



## **REGULAR MONTHLY BOARD MEETING**

**November 28, 2006  
7:00 P.M.**

**Bullen Middle School  
2804 – 39<sup>th</sup> Avenue  
Kenosha, Wisconsin**



## KENOSHA UNIFIED SCHOOL BOARD

### REGULAR SCHOOL BOARD MEETING

Bullen Middle School

November 28, 2006

7:00 P.M.

### AGENDA

**REVISED 11/27/06**

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
  - Midwest Academic Talent Search Wisconsin Award Winners
  - AP Scholars Awards
  - Merit Scholars Awards
  - Fine Arts Honors Festival of Arts and Flowers Artists
  - Kenosha Unified School District Wins Governor's Award For Excellence in Energy Efficiency
  - Shalom Center After School Tutorial Program National Award
- IV. Bullen Middle School Presentation
- V. Administrative and Supervisory Appointments
- VI. Legislative Report
- VII. Views and Comments by the Public
- VIII. Response and Comments by the Board of Education
- IX. Remarks by the President
- X. Superintendent's Report
- XI. Strategic Planning Update
- XII. Consent Agenda
  - A. Consent/Receive Strategic Planning Implementation Teams #2, 3 and 7 Updates..... Pages 1-10  
(Also see separate appendices)
  - B. Consent/Receive School Culture Survey Instrument/Results ..... Pages 11-19

# SCHOOL BOARD AGENDA

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## XII. Consent Agenda - Continued

- |    |                 |   |             |
|----|-----------------|---|-------------|
| C. | Consent/Approve | Waiver of Policy 1330 -<br>Use of School District<br>Facilities .....   | Pages 20-24 |
| D. | Consent/Approve | Clarification of Job Title and<br>Revision of Policy 2710 –<br>Line and Staff Relations<br>(Second Reading) .....   | Pages 25-26 |
| E. | Consent/Approve | School Board Policy 1720 -<br>Complaints About School<br>Personnel (Second Reading) .....   | Pages 27-29 |
| F. | Consent/Approve | School Board Policy 8850 -<br>School Board Committees<br>(First Reading) .....  | Pages 30-35 |
| G. | Consent/Approve | Policy 1000 Series -<br>Community Relations<br>(First Reading) .....  | Pages 36-59 |
| H. | Consent/Approve | Wisconsin Department of<br>Public Instruction Request<br>To Submit 21 <sup>st</sup> Century<br>Community Learning<br>Centers Program Grant<br>Application ..... | Pages 60-64 |
| I. | Consent/Approve | Proposed Increase to Asphalt/<br>Concrete Project Budget to<br>Fund Sidewalk Improvements<br>Made By City at School<br>Properties .....                         | Page 65     |
| J. | Consent/Approve | Donations to the District .....   | Page 66     |
| K. | Consent/Approve | Recommendations<br>Concerning Appointments,<br>Leaves of Absence,<br>Retirements and Resignations .....   | Page 67     |

# SCHOOL BOARD AGENDA

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November 28, 2006

## XII. Consent Agenda - Continued

- L. Consent/Approve Minutes of 10/24/06, 10/31/06, and 11/6/06 Special Meetings and Executive Sessions, 10/24/06 Regular Meeting, 11/6/06, 11/11/06, and 11/14/06 Special Meetings and 11/11/06 Executive Session ..... Pages 68-84
- M. Consent/Approve Summary of Receipts, Wire Transfers and Check Registers..... Pages 85-86

## XIII. Old Business

- A. Discussion/Action Strategy III: Proposal To Address Overcrowding By Establishing An Expeditionary Learning Charter High School..... Pages 87-97
- B. Discussion/Action Proposed Changes in High School Course Offerings: 2007-08 School Year ..... Pages 98-108
- C. Discussion/Action School Board Policies 5320 And 5330 (Second Reading) ..... Pages 109-116
- D. Discussion/Action Proposed Boundary Change Recommendations..... Pages 117-125 (First Reading)

## XIV. New Business

- A. Discussion/Action Ratification of the Kenosha Education Association (Substitute Teachers' Collective Bargaining Agreement) ..... Page 126

XIV. Business - Continued

**B. Discussion/Action Resolution Authorizing Further  
Actions Relating to the Trust  
For the Purpose of Providing  
For the Payment of Post-  
Employment Benefits,  
Including the Issuance and  
Sale of Notes (Not to Exceed  
\$21,000,000) and for the  
Purchase of One or More  
Credit Linked Secured Notes  
By the Trust and the Execution  
Of Certain Documents by the  
School District**

III. Other Business as Permitted by Law

IV. Tentative Schedule of Reports, Events and Legal  
Deadlines For School Board (November-December) ..... Page 128

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

Kenosha Unified School District No. 1  
Kenosha, Wisconsin

November 28, 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**

KUSD is part of the Southeastern Wisconsin Service Learning Consortium (SEWSLC). The consortium is made up of 12 districts, UW Extension, Campus Compact, UW Parkside, and Milwaukee Area Technical College. The SEWSLC received a \$62,000 Learn and Service Grant from the Department of Public Instruction of which \$17,328 is earmarked for the KUSD Strategy II initiatives.

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

All seven pilot schools from 2005-2006 have developed Service Learning projects for the 2006-2007 school year and are implementing their building level projects.

Seven new Phase II pilot schools have been chosen and will begin meeting in November to plan Service Learning training, professional development, and project development. Grant monies will fund Phase II.

KUSD will work with UW Parkside and UW Extension through SEWSLC to develop a “Train the Trainer” cadre of local staff trainers. We will then offer our own long term Service Learning Professional Development by working with Louise Mattioli and Terri Huck and integrate into the KUSD catalog.

The goal for 2006-2007 is to implement the seven additional Phase II school plans and develop an ongoing service network for the KUSD district and expand the action plan.

**Budget**

Clerical costs – Absorbed by the Career, Technical, and Service Education Department  
2006-2007 school year

The SEWSLC \$17,328 DPI grant will fund four Phase I pilot school meetings, Phase II professional development, and “Train the Trainer” initiative. This would bring us to a total of 14 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 and Beth Ormseth

## **Members of Results Statements Teams**

Greg Wright, Beth Ormseth, 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 Phase I schools during 2006-07. Phase I schools will be:  
*Elementary:* Stocker, Bose, Prairie Lane; *Middle School:* Lance, McKinley, Bullen;  
*High School:* Tremper
- Complete training and professional development for an additional seven Phase II schools. We are in the process of identifying elementary, middle and high schools for Phase II of the strategy.
- Plan and implement three KUSD-Service Learning Academies with SEWSLC (August 06-July 07)
- 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

November 28, 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 August. 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 recent summary on the new schools and proposed charter schools that was provided for the PTA/PTO newsletter followed by a brief summary on the status of each of the 10 action plan result statements scheduled for implementation during the first year.

*PTA/PTO Newsletter Article:*

Strategy 3 of the KUSD Strategic Plan addresses overcrowding issues in our schools. The action plan for this strategy has 14 detailed action items; this month's editorial focuses on the items related to new school construction and new charter school opportunities.

**New School Construction:**

In November of 2005, the voters in the City of Kenosha, Village of Pleasant Prairie and Town of Somers approved a \$22,000,000 referendum to construct spaces to address overcrowding issues in our elementary schools and to improve athletic and physical education spaces at Bradford and Tremper High Schools. Here is a brief update on the four referendum projects:

- Addition and Renovation of Prairie Lane Elementary School – The project at Prairie Lane was split into two major components, the first component was renovation of 8 classrooms along with construction of 5 new classrooms, a music practice room and handicapped bathrooms. The phase of the project is already complete and is being used everyday by the growing student population at the school. The second phase of the project, which just recently began is a two-story addition of a new cafeteria, two classrooms, and a new office, along with renovation work to the remainder of the school. This work will be completed prior to the start of the next school year.



- Construction of the new Charles Nash Elementary School began this summer in the heart of the Whitecaps Subdivision. The new school which will serve approximately 600 students is ahead of schedule and will be ready for students at the start of the next school year.
- The athletic and physical education improvement project at Bradford High School was completed one year ahead of the promised schedule and has been well received by the students and staff at the new school. The new gymnasium project at Tremper began this summer and is really beginning to take shape. It will be completed this coming summer in time for fall sports which start practicing in August.

### **New Charter School Opportunities:**

Three new charter schools have been proposed to the Board of Education for implementation in 2007:

- Electronic Virtual High School – A virtual e-school modeled after the successful e-school in the Appleton School District where students could take courses on line from home could be the first of the three that students may be able to attend. If the implementation grant is approved by the State of Wisconsin, classes through the e-school could begin as early as the second semester of the 2006-2007 school year for high school students.
- Another high school initiative is the Expeditionary Learning Outward Bound School. This charter school would accommodate approximately 400 students starting as early as the fall of 2007. High school students would have a hands-on learning experience unique from a traditional approach. Funding for the start-up of this charter school is being pursued through the Bill and Melinda Gates Foundation.
- The third proposed charter is a K-8 school, called Kenosha School of Technology Enhanced Curriculum (K-TEC). The target date to open would be the fall of 2007. The intention of this school would be to deliver the district curriculum in a technologically enhanced manner.

### *Brief Summary of 10 Action Plan Items:*

III.1 –Investigate and determine leasable properties and/or install portable classrooms at schools where overcrowding is an issue for the 2005-06 school year and two years beyond.

- The Tremper portables have been moved to accommodate the addition to the gymnasium to be completed for the fall of 2007. Three classrooms were created in the future weight room addition at Bradford for the 06-07 school year and they will be replaced by portable classrooms next year.

III.2 – Encourage the formation of more instrumentality charter and/or other non-boundary KUSD schools in present leasable properties by February 2006.

- An Expeditionary Learning Outward Bound (ELOB) School that would serve up to 400 students is being pursued for the fall of 2007. The Planning/Implementation

Grant has been written and submitted. Funding for the start-up of this school is being pursued through the Bill and Melinda Gates Foundation.

- Kenosha Technology Enhanced Curriculum (KTEC) is also being pursued to open the fall of 2007.

III.3 – 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.

- The referendum passed in November 2005.
- Phase I of the Prairie Lane remodeling which included 8 classrooms was completed this summer. The Phase I addition which includes 5 new classrooms, a music practice room and new ADA restrooms opened in mid October about one month ahead of schedule. Phase II work began over Teacher Convention with the removal of the portable classrooms.
- The construction of the new Charles Nash Elementary School began in July and is progressing very well. The project will be completed in early summer 2007.
- The boundary change process is nearing completion as the boundary committee is presenting their proposed boundaries on November 6, 2006, and the boundaries will be finalized before the end of the year.

III.4 – Implement all the Board of Education approved short-term overcrowding remedies by 2005-2006.

- Tremper had a Spanish "skinny" for the 2005-2006 school year. Approximately 25 students took this class. For the 2006-2007 school year it was determined that the "skinnies" did not fit into the block philosophy of the school. Therefore, they were not offered.
- Bradford has continued the theater program beyond the end of the school day. This class has been in place for several years.

III.5 – Expand the Certified Nursing Assistant (CNA) Program to Indian Trail Academy by 2006-2007.

- The CNA Program was established at Indian Trail Academy and has been up and running since the middle of the 05-06 school year.

III.6 – Promote enrollment at Indian Trail Academy and LakeView Technology Academy to achieve capacity by 2007-2008.

- Reuther was also added to this presentation to the middle level schools. The principals did a wonderful job of presenting their schools.

III.7 – Consider renting space at Gateway Technical College.

- The three classrooms added to Bradford this year replaced the need to rent space at Gateway.

III.8 – Establish a virtual 3-High School for KUSD.

- Our grant application to the State of Wisconsin DPI for a virtual high school was denied. The application is being resubmitted later this year and it is hoped that the e-school will be implemented in early 2007.

III.9 – Investigate the feasibility of rescheduling all high schools on the same block schedule format by 2006-2007.

- The uniformity of block schedules at all high schools was determined to not be cost effective by a team including all of the high school principals.

III.12 – Investigate establishing another alternative high school similar to Reuther to accommodate 400 students by 2007–2008.

- Although this action was not scheduled for implementation, the ELOB School would serve this purpose as described in III.2.

III.13 – Gain broad public support for the overall plan to address overcrowding by 2005-2006 and thereafter.

- The 2005 referendum was successful. An RFP to hire an architectural firm and referendum consultant will be issued this fall to begin the process for a fall 2007/spring 2008 referendum for high school capacity.

### **Budget**

III.1 – Approximately \$250,000 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 were spent to temporarily convert the new weight room at Bradford into three classrooms.

### **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

#### 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:

- Open ELOB and KTEC Charter School
- Complete Nash and Prairie Lane projects
- Implement boundary change
- Resubmit E-School Planning Grant and hopefully open school in 2007
- Hire an architect and referendum consultant in fall of 2006 for a 2007/08 referendum for high school project.

Dr. R. Scott Pierce  
Superintendent of Schools

Patrick Finnemore  
Implementation Team Co-Chair

Nancy Weirick  
Implementation Team Co-Chair

**Link to Appendix**

Kenosha Unified School District No. 1  
Kenosha, Wisconsin

November 28, 2006

**STRATEGIC PLANNING IMPLEMENTATION REPORT FOR STRATEGY 7**

**Strategy 7**

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

**Update on Progress and Timelines**

VII. 1.3 "Develop immediate, systematic and specific interventions in reading and math for students who are not achieving mastery on common grade-level/course-level assessment." VII 1.4 "provide immediate, systematic, and specific interventions for students who are not achieving mastery on common grade level/course-level assessments" The interventions that have been outlined have been organized into different tiers. The first tier represents minimal safety net of interventions that we believe should be present at each grade level and in every school. Examples of tier 1 interventions are: Scheduling a 90 minute reading block, scheduling teacher led intervention periods within the school day, Elementary Schedule Restructuring, Opportunity Centers, Core Enrichment/Tutoring period, Guided Study Halls, Peer to Peer Program. These strategies require some restructuring but do not entail increase in financial costs incurred by the school. The second and third tier of interventions require increased costs and some major restructuring of programs within and outside of the school day. Examples of this would be the Diana Day Behavioral Intervention Program, Academic Gear Up for Incoming Freshmen, After School Tutoring etc. There are schools that have creatively reassigned staff to provide interventions for students who are not achieving mastery. In one school the Title I resource position was restructured into an Intervention Specialist position. At the district level Title I added two Math Consultant positions in order to provide math support to teachers in schools that are in danger of failing to make AYP in math. There are also mini-grants being rolled out by Title I to support interventions in all Title I schools. On the issue of behavioral interventions there are schools that are looking to implement the Diana Day program using Title I sponsorship. At the high school level the use of personnel to keep track of students who are credit deficient and to assign the help immediately to them is being planned and implemented. One high school is creating an Intervention Specialist position to work with staff to regulate intervention services. Other schools are figuring out how to use the grade level team meetings to facilitate discussions, recommendations, placement of students and monitoring of progress relating to interventions. The next challenge is going to be how to use the Most Essential Benchmarks and District Common Assessments to help monitor student progress for placement in the appropriate intervention. The development of building level systems to address these issues is the next step. After schools receive and begin to implement the District Common Assessments they can begin work on the building level assessments, based upon them that can help guide placement into various interventions and

movement from them into enrichment upon demonstrated mastery.

### **Budget**

As of now the money that is being spent in various building budgets has not been compiled. This along with money being spent by School Leadership and Title I will be gathered.

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

Ernie Llanas and Milton Thompson.

### **Next Steps**

We will continue to work on the Result statements and will include work on Strategy 7.4 since it is included within the continuation of setting up the system of systematic interventions. More time will be spent working on Strategy 7.9 as well to assist on recruiting of teachers who work well with at-risk students.

## **Link to Appendix**

Kenosha Unified School District No. 1  
Kenosha, Wisconsin

November 28, 2006

**SCHOOL CULTURE SURVEY INSTRUMENT/RESULTS**

The School Culture Survey provides insight about the shared values/beliefs, the patterns of behavior, and the relationships in the school. Each factor measures a unique aspect of the school's collaborative culture. The factors are as follows: learning partnerships, collaborative leadership, professional development, unity of purpose, teacher collaboration, and collegial support.

Each year the results have been shared with our AST group during our Connections and Quest time. The purpose is for principals to share the results based on the input from their staff. As new staff is hired and new traditions are built, old assumptions about teaching and learning may change. Given the time and concerted effort, leaders can assess changes in their school climate. This instrument provides checkpoints for taking stock of changes in school culture.

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

Kurt Sinclair  
Director of School Leadership



The School Culture Survey provides insight about the shared values/beliefs, the patterns of behavior, and the relationships in the school. Each factor measures a unique aspect of the school's collaborative culture. The factors are as follows:

#### **Collaborative Leadership-**

Measures the degree to which school leaders establish and maintain collaborative relationships with school staff. The leaders value teacher's ideas, seek input, engage staff in decision-making, and trust the professional judgment of the staff. Leaders support and reward risk-taking and innovative ideas designed to improve education for the students. Leaders reinforce the sharing of ideas and effective practices among all staff.

### **Teacher Collaboration-**

Measures the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school.

Teachers across the school plan together, observe and discuss teaching practices, evaluate programs, and develop an awareness of the practices and programs of other teachers.


### **Professional Development-**

Measures the degree to which teacher's value continuous personal development and school-wide improvement. Teachers seek ideas from seminars, colleagues, organizations, and other professional sources to maintain current knowledge, particularly current knowledge about instructional practices.




### **Collegial Support-**

Measures the degree to which teachers work together effectively. Teachers trust each other; value other's ideas, and assist each other as they work to accomplish the tasks of the school organization, mission for the school. Teachers understand, support, and perform in accordance with that mission.



### **Learning Partnership-**

Measures the degree to which teachers, parents, and students work together for the common good of the student. Parents and teachers share common expectations and communicate frequently about student performance. Parents trust teachers and students generally accept responsibility for their schooling.





### **Unity of Purpose-**

Measures the degree to which teachers work toward a common mission for the school. Teachers understand, support, and perform in accordance with that mission.

### **Culture Survey Standard**

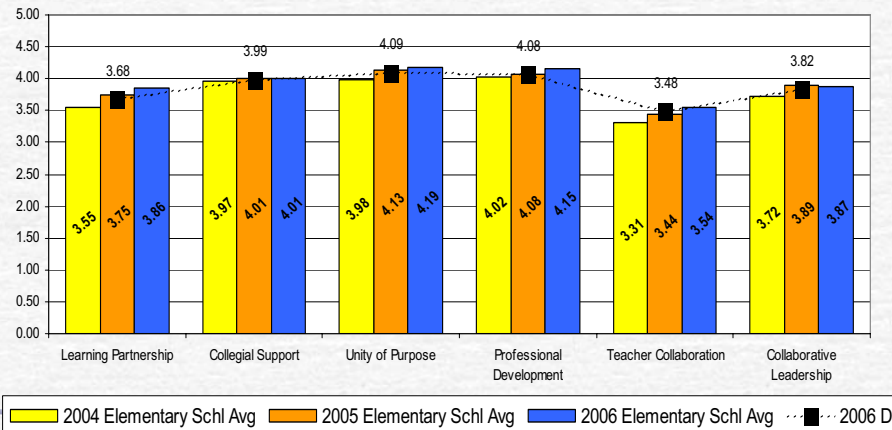
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or

70%-75% of Agree and Strongly Agree

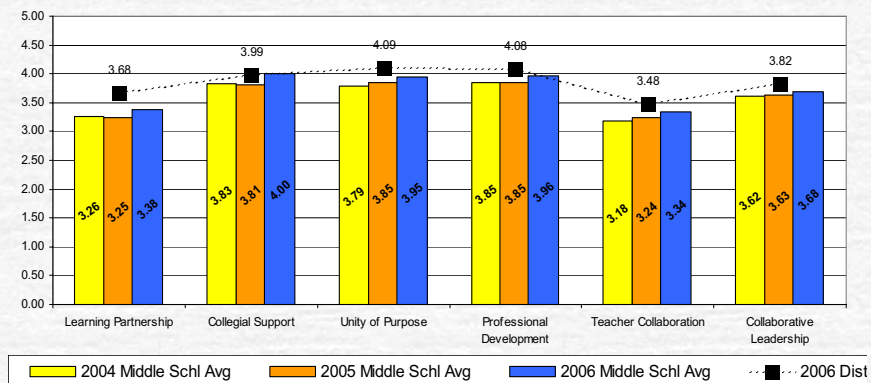
# Elementary Schools

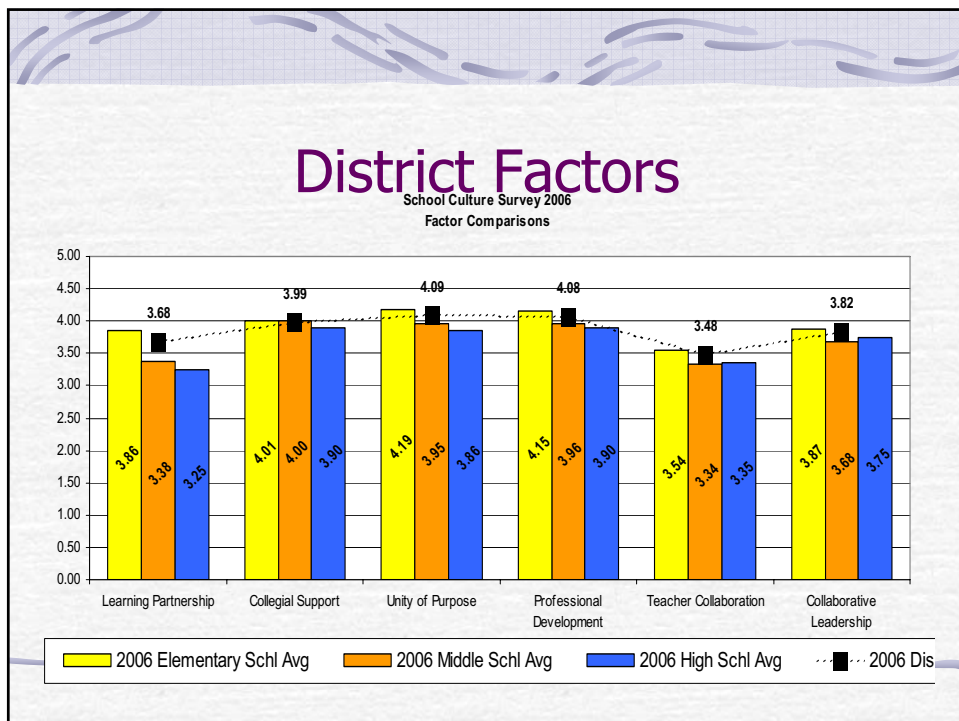
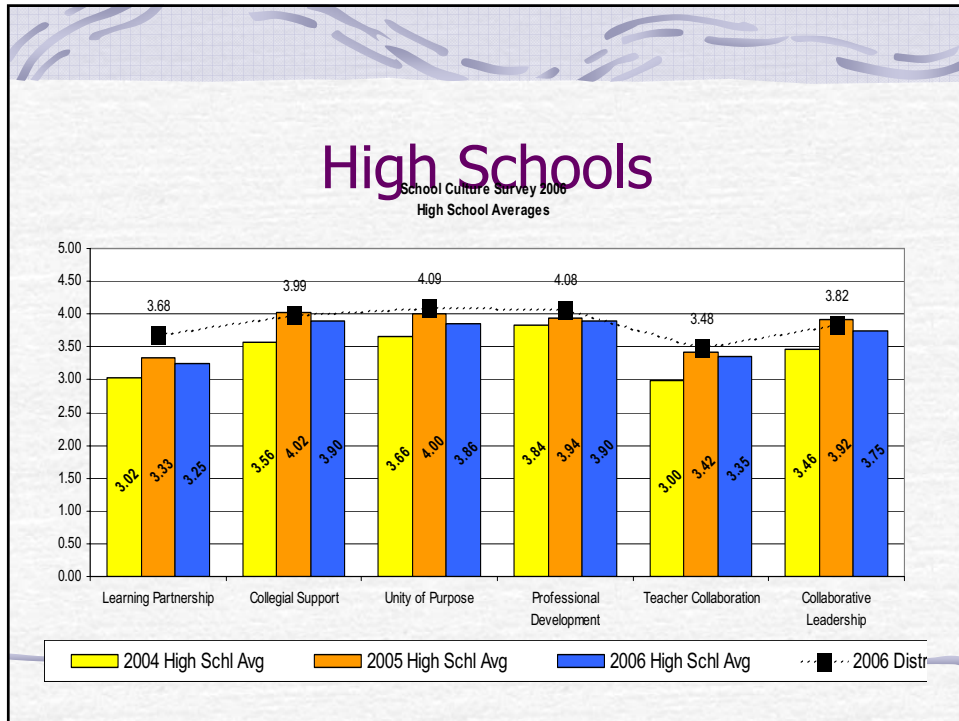
School Culture Survey 2006  
Elementary School Averages



# Middle Schools

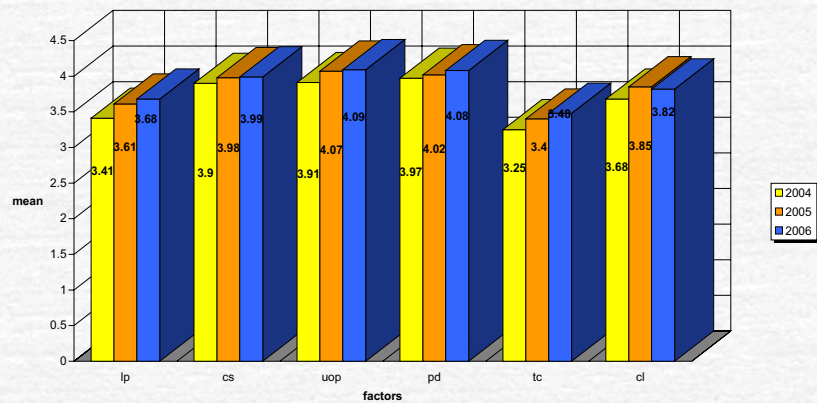
School Culture Survey 2006  
Middle School Averages





## 3 Year District Snapshot

District Snapshot Culture Survey Mean Score 2004-06



## STRENGTHS

### AS A DISTRICT

- VALUE PD
- UNITY OF PURPOSE
- COLLEGIAL SUPPORT



# CHALLENGES

## AS A DISTRICT



- Learning Partnerships

- Teacher Collaboration



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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

November 28, 2006

WAIVER OF POLICY 1330  
USE OF SCHOOL DISTRICT FACILITIES

A 1950's musical oldies group, the Greasers, is requesting a waiver of rental fees for use of the Reuther Central High School auditorium for 8 hours on Monday, January 15, 2007, for filming of a video which would be used as a demo for the group. The filming would be a closed session with no audience. Rental charge for eight hours at \$64 per hour is \$512.00.

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

**RECOMMENDATIONS**

At its November 14, 2006 meeting, the Audit/Budget/Finance Committee recommended that this waiver request be approved and submitted to the full Board for consideration with the understanding that the approval would not conflict with any school need for use of the auditorium and that the group pay for any custodial staff costs that accrue outside the normal work day hours. Administration recommends that the Board approve the recommendation of the Audit/Budget/Finance Committee as stated above.

Dr. R. Scott Pierce  
Superintendent of Schools



# ***Greasers***

**October 5, 2006**

**Kenosha Unified School District No. 1  
3600 52<sup>nd</sup> Street  
Kenosha, WI 53144  
ATTN: Mr. Scott Pierce**

**RECEIVED**

**OCT 06 2006**

**SUPERINTENDENT  
OF SCHOOLS**

**RE: Use of Reuther Central High School Auditorium**

**Dear Mr. Pierce,**

**Our 1950's musical oldies group, the Greasers, would like to film a video in the auditorium at Reuther Central High School.**

**The auditorium at Reuther is a very retro period site and would provide an excellent surrounding for the video.**

**We are hoping that you might consider waiving the usual facilities rental fees for this event.**

**We met with Mr. Andy Moore, Facilities Manager at the school, on Friday, September 29<sup>th</sup> to see the auditorium and review some possible dates in January 2007 that might be available during normal school hours weekdays. These dates are currently being reviewed by Andy for his approval.**

**The Greasers are a Kenosha based oldies group and we have been together since September of 1995. Most of our performances are for non-public events which include elementary**

**school sock hops, class reunions, company business functions, special anniversaries, birthday parties, etc.**

**Some public events would include fund raisers for local charitable organizations.**

**The Greasers are a not-for-profit organization. None of the members are paid. All our time is donated. Performing fees that we receive are 100% used to pay all of our gig expenses and purchase costumes, props, etc.**

**There are nine members of the Greasers. Four of our members are part of the staff at Kenosha Community Media, Inc. (KCM) Access Channel 14.**

**The video that we are hoping to shoot at Reuther would be used as a demo for the group. The video would not be offered for sale, or commercial gain in any way.**

**This would be a "closed" session at Reuther and not open to the public. No tickets would be sold. There will be no audience. Participants for filming the video would only include group members and approx. four KCM audio / visual personnel.**

**We have all of our own equipment. KCM will furnish all of the required audio / visual equipment.**

**The moving of equipment in and out of the auditorium will be done by the group members. We will not require any assistance from school personnel.**

**We will make sure that the auditorium is left clean upon our departure.**

**The following is a listing of some additional benefits that this project could offer:**

- **Possible first hand training for Kenosha Unified's audio / visual classes.**
- **First hand experience for remote training of KCM's new TV producers using recently purchased digital audio / visual equipment. This training is needed for efficient filming of community events, i.e. the Kenosha Civic Parades.**
- **Credits and thanks on the video would be given to both Kenosha Unified and Reuther High School together with the date recorded. These credits would be the first to appear as the video begins.**

**As a footnote, the following is a list of KCM personnel that are also members of the Greasers:**

- **Keith Wynstra                      President**
- **Jason Rimkus                      Station Coordinator**
- **Nida Ewald                      Board of Directors**
- **Diane Graves                      Board of Directors**

**We are hoping that we have provided you with adequate information concerning this request. Please let us know if you should have any further questions, or, if you wish to meet with us.**

**Sincerely,  
The Greasers**

**Roger 'Too Cool' Ashton**  
**Email:        [rashton@wi.rr.com](mailto:rashton@wi.rr.com)**  
**Home:        262 697 9063**  
**Cell:         262 705 4718**

**Encl:         Misc. info. and group pictures**

## ***"HISTORY & FORMAT OF THE GREASERS:"***

The Greasers were originally formed by employees in September of 1995 to participate in a company sponsored entertainment competition. Over the years the Greasers have evolved into the areas premier entertainment group specializing in 1950's and early 60's Rock 'n Roll.

We offer performances that include a variation and combination of live, karaoke, sing along, play along, and lip sync for both the instruments and vocals. Either the original recording, karaoke, or "covered" versions of the songs are always mixed with our performances.

Our specialty as a "performing group" is the visual effect that we present on stage to bring you, the audience, back to that wonderful age of early Rock 'n Roll. You will enjoy, and be delighted with our careful attention to details for both our period costuming and our stage props and sets which were typical of the periods.

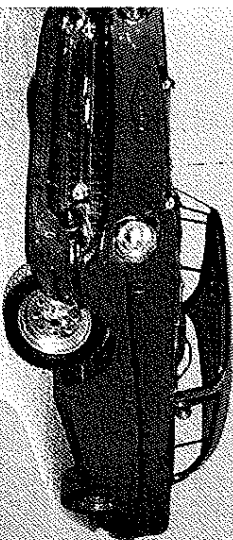
## ***"BOOK US:"***

***For your next event!  
We do outdoor performances too.***

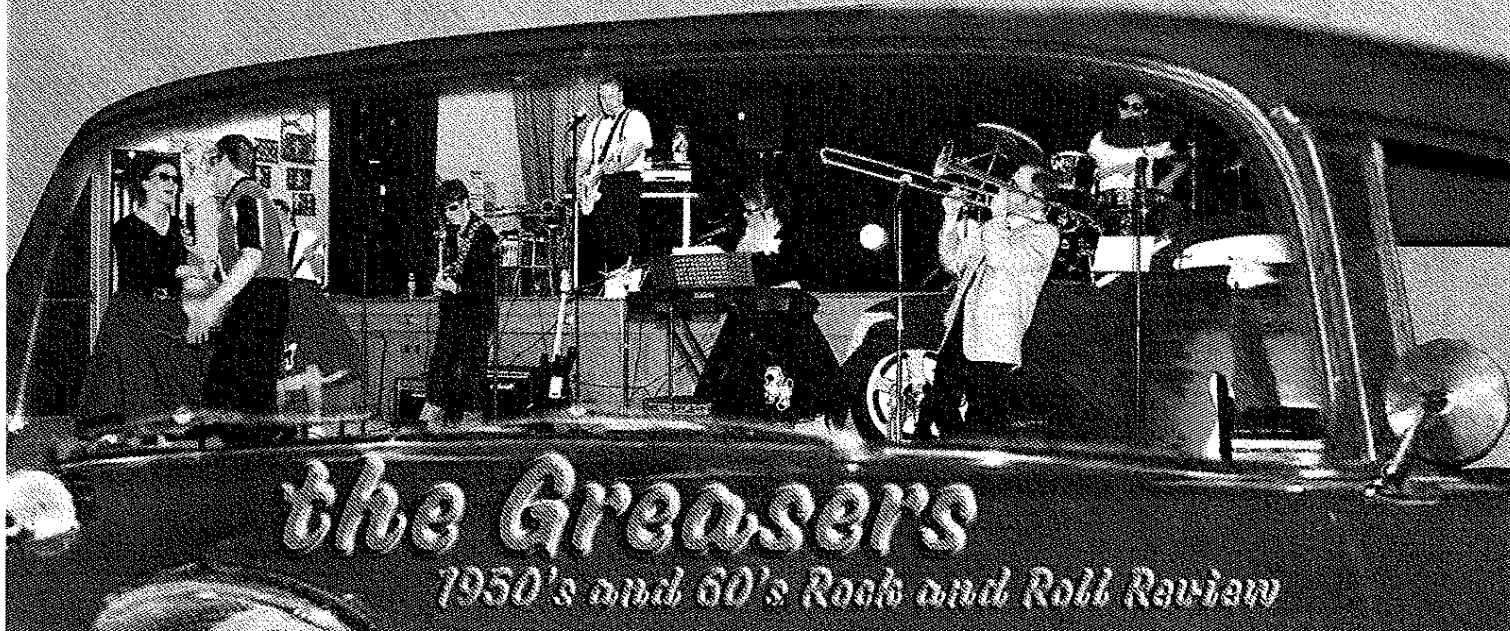
- \* School sock hops.
- \* Private parties / functions of all types.
- \* School re-unions.
- \* Block parties.
- \* Business functions.

## ***"CONTACT INFO:"***

*For more information and/or  
to book us for your event, contact us at:*  
***rashon@wi.rr.com***



*Demo video is available upon request.*



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Kenosha Unified School District No. 1  
Kenosha, Wisconsin

November 28, 2006

**Clarification of Job Title and Revision of Policy 2710 – Line and Staff Relations**

Over the years, the organizational chart for Kenosha Unified School District No. 1 has been revised to reflect positions held by administrators. Since the Coordinator positions for the core academic content areas were cut, the organizational chart now shows administrative responsibility for extra-curricular areas, but not for the core curriculum. And since the District website is modeled after the organizational chart, it is also unclear as to what central office administrator has responsibility for curriculum.

Dr. Holcomb's current title is "Executive Director of Instructional Services". In some districts, this term refers to functions for which we use "Student Support Services." We have had occasions when Dr. Holcomb has had to redirect external calls to Student Support Services, and other occasions when people have asked where the curriculum department is.

**Administrative Recommendation:**

At its October 10, 2006 meeting, the Personnel/Policy Committee moved to forward to the full Board the recommendation to approve changing the title from "Executive Director of Instructional Services" to "Executive Director of Curriculum and Instructional Services" as well as the recommendation for the corresponding revision to Policy 2710 – Line and Staff Relations for a first reading. It is recommended that Policy 2710 be approved on a second reading this evening.

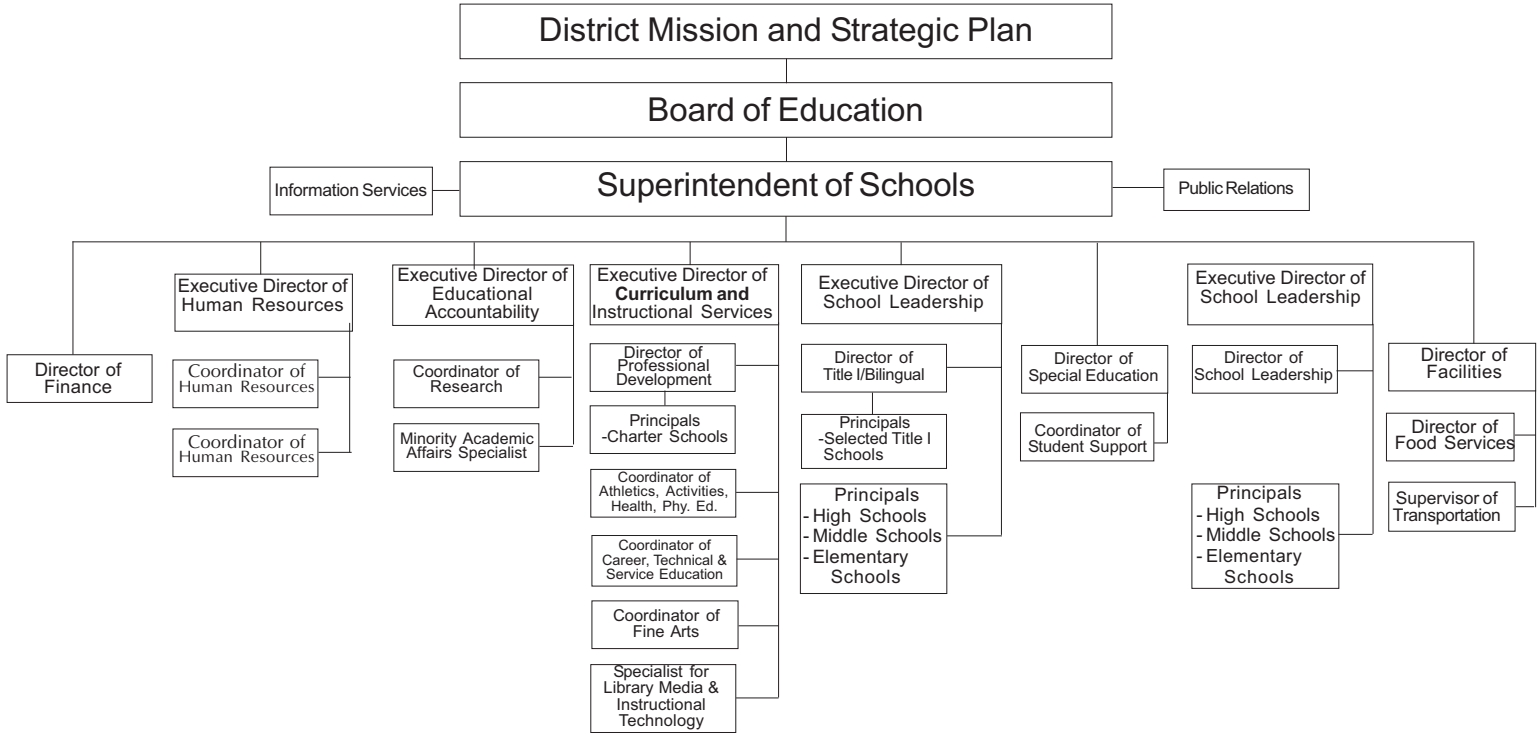
Dr. R. Scott Pierce  
Superintendent of Schools

Dr. Edie Holcomb  
Executive Director of Instructional Services



# Kenosha Unified School District No. 1

## Organizational Chart



KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

November 28, 2006

**SCHOOL BOARD POLICY 1720 – COMPLAINTS**  
**ABOUT SCHOOL PERSONNEL**

School Board Policy 1720 – Complaints About School Personnel provides the procedure for communicating and resolving complaints regarding School District personnel. However, the steps outlined in the rule do not address complaints that may be lodged regarding the Superintendent of Schools.

The suggested revisions to Policy 1720 outlined in the following pages provide the procedure for addressing complaints regarding the Superintendent of Schools.

**Administrative Recommendation:**

At its October 10, 2006 meeting, the Personnel/Policy Committee voted to forward revised Policy 1720 to the full Board for a first reading. It was approved on a first reading at the October 24, 2006 Regular Board Meeting. Administration recommends that revised Policy 1720 - Complaints About School Personnel be approved on a second reading this evening.

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

POLICY 1720  
COMPLAINTS ABOUT SCHOOL PERSONNEL

In keeping with the ultimate goals of serving the educational welfare of children, the District shall develop and practice reasonable and effective methods of resolving difficulties that may arise among employees. The intent is to reduce potential areas of concern and establish and maintain recognized channels of communication between staff and administration. This problem-solving procedure serves to secure, at the lowest possible administrative or supervisory level, proper and equitable solutions to problems.

Any person wishing to complain about the actions or decisions of any teacher or other employee may register his/her concerns in accordance with established District procedures. The ~~Assistant Superintendent~~ **Designee of Business** is designated as the complaint officer for the District. It is the function of the designated officer to establish complaint procedures, and monitor and facilitate the processing of complaints, i.e., incidents not related to negotiated items.

School Board members shall be encouraged to refer persons making complaints about the schools or school personnel to the appropriate administrative office, whereupon established procedures will be followed.

**Any School Board member receiving complaints relative to the Superintendent shall make the Superintendent aware of such complaints and shall bring the matter to the attention of the School Board if appropriate.**

CROSS REF.: 4110, Equal Opportunity Employment and Affirmative Action  
4111, Employee Harassment  
4211, Staff Communications to the School Board  
4270, General Employee Complaints  
8610, Board Member Authority

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: March 9, 1999  
February 25, 2003

RULE 1720

COMPLAINTS ABOUT SCHOOL PERSONNEL

These procedures should be followed in registering a complaint about school personnel. Whenever feasible, administrators adjudicating complaints or controversies shall involve both the complainant and the other person in discussions in an effort to resolve the problem.

Step 1: Persons with complaints regarding school personnel shall consult with the principal or other administrator who is the immediate supervisor of the employee against whom the complaint is made. Such administrator will investigate the complaint and will advise the complainant of the disposition of the matter.

If delay in obtaining relief would negate the satisfaction of or decision sought by the complainant, a complaint may be made directly to the Superintendent of Schools.

Step 2: If the matter is not satisfactorily resolved at the building or District departmental level, the complaint may be submitted to the Superintendent for investigation and disposition. The complaint must be submitted in written form to the Superintendent and include a signed statement of charges that contain sufficient detail to warrant and permit adequate investigation. Upon investigation of the complaint, the Superintendent shall respond to the complainant.

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

November 28, 2006

**SCHOOL BOARD POLICY 8850 – SCHOOL BOARD COMMITTEES**

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

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

**Administrative Recommendation:**

Administration recommends that the Board approve Policy 8850 for a first reading on November 28, 2006, and be brought back to the Board for a second reading on December 19, 2006.

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

Kathleen M. Barca  
Executive Director of School Leadership

POLICY 8850  
SCHOOL BOARD COMMITTEES

The School Board believes committees can be useful in the decision-making process and in the conducting of Board business. By using a Board committee structure, the Board is able to conduct its business in an efficient and effective manner, study issues facing the District more in depth, and take more ownership in things happening in the District. The committee structure is designed to assist the Board in the conducting of Board business; it is not intended to take away a Board member's opportunity to ask questions or to be involved in the decision-making process.

The Board shall have five standing committees: (1) Audit, Budget and Finance, (2) Curriculum and Program, (3) Planning, Facilities and Equipment, (4) Personnel and Policy, and (5) PR/Goals/Legislative Committee. Each standing committee shall consist of three Board members. A quorum of the committee shall be a minimum of two (2) Board members. The Board President shall appoint Board members to standing committees in accordance with established procedures. No Board member may serve on more than two standing committees. The Board President shall select the committee chair. The committee chair may seek up to two community members to serve in an advisory capacity on the **Audit, Budget and Finance Committee, the Curriculum and Program Committee, the Planning, Facilities and Equipment Committee and the Personal and Policy committee.** ~~standing committee~~ **The committee chair may seek up to six community members to serve on the PR/Goals/Legislative Committee. Every attempt will be made to have these committees reflect the diversity of the District.** Community member appointments shall be made in accordance with established procedures. The term of appointment to a standing committee will be for one year, unless otherwise arranged. Consistent with Board policy concerning Board officers, the chair of each committee may not serve as committee chair for more than two consecutive years.

The Board may establish other standing and temporary ad-hoc committees from time to time as needed. The Board President shall make such committee appointments in the same manner as other standing committee appointments.

The Board President shall serve as an ex-officio member of all standing and temporary committees of the Board.

The function of all Board committees should be fact-finding, deliberating and advising, but not legislating or policymaking. Each Board committee shall be assigned specific duties. All policymaking actions taken by a Board committee shall be subject to ratification and approval of the Board. For policy-related items, the Board will have a first and second reading of the recommended policy before final policy adoption. The policy readings shall occur at separate Board meetings.

Public notice shall be given for all Board committee meetings in accordance with state law and Board policy.

LEGAL REF.: Wisconsin Statutes

Sections 19.82 [Open meeting law definitions]

19.84 [Public notice requirement]

19.85 [Reasons for closed session]

19.89 [Exclusion of members from meetings]

POLICY 8850  
SCHOOL BOARD COMMITTEES  
Page 2

CROSS REF.:      8412, School Board Officer Duties  
                     8510, School Board Policy Development and Revision  
                     8711, Public Notification of School Board Meetings  
                     8810, Rules of Order  
                     8860, Citizen Advisory Committees  
                     8870, Public Participation at School Board Meetings

ADMINISTRATIVE REGULATIONS: None

AFFIRMED:        June 8, 1993

REVISED:         April 21, 1998  
                     July 13, 1999  
                     February 22, 2000  
                     July 10, 2001

DELETED:         June 25, 2002

REAFFIRMED:     May 13, 2003



RULE 8850  
SCHOOL BOARD COMMITTEES

A. Committee Appointment Process

1. The Board President shall appoint Board members to standing committees immediately following the School Board's annual organizational meeting. Such appointments shall be made, in order, as follows:
  - a. by seeking volunteers and making appointments based on Board member interest
  - b. by direct appointment of Board members to specific committees
2. Community members may be appointed to serve as members on standing committees as outlined in Board policy. Such appointments shall be made, in order, as follows:
  - a. **by encouraging volunteers that reflect the diverse student population**
  - b. by seeking volunteers and making appointments based on citizen interest
  - c. by direct appointment of the committee chair with approval of the Board President
  - d. by appointment of the Board President

B. Standing Committee Operating Procedures

1. Whenever possible, policy items to be considered by the Board shall be introduced to the standing committee at a monthly committee meeting. Any item referred to a standing committee must come back to the full Board within 30 days, unless a motion by the standing committee to further review the item is determined.
2. Standing committees, unless canceled by the committee Chair or Board President shall meet once each month. Additional meetings will be scheduled by the chair as necessary. Meetings shall be limited in length to one and one half hours or less.
3. Unless arranged by a standing committee for a special meeting other than the designated night, all standing committees will meet on the same evening in a rotating schedule.
4. The committee chairs, the Superintendent of Schools and designated administrators shall meet to establish meeting agendas for standing committees. This process will ensure the orderly flow of information and the effective operation of the Board and committees. Committee agenda items are limited to those referred by the Board President, committee chairs and designated administrators. Meeting agendas must be published at least five working days prior to a scheduled meeting.
5. Administrators and other District staff, as appropriate, will be requested to serve in an advisory capacity to standing committees and/or to provide necessary support resources.
6. Committee meetings shall be conducted in accordance with *Robert's Rules of Order Revised*.
7. Any Board member or citizen may attend a standing committee and may speak to any item on the agenda. However, only committee members may vote on agenda items.
8. Minutes shall be kept of all standing committee meetings. The minutes shall be distributed to all Board members in order to keep the full Board informed of matters discussed at committee meetings. Committee meeting minutes shall also be made available for inspection by the public in accordance with state law and the Board's policy on access to public records.
9. Standing Committee updates will be included as an agenda item for all regular Board meetings.
10. Motions that have come from committee shall appear on a regular meeting agenda, and shall contain the committee's recommendation, and include comments of dissent, in addition to Administration's recommendation.

RULE 8850  
SCHOOL BOARD COMMITTEES  
Page 2

C. Specific Duties of Standing Committees

BOARD OF EDUCATION  
ORGANIZATIONAL CHART – COMMITTEES

<u>Audit, Budget and Finance Committee</u>	<u>Curriculum and Program Committee</u>	<u>Planning, Facilities and Equipment Committee</u>
<ul style="list-style-type: none"><li>• Assist in the preparation and development of the Board and District's annual budget</li><li>• Review all monthly budget expenditures and all budget modifications, changes, etc., throughout the year</li><li>• Review all budgets related to grants submitted and/or awarded</li><li>• Review all proposed Board policies related to budget and finance matters</li><li>• Assist in the planning and completion of the District's management, financial, and program audits, including the AASA audit</li><li>• Review any audit findings and prepare recommended action plans</li><li>• Strategic Plan – Strategic planning will have a financial impact as the plan proceeds toward implementation. The Audit, Budget and Finance Committee will review the strategic planning budget and implications to overall District budget.</li></ul>	<ul style="list-style-type: none"><li>• Review all matters related to existing or new curriculum and programs</li><li>• Review survey, test and evaluation results of the District</li><li>• Monitor curriculum adoption and implementation schedule</li><li>• Review all grant proposals in terms of program components</li><li>• Review teaching materials, book selections, etc.</li><li>• Review all proposed Board policies related to education, teaching or support programs</li><li>• Review comprehensive staff development plan and implementation</li><li>• Strategic Plan – Many initiatives of Strategic Plan will have significant curriculum implications. As initiatives are identified and implemented, it is appropriate that the Curriculum and Program Committee be kept apprised of their process.</li></ul>	<ul style="list-style-type: none"><li>• Assist in the preparation and updating of the District's five-year capital improvement budget</li><li>• Review the implementation of all expenditures related to facilities and equipment</li><li>• Assist in establishing of building standards for each type of educational facility</li><li>• Review and update the District's comprehensive technology and administrative computer plan</li><li>• Work with community groups to develop a financial plan to accommodate the implementation of the District's physical plant plans</li><li>• Review all proposed Board policies related to planning facilities and equipment</li><li>• Strategic Plan – A portion of the strategic plan that involves facilities or accommodations within facilities will be reviewed by this committee.</li></ul>

BOARD OF EDUCATION  
ORGANIZATIONAL CHART – COMMITTEES

<u>Personnel and Policy Committee</u>	<u>PR/Goals/Legislative Committee</u>	<u>Ad-Hoc Committee</u>
<ul style="list-style-type: none"><li>• All employment of staff and related issues concerning staff would be addressed through this committee</li><li>• Bargaining of Labor Contracts – All contracts that are bargained would be reviewed with recommendations forwarded to the full Board</li><li>• Review all personnel transactions, job descriptions, hiring, etc.</li><li>• Prepare and update annual student enrollment projections</li><li>• Policy Development – All policy development would receive first readings through Personnel and Policy Committee</li><li>• Strategic Plan – Any issues of personnel or policy that may come out of plan will be reviewed by this committee. Those issues endorsed by this committee would be forwarded to the full Board for approval.</li></ul>	<p>A formal systematic way of improving our public relations can be realized through the PR/Goals/Legislative Committee. Among the responsibilities of this committee would include:</p> <ul style="list-style-type: none"><li>• Establish and oversee a comprehensive Public Relations Plan</li><li>• District goals identified annually will be coordinated and reviewed through this committee</li><li>• Promotion of referendum would be coordinated through this committee</li><li>• Annual Performance Disclosure Report will be reviewed and approved by this committee</li><li>• Ongoing review of state and federal legislation would be discussed through this committee</li><li>• Strategic Plan – 55% of successful strategic planning comes from community. Promotion of the Strategic Plan will come through the PR Committee.</li></ul>	<ul style="list-style-type: none"><li>• Ad-hoc committee(s) are appointed by the Board President</li><li>• Their responsibilities are based on the task(s) for which they are assigned</li><li>• Ad-hoc committees are not standing committees and have a limited term</li></ul>

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

November 28, 2006

**POLICY 1000 SERIES – COMMUNITY RELATIONS**

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

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

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

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

**Administrative Recommendation:**

Administration recommends that the Board approve the updated Policy Series 1000 for a first reading on November 28, 2006, and be brought back to the Board for a second reading on December 19, 2006.

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

Kathleen M. Barca  
Executive Director of School Leadership

POLICY 1110  
PARENT/GUARDIAN/**CAREGIVER** SURVEYS

A District-wide survey shall be conducted once every three years to obtain parent/guardian/**caregiver** opinions regarding school operation and student success. The survey shall be developed by the Office of Educational Accountability in accordance with established procedures and with input from the building level.

LEGAL REF.: Wisconsin Statutes  
Section 120.13 [Board power to do all things reasonable to promote the cause of  
education]

CROSS REF.: 6100, District Vision

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 14, 1995

REVISED: March 26, 1996  
August 27, 1996  
April 8, 1997  
February 25, 2003

RULE 1110

PARENT/GUARDIAN/CAREGIVER SURVEYS

1. The parent/guardian/**caregiver** survey will consist of a written questionnaire/**focus groups/electronic survey** or standardized survey instrument such as a school climate survey. **Accommodations for language and disability/handicap conditions are expected.**
2. All surveys will have a series of identical questions to allow for a comparison of results. Questions relative to playground safety will be incorporated in the parent/guardian/**caregiver** survey. Building principals may develop additional questions reflective of individual building informational needs.
3. The parent/guardian/**caregiver** survey will be conducted during the time frame of early spring (March-April) every three years using a statistical sampling of parents/guardians conducive to each building.
4. The building principal will be responsible for administering the survey with the Office of Educational Accountability providing summaries of the results. A process of standardization of survey summaries will be implemented. Principals will be responsible for summarizing the results of building specific questions and reporting the results to the Superintendent of Schools or designee.
5. Principals will disseminate to parents/guardians the results of the survey and how they plan to use the results for school improvement.
6. An executive summary of the surveys shall be compiled by the Office of Educational Accountability and presented to the School Board not later than the second regular meeting in September of the year the survey was administered.

POLICY 1120

PARENT/GUARDIAN/CAREGIVER INVOLVEMENT

The District recognizes that parent/**guardian**/caregiver involvement is a key to academic achievement and is a shared responsibility between the school and family. In accordance with the Reauthorized Elementary and Secondary Education Act (ESEA) also known as the No Child Left Behind Act of 2001, the Kenosha Unified School District will provide opportunities for parent/**guardian**/caregiver participation, shared decision making, and community collaboration in District and school education programs.

In order to enhance parental/**guardian** /caregiver involvement, six essential elements are to be promoted.

1. Communication between home and school is regular, two-way, and meaningful. Effective communication requires school-initiated contact with the parent/**guardian**/ caregiver and parent/**guardian**/caregiver-initiated contact with the school where both parties provide vital information about a child's strengths, challenges, and accomplishments. To effectively communicate, both parties must be aware of issues such as cultural diversity and language differences and appropriate steps must be taken to allow clear communication for all participants.
2. Responsible parenting/**guardianship**/caregiving is promoted and supported. The family plays a primary role in their child's education. Parents/**guardian** /caregivers are linked to programs and resources within the community that provide support services to families.
3. Schools are open, inviting, and resources are clear and easily accessible to parents/**guardians**/caregivers and families and are actively seeking parental support and assistance for school programs. Parents/**guardians**/caregivers are welcome in the school, and their support and assistance are sought. Capitalizing on the expertise and skills of the parents strengthens the family, school and community partnership. School and parent/caregiver capacity for strong parent/caregiver involvement is necessary.
4. Parents/**guardians**/caregivers are full partners in the decisions that affect children and families and are involved in developing District school improvement plans and site-based strategic planning initiatives.
5. Community resources are made available to strengthen school programs, family practices, and student learning. Technical assistance and coordination will be offered to help schools plan parent/caregivers involvement activities to improve student and school academic performance.
6. Parent/**guardian**/caregiver involvement strategies are incorporated with other District and school programs that focus on family and child development.

The annual evaluation of parent/**guardian**/caregiver involvement in District and school programs will be conducted through the Community School Relations Manager.

LEGAL REF.: Wisconsin Statutes

Sections 118.019 [human growth and development]  
118.15 (1)(d) [program or curriculum modifications]  
118.153 [children at risk programming]  
118.33 [parent opt out of testing]  
118.34 [gifted and talented programming]  
Chapter 115 Subchapter V [programs for students with disabilities]  
Chapter 115 Subchapter VII [bilingual-bicultural programs]  
Wisconsin Administrative Code  
PI 13 [bilingual-bicultural/ELL programs]  
PI 25 [children at risk programs]  
Individuals with Disabilities Education Act [programs for students with disabilities]  
No Child Left Behind Act of 2001 [Title I parent involvement, parent and student privacy rights, reporting student achievement, etc]

POLICY 1120  
PARENT/GUARDIAN/CAREGIVER INVOLVEMENT  
Page 2

CROSS REF.: Policy 1110 Parent/guardian/caregiver Surveys  
Policy 1210 School-Sponsored Communications  
Policy 1212 Provision of Printed Materials in Non-English Version  
Policy 1600 School Visitors  
Policy 1812 Relations with Parent-Teacher Organizations  
Policy 2720 Shared Decision Making  
Policy 5910 Children of Divorced or Separated Parents  
Policy 6100 District Vision  
Policy 6330 Privacy Rights in District Programs  
Policy 6413.1 Family Life Education (Instruction in Human Sexuality)  
Policy 6421 Programs for Students with Disabilities  
Policy 6426 Student Program or Curriculum Modifications  
Policy 6427 Individual and Remedial Services  
Policy 6452 Student Progress Reporting  
Policy 6460 Testing Programs  
Policy 6461 Parental Consent for Testing  
Policy 6470 Student Records  
Policy 6810 Teaching about Controversial Issues  
Title I Program Plan  
Bilingual-Bicultural (ELL) Program Plan  
Special Education Policy and Procedure Manual

ADMINISTRATIVE REGULATIONS: 6413.1 Guidelines for Communicating with  
Family Life Curriculum Objectives

AFFIRMED: December 14, 2004



POLICY 1131

MEMORIALS/DEDICATIONS WITHIN SCHOOLS

As an integral part of acknowledging citizen participation in public school improvement, the School Board shall allow memorial plaques and/or dedication plates to be placed in particular rooms or areas within District buildings in recognition of citizens who made significant contributions to public education in the District. **Former** students, employees, **or taxpayers** may be considered for such recognition under certain circumstances such as death. The Board may hold appropriate dedication ceremonies.

LEGAL REF.: Wisconsin Statutes  
Section 120.12(1) [Board duty; care, control and management of school property]

CROSS REF.: 7400, Naming or Renaming School Buildings or Facilities  
7410, Naming an Area Within or on a District Site

ADMINISTRATIVE REGULATIONS: None

AFFIRMED IN PART: June 10, 1991

REVISED: December 8, 1998  
February 25, 2003

**RULE 1131**

**MEMORIALS/DEDICATIONS WITHIN SCHOOLS**

The following procedures shall be used in establishing memorials and conducting dedications within District schools:

1. A memorial plaque and/or dedication plate may be placed in a particular room or area within a District school in an individual's honor under the following conditions:
  - a. Memorials or dedications in recognition of a person's contribution to public education in the District may only be made after the death of the person who is being considered for recognition.
  - b. Because the main purpose of the Board's policy and these procedures is citizen recognition, District employees shall not be eligible for recognition through a memorial or dedication, unless they have been employed fewer than six months in the District or their death is directly related to their employment with the District. Former School Board members are exempted from the six-month employment stipulation.
  - c. Students who have died during their time of attendance at a District school may be recognized through a memorial or dedication.
  - d. An individual can be considered for a memorial or dedication upon the first anniversary of his/her death. In the case of a memorialization of a student or District employee, such dedication may take place sooner than one year under appropriate circumstances.
  - e. No District monies shall be expended for memorial plaques and/or dedication plates, except as required for installation purposes.
  - f. Written permission from family members shall be obtained prior to making final arrangements for a memorial or dedication.
2. Before consideration is given for placement of a memorial plaque and/or dedication plate in a particular room or area within a District school, a resolution signed by at least four Board members is required. Any citizen in the District may draft a resolution. The resolution shall be presented to the Board for formal action.
3. The Superintendent of School's Office shall be responsible for coordinating the placement of approved memorial plaques and/or dedication plates within District buildings. A committee appointed by the Superintendent shall plan the dedication program and ceremonies.
4. Memorial plaques or dedication plates placed in particular rooms or areas within a District school shall not be removed within 20 years of placement, except in the case of building demolition or decommission.

POLICY 1200

**PUBLIC INFORMATION RELATIONS PROGRAM**

In recognition of the of the need for an informed citizenry, the School Board and District personnel shall endeavor to provide information concerning the District to all persons residing within the District. The public shall be fully and promptly informed concerning events and facts regarding the operation and activities of the District. Providing information to the public is an essential function of a representative government and shall be considered an important responsibility of all administrative personnel.

A variety of media shall be used for informing the public concerning District operations and activities. A public **relations** ~~information~~ program utilizing such media shall be conducted through the Office of the **Public Relations** ~~Information Specialist~~ or through the respective office, administrator, or building principal.

Generally, the Superintendent of Schools shall be the authorized spokesperson for the Board and the District on matters of District concern. When an official action of the Board is under discussion, the Board President may be the authorized spokesperson for the Board. When an action of a Board committee is under discussion, the chairperson of that committee may be the authorized spokesperson for that committee.

District employees are permitted to supply accurate, complete and objective information or to answer questions from the public about school activities directly within their jurisdiction or first-hand knowledge. ~~When such information involves a total program of an individual school, such communication should first be approved by the building principal.~~ **The building principal is the first to approve publication of information regarding the respective school.** When such information involves District-wide programs or policies, approval should first be obtained by the building principal from the Superintendent/designee.

LEGAL REF.: Wisconsin Statutes

- Sections 19.31 [Public policy on access to record information]
- 19.81 [Public policy on access to information and open meetings]

CROSS REF.: 1210, School Sponsored Communications

- 1211, Use of Students in Public Information Program
  - 1212, Provision of Printed Materials in Non-English Version
  - 1220, Cable Television
  - 1240, Access to Public Records
  - 1520, Distribution of Non-School Materials in the Schools
  - 2810, Incident Reporting
  - 8500, School Board Powers and Duties
  - 8711, Public Notification of Board Meetings
  - 8712, Agenda Preparation and Dissemination
  - 8840, Board Minutes
  - 8850, Board Committees
  - 8860, Citizen Advisory Committees
  - 8870, Public Participation at Board Meetings
  - 8880, Audio Recording of Board Meetings
- Crisis Response Manual*

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: February 25, 2003

RULE 1200

**PUBLIC INFORMATION RELATIONS PROGRAM**

1. The public ~~information~~ **relations** program of the District shall include news releases, audio-visual presentations, cable television programming, brochures, advertisements, a speaker's bureau and District Web pages. The program shall be coordinated by the **Office of Public Information Relations Specialist** and other personnel as designated by the Superintendent of Schools.
2. Timely news releases will be disseminated to the local news media from the appropriate **Office of Public Relations** on an impartial basis.
  - a. Information and news items concerning District-wide plans, activities and needs will be released through the Office of the Superintendent of Schools or **the Office of Public Information Relations Specialist**.
  - b. Information regarding District-wide activities administered through an office of the District may be released through the administrator of that office or building principal or department coordinator.
3. Bulletins, reports, budgets and other public information will be made available to interested citizens upon reasonable request to the Superintendent's office and in accordance with the District's access to public records procedures.
4. Where sufficient interest warrants, information may also be made available to regional, state and national news media, and state and national offices, through the Office of the Superintendent, **the Office of Public Information Relations Specialist** or other appropriate **Office of Public Relations** or official of the District.
5. All District employees shall be accurate and prompt in supplying information to the public. Both freedom and accuracy of information shall be recognized as essential to the public confidence and understanding of the District.

POLICY 1210

~~SCHOOL SPONSORED COMMUNICATIONS~~ - **SCHOOL SPONSORED (CRISIS)**

Communications sponsored by individual schools shall be encouraged as a means of further informing the public regarding school activities. School sponsored communications shall be conducted with the knowledge and approval of the building principal or designee.

Parents/guardians/**caregivers** shall be informed, as appropriate and necessary by the building principal, of incidents occurring on school premises that pose a threat to the future health, safety and/or life of their children. All such communication shall be consistent with legal and ethical principles regarding the privacy rights of students and their families.

LEGAL REF.: Wisconsin Statutes

Sections 19.31 [Public policy on access to record information]

118.125 [Confidentiality of student records]

Family and Educational Rights and Privacy Act [Confidentiality of student record information]

CROSS REF.: Rule 1110, Parent/Guardian/**Caregiver** Surveys

1200, Public Information Program

1211, Use of Students in Public Information Program

1220, Cable Television

2810, Incident Reporting

5117, Reporting to Parent/Guardian

5138, Maintenance of School Environment

5910, Children of Divorced or Separated Parents

6470, Student Records

*Crisis Response Manual*

ADMINISTRATIVE REGULATIONS: 1210, School Sponsored Communications (Crisis)

AFFIRMED: December 28, 1990

REVISED: May 11, 1999

February 25, 2003

RULE 1210

~~SCHOOL SPONSORED COMMUNICATIONS~~ - **SCHOOL SPONSORED (CRISIS)**

1. General
  - a. All school sponsored communications shall be conducted as authorized by the building principal or designee.
  - b. School sponsored communications shall be objective, ethical and factual in keeping with accepted journalistic standards. Such communications shall not include material of a partisan political or religious nature.
  - c. Copies of all school sponsored communications shall be furnished to the Superintendent of School's Office.
2. Communications Related to Incidents Threatening the Health, Safety and/or Life of Students
  - a. Incidents of a health, safety and/or life threatening nature occurring on school premises or during school sponsored activities that pose an immediate threat to a student(s) shall be communicated immediately to the parents/guardians/**caregivers** of students who are directly involved with the specific incident.
  - b. In health related situations, instructions from the Kenosha County Department of Health concerning parent/guardian/**caregivers** notification will be followed.
  - c. In safety related situations, the District will cooperate with the Kenosha County Department of Emergency Services, law enforcement and fire departments in determining appropriate parent/guardian/**caregivers** notification procedures.
  - d. Incidents of a health, safety and/or life threatening nature that have occurred on school premises or during school sponsored activities for which the school has intervened on a school-wide basis shall be communicated to all parents/guardians/**caregivers** of students attending the affected school.
  - e. In the case of situations where all parents/guardians/**caregivers** are notified, the Superintendent or designee shall be consulted prior to the release of information and shall approve the content of the communication and method for releasing the information.
  - f. The District's Crisis Response Manual and the school "Crisis Response Team" are to be consulted for guidance in preparing informational releases.
  - g. The communication shall be made in the most expeditious manner possible. (i.e., direct letter sent home with students, telephone contact, media release, etc.)
  - h. Information included in the communication shall be based on facts related to the incident and not on speculation or rumors and shall be in line with legal and ethical principles regarding the privacy rights of students and their families.

POLICY 1211

~~USE OF STUDENTS IN PUBLIC INFORMATION PROGRAM~~

The building principal shall approve communications related to a specific school sent to the parents/guardians/**caregivers** through students.

Any communication of interest beyond that of an individual school or department, directed to the parents/guardians/**caregivers** through students, such as those involving District-wide bond referenda, budget matters, boundaries, school enrollments, curriculum changes, transportation, food services or the like, shall be approved by the Superintendent/designee. Where such information has previously appeared in an official District communication, it may be copied or reproduced exactly without prior approval of the Superintendent/designee.

CROSS REF.: 1200, Public Information Program  
1210, School Sponsored Communications (Crisis)  
1212, Provision of Printed Materials in Non-English Language Version  
1520, Distribution on Non-School Materials in the Schools

AFFIRMED: December 28, 1990

REVISED: February 25, 2003

POLICY 1212

~~PROVISION OF PRINTED MATERIALS IN NON-ENGLISH LANGUAGE VERSION~~ **PRINTED MATERIALS**

Based on the belief that core to the successful education of any student is open dialogue, inclusion and communication with the family, the District will translate any document **that meets the District's prescribed diversity ratio requirements and** requires parental/guardian signature ~~or that impacts and relates to the~~ health, welfare and safety of a student for every non-English speaking parent/guardian of students in the District.

LEGAL REF.: Wisconsin Statutes

Section 120.13 [Board power to do all things reasonable for the cause of education]

CROSS REF.: 1200, Public Information Program

1210, School-Sponsored Communications

1211, Use of Students in Public Information Program

6610, Selection of Instructional Materials

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: February 25, 2003



RULE 1212

~~PROVISION OF PRINTED MATERIALS IN NON-ENGLISH LANGUAGE VERSION~~ **PRINTED MATERIALS**

1. Student policies and rules (Series 6000) as well as relevant academic and instructional policies and rules (Series 5000) generated at the District level shall be available in non-English language versions for all minority populations exceeding 5% of the total student District population.
2. Informational handouts, student handbooks and notices of community and school activities generated at the site level shall be available in non-English language versions for English Language Learners (ELL) **specific** populations exceeding 3% of the total student enrollment of the site.
3. Schools that meet the 3% ELL criterion shall establish guidelines for library material purchases of non-English language materials.
4. Schools that meet the 3% ELL criterion and participate in book fair fundraisers shall offer non-English language materials as available.
5. **If the school ratio is less than 3%, reasonable effort will be made to connect non-English speaking parents with appropriate resources.**

The purpose of the District's World Wide Web site is to provide a training ground and learning environment for students and an informational guide for parents, teachers, administration and the community. Students and staff are encouraged to produce materials for electronic publication on the Internet that promote the educational mission of the District and provide information about school curriculum, instruction, school-authorized activities and other general information of interest to the community.

LEGAL REF	United States Congress
	Section 508 of the Rehabilitation Act 29 U.S.C. 794d
	Wisconsin Statutes
Sections	19.31 [Public policy on access to record information]
	118.125 [Confidentiality of student records]
	120.12(1) [Board duty; care and control of school district property]
	120.13 [Board power to do all things reasonable for the cause of education]
	943.70 [Computer crime]
	947.0125 [Unlawful use of computerized communication systems]
	Family and Educational Rights and Privacy Act [Confidentiality of student record information]
	17 U.S.C. [Federal Copyright Law]
	Children's Internet Protection Act
	Neighborhood Children's Internet Protection Act
	Children's Online Privacy Act

ADMINISTRATIVE REGULATIONS:	1213A	Web Page Publication Technical Specifications
	1213B	Web Page Publication Guidelines

REVISÉ:

RULE 1213  
WEB PAGE PUBLICATION

1. Web pages created for publication on the District's Web site should be approved by the District Web Specialist/designee before being placed on the District Web server. Designers of Web pages must adhere to all rules, regulations and obligations regarding Web page publication. Failure to comply may result in the created pages not being uploaded to the District Web server.
2. Building administrators, District administrators and teachers, with input from the Public ~~Information~~ **Relations** Specialist and the Web Specialist, are responsible for Web page monitoring and approval to ensure compliance with content standards. Published Web pages will follow District policies regarding copyright and nondiscrimination and will not contain offensive material.
  - a. All subject matter on Web pages published on the District Web site should relate to curriculum, instruction, school authorized activities or contain community information. Any content posted to the Web should relate to the District or the schools within the District.
  - b. No text, image, movie or sound that contains pornography, profanity, obscenity or language that offends or degrades others or links to such material will be permitted.
  - c. Any material that is copyrighted to someone else cannot be used unless written permission has been obtained from its owner. The original permission should be housed in the school building or department that obtained the permission. A copy of such written permission should be given to the District Web Specialist when the Web pages are submitted for inclusion in the District's Web pages.
  - d. Web work must be free of spelling and grammatical errors.
  - e. Questions regarding the quality or propriety of Web page material, appearance or content are the responsibility of the building or District Administrators and teachers, with oversight from the Public ~~Information~~ **Relations** Specialist and the District Web Specialist.
3. Student Safeguards
  - a. No personal information about a student may be included on Web pages published on the District Web site. This includes home telephone numbers and addresses as well as information regarding the specific location of any student at any given time, other than attendance at a particular school or participation in activities. This includes full names of other family members, or full names of friends.
  - b. Student work may be signed with the student's first name and initial of their last name or just their initials. No pictures may identify students by name unless permission is given in writing by a parent/guardian.
  - c. Individuals in pictures, movies or sound recordings that are put on the Internet may not be identified. No last names may appear in reference to individuals in any written work, image, movie or sound recording placed on the Web.
  - d. Published e-mail addresses are restricted to staff members or to a generic classroom e-mail address where arriving e-mail is forwarded to students by a staff member.
4. Those persons having access to the District Web server may not publish personal home pages as part of the District's Web site, or use District Web pages to provide access (links) to personal home pages or home pages of other individuals or organizations not directly governed by District policies. Staff pages, student work or reference links may be published if they relate to a class project, course or other school related activity.

RULE 1213  
WEB PAGE PUBLICATION  
Page 2

5. It is inappropriate for District staff **and/or** parent organizations ~~and parents~~ to house student work, assignments, directions for papers, grading scales, classroom rules or guidelines or student images on any Web site created by them, with or without the expectation that students and/or parents should go to such sites to get school information, class information or to see student work. All of the above should be part of the school's Web page, which is part of the District's Web site. School or class information may be housed on a District sanctioned site, which is monitored for content by the sponsor. This allows teachers to update information daily from their classrooms at no charge.

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# *ADMINISTRATIVE REGULATION*

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## 1213A WEB PAGE PUBLICATION TECHNICAL SPECIFICATIONS

### A. Documents

All documents must be created in HTML, PDF or other appropriate formats, or with a WYSIWYG software program, on any platform, so long as the file is in standard ASCII format and transmittable via FTP or other medium.

1. File names for Uploading to Web Servers – For consistency, adherence to the four rules outlined below is necessary.
  - a. Titles – Web pages must be given titles that clearly identify them so search engines can include the page(s). Example: <title> Kenosha Unified School District – insert specific page title according to department/school/subject <title>.
  - b. 13 Character Rule – No file name, with the intention of being linked to, or placed on the web server will contain a character length longer than 13 characters not including the ‘.’ And three letter file extension. It is a best practice, and a compatibility issue at the server level. Example: mynameissam.html instead of mynamissamsmith.html.
  - c. Capitalization – Do not use capital letters when naming a file, folder or image. Do not use capital letters in file names, including the three-letter extension. Use only lower case letters. Servers can be case sensitive. That is, “Cat” and “cat” can be two completely different words. If one uses upper and lower case letters inconsistently in file names and in the URLs which reference those filenames, servers may not be able to match URLs with filenames. URL links in HTML documents must exactly match, upper and lower case, the filenames one wishes to access. Consequently, Web page developers should cultivate the habit of using all lower case letters for file, folder and graphic names.
  - d. Spacing – Do not use spaces in file, folder or image names. Use only the underscore (\_).
  - e. Copyright – The footer of any department or building Web page should include the following three lines.

©2004 (or year created)

Kenosha Unified School District No. 1

All rights reserved.

The copyright symbol is created with an Option-Key G combination on a Mac, by typing (c) on a Windows operating system (Wintel) using MS Word, or by using the HTML code &copy;.

### B. Links

1. ~~Use relative links for internal URLs. Example: <a href=“../department/index.html”> instead of <a href=“/district/departments/index.html”>.~~
2. Pages to which the District provides links must not contain offensive material or have any intent of commercial gain. A page with no objectionable material may be considered offensive if it links to a site that has objectionable material. Commercial gain is defined as a site that is linked to and has the sole intent of monetary profit.

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# *ADMINISTRATIVE REGULATION*

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## 1213A WEB PAGE PUBLICATION TECHNICAL SPECIFICATIONS

Page 2

### C. Graphics

1. Put all graphical images, including icons, photos, etc., in gif or jpg format. Conversion tools are available for both platforms.
2. Use graphics that are no larger than 60k for ease and speed when downloading.
3. Comply with copyright laws when using graphics and text. Obtain permission to use someone else's work and acknowledge the source of the work on the page that the graphic is used.
4. Use graphics sparingly. The quality of the information determines the lasting value of the site for teachers, students and the public.
5. Avoid using distracting animations. Not all browsers are formatted to work with them.
6. All graphics are to be placed in a single 'img' folder at the root of the site. Each image inside the folder should be uniquely named to identify the file. Observe the 13-character rule.
7. Re-use the same graphic on a variety of pages to speed up downloading.
8. Use images that are small, in-line thumbnails, icons, or use text that permits the visitor to download the large graphic.
9. Use descriptive captions on pictures.
10. Use ALT labels with all the pictures so users without graphical browsers or those visually impaired and using text readers will know what is missing (e.g., <IMG SRC="mountain.gif" ALT="Mt. Saint Helens">).

### D. Navigation

1. Include a link at the top, bottom or both places on every page for ease in navigation to the site's home page; the District's home page, when appropriate; and the previous page.
2. Design menu pages so they enable viewers to move to more in-depth information as found on data pages. Pages may not contain links to pages not yet completed. The text for future pages may be present, but should not be linked.

### E. Advertising/Sponsorship

~~There may not be any advertising/sponsorship on the District Web server via a link, graphic, or text that refers to any organization with the intent to gain profit from mention.~~ District advertising/sponsorship, whereas the funds gained from the notation on the District Web server stay within Kenosha Unified School District, is acceptable. Names and locations, hours, contact information and a description are allowed. Links to other servers for details may be provided.

### F. Page Submission

1. All Web pages must be submitted to the District Web Specialist/designee for final review prior to placement on the District Web server(s).
2. No other District servers shall be configured as Web/FTP servers unless authorized by the District Web Specialist/designee.
3. No school sites may be housed on Web servers outside the District Web site.

### G. Multimedia

1. Multimedia movie files, in any format, will not exceed 50mb in size. In order to accommodate this size constriction, it is advised that large files be broken into chapters.
2. Multimedia Flash, Shockwave, and emerging technologies will be reviewed for content and accessibility by the District Web Specialist.

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# *ADMINISTRATIVE REGULATION*

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## 1213A WEB PAGE PUBLICATION TECHNICAL SPECIFICATIONS

Page 3

### H. Other

1. Material on Web pages reflect an individual's thoughts, interests and activities. Such information does not represent the District and is not endorsed or sanctioned by the District. Questions about content may be addressed to the District Web Specialist or the Public Information office.
2. Staff, students, individuals, groups and organizations may not utilize school or District logos on non-District sites or sites not housed on the District server, nor may they represent themselves as a sanctioned branch of the District Web site.

Technology changes quickly. It may, therefore, be possible that technical standards outlined in this regulation could require modifications during a school year. Such changes will be made by the Web Specialist with approval of the Superintendent of schools/designee.

A Section 508 checklist is available from WebAIM, <http://www.webaim.org/standards/508/checklist> Paul Ryan Bohman, March 29, 2001. This checklist will be the measuring tool for compliance.

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# *ADMINISTRATIVE REGULATION*

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## 1213B WEB PAGE PUBLICATION GUIDELINES

### A. Wordmark

The Kenosha Unified School District wordmark is the primary means of communicating the District name. It consists of the words, “Kenosha Unified School District No. 1”. It will be included as a part of the opening page of the District site, all index pages, and the front page of a departmental presence.

### B. Establishing a Teacher, Building/Departmental Web Presence

1. Individuals or departments who wish to develop material or have material placed on the District Web Site should first contact the District Web Specialist or the Public Information office. Before making this initial contact, the developer should have an idea of the content they wish to publish on the Web. If the content exceeds more than one page, an outline of the proposed content is necessary.
2. Buildings, departments, and developers ready to establish a Web presence have the following options:
  - a. Someone within a building/department may develop a page. Individuals wishing to develop pages for their building, department or organization need to have some knowledge about HTML and WYSIWYG software and the Internet before contacting the District Web Specialist. This can be obtained by attending one of the HTML inservices offered by Professional Development.
  - b. An individual within the building or department can coordinate the development, but seek assistance from another person to create the Web page(s).
  - c. ~~The District Web Specialist will provide an outline and training in the development of school and department Web pages. one page basic Web page for academic and administrative departments.~~ The building/department web page should contain an organizational list of major personnel with their e-mail addresses and may be composed from an already existing departmental brochure by transferring the information to a Web format.
3. In order to ensure consistency and quality in the overall District Web site, all potential Web developers need to follow the District’s technical specifications for web pages. Developers can contact the District Web Specialist for information and assistance.
4. After the Web pages are completed and tested, the developer should contact the District Web Specialist for a review of information and additional testing. During this phase, links will be tested, graphics reviewed for quality, and content reviewed for appropriateness and correctness (e.g., spelling errors, grammatical errors, etc.). Any needed corrections or additions will be communicated to the developer.
5. Once approved, the District Web Specialist will move the pages into active Web server directories and will test them again. Links to the new pages will be set up and addresses conveyed to the developers.

### C. Maintaining Building/Department Web Data

All information on the District’s Web server should be maintained and kept current as outlined below.

1. ~~If the District Web Specialist develops a basic department page for a building/department, the Web Specialist will maintain the page.~~ However, to facilitate maintenance, personnel or building/department descriptions, changes need to be communicated to the Web Specialist regularly.
2. ~~If a building or office/department has developed their own page (with or without outside help), building/office/departmental personnel are responsible for maintaining it and keeping it current.~~ Corrected Web pages should be forwarded to the District Web Specialist for posting to the District Web site.



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# ***ADMINISTRATIVE REGULATION***

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## 1213B WEB PAGE PUBLICATION GUIDELINES

Page 2

3. If the District Web Specialist has developed a basic department page for an office/department, but the office/department has embellished the page or requested information that requires frequent updates, the department is responsible for any maintenance and the forwarding of newly updated or completed pages.

If data on Web pages is not properly maintained and kept current, the building/office/department will be contacted by the District Web Specialist about updating the information. If the work is not completed in a reasonable amount of time, the out-of-date pages will be removed from the District's Web server and placed in off-line, archival storage. Reactivation of such archived pages would require that appropriate revisions be re-submitted for approval.

POLICY 1220  
CABLE TELEVISION

The cable television channels provided by the local cable television company shall be utilized by the District to provide educational and informational programming to for the **community and** schools. ~~and the community.~~ All programs cablecast programs shall be consistent with the mission of the District and supportive of the goals approved by the School Board.

The ~~Staff Development/Library Media/Instructional Technology~~ **Specialist for Library Media and Instructional Technology** shall be is responsible for the operationng and programming of the District's ~~subscriber cable channel.instructional television channels distributed to the District's schools on the institutional network.~~

The **Specialist for Library Media and Instructional Technology is also** Public Information Specialist shall be responsible for coordinating all programming on the District access channel distributed to the community on the subscriber network.

LEGAL REF.: Wisconsin Statutes  
Sections 120.13 [Board power to do all things reasonable for the cause of education]  
120.13(22) [Board power; cable television]

CROSS REF.: 1200, Public Information Program  
1210, School Sponsored Communications  
1510, Advertising/Promotions in the Schools  
3220, Funding Proposals and Grants  
3643, Emergency Closings (Inclement Weather)  
6100, District Vision  
6110, Instructional Program Mission and Beliefs  
8860, Citizen Advisory Committees

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: February 9, 1999  
February 25, 2003

RULE 1220  
CABLE TELEVISION

1. Students may elect to be involved in production of cable television programs under the supervision of qualified staff members.
2. **Diverse programming** ~~A balance of program offerings~~ will be provided so as to avoid overemphasis upon any one portion of the District's curriculum, ~~or activities or personnel activities.~~
3. No student, staff member or anyone else appearing on a program will be exploited for private commercial purposes. Each individual's right to privacy will be protected at all times. The acquisition of signed release forms, where required, will be the responsibility of the program producer.
4. Obtaining the necessary royalty and/or copyright clearances, prior to scheduling of a broadcast, will be the responsibility of the program producer.
5. Program sponsorships will be permitted, except that no sponsorship promoting the use of alcohol, drugs, tobacco or other harmful substances will be permitted. Any sponsorship inferring or endorsing any other product, process or activity that is inconsistent with the District mission is prohibited. Acknowledgment of acceptable sponsorship will be limited to the ~~Kenosha Access Advisory Committee~~ **"Kenosha Community Television Commission"** guidelines, "This program was made possible through funding provided by **appropriate sponsors.**" No slogans or other descriptions of a commercial nature will be used.
6. Funding for District programs may be sought from outside sources, including grants, trusts and funding from governmental and other sources. Acceptance of such funding shall require approval of the Superintendent of Schools.
7. Live cable casting of District activities that may have an impact upon participation, spectatorship or revenues will require the approval of the Superintendent.
8. Federal, state and local cable regulations will be honored at all times; where District policies are more restrictive, the latter will take precedence.
9. The District will be responsible for the maintenance of all District-owned equipment. All persons using District production equipment will be required to attend training sessions and/or demonstrate competency in its use. All persons using equipment will exercise sound, careful judgment when operating equipment.
10. When working on a cable production, students will be expected to abide by all school rules and are to exercise good judgment in regard to dress and behavior.
11. All program ~~tapes~~ **media** becomes the property of the Kenosha Unified School District. The District maintains the right to apply for copyright through the U.S. Office of Copyright. Copies of **media** ~~tapes~~ will not be made for private individual use. Exceptions to these guidelines will require the approval of the ~~Staff Development/Library Media/Instructional Technology Coordinator~~ **Specialist for Library Media and Instructional Technology.**

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

November 28, 2006

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION  
REQUEST TO SUBMIT 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS  
PROGRAM GRANT APPLICATION**

School Board approval is requested to submit the following grants:

- A three-year competitive grant renewal for continuation of existing 21<sup>st</sup> Century Community Learning Centers at Columbus Elementary and Frank Elementary Schools.
- Five-year competitive grants for the following schools which have had previous CLC grant funding and continue to provide CLC programs through user fees as well as a portion of current district grant funds as approved by DPI: Jefferson Elementary, McKinley Elementary, Lincoln Middle and Washington Middle School.
- Five-year competitive grants to open additional CLC programs at Grant Elementary and Bullen Middle School.

Each of these programs will provide after-school safe havens for children and youth, tutoring, and enrichment. The grant strengthens a community mission to create “Healthy Youth and Healthy Communities” asset building activities for children based on this body of research.

The continuing primary partnerships that support these proposals are the Boys and Girls Club of Kenosha, Kenosha Department of Human Services and UW-Parkside. Boys and Girls Club provides grant-funded staffing and in-kind administrative and financial support. Kenosha Department of Human Services provides in-kind support for the Childcare Subsidy funding development. UW-Parkside provides grant-funded staff development. Each of the primary partners participates in a CLC Advisory Council. Other community-based organizations offer services to participants in CLCs based on either grant-funding or in-kind contributions.

Grant Title

Elementary and Secondary Act-Title IV 21<sup>st</sup> Century Schools

Grant Funding Source

Funds are dispersed by the Wisconsin Department of Public Instruction (DPI)

Grant Time Period

July 1, 2007-June 30, 2008 with an opportunity to maintain each funded proposal for three to five additional years.

Type of Project

21<sup>st</sup> Century Community Learning Centers is a federally funded program. Federal Law dictates that funds for the CLCs are distributed to the state level and then disbursed to communities based on a competitive process. Grants awarded under this competition will range from \$50,000 up to

\$100,000 per CLC. Priority is given to schools with poverty levels higher than 40% and schools in need of improvement based on the results of the Wisconsin Knowledge and Concepts Examination. Funds are to be allocated to the school district for fiscal and program management.

### Purpose

This grant focuses on the sustainability of CLCs that provide students with academic activities designed to complement their regular academic program and enrichment opportunities. Proposals, jointly submitted by schools and community-based organizations, or other private or public entities, are given priority. Funding can be used to implement centers supporting student learning and development, including tutoring, homework help, academic enrichment, community service opportunities, music and arts, sports, clubs and cultural activities. Centers must have an academic component to assist students in improved achievement. Community Learning Centers also may offer literacy and related educational development to families/parents of students. Private school children will have access to Community Learning Centers under these proposals.

### Program Description

In order to meet the needs and interests of the students, each school's program has unique activities developed to extend the school day curriculum. Per grant criteria, programs must include academic components, be open a minimum of twelve hours each week, and show some collaboration with community-based organizations. Individual schools may choose to operate some of the CLC hours before school.

Elementary afterschool programs begin at dismissal with a snack followed by an academic component, which provides an opportunity for students to complete homework and/or work on a targeted reading or math skill. Independent reading is encouraged for a minimum of fifteen minutes a day or following homework. Some sites use reading software incentive programs. In elementary schools where Everyday Math is used, grade level Everyday Math games are incorporated. Students not in tutoring and/or those who have completed homework may attend math, reading or social studies enrichment centers. At each site teachers from the school staff extend their instructional day to provide instruction and also to guide agency staff for the academic period of CLC. During the academic/homework help period, agency staff work with teachers or provide supervision and tutoring assistance to students. For this purpose, agency staff is currently hired through the Boys and Girls Club of Kenosha.

The level of teacher involvement at each site is dependent on the ability of teaching staff to work additional time. When teachers are less available, Boys and Girls Club staff have a more significant role in planning homework help by collaborating with an Academic Coordinator (a teacher in the school) to develop academic activities. In addition, college students, educational assistants, high school tutors, or other non-certified staff may be hired to support academic help. Carthage College Pals and Partners have provided in-kind mentoring services at various sites.

Daily healthy snacks are provided through the KUSD Food Services. The cost of each snack is supplemented by the Department of Agriculture based on each student's lunch status. Snacks will also be funded through the grant and program fees.

The second hour of CLC is dedicated to enrichment activities and youth development. These activities are developed based on site plans and student interests. Activities include: National Boys and Girls Club programs including risk-behavior prevention, creative arts, educational enrichment, community service and sports and recreation. Other community organizations also provide youth development activities. For example, UW-Extension provides prevention, health and nutrition programs and Girl Scouts has helped to establish troops. CLCs have also purchased special programs such as chess instruction, soccer instruction, recreational swimming at Reuther, educational or recreational field trips and various speakers. Teachers also may provide enrichment and creative arts programs. Examples of these include cooking, foreign language, drama, creative arts, health and recreation. A community organization collaboration plan is developed for specific programs at sites dependent primarily on teacher staffing.

Most elementary programs are planned to operate Monday, Tuesday, Thursday and Friday for three hours following dismissal.

Current middle school CLC programs provide limited tutoring/homework help using Title One or KUSD afterschool funds. A variety of enrichment programs offered at all district middle schools through KUSD activity funds are also provided at CLC middle schools (e.g. Jazz Ensemble, Yearbook, Intramurals, CALC, Weightlifting, Chess, Bilingual Support, Student Council). CLC grant funding will provide each of these schools funding to increase the number of students in danger of failure for tutoring and homework help as well as providing additional enrichment programs to strengthen resiliency to at-risk behaviors through various community agency and/or university partnerships.

Middle Schools will be open three to four days a week following dismissal for approximately two and one-quarter hours and for one hour each morning.

#### Relationship to District Strategic Plan and Goals

The grant will support the KUSD mission to successfully educate all students to reach their fullest intellectual, academic, social/emotional and physical potential. In addition, funds assist parents by providing a safe environment for students after school, as well as helping students to develop positive social assets and skills that relate to increased school engagement and success. The CLC Program goals directly correlate to the District's Strategic Plan, specifically Strategy VII, to improve academic performance and school attendance for disengaged students (including a proportionately high percentage of at-risk students).

#### Evaluation Plan

Evaluation activity for the program will be designed around a DPI format that also requires response to the goals and objectives provided in the district grant proposal. Evaluation will be governed under Department of Public Instruction requirements and will include participation and demographics, qualitative information about programming, student grades and test scores when comparable tests are available. The following overall goals apply to all schools:

### CLC Goals

1. At-risk children will become high achievers and increase their academic achievement in reading and math.
2. Children will increase healthy and safe behavior.
3. Children will increase youth resiliency and development through asset-building activities.
4. CLCs will collaborate with school and community partners to support student, parent and staff development programs.

### Number of Students Served

An estimated 1,802 children and youth will be served annually in the centers with an average daily attendance of 402. Students will be referred for enrollment by parents and teachers after information is provided to them through the school.

### CLC Budget

Funds may not be used to supplant other federal, state or locally funded programs. Kenosha Unified is the intended recipient and fiscal agent for the grant. Grant awards will range from \$50,000-\$100,000 per qualifying site and are renewable for five years.

### District Resources Committed as a Result of Acceptance of These Funds

Coordinator of Athletics, Health, Physical Education, Recreation and CLC will oversee grant implementation through existing staff resources. Indirect cost will continue to support portions of secretarial and administrative salaries. The resources received through this grant will be used to provide planned activities. Additional funds needed for the project will be collected through user fees and state childcare subsidy funding. As approved by the School Board, user fees will continue to be collected. No change in the rate of user fees is currently planned.

### Relationship to District Budget

Schools may plan to combine grant funded activities with other grant funds in order to reach common goals of improved academic achievement. A continuing discussion is underway to determine opportunities for collaboration with other Elementary and Secondary School Act funded programs such as Title I. These grants also have similar goals to improve student achievement by providing funds for after-school tutoring, drug and violence prevention programs, and parent education programs.

As part of their administrative role, principals will provide administrative support in relationship to the budget, partnership activities and instructional leadership. Teachers will be asked annually to complete surveys on perceptions of student performance, and complete needed grade reports. School facilities, such as classrooms, gymnasiums, libraries, computer labs and kitchens, will be used daily after school (and before school in some cases) depending on planned program activities.

### **Administrative Recommendation**

At its November 14, 2006 meeting, the Curriculum/Program Committee voted to recommend forwarding these grants to the full Board for consideration. Administration recommends that the School Board approve application for the 21<sup>st</sup> Century Community Learning Center Program three and five year grants and to implement if received.

Dr. R. Scott Pierce  
Superintendent of Schools

Edie Holcomb  
Executive Director of Curriculum and Instruction  
Services

Scott Lindgren  
Coordinator of Athletics, Health,  
Physical Education, Recreation and CLC

Alicia Hribal  
Principal, Columbus Elementary School

David Newman  
Principal, McKinley Elementary

Gordon Hess  
Principal, Frank Elementary School

William Haithcock  
Principal, Bullen Middle School

Lisa KC  
Principal, Grant Elementary School

Margaret Modory  
Principal, Lincoln Middle School

Pamela Whyte  
Principal, Jefferson Elementary School

Elizabeth Sabo  
Principal, Washington Middle School

Julie Housaman  
CLC Project Director



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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

November 28, 2006

**BUDGET ADJUSTMENT TO ASPHALT/CONCRETE PROJECT BUDGET**

**Background:**

One of the projects approved as part of the 2006-07 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. This additional work was approved by the Board at their August 22, 2006 meeting.

The City of Kenosha replaced sidewalk this summer at Lance Middle School and recently sent a bill for \$6,168.25 to the District. It is recommended that the budget for this project be amended one additional time to pay for this additional work. The net budget for asphalt and concrete work this year is \$24,668.25. The funding for this increase will be paid for by the available variance in the major maintenance budget due to other projects coming in under budget.

This report was reviewed at the November 14, 2006 meeting of the Planning, Facilities, and Equipment Committee and the Committee unanimously approved forwarding the report to the Board for their consideration.

**Administration Recommendation:**

Administration recommends Board approval of increasing the budget for asphalt/concrete projects using available funds in the 2006-07 major maintenance budget.

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

November 28, 2006

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Payday Loan Store donated \$200.00 to Roosevelt Elementary School during their Back-to-School promotion.
2. The University of Wisconsin-Parkside donated 20 black plastic chairs, value unknown, to Bose Elementary School.

Administrative Recommendation

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

R. Scott Pierce  
Superintendent of Schools

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**Kenosha Unified School District No. 1**

**Kenosha, WI**

**NOVEMBER 28, 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
Appointment	11/28/06	*	Educ. Assistant	Burnett	Caroline	Chavez Learning Station/Heat	Head Start	11/13/06	10.75	New Hire	
Appointment	11/28/06		Instructional	Plumer	Angela	EBSOLA	Kindergarten Teacher	10/23/06	32,456.00	New Hire	
Appointment	11/28/06	*	Instructional	Toniazzo	Joseph	Somers Elementary	Grades 4/5	11/06/06	61,561.00	New Hire	Letter
Appointment	11/28/06		Miscellaneous	Vargas	Geraldo	Bradford High School	Bilingual Community Liaison	09/17/06	18.61	New Hire	
Child Rearing Leave	11/28/06	*	Instructional	Brand	Jennifer	Stocker Elementary School	Kindergarten	05/30/07	35,952.00	Child Rearing - Yr. 1	
Early Retirement	11/28/06	*	Instructional	Burgin	Sharla	Frank Elementary	Grade 2	01/26/07	65,063.00	Retirement	Contract
Early, Early Retirement	11/28/06	*	Instructional	Sturm	LynnEve	Pleasant Prairie Elementary	Grade 3	06/11/07	65,063.00	Retirement	Contract
New Hire	11/28/06	*	Administration	Bailey	David	Human Resources Department	Human Resource Manager	12/08/06	64,902.00	New Hire	
New Hire	11/28/06	*	Educ. Assistant	Batassa	Deborah	Durkee Elementary	Reading First - Classroom (.71 FTE)	11/01/06	11.75	New Hire	
New Hire	11/28/06	*	Educ. Assistant	Cheeks	Serita	Durkee Elementary	Title 1 - Classroom (.71 FTE)	10/31/06	11.75	New Hire	
New Hire	11/28/06	*	Instructional	Dagen	Lamont	Washington Middle School	Special Ed. - Cross Categorical	11/06/06	32,456.00	New Hire	Letter
New Hire	11/28/06	*	Educ. Assistant	Gutierrez	Rosa	Chavez Learning Station/Heat	Head Start	11/13/06	10.75	New Hire	
New Hire	11/28/06	*	Service Empl	Matthews	Gary	Facilities Services	Painter	11/29/06	21.37	New Hire	
New Hire	11/28/06	*	Instructional	Waara	Pauline	Lincoln Elementary	Reading First (50%) P-5 (50%)	11/13/06	32,456.00	New Hire	Letter
Resignation	11/28/06	*	Instructional	Hoferitza	Donald	Bradford High School	Science	01/26/07	65,063.00	Resignation	Contract
Resignation	11/28/06	*	Educ. Assistant	Stricker	Margaret	Whittier/Jeffrey Elementary	Special Education	11/10/06	15.00	Resignation	
Resignation	11/28/06		Administration	Weiss	Matthew	Information Services	Computer Technician/Trainer	11/06/06	54,299.00	Resignation	
Retirement	11/28/06	*	Miscellaneous	Aiello	Daniel	Bullen Middle School	Custodian	12/04/06	17.10	Retirement	
Retirement	11/28/06	*	Instructional	Kyriazes	Jane	Harvey Elementary	Grade 3	01/25/06	53,951.00	Retirement	Contract
Return from Layoff	11/28/06	*	Instructional	DeBoer	N. Todd	McKinley Middle School	Music	10/30/06	17,708.00	Return from layoff (50%)	Contract
Termination	11/28/06		Educ. Assistant	Gayden	Antonio	Mahone Middle School	Special Education	09/26/06	10.75	Termination	

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

A special meeting of the Kenosha Unified School Board was held on Tuesday, October 24, 2006, in the Teachers' Lounge at Jane Vernon Elementary School. The purpose of this meeting was to vote on holding an executive session to follow immediately.

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

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

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

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

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

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

Dr. Pierce updated Board members on a position assignment.

Ms. Weirick arrived at 5:35 P.M. and responded to Board members' questions. She was excused at 5:55 P.M. The Board directed that this position be placed on the agenda for the November Board meeting.

Ms. Glass arrived at 6:00 P.M. and provided Board members with information regarding several personnel matters and a discussion followed.

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

Ms. Glass gave an update on collective bargaining and a discussion followed.

3. Litigation

Ms. Glass presented information on a student injury claim and recommended that the Board disallow the claim. There were no objections.



Ms. Glass was excused at 6:15 P.M.

4. Review Findings/Order by Independent Hearing Officer:

Ms. Lauer arrived at 6:15 P.M. and provided Board members with information regarding four expulsions. Ms. Lauer and Dr. Pierce were excused at 6:20 P.M.

Mrs. Stevens moved to extend the length of the expulsion until the end of the 2007-2008 school year and approve the recommendation of the hearing officer as amended with respect to the first expulsion. Mr. Stalker seconded the motion. Unanimously approved.

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

Mr. Stalker moved to allow the student to be considered for the Hillcrest Bridges Program in the Fall of the 2006-2007 school year and approve the recommendation of the hearing officer as amended with respect to the third expulsion. Mr. Fountain seconded the motion. Motion carried. Ms. Stevens dissenting.

Mrs. Stevens moved to extend the length of the expulsion until the end of the 2007-2008 school year and approve the recommendation of the hearing officer as amended with respect to the fourth expulsion. Mr. Ostman seconded the motion. Unanimously approved.

Dr. Pierce returned to the meeting at 6:25 P.M.

5. Property: Purchase

Dr. Pierce gave an update on the sale and purchase of a parcel of land and a discussion followed.

Meeting adjourned at 6:52 P.M.

Stacy Schroeder Busby  
School Board Secretary

REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD OCTOBER 24, 2006

A regular meeting of the Kenosha Unified School Board was held on Tuesday, October 24, 2006, at 7:00 P.M. at Jane Vernon Elementary School in the gymnasium. Mr. Olson, President, presided.

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

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 Resolution No. 269, Resolution of Commemoration – American Education Week 2006, which read as follows:

*WHEREAS*, public schools are the backbone of our democracy, providing young people with the tools they'll need to maintain our nation's precious values of freedom, civility, equality; and respect for human life and the human condition; and

*WHEREAS*, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

*WHEREAS*, education employees -- be they custodians or teachers, bus drivers or librarians, educational assistants or administrators -- work tirelessly to serve our children and communities with care and professionalism; and

*WHEREAS*, in recognition that schools unify the community, bringing together adults and children, educators and volunteers, business leaders and elected officials in a common enterprise, the Kenosha Unified School District has celebrated American Education Week for the better part of four decades;

*NOW, THEREFORE, BE IT RESOLVED*, that this expression of celebration commemorating American Education Week 2006, November 12 through 18, be adopted, and

*BE IT FURTHER RESOLVED*, that a true copy of this resolution be spread upon the official minutes of the Board of Education, and that a signed copy be printed in the school district's official newspaper of record.

Mr. Fountain moved to approve the resolution as presented. Mrs. Stevens seconded the motion. Unanimously approved.

Dr. Pierce presented the State Teacher of the Year Honor Award to Mr. Ralph Annina and the Finance International ASBO Honor Award which was accepted by Mr. William Johnston, Director of Finance; Ms. Eileen Coss, Accounting Manager; and Mr. Tarik Hamdan, Financial & Budget Analyst.

Jane Vernon Elementary staff gave a presentation about their school.

There were no Administrative and/or Supervisory Appointments.

Mr. Stalker gave the Legislative Report.

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

Dr. Pierce gave his Superintendent's report.

Mr. Kurt Sinclair, Director of School Leadership, presented a Strategic Planning Update.

The Board then considered the following Consent-Approve items:

Consent-Receive item XII-A – Strategic Planning Implementation Teams #1, 5 and 6 Updates as presented in the agenda.

Consent-Approve item XII-B – Clarification of Job title and Revision of Policy 2710 – Line and Staff Relations submitted by Dr. Edie Holcomb, Executive Director of Instructional Services, and Dr. Pierce, an excerpt follow:

“At its October 10, 2006 meeting, the Personnel/Policy Committee moved to forward to the full Board the recommendation to approve changing the title from “Executive Director of Instructional Services” to “Executive Director of Curriculum and Instructional Services” as well as the recommendation for the corresponding revision to Policy 2710 – Line and Staff Relations for a first reading.”

Consent-Approve item XII-C - Donations to the District submitted by Dr. Pierce as contained in the agenda.

Consent-Approve item XII-D - Recommendations Concerning Appointments, Leave of Absence, Retirements and Resignations as submitted by the Office of Human Resources.

Consent-Approve item XII-E - Minutes of 9/18/06 and 10/10/06 Special Meetings, 9/26/06 Special Meeting and Executive Session, and 9/26/06 Regular Meeting as contained in the agenda.

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

"It is recommended that receipt numbers CR022037 thru CR022492 that total \$709,074.58 be approved.

Check numbers 379595 thru 381193 totaling \$9,194,869.57 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 September 14, 18 and 29, 2006 totaling \$2,461,848.43 to US Bank of Milwaukee dated September 15, 2006 totaling \$386,278.46 and to the Wisconsin Retirement System dated September 29, 2006 totaling \$262,699.51 be approved."

Dr. Pierce presented School Board Policy 1720 – Complaints About School Personnel submitted by himself, excerpts follow:

"School Board Policy 1720 – Complaints About School Personnel provides the procedure for communicating and resolving complaints regarding School District personnel. However, the steps outlined in the rule do not address complaints that may be lodged regarding the Superintendent of Schools.

The suggested revisions to Policy 1720 outlined in the following pages provide the procedure for addressing complaints regarding the Superintendent of Schools.

At its October 10, 2006 meeting, the Personnel/Policy Committee voted to forward revised Policy 1720 to the full Board for a first reading. Administration recommends that revised Policy 1720 - Complaints About School Personnel be approved on a first reading and be brought back to the Board for a second reading in November."

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

Dr. Pierce presented the Official Third Friday Enrollment Report submitted by Ms. Linda Langenstroer, Coordinator of Research; Ms. Renee Bliss, Research Analyst; Ms. Sonya Stephens, Executive Director of Educational Accountability; and Dr. Pierce, excerpts follow:

"District-wide, enrollment increased from 22,216 students in SY 2005-06 to 22,585 students in SY 2006-07, an increase of +369 students. Elementary schools experienced an increase of +230 students, middle schools experienced a decrease of – 19 students, and high schools experienced an increase of +149 students, with special schools reporting an increase of +9 students.

At its October 10, 2006 meeting, the School Board Personnel/Policy Standing Committee recommended that the 2006-07 Official Third Friday Enrollment Report be forwarded to the full Board for approval. Administration recommends that the School Board review and accept the 2006-07 Official Third Friday Enrollment Report.

Furthermore, Administration recommends that the Office of Educational Accountability continue to monitor enrollment and submit the 2007-08 Official Third Friday Enrollment Report to the School Board Personnel/Policy Standing Committee in October of 2007.”

Mr. Ostman moved to concur with Administration’s recommendation to accept the 2006-07 Official Third Party Enrollment Report, have the Office of Educational Accountability continue to monitor enrollment and submit the 2007-08 Official Third Friday Enrollment Report to the School Board Personnel/Policy Standing Committee in October of 2007. Mrs. Stevens second the motion. Unanimously approved.

Dr. Pierce presented the Four-Year Graduation Rate – Cohort Analysis submitted by Ms. Langenstroer, Ms. Stephens, and Dr. Pierce, an excerpt follows:

“At its October 10, 2006 meeting, the School Board Personnel/Policy Standing Committee recommended that the 2005-06 Four-Year Graduation Rate-Corhort Analysis Report be forwarded to the full Board for approval. Administration recommends that the School Board accept and approve the 2005-06 Four-Year Graduation Rate-Cohort Analysis Report. Furthermore, Administration recommends that the Office of Educational Accountability continue to monitor graduation patterns and submit the 2006-07 Four-Year Graduation Rate-Cohort Analysis Report to the School Board Personnel/Policy Standing Committee in October of 2007.”

Mrs. Stevens moved to concur with Administration’s recommendation to accept and approve the 2005-06 Four-Year Graduation Rate – Cohort Analysis Report, have the Office of Educational Accountability continue to monitor graduation patterns and submit the 2006-07 Four-Year Graduation Rate – Cohort Analysis Report to the School Board Personnel/Policy Standing Committee in October of 2007. Mr. Ostman seconded the motion. Unanimously approved.

Dr. Pierce presented the Budget Discussion and 2006-2007 Formal Budget Adoption submitted by Mr. Hamdan, Mr. Johnston and Dr. Pierce, excerpts follow:

“The Budget Assumption document that was adopted by the Board at the July meeting has been updated to reflect the actual Third Friday enrollment and other revenue/expenditure amounts that have either been updated or added since July (Attachment A). As has been previously communicated, the actual Third Friday student enrollment numbers ended up approximately 48 more than originally projected and budgeted. Due to the conversion of enrollment to membership, this equates to an increase of 92 additional students for membership purposes. Additionally, the summer school enrollment was slightly more than originally projected and budgeted resulting in 5 more full-time students in the membership.

The projected increase to the revenue budget is currently \$11,598,054, an increase of \$300,821 from July.

The projected increase to the expenditure budget is currently \$11,437,370, an increase of \$140,874 from July.

The unallocated difference between anticipated revenues and expenditures of \$160,684 is being recommended by Administration to reduce the General Fund tax levy.

These assumptions create a balanced budget that includes a contingency of \$1 million per Board policy to assist in replenishing the District's fund balance. In the final budget, this amount will reduce the District's General Fund expenditures by the \$1 million.

It is requested that the Board of Education accept the following recommendations:

Approval of the 2006-2007 Budget Assumptions as presented in Attachment A;

The District's 2006-2007 budget be formally adopted by the Board in the accompanying budget adoption motion;

Administration recommends that the Clerk of the Kenosha Unified School District, No. 1 be directed to certify the property tax levy to be collected from the municipalities within the School District in the amount of \$61,401,741 for the General Fund, \$11,611,911 for the Debt Service Fund and \$1,653,564 for the Community Service Fund.

Administration be directed to prepare a class one legal notice to be published within ten (10) days of the modification whenever this adopted budget is modified; and

That the above tax levy for the General Fund, the Revenue Budget and the Expenditure Budget be increased to the amount allowable by law based on the final revision of the third Friday pupil count to take place by October 31, 2006."

Mrs. Stevens moved to concur with Administrations' recommendation as presented in the agenda. Mr. Fountain seconded the motion. Motion carried. Mr. Stalker dissenting.

Meeting adjourned at 8:25 P.M.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA SCHOOL BOARD  
HELD OCTOBER 31, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, October 31, 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 7:00 P.M. with the following members present: Mr. Stalker, Mr. Hujik, Mr. Englund, Mr. Ostman and Mr. Fountain. Mrs. Stevens and Mr. Olson were excused. Dr. Pierce, Mr. Gilbert Berthelsen, Mr. James Scott, Ms. Sheronda Glass, Ms. Martha Gutierrez and three individuals presenting a grievance regarding the termination of a District employee were also present.

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

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

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

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

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

1. Board Deliberation Concerning a Quasi-Judicial Hearing; Personnel: Problems; and 111.70(1)(a) Grievance Hearing

A representative for the complainant distributed and presented a handed-out containing termination guideline questions. District personnel responded to the information presented by the complainant's representative.

District personnel distributed and presented documentation relating to the termination of the District employee. The complainant and the representative responded to the information presented by District personnel.

Board members asked questions and the complainant and District personnel responded.

Mr. Fountain informed the complaint and the representative that the Board would issue a decision regarding this grievance hearing within five business days. The hearing was concluded at 7:35 P.M.

Board members met privately and discussed the information provided to them.

Mr. Stalker moved to uphold the termination of the employee. Mr. Hujik seconded the motion. Motion carried. Mr. Ostman dissenting.

Meeting adjourned at 7:45 P.M.

Stacy Schroeder Busby  
School Board Secretary



SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD NOVEMBER 6, 2006

A special meeting of the Kenosha Unified School Board was held on Monday, November 6, 2006, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:30 P.M. with the following members present: Mrs. Stevens, Mr. Hujik, Mr. Fountain, and Mr. Olson. Dr. Pierce was also present. Mr. Ostman arrived later. Mr. Stalker and Mr. Englund were excused.

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

Mr. Olson announced that an executive session had been scheduled to follow this special meeting for the purpose of discussion regarding review of findings/orders by the Independent Hearing Officer.

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

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

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

Mrs. Stephens arrived at 5:33 P.M. and provided Board members with information regarding five expulsions.

Mr. Ostman arrived at 5:40 P.M.

Mrs. Stephens and Dr. Pierce were excused at 5:42 P.M.

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

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

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

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

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

Meeting adjourned at 5:45 P.M.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD NOVEMBER 6, 2006

A special meeting of the Kenosha Unified School Board was held on Monday, November 6, 2006, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for presentation/discussion regarding the final report of the School Boundary and Enrollment Advisory Committee.

The meeting was called to order at 6:03 P.M. with the following members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, and Mr. Olson. Dr. Pierce was also present.

Dr. Pierce gave an overview of items scheduled for the evenings' presentation. He informed the Board and audience that the meeting was for input only for the Board to receive the recommendations of the Committee.

Dr. Pierce reviewed the timelines on the boundary study process as contained in the agenda.

Mr. Finnemore gave an overview of the feedback from the listening sessions and indicated that some of the feedback received was provided in the agenda.

Dr. Pierce gave an update on enrollment projections as provided in the agenda.

Mr. Finnemore presented the final elementary/early childhood boundary recommendations as contained in the agenda. It was noted that in response to comments received from the public and issues raised by District staff, a further investigation into the ESL program and the need to do a complete re-evaluation of the program as it currently exists is needed; therefore, the recommendation to relocate the ESL program from Vernon to Jeffrey has been rescinded.

It was also noted that after considering the concerns raised in the listening sessions and looking at travel distances, the Committee recommends that study areas 71, 72 and 73 remain at Stocker.

Dr. Pierce gave an overview of the early childhood recommendation as contained in the agenda. It was noted that because space will eventually not be available at EBSOLA to leave the entire early childhood program at EBSOLA, the Committee recommends that early childhood classrooms be added to Charles Nash Elementary School, Jeffery Elementary School and the Durkee/Lincoln replacement school over a period of three years.

Mr. Finnemore indicated that due to enrollment projections, the Committee recommends that study areas 234A and 250 remain at Pleasant Prairie and that study area 108 be split between Curtis Strange and Stocker.

Dr. Pierce gave an overview of current and projected middle school projections as contained in the agenda. He indicated that the Committee recommends that there be no recommendation for change at this time but that there be a re-districting of middle school boundaries no later than the start of the 2011-2012 school year.

Dr. Pierce indicated that the Committee had no recommendation relative to changing the high school boundaries.

Dr. Pierce noted that the Committee's recommendations would be brought to the Board at their November 28, 2006, meeting for a first reading and to their December 19, 2006, meeting for a second reading. Dr. Pierce also noted that parent transfer requests would be accepted January 1, 2007, through January 22, 2007.

Board members asked questions and discussion followed.

Meeting adjourned at 7:55 P.M.

Stacy Schroeder Busby  
School Board Secretary

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

An executive session of the Kenosha Unified School Board was called to order at 8:03 A.M. on Saturday, November 11, 2006, in the small Board Room at the Educational Support Center for the purpose of discussing Personnel: Problems; Position Assignments; Compensation and/or Contracts and Evaluation Consideration under exemptions (b), (c), (e) of State Statute 19.85(1).

The following Board members were present: Mr. Stalker, Mr. Hujik, Mr. Fountain and Mr. Olson. Mrs. Stevens, Mr. Englund and Mr. Ostman were excused.

1. Personnel: Problems; Position Assignments; Compensation and/or Contracts and Evaluation Consideration

Mr. Olson indicated that the annual Superintendent evaluation is nearing and a discussion followed regarding the approach the Board would take in the evaluation.

Meeting adjourned at 8:08 A.M

Stacy Schroeder Busby  
School Board Secretary

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

A special meeting of the Kenosha Unified School Board was held on Saturday, November 11, 2006, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session and for discussion/action on School Board Policy 5320 – School Attendance Areas and Policy 5330 – Assignment of Students.

The meeting was called to order at 8:02 A.M. with the following members present: Mr. Stalker, Mr. Hujik, Mr. Fountain, and Mr. Olson. Mr. Ostman arrived later and Mrs. Stevens and Mr. Englund were excused. 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. Hujik moved to hold an executive session. Mr. Stalker seconded the motion. Unanimously approved.

Board members recessed from this Special Meeting to hold an executive session at 8:03 A.M.

Mr. Olson reconvened the Special Meeting at 8:08 A.M.

Mrs. Kathleen Barca, Executive Director of School Leadership I, indicated that Board Policy 5320 – School Attendance Areas and Policy 5330 – Assignment of Students to Schools were last brought to the full Board at their October 10, 2006, Special Meeting in which the Board suggested additional revisions. With the additional revisions made, Mrs. Barca presented the policies as contained in the agenda and a discussion followed.

Mr. Ostman arrived at 8:10 A.M.

Mr. Hujik distributed a newly proposed Policy and Rule 5320 – School Attendance Areas along with documentation of how each change he suggested differed from the second draft of the policy and rule. The Board reviewed the suggestions and a discussion followed.

Mr. Olson left the meeting at 8:30 A.M.

It was suggested that the third sentence in the first paragraph of Policy 5320 presented in the agenda be revised to state “It will be a secondary goal to assign all students who attend an elementary school to the same middle school” and that “or a special magnet site within the District” be added after the word school in the last sentence of the policy. A discussion followed.

Mr. Olson returned to the meeting at 8:45 A.M.

Mr. Hujik moved to approve Policy 5320 as a first reading with the suggested revisions discussed and that it be brought back to the Board at their November 28, 2006, regular meeting. Mr. Stalker seconded the motion. Motion carried. Mr. Ostman dissenting.

It was suggested that the newly proposed Rule 5320 presented by Mr. Hujik be used with the exception of changing "its peers" to "other District schools" at the end of the first sentence, revising the second sentence to read "Decisions pertaining to attendance area schools, including program locations, support services, student transfers and choice programs will be made with the best educational interests of all students involved, including the development of more diverse environments" and adding "and/or along with programmatic decisions" after the word transfers in the third sentence. A discussion followed.

Mr. Hujik moved to approve the newly proposed Rule 5320 as a first reading with the suggested revisions discussed and that it be brought back to the Board at their November 28, 2006, regular meeting. Mr. Fountain seconded the motion. Unanimously approved.

It was suggested that the second sentence in the third paragraph of Policy 5330 presented in the agenda be changed to read "Priority will be given to transfer students that increase the school's socioeconomic diversity toward District average demographic data", that the third, forth and sixth sentences of paragraph three be deleted and that paragraph four be deleted. A discussion followed.

Mr. Hujik moved to approve Policy 5330 as a first reading with the suggested revision discussed and that it be brought back to the Board at their November 28, 2006, regular meeting. Mr. Stalker seconded the motion. Unanimously approved.

It was suggested that the second sentence of paragraph 2(b)(2)(b) of Rule 5330 presented in the agenda be changed to read "The student demographics will be determined annually through the Office of Educational Accountability". A discussion followed.

Mr. Stalker moved to approve Rule 5330 as a first reading with the suggested revisions discussed and that it be brought back to the Board at their November 28, 2006, regular meeting. Mr. Hujik seconded the motion. Unanimously approved.

Meeting adjourned at 9:38 A.M.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD NOVEMBER 14, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, November 14, 2006, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for discussion/action on an Administrative appointment and discussion/action on the proposed agreements with the City of Kenosha associated with the Durkee/Lincoln replacement school project.

The meeting was called to order at 8:30 P.M. with the following members present: Mr. Stalker, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, and Mrs. Stevens. Mr. Olson was excused. Dr. Pierce was also present.

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

Dr. Pierce presented the recommendation that Nancy Weirick be appointed as the Principal at Whittier Elementary School effective January 29, 2007.

Mr. Fountain moved to concur with the recommendation of Administration to appoint Nancy Weirick as Principal at Whittier Elementary School effective January 29, 2007. Mr. Stalker seconded the motion. Unanimously approved.

Mr. Finnemore presented the proposed agreements with the City of Kenosha associated with the Durkee/Lincoln replacement school project. He indicated that the District's attorneys have reviewed the agreements and that if the Board approves them, they will be presented to the City at their City Council meeting on Monday for approval. A discussion followed.

Mr. Hujik moved to approve the proposed agreements with the City as presented in the agenda. Mr. Stalker seconded the motion. Unanimously approved.

Meeting adjourned at 8:42 A.M.

Stacy Schroeder Busby  
School Board Secretary



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Kenosha Unified School District No. 1  
Kenosha, Wisconsin  
Summary of Receipts, Wire Transfers, and Check Registers  
November 28, 2006

	From	To	Date	Amount
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**Receipts:**

Total Receipts	CR022493	CR023218	9/21/06-10/25/06	\$ 694,465.64
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**Wire Transfers from Johnson Bank to:**

First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		October 3, 2006	112,031.00
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		October 12, 2006	1,148,449.60
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		October 16, 2006	109,897.86
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		October 26, 2006	1,165,019.28
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		October 31, 2006	111,307.87
US Bank of Milwaukee <i>(for state payroll taxes)</i>		October 2, 2006	258,765.76
US Bank of Milwaukee <i>(for state payroll taxes)</i>		October 16, 2006	512,263.64
Wisconsin Retirement System		October 31, 2006	990,829.21
Total Outgoing Wire Transfers			<b>\$ 4,408,564.22</b>

**Check Registers:**

General	381194	381676	October 6, 2006	2,108,361.35
General	381677	381685	October 11, 2006	4,790.47
General	381686	381903	October 12, 2006	3,593,450.34
General	381904	381949	October 16, 2006	26,147.60
General	381950	381956	October 19, 2006	526.94
General	381957	382448	October 20, 2006	3,404,613.29
General	382449	382453	October 24, 2006	2,381.26
General	382454	382482	October 24, 2006	75,046.90
General	382483	382863	October 26, 2006	661,009.03
General	382864	382864	October 26, 2006	297.00
General	382865	383218	November 3, 2006	937,701.93
General	3823219	383219	November 6, 2006	4,000.00
General	383220	383228	November 9, 2006	9,951.39
General	383229	383796	November 10, 2006	1,766,719.37
Total Check Registers				<b>\$ 12,594,996.87</b>

## **Administrative Recommendation**

It is recommended that receipt numbers CR022493 thru CR023218 that total \$694,465.64 be approved.

Check numbers 381194 thru 383796 totaling \$12,594,996.87 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 October 3, October 12, October 16, October 26 and October 31, 2006 totaling \$2,646,705.61 to US Bank of Milwaukee dated October 2 and October 16, 2006 totaling \$771,029.40 and to the Wisconsin Retirement System dated October 31, 2006 totaling \$990,829.21 be approved.

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

William L. Johnston, CPA  
Director of Finance

Eileen Coss  
Accounting Manager

Kenosha Unified School District No. 1  
Kenosha, Wisconsin

November 28, 2006

STRATEGY III: PROPOSAL TO ADDRESS OVERCROWDING  
BY ESTABLISHING AN EXPEDITIONARY LEARNING CHARTER HIGH SCHOOL

**Strategy # III**

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

**Results Statement 2:** “Encourage the formation of more instrumentality charter and/or other non-boundary KUSD schools in present leasable property by February 2006.”

**Results Statement 12:** “Investigate establishing another alternative high school similar to Reuther to accommodate 400 students by 2007/2008.”

**Background:**

In the fall of 2005, as our district began to implement specific action steps of our District’s Strategic Plan, two of our specific strategies resulted in an outreach to our educational community. One strategy, specifically designed to address the overcrowded conditions in our high schools, included an action step to pursue and explore the possibilities for charter schools in our district.

A number of people came forward with outstanding ideas, energy and enthusiasm to provide meaningful learning alternatives for our students. One of these that came forward was the Expeditionary Learning Outward Bound model (aka ELOB, or EL). This model is an existing program within a multi-program alternative high school in our district. The model has been very successful in engaging students in their learning, and has been a valuable and productive means to a very important end – graduation – for a number of our students who might not have otherwise met the requirements for graduation. Thus, the idea to form a start up charter school using this reform model, which has been endorsed and supported by the Bill and Melinda Gates Foundation as a viable alternative educational opportunity, was presented.

In late October, Mr. Tim Miller received positive notification that Kenosha will in fact receive the Gates Foundation funding for the start up/ planning of a new school. Notification from the Department of Public Instruction regarding the charter school grant has not been received.

**ELOB Core Practices**

The Core Practice Benchmarks that have been adopted describe Expeditionary Learning in practice: what teachers, students, school leaders, families, and other partners do in fully implemented Expeditionary Learning schools. The five core practices – learning expeditions, active pedagogy, school culture and character, leadership and school improvement, and structure – work in concert and support one another to promote high achievement through active learning, character growth, and teamwork. The Core Practice Benchmarks serve several purposes. They provide a comprehensive

overview of the Expeditionary Learning model, a planning guide for school leaders and teachers, a framework for designing professional development, and a tool for evaluating the implementation.

Each of the five core practices is comprised of a series of benchmarks. Each benchmark describes a particular area of practice and is organized by lettered components and numbered descriptors.

- I. LEARNING EXPEDITIONS: These benchmarks describe how project-based learning expeditions, the primary units in Expeditionary Learning schools, are organized, planned, and carried out.
- II. ACTIVE PEDAGOGY: The active pedagogy benchmarks address teaching across disciplines.
- III. CULTURE AND CHARACTER: These benchmarks present Expeditionary Learning's approach to building and sustaining a strong school culture that fosters character growth, high expectations, and equity.
- IV. LEADERSHIP AND SCHOOL IMPROVEMENT: These benchmarks describe how effective leaders support high achievement and continuous improvement.
- V. STRUCTURES: The structure benchmarks address how school leaders organize time, faculties, and students to support learning expeditions, active pedagogy, and an Expeditionary Learning school culture.

This school will address significant needs within our school district and provide a viable and meaningful educational experience that is unique to the traditional comprehensive high school experience.

### **Description of the educational program**

All students will meet college entrance requirements by graduation and will be proficient in the core subject areas of English language arts, math, science, and social studies as well as world language and the arts. Staff members will take students to visit colleges and help them through the application and financial aid process.

The school will have a rigorous curriculum and will promote a high level of student engagement through real-world learning focused on issues of interest and concern to young people. The curriculum will have a strong fieldwork component.

Students will have the experience of authentic service to the community as an ethic that permeates the school community, and as an important element of their academic work. They will also learn that values such as collaboration, perseverance, and craftsmanship are essential to the production of high quality work.

Each student will be a member of a crew that will stay together for at least two years. Crews will discuss literature they have read, local or national issues of concern, and issues within the crew or school community. Crew members will also share adventure and service experiences to develop teamwork and friendship.

An innovative physical education curriculum will be built on Outward Bound experiences

and have a focus on fitness and nutrition. Each student will develop a personal fitness and nutrition plan, and monitor progress against that plan.

Learning expeditions will be purposeful, engaging, in-depth investigations of compelling topics such as the impact of pollution on sea life or the causes and effects of U.S. internment of citizens of Japanese descent during World War II. Often incorporating more than one academic discipline, they will be aligned with state standards and curriculum requirements. Reading and writing will be imbedded in all aspects of the work.

Students will use portfolios to organize their work and reflect on their progress. As they approach graduation, students will select examples of their work from each folder to build graduation portfolios that will be presented to a panel of adults, including community members and parents.

Some of the key elements of the Expeditionary Learning School that will make it unique to our comprehensive high schools or other choice schools in our district are these:

- A rigorous academic program
- Project-based learning experiences in the real world
- Individual academic support
- Targeted college guidance and preparation – embedded in the curriculum
- Fieldwork, service, adventure and teamwork
- Fitness and nutrition components
- SAT preparation classes
- Crews: small group advisory program
- Outward Bound adventure programming
- Opportunities for family/community involvement
- Compelling extracurricular programs
- Cross-curricular pedagogy
- Character Education

### **Description of measurable objectives and evaluation of the charter**

The Expeditionary Learning model has a built in evaluation tool and process to determine the success of its implementation. The evaluation is tied to the Core Practice Benchmarks, which are the measurable objectives of the charter school, with a rubric for self-assessment as well as assessment by the EL partners. The school's

implementation will be held to the standards as identified by the ELOB program model.

The school will partner with the ELOB regional support director and school designer. He will be involved in the assessment of the implementation as well as the success in meeting the Core Practice Benchmarks: the learning expeditions, the active pedagogy, the culture and character components, the leadership and school improvement, and the structures of the school.

### **Description of the administrative relationship**

The relationship between the charter school and the school board and district administration will include the areas of staff and hiring, budget, curricular flexibility and scheduling. There will be some autonomy in each of these, pertinent to the expectations of the charter, yet consistent with the definition of an instrumentality charter school.

#### Hiring staff

As a charter school, the hiring of staff will be autonomous. The building administrator may select candidates, conduct interviews and make the hiring decisions at the building level.

#### Maximizing the school's control of its own budget.

The autonomy in controlling the budget exists in the fact that our district uses a bottom line budget process that allows building principals discretion in the use of funds for most expenditures. If there are long-range capital projects or volume purchases of equipment, etc., there are certain criteria that must be met to align with the Board's expectations. Otherwise, the school can control its own spending for most items or purchased services.

As a charter school, the building also maintains the right to carry over unused funds from year to year.

#### Curricular flexibility

Because we use a standards-based instructional approach, and the state required tests are standards-based, we have curricular flexibility in addressing the means to the end. The standards and benchmarks for each content and each grade level are defined, and the most essential of those benchmarks are identified in all content areas, or they will be soon, as instructional services is aligning the curriculum and the benchmarks of the district at this time in all content.

Therefore, the intended targets can be met in an autonomous fashion with the model in place in any particular school.

#### Scheduling

Creation of a longer school day and/or year to support increased student contact time and/or professional development time.

The fact that this is a choice school, and the staff will choose to work in this school, the expectation to be a part of the daily and/or annual professional development is inherent. The teachers who are hired to the school are choosing to be a part of everything that comes along with the EL school, so there would not be a problem in the expectation that they adopt the model

entirely, without reservation. Nothing in the bargaining agreement would prohibit a teacher at a school such as EL from participating fully in the school's initiatives. Professional Development is a critical piece to the implementation and evolution of teaching and learning at an EL school, and such an essential component needs to be fully embraced by all staff members.

### **Description of parental and community involvement in the design and implementation of the charter**

The district embarked on a journey of strategic planning two years ago. The district formed a 28-member committee to craft a five-year plan, and the composition of the committee included 50% community members and parents. In that process, they made determinations about the needs of the district that include the writing of this proposal for a charter school opportunity for our high school students. The need was revealed through the committee's two particular strategies: one to address overcrowding and the other to address our disengaged students.

In the implementation of the charter school, the role played by parents and community members will be significant. Parents will partner in the expeditions as well as in the assessment of the projects and the student portfolios as students approach graduation. Community members will be solicited as experts in the content of the expeditions. For instance, if a project to investigate the environmental changes in Lake Michigan over the last decade is constructed, the crew might engage the services of the museum curator, or a science professor at one of the local colleges, etc. to pursue the objectives of this particular expedition. This would be one of many examples of the potential for community involvement in the charter school expeditions.

### **ELOB School Student Population**

The new school in Kenosha will ultimately serve approximately 430 students in grades 9-12. It will start with 108 9<sup>th</sup> grade students, and add at least 100 9<sup>th</sup> grade students each year for the next four years, to reach a maximum enrollment between 420 – 440 students.

### **The Planning Process**

The chronology of this charter planning process is as follows:

September 2005 – March 2006:

The district work on Strategy 3 of our Strategic Plan addresses overcrowding. The Executive Director of School Leadership is a leader of several of the action steps of this strategy. One of those steps is to look at the possibility of charter school opportunities for our students within the district. He led an outreach to ask the community if anyone had entertained the possibility of writing a proposal for a charter grant for a school or model for our district. That spawned a number of responses, including the possibility of an Expeditionary Learning high school, which would possibly address numerous strategies in our plan.

The Executive Director conducted a series of conversations with the principal at the



high school with an EL model as one program within its structure; members of the community of teachers to solicit feedback as to the viability in meeting high school student's needs who are disengaged; community parents on the strategic plan teams to determine a need from their perspective for a school of this type, and the school designer for the EL model from Madison.

The result of this internal analysis was that the EL school would fulfill numerous needs within our district community. On March 14<sup>th</sup>, the school board approved the writing of a charter grant proposal to the Department of Public Instruction to plan an Expeditionary Learning high school for our district.

April – May 2006:

The Executive Director had a number of pre-planning meetings with the principal at the alternative high school. In May he met with Mr. Tom Van Winkle from ELOB to discuss the structure, processes, and expectations of the EL schools, as well as the potential partnership.

August 2006:

After numerous discussions with the Superintendent, as well as the Superintendent's subsequent conversations with school board members, the Executive Director and the Superintendent met with Ms. Deb Otto, Field Director for the Midwest Region for Expeditionary Learning, and Mr. Tom Van Winkle to discuss the potential for a charter school in Kenosha. The positive conversation re: the potential for success within our urban setting, in meeting the needs of our students and the goals within our district strategic plan, the decision to submit a grant proposal to DPI was solidified.

September 2006:

The composition of the planning grant proposal occurred, for submission to meet the October 1<sup>st</sup> deadline.

Names of those involved in the process of planning:

- a. Superintendent of Schools – Dr. R. Scott Pierce
- b. Executive Director of School Leadership – Mr. Tim Miller
- c. Principal of Reuther Central High School – Mr. Dan Tenuta
- d. Coordinator of Career and Technical Education – Mr. Greg Wright
- e. Expeditionary Learning Field Director – Ms. Deb Otto
- f. Expeditionary Learning School Designer – Mr. Tom Van Winkle
- g. Reuther High School Parent/Community Board members
- h. Reuther High School Teacher – Mr. Andrew Baumgart
- i. Numerous Strategic Plan Implementation Team members (parents)
- j. KUSD Principal – Bill Haithcock

Involvement of the School Board and Superintendent

The School Board's approval of the District Strategic Plan authorized the pursuit of this charter grant. The official, formal approval from the school board for the submission of a planning grant proposal occurred on March 14<sup>th</sup>, 2006. Subsequent meetings with the Superintendent, Board Members, and representatives of Expeditionary Learning resulted in the writing of this proposal.

### The remaining planning work

- The site for the school has been explored, but needs to be formalized. There are a variety of possibilities, some more viable than others. A site will be selected by February of 2007.
- The leadership needs to be established. A decision should be made by the end of December, for planning through the spring. There have already been conversations with a number of potential leaders for the school, and we are highly confident that we will turn the school over to extremely competent and passionate leaders.
- The staff would need to be hired in the spring of 2007.
- Professional development opportunities have been identified for both leadership and teachers for this potential opportunity, through the spring and summer of 2007.
- The promotion and public awareness (flyers, public service announcements, etc.) of the school as an opportunity would need to occur in a timely fashion, with the target of the end of January for students to select this opportunity.
- Visits to the middle schools and conversations with counselors for this purpose of informing students of the opportunity will occur in Late January and early February.
- Curricular development in partnership with the EL school designer throughout the spring of 2007
- Establishing a parent/community board (preliminary conversations have occurred with some potential members) for the governance of the school will occur as soon as the planning grant is approved in December of 2006.
- The second phase of the planning grant will be written, as soon as the leadership (late December of 2006) and the site (by February of 2007) have been identified.
- The Principal, when hired, will begin planning the opening of the new school during the spring semester of the 2006 – 2007 school year. Some of the decisions must be made include: budget development, facility identification, staffing, scheduling, and student recruitment.

### **Additional Information**

#### Possible exemptions

There does not appear to be a need for any exemptions from state statutes in the formation of this charter school.

#### School Board policies waived

The only policy that would be waived in the formation of this school would be the boundary policy, which addresses the placement of students in schools based on the geographical boundaries for each school. The charters are not bound by any boundaries.

#### The school governance

The principal will be the day-to-day decision maker in the school. A board

of governance will be formed that includes parents, staff and students, to develop policies and procedures, or to offer insight to the principal about decisions made and budgetary considerations in the operation of the school. The principal will also be assigned a supervisor at the central office to oversee the operations of the school, and to provide support for the principal in the daily operation and problem-solving necessary in addressing any issues that may arise that are typical of any school setting.

#### Parental support

Parental support has been solicited throughout the decision-making process to move forward with this proposal, based on the viability and feasibility of this particular school for our community. Letters have not been solicited at this time, but they could be readily available if necessary. Letters of support for the 2<sup>nd</sup> planning phase, or the implementation of the school, would be accessible if that is necessary to the approval process at that time. The Advisory Board will be in place by January 1, 2007.

#### Goals and objectives, and assessment of the educational program

The assessment of the program itself will occur in partnership with the Expeditionary Learning consultants. The evaluation will be tied to the Core Practice Benchmarks, which are the measurable objectives of the charter school. The EL partners will use a rubric for self-assessment, along with an assessment of the practices and pedagogy, etc. The school's implementation will be held to the standards as identified by the ELOB program model.

The learning outcomes for students, or as we call them in our district, the most essential benchmarks, will drive the assessments, and all district/state required assessments will be a part of the EL assessment structure. However, the ongoing assessment of student progress can occur through the collaborative efforts of teachers and students in self-assessment of progress, artifacts that denote progress, as well as parent-involved conferencing with students to discuss progress toward the goal of demonstrating knowledge and understanding of the most essential benchmarks, and hitting the mark of the benchmarks determined by Expeditionary Learning. Projects-based assessments will be the norm.

Credits earned and transitions to the next level will be determined by a demonstration of mastery or proficiency in the benchmarks identified in each content area. These could be demonstrated through a culminating project or design that would demonstrate mastery.

Some of these credits earned will be district or state required. Some of the assessments given throughout the course, or for specific elements of an expedition, can be determined at the classroom level through assessments generated by the teachers and students.

#### Equal access for all students

The Kenosha Unified School District No. 1 School Board has expectations

for charters that the student population is representative of a cross-section of students within the regular school district population. The EL charter school will provide equal opportunity for all students to attend, with the goal of a replication of gender, race, national origin, color, disability and age for high school students in our district, and a representative population of the range of students of poverty within the school district.

#### Serving students with disabilities

With equal access to the school by all students, those who attend with special needs will be serviced in the context of their IEP goals and objectives. There will be support provided as needed to meet the requirements of any Individual Education Plan through the Office of Student Support and Special Education.

#### How the community will be informed; how all students will be given an opportunity to attend

- The community will be informed about the school using all of the available venues for communicating to the general public. They include: Our Channel 20 public access cable channel, including a scrolling message; public service announcements in the local newspaper; a link to the charter on the district web site; in person school visits to counselors and 8<sup>th</sup> grade students; flyers and other promotional materials for distribution; all other promotional materials consistent with those used by our existing charter schools.
- Students will have an equal opportunity to attend in the window for registration, which will occur in late January with our other charter schools. It will be a first-come-first-served registration process, with the target for year one of 100 9<sup>th</sup> grade students. If that number is exceeded at the conclusion of the registration window, the 100 students will be randomly drawn in a lottery. Those not selected in the lottery will be wait-listed for consideration should students drop out or move, etc.

### **Budget Considerations**

#### Additional income:

##### Gates Funding:

Spring Semester – \$100,000  
Year 1-3 – \$100,000 per year  
Total contribution – \$400,000

##### *Potential DPI planning grant*

*Spring semester – \$50,000*  
*Year 1-2 - \$150,000 per year*  
*(Can apply for additional dissemination grant for year 3)*  
*Total contribution – \$350,000 (+Dissemination grant)*

### **Staffing Scenario #1 (104 students, 9<sup>th</sup> grade only)**

Line item	Funds in	Expenses	Balance
108 students (\$7,100 per student)	766, 800		
4 classroom core teachers (\$78,000 per teacher ~sal + ben)		312,000	454,800
1.67 elective teachers (Including band/ choir)		130,260	345,540
1 Principal		130,000	194,540
1 10 month secretary		52,700	141,840
1 Custodian		63,000	78,840
			78,840

### Staffing Scenario #2: (208 students, 9<sup>th</sup> and 10<sup>th</sup> grade)

Line item	Funds in	Expenses	Balance
216 students (\$7,100 per student)	1,533, 600		
8 classroom core teachers (\$78,000 per teacher ~sal + ben)		624,000	909,6000
3.34 elective teachers (Including band/ choir after school)		260,520	649,080
1 Principal		140,000	509,080
1 10 month secretary		52,700	466,380
1 Custodian		63,000	403,380
1 Counselor/ Learning Strategist		82,000	321,380
			321,380

#### **Additional School Costs – Examples Include:**

- Facilities costs (*Building lease, custodial supplies, utilities, snow removal.*)
- Supplies (*Copy paper, printer cartridges, science supplies, phy ed. supplies.*)
- Staff equipment (*Copier lease, teacher computers, office equipment, furniture, TV/ VCR.*)
- Student equipment (*Computer lab, software, desks.*)
- Staff Development (*Planning time, ELOB costs.*)
- Curriculum (Textbooks for all subjects)

#### **Next Steps:**

- Working with all constituents in developing a complete program that will provide the best opportunities for students.
- Recruitment of middle school students.
- Developing a teacher candidate pool/ establishment of a planning team.
- Determining a site to best house the Expeditionary Learning school;
- Identifying training options and possibilities to prepare teachers to teach in an Expeditionary Learning high school (this may be done in conjunction with the Reuther Expeditionary Learning program).
- Developing a budget for the funds from the planning grant
- Developing a timeline for all of the above to prepare to start an Expeditionary Learning school in the fall of 2007.

**Recommendation:**

At its November 14, 2006 meeting, the Curriculum/Program and Audit/Budget/Finance Committees reviewed the report and the Curriculum/Program Committee moved to forward to the full Board for consideration. Administration recommends that pending positive notification from the DPI regarding the request for a charter planning grant, the School Board grant approval to move forward with the planning and implementation of this new ELOB School with the intent of opening for students in the fall of the 2007-2008 school year.

Dr. R. Scott Pierce  
Superintendent of Schools

Mr. Tim Miller  
Executive Director of School Leadership

Mr. Bill Haithcock  
Principal, Bullen Middle School

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

**November 28, 2006**

**PROPOSED CHANGES IN HIGH SCHOOL COURSE OFFERINGS:**  
**2007-08 SCHOOL YEAR**

**Strategic Plan**

**Strategy 4:** We will ensure that staff is implementing the district curriculum and using effective instructional strategies as well as data to help students demonstrate proficiency on district and standardized assessments.

**Background**

Each year at this time proposed changes to the high school curriculum are brought before the Superintendent and the Board of Education for recommendations and approval. Board Policy 6300: Curriculum Development and Improvement outlines this requirement:

A K-12 curriculum shall be established and maintained in accordance with state law, the needs of society, the local community, and the individual student.

The state academic standards adopted by the school board and the district's academic content and lifelong learning standards and benchmarks shall serve as the basis for all curriculum and instructional program development in the district.

Additions or deletions to the established curriculum shall be subject to board approval following review and recommendations by the superintendent of schools.

This report contains course changes brought forward by the high school principals in the Kenosha Unified School District No. 1. The high school principals have reviewed the course proposals. They have also been approved by the Superintendent's Cabinet and are now presented to the Curriculum/Program Committee.

**Proposed Changes for the 2007-08 School Year**

The following changes in the high school curriculum were submitted by the appropriate teachers and high school administrators. There are three kinds of changes: new courses, name changes to update existing courses, changes to clarify content and credits for existing courses. There are only eight completely new courses.



## PROPOSED NEW COURSES

New Course Name	Computer Applications for Information Technology
Grade Levels	9, 10
Length of Course	18 weeks
Credits	1
Rationale for Request	Basic computer applications course for LTA designed for students to get the fundamentals of information technology before taking the Gateway Technical College Youth Options courses at LakeView.
Schools Impacted	LakeView
Costs	\$2,200
Recommendation	Approved

New Course Name	Civil Engineering and Architecture
Grade Levels	11, 12
Length of Course	1 semester
Credits	1
Rationale for Request	Capstone Project Lead The Way course for Bradford and Tremper. This is a national curriculum with advanced standing opportunities.
Schools Impacted	Bradford and Tremper
Costs	\$3,200 software
Recommendation	Approved

New Course Name	Civil Engineering and Architecture—Honors
Grade Levels	11, 12
Length of Course	1 semester
Credits	1
Rationale for Request	Capstone Project Lead The Way course for Bradford and Tremper. This is a national curriculum with advanced standing opportunities.
Schools Impacted	Bradford and Tremper
Costs	
Recommendation	Approved

New Course Name	Fundamentals of Infant and Toddler Care
Grade Levels	11, 12
Length of Course	9 weeks
Credits	.5
Rationale for Request	This was approved for pilot during 2006-07 at Reuther and is now requesting formal approval.
Schools Impacted	All district high schools
Costs	\$1,700
Recommendation	Approved

New Course Name	Introduction to Computer Programming and Robotics
Grade Levels	10
Length of Course	9 weeks
Credits	.5
Rationale for Request	Offers fundamental knowledge in computer programming to better prepare students for Gateway Technical College Youth Options courses at LakeView.
Schools Impacted	LakeView
Costs	None
Recommendation	Approved

New Course Name	Italian 301
Grade Levels	Usually eleventh and twelfth grade This course is available to students who have completed Italian 101,102, 201, and 202.
Length of Course	One semester
Credits	One credit
Rationale for Request	Italian 301 extends the course sequence, filling a curricular gap that currently exists for students who have completed the Italian world language courses. By the time the students are sophomores, they have exhausted the course offerings in Italian. This course fills the desire of students to extend their learning of Italian.
Schools Impacted	Bradford and Tremper
Costs	Textbooks and software: \$800
Recommendation	Approved

New Course Name	Italian 302
Grade Levels	Usually eleventh and twelfth grade This course is available to students who have completed Italian 101,102, 201, 202, and 301.
Length of Course	One semester
Credits	One credit
Rationale for Request	Italian 302 extends the course sequence, filling a curricular gap that currently exists for students who have completed the Italian world language courses. By the time the students are sophomores, they have exhausted the course offerings in Italian. This course fills the desire of students to extend their learning of Italian.
Schools Impacted	Bradford and Tremper
Costs	Textbooks and software: \$800
Recommendation	Approved

New Course Name	Personal Finance Honors
Grade Levels	11, 12
Length of Course	9 weeks
Credits	.5

Rationale for Request	This is to offer a higher level of personal finance competencies.
Schools Impacted	Bradford and Tremper
Costs	None
Recommendation	Approved

## PROPOSED COURSE NAME CHANGES

Current Course Name	Algebra 2 Honors
Proposed Course Name	Algebra 2/Trigonometry Honors
Rationale for Change	Current name of Algebra 2 Honors does not accurately describe the fact that trigonometry concepts are taught in this course. Algebra 2/Trigonometry Honors helps distinguish the fact that more topics are addressed in this course in preparation for Precalculus than in regular Algebra 2.
Schools Impacted	Bradford, Tremper, Indian Trail, LakeView
Estimated Costs	None
Recommendation	Approved

Current Course Name	Advanced Math Analysis Honors
Proposed Course Name	Precalculus Honors
Rationale for Change	Current name of Advanced Math Analysis Honors does not clearly represent the content and direction of this course. This course is designed to prepare students for AP Calculus.
Schools Impacted	Bradford, Tremper, Indian Trail, LakeView
Estimated Costs	None
Recommendation	Approved

Current Course Name	Auto Collision Youth Apprenticeship
Proposed Course Name	Auto Collision I
Grade Levels	11, 12
Length of Course	1 semester
Credits	1
Rationale for Request	This course is being offered as a change from a 2 year Auto Collision Youth Apprenticeship - course number 8840 to 1 semester course in auto body repair to provide access to more students.
Schools Impacted	Bradford and Tremper
Costs	None
Recommendation	Approved

Current Course Name	Automotive Technology Youth Apprenticeship
Proposed Course Name	Auto Technology I
Grade Levels	10, 11, 12
Length of Course	1 semester
Credits	1
Rationale for Request	This change divides a 2-year multiple credit course number 8990 into one semester of basic auto fundamentals. Auto Technology II is shown below.
Schools Impacted	Bradford and Tremper
Costs	None
Recommendation	Approved

Current Course Name	Automotive Technology Youth Apprenticeship
Proposed Course Name	Auto Technology II
Grade Levels	11, 12
Length of Course	1 semester
Credits	1
Rationale for Request	This change divides a 2-year multiple credit course number 8990 into one semester of basic auto fundamentals and a second semester of more advanced auto fundamentals in a sequence. See Auto Technology I above.
Schools Impacted	Bradford and Tremper
Costs	None
Recommendation	Approved

Current Course Name	Building Trades Carpentry Skills Development Program - #8890
Proposed Course Name	Building Trades I
Grade Levels	11, 12
Length of Course	1 semester
Credits	1
Rationale for Request	This change divides a 2-year multiple credit course to 1 semester.
Schools Impacted	Bradford and Tremper
Costs	None
Recommendation	Approved

Current Course Name	Building Trades Carpentry Skills Development Program - #8890
Proposed Course Name	Building Trades II
Grade Levels	11, 12
Length of Course	1 semester
Credits	1
Rationale for Request	This change divides a 1-year multiple credit course to 1 semester. This

	course will give the student more advanced carpentry skills in a sequence. (See Building Trades I).
Schools Impacted	Bradford and Tremper
Costs	None
Recommendation	Approved

Current Course Name	Construction Systems
Proposed Course Name	Construction Systems I
Grade Levels	Bradford – 9-12, Tremper – 9 and 10
Length of Course	1 semester
Credits	1
Rationale for Request	This name change is to describe sequencing with the more advanced Construction Systems course. (See below).
Schools Impacted	Bradford and Tremper
Costs	None
Recommendation	Approved

Current Course Name	Construction Occupations
Proposed Course Name	Construction Systems II
Grade Levels	11, 12
Length of Course	1 semester
Credits	1
Rationale for Request	This name change is for sequencing to describe a more advanced Construction Systems course.
Schools Impacted	Bradford and Tremper
Costs	None
Recommendation	Approved

Current Course Name	Consumer Education
Proposed Course Name	Personal Finance
Rationale for Change	This name change is to more accurately define the course content to align with Wisconsin's financial literacy program.
Schools Impacted	Bradford, Tremper
Estimated Costs	None
Recommendation	Approved

Current Course Name	Electronic Communications I
Proposed Course Name	Computer Aided Design (CAD) I Intro
Rationale for Change	This name change is to more accurately describe the way course content is delivered through computer technology.
Schools Impacted	Bradford, Tremper

Estimated Costs	None
Recommendation	Approved

Current Course Name	Electronic Communications II
Proposed Course Name	Computer Aided Design (CAD) II Intermediate
Rationale for Change	This is to describe a more advanced level of competency in a curriculum sequence in computer-aided design.
Schools Impacted	Bradford, Tremper
Estimated Costs	None
Recommendation	Approved

Current Course Name	Personal Finance
Proposed Course Name	Investing for Your Future
Rationale for Change	The new name more accurately describes the focus on investing rather than the broader category of financial literacy.
Schools Impacted	Bradford, Tremper
Estimated Costs	None
Recommendation	Approved

Current Course Name	Pre Auto Tech
Proposed Course Name	Consumer Auto and Car Care
Grade Levels	10, 11, 12
Length of Course	1 semester
Credits	1
Rationale for Change	The new name more accurately describes course content. This course focuses on basic car care for all individuals who own a car.
Schools Impacted	Bradford and Tremper
Costs	None
Recommendation	Approved

Current Course Name	Production Manufacturing Systems - #8820
Proposed Course Name	Manufacturing Process I
Grade Levels	9-12
Length of Course	9 weeks
Credits	.5
Rationale for Request	This change divides an 18-week course into 9 weeks. This is the first half in a sequence. (See Manufacturing Process II below).
Schools Impacted	Tremper
Costs	None
Recommendation	Approved

Current Course Name	Production Manufacturing Systems - #8820
Proposed Course Name	Manufacturing Process II
Grade Levels	9-12
Length of Course	9 weeks
Credits	.5
Rationale for Request	This change divides an 18-week course into 9 weeks in a sequence. This second half is a more advanced manufacturing curriculum.
Schools Impacted	Tremper
Costs	None
Recommendation	Approved

### **OTHER PROPOSED CHANGES TO CLARIFY COURSE NAMES AND CREDITATION**

Course Name	Architectural Design Youth Apprenticeship
Grade Levels	11, 12
Length of Course	1 year or 450 hours of work-based learning
Credits	1
Rationale for Request	This is to assign specific credit and course number to work-based learning.
Schools Impacted	Bradford, LakeView, Tremper
Costs	None
Recommendation	Approved

Course Name	Automotive Collision Youth Apprenticeship
Grade Levels	11, 12
Length of Course	1 year or 450 hours of work-based learning
Credits	1
Rationale for Request	This is to assign separate credit and course number to work-based learning and to split the work component from the classroom component.
Schools Impacted	Bradford and Tremper
Costs	None
Recommendation	Approved

Course Name	Automotive Technician Youth Apprenticeship
Grade Levels	11, 12
Length of Course	1 year or 450 hours of work-based learning
Credits	1
Rationale for Request	This is to assign separate credit for apprenticeships that have ranged from two to eight credits in the past and align with course number from Auto Technology I and II for work-based learning.
Schools Impacted	Bradford and Tremper
Costs	None
Recommendation	Approved

Course Name	Biotechnology Youth Apprenticeship
Grade Levels	11, 12
Length of Course	1 year or 450 hours
Credits	1
Rationale for Request	This is to assign specific credit and course number to work-based learning.
Schools Impacted	Indian Trail
Costs	None
Recommendation	Approved

Course Name	Financial Services Youth Apprenticeship
Grade Levels	11, 12
Length of Course	1 year or 450 hours
Credits	1
Rationale for Request	This is to assign specific credit and course number to work-based learning.
Schools Impacted	Bradford, Indian Trail, Tremper
Costs	None
Recommendation	Approved

Course Name	Health Services Youth Apprenticeship
Grade Levels	11, 12
Length of Course	1 year or 450 hours of work-based learning
Credits	1
Rationale for Request	This is to assign specific credit and course number to work-based learning.
Schools Impacted	All high schools
Costs	None
Recommendation	Approved



Course Name	Information Technology / Networking Youth Apprenticeship
Grade Levels	11, 12
Length of Course	1 year or 450 hours
Credits	1
Rationale for Request	This is to assign specific credit and course number to work-based learning.
Schools Impacted	Lakeview
Costs	None
Recommendation	Approved

Course Name	Information Technology Youth Apprenticeship
Grade Levels	11, 12
Length of Course	1 year or 450 hours
Credits	1
Rationale for Request	This is to assign specific credit and course number to work-based learning.
Schools Impacted	Lakeview
Costs	None
Recommendation	Approved

Course Name	Manufacturing & Machining Youth Apprenticeship
Grade Levels	11, 12
Length of Course	1 year or 450 hours
Credits	1
Rationale for Request	This is to assign specific credit and course number to work-based learning.
Schools Impacted	Lakeview
Costs	None
Recommendation	Approved

Course Name	Manufacturing-Production Technician Youth Apprenticeship
Grade Levels	11, 12
Length of Course	1 year or 450 hours
Credits	1
Rationale for Request	This is to assign specific credit and course number to work-based learning.
Schools Impacted	Lakeview
Costs	None
Recommendation	Approved

Course Name	Mechanical Design Youth Apprenticeship
Grade Levels	11, 12
Length of Course	1 year or 450 hours
Credits	1
Rationale for Request	This is to assign specific credit and course number to work-based learning.
Schools Impacted	Bradford, LakeView, Tremper
Costs	None
Recommendation	Approved

Course Name	Principles of Engineering Youth Apprenticeship
Grade Levels	11, 12
Length of Course	1 year or 450 hours
Credits	1
Rationale for Request	This is to assign specific credit and course number to work-based learning.
Schools Impacted	Bradford, LakeView, Tremper
Costs	None
Recommendation	Approved

### **Recommendation**

Following review and approval by the Curriculum/Program Committee on November 14, 2006, administration recommends final review and approval of the changes proposed above by the Board of Education.

Dr. R. Scott Pierce  
Superintendent of Schools

Dr. Edie L. Holcomb  
Executive Director of Curriculum and Instructional Services

Mr. Gregory Wright  
Coordinator of Career, Technical, and Service Education

Mrs. Geraldine Santarelli  
Teacher Consultant—Math 6-12

Mrs. Jolene Schneider  
Teacher Consultant—Talent Development and World Languages

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

November 28, 2006

**SCHOOL BOARD POLICIES 5320 AND 5330**

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.

**SCHOOL ATTENDANCE AREAS – POLICY 5320**

The Personnel/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 8<sup>th</sup> 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. The Board reviewed the second draft at their August 22<sup>nd</sup> meeting and suggested further revision to be reviewed by the full Board Special Meeting on October 10, 2006. At its October 10<sup>th</sup> meeting, the Special Board Meeting suggested further revision to be reviewed by the Board at a Special Meeting on November 11, 2006. Policy 5320 was approved as a first reading with suggested revisions at the Special Meeting on November 11, 2006 and recommended that it be brought back to the Board at their November 28, 2006, regular meeting.

**ASSIGNMENT OF STUDENTS TO SCHOOLS – POLICY 5330**

In conjunction with Policy 5320, the Personnel/Policy Committee also reviewed Policy 5330 on August 8, 2006. The Board reviewed Policy and Rule 5330 at a Special Meeting on October 10, 2006 and forwarded the policy to the Board for review at their Special Meeting on November 11, 2006. At their Special Meeting on November 11, 2006, the Board approved Policy and Rule 5330 as a first reading with suggested revisions and recommended it be brought back to the board at the November 28, 2006, regular meeting.

**Administrative Recommendation:**

Administration recommends that the Board approve Policy and Rule 5320 (fifth draft) and Policy and Rule 5330 for a second reading.

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

Kathleen M. Barca  
Executive Director of School Leadership

## **FIFTH DRAFT**

POLICY 5320  
SCHOOL ATTENDANCE AREAS

**The Kenosha Unified School District embraces the concept of neighborhood schools and socioeconomic 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 secondary goal to assign all students who attend an elementary school to the same middle school. Although District wide bussing may increase to address overcrowding, bussing will not be used to attain socioeconomic balance within a school.**

**Re-districting of schools may occur when the enrollment shifts do not match the capacity of the schools, opening new schools, or consolidation of schools. 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 or at a special magnet site within the District.**

CROSS REF.: 5330 Assignments of Students to Schools

AFFIRMED: August 13, 1991

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

## **FIFTH DRAFT**

RULE 5320  
SCHOOL ATTENDANCE AREAS

Whenever possible, attendance areas will be determined to enhance the cultural and socioeconomic diversity of the school versus other district schools. Decisions pertaining to attendance area schools, including program locations, support services, student transfers and choice programs will be made with the best educational interests of all students involved including the development of more diverse environments. Parent initiated school transfers from outside the attendance area and programmatic decisions subject to available student space will be given priority if they enhance the diversity of the new school's population.

~~The District will strive to have each schools' attendance demographics within + (plus) or - (minus) 15% of the District wide low socioeconomic data. For example, if the District wide low socioeconomic population were 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 the 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. Socioeconomic balance will be considered when decisions are made regarding school boundaries, the placement of specialized and parental choice programs and parental transfers.~~

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 request to continue to attend that school by applying through the transfer procedure 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.

POLICY 5330  
ASSIGNMENT OF STUDENTS TO SCHOOLS

Students whose legal residence is within an individual school boundary must enroll in the building designated for that attendance area, except as otherwise specifically provided.

Students who reside within an attendance area established for a specific school shall have priority for enrollment at that school. These are designated “resident” students. **The school may accept transfer students from other attendance areas until the building’s capacity is met.**

Requests for transfers of students to schools, other than the school to which they are assigned, may be initiated by either the parent/guardian or the principal of the sending school. **Priority will be given to transfer students that increase the school’s socioeconomic diversity toward District average demographic data. to be within 15% + (plus) or – (minus) the District demographics. 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%. The District will strive to have each schools’ attendance demographics within 15% + (plus) or – (minus) of the District socioeconomic data. 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.**

Transfers will be given preference when such transfer would serve to address **the socioeconomic diversity** racial imbalance in **the** District schools, as indicated in the following:

- The transfer of a minority student residing in an attendance area, where minority students constitute 30 percent or more of the number of students enrolled in the school servicing that attendance area, to a school where minority students constitute less than 30 percent of the number of students enrolled.
- The transfer of a non-minority student residing in an area, where minority students constitute less than 30 percent of the numbers of students enrolled in that school, to a school where minority students constitute more than 30 percent of the number of students enrolled where space is available.
- The transfer of a minority student residing in an attendance area, where minority students constitute 40 percent or more of the number of students enrolled in the school servicing that attendance area, to a school where minority students constitute less than 40 percent of the number of students enrolled.

No student may be required to attend more than two different schools during each K-2, 3-5, 6-8, and 9-12 educational division due to attendance area boundary changes. Parents/guardians retain the right to comply with an attendance area boundary change if they feel their child(ren) will not be adversely affected by attending a third school.

LEGAL REF.: Wisconsin Statutes

Sections 120.12(2) School Board duties - general supervision

120.13 School Board [power to do all things reasonable for cause of education]

PI 23, Wisconsin Administrative Code [Student safe school transfer options]

McKinney-Vento Homeless Assistance Act [School placement options for homeless children and youth]

No Child Left Behind Act of 2001 [Transfer options for students in schools in need of improvement]



POLICY 5330  
ASSIGNMENT OF STUDENTS TO SCHOOLS  
Page 2

CROSS REF.: 3511 Transportation  
5250 Admission of Emancipated Minors  
5320 School Attendance Areas

ADMINISTRATIVE REGULATION: None

AFFIRMED: August 13, 1991

REVISED: October 25, 1994  
February 13, 1995  
February 11, 1997  
January 27, 1998  
February 11, 2003  
November 25, 2003  
February 24, 2004

RULE 5330

ASSIGNMENT OF STUDENTS TO SCHOOLS

1. Kindergarten Enrollment
  - a. The School District will annually conduct kindergarten registration on a specified spring date(s). Building principals will be responsible for periodic update of projected enrollment following this initial enrollment period. Kindergarten transfers will be accepted by the building principal until May 1 of each year. Parents/guardians will be notified of the transfer decision prior to June 1.
  - b. Approval of a school transfer request involving a kindergarten student will be given preference based on **socioeconomic racial** balance, space available, and staffing considerations within the receiving school.
2. School Transfer Requests - Grades 1-12
  - a. General Requirements
    - (1) Requests for a student transfer to a school, other than that to which the student is assigned, may be initiated by either the parent/guardian or the principal of the sending school.
    - (2) Transfer requests at the middle school and high school level based on athletic reasons or participation will not be granted. Students who obtain a transfer after attending one or more days of school, or one or more athletic practices at the school the student is leaving, is ineligible for participation in the athletic program at the school transferred to for the remainder of that year.
    - (3) Students who are granted transfers must provide their own transportation unless otherwise provided by law (e.g., student is eligible for transportation services via the IEP process) or Board policy. In addition, students whose parents are unable to provide transportation for them will be permitted to attend school in their attendance area. Transportation will be provided based on the District's transportation policies.
    - (4) Students are eligible to receive only one transfer per year.
    - (5) All repeat transfers are subject to review on an annual basis prior to June 1st of each year by the principal.
  - b. Parent Initiated Requests
    - (1) The District will approve school transfer requests initiated by students and/or their parents/guardians as required by law. Students and their parents/guardians will be notified of school transfer opportunities that may be available to them consistent with legal requirements.
    - (2) Other parent initiated school transfer requests will be handled as follows:
      - (a) Except as otherwise provided, parent initiated requests for student transfers from one school to another within the District will be accepted from January 1 through January 21 for the following school year. No applications submitted after January 21 will be considered.
      - (b) Transfers that positively affect each school's **socioeconomic racial** balance will be given preference, reviewed and approved if space is available. **These Racial student demographics percentages** will be determined annually through the Office of Educational Accountability. Space availability will be determined by the receiving principal. At the elementary level, space availability is determined using District policy on class size. Classroom enrollment within two students of the optimum class size is considered full.
      - (c) Prior year students enrolled will have first priority.
      - (d) Transfer request(s) for sibling(s) of prior year enrolled students will have **second priority preference**. If transfer requests outnumber seats available, a lottery will be held.

RULE 5330  
ASSIGNMENT OF STUDENTS TO SCHOOLS  
Page 2

- (e) Students who move after January 21 will be given the opportunity to complete the current school year and next school year under this policy and rule or enroll in the new attendance area school.
  - (f) All parent initiated requests will first require the approval of the sending principal. Preference will be given based on the **socioeconomic** ~~racial~~ balance with the exception of (2)(c), in that school. If the sending principal approves the transfer, it is then forwarded to the receiving principal for his/her approval. Preference will be given based on the **socioeconomic** ~~racial~~ balance and space available with the exception of (2)(c), at his/her school. The principal will then return a completed copy to the sending school and mail a letter to the parent(s)/guardian informing them of the decision prior to February 1 of each year.
- c. Principal Initiated Transfer
  - (1) Principal initiated requests will be based on documented student needs.
  - (2) Federal/state programs requiring a school transfer will be processed by the Executive Directors of School Leadership with principal input.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

November 28, 2006

**PROPOSED BOUNDARY CHANGE RECOMMENDATIONS**

**Background:**

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

**Information in Response to Board Member Questions:**

- Cost of purchasing and installing a portable classroom unit – The cost for a two-classroom portable unit is related to the location of the portable on the site, availability of utilities at that location, whether the unit is purchased new or used, and the number of units being installed at that particular site at that time. The typical range in cost is approximately \$200,000 to \$250,000 for one portable unit at a site.
- Accuracy of three-year projections on a school-by-school basis – In order to assess the accuracy of the current three-year projections on a school-by-school basis, we looked back at the three-year projections developed in the fall of 2003 for the current school year. In general, the three-year projections were very close to the actual enrollments with a few exception, some examples are shown on the tables below:

<b>High Growth Area Schools</b>				
<b>School</b>	<b>Projection</b>	<b>Actual</b>	<b>Difference</b>	<b>Yearly Avg.</b>
Pleasant Prairie	739	726	-13	-4.3/yr
Prairie Lane	484	454	-30	-10.0/yr
Somers	611	639	+28	+9.33/yr
Stocker	655	661	+6	+2.0/yr
Total	2489	2480	-9	-3.0/yr

<b>Non-High Growth Area Schools</b>				
<b>School</b>	<b>Projection</b>	<b>Actual</b>	<b>Difference</b>	<b>Yearly Avg.</b>
Grant	290	329	+39	+13.0/yr
Grewenow	348	386	+38	+12.7/yr
Lincoln	288	278	-10	-3.3/yr
Strange	503	505	+2	+0.7/yr
Whittier	543	559	+16	+5.3/yr

Of the 23 elementary schools, the five that were off the most were Forest Park (+48), Grant (+39), Grewenow (+38), Prairie Lane (-30), and Somers (+28). Looking back at what has happened, Grant, Grewenow and Forest Park are easy to see now, but the time there was little to predict the enrollment growth. All three were in a period of declining enrollment and then began to see a turnover of homes to younger families approximately three years ago. With Prairie Lane, we were about a year off as the current projection for next year is 487 students.

- Summary of how the schools provided information to parents and staff regarding redistricting – Outside of all of the information issued by the Superintendent's Office through the District web site, press releases, the Board meeting in September, and the four informational sessions, the following is a summary of what was done at the school level:
  - a) A presentation on the proposed redistricting was made to all AST's on September 14<sup>th</sup> providing them with maps including specific maps to principals for their schools.
  - b) All principals were asked to make certain that materials were provided to staff and parents. This was achieved through staff and PTO/PTA meetings, materials going home with students, and/or parent newsletters.
  - c) Schools that hosted listening sessions made it a point to promote the event to their staff and parents through newsletters and flyers.
  - d) Additional information on redistricting was provided to principals throughout the months of September and October as we worked toward finalizing the Boundary Committee recommendations.
  - e) Feedback from principals is that materials were also made available in school offices, at parent conferences, and posting of information on bulletin boards.
- Updated information related to economic diversity – The first attachment to this report provides a table showing the percentage of free and reduced students at each school both before and after the proposed changes.
- Estimated transportation impact of the proposed changes – There are a number of variables that need to be decided once the boundary change is finalized and approved by the Board, but it is estimated that the opening of

the Nash School and the proposed boundary change would result in 6 fewer bus routes totaling an annual savings of approximately \$57,785.

- Actual ranking of redistricting priorities – The second attachment to this report provides the details of the ranking of priorities by the Redistricting Committee.

**Administration Recommendation:**

Administration recommends Board approval of the proposed elementary boundary change developed by the District's Boundary and Enrollment Advisory Committee as a first reading with final approval scheduled for the December 19, 2006 School Board meeting.

Dr. R. Scott Pierce  
Superintendent of Schools

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

**Elementary School Boundary Change  
Preliminary Scenario - C**

SCHOOL	CAPACITY	CAPACITY w/o SAGE	06 - 07 ENROLLMENT	EXISTING	PROPOSED MOVES			NET	REVISED	EST. 3-YEAR
				% FOR	IN	OUT	STUDENTS	ENROLLMENT	% FOR	ENROLLMENT
Wilson	249	315	264 Full	92.13%				264 Full	92.13%	272 Full
EBSOLA	749	819	662 Full 95 Half	72.21%		Some EC	-75	690 Full	75.80%	790 Full
					Study Area 90B (McKinley)		0	20 Half		20 Half
					Study Area 91 (Jefferson)		+28			<b>**NOTE A</b>
McKinley	280	336	270 Full	64.81%		Part of Study Area 90 (EBSOLA)	0	270 Full	64.81%	252 Full
Grant	273		319 Full 10 Half	50.15%		Study Area 62 (Harvey)	-33	286 Full 10 Half	51.52%	272 Full 10 Half
Jefferson	336		323 Full 28 Half	68.48%		Study Area 91 (EBSOLA)	-28	295 Full 19 Half	70.85%	327 Full 19 Half
										<b>**NOTE B</b>
Harvey	399		406 Full 40 Half	33.33%		Study Area 37 (Bose)	-48	391 Full	27.83%	416 Full
					Study Area 62 (Grant)		+33	49 Half		49 Half
										<b>**NOTE B</b>
Bose	306	420	316 Full 23 Half	48.12%		Study Area 30 (Somers)	-40	324 Full	46.06%	345 Full
					Study Area 37 (Harvey)		+48	23 Half		23 Half
Nash	567		0		Study Area 39 (Stocker)		0	475 Full	18.69%	575 Full
					Study Area 40 (Stocker)		+3	25 Half		25 Half
					Study Area 69 (Stocker)		+6			<b>**NOTE A</b>
					Study Area 70 (Stocker)		+1			
					Study Area 102 (Stocker)		+1			
					Study Area 103 (Stocker)		+3			
					Study Area 126 (Stocker)		0			
					Study Area 127A (Pl. Pr.)		+205			
					Study Area 127B (Stocker)		+162			
					Study Area 128 (Pl. Pr.)		+29			
					Study Area 129 (Stocker)		+29			
					Study Area 130 (Stocker)		+4			
					Study Area 131 (Stocker)		+13			
					Study Area 132 (Stocker)		0			
					Study Area 133 (Stocker)		+19			
					EC (EBSOLA)		+25			
<b>*NOTE 1: If the property on 30th Avenue and 52nd Street is developed and the School Board opts to build an addition to Wilson Elementary School, then Study Areas 89 and 90B would be moved from EBSOLA to Wilson.</b>										
<b>*NOTE 2: Current plan is to keep portable classrooms at Bose until a new north-side school is constructed. This increases capacity by two classrooms.</b>										
<b>**NOTE A: EBSOLA - EC-Original plan move out 86 EC to Nash (22), Pl. Prairie (21), Somers (21) &amp; Stocker (22) - New plan move out 75 EC to Nash (25), Jeffery (25) &amp; Lincoln/Durkee (25).</b>										
<b>**NOTE B: Jefferson - EC - Move out all 9 to Harvey</b>										

**Elementary School Boundary Change  
Preliminary Scenario - C**

SCHOOL	CAPACITY	CAPACITY w/o SAGE	06 - 07 ENROLLMENT	EXISTING	PROPOSED MOVES			NET ENROLLMENT	REVISED % FOR	EST. 3-YEAR ENROLLMENT
				% FOR	IN	OUT	STUDENTS			
Pleasant Prairie	567		726 Full	18.48%		Study Area 127A (Nash)	-205	528 Full	16.23%	600 Full
						Study Area 128 (Nash)	-29			<b>**NOTE A</b>
						Study Area 220 (Whittier)	0			<b>**NOTE D</b>
						Study Area 235 (Whittier)	-16			
						Study Area 234B (Whittier)	0			
					Study Area 104 (Stocker)		0			
					Study Area 105 (Stocker)		+23			
					Study Area 106 (Stocker)		0			
					Study Area 107 (Stocker)		+19			
					Study Area 134 (Stocker)		+10			
					Study Area 135 (Stocker)		0			
Forest Park	420		486 Full	29.16%	---	---		486 Full	29.16%	497 Full
			20 Half					20 Half		20 Half
Strange	483		467 Full	64.10%		Study Area 108B (Stocker)	-14	453 Full	63.57%	485 Full
			38 Half			Study Area 84B (Stocker)	0	38 Half		38 Half
										<b>**NOTE C</b>
Somers	546		639 Full	14.77%		Study Area 47 (Stocker)	-32	546 Full	17.25%	597 Full
						Study Area 52 (Stocker)	-19			<b>**NOTE A</b>
						Study Area 53 (Stocker)	-4			
						Study Area 54 (Stocker)	-38			
						Study Area 55 (Stocker)	-3			
						Study Area 57 (Stocker)	-37			
					Study Area 30 (Bose)		+40			
<p><b>*NOTE 3:</b> Discussions with Forest Park principal supports enrollments that exceed capacity as school is single-story allowing music on a cart and has a separate cafeteria and gymnasium allowing the cafeteria to be used as an art classroom during non-lunch period, however the EC classroom may need to be relocated from Forest Park to another school possibly McKinley which shares a common boundary with Forest Park.</p> <p><b>**NOTE C:</b> Curtis Strange - Change from Scenario B to Scenario C - Split SA 108 to leave 56 students at Strange &amp; 14 to Stocker.</p> <p><b>**NOTE D:</b> Stocker - Change from Scenario B to Scenario C - Move back SA 71, 72, &amp; 73 to Stocker from Pl. Prairie (9 students).</p> <p><b>**NOTE E:</b> Pl. Prairie: Change from Scenario B to Scenario C - Move back SA 234A &amp; 250 to Pl. Prairie from Whittier (29 students).</p>										



**Elementary School Boundary Change  
Preliminary Scenario - C**

SCHOOL	CAPACITY	CAPACITY w/o SAGE	06 - 07 ENROLLMENT	EXISTING	PROPOSED MOVES			NET	REVISED	EST. 3-YEAR
				% FOR	IN	OUT	STUDENTS	ENROLLMENT	% FOR	ENROLLMENT
Stocker	567		661 Full	21.12%		Study Area 39 (Nash)	-0	494 Full	24.66%	580 Full
						Study Area 40 (Nash)	-3			**NOTE A
						Study Area 69 (Nash)	-6			**NOTE C
						Study Area 70 (Nash)	-1			**NOTE D
						Study Area 102 (Nash)	-1			
						Study Area 103 (Nash)	-3			
						Study Area 104 (Pl.Pr.)	-0			
						Study Area 105 (Pl.Pr.)	-23			
						Study Area 106 (Pl.Pr.)	-0			
						Study Area 107 (Pl.Pr.)	-19			
						Study Area 126 (Nash)	0			
						Study Area 127B (Nash)	-162			
						Study Area 129 (Nash)	-29			
						Study Area 130 (Nash)	-4			
						Study Area 131 (Nash)	-13			
						Study Area 132 (Nash)	0			
						Study Area 133 (Pl.Pr.)	-19			
						Study Area 134 (Pl.Pr.)	-10			
						Study Area 135 (Pl.Pr.)	0			
						Study Area 136 (Whittier)	-21			
					Study Area 47 (Somers)		+32			
					Study Area 52 (Somers)		+19			
					Study Area 53 (Somers)		+4			
					Study Area 54 (Somers)		+38			
					Study Area 55 (Somers)		+3			
					Study Area 57 (Somers)		+37			
					Study Area 84B (Strange)		0			
					Study Area 108B (Strange)		+14			
Whittier	588		503 Full 56 Half	17.68%		Speech (Vernon)	-31	540	18.06%	626
						EC (Jeffery)	-25			**NOTE E
					Study Area 136 (Stocker)		+21			**NOTE F
					Study Area 220 (Pl.Pr.)		0			
					Study Area 235 (Pl.Pr.)		+16			
					Study Area 234B (Pl.Pr.)		0			
**NOTE F: Original plan move 17 EC to Prairie Lane, New Plan - move 25 EC to Jeffery.										

**Elementary School Boundary Change  
Preliminary Scenario - C**

SCHOOL	CAPACITY	CAPACITY w/o SAGE	06 - 07 ENROLLMENT	EXISTING	PROPOSED MOVES			NET ENROLLMENT	REVISED	EST. 3-YEAR ENROLLMENT
				% FOR	IN	OUT	STUDENTS		% FOR	
Jeffery	399		400 Full	17.16%	---	Study Area 188 (Vernon)	-3	397 Full	18.48%	341 Full
					EC (Whittier)		+25	50 Half		50 Half
					EC (EBSOLA)		+25			
Vernon	545	651	475 Full	52.28%	Study Area 188 (Jeffery)	---	+3	478 Full	50.37%	520 Full
			20 Half		Speech (Whittier)		+31	51 Half		51 Half
Southport	525		440 Full	27.23%	Study Area 195 (Grew)		+36	486 Full	32.31%	446 Full
			16 Half		Study Area 216 (Grew)		+10	16 Half		16 Half
Prairie Lane	516		454 Full	16.70%				454 Full	16.70%	555 Full
										<b>**NOTE F</b>
Frank	546		436 Full	88.77%	Study Area 116 (Durk/Linc)	---	+22	458 Full	88.87%	452 Full
			28 Half					28 Half		28 Half
Roosevelt	333	399	370 Full	28.69%	---	---		370 Full	28.69%	378 Full
Columbus	252		214 Full	75.10%	---	---		214 Full	75.10%	199 Full
			24 Half					24 Half		24 Half
Grewenow	336		365 Full	38.60%		Study Area 195 (Southport)	-36	319 Full	33.00%	379 Full
			19 Half			Study Area 216 (Southport)	-10	19 Half		19 Half
New Durkee/Lincoln	441 / 547	537 / 667	427 Full	77.18%	---	Study Area 116 (Frank)	-22	405 Full	71.02%	434 Full
			11 Half		EC ( EBSOLA)		+25	36 Half		36 Half
										<b>**NOTE A</b>

FACTORS - Priority Order	PRIORITIES					
	#1	#2	#3	#4	#5	Total
Students should live as close to their schools as possible	6	3	2	1	1	13
Boundaries should maximize student safety: crossing of major roads	3	1	4	1	1	10
Student enrollment should be matched to the program capacity of each school	1	1	4	2	2	10
Demographic diversity issues should be better balanced among our schools	2	1	2	1	3	9
Federal, state and local class size mandates	2	2	1	1	2	8
Minimize transportation costs and times			1	3	3	7
Changes in attendance areas should be minimized.	3	1	1	1		6
"Neighborhoods" should not be split and, if possible, kept with other close by neighborhoods		3	1		2	6
Projected facility needs of schools should be considered when making boundary decisions	1	1	1	3		6
Elementary school students should be kept together when they transition to middle school		2	2	1		5
Elementary school should have dedicated art and music classroom spaces			1	2	2	5
Schools with limited projected enrollment growth should have boundaries that fill school to capacity		3		1	1	5
Active parental involvement			1	2		3
Grandfathering recommendation to minimize the number of students required to change schools	1				2	3
There should be mandates to how large class sizes are and should be adhered to		2			1	3
Location of programs				2		2
Student enrollment should be matched to the staffing allocated for the programs in each school	1	1				2
Impact on Federal and State grants and mandates					1	1
The number of middle schools that an elementary school "pours into" should be minimized	1					1
Retention rates of teachers and support staff						0

FACTORS - Alpha Order	PRIORITIES					
	#1	#2	#3	#4	#5	Total
Active parental involvement			1	2		3
Boundaries should maximize student safety: crossing of major roads	3	1	4	1	1	10
Changes in attendance areas should be minimized.	3	1	1	1		6
Demographic diversity issues should be better balanced among our schools	2	1	2	1	3	9
Elementary school should have dedicated art and music classroom spaces		2	2	1		5
Elementary school students should be kept together when they transition to middle school			1	2	2	5
Federal, state and local class size mandates	2	2	1	1	2	8
Grandfathering recommendation to minimize the number of students required to change schools	1				2	3
Impact on Federal and State grants and mandates					1	1
Location of programs				2		2
Minimize transportation costs and times			1	3	3	7

Boundary Committee

Factor Priorities  
May 25, 2006

Neighborhoods should not be split and, if possible, kept with other close by neighborhoods  
 Projected facility needs of schools should be considered when making boundary decisions  
 Retention rates of teachers and support staff  
 Schools with limited projected enrollment growth should have boundaries that fill school to capacity  
 Student enrollment should be matched to the program capacity of each school  
 Student enrollment should be matched to the staffing allocated for the programs in each school  
 Students should live as close to their schools as possible  
 The number of middle schools that an elementary school "pours into" should be minimized  
 There should be mandates to how large class sizes are and should be adhered to

	3	1		2	6
1	1	1	3		6
	3		1	1	5
1	1	4	2	2	10
1	1				2
6	3	2	1	1	13
1					1
	2			1	3

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha Wisconsin

November 28, 2006

**RATIFICATION OF THE KENOSHA EDUCATION ASSOCIATION  
(SUBSTITUTE TEACHERS') COLLECTIVE BARGAINING AGREEMENT**

The District Negotiations Team has reached a tentative agreement with the Kenosha Education Association (Substitute Teachers). The contract has been ratified by the union membership and needs approval by the Board of Education.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board of Education ratify the proposed agreement between the District and the Kenosha Education Association (Substitute Teachers).

R. Scott Pierce  
Superintendent of Schools

Sheronda G. Glass  
Executive Director of Human Resources

William L. Johnston  
Director of Finance

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

November 28, 2006

**Tentative Schedule of Reports, Events,  
and Legal Deadlines for School Board  
November-December**

**November**

- November 10, 2006 – End of First Quarter – Half Day for Students
- November 14, 2006 – Standing Committee Meetings – 6:00 and 7:00 P.M.
- November 23-24, 2006 – Thanksgiving Recess – No School
- November 28 – PR/Goals/Legislative Standing Committee – 5:00 P.M. in Conference Room 161F of Bullen Middle School; Regular Board of Education Meeting – 7:00 P.M. in Bullen Auditorium

**December**

- December 12, 2006 – Canceled - Standing Committee Meetings
- December 19, 2006 – Regular Board of Education Meeting - 7:00 P.M. at Educational Support Center (Rescheduled From December 26<sup>th</sup>)
- December 22, 2006 - January 1, 2007 – Schools Closed – Winter Recess

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**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**

**REGULAR SCHOOL BOARD MEETING  
BULLEN MIDDLE SCHOOL**

**NOVEMBER 28, 2006**

**APPENDICES FOR  
CONSENT-RECEIVE ITEM A  
STRATEGIC PLANNING IMPLEMENTATION  
TEAMS #2, 3 AND 7 UPDATES**

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

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

**Administrator Responsible:** TBD

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	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	Dates			Percent Complete
			Start	Due	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 Plan **II.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	Dates			Percent Complete
			Start	Due	Complete	

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

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	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	Dates			Percent Complete
			Start	Due	Complete	

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	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	Dates			Percent Complete
			Start	Due	Complete	

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



Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	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	Dates			Percent Complete
			Start	Due	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%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	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	Dates			Percent Complete
			Start	Due	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%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	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%

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	Dates			Percent Complete
			Start	Due	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	12/1/2006		40%
	Status/Comment: NOTE: This will be finalized prior to the November Long Range Facilities Planning Committee Meeting.					
III.1.3	Inform governing political bodies and all stakeholders of the overcrowding situation and the potential need for portables.	Facilities	1/1/2006	7/1/2006	7/1/2006	100%
	Status/Comment:					
III.1.4	Determine present leasable properties within KUSD boundaries.	Facilities	9/1/2005	5/1/2006	5/1/2006	100%
III.1.5	Project and amend for financial implications based on the implementation year.	KUSD	9/1/2005	7/1/2006	7/1/2006	100%
III.1.6	Determine annual cost to be included in yearly adopted budget.	KUSD	9/1/2005	5/1/2006	5/1/2006	100%
III.1.7	Direct the Facilities Department to obtain the necessary leases, portables and permits.	School Board	3/1/2006	8/1/2006	8/1/2006	100%
III.1.8	Have fully functional classrooms available by start of 2005/06 school year.	Facilities	9/1/2005	9/1/2006	9/1/2006	100%

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	Dates			Percent Complete
			Start	Due	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.	Committee	10/1/2005	2/1/2006	2/1/2006	100%
III.2.2	Determine present leasable properties within KUSD boundaries.	Facilities	9/1/2005	11/1/2006		90%
III.2.3	Consult other school districts that have successful instrumentality charter schools.	Committee	10/1/2005	6/1/2006	6/1/2006	100%
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	5/1/2006	5/1/2006	100%
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	12/31/2006		50%
	Status/Comment: ELOB: Proposal being written to DPI for Planning/Implementation Grant for submittal in October. In addition, we have been approved by the Bill & Melinda Gates Foundation to submit a proposal for funding for the project, we expect to hear back on this before the end of the year. KTEC: Planning Grant was awarded by DPI in August. A proposal to the Board Curriculum Committee requesting approval to submit an implementation grant application to DPI will be reviewed at the September 12, 2006 meeting. Goal is to open school in the fall of 2007.					

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

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	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		50%
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	6/1/2006	100%
III.3.7	Redistrict the elementary school boundaries.	KUSD	12/1/2005	12/1/2006		50%
III.3.8	Conduct information sessions about the new school boundaries and orientation sessions for families who have had their school boundary changed.	KUSD	9/5/2006	12/1/2006		10%

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	Dates			Percent Complete
			Start	Due	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	9/1/2005	9/1/2006	9/1/2006	100%
III.4.2	Widely distribute the information from #1 to KUSD staff involved.	High School Principals	9/1/2005	9/1/2006	9/1/2006	100%
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	5/1/2005	9/1/2006	9/1/2006	100%
III.4.4	Make positive presentations to students, parents, and staff.	High School Principals	5/1/2005	9/1/2006	9/1/2006	100%
III.4.5	Meet with the KEA to resolve contractual concerns, if any, regarding the short term remedies.	Human Resources	5/1/2005	9/1/2006	9/1/2006	100%
III.4.6	Solicit instructional staff volunteers to accept an alternate teaching schedule.	High School Principals	5/1/2005	9/1/2006	9/1/2006	100%
III.4.7	Proactively implement the short term remedies.	High School Principals	9/1/2005	9/1/2006	9/1/2006	100%

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	Dates			Percent Complete
			Start	Due	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	Dates			Percent Complete
			Start	Due	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	Dates			Percent Complete
			Start	Due	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	5/1/2006	100%
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					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	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	Dates			Percent Complete
			Start	Due	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%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	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	Dates			Percent Complete
			Start	Due	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	5/1/2006	5/1/2006	100%
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%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
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		90%
	Status/Comment: Submitted by June 1, 2006, were notified in mid-August that the grant application was denied. We plan on resubmitting in October and expect to hear back by the end of the year.					
III.8.5	Determine the level of coordination necessary with the Appleton Area School District.	Committee	9/1/2005	5/1/2006	5/1/2006	100%
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	1/1/2007	9/1/2007		0%
III.8.7	Have legal council review relevant documents.	KUSD	1/1/2007	9/1/2007		0%
III.8.8	Work with the KEA to remedy any contract issues, if any.	Superintendent / School Board	1/1/2007	9/1/2007		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	1/1/2007	9/1/2007		0%
III.8.10	Market the e-High School throughout the District.	KUSD	1/1/2007	9/1/2007		0%
III.8.11	Open the e-High School.	KUSD	1/25/2007	9/1/2007		0%

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

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	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	12/1/2005	12/1/2005	100%
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	7/1/2006	7/1/2006	100%
III.9.3	Implement the same or nearly same block schedule with all KUSD high schools by 2006-2007.	KUSD	9/1/2005	7/1/2006	7/1/2006	100%
Status/Comment: NOTE: An evaluation was completed and a report was presented to the School Board this summer recommending that no changes be made because to return to a traditional schedule was cost prohibitive.						

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

Administrator Responsible:

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	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%
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	Dates			Percent Complete
			Start	Due	Complete	
III.11.1	Update the enrollment projections to determine the need for another neighborhood high school.	Office of Educational Accountability	10/1/2006	12/1/2006		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%

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	Dates			Percent Complete
			Start	Due	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%
III.12.9	Register students in the new alternative high school.					0%
III.12.10	Appoint staff to the new alternative high school.					0%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
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%
	Status/Comment:  NOTE: See Action Plan Item III.2 regarding ELOB Charter School.					

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	Dates			Percent Complete
			Start	Due	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%



Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	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 Plan III.14; Specific Result: Investigate the expansion of night school options in order to relieve overcrowding.

Administrator Responsible:

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

Strategy VII: 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.

Action Plan VII.1; Specific Result: Establish District-wide core content specific essential skills in Reading and Math that all students must master at each grade level (elementary/middle school) or course-level (high school). (Cross reference to Strategy #4--Effective Instructional Strategies).

Administrator Responsible: Edie Holcomb, Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.1.1	Research essential skills and collect samples from other districts or research groups.		10/3/2005	5/22/2006	4/26/2006	100%
VII.1.2	Review standards/benchmarks and create specific essential skills.		10/3/2005	5/22/2006	4/6/2006	100%
VII.1.3	Sequence essential skills from grades K-12.		1/26/2006	5/22/2006	4/6/2006	100%
VII.1.4	Review draft essential skills to give input on clarity and specificity (input group) and distribute draft to all administrators (Connections).		1/26/2006	4/14/2006	4/26/2006	100%
	Status/Comment: Draft of essential skills was shared with all K-12 teachers and administrator for input.					
VII.1.5	Complete final revisions based upon suggestions of clarity, specificity and volume and communicate results to input group (content-area specialist).		4/14/2006	5/30/2006	6/11/2006	100%
	Status/Comment: Final revisions have been completed based upon teacher and administrator input.					
VII.1.6	Provide collaborative teaming inservice for all principals at grade level clusters to develop understanding and value of essential skills.					0%
VII.1.7	Provide teachers with collaborative teaming inservice to develop understanding and value of essential skills (principal led with central office support).		8/26/2006	11/26/2006		0%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.1.8	Prepare and distribute information on essential skills, assessment and interventions in print, video or other media with target audience of students and parents.		6/26/2006	6/26/2007		50%
	Status/Comment: K-12 math teachers and principals have received copies of the most essential math benchmarks. Students and parents will be provided with information throughout the 2006-2007 school year.					

Action Plan VII.2; Specific Result: Create District-wide common assessments in Reading and Math to determine student mastery of grade-level (elementary/middle school) or course-level (high school) core content essential skills. (Cross reference to Strategy #4--Effective Instructional Strategies).

Administrator Responsible: Edie Holcomb, Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.2.1	Identify number of content area committees needed to design assessments.		1/3/2006	6/29/2006	4/25/2006	100%
	Status/Comment: K-5 and 6-12 committees are in place.					
VII.2.2	Identify vertical team membership for each content area committee charged with assessment creation.		1/3/2006	6/30/2006	4/25/2006	100%
	Status/Comment: K-5 and 6-12 committees are in place.					
VII.2.3	Analyze and categorize content area or course-level essential skills from Results Statement #1					0%
VII.2.4	Develop assessments to measure mastery in each content area or course-level skill or category.		6/19/2006	6/4/2007		0%
	Status/Comment: Initial work will begin in summer curriculum work.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.2.5	Determine appropriate sequence of content area or course-level assessments.		6/19/2006	6/4/2007		0%
VII.2.6	Determine appropriate frequency of content area or course-level assessments.		6/19/2006	6/4/2007		0%
VII.2.7	Define District-wide content area or course-level collaborative process to be used during assessment implementation.		10/2/2006	12/22/2006		0%
VII.2.8	Define school-wide content area or course-level collaborative process to be used during assessment implementation.		10/20/2006	12/22/2006		0%
VII.2.9	Define annual District-wide process for assessment evaluation and revise accordingly.		10/20/2006	12/22/2006		0%
VII.2.10	Identify potential staff development needs during implementation and communicate needs to District staff development office.		4/2/2007	6/29/2007		0%
VII.2.11	Conduct awareness sessions with parents and teachers on uses and purposes of assessments.		9/3/2007	11/28/2007		0%

Action Plan VII.3; Specific Result: Develop immediate, systematic, and specific interventions in Reading and Math for students who are not achieving mastery on common grade-level/course-level assessments. (Cross reference to Strategy #4--Effective Instructional Strategies).

Administrator Responsible: Kathleen Barca, Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.3.1	Survey elementary, middle and high schools for current immediate, systematic and specific intervention plans that are already in place.		1/16/2006	3/23/2006	2/24/2006	100%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.3.2	Identify District level interventions with input from School Leadership, Educational Accountability, Student Services, Instructional Services, Minority Academic Affairs, Title 1, Bilingual and community agencies.		1/16/2006	3/23/2006		80%
VII.3.3	Identify minimal interventions that will be available to every student throughout the District regardless of school (Example: Any student not achieving mastery on common grade-level assessments will have tutoring available).		1/20/2006	3/23/2006		90%
VII.3.4	Conduct needs assessment at each school to determine the intervention needs of the disengaged population compared to available resources.		2/20/2006	5/31/2006		80%
VII.3.5	Identify site level interventions with input from counselors, staffing team, teachers, school psychologists, school social workers, parent teacher organization, administration and other stake holders at the site.		1/16/2006	8/31/2006		50%
VII.3.6	Construct a systematic plan which includes all identified interventions.		2/20/2006	7/19/2006		50%
VII.3.7	Develop a physical flow chart which depicts the process that will be followed for students not achieving mastery on common grade-level assessments.		6/5/2006	8/31/2006		40%
VII.3.8	Develop supporting forms that will be used to implement the systematic interventions. (e.g. Counselor Referral Form, Pre-Staffing Form, Student Intervention Record Sheet).		6/5/2006	8/31/2006		40%
VII.3.9	Complete an annual gap analysis to determine intervention effectiveness.					0%

Action Plan VII.4; Specific Result: Provide immediate, systematic, and specific interventions for students who are not achieving mastery on common grade-level/course-level assessments.

Administrator Responsible: Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.4.1	Provide staff development for school staff on the immediate, systematic, and specific interventions.					0%
VII.4.2	Provide staff with all needed tools for full implementation of the plan.					0%
VII.4.3	Provide immediate, systematic and specific interventions for students who are not achieving mastery on common grade-level assessments.					0%
VII.4.4	Appoint a team of support staff, teachers, and administrators to review interventions provided to students (quarterly).					0%
VII.4.5	Assess the implementation of the plan yearly with all stakeholders and make any needed revisions.					0%

Action Plan VII.5; Specific Result: Establish a systematic, District-wide, research-based 9th grade transition support program through collaboration of middle and comprehensive high schools.

Administrator Responsible: Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.5.1	Each high school will designate an administrator or designee to facilitate the initial year of implementation of 9th grade transition support program.					0%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.5.2	Each high school will create a comprehensive 9th grade transition support program with additional academic assistance in Language Arts and Math. Components could include: <ul style="list-style-type: none"> <li>· Modified core instruction periods with possible double Language Arts, Math</li> <li>· All year core classes in Language Arts, Math</li> <li>· Modified house program, small learning community</li> <li>· Thematic instruction core periods with intensive reading, writing and math</li> <li>· Peer mentoring &amp; peer tutoring</li> <li>· After-school tutoring or school day resource period</li> </ul>					0%
VII.5.3	Create a "Freshman Seminar" class for elective credit that provides intensive orientation, monitoring, goal setting for identified students <ul style="list-style-type: none"> <li>· Plan for scheduling</li> <li>· Write curriculum (summer)</li> <li>· Identify staff</li> </ul>					0%
VII.5.4	High school administrator/designee group will work with Office of Educational Accountability and middle school administrative representatives to select data points to identify disengaged incoming ninth graders. (Note: Consider current Bridges identification process for possible starting point)					0%
VII.5.5	Each high school will designate a teacher/counselor coordinator for annual incoming freshman data analysis and placement of incoming freshman into differentiated options. (annually funded for late spring/summer; stipend, summer hours or release time could be used)					0%

Action Plan VII.6; Specific Result: Develop an annual process and tools for communicating students' strengths and needs to the next grade level (elementary, middle and middle to high school transition) and between core subject teachers at high schools  
 Administrator Responsible: Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.6.1	Provide a strengths and needs checklist/comment form which should include information on school, social, behavioral and medical needs as allowed by law.					0%
VII.6.2	Provide a flow chart/procedure for sharing information between grade levels/schools using a checklist (include time frames, responsible parties, proper place for storage). Suggested practice may include integrating this into a registration process when students are transitioning between schools.					0%
VII.6.3	Provide professional development for administrators, teachers, counselors and school social workers that is needed.					0%
VII.6.4	Review incoming forms that are flagged for disengaged students for the purpose of referring for interventions.					0%

Action Plan VII.7; Specific Result: Implement professional development courses/seminars on instructional strategies and interpersonal skill development methods to improve achievement of disengaged youth.  
 Administrator Responsible: Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	



Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.7.1	Provide administrators with professional development on research-based strategies for improving achievement and engagement of disengaged youth in venues such as Connections, book study, and summer leadership opportunities.					0%
VII.7.2	Provide teachers with professional development opportunities on research-based strategies for improving achievement and engaging disengaged youth aligned with school improvement plans.					0%
VII.7.3	Create and conduct an annual (District-supported) summer institute/academy for instructional staff focusing on best instruction practices for improving achievement and engagement of disengaged youth with <ul style="list-style-type: none"> <li>· strands for regular education teachers with attention to differentiation by elementary, middle and high school levels</li> <li>· strands for special education teachers differentiated by disability</li> </ul>					0%
VII.7.4	Provide mandatory staff development sessions highlighting best practices for positive interaction with students for instructional support staff.					0%
VII.7.5	Provide mandatory staff development sessions for pupil services personnel highlighting best practices on motivation and interpersonal skills for disengaged youth.					0%
VII.7.6	Create a district and higher education partnership group with area teacher education programs to review and recommend coursework related to preparation for teaching disengaged youth.					0%

Action Plan VII.8; Specific Result: Link schools, disengaged youth, and families with available community resources.

Administrator Responsible: Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.8.1	Create a plan to more effectively and frequently share information about services that are available to disengaged youth and how to access those services.					0%
VII.8.2	Designate District level person(s) to coordinate linking students with services.					0%
VII.8.3	Designate building level person at each school to link disengaged youth and their families to available community resources.					0%
VII.8.4	Provide professional development for designated building level people on linking students with services.					0%
VII.8.5	All building level designees should have a copy (and extra copies) of a publication, called "Information Please", which lists all county services.					0%
VII.8.6	Sponsor a Community Services Fair and invite other human service providers.					0%

Action Plan VII.9; Specific Result: Select/hire certified teachers with qualities and characteristics that have been shown to benefit at-risk students.

Administrator Responsible: Sheronda Glass, Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.9.1	Select new hiring tool to use during interview process for selection of teacher qualities and characteristics shown to benefit at-risk students.	Milton Thompson, Ernie Llanas	10/10/2005	3/20/2006		50%
	Status/Comment: We will examine the Insight system to see if it contains the same characteristics as the Urban Perceiver which identified teacher characteristics which fit with at risk, urban children. Committee members are also examining the model of Ruby Payne to see what information it contains in shaping instructional strategies for children raised in poverty with an eye toward recruiting teachers who understand these strategies.					
VII.9.2	Prioritize District school placement needs for teachers skilled in working with at-risk students.	Milton Thompson, Ernie Llanas	1/16/2006	3/20/2006		40%
	Status/Comment: Examining both the achievement of schools which have low performance and the experience of those teachers when compared to other schools we will make recommendations about placement of teachers in at risk schools.					
VII.9.3	Identify university teacher preparation programs that offer a strong emphasis on at-risk student coursework.	Milton Thompson	1/16/2006	5/22/2006		30%
VII.9.4	Establish District contact with those universities (action step 3).	Milton Thompson	3/6/2006	3/13/2006		0%
	Status/Comment: Working with Human Resources we will examine recruitment fairs in Michigan in the Detroit area which attract a large number of minority applicants. We will also participate in this recruitment.					
VII.9.5	Formalize collaboration and recruitment processes with universities.	I				0%
VII.9.6	Provide incentives for qualified teachers who are newly hired or transfer into hard to fill positions serving at risk students. (Contractual implications).	I				0%

Action Plan VII.10; Specific Result: Strengthen/change at-risk programming, based on research, at the middle level.

Administrator Responsible: Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.10.1	Appoint a team comprised of community members, teachers and administrators to support research efforts.					0%
VII.10.2	Review research on school-within-a-school benefits to middle level students.					0%
VII.10.3	Review research on charter and magnet schools focusing on disengaged student programming benefits to middle level students.					0%
VII.10.4	Review research/data on disengaged student programs currently established within KUSD middle schools.					0%
VII.10.5	Visit established effective program sites as identified through completed research.					0%
VII.10.6	Assess visited site programs to determine components that would best benefit KUSD disengaged students.					0%
VII.10.7	Make recommendations to superintendent along with a cost benefit analysis based on research for disengaged students programs for middle level.					0%
VII.10.8	Implement research based disengaged programs as approved					0%
VII.10.9	Evaluate annually the effectiveness of programs for disengaged students and revise accordingly.					0%