedures. Formal employee grievances shall be dealt with accordance with provisions of current collective bargaining agreements or other District procedures as applicable.

All employees will receive information and training regarding rights and responsibility regarding harassment and discrimination considerations as they relate to employment.

Procedures

General employee complaints shall be processed in accordance with the following procedures. A complaint is any matter of dissatisfaction or concern of an employee with an aspect of employment that does not involve a formal grievance. Complaints involving alleged discrimination or harassment and complaints related to decisions or actions by other school personnel shall be dealt with in accordance with procedures found elsewhere in the policy manual.

The district promotes the voluntary resolution of complaints at the level closest their sources and, as such, encourages informal resolution of complaints.

Step 1: The complainant shall bring the complaint to the attention of the employee's immediate supervisor either orally or in writing within twenty (20) working days after the complainant knew or should have known of the event or condition which has caused the complaint, in attempt to resolve the issue.

Step 2: If the complainant is dissatisfied with the resolution at Step 1, he/she should, within ten (10) working days, submit the complaint to the Superintendent of Schools in writing. The Superintendent/designee shall meet with the complainant to attempt to resolve the dispute and respond in writing.

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