



REGULAR MONTHLY BOARD MEETING

**August 22, 2006
7:00 P.M.**

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



KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING

Educational Support Center

August 22, 2006

7:00 P.M.

AGENDA

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
- IV. Administrative and Supervisory Appointments
- V. Legislative Report
- VI. Views and Comments by the Public
- VII. Response and Comments by the Board of Education
- VIII. Remarks by the President
- IX. Superintendent's Report
- X. Strategic Planning Update
- XI. Consent Agenda
 - A. Consent/Receive Strategic Planning Implementation Teams #2 and 3 Updates..... Pages 1-7
(Also see separate appendices)
 - B. Consent/Approve Bradford Athletic Site Issues and Proposed Baseball Stadium Project Pages 8-10
 - C. Consent/Approve Budget Adjustment to Asphalt/Concrete Project Budget Page 11
 - D. Consent/Approve Learn and Serve America Youth Service-Learning Grant - 2006/07 Pages 12-14

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XI. Consent Agenda - Continued

- E. Consent/Approve Youth Apprenticeship
Program Grant -
2006-07 Pages 15-17
- F. Consent/Approve 2006 Emergency Response
And Crisis Management
Grant Proposal..... Pages 18-21
- G. Consent/Approve Children At Risk 2006-07
Plan Pages 22-24
- H. Consent/Approve Title IIB Mathematics and
Science Partnership
Program Grant Pages 25-27
- I. Consent/Approve Donations to the District..... Page 28
- J. Consent/Approve Recommendations
Concerning Appointments,
Leaves of Absence,
Retirements and Resignations Page 29
- K. Consent/Approve Minutes of 7/18/06, 7/24/06
and 7/25/06 Special Meetings
and Executive Sessions,
7/24/06, 7/25/06 and
8/8/06 Special Meetings and
7/25/06 Regular Meeting..... Pages 30-43
- L. Consent/Approve Summary of Receipts, Wire
Transfers and Check Registers..... Pages 44-45

XII. Old Business

- A. Discussion/Action High School Block
Scheduling, Overcrowding
And Effectiveness Pages 46-60
- B. Discussion/Action School Attendance Areas -
Policy 5320 (First Reading)..... Pages 61-63
- C. Discussion/Action Core Values – Policy 6120..... Pages 64-65
(First Reading)

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XII. Old Business - Continued

- D. Discussion/Action Request to Waive Property
Tax Pages 66-69
- E. Discussion/Action Administrative Interview
Process Pages 70-71
- F. Discussion/Action 2006/07 District/Board/
Superintendent Goals Pages 72-73

XIII. New Business

- A. Discussion/Action Resolution Authorizing
The Amendment and
Restatement of a Trust
Established For The
Purpose of Providing
For The Payment of
Certain Post-Employment
Benefits to Employees
And Former Employees
And Providing Other
Details and Covenants
With Respect Thereto Pages 74-78

XIV. Link to Additional Documents For This Agenda
(Documents Added After Agenda was Printed)

XV. Other Business as Permitted by Law

XVI. Tentative Schedule of Reports, Events and Legal
Deadlines For School Board (August-September)..... Page 79

XVII. Predetermined Time and Date of Adjourned Meeting, If Necessary

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Kenosha Unified School District No. 1
Kenosha, Wisconsin

August 22, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM #2 UPDATE

Strategy II

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

Update on Progress and Timelines

The CTE department wrote an application for Learn & Serve America Grant for the district for the 2006-2007 school year.

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

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

Professional development was held June 15th for 34 building service coaches and the instructional AST leadership by the Executive Director of Service Learning from the DPI. On June 16th the second service learning workshop was held for 4 pilot teams. The 3 remaining pilot teams will be trained on August 7th. All 7 pilot schools will develop a project for the upcoming school year and meet on Friday, August 11th to share their school service project at Reuther High School.

The goal for next year is to implement the 7 pilot school plans and develop an ongoing service network for the KUSD district and expand the action plan to include an additional 10 schools if the grant and requested budget permits.

Budget

Coordinator – Temporary loaned AmeriCorps*Vista volunteer – We have posted for a position similar to the one Audrey Gutfreund filled during the 2005-06 school year – funded by Wisconsin Campus Compact grant through Kenosha County UW Extension.

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

We have applied for \$20,000 from the DPI Learn and Serve Grant and \$25,000 from the KUSD operating budget to expand the professional development and project development for an additional 10 schools. This would bring us to a total of 17 of our 42 schools at the end of the 2006-07 year and on track to complete the entire district in the 5 year strategic plan timetable.

Staff Persons Leading This Strategy

Greg Wright, Beth Ormseth and the new Americorps* Vista position.

Members of Results Statements Teams

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

Next Steps

- Implement service projects including: safety forms, personnel policies, guidelines and network for Service Projects for seven pilot schools during 2006-07. Pilot schools will be:
Elementary: Stocker, Bose, Prairie Lane; *Middle School:* Lance, McKinley, Bullen; *High School:* Tremper
- Complete training and professional development for an additional 10 schools. We are in the process of identifying 5 elementary, 3 middle and 2 high schools for Phase 2 of the strategy. – grant and KUSD budget funded
- Complete training and professional development for ten new pilot schools –
- Plan and implement 3 KUSD-Service Learning Academies (August 06-July 07) grant and KUSD budget funded (see attachment)
- Implement seven pilot school service learning plans – 2006-2007 school year
- Evaluate and monitor service projects during 2006-2007 school year and improve processes for Phase II of seven to ten schools 2007-2008
- Develop staff and resource needs for Phase II – January 2007

Dr. R. Scott Pierce
Superintendent of Schools

Ms. Kathleen Barca
Executive Director of School Leadership

Mr. Greg Wright
Career, Technical and Service Education Coordinator

Ms. Beth Ormseth
Principal – Lance Middle School

Link to Appendix

Kenosha Unified School District No. 1
Kenosha, Wisconsin

August 22, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM 3 UPDATE

Strategy #3

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

Update on Progress and Timelines

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

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

Result Statement 1 deals with leasable properties, portable classrooms, and other options to address overcrowding until permanent solutions are completed. Result Statement 7 is similar however it focused on the possibility of leasing space from Gateway to help alleviate overcrowding problems at Bradford High School. The plan for the 2006-07 school year as approved by the Board was to relocate the portables at Tremper to facilitate the addition to the school, to create three temporary classrooms in the new weight room addition at Bradford, and to purchase classroom furniture to meet the projected enrollment increase District-wide. As of the date this report was written, the relocation of the Tremper portables was just about complete, the addition to Bradford was nearing completion which will allow the temporary partitions to be installed to create the three classrooms, and all of the furniture had been ordered and much of it had already been shipped.

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

The grant application for the Virtual High School was submitted prior to the June 1st deadline and has been reviewed by the review team. The DPI is meeting on August 2nd to award the grants and we should know by August 5th if we received a grant. We are hoping to receive a \$150,000 grant. Tim Miller and Bill Hittman have interviewed candidates for the Teacher/Consultant position to operate the Virtual High School and are awaiting an answer from the preferred candidate. The next steps would be to identify a location for the school (ESC, Reuther and Lakeview are

most likely options), and to begin to hire and train teachers to teach in the e-school.

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

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

- Bradford Project:
 - Construction approximately 75% complete
 - Majority of project will be complete for 06-07 school year with some additional work being completed during the following year.
- Prairie Lane Project:
 - Construction of 1st Addition approximately 50% complete
- Tremper Project:
 - Construction scheduled to begin prior to the end of July
- Nash Project:
 - Construction began on July 17th
- Boundary Change Implementation:
 - Boundary Committee has met several times and is in the process of reviewing the final draft options. It is expected that the Committee will make a preliminary proposal to the Board soon.

In regards to Result Statement 13, all of the action steps have been completed in the support of the November 1, 2005 referendum. Plans are being developed to initiate the process for the next referendum related to permanent high school capacity. It is expected that a recommendation to initiate this process will be provided to the Board in the next few months.

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

A report developed by the High School Principals was presented at the July Curriculum/Program Committee meeting. The Committee provided feedback and the principals are in the process of making those changes. The report suggests that the present block schedule be maintained with some modification to the “skinnyies”. The principals determined that changing all of the high schools to the same block arrangement would not have a tangible impact on overcrowding at Bradford and Tremper.

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

This Result Statement has been completed.

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

This Result Statement has been completed.

Budget

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

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

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

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

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

Staff Persons Leading This Strategy

Pat Finnemore and Nancy Weirick

Members of Results Statements Teams

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

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

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

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

- Pat Jones
- Bill Hittman
- Tim Miller

- Nancy Weirick
- Carol Budwick
- Adam King
- Alicia Hribal
- Chad Niemuth
- Craig Simpkins
- Diana Pearson
- Monica Yuhas

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

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

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

- High School Principals

III.5 - Expand CNA Program to Indian Trail Academy

- Dick Aiello

III.6 – Promote Enrollment at Indian Trail and Lakeview

- Dick Aiello
- Bill Hittman

Next Steps

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

- Virtual School Development Grant Activities
- Pursuit of high school charter school proposal
- Continuing the construction work for the 2005 referendum projects.
- Recommendations from the Boundary Change Committee to the School Board

- Development of a long-range strategy to support the high school space referendum.
- Finalizing and delivering recommendations related to high school scheduling.

Dr. R. Scott Pierce
Superintendent of Schools

Pat Finnemore
Implementation Team Co-Chair

Nancy Weirick
Implementation Team Co-Chair

Link to Appendix

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

August 22, 2006

**BRADFORD ATHLETIC SITE ISSUES AND PROPOSED BASEBALL
STADIUM PROJECT**

Background:

One of the long-standing problems at Bradford and Tremper High Schools is that the football practice fields overlap with the baseball and softball fields. Because those areas are used heavily in both the spring and fall and because we do not have irrigation systems, the quality of the fields suffer. The Board has already approved an annual-type project to install irrigation systems at both schools over a period of several years starting with the two soccer fields at Tremper this summer. The irrigation system installation will go a long way in improving the quality and safety of our fields.

The other step is to develop and implement a plan to minimize or eliminate the overlap of the fields. We are working on a plan for Tremper to best use the green space. Because there is a fairly well defined space available for fields at Tremper, the plan will be fairly straightforward and will not amount to a significant amount of District money spent. Although, the Board should be aware that the Tremper baseball coach is pursuing funding outside of District general fund money to continue the upgrade to the baseball diamond at Tremper.

At Bradford, the overlap of fields is quite significant because of the ravine and associated wetlands that run through the property. The land north of the ravine has remained undeveloped because of the lack of reasonable access and because of wetlands concerns. In response to a fundraising effort by the Bradford baseball program to upgrade their field, we have looked at ways to better separate the practice fields at Bradford and utilize the land north of the ravine.

One of the first steps needed was to obtain an accurate site drawing of the Bradford fields that was drawn to scale and that showed the ravine, wetlands, and all of the current field locations. Because a survey was needed to support the additions to Bradford High School anyway, we expanded the survey to include the entire site and not just the area where the additions are planned. This survey was completed and is included as an attachment to this report. The survey includes the locations of the current fields, the ravine and the land that was designated as wetlands.

In addition, through the help of State Representative Jim Kreuser and his staff, we met with representatives of the Wisconsin DNR to discuss the ability to construct a walkway across the ravine to allow access to the land north of the

ravine. The DNR representatives indicated that they would like to work with us to allow a culvert to be installed in a small portion of the ravine and then fill in with stone, gravel, and fill to create a walkway that the athletes could use to cross the ravine safely. They also indicated that we could construct a walkway sufficient to allow vehicles such as grass cutting equipment, ambulances, etc. to cross the ravine. The DNR representatives recommended that the District request the help of the Southeastern Wisconsin Regional Planning Commission (SEWRPC) to perform an updated wetlands delineation of the ravine prior to making a submittal to the DNR. We had Dr. Don Reed of SEWRPC perform the wetlands delineation study and it was completed in late March. The formal submittal was made to the DNR on May 16, 2006. We have received feedback from the DNR on the submittal and are in the process of providing additional information needed for their review.

The proposed baseball project is being developed and marketed by the baseball coaches, parents, and supporters of the Bradford baseball team. They have developed a fairly detailed plan of how they would like the field to be developed. Many of the enhancements they are proposing are predicated on relocation of the practice football fields, but there are some improvements that may be able to be done sooner. One specific item that we are currently working on is the replacement of the grass in the infield and an overall regrading of the infield which is nearly complete and will be ready for the coming season. In addition we have received a large amount of free fill and have started the grading process for the future fields north of the ravine.

The Facilities Department has been working to develop a cost estimate to support the field construction work at Bradford including the bridge across the ravine, grading for fields, seed, fertilizer, and any necessary fencing to support three practice football fields, a practice soccer field, and a skinned infield for softball and baseball. The current best-estimate is that all of this work at Bradford and Tremper will cost approximately \$60,000 although there are still a few unknowns related to the wetlands related work. It is recommended that this work be split up over two fiscal years and be funded by the major maintenance budget which has available funds for half of the work to be completed this fiscal year.

Administration Recommendation:

At its August 8, 2006 meeting, the Planning, Facilities and Equipment Committee unanimously recommended approval of the Bradford Athletic Site Issues and Proposed Baseball Stadium Project. Administration recommends Board approval of the Bradford Athletic Site Issues and Proposed Baseball Stadium Project as stated in this report.

Dr. R. Scott Pierce
Superintendent of Schools

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

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

August 22, 2006

BUDGET ADJUSTMENT TO ASPHALT/CONCRETE PROJECT BUDGET

Background:

One of the projects approved as part of the 2005-06 major maintenance plan was the replacement of asphalt and concrete at various locations in the District. The scope of this project was based on performing a minimal amount of asphalt and concrete work this summer and \$15,000 was budgeted. The two main projects planned were the replacement of sidewalk at Lincoln Middle School and replacing a portion of the concrete driveway at Forest Park Elementary. During the course of the project at Lincoln Middle it was decided to replace some additional sidewalk once the replacement started. In addition a section of asphalt at Whittier Elementary was identified as needing replacement. The net impact is the need to increase the budget for this project from \$15,000 to \$18,500. Board Policy 3711 allows the Superintendent to approve change orders of less than \$10,000 or 10% of the project amount, whichever is the smaller amount. In this case the increase of \$3,500 is greater than the Superintendent's approval authority, and therefore requires Board approval.

Administration Recommendation:

At it's August 8, 2006 meeting, the Planning/Facilities/Equipment Committee approved forwarding to the Board Administration's recommendation to increase the Asphalt/Concrete Project Budget from \$15,000 to \$18,500. Administration recommends that the Board approve the \$3,500 increase to the Asphalt/Concrete Project Budget for the additional asphalt and concrete repairs at Whittier as noted in the report.

Dr. R. Scott Pierce
Superintendent of Schools

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

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

August 22, 2006

**LEARN AND SERVE AMERICA
YOUTH SERVICE-LEARNING GRANT
2006-07**

Objective

Permission is requested to apply for, accept and implement the Wisconsin Department of Public Instruction 2006-07 Learn and Serve America Youth Service-Learning Grant.

Title of the Grant

- Learn and Serve America (LSA) Grant

Funding Source

- Wisconsin Department of Public Instruction

Time Period Covered by the Grant

- July 1, 2006, through June 30, 2007

Purpose of the Grant Applications

The Learn and Serve America Grant is intended to support the implementation, operation, or expansion of programs that advance Strategy 2 for service learning as a teaching, learning, and youth development strategy. These programs will promote high-quality service learning projects connected to the curriculum. The grant helps defray the initial costs associated with professional development and training for staff and improves ongoing service learning efforts.

How the Grant Meets the Strategic Plan and Goals of the District

The money from the Learn and Serve America Grant will support Strategy 2 of the district's Strategic Plan, which states that we will develop a collaborative system, which actively engages students in meaningful service projects within their school or community.

Budget

If granted by the Wisconsin Department of Public Instruction, the Kenosha Unified School District could receive up to a total of \$20,000 of the total estimated budget of \$42,800 needed to accomplish the professional and project development for an additional ten schools with approximately five staff from each school. The money will be used for professional development and project/curriculum development of service coaches, building staff, and administration, to implement the Kenosha Unified School District Strategic Plan. The goal of Strategy 2 is to develop a collaborative system, which actively engages students in meaningful service projects within their school or community.

Explanation of any District Resources that Would be Committed as a Result of Receiving the Grant

In-kind contributions from the Kenosha Unified School District will be \$22,800. There will also be staffing time involved in the form of a full-time AmeriCorps*VISTA position, Kenosha Unified School District and Career, Technical, and Service Education administrative involvement, and community partnerships.

Continuing Project

This is a continuation of the service learning implementation program that started in the 2005-06 school year with seven pilot schools.

Staff Persons in Charge of the Program/Project

- Greg Wright
Career, Technical, and Service Education Coordinator
- Bethany Ormseth
Lance Middle School Principal

Recommendation

At the August 8, 2006, Curriculum/Program Committee Meeting, Administration recommended and the committee voted to forward the 2006-07 Learn and Serve America Grant to the School Board for approval to submit and implement for the 2006-07 school year.

Dr. R. Scott Pierce
Superintendent of Schools

Dr. Edie Holcomb
Executive Director of Instructional services

Mr. Greg Wright
Career and Technical Education Coordinator

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

August 22, 2006

**YOUTH APPRENTICESHIP PROGRAM GRANT
2006-2007**

Objective

Permission is requested to apply for, accept, and implement the Youth Apprenticeship Program Grant for the 2006-07 school year.

Title of the Grant

- Youth Apprenticeship Program Grant

Funding Source

- State of Wisconsin Department of Workforce Development (DWD)

Time Period Covered by the Grant

- July 1, 2006, through June 30, 2007

Purpose of the Grant Application

The Youth Apprenticeship Program Grant exists for the purpose of expanding Wisconsin's workforce and keeping skilled workers in Wisconsin. High school juniors and seniors who successfully complete Level 1 of the program receive a Certificate of Occupational Proficiency from the State of Wisconsin DWD. Students who complete at a Level 2 receive a Certificate of Occupational Proficiency and advanced standing at Wisconsin technical colleges and universities.

The Kenosha Area Business Alliance (KABA) was the former fiscal agent for the Youth Apprenticeship Grant since 1996. KABA has requested that fiscal duties of the grant be transferred to Kenosha Unified School District No. 1.

How the Grant Meets the Strategic Plan and Goals of the District

The money from the Youth Apprenticeship Program Grant will support Strategy 4 of the district's Strategic Plan, which states that 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. The grant monies will also support Strategy 7 of the Strategic Plan, which states we will work effectively with 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.

Budget

The Kenosha Unified School District will receive a total of \$27,000 from the Wisconsin Department of Workforce Development for the Youth Apprenticeship Program grant.

Youth Apprenticeship coordinators, program staff salary, fringe benefits, and travel.....	\$13,000
Student costs—school-based coordinator stipend	\$12,800
Administration	\$1,200
TOTAL	<u>\$27,000</u>

Explanation of any District resources that Would be Committed as a Result of Receiving the Grant

In-kind contributions from the Kenosha Unified School District will be staff involvement and business partnerships.

Continuing Project

This is a continuation of a consortium program with KABA and Westosha Central High School. The Kenosha Unified School District is accepting the transfer of fiscal management.

Staff Persons in charge of the Program/Project

- Mr. Greg Wright
Career, Technical, and Service Education Coordinator
- Mr. Doug Potter
Westosha Central High School Superintendent

- Mrs. Susan Watring
Youth Apprenticeship Program Coordinator

Recommendation

At the August 8, 2006, Curriculum/Program Committee Meeting, Administration recommended and the committee voted to forward the 2006-07 Youth Apprenticeship Program Grant to the School Board for approval to submit and implement for the 2006-07 school year.

Dr. R. Scott Pierce
Superintendent of Schools

Dr. Edie Holcomb
Executive Director of Instructional services

Mr. Greg Wright
Career, Technical, and Service Education Coordinator

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

August 22, 2006

2006 Emergency Response & Crisis Management Grant Proposal

The U. S. Department of Education, Office of Safe and Drug Free Schools, Emergency Response and Crisis Management (ERCM) Discretionary Grant Program provides local educational agencies with funds to improve and strengthen emergency response and crisis management plans, including training school personnel, students and parents in emergency response procedures and coordinating with local government, law enforcement, public safety, health, and mental health agencies. Awardees will help ensure the safety of their students by working with staff, students, parents and community partners to mitigate and prevent, prepare for, respond to and recover from crises.

KUSD strategic plan Beliefs and Parameter statements, “We believe that a safe, supportive environment is essential for learning”, and, “We will always operate safe schools with environments conducive to learning”, emphasize the need for developing best practices in district-wide school security and safety.

SchoolSecure (www.schoolsecure.org), a team of security, engineering, and law enforcement professionals, will assist the District in the development of the proposal, at no cost to the District. If the proposal is successful, the District is under no obligation to contract with SchoolSecure to implement the program. SchoolSecure, however, hopes that its services would be considered for the program, based on its familiarity with the school district, its personnel, and the community, as well as its high level of expertise and professionalism in the area of emergency response and crisis management for public school districts.

Examples of the type of work that would be implemented if the proposal was successful include training for school personnel, parents, and students - conducting vulnerability assessments - reviewing and printing revised crisis plans - developing crisis information websites for the school district - creating and distributing awareness materials for parents and guardians regarding crisis procedures - creating electronic school floor plans – conducting multi-agency tabletop exercises - and purchasing emergency supplies. Law enforcement, public safety, public health, mental health, and local and county government management officials must agree to partner in carrying out grant responsibilities.

The application is due June 22, 2006. The budget request will be for approximately \$250,000, to include a .5 FTE (with benefits) Student Support staffer, resources for supplies and equipment, the cost of contracting a school security consultant for the 18-month period, and all expenses to the school district. Matching funds are not required. Awards are to be announced by September 30, 2006.

Joe Kucak, Coordinator of Student Support, will take the lead role in carrying out grant expectations, in conjunction with Kevin Christoun, Maintenance and Environmental Supervisor.

Recommendation

At its June 13, 2006 meeting, the Curriculum/Program Standing Committee approved forwarding this report to the full Board for approval. At its June 27, 2006, regular meeting, the Board voted to defer this grant to the August 8, 2006 Planning/Facilities/Equipment Committee meeting at which time the Committee moved to forward this grant proposal to the full Board for their consideration with the condition that the safety/security consulting services portion of the grant be bid out to providers per School Board Policy. Administration recommends that the Board grant approval to submit and implement the 2006 Emergency Response & Crisis Management Grant Proposal in the approximate amount of \$250,000 and direct Administration to seek bids for safety/security consulting services.

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

Kathy Lauer
Director of Special Education

Joe Kucak
Coordinator of Student Support

Fiscal, Facilities and Personnel Impact Statement

Title: 2006 Emergency Response and Crisis Management Grant Proposal

Budget Year: 2006-2007

Department: Student Support

Budget Manager: Joe Kucak

REQUEST

This U.S. Department of Education, Office of Safe and Drug Free School's discretionary grant program, provides funds to local educational agencies to improve and strengthen emergency response and crisis management plans, including training school personnel, students and parents in emergency response procedures, and coordinating with local government, law enforcement, public safety, health, and mental health agencies. Awardees help to ensure the safety of their students by working with staff, students, parents and community partners to mitigate and prevent, prepare for, respond to, and recover from crises.

SchoolSecure, a team of security, engineering, and law enforcement professionals, will assist the district in the development of the proposal, at no cost to the district. If the proposal is successful, SchoolSecure hopes that its services would be considered for program implementation.

Our request is to approve the federal grant application in the approximate amount of \$250,000.

RATIONALE/ INSTRUCTIONAL FOCUS

Consistent with district strategic planning Belief/Parameters, "we believe that a safe, supportive environment is essential for learning", and, "we will always operate safe schools with environments conducive to learning", this grant opportunity provides KUSD significant assistance to ensure district-wide best practices in security and safety procedures.

Examples of the type of work that would be implemented if the proposal is successful include: 1) training for school personnel, parents, and students, 2) conducting vulnerability assessments, 3) reviewing crisis plans, 4) development of crisis information websites for the district, 5) creating and distributing awareness materials for parents, 6) creation of electronic school floor plans, 7) conducting multi-agency tabletop exercises, and 8) purchase of emergency supplies.

Law enforcement, public safety, public health, mental health, and local and county government officials must agree to partner with us in order to carry out grant responsibilities.

IMPACT

If awarded, this proposal will bring KUSD approximately \$250,000 over an 18 month period. No matching funds are required, and all district expenses will come out of the award.

The proposal includes hiring a district .5 FTE (with benefits) Student Support Liaison, resources for supplies and equipment, the cost of contracting a school security consultant for the 18 month award period, and any and all associated district expenditures. Substitute teachers costs for participant staff are also included.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$40,000.00
200's	Fringes	\$22,000.00
300's	Purchased Services	\$138,000.00
400's	Non-Capital Objects	\$25,000.00
500's	Capital Objects	\$25,000.00
		\$0.00
	TOTAL	\$250,000.00

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

FUNDING SOURCES

Select Funding Sources: Additional Source of Revenue Available

U.S. Department of Education, Office of Safe and Drug Free Schools, Emergency Response and Crisis Management Discretionary Grant Program

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

August 22, 2006

CHILDREN AT RISK 2006-07 PLAN

Background

School districts in the state are eligible to apply for additional state aid reimbursement if they report 30 or more dropouts during the academic year. Kenosha Unified School District has applied and received this funding to help meet the needs of at risk students for many years. The state of Wisconsin requires that the district's plan to service children at risk of not graduating from high school be brought to the Board of Education for approval prior to August 15 on an annual basis. The Department of Public Instruction also requires a single-page report, PI-2375, that documents the number of students identified by the district according to state-established criteria and includes the number of those identified students who meet certain measurable objectives that signify continuing progress for these same students. Individual students are not identified to the state on this report. The district receives categorical aid for implementing a plan that helps students meet the following objectives: staying in school, improving attendance, earning credits, graduating, and improving skills in mathematics and reading. The Department of Public Instruction measures success for students who are able to meet three of these five criteria.

Definition

Wisconsin Statutes, Section 118.153, defined Children at Risk as:

Pupils in grades 5 to 12 who are at risk of not graduating from high school because they failed the high school graduation test under §118.30 (lm) (d), are dropouts, or are two or more of the following:

- One or more years behind their age group in the number of credits attained,
- Two or more years behind their age group in basic skill levels,
- Habitual truants, as defined in §118.16 (1) (a),
- Teenage Parents,
- Adjudicated delinquents,
- 8th grade pupils whose score in each subject area on the examination administered under §118.30 (lm) (am) was below the basic level, 8th grade pupils who failed the examination under §118.30 (lm) (am), and 8th grade pupils who failed to be promoted to the 9th grade.

Children at Risk Plan

The district offers various programs and services to assist students to meet the objectives of staying in school, improving attendance, earning credits, graduating, and improving skills in mathematics and reading. In the fall, each school is provided with a list of students who are

enrolled at their site who meet the state definition of children at risk. Throughout the year this listing is a working document for the school to monitor the services that are provided to help each student meet the attendance and achievement goals. At the end of the year the lists from all schools are to be returned to the Office of Student Support so that data can be gathered and analyzed to identify services that are helping students to stay enrolled and make progress toward high school graduation.

Categorical Aid

Annually in August, any district that applies for aid under this section in the previous school year submits a report to DPI documenting the number of students who achieved each of these objectives:

1. The pupil's attendance rate was at least 70%.
2. The pupil remained in school.
3. The pupil, if a high school senior, received a high school diploma or passed the high school graduation examination administered under §118.30 (1m) (d).
4. The pupil earned at least 4.5 academic credits or a prorated number of credits if the pupil was enrolled in the program for less than the entire school year.
5. The pupil has demonstrated, on standardized tests or other appropriate measures, a gain in reading and mathematics commensurate with the duration of his or her enrollment in the program.

DPI views success as a student meeting three of these objectives. This report is to verify that the plan is successfully assisting students who have been identified as at risk and funding is dependent upon the number of students who have achieved three or more of the objectives. The district has applied for and received funding for a number of years; the most recent years' amounts are listed for your information.

School Year	Categorical Aid Received
2005-2006	\$217,832
2004-2005	\$282,060
2003-2004	\$235,697
2002-2003	\$225,982
2001-2002	\$325,047
2000-2001	\$334,523
1999-2000	\$270,979
1998-1999	\$198,590

At Risk Student Data

The Offices of Educational Accountability and Student Support are compiling data that will allow the district to more closely examine which services appear to be helping identified students to succeed. The database includes which criteria a student met to be identified as at risk, which of the state's measures of success the student attained, and which services or programs those

students were enrolled. Assessments of services and programs that better meet the needs of at risk students can be made by analyzing the data longitudinally.

Some of the specific student information regarding academic achievement, credit attainment, graduation, and attendance is currently being compiled for the 2005-06 school year. The data are needed to complete the DPI report, PI-2375, that is due at the end of August.

Evaluation of Link to Strategic Plan

The Children at Risk 2006-07 Plan is directly tied to Strategy 7 of the Strategic Plan which states:

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.

Recommendation

At its August 8, 2006 meeting, Administration recommended and the Curriculum/Program Committee moved to forward the Children at Risk 2006-07 Plan to the full Board for approval to submit to the Department of Public Instruction and approval to continue the District's programs for at risk students. It is requested that the Board approve the recommendations noted above.

Dr. R. Scott Pierce
Superintendent of Schools

Sonya Stephens
Executive Director of Educational Accountability

Joseph Kucak
Coordinator of Student Support

Linda Langenstroer
Research Coordinator

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Kenosha Unified School District No. 1
Kenosha Wisconsin

August 22, 2006

**TITLE IIB MATHEMATICS AND SCIENCE PARTNERSHIP PROGRAM
GRANT**

We are requesting permission to accept and implement funding from the Title IIB Mathematics and Science Partnership Program for the Advancing Science Knowledge (ASK) Grant. This funding will be received in the form of a grant awarded to Kenosha Unified to pay for all training, tuition, and materials costs related to course work intended to increase the science knowledge of twenty selected middle school science teachers. The ASK grant, similar to the Middle Mathematics Mobilization Grant awarded to Kenosha Unified last year, is aimed at building teacher capacity in science. Teachers selected to participate will meet the following criteria:

- Teachers assigned to teaching the Integrated Science curriculum in grades six through nine
- Teachers holding a DPI license or certification to teach in grades six through nine
- Teachers holding regular or special education certification or licensure
- Teachers who do not hold Broad Field Science licensure or certification.

In general, the ASK grant is designed to meet the goals of the NCLB and the school district, as well as to increase the knowledge, skills and dispositions of twenty science teachers as they affect student achievement.

Title of Grant

The title of the grant is the Advancing Science Knowledge (ASK) Grant.

Funding Source

The funding source is the Title IIB Mathematics and Science Partnership Program, which is the competitive portion of Title IIB. This program is designed to improve students' academic achievement in science and mathematics as it provides competitive grants to partnerships for professional development and curriculum redesign in math and science. Kenosha Unified School personnel initiated the grant, authored the proposal and consulted with Carthage College on the final draft.

Time Period Covered by the Grant

June 2007 through August 2009

Purpose of the Grant Application

The ASK Grant advances the belief that increasing teacher knowledge positively affects student performance, specifically the science knowledge of eighth and tenth grade

students as measured by their performance on the Wisconsin Knowledge and Concepts Exam (WKCE) science subtests. The twenty selected middle school science teachers will enroll in a Carthage College course in Biology, Physics, Earth Science and Chemistry each semester beginning in the summer of 2007 and ending in the summer of 2008. In addition, research-based methods of teaching content will be reviewed and classroom lessons collaboratively developed through teacher participation in two Chiwaukee Academy courses offered in the summers of 2007 and 2008. The ASK grant will also enhance and strengthen the already established collaboration between Kenosha Unified School District and Carthage College aimed at preparing highly qualified teachers who enable students to increase their performance in science.

How the Grant Meets the Strategic Plan and Goals of the District

The money received from the Title II Mathematics and Science Partnership Program would directly support the specific strategic objective of all students proficient in science by 2010. It also supports Strategy IV by ensuring “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. In addition, these grant monies will also support Strategy VII of the Strategic Plan which states that staff “will work effectively with 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.”

Budget – 2007-2009

If approved, KUSD would receive a total of \$414,757 from the Title II Mathematics and Science Partnership Program grant over a two-year period.

<i>Instructional costs related to teacher instruction</i> (i.e., Carthage College pre-course meetings, instructor prep and ongoing planning, instructor salary and benefits)	\$281,720
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<i>Support Services</i> (i.e., Carthage College tuition and textbooks– 20 participants, Chiwaukee Academy – 20 participants, two additional instructors for Chiwaukee, duplicating, postage, Praxis post-test evaluation, supplies and materials)	\$ 90,000
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<i>Support Services for Grant Administration</i> (Reimbursement to District for portion of administrative salaries and benefits related to project oversight and support)	\$ 31,192
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<i>Indirect Costs</i> 3% of award	\$ 11,845
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TOTAL	<u>\$414,757</u>
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Explanation of any District resources that would be committed as a result of receiving the Grant

The amount of funds requested cover total expenses for the Advancing Science Knowledge (ASK) Grant. No additional District dollars are needed.

Whether it is a continuation or new project

This is a new project aligned to District strategic direction and goals. The District does support professional development activities at the middle level in all content areas.

Staff Person(s) in charge of the Program/Project

Ms. Louise Mattioli
Director of Professional Development

Ms. Linda Langenstroer
Coordinator of Research, Educational Accountability

Ms. Christine Pratt
Science Consultant K-12

Recommendations

At its August 8, 2006 meeting, the Curriculum/Program Committee approved forwarding the ASK Grant request to the full Board for approval to accept and implement if received. Administration recommends that the Board grant approval to accept and implement the ASK grant if received.

Dr. R. Scott Pierce
Superintendent of Schools

Dr. Edie Holcomb
Executive Director of Instructional Services

Ms. Louise Mattioli
Director of Professional Development

Ms. Linda Langenstroer
Research Coordinator,
Educational Accountability

Ms. Christine Pratt
K-12 Teacher Consultant, Science

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

August 22, 2006

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Cherry Corporation donated \$500 to the Office of Minority Academic Affairs for a safety boat for the sailing program for academic achievement groups.
2. The following individuals/organizations made donations to the Minority Academic Achievement Recognition Ceremony and Scholarships:
 - Blessed Hope Baptist Church, Inc. - \$500
 - Mr. Gerald Cummings - \$250
 - Educator's Credit Union - \$250
 - Jockey International Inc. - \$250
 - Kenosha Area Business Alliance Foundation, Inc. - \$250
 - LULAC Council 320 - \$250
 - NAACP Branch 3252 - \$250
 - Rasch Construction and Engineering, Inc. - \$250
 - von Briesen & Roper, S.C. - \$250
 - Mr. Matthew Augustine - \$100
 - Marian College - \$75
3. Dr. Ron Zalokar donated \$500 to the Middle School Track Program which will be used to purchase equipment for all six middle schools.
4. The following organizations made donations to the SISTAS End-of-Year Banquet:
 - AM Community Credit Union - t-shirts, valued at \$300
 - Aurora Medical Center - End-of-Year Banquet, value unknown
 - Office Max -school supplies, value unknown
 - Carthage College - school supplies, value unknown

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 3280, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

R. Scott Pierce
Superintendent of Schools

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Kenosha Unified School District No. 1

Kenosha, WI

AUGUST 22, 2006

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
Resignation	08/22/06		Educ. Assistant	Sorensen	Amy	Wilson Elementary	Classroom - Reading 1	06/12/06	11.44	Resignation	
Appointment	08/22/06	*	Instructional	Chase	Susan	Bradford High School	Marketing	08/30/06	42,434.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	Cole	Jamie	Bradford High School	Special Education/LD	08/30/06	56,780.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	DeCaboater	Melissa	Fine Arts	Art	08/30/06	35,952.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	Edwards	Angela	Fine Arts	Art	08/30/06	33,936.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	Edwards	Lindsay	Grewenow Elementary	Special Education-Cross Categorical	08/30/06	35,952.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	Ellis	Mary	Bose Elementary	Special Education/LD	08/30/06	32,456	New Hire	Letter
Appointment	08/22/06	*	Instructional	Freiberg	Kathy	Stocker	Special Education-Cross Categorical	08/30/06	36,893.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	Galligan	Patrick	Bradford High School	English	08/30/06	35,745.00	New Hire	Letter
Appointment	08/22/06	*	Instructional	Haebig	Caroline	Tremper High School	Social Studies	08/30/06	32,456.00	New Hire	Letter
Appointment	08/22/06	*	Instructional	Hawkey-Cruik	Darlene	Student Support	Psychologist	08/30/06	65,063.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	Hoey	Dennis	Reuther Central H.S.	Math	08/30/06	42,434.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	Jambrek	Karen	Jeffery Elementary	Cross Categorical	08/30/06	32,456.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	Keisling	Anthony	Bradford High School	Foreign Language-German (66%)	08/30/06	23,785.02	New Hire	Letter
Appointment	08/22/06	*	Instructional	Ladd	Erica	Vernon Elementary	ESL - Kindergarten	08/30/06	35,997.00	New Hire	Letter
Appointment	08/22/06	*	Instructional	Landgraf	Kathleen	Stocker Elementary	Kindergarten (49%)	08/30/06	20,312.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	Luck	Emily	Fine Arts	Art	08/30/06	37,566.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	Lugo	Hansel	Bradford High School	Bilingual Guidance	08/30/06	35,745.00	New Hire	Letter
Appointment	08/22/06	*	Instructional	Mayerak	Joshua	Bradford High School	Math	08/30/06	32,456.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	Molini	Kelly	EBSOLA	Cross-Categorical Special Ed	08/30/06	33,936.00	New Hire	Letter
Appointment	08/22/06	*	Miscellaneous	Mosley	Ardis	Lincoln Middle School	Parent Liaison	08/30/06	12.37	New Hire	
Appointment	08/22/06	*	Instructional	Pascucci	Joe	Bradford High School	Social Studies-Bridges	08/30/06	32,950.00	New Hire	Contract
Appointment	08/22/06	*	Interpreter	Phillips	Beth	Tremper	Interpreter	08/30/06	19.52	New Hire	
Appointment	08/22/06	*	Educ. Assistant	Roach	Jennifer	Hillcrest	Special Educational Assistant (50%)	09/01/06	11.75	New Hire	
Appointment	08/22/06	*	Instructional	Starosta	Katherine	Fine Arts	Art	08/30/06	32,456.00	New Hire	Letter
Appointment	08/22/06	*	Instructional	Steger	Michelle	Bradford High School	Bilingual-English	08/30/06	36,490.00	New Hire	Letter
Appointment	08/22/06	*	Instructional	Strait	Daryl	Bradford High School	English (Journalism)	08/30/06	32,950.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	Taylor	Connie	Student Support	Psychologist	08/30/06	60,423.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	Tennessen	Carina	Washington Middle School	Bilingual	08/30/06	32,456.00	New Hire	Letter
Appointment	08/22/06	*	Instructional	Tolefree	Curtiss	McKinley Middle School	Cross-Categorical Special Ed	08/30/06	35,416.00	New Hire	Letter
Appointment	08/22/06	*	Instructional	Ventura	Susanne	Columbus Elementary	Special Education-Cross Categorical	08/30/06	33,936.00	New Hire	Letter
Appointment	08/22/06	*	Instructional	Willard	Charity	Lincoln Elementary	EBD	08/30/06	32,456.00	New Hire	Contract
Appointment	08/22/06	*	Instructional	Wolbers	Charles	Tremper High School	Special Education	08/30/06	46,228.00	New Hire	Letter
Leave of Absence	08/22/06	*	Instructional	Weber Robin	Karen	Vernon Elementary	Grade 4	08/30/06	59,619.00	Sabbatical Leave	
Resignation	08/22/06	*	Interpreter	Anderson	Connie	Prairie Lane Elementary	Interpreter	07/25/06	26,036.00	Resignation	
Resignation	08/22/06	*	Educ. Assistant	Baratta	Amy	Wilson Elementary	Classroom - Reading 1	06/08/06	10.99	Resignation	
Resignation	08/22/06	*	Interpreter	Harwick	Sarah	Tremper High School	Interpreter	08/12/06	27,068.00	Resignation	Contract
Resignation	08/22/06	*	Instructional	Jenke	Jack	Brompton/Washington MS	Spanish	06/12/06	31,587.00	Resignation	Contract
Resignation	08/22/06	*	Educ. Assistant	Jetzer	Janelle	Frank Elementary School	Classroom - Reading 1	06/09/06	11.99	Resignation	
Resignation	08/22/06	*	Educ. Assistant	Stickel	Cherish	Pleasant Prairie Elementary	Educational Assistant - Special Educ	06/09/06	10.99	Resignation	
Voluntary Lay Off	08/22/06	*	Instructional	Moody	Carole	Forest Park Elementary	Kindergarten	08/30/06	47,490.00	2006-07 Voluntary Layoff	

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA SCHOOL BOARD
HELD JULY 18, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, July 18, 2006, in the Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 7:02 P.M. with the following members present: Mr. Hujik, Mr. Englund, Mr. Stalker, Mr. Ostman, Mr. Fountain and Mr. Olson. Mrs. Stevens was excused. Dr. Pierce, Mr. Gilbert Berthelsen and three individuals presenting a complaint were also present.

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

Mr. Olson announced that an executive session had been scheduled to follow this special meeting for the purpose of discussion regarding Board deliberation concerning a quasi-judicial hearing; Personnel: problems; exemptions (a), (b) and 111.70(1)(a) grievance hearing.

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

Roll call vote. Ayes: Mr. Olson, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain 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. Board Deliberation Concerning a Quasi-Judicial Hearing; Personnel: Problems; and 111.70(1)(a) Grievance Hearing

The Board heard a parent complaint against District personnel. The complainant handed out Exhibits A1, A2, A3 and A4 for reference. District personnel responded and questions by the Board followed.

The Board concluded that there was no wrong doing on the part of the District staff member.

Mr. Hujik moved for adjournment. Mr. Stalker seconded the motion. Unanimously approved.

Meeting adjourned at 8:34 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA SCHOOL BOARD
HELD JULY 24, 2006

A special meeting of the Kenosha Unified School Board was held on Monday, July 24, 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 6:00 P.M. with the following members present: Mr. Hujik, Mr. Englund, Mr. Stalker, Mr. Fountain, Mrs. Stevens, and Mr. Olson. Dr. Pierce was also present. Mr. Ostman arrived later.

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

Mr. Olson announced that an executive session had been scheduled to follow this special meeting for the purpose of discussion regarding Property: sale, purchase and/or lease/rental, exemption (e).

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

Mr. Ostman arrived at 6:01 p.m.

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

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

1. Property: Sale, Purchase, Lease/Rental

Mr. Finnemore and a local developer arrived at 6:05 to discuss and give an update on the sale, purchase and/or lease/rental of land.

Meeting adjourned at 6:50 P.M.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JULY 24, 2006

A special meeting of the Kenosha Unified School Board was held on Monday, July 24, 2006 at 7:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for discussion/action regarding Board approval of fees for the 2006-07 school year, resolution authorizing the borrowing of not to exceed \$9,500,000, providing for the issuance of taxable general obligation promissory notes, and the balance of all budget assumptions for the 2006-07 school year.

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

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

Mr. William Johnston, Director of Finance, presented Board Approved Fees for the 2006-07 School Year submitted by Tarik Hamdan, Financial and Budget Analyst; Eileen Coss, Accounting Manager; Mr. Johnston and Dr. Pierce, excerpts follow:

“Administration request that the Board of Education concur with the recommendation to establish the fiscal year 2006-07 fees for students, Building Use and Recreation at the indicated rates. It is also recommended that the student fee structure be reflected in the General Fund’s revenue and expenditures for the 2006-07 District budget.”

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

Mr. Ostman moved to amend the motion to agree with the recommendations of Administration with the exception of increasing the high school student parking fee from \$50 per year to \$100 per year. Mr. Englund seconded the motion. Unanimously approved.

Mr. Johnston presented the Resolution Authorizing the Borrowing of not to Exceed \$9,500,000 and Providing for the Issuance of Taxable General Obligation Promissory Notes submitted by Ms. Coss, Mr. Johnston and Dr. Pierce, excerpts follow:

“By roll call vote, Administration requests that the Board of Education approve the attached Resolution authorizing the issuance and sale of taxable general obligation notes and authorize Board Officers and District Administration to execute any and all documents relating to the sale of these promissory notes.”

Mr. Dave Noack, Senior Vice President of Stifel, Nicolaus & Company, Inc., distributed and discussed a handout titled “Addressing O.P.E.B. Liabilities”. A discussion followed.

Mrs. Stevens moved to concur with the recommendations of Administration. Mr. Fountain seconded the motion.

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

Dr. Pierce presented the Balance of all Budget Assumptions for the 2006-07 School Year submitted by Mr. Hamdan, Mr. Johnston and Dr. Pierce, excepts follow:

“Administration recommends that the Board of Education review and approve all of the budget assumptions presented this evening and incorporate them into the 2006-07 budget to be preliminarily approved by the Board in August and used for the Public Hearing on the Budget in September.”

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

Meeting adjourned at 7:44 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA SCHOOL BOARD
HELD JULY 25, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, July 25, 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 6:00 P.M. with the following members present: Mr. Hujik, Mr. Stalker, Mr. Fountain, Mrs. Stevens and Mr. Olson. Dr. Pierce was also present. Mr. Ostman and Mr. Englund arrived later.

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

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

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

Mr. Ostman arrived at 6:01 p.m.

Mr. Englund arrived at 6:03 p.m.

Roll call vote. Ayes: Mr. Olson, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, 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 6:07 and provided Board members with information regarding three expulsions. Ms. Lauer and Dr. Pierce were excused at 6:12 P.M.

Mr. Fountain moved to concur with the recommendation of the Independent Hearing Officer with respect to the first expulsion. Mr. Hujik seconded the motion. Unanimously approved.

Mr. Fountain moved to concur with the recommendation of the Independent Hearing Officer with respect to the second 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. Brian Shimon arrived at 6:17 P.M. and responded to Board members questions. He was excused at 6:27 P.M.

3. Property: Purchase

Dr. Pierce gave an update on the purchase of a parcel of land.

4. Collective Bargaining Deliberations Not Subject to S.S. 19.85(3).

Dr. Pierce gave an update on collective bargaining.

Meeting adjourned at 6:49 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING OF ELECTORS
KENOSHA UNIFIED SCHOOL DISTRICT
HELD JULY 25, 2006

A Special Meeting of School District Electors for Kenosha Unified School District was held on Tuesday, July 25, 2006, at 7:00 P.M. in the Board Room of the Educational Support Center.

Mr. Eric Olson, School Board President, called the meeting to order at 7:00 P.M.

Mr. David Fountain moved to approve the Rules of Order as stated in the agenda. Mr. Marc Hujik seconded the motion. There was a show of hands, motion carried.

Mr. Hujik nominated Eric Olson for chairperson of the meeting. Mr. Fountain seconded the nomination. There being no further nominations for chairperson, nominations were closed and Mr. Olson was elected chairperson.

Mr. Olson presented the Resolution V(A) regarding School Board authorization, pursuant to Section 120.10(5m) of the Wisconsin Statutes to acquire by purchase the so called "Brass site" on the terms and conditions satisfactory to the School Board, property described as follows:

Approximately 6.36 acres north of 65th Street between 15th Avenue and the proposed 17th Avenue, all in the City of Kenosha, Kenosha County, Wisconsin.

Mr. Fountain moved to approve Resolution V(A) as contained in the agenda. Mrs. Pam Stevens seconded the motion. There was a show of hands, motion carried.

Mr. Olson presented the Resolution V(B) regarding School Board authorization, pursuant to Section 120.10(5) of the Wisconsin Statutes, to designate the property described in Resolution V(A) as a school site.

Mr. Mark Stalker moved to approve Resolution V(B) as contained in the agenda. Mr. Bernard Englund seconded the motion. There was a show of hands, motion carried.

Mr. Olson presented Resolution VI regarding School Board authorization, pursuant to Section 120.10(12) of the Wisconsin Statutes, to convey to the City of Kenosha, under terms and conditions acceptable to the school Board, Lincoln Elementary School which is located at 6811 – 18th Avenue, Kenosha, Wisconsin.

Mr. Hujik moved to approve Resolution VI as contained in the agenda. Mr. Mike Ragalie moved to amend the motion by striking "to the City of Kenosha" at the end of Resolution VI as printed in the agenda. Mr. Fountain seconded the motion as amended. There was a show of hands, motion carried.

Mr. Hujik moved to adjourn the meeting. Mr. Fountain seconded the motion. There was a show of hands, motion carried.

Meeting adjourned at 7:17 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JULY 25, 2006

A regular meeting of the Kenosha Unified School Board was held on Tuesday, July 25, 2006, at 7:30 P. M. in the ESC Board Meeting Room. Mr. Olson, President, presided.

The meeting was called to order at 7:30 P.M. with the following Board members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain and Mr. Olson.

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

Dr. Pierce presented Certificates of Appreciation for School Board Standing Committee community advisors, Terri Harold and Don Gunter.

There was no Legislative Report.

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

Dr. Pierce presented the Superintendent's Report.

Consent-Approve item III-C, Workforce Investment Act Youth Employability Services Grant Request for the 2006-07 School Year, was pulled from the consent agenda.

The Board then considered the following Consent-Approve items:

Consent-Approve item III-A, Strategic Planning Implementation Teams #1, 5, 6 and 7 Updates as contained in the agenda.

Consent-Approve item III-B, Head Start State Supplemental Grant Request for the 2006-07 School Year, submitted Belinda Grantham, Head Start Administrator; Kurt Sinclair, Director of School Leadership; Timothy Miller, Executive Director of School Leadership Cluster 2 and Dr. Pierce, excerpts follow:

"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.”

Consent-Approve item III-D, Provisions Governing Transportation of Students Attending Public and Private Schools submitted by Mr. Jeffrey Marx, Supervisor of Transportation Services; Mr. Patrick Finnemore, Director of Facilities Services and Dr. Pierce, excerpts follow:

“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.”

Consent-Approve item III-E, School Resource Officers and Off-Duty Security Job Descriptions submitted by Mr. Tim Miller, Executive Director of School Leadership and Dr. Pierce, excerpts follow:

“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.”

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

Consent-Approve item III-G, Minutes of 6/27/06 Special Meeting and Executive Session, 6/27/06 Regular Meeting and 7/11/06 Special Meeting as submitted.

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

“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.”

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

Dr. Pierce presented Waiver of Policy 1330 – Use of District Facilities submitted by Dr. Pierce, excerpts follow:

“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 the use of the Ruther Central High School auditorium for rehearsal and six performances of the play “Chicago” between July 21, 2006 and August 5, 2006.”

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

Dr. Pierce presented the Professional Development Program Review and Long-Range Plan submitted Ms. Louise Mattioli, Director of Professional Development; Dr. Edie Holcomb, Executive Director of Instructional Services; Mrs. Susan Mirsky, Professional Development Teacher Consultant; Mrs. Terri Huck, Professional Development Teacher Consultant and Dr. Pierce, 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 July 25, 2006 meeting.”

Mrs. Stevens moved to concur with the recommendation of Administration. Mr. Ostman seconded the motion. Unanimously approved.

Dr. Pierce presented School Attendance Areas – Policy 5320 submitted by Mrs. Kathleen Barca, Executive Director of School Leadership and Dr. Pierce, excerpts follow:

“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.”

Mrs. Stevens moved to refer this item back to the Personnel/Policy Standing Committee for further review and revision and then back to the Board for a first reading. Mr. Hujik seconded the motion. Unanimously approved.

Dr. Pierce presented the Personnel Guidebook and School Board Policies 4429 – Employee Dress and Grooming and 4280 – Employee Attendance and Punctuality submitted by Mrs. Sheronda Glass, Executive Director of Human Resources and Dr. Pierce, excerpts follow:

“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.”

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

Dr. Pierce presented the Administrative Interview Process submitted by Mrs. Glass and Dr. Pierce, excerpts follow:

“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 meeting 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.”

Mr. Fountain moved to send this item back to the Personnel/Policy Standing Committee for further review. Mr. Englund seconded the motion. Unanimously approved.

Dr. Pierce presented the Purchase of the American Brass Site and Construction of a New School to Replace Durkee/Lincoln submitted by Mr. Finnemore and Dr. Piece, excerpts follow:

“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.”

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

Dr. Pierce presented the 2006-07 District/Board/Superintendent Goals as contained in the information handed out.

Mrs. Stevens moved to forward the information to the PR/Goals/Legislative Committee for review and return it to the Board at the August 22, 2006, regular Board meeting. Mr. Hujik seconded the motion. Unanimously approved.

Dr. Pierce presented the Workforce Investment Act Youth Employability Services Grant Request for the 2006-07 School Year submitted by Mr. Norris Jones, Minority Academic Affairs Specialist; Mrs. Sonya Stephens, Executive Director of Educational Accountability and Dr. Pierce, excerpts follow:

“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 its 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.”

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

Meeting adjourned at 8:54 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING
OF THE KENOSHA SCHOOL BOARD
HELD AUGUST 8, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, August 8, 2006, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was discussion of program reviews regarding Youth Options, Talent Development Enrichment and Talent Development Advanced Placement.

The meeting was called to order at 8:19 P.M. with the following members present: Mr. Hujik, Mr. Stalker, Mr. Englund, Mr. Fountain, Mr. Ostman, and Mr. Olson. Dr. Pierce was also present. Mrs. Stevens was excused.

Mr. Greg Wright, Coordinator of Career & Technical Education, presented information and responded to questions regarding the Youth Options Program and discussion followed.

Ms. Jolene Schneider, Talent Development Consultant, presented information and responded to questions regarding the Talent Development Enrichment Program and the Talent Development Advanced Placement Program and discussion followed.

Meeting adjourned at 9:01 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Receipts, Wire Transfers, and Check Registers
August 22, 2006

	From	To	Date	Amount
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Receipts:

Total Receipts	CR021542	CR021772	07/10/06-08/03/06	\$ 174,964.26
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Wire Transfers from Johnson Bank to:

First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		July 3, 2006	109,878.77
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		July 6, 2006	917,650.86
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		July 17, 2006	143,864.76
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		July 19, 2006	942,934.99
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		July 21, 2006	50,155.31
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		July 31, 2006	25.56
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		July 31, 2006	113,787.27
US Bank of Milwaukee <i>(for state payroll taxes)</i>		July 17, 2006	21,693.00
US Bank of Milwaukee <i>(for state payroll taxes)</i>		July 17, 2006	235,087.37
US Bank of Milwaukee <i>(for state payroll taxes)</i>		July 31, 2006	189,013.55
US Bank of Milwaukee <i>(for state payroll taxes)</i>		July 31, 2006	185,043.95
US Bank of Milwaukee <i>(for state payroll taxes)</i>		July 31, 2006	26,803.86
Wisconsin Retirement System		July 31, 2006	2,459,651.67
Total Outgoing Wire Transfers			\$ 5,395,590.92

Check Registers:

General	377573	377573	July 14, 2006	163.38
General	377574	377574	July 18, 2006	84.96
General	377575	377684	July 19, 2006	3,610,781.39
General	377685	377837	July 19, 2006	248,035.40
General	377838	377857	July 21, 2006	20,124.39
General	377858	377999	July 21, 2006	1,797,265.67
General	378000	378004	July 25, 2006	3,929.90
General	378005	378050	July 26, 2006	104,212.14
General	378051	378051	July 27, 2006	8,037.00
General	378052	378298	July 28, 2006	474,346.28
General	378299	378604	August 4, 2006	925,323.12
Total Check Registers				\$ 7,192,303.63

Administrative Recommendation

It is recommended that receipt numbers CR021542 through CR021772 that total \$174,964.26 be approved.

Check numbers 377573 thru 378604 totaling \$7,192,303.63 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 July 3, July 6, July 17, July 19, July 21 and July 31, 2006 (two [2] transfers on July 31) totaling \$2,278,297.52 to US Bank of Milwaukee dated July 17, (two [2] transfers on July 17), and July 31, 2006 (three [3] transfers on July 31) totaling \$657,641.73 and to the Wisconsin Retirement System dated July 31, 2006 totaling \$2,459,651.67 be approved.

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

William L. Johnston, CPA
Director of Finance

Eileen Coss
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

August 22, 2006

HIGH SCHOOL BLOCK SCHEDULING, OVERCROWDING
AND EFFECTIVENESS

Introduction and Alignment with the Strategic Plan

This report will include the purpose of the study, the process utilized in the study, a review of the findings from research, a brief historical perspective of block scheduling in KUSD, student perceptions and preferences of block scheduling, teacher perceptions and preferences relating to block scheduling, cost implications of block scheduling, conclusions, and administrative recommendations.

The high school block schedule is being studied to determine if overcrowding can be positively impacted by having all five high schools operate on virtually the same format of block scheduling as directed in the Strategic Plan- Action Plan III.10. The high school block schedule is also being evaluated as to its perceived effectiveness.

Purpose

Bradford and Tremper high schools are significantly overcrowded and getting more so each year. The Strategic Planning Committee through the work of Action Planning Team III recommended that a detailed study be made to determine if operating all five high schools on the relatively same block schedule could significantly impact the overcrowding at Bradford and Tremper High Schools. Dr. Pierce requested that the high school principals also study the effectiveness of block scheduling in our high schools since it has been in place for some time and the two topics complement each other.

Process

As a team, the high school principals met several times in the fall of 2005 and in-between meetings did individual research of the related literature, practicing block scheduled schools, and proponents and critics of block scheduling. A historical perspective of block scheduling both locally and nationally was researched. The advantages and disadvantages of block scheduling were researched in detail.

On April 11, 2006 sixty high school students and fifteen adult staff met at Reuther Central High School in a focus group setting to gather information and opinions of the students' perspectives on block scheduling and their preferences.

The faculties at the five high schools met as departments or faculty as a whole and gathered input from all faculty members as to her/his perceptions and preferences relating to block scheduling.

The input from the five high schools was then combined into the report showing the perceptions and preferences of individual departments as well as whole schools.

Block Scheduling Research on Student Learning/Performance, Instructional Impact, and Effectiveness

Student Learning/Performance, Instructional Impact, and Effectiveness

Students learn at different rates in different subjects. Reallocating instructional time can help teachers accommodate these differences and this ultimately can lead to higher student achievement. Advocates of block scheduling suggest that increased learning time leads to more in-depth learning and higher student and teacher morale. Block scheduling also encourages the use of innovative teaching methods and a greater variety of instructional strategies that address multiple learning styles.

Because block scheduling is a relatively recent phenomenon, it has only become common in the last decade or so. Research about its benefits is not complete. Numerous studies have shown that in block scheduling programs, students tend to establish closer relationships with teachers, make greater academic strides, and have fewer discipline problems than students in schools using traditional schedules. This is also true in schools that use a modified block schedule.

Recent research has shown block scheduling to have some benefits in terms of higher GPAs, lower failure rates, lower dropout rates, higher college enrollment rates, and slightly higher SAT/ACT scores. In surveys, students, teachers, and administrators have expressed satisfaction with block scheduling, and almost all believed that the interpersonal relationships between students and teachers had improved and that students were learning more. Other studies, however, have not always confirmed these results.

Block scheduling is only effective as part of a larger effort to reform pedagogy, curriculum, and assessments. In fact, if a block-scheduling program is implemented poorly, or without re-thinking other aspects of instruction, it can have no effect or even a negative effect on student performance. It is important to know what KUSD has done in this area.

KUSD has done extensive planning and in-servicing of administration and staff on teaching in the block. In 1998 the high school administrators attended a scheduled seminar by Dr. Elliot Merrenbloom on how to effectively teach and schedule in the block. The initial year of block implementation Harvey Silver of Silver-Strong Associates met with high school teachers to share some of his strategies to use when teaching in the block. As early as 1997 a half-day of sharing was implemented where each high school content area teachers met with a counterpart from a neighboring school district who demonstrated how to share units and lessons adapted to an extended block of time. In 2000 Dr. Nancy Blair of Cardinal Stritch University shared “Brain Compatible Strategies for Teaching in the Block” with all high school teachers. During 2000, 2002, 2003, and 2004 New Teacher Orientation, Terry Lawler, exemplary high school teacher, worked for a day to share how to teach effectively within the block. During that same time Doug Buehl, exemplary high school teacher, met with all new teachers twice to share classroom strategies for interactive learning in the block.

Throughout the entire planning and implementation of block scheduling and teaching in the block the Professional Development Department has utilized the works of Dr. Robert Marzano and others and the principles and practices of “Dimensions of Learning.” These works and this program directly addresses strategies for effectively teaching and assessing student achievement in block scheduled schools. In the past two years the high schools have implemented various programs addressing effective instruction in the block. Malcolm Baldrige Principles have been implemented at LakeView and all five high schools have implemented “Making Thinking visible,” a program to integrate literacy into all curricular areas and enhance effective teaching in the block.

Currently all new teachers are provided resources to assist her/his adaptation to effectively teaching in the block via mentors, literature, curriculums, lesson plans, videos, and workshops. Although there has been extensive planning, preparation, staff development, continuous development, and on-going development not all staff have accepted the reasons we need to extend the instructional period to help students make meaning of learning and apply what they learn to “real world” situations.

Block scheduling does not just mean changing the structure of the school day; it means fundamentally redesigning the instructional program. Because block schedules devote fewer days to a subject, the teacher has to develop curriculum that centers on the most important content areas. Block scheduling covers a year’s curriculum in a semester. A traditional schedule is for 180 days of instruction to cover one credit of material. The class periods are between 45 to 50 minutes long. A block is for 90 days of instruction to cover one credit of material. The class periods are between 75 to 90 minutes. Some teachers admittedly feel that they are not able to cover as much information in the block as compared to the traditional schedule. Thus in the block, students are able to learn about a subject and process what they learn on a higher conceptual level. This structure requires teachers to adjust their curriculum to focus on the most important material while still adhering to state and district standards.

To be effective, block scheduling requires ongoing professional development and more collaborative planning time for teachers. A serious drawback of block scheduling will occur if a teacher merely presents a traditional school day period of curriculum in a block schedule format. Students will receive less than a full year of curriculum and will also be turned off to the instructional approach. It takes training as to the strategies, activities, pacing, and techniques needed to be an effective block schedule teacher. Too often schools adopt block scheduling but fail to provide effective in-service training. Effective block schedule teaching requires consistent and effective administrative supervision.

Block scheduling also requires teachers to change her/his classroom techniques. While some students can remain focused for a 50 minute lecture, not recommended, fewer can do so for a full 90 minutes, also not recommended. Much of the literature on block scheduling stresses the importance of cooperative learning, project-based instruction, and thematic or concept based units that provide students with a variety of engaging activities. Schools will need to adjust their assessment tools to match the curriculum and pedagogy that will be used in the block-scheduling format. Since year-end exams make less sense when courses are more hands-on and do not run the entire year, some schools have adopted performance-based assessments with their block

schedules. All of these changes in curriculum, teaching practices, and assessment require large amounts of planning time, effective monitoring, and professional training.

Several studies report the two areas most affected by block scheduling are classroom activities and homework issues. The increase in the time spent in a given class and the decrease in the number of times a student changes environments slows the pace of the school day and reduces stress among and between students and teachers. Less abundant are hard data relative to the effect of block scheduling on student achievement. Hard data is difficult to obtain because a certain amount of time must pass before data can be collected and because it is almost impossible to control adequately the many variables related to student achievement.

The case for or against block scheduling has not been established through long term, scientific studies. There are such studies in the implementation stage and should hopefully yield valuable findings in the next few years. In the mean time the advantages and disadvantages of block scheduling seem to be as follows:

Advantages

1. The increase in daily instructional time and the decrease in the total number of subjects enable students to concentrate on just four/five subjects at a time. This is particularly helpful with homework, make-up work after absences, and at test-taking time.
2. Longer periods provide the opportunity for more complex and involved concept based curriculum, laboratory experiences, and for a greater variety of teaching methods.
3. There is a positive advantage in that students can get eight units of credit a year instead of five, six, or seven. At the end of high school, a student may graduate with 32 units of credit.
4. Students who fail a course have an earlier opportunity to retake the course, enabling them to regain the graduation pace of their peers.
5. Teachers have fewer students to keep records and grades for each semester.
6. Teachers can employ more effective teaching strategies thus being able to better check for understanding before a student leaves his/her class each day.
7. More time for student-teacher interaction can provide active rather than passive learning.
8. More time for labs and advanced topics with motivated students.
9. More time for teacher planning is important.
10. More efficient use of time since there are fewer passing times and fewer class start-up times.
11. Teachers can check for understanding of homework before a student leaves class each day.
12. Advanced Placement classes can be more effectively taught if taught in the semester the student is taking the AP exam.

Disadvantages

1. Long gaps in learning a particular topic may translate into poor retention and the need for more remedial review.

2. Transferring from a traditional scheduled school to a block scheduled school or vice versa may cause loss of credit problems.
3. Student and teacher absences may cause a serious problem because a few days are comparable to a week or more of curriculum.
4. Some subjects do not lend themselves to a block schedule such as music, band, chorus, and possibly math and world languages.
5. If courses are not sequenced or scheduled properly a student may experience a gap in his/her learning causing the need for extensive review work.
6. If teachers do not employ effective block schedule teaching strategies the overall student learning impact may be negative.

History of KUSD's Change from a Traditional Schedule to a Block Schedule

KUSD's History of Block Scheduling

In the Late 1990's, Kenosha Unified School District Administration looked into increasing the graduation requirements for its students. The total credit requirement for graduation at that time was 21.5 to 23. The District wanted to change to a more rigorous standard, which involved increasing the math, science, and social studies credit requirements to 4 credits per content area. The effort raised the overall requirement to 26 credits for graduation.

Under the traditional 7 period schedule with classes lasting 45 to 50 minutes, students were capable of acquiring a maximum of 7 credits per year. In a four-year span students mathematically were very limited to meet the proposed new graduation requirements. Options were investigated resulting in the prospect of changing to a block schedule, which is a 4-class period day schedule with classes running for 90 minutes each. Each 90-minutes class is worth 1 credit but only take half a school year to complete. The second half of the school year would offer 4 new classes. Under this scheme, students could take a minimum of 7 classes each year for 2 years and then 6 classes for two years, which was found to be enough credit opportunities for students to meet the new graduation requirements and still have room for modifications and enrichments.

Perspectives on the Effectiveness and Preferences of Block Scheduling By Students and Instructional Staff

Student Perceptions and Preferences

Upon a suggestion of the Board of Education and Superintendent of Schools, the principals set out to solicit the perspectives of both students and teachers of the five high schools as related to the effectiveness of block scheduling and preferences thereof.

After a series of meetings, of which student representatives from each of the five high schools participated, it was decided that a focus group setting of students responding to various questions accompanied by a staff facilitator and recorder and an opportunity for each student to write his/her thoughts relating to block scheduling would be implemented. The five principals, student representatives from each high school, and ESC staff developed the

ten questions relating to block scheduling. It was further decided that the focus group would total up to seventy students representing each of the five high schools as well as the various groups within the high schools. Thus, each high school selected representative numbers or representative numbers of males and females, college bound students, technical college bound students, school-to-work bound students, low-income students, minority students, high academic achievers, and low academic achievers. The goal was to get as broad of perspectives from the student body as possible. Bradford and Tremper were awarded twenty-five spaces each in the focus group, Indian Trail Academy ten spaces, and LakeView Technology Academy and Reuther Central High School five spaces each for a total of seventy student representatives.

The following is a summary of the comments students gave regarding block scheduling both verbal and written. The comments have been paraphrased to capture the thought or concept although worded slightly different by each respondent. The number of students that gave that or a very similar comment is in brackets in front of the comment.

Summary:

Of the sixty students who participated in the focus group session fifty-five favored the 90-minute block with some possible variations. Four students favored the 50 to 60 minute block and one student favored a combination 90/45-minute block. This one student could easily have been counted with the fifty-five students who favored the 90-minute block because several of those students suggested the possibility of some 45-minute block courses.

Comments: The following comments are an edited version of several of the student verbal and written comments. It in no way represents all the comments made but rather summarizes the comments made by more than one person and mainly by several students.

- (52) Ninety-minute blocks allow time for review, in-depth discussions, effective activities, and homework questions.
- (43) Ninety-minute block scheduling is best but a majority of my teachers do not teach effectively in the block. They give too long of lectures, no breaks, and have bad pacing.
- (27) Ninety-minute block is best and most effective but the scheduling of courses is the problem. Going for a year break or gap in some subjects causes a retention problem. Learned skills need reinforcing; the scheduling of some courses needs to be addressed.
- (11) Ninety-minute block scheduling is clearly the most effective. Scheduling of some classes on a ninety-minute block every other day may be more effective.
- (27) Some classes may benefit from a 45/50-minute block taught every day all year long.

- (23) Ninety-minute block classes allows time for the teacher to attend to all the students, answer all the student questions, and give us time to reflect. Forty-five or fifty minute classes are too short a time to be effective.
- (20) Ninety-minute block classes allow us to concentrate on four subjects. Forty-five to fifty minute block classes would have us take seven to eight subjects at a time leading to a lack of focus. College students generally take four to five classes at a time, not eight.
- (33) I love 90-minute block scheduling. Maybe more A/B day classes would be beneficial.
- (17) The 90-minute block is more effective for AP and honors level courses. The teacher can really get into learning in-depth.
- (9) The 90-minute A/B day block schedule is great because there is no break in my learning. I prefer the A/B day schedule versus the everyday schedule.
- (7) The 90-minute A/B day block schedule is a problem during finals. You could end up with eight finals taking four days in one week.
- (19) A combination of 90-minute block scheduled classes meeting everyday and 90-minute block classes meeting on an A/B schedule may be the best and most effective.
- (2) The 60-minute block would be best. Students could take six subjects. There would be just enough time to cove the subject adequately. Class would not be boring. The A/B schedule would not be needed.
- (2) The 45/50-minutes schedule is best for the following reasons: wastes less time, classes last the whole year, there is no break or gap in scheduling classes, less likely to fall behind if absent, and easier to pay attention for 60-minutes.
- (3) School district saves money with the block schedule; teachers teach 75% of the time.
- (18) Teaches who do not create a small break in his/her class cause a problem for students.
- (15) Starting school around 9:00 a.m. and going to 4:30 would be more effective and help the learning situation.
- (13) More 0-block classes or block-5 classes would be good for a number of students.

- (32) Regardless the schedule, the teacher makes any schedule work or not work. The teacher is the key to the effectiveness of any schedule.

In summary, the large majority of students favor the block schedule of 90-minutes. Many students want to see more A/B day 90-minute block classes or 45/50-minute classes that meet each day all year long. A significant majority of the students raised concerns of the quality of instruction in the 90-minute block.

Teacher Perspectives and Preferences

After a series of meetings, which student representatives from each of the five high schools participated, it was decided that all teachers would have an opportunity to voice and write down her or his perceptions and preferences as it related to block scheduling. It was also agreed that teachers would be asked similar questions to those of the students. Based on the input received from the students at their April 11, 2006 focus group session a series of five questions was agreed upon to solicit input from the teachers. Bradford and Tremper high schools worked with each department head to solicit input to the five questions via department meetings. Indian trail Academy asked the department leaders to solicit input from the department members as to how they felt about the effectiveness of teaching in a 90-minute block. Lake view Technology Academy and Reuther Central High School each solicited input from teachers on an individual basis. Well above 90% of the teachers either provided input directly or through his/her department leader.

The final product was a series of department reports and individual teacher reports from Lakeview Technology Academy and Reuther Central High School responding and relating to the five questions. The five questions asked were: 1. What does a great 90-minute block class look like? 2. What does a not-so-great 90-minute block class look like? 3. What are the benefits of 90-minute block scheduling? 4. What are the disadvantages of 90-minute block scheduling? 5. Do you have any other input about your teaching/learning experience and block scheduling?

Summary: The following is a summary of the position on block scheduling accompanied by a comment or two by each of the departments at Bradford and Tremper who submitted a report. Also included is the position of individual teachers at Lakeview Technology Academy and Reuther Central High School. Indian Trail Academy submitted as a school report:

Bradford High School

Business Education Department= Strongly Favor Block Scheduling

Comment(s)= would like a few A/B day block classes and a few “skinnys.”

Physical Education Department= Favor the Block Schedule

Comment(s)= teachers have only three classes to prep for and should be organized for each class.

Family and Consumer Science Department= Undecided about the Block Schedule

Comment(s)= None

Art Department= Favor the Block Schedule

Comment(s)= the block allows more in-depth learning and it would be difficult to return to a 50-55 minute class period.

Foreign Language Department= Generally does not favor the Block Schedule

Comment(s)= how about five 85 minute blocks with students and teachers attending or teaching 4 of the 5 periods. Large high schools with seven or eight, 8 minute passing times will not work.

Social Studies Department= Generally favor the Block Schedule

Comment(s)= None

Math Department= Generally favor the Block Schedule

Comment(s) 13 favor, 2 prefer 55 minutes, and 1 abstained.

Science Department= Favor the Block Schedule

Comment(s)= some teachers do not utilize the time.

Special Education Department= Undecided

Comment(s)= did the student study include students with 8 period experience?

Technology Education Department= Strongly favor the Block Schedule

Comment(s)= 50 minute labs are too short to be effective.

English Department= Favor the Block Schedule

Comment(s)= None

Bridges Department= No Comment

Comment(s)= None

Tremper High School

Art Department= Favors the Block Schedule

Comment(s)= no disadvantages

English Department= Does not favor the Block Schedule

Comment(s)= not particularly beneficial.

Math Department= Generally does not favor the Block Schedule

Comment(s)= go back to 50-55 minute classes.

Science Department= Generally does not favor the Block Schedule

Comment(s)= far more difficult for a teacher to prepare for a double period class.

Physical Education Department= Favors the Block Schedule

Comment(s)= teachers can teach and apply learning in the same day.

Music Department= Does not favor the block Schedule

Comment(s)= return to the 55 minute block.

Bridges Department= Generally favor the Block Schedule
Comment(s) some subjects do not benefit as much from the block schedule.

Business Education Department= Favors the Block Schedule
Comment(s)=10 minutes needed for passing.

Foreign Language Department= Generally favor a Modified Block Schedule
Comment(s)= 90 minute block on A/B days for two days and 45 minutes for the other three days.

Social Studies Department= Generally do not favor the Block Schedule
Comment(s)= zero empirical data that shows the block is successful.

Family and Consumer Science Department= Generally do not favor the Block Schedule
Comment(s)= 60 minutes would be ideal.

Special Education Department= Generally favor the Block Schedule
Comment(s)= the block takes a lot of planning.

LakeView Technology Academy

All Departments As One= Generally favor the Block Schedule
Comment(s)= some courses need to meet all year. An A/B Block Schedule should be implemented for some courses or implement “skinnys.”

Reuther Central High School

All Departments As One= Generally favor the Block Schedule
Comment(s)= block scheduling seems not to be good for At-Risk students. Suggest five, 75-minute blocks. Some courses need “skinnys.”

Indian Trail Academy

All Departments As One= Favor the A/B day Block Schedule
Comment(s)= A/B block format maintains the integrated approach to education.

Cost Implications of Changing from a Block Schedule to a Traditional Schedule

Cost Implications

In our current Block Scheduling format, a teacher that is a full time equivalent (1.0 FTE) teacher teaches 6 (90-minute classes) in one school year. These 90-minute classes are also referred to as sections. Bradford High School was allocated 107 FTE's for the 2005-2006 school year. Tremper High School was allocated 119 FTE's for the same school year. When you multiply the FTE's by 6 sections you find that Bradford High School has 642 sections available and Tremper High School has 714 sections available to schedule students.

In a traditional 7 period schedule, a teacher that is a 1.0 FTE teaches 5 (50 to 55 minute) classes or sections throughout one school year. With the same application, Bradford High School will

now have 535 sections available to schedule students. This is 107 sections short of what they would be afforded under the block format. Bradford High School would need 21.4 more teachers to fill their schedule if they went to a traditional 7 period school day of classes lasting 45 to 50 minutes. Tremper High School would be afforded 595 sections under a traditional schedule, which are 119 sections less than were available under block scheduling, translating into a need for 24.8 attritional FTE's to schedule the needed classes for the students.

The cost of reverting to the traditional 7 period schedule is substantial. At Bradford and Tremper High Schools alone, 46 additional teachers would be needed to schedule students. The average salary and benefits for a teacher is \$60,000, which translates in a cost of approximately 2.76 million dollars minus the potential saving in having teachers perform supervisory duties being performed by other staff. This amount will be even greater if Indian Trail and LakeView are required to operate on a traditional 7 period schedule.

Conclusions

Bradford, Indian Trail, LakeView, Reuther, and Tremper all employ some variety of block scheduling. Bradford, Tremper, and Reuther employ a basic "4 by 4" block schedule with "skinny" that meet before or after the regular school day. This means that they schedule a school day with four ninety-minute blocks meeting for a semester or a quarter with some forty-five minute "skinny" blocks meeting all year long before or after the regular school day to accommodate certain subjects. These classes meet five days a week. LakeView employs a basic "4 by 4" block schedule with no "skinny" with their classes meeting five days a week for a semester or a quarter. Indian Trail employs a "4 by 8" block schedule of four ninety-minute blocks per day with classes meeting every other day all year long or for a semester. Indian Trail also employs "skinny" to accommodate certain subjects. Indian Trail students are enrolled in six to eight subjects at a time.

The subject has been raised as to why all the high schools do not operate on the same block format. Indian Trail has a different block schedule because they operate on an integrated curriculum for the various academies within the school and the subjects and courses are integrated with each other in a thematic format requiring students to be matriculating more than four subjects at a time. The other high schools do not operate under the same integrated curriculum scheme and do not need to have students enrolled in six to eight subjects at a time. To make a change at this time would be very difficult and would require a change in philosophy and programming of an entire school. That change could be very costly and pose a significant problem for students with his/her credits, course sequencing, and course selection opportunities. After much discussion and analysis it was concluded that trying to change all the high schools to the same block schedule would not be beneficial to the students, would not significantly impact alleviating overcrowding at Bradford or Tremper and may very well be very expensive and not be beneficial to students.

It has also been suggested that KUSD go back to a traditional seven period school day. The financial impact to do so would be prohibitive at this time. The best activity our teachers can be engaged in is direct teaching of our students. Supervising of students in a non-instructional setting is nowhere as valuable as directing teaching or tutoring. Under the seven period day a

teacher would teach five of the seven periods or 71.4 % of the instructional day. Under the block schedule a teacher teaches three of the four blocks or 75% of the instructional day. The financial cost of reverting to a seven period day in additional teachers to teach the 3.6% would be approximately 2.76 million dollars alone at Bradford and Tremper High Schools minus the potential savings in teachers being used to do other supervision being performed by other staff. The advantages of block scheduling would be lost and the twenty six graduating credits requirement would be significantly hampered because of having only twenty-eight opportunities to earn twenty-six credits versus the thirty-two opportunities to earn twenty-six credits under the block schedule.

Administrative Recommendations

It is the recommendation of the five high school principals to maintain the present block schedule arrangement at our five high schools with some modifications. First of all changing all five high schools to either a “4 x 4” block schedule or an A/B day block schedule will not significantly impact overcrowding at either Bradford or Tremper. The total impact of additional students being able to transfer to Indian Trail Academy, LakeView Technology Academy, or Reuther Central High School is approximately thirty students.

Alleviating overcrowding at Bradford and Tremper can be partially accomplished by providing more options for students. The implementation of a virtual high school should help. Greater marketing and emphasis on “zero block” and “fifth block” classes, along with a possible evening school option, and advanced placement classes being offered at various sites could help alleviate overcrowding at the same time increase attendance and graduation rates.

There are significant findings to merit a modification to the present block schedules at Bradford, Tremper, and LakeView. Mathematics could benefit from being taught throughout the school year and could be accomplished by scheduling a “skinny” block or scheduling an A/B day block arrangement matching Mathematics with English, Science, or Social Studies. A “skinny” block may not be effective or feasible at some of the high schools. Some other subjects such as World Languages and Music could also benefit from a modified block schedule. Continued staff development in the area of effective teaching in the block for both existing staff and new teachers is essential. The effectiveness of block scheduling is dependent upon the capacity of each school as well as the district to provide the resources and leadership to make it effective. The block schedule is definitely advantageous for some subjects and should be maintained or slightly modified.

Acknowledging that teacher turn-over has occurred since the original implementation of the block schedule, it is recommended that an annual focus of high school professional development include the study and implementation of effective strategies for teaching within the block to include continuation of the “Making Thinking Visible” initiative.

In addition, it is recommended that content teachers model and coach one another in effective unit and lesson design aided by principals, department chairs, and central office professional development staff in an effort to sustain this critical initiative.

Last but not least, it is highly recommended that high school principals ensure effective site implementation of all curriculum work emanating from Strategy IV.

At its August 8, 2006 meeting, the Curriculum/Program Committee voted to forward the High School Block Scheduling, Overcrowding and Effectiveness Report and recommendations to the full Board for consideration. Administration recommends that the Board approve the recommendations contained in this report.

R. Scott Pierce, Ed.D
Superintendent of Schools

Ed Kupka, Principal
Tremper High School

Dan Tenuta, Principal
Reuther Central High School

Steve Plank, Principal
Bradford High School

William R. Hittman, Principal
LakeView Technology Academy

Richard Aiello, Principal
Indian Trail Academy

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

Personal/Policy Committee

August 22, 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.

The Personal/Policy Committee of the Board reviewed a draft revision to Policy and Rule 5320 on July 11, 2006 and forwarded the policy to the Board. The Board reviewed the policy at their July 25, 2006 meeting and suggested further revision to be reviewed by the Personnel/Policy Committee on August 8, 2006. At its August 8th meeting, the Personnel/Policy committee concurred with Administration's recommendation to forward the second draft of Policy and Rule 5320 (that was revised by the strategic planning implementation committee) to the full Board for a first reading.

Administrative Recommendation:

Administration recommends that the Board approve Policy and Rule 5320 (second draft) for a first reading this evening and that it be brought back for a second reading at the September 26, 2006 regular meeting.

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

Kathleen M. Barca
Executive Director of School Leadership

SECOND DRAFT

POLICY 5320
SCHOOL ATTENDANCE AREAS

“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.” The specific result is to develop and implement a redistricting plan that will help create culturally diverse schools. Therefore, students in the District will be educated within a learning environment that reflects diversity including ethnic, economic, achievement and special needs. Long range planning is important as attendance areas may take time to fully create diverse learning environments.

The Kenosha Unified School District embraces the concept of neighborhood schools and diversity to establish school attendance areas throughout the District. Neighborhoods will be determined and students living within these areas will all be assigned to the same attendance area school. It will be a priority to assign all students who attend an elementary school to the same middle school and each middle school to assign all of their students to the same attendance area high school.

School attendance areas will be established by the Board of Education and shall remain in effect until subsequent revision by the Board. New schools will be assigned neighborhood areas and new housing developments will become designated neighborhood areas and assigned to a school. Building capacities, transportation requirements, actual and estimated enrollments and the needs of students will be applied when establishing school attendance areas. Because this includes students with special education needs and English language learners, services will be provided at the attendance area school whenever possible.

Choice schools/programs and charter schools that are open to any students that reside within the district regardless of attendance, will also define diversity as a priority.

CROSS REF.: 5330 Assignments of Students to Schools

AFFIRMED: August 13, 1991

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

SECOND DRAFT

RULE 5320
SCHOOL ATTENDANCE AREAS

Diversity within each school will be established by defining attendance demographics that are within + (plus) or – (minus) 15% of the district wide low socioeconomic data. For example, if the district wide low socioeconomic population is 40%, the goal would be for all schools' low socioeconomic demographics to be within 25% to 55%. Whenever possible, attendance areas will be determined to meet the 15% goal. Decisions pertaining to attendance area schools including program locations, support services, student transfers, and choice programs will be made to establish this diverse learning environment. However, if needed, student seats that will be filled by parental transfer, with students outside of the attendance area, may be designated to be within the 15% goal.

Transportation, at no cost to the family, is provided for students that reside two or more miles from the attendance school. Parents of students with approved transfers to a school other than their attendance area school are responsible for transportation.

To ease overcrowding within an approved attendance area school, students will be reassigned in the following order: parent initiated requests for transfer and district transported students. The Superintendent of Schools/designee, with the permission of the Board of Education, shall reserve the right to determine reassignments that would be in the best interest of the District.

When an attendance area needs to be changed, students who are currently attending 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.

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

Personnel/Policy Committee

August 22, 2006

CORE VALUES POLICY 6120

The Kenosha Unified School District mission empowers all students to reach their unique capabilities, contribute to our community, and compete in a global society.

Strategy 5 stresses the development and implementation of plans to model, reinforce, and recognize responsible, respectful, and ethical behavior by everyone. Team members met on three occasions to develop the proposed 9 Core Values. The Adoption of a set of Core Values represents completion of the first action step in Strategy 5 implementation.

Attached is Core Values Policy 6120 for the committee's review and recommendation.

Administrative Recommendation:

At its August 8, 2006 meeting, the Personnel/Policy Committee moved to forward Policy 6120 to the Board of Education for a first reading. Administration recommends that the Board approve Policy 6120 – Core Values as a first reading this evening and forward to the September 26, 2006 regular meeting for a second reading.

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

Kathryn Lauer
Director of Special Education

Joe Kucak (Strategy 5 Co-leader)
Coordinator of Student Support

Lisa KC (Strategy 5 Co-leader)
Principal, Grant Elementary School

POLICY 6120
CORE VALUES

The following core values, with corresponding definitions, are adopted to empower all students to reach their unique capabilities, contribute to the community, and compete in a global society. District staff and students are expected to model, reinforce, and recognize these core values in all aspects of district work.

- **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, treating others as you would like to be treated
- **Responsibility**: Accountable, accepting of consequences for one's own 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

LEGAL REF.: *Wisconsin Statutes*
Section 118.01(2) [Instructional program goals requirements,
including those related to lifelong learning and
citizenship]

CROSS REF.: *5430, Student Conduct and Discipline*
6100, District Vision
6110, Instructional Program Mission and Beliefs
6418, Character Education
District Learning and Content Standards

ADMINISTRATIVE REGULATIONS: *None*

AFFIRMED:

Kenosha Unified School District No. 1
Kenosha, Wisconsin

August 22, 2006

Request to Waive Property Tax

On July 11th, the Superintendent received the attached letter from Dave Riley, the Board President for Margaret Ann's Place, requesting that the 2005 taxes levied by the District be waived. On July 24th, the Finance Department received the attached request from Titus Mathews, a Board Member for Sharon Fellowship Church requesting that the 2005 taxes levied by the District be waived. In both of these cases, the entity failed to file a Property Tax Exemption Form by the required date.

State Statutes dictate that the application for exemption must be filed with the local Assessor on or before March 1st of the year for which the exemption is sought. There is little recourse from the local Assessor if this deadline is missed. The final date to pay the 2006 tax amount was July 31, 2006 without a penalty. Both entities have been informed that no Board action will take place until after July 31st.

Since the Assessor's Office could not change the property to Tax Exempt status for 2005, the entities petitioned the City to waive the City's portion of the 2005 taxes and the City Council approved the waiver in February and March for only the City's portion of the tax due. The City Council also requested that the entities contact the other taxing authorities to have their portion of the taxes waived.

In the case of Margaret Ann's Place, the Assessor's Office had been in contact with the leadership since September, 2004 regarding the need to complete an Exemption Form by March 1, 2005, but no exemption was filed. Attached is a Kenosha News article outlining the situation with Sharon Fellowship Church.

Margaret Ann's Place 2005 school district tax is \$1,105.54 and the Sharon Fellowship Church's 2005 tax is \$2,287.32. Granting these exemptions would reduce the District's General Fund revenue by \$3,392.86 for Fiscal Year 2005-2006.

The Audit/Budget/Finance unanimously recommended that this waiver request be submitted to the full Board with the support of the committee.

Administration's Recommendation

Administration supports the Committee's recommendation to waive the 2005 property tax for these two (2) entities on a one time, non- precedent basis.

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

William L. Johnston, CPA
Director of Finance



Wisconsin's Center of Hope for Grieving Children

Dear Audit/Finance Committee,

MargaretAnn's Place – Wisconsin's Center of Hope for Grieving Children - is in need of assistance from the Kenosha Unified School District School Board – specifically the Audit/Finance Committee – in waiving the 2005 property tax assessment of \$1,105.54.

We recently purchased a facility at 2522 63rd Street, Kenosha, from St. Mary's Catholic Church. The purchase took place in May of 2004. We received a property tax bill for 2005 for \$3,289.84. Upon inquiry with the City Clerk's office (as we are a non-profit agency, registered with the State of Wisconsin and the Federal Government as a 501(c), (3) organization since 1999), we were informed that we needed to fill out a Property Tax Exemption Form that was due in March of 2005 to be exempt from 2005 property taxes. We mistakenly did not fill this paperwork out. The property was previously tax-exempt when we leased it and we have been tax-exempt since 1999 therefore, we did not understand that additional paperwork needed to be filed. We never owned real estate before - we have either rented or used donated space. This is the first time we bought real estate.

We appealed to the City of Kenosha City Council to waive the tax bill for 2005. The committee met in March and granted us a waiver for the City of Kenosha portion - \$1,318.39. The remainder of the tax bill is as follows:

Unified School District - \$1, 105.54
Gateway Technical College - \$205.83
Kenosha County - \$631.05
State of Wisconsin - \$29.03


We are asking the Kenosha Unified School District if they, too, would waive this property tax for our tax-exempt organization.

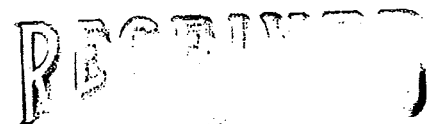
We are a very small non-profit agency that provides free support services to grieving children and their families – over 200 children and their family members – and the community-at-large, including much support to students and teachers of KUSD (In 2001 we provided over \$20,000 of bereavement literature in the City of Kenosha schools). Most recently we were excluded from funding for 2005-06 United Way campaign. We are struggling as it is and this unexpected taxation would further burden our budget.

We are appealing to the City Council to please consider our circumstances and also the value of the services we have been providing for the last seven years to the grieving children and families of our community.

Please contact me if you need any additional information. I can be reached at my office at (262) 658-4381.

Sincerely,


Dave Riley, Board President
MargaretAnn's Place


JUL 10 2006

SUPERINTENDENT
OF SCHOOLS



Sharon Fellowship Church – Chicago

5404 – 67th Street
Kenosha, WI. 53142
Phone: (262) 605–1400

July 20, 2006

JUL 24 2006

Mr. William Johnston
Director of Financial Services
Kenosha Unified School
3600 – 52nd Street
Kenosha, WI 53144

Subject: Sharon Fellowship Church Real Estate Tax Forgiveness Request for 2005

Dear Mr. Johnston,

Sharon Fellowship Church – Chicago (SFC) is an IRC – 503 (c) (3) tax exempt religious organization, registered in the State of Wisconsin. On March 26, 2004, SFC purchased an existing tax exempt church property at 5404 – 67th street in Kenosha.

On April 15, 2005, SFC received an assessment notice from the City of Kenosha for \$300,000. SFC contacted City Assessor, Mr. Mike Higgins to wave the assessment as we are a tax exempt organization. Mr. Higgins informed SFC that the church was required to file form PR-230 by March 1, 2005. On April 28, 2005, SFC filed the tax exempt application. On May 3, 2005, the City denied 2005 tax exemption and granted it for 2006 and thereafter.

Kenosha City Council kindly considered SFC request and waved the city portion of the 2005 real estate tax levied on the tax exempt church property. City Finance Committee requested Mr. Higgins to contact all the taxing agencies to forgive their portion of taxes. Mr. Higgins recommended SFC to contact each taxing agency individually.

Therefore, Sharon Fellowship Church is humbly requesting Mr. Johnston and the Kenosha Unified School Finance Committee to kindly consider our case and forgive (wave) your portion of the tax for 2005.

SFC would like to thank you in advance for your favorable action.

If you have any questions, please contact Titus Mathews, Church representative at (262) 620-7020.

Very Truly Yours,

Titus A. Mathews
SFC Representative

Sharon Fellowship Church

Real Estate Tax hearing at Kenosha City Council

On February 6, 2006

WEDNESDAY, FEBRUARY 8, 2006

KENOSHA NEWS

C3

City to accommodate church's bid for real estate tax write-off

BY JOE POTENTE
KENOSHA NEWS

The City Council has agreed to honor part of a Kenosha church's request to have its 2005 real estate taxes wiped off the books, but officials say they cannot unilaterally expunge the entire \$6,806 bill.

Sharon Fellowship Church, 5404 67th St., failed to file the necessary paperwork to make the church property exempt from 2005 taxes, city and church officials said Monday.

The church, which relocated to Kenosha from Illinois, purchased the building from another church organization in March 2004.

Sharon Fellowship was not taxed that year because the previous owner had secured tax-exempt status for the property for 2004.

But for 2005 and beyond, City Clerk/Treasurer/Assessor Mike Higgins said Sharon Fellowship was required to file tax-exemption papers by March 1, 2005.

Church leaders said they were unaware of the need to file the papers, citing miscommuni-

cation.

Alderman Jesse Downing, whose district includes the church, asked the council to consider the exemption on the building, which has an assessed value of \$300,000.

Higgins said the church has obtained tax-exempt status for 2006 and will not be required to file any further tax-exemption materials as long as it remains on its present site.

Though City Council members at Monday night's meeting were largely sympathetic to the church's request, City Attorney Patrick Sheehan said law prohibits the city from unilaterally acting to exempt taxes on behalf of other taxing bodies.

These include the state, the county, the Kenosha Unified School District and Gateway Technical College.

If the city were to grant a total exemption to the church, Sheehan said the city would be forced to remit the remaining portions of the bill to those authorities.

The council voted to forgive the \$2,727 city portion of the

church's bill and asked Higgins to send letters to the other taxing authorities, urging them to voluntarily exempt Sharon Fellowship from paying last year's taxes.

"I would be glad to write it, but I can tell you, I don't know how they would respond," Higgins told members of the council's Finance Committee earlier Monday night.

The church's remaining 2005 tax obligations are \$2,287 to Unified, \$1,305 to the county, \$425 to Gateway and \$60 to the state.

Church board member Titus Mathews said he hopes to resolve the matter with those bodies because having to pay some or all of the bill would create a financial hardship for the roughly 55-member church.

Mathews was partially satisfied with the council's action Monday.

"I'm kind of satisfied because they have done what they can do, and they've also made a recommendation to do the balance," Mathews said.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

August 22, 2006

Administrative Interview Process

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

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

Two Board Members
Two Kenosha Business Leaders
Two Retired Principals
One Representative Each From LULAC and NAACP

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

The Administrative Interview Process has been discussed at the April 11, July 11 and August 8 Personnel/Policy Committee meetings as well as the April 24 and July 25 regular School Board meeting. Most recently at its August 8th meeting, the Personnel/Policy Committee voted to forward an amendment offered by Mr. Fountain (which is reflected in the Administrative Interview Process contained on the attached page) to the full Board for approval.

Administrative Recommendation:

Administration recommends that the Board approve the Administrative Interview Process contained on the following page.

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

Sheronda Glass, Executive Director
Human Resources

Kenosha Unified School District No. 1
Kenosha, Wisconsin

Administrative Interview Process

Application Procedure

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

On-Line Interview Process

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

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.

On-Site Interview

- 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, students and one representative each from LULAC and NAACP 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. Within seven (7) calendar days of the completion of the initial interview processes, an executive session will be held to review the candidate and/or candidates as presented by the Superintendent and Leadership Committee. Each candidate must be presented to the full Board in executive session prior to being formally recommended for the position. After such presentation of the candidate, in not less than one (1) day, but in no more than ten (10) days, the Board will reconvene to vote on the recommended candidate.

2006-07 SUGGESTED DISTRICT/BOARD/SUPERINTENDENT GOALS

NO.	SUGGESTED DISTRICT GOALS	SUGGESTED MEASUREMENT: DISTRICT GOALS	SUGGESTED BOARD GOALS	SUGGESTED MEASUREMENT: BOARD GOALS	SUGGESTED SUPERINTENDENT GOALS	SUGGESTED MEASUREMENT: SUPERINTENDENT GOALS
1	The District will continue with year two (2) implementation of the Strategic Plan	<p>1) The Board will continue to receive <i>quarterly</i> monitoring reports on Strategies during the 2006-2007 school year.</p> <p>2) The Board will receive <i>monthly</i> updates from Superintendent and/or other District Facilitators on Status of Implementation</p> <p>3) The Strategic Planning Team will conduct its first Update in September, 2006</p>	The Board will continue to engage in a comprehensive plan of Board development for the 2006-2007 school year.	<p>1) At least two (2) Board retreats focusing on the Development Plan will occur during 2006-07 school year.</p> <p>2) A full day Board/Cabinet Retreat will be achieved by January 30, 2007.</p> <p>3) All Board members will attend at least one (1) Board Development Conference of their choice during 2006-07 school year.</p>	The Superintendent will continue implementation of District Strategic Plan.	<p>1) The Superintendent will ensure implementation of all strategies identified by Planning Team for 2006-2007 School Year as well as those to be identified during the Annual Update in September 2007</p> <p>2) The Superintendent will assure that by the end of the 2006-2007 school year, two-thirds of school buildings will have commenced site planning.</p>
2	The District will ensure highest efficient utilization of fiscal resources during 2006-2007 school year.	<p>1) Bi-monthly (every other month) review of budget expenditures will be reported to Audit/Budget/Finance Committee during school year</p> <p>2) Board/Administrator facilitated Stakeholder Workshops on budget development will convene with at least two (2) work sessions per group. Stakeholder groups will be defined by November, 2006.</p> <p>3) Preliminary budget planning (2007-2008) will commence in October 2006.</p>	All Board members will visit 50% of schools at least one (1) time during the 2006-07 school year.	Measurement of 100% success by May 2007	The Superintendent will formally visit each school at least twice annually	Documentation of attendance at year end evaluation

2006-07 SUGGESTED DISTRICT/BOARD/SUPERINTENDENT GOALS

NO.	SUGGESTED DISTRICT GOALS	SUGGESTED MEASUREMENT: DISTRICT GOALS	SUGGESTED BOARD GOALS	SUGGESTED MEASUREMENT: BOARD GOALS	SUGGESTED SUPERINTENDENT GOALS	SUGGESTED MEASUREMENT: SUPERINTENDENT GOALS
3	The District will continue to address building capacity constraints with focus on high schools.	1) Architect will be employed by October 2006 to commence promotion process on High School Referendum 2) Board will hold special election in fall of 2007 or spring of 2008 on additional high school space 3) The District will consider all possible options in defining greater high school space during 2006 - 2007 school year	Members of the Board will evaluate their performance during 2006-2007 school year.	1) In Spring of 2007 (April) Board members will review personal self-assessment completed in April, 2006. 2) Board members will review (spring 2006) completed board self-assessment by August 2006 3) Board members will review and identify additional Board goals from August 2006 meeting.	The Superintendent will review ESC assessment during the 2006-07 school year.	1) Results of the on line survey will be assessed with at least two goals identified to work on within each ESC department during 2006-07 school year. Those goals will be communicated to Board of Education by October Board Meeting 2) Update on progress of goals of each department will be reported to Board by May 2007
4	The District will continue focus on student achievement during 2006-07 school year.	1) The District Benchmark Report will be reviewed with each building establishing a goal to achieve during 2006-07 school year. 2) Progress on each school in achieving their goal will be reported to Board of Education in June, 2007 3) Graduation rates will increase 1% over previous school year.			The Superintendent will ensure greater collaboration of Associations during 2006-2007 school year.	1) All bargaining groups will be encouraged to participate in a Labor Management Introduction and Training session during 2006-07 school year 2) All bargaining groups will have representation sit on the District Insurance Committee which will meet at least quarterly during 2006-07 school year

Kenosha Unified School District No. 1
Kenosha, Wisconsin

August 22, 2006

**Resolution Authorizing the Amendment and Restatement of a Trust
Established For The Purpose Of Providing For the Payment of Certain
Post-Employment Benefits to Employees and Former Employees and
Providing Other Details and Covenants With Respect Thereto**

In June 2005, The Board approved a Kenosha Unified School District No. 1 Other Post Employment Benefit Trust (OPEB Trust) to hold, accumulate and invest the resources for post-employment benefits that segregates these assets from the general assets of the District. At that time, an insurance based investment vehicle was being considered to invest the assets of the Trust. That funding option has come under scrutiny by the Internal Revenue Service since it had never been used before by school district.

Due to the timeframe that it might take for that funding option to be approved, several other financing options have been discussed with the Board of Education and the Audit/Budget/Finance Committee. At the July committee meeting, a new financing option was presented by our Financial Advisor, Stifel, Nicolaus, that requires the District to fund a small portion of the total financing plan (8%) in order to receive the best spread between the investment income and the debt service. The Trust will be responsible for the balance of the financing.

The Audit/Budget/Finance Committee reviewed the funding proposal and unanimously recommended sending the request to borrow the District's portion of the financing plan to the Board. The Board approved the resolution to proceed with this funding at the July 24th Special Meeting and the actual borrowing will take place by September 29, 2006.

This funding option is very new and not fully addressed in the OPEB Trust established last year. Therefore, the attached amendment is necessary to allow the District to fund the OPEB Trust with this funding option.

Attached is a draft resolution to amend the OPEB Trust. The final resolution and the revised OPEB Trust document will be distributed separately prior to the meeting.

Administration's Recommendation

By a roll call vote, Administration requests that the Board of Education approve the attached amendment to the OPEB Trust and authorize the Trust Trustee and District Administration to execute any and all documents relating this amendment.

R. Scott Pierce, Ed.D
Superintendent of Schools

William L. Johnston, CPA
Director of Finance

RESOLUTION AUTHORIZING THE AMENDMENT AND RESTATEMENT OF A TRUST
ESTABLISHED FOR THE PURPOSE OF PROVIDING FOR THE PAYMENT OF CERTAIN POST-
EMPLOYMENT BENEFITS TO EMPLOYEES AND FORMER EMPLOYEES AND PROVIDING
OTHER DETAILS AND COVENANTS WITH RESPECT THERETO

WHEREAS, the Kenosha Unified School District No. 1 (the "School District") has contracted to provide certain post-employment benefits to its employees and former employees; and

WHEREAS, pursuant to action adopted by this School Board on June 25, 2005, the School District and R Scott Pierce, as trustee, have entered into a Trust Agreement dated as of June 28, 2005 establishing a trust (the "Trust") for the payment of post-employment benefits; and

WHEREAS, a draft of an Amended and Restated Trust Agreement has been prepared, a copy of which has been previously provided to the School District Clerk and included in the official records of this School Board; and

WHEREAS, under the Amended and Restated Trust Agreement:

- (a) the Trust, as amended and restated, will continue to be established for the payment of the benefits,
- (b) funds currently held by the Trust will be continue to be so held,
- (c) the Trust will borrow additional money from time to time and apply the money, together with the contributed funds, to purchase one or more credit linked secured notes and other investments (which could include those previously authorized by the Trust Agreement),
- (d) the School District shall have no legally enforceable obligation to pay the debts incurred by the Trust, and those debts will not be an indebtedness of the School District for the purpose of any constitutional or statutory limitation or a charge against the School District's general taxing powers (although the School District may enhance the marketability of such debts by agreeing to consider making contributions to the Trust in certain circumstances),
- (e) the School District will direct the Trust as to the timing and amounts of the borrowings and the investment of the proceeds of the borrowings and other funds,
- (f) the investment return from the Trust's assets in excess of amounts needed to administer, service, and retire the borrowings by the Trust will be available to defray the costs of the benefits,
- (g) the amount available to pay benefits each year will be equal to that percentage of the annual cost of the current benefits that corresponds to the

percentage of the present value of all expected future benefit payments for which amounts are available in the Trust (for example, if the net asset value of the Trust – the amount by which the value of the assets in the Trust exceeds its liabilities – were equal to 20% of the present value of all expected future benefit payments, then the Trust would be permitted to apply those amounts to pay up to 20% of the current benefit costs), and

(h) the School District may make additional contributions to the Trust, or may commit to make contributions in certain circumstances; and

WHEREAS, this School Board hereby finds and determines that the conditions in the Trust Agreement to the amendments approved hereby have been (or will be upon the execution of the Amended and Restated Trust Agreement) satisfied; and

WHEREAS, this School Board hereby renews its finding and determination that the establishment and management of the Trust are within the School District's power and serve a public purpose;

NOW, THEREFORE, BE IT RESOLVED by this School Board as follows:

Section 1. Definitions

In this Resolution, the following terms have the meanings given in this section, unless the context requires another meaning.

"Trust Agreement" means the Amended and Restated Trust Agreement between the School District, as grantor, and the Trustees, as trustees.

"Trustees" means R. Scott Pierce and a corporate trustee appointed pursuant to Section 3 hereof, in their capacities as trustees of the Trust.

Section 2. Amendment and Restatement of Trust

The amendment and restatement of the Trust is hereby approved. The School District President and Clerk are hereby directed to execute, on behalf of the School District, the Trust Agreement, substantially in the form of the draft previously provided to the School District Clerk, with such revisions or completions to the draft as the School District President and Clerk shall approve (and their execution of the Trust Agreement shall be conclusive evidence of their approval to such revisions or completions).

Section 3. Appointment of Trustees

This School Board hereby approves and appoints R. Scott Pierce to serve as a trustee under the Trust Agreement. This School Board hereby authorizes its officers, in their discretion, to appoint a corporate trustee to serve as the other initial trustee under the Trust Agreement (and their execution of the Trust Agreement shall be conclusive evidence of such appointment) and, at such time as such appointment may become necessary, to appoint one or more successor trustees thereunder.

Section 4. Authorization of Officers

The appropriate officers of the School District are authorized and directed to take such actions and give such directions as may be necessary or convenient for the management and operation of the Trust, and to prepare and furnish such affidavits, certificates, and information as may reasonably be requested in connection with the creation and management of the Trust. All certified copies, affidavits, certificates, and information furnished for such purpose are representations of the School District as to the facts they present. Without limiting the generality of the foregoing, the School District Director of Business Services is authorized and directed to take such actions in his capacity as Trustee (or to give investment directions to the Trustees if such officer is not a trustee under the Trust Agreement) as to funds held in the Trust

Section 5. Approval of Actions.

All actions previously taken by the officers and agents of the School District or this School Board with respect to the creation and operation of the Trust are hereby approved, confirmed, and ratified. The officers and agents of the School District are hereby authorized and directed, for and in the name and on behalf of the School District, to do any and all things and take any and all actions and execute any and all certificates, agreements, and other documents, which any of them may deem necessary or advisable to amend and restate the Trust and to consummate the related transactions, in accordance with this Resolution.

Section 6. Further Authorization

The officers, employees, and agents of the School District are authorized and directed to do any and all things reasonably necessary to complete the transactions approved by this Resolution.

Section 7. Prior Acts.

If any prior action of this School Board conflicts with this Resolution, this School Board hereby rescinds that action, but only to the extent necessary to eliminate any conflict.

Section 8. Severability.

If a court holds any provision of this Resolution to be illegal or invalid, the illegality or invalidity will not affect any other provision of this Resolution.

Section 9 Effective Date.

This Resolution takes effect upon its adoption in the manner provided by law

Adopted: August __, 2006.

(SEAL)

School District Clerk

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

August 22, 2006

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

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

September

- September 1, 2006 – Teacher Inservice Day
- September 4, 2006 – Labor Day – Schools/Office Closed
- September 5, 2006 – First Day of School for Students
- September 12, 2006 – Standing Committee Meetings – 6:00 and 7:00 P.M.
- September 20, 2006 – Professional Inservice – Half Day for Students
- September 26, 2006 – PR/Goals/Legislative Standing Committee – 5:00 P.M. in Room 125 of ESC; Regular Board of Education Meeting – 7:00 P.M. in ESC Board Meeting Room

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

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

Administrator Responsible: TBD

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

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

Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
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	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
II.2.1	Establish safety guidelines (in accordance with School Board policies) for selection and implementation of meaningful service projects (including transportation, finances, background checks on agency personnel if needed).	Policy & Procedures subcommittee	9/12/2005	6/9/2006		40%
	Status/Comment: Our service learning implementation group is collecting and researching guideline and policies. Draft 1 by May '06.					
II.2.2	Establish criteria or Memorandum of Understanding for community agencies participating - (who is responsible for what).	Policy & Procedures subcommittee & Crista Kruse	9/12/2005	6/9/2006		40%
	Status/Comment: The committee has some draft partnership agreement from other schools in Wisconsin. Draft 1 by May '06.					
II.2.3	Create a Project approval system.	Policy & Procedures subcommittee	9/12/2005	6/9/2006		40%
	Status/Comment: The committee has samples of project approval systems and the flow chart in development. Draft 1 by May '06.					
II.2.4	Create / develop / add crisis communication plan.	Policy & Procedures subcommittee	9/12/2005	6/9/2006		10%
	Status/Comment: Met with safety and drafting form.					
II.2.5	Secure appropriate insurance coverage - District.	Audrey Gutfreund	9/12/2005	6/9/2006		80%
	Status/Comment: Met with safety for form and coverage.					
Action PlanII.3;						
	Specific Result:	Establish District-wide service program curriculum guidelines that link education to service and service to learning.				

Administrator Responsible:

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

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
II.3.2	Integrate service-learning guidelines into all curriculum revisions.					0%
II.3.3	Develop appropriate program guidelines at the primary, intermediate, middle and high school level based on student's developmental levels. A. Time B. Location C. Funding D. Extent of project					0%
II.3.4	Compile and share service project resources available from local, state, and national sources for implementing service to community.					0%
II.3.5	Implementation of service project program.					0%
II.3.6	Require students to reflect upon their service learning experiences appropriate to each level using the six step writing process.					0%
II.3.7	Celebrate the achievements of service to community.					0%
II.3.8	Develop and continually update a compendium of existing service projects and potential activities suggested by community agencies.					0%

Action Plan II.4; **Specific Result:** Educate community at large to the benefits and values of service projects.

Administrator Responsible:

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

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
II.4.1	Establish a community-wide common language for service projects.					0%
II.4.2	Identify key people responsible for disseminating information - marketing and media liaisons - students and adults - ambassadors.					0%
II.4.3	Develop marketing and public relations goals, timeline, and target dates.					0%
II.4.4	Identify methods of communication. A. Staff meetings B. Board meetings C. Workshops D. Flyers E. Newspaper F. KUSD Public Information Office - Channel 20 G. KUSD Website H. Marketing Group - Speaking I. High Schools adopt Middle School / Elementary School J. DECA K. Service Learning with community L. Quarterly Media Updates M. Newsletter - community showcase.					0%
II.4.5	Evaluate marketing efforts.					0%
Action Plan II.5;		Specific Result:	Educate the KUSD youth about the expectation/benefit of the continuum of service projects as it relates to the students' education.			
Administrator Responsible:						

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
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8/15/2006

School Year 2006-07

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KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
II.5.1	Collect and use films, tapes, posters, resources, etc. that explain service and inspire participation; make these available to classroom teachers at all levels.					0%
II.5.2	Invite community leaders and volunteers into classrooms to describe their involvement and inspire similar efforts.					0%
II.5.3	Share student reflections and successes - showcase. Incorporate student representations in collaboration - celebrate with students to reinforce internal and external benefits.					0%
II.5.4	Develop age appropriate service project lists of recognition / awards - e.g.: K-2 Stickers 3-5 6-8 9-12 Graduation cord = 50 hours, 100 hours, 200 hours					0%
II.5.5	Leverage student groups / clubs to educate and support service project initiative - i.e. Girl Scouts, Boy Scouts, student councils.					0%

Action Plan II.6; **Specific Result:** Educate all KUSD school parents/guardians about the expectation/benefit of the continuum of service projects as it relates to the students' education.

Administrator Responsible:

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
II.6.1	Send home a document / flyer about service and service learning.					0%

8/15/2006

School Year 2006-07

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KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
II.6.2	Kick-off the service project concept with the community, students and parents.					0%
II.6.3	Conduct community-wide parent/guardian meetings.					0%
II.6.4	Present service projects information to each school's parent group.					0%
II.6.5	Disseminate service project information through radio and newspaper spots.					0%
II.6.6	Require parents/guardians confirmation of their child's service project.					0%
II.6.7	Showcase service projects throughout the community.					0%
II.6.8	Survey parents to obtain additional project ideas.					0%

Action Plan II.7; **Specific Result:** Educate all KUSD staff about the expectation/benefit of the continuum of service projects as it relates to the students' education.

Administrator Responsible:

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
II.7.1	Train building contact person (coach) regarding service and service learning.					0%
II.7.2	Present research on the benefits of service learning.					0%

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
II.7.3	A. Educate all staff in their understanding of KUSD orientation to the continuum of service projects. 1.) Volunteerism 2.) Community Service 3.) Internships 4.) Service Learning B. Provide professional development for all new staff.					0%
II.7.4	Collect and provide ongoing ideas and suggestions through articles and models.					0%
II.7.5	Present service projects policies, procedures, guidelines and evaluation to all staff.					0%
II.7.6	Connect/integrate service to existing curricula through in-services and summer workshops.					0%

Action Plan II.8; **Specific Result:** Develop and implement an assessment system that includes a tracking / measurement tool.

Administrator Responsible:

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
II.8.1	Develop a list of criteria for software. A. Tracking participation B. Measurable outcome C. Student satisfaction / feedback D. Agency satisfaction / feedback E. Teacher satisfaction / feedback					0%
II.8.2	Research software systems - external and internal.					0%

KUSD #1

Action Plans and Steps

Action Steps		Assigned To	Start	Dates Due	Complete	Percent Complete
II.8.3	Pilot systems for success.					0%
II.8.4	Develop support, training, and maintenance.					0%
II.8.5	Implement final tracking system.					0%
II.8.6	Review ongoing system.					0%
II.8.7	Share results with stakeholders.					0%

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

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

Administrator Responsible: Pat Finnemore

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

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

Administrator Responsible: TBD

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

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

Administrator Responsible: Pat Finnemore

KUSD #1

Action Plans and Steps

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

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

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
8/15/2006		School Year 2006-07				

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

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

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

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

Administrator Responsible: Bill Hittman & Dick Aiello

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

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

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

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

Administrator Responsible: Scott Pierce & Steve Plank

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

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

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

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

Administrator Responsible: Bill Hittman

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

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

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

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

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

Administrator Responsible:

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

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

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

Administrator Responsible:

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

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

Administrator Responsible:

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

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

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

Administrator Responsible: Scott Pierce

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

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

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

Administrator Responsible:

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