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REGULAR MONTHLY BOARD MEETING

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

**Southport Elementary School Gymnasium
723 – 76th Street
Kenosha, Wisconsin**



KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING

Southport Elementary School

March 28, 2006

7:00 P.M.

AGENDA

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
 - Four Bradford High School Students Save Young Man's Life
 - Bullen Middle School and Mahone Middle School Teams Tie for First Place in State Battle of the Books Tournament
 - Bradford and Tremper High School Students Earn Wisconsin Regional Scholastic Art Awards
 - Roosevelt Elementary School Named Wisconsin Service-Learning Banner School
 - Bradford High School Theater Arts Students Earn Wisconsin High School Forensic Association Critic's Choice Award
 - Kenosha Combined Gymnastics Team Places Second in WIAA Division I Championship
 - Bradford and Tremper Swimmers Place in the Top Twenty in WIAA Division I Championships
 - Lincoln Middle School Students Create Living History DVD
- IV. Southport Elementary 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. Consent Agenda
 - A. Consent/Receive Strategic Planning Implementation Teams
#5 & 7 Updates Pages 1-4
(Also see separate appendices)

SCHOOL BOARD AGENDA

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XI. Consent Agenda – Continued

- B. Consent/Approve Student Handbooks - Middle And High Schools Page 5
(Also see separate appendices)
- C. Consent/Approve Head Start Federal Grant Request for the 2006-07 School Year Pages 6-9
- D. Consent/Approve Wisconsin Department of Public Instruction Alcohol And Other Drug Abuse Program Grant Pages 10-17
- E. Consent/Approve School Wellness Policy 5580 Pages 18-25
(First Reading)
- F. Consent/Approve Donations to the District Page 26
- G. Consent/Approve Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations Page 27
- H. Consent/Approve Minutes of 2/28/06 Special Meeting and Executive Session, 2/28/06 Regular Meeting, and 3/14/06 Special Meeting Pages 28-38
- I. Consent/Approve Summary of Receipts, Wire Transfers and Check Registers.... Pages 39-40

XII. Old Business

- A. Discussion/Action Bradford and Tremper High School Cafeteria Project Pages 41-52
- B. Discussion/Action Charter School Grant Application for Bill and Melinda Gates Foundation Expeditionary Learning Charter High School..... Pages 53-55
(Also see separate appendix)

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XIII. New Business

- A. Discussion/Action Kenosha Symphony Association, Inc. Free Student Ticket Program Proposal Pages 56-61
- B. Discussion/Action Open Enrollment Applicants For School Year 2006-07 Pages 62-63
- C. Discussion/Action Application for Carol M. White Physical Education Program (PEP) Grant..... Pages 64-66
- D. Discussion/Action A/S/T Compensation Policy

XIV. Other Business as Permitted by Law

- XV. Tentative Schedule of Reports, Events and Legal Deadlines For School Board (March-April) Page 67
- XVI. Predetermined Time and Date of Adjourned Meeting, If Necessary
- XVII. Adjournment

Kenosha Unified School District No. 1
Kenosha, Wisconsin

March 28, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM V UPDATE

This update was presented at the March 14, 2006 Personnel/Policy Committee meeting and is brought to the full Board as a Consent/Receive item.

Strategy #5

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

Update on Progress and Timelines

Action Plan V. 1. Adopt a set of Core Values for all stakeholders

We will have our first meeting on March 30, 2005. A public notice will be put into the newspaper and public and several community agencies will receive personalized invitations. All prior team members as well as all KUSD staff are invited to join us.

Action Plan V. 5 Implement a comprehensive framework within educational setting to be used to develop and promote responsible, respectful, and ethical behavior.

Mr. Haithcock is currently enlisting volunteers to work on this committee.

Budget

No new news in this area.

Staff Persons Leading This Strategy

Lisa KC and Joe Kucak

Members of Results Statements Teams

Will be updated after our meeting on March 30, 2006.

Next Steps

Meet and develop large and small groups for working on 5.1 and 5.5.

Link to Additional Attachments

Kenosha Unified School District No. 1
Kenosha, Wisconsin

March 28, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM STRATEGY 7 UPDATE

This update was presented at the March 14, 2006 Curriculum/Program Committee meeting and is brought to the full Board as a Consent/Receive item.

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. 1.1
- VII. 1.2
- VII. 1.3
- VII. 3.1
- VII. 3.2
- VII. 3.3
- VII. 3.4
- VII. 9.1
- VII. 9.2
- VII. 9.3

There are three things that the implementation team is working on: taking the standards and benchmarks and revising them. Our first focus is to revise them into a smaller number that are centered upon specific Essential Skills and content that students must master at each grade level. We are presently examining the work that is being done by Instructional Services at the elementary standards in Reading and Math and examining them for clarity, specificity and volume. According to the action steps of Strategy VII the Essential Skills must come down to statements that teachers can easily explain to parents when they are asked the question, "What will my child learn in ____ grade? The key words in Strategy VII Specific Result statement are essential and mastery. In our discussions we are looking to recommend the level of mastery that is necessary. This will have far reaching impact since a focus on mastery throughout the District will change the present focus from content coverage to content mastery and giving students the time that they need to establish mastery of Essential Skills. This will influence how classroom instruction is structured and how it is joined to interventions that extend the amount of time that some students need to get to mastery. The Essential Skills must be clearly defined so that they lead to on the spot assessment. We want Essential Skills that are clearly identified so that after a teacher spends a week on longitude and latitude, for instance, they can assess it right there and then and see if students have "gotten it". If not they can re-teach it in another manner until all students have mastered it (if this is identified as an Essential Skill). If one or two students have not mastered it

then the interventions that have been set up can immediately take place so that the student does not flounder. We are looking at all of them through this filters of clarity, specificity and number (volume) and intend to have recommendations by the end of March on what needs to be revised.

Secondly our focus is on interventions. We have gathered information from every school to examine what they are currently doing to help students who are not achieving mastery. Most schools have some sort of intervention in place, though the variance from one school to the next is vast in some cases. We are working on coming up with a list of minimally expected interventions at each level: elementary, middle and high school. We are calling them Level 1 interventions. These require some structural changes at some grade levels, such as changing the schedule and incorporating a period of the day where students are scheduled to get help in math or reading. At the middle and high school level we are looking at incorporating courses in which subject area teachers can work with students who are struggling, such as a Freshmen Seminar course for credit. We are also looking at how these Level 1 interventions can be funded throughout the District, including the use of IDEA funds of which 15% have to be used with regular education students in a preventative fashion. We are also examining Level 2 interventions which involve more restructuring, the use of grant funds and hiring of additional staff or restructuring the use of current staff as a means of helping students who are failing. We are also focusing on the impact of the essential learning skills and common assessments on the intervention of summer school. Summer school can become a more effective intervention if a student's specific deficiencies have been identified and then the work of the teacher is centered upon working with students on skills that were identified during the school year as an area that must be mastered for success. Summer school is a Level 1 intervention already in place where placement is determined by standardized tests rather than weaknesses identified by daily and weekly assessment of student level of mastery of a particular skill. We are working on how to make the transition to a new model for identification based upon aspects of the strategic plan.

The other focus of our committee is to determine what instruments are best used for hiring teachers who work best with at risk students. We are examining Gallup's new instrument, Teacher Insight. One of our members is comparing it with the Teacher Perceiver and Urban Teacher Perceiver which have questions that are designed to ferret out the teachers who have a sense of mission and a heart for the difficult and needy student from those who work better with compliant, high achieving students. As a committee we are looking at the best means of structuring the interview process for schools that have a large percentage of high poverty, disadvantaged or disengaged students so that administrators and site teams can have a process which helps them to choose the best person to work with their students. We have also examined the work of Ruby Payne and are looking at how to incorporate her work on working with children in poverty as one aspect of teacher training so that once someone is identified as a great candidate to work with disengaged, disadvantaged students, they can receive some staff development in models that give them the tools to connect an understanding of the dynamics that impact the children with instructional thinking models that fit best with them. We are attending Ruby Payne's Instructional Model Training on April 12th at UW-Whitewater to see how this connection can be made.

There needs to be one point of clarification about the apparent overlap of Strategy VII with Strategy IV. Though the two strategies have some similarities, let me cite the differences. Strategy VII is charged in Action Steps VII 1.1-1.8 with the development of Essential Skills. Strategy IV is concerned more with development of common grade level/course level assessments (an overlap with VII) and common instructional strategies. Strategy VII is focused on the needs of disengaged and disadvantaged students specifically and how to bring them and their families into engagement in the educational process. We will work on Essential Skills and then through a conference committee we will work with Strategy IV on the areas that are common. To this point we have worked together but we now know that it is more effective to work independently on the different aspects of the District program and then work out the details later in the semester.

Budget

We are still exploring the subject of which common interventions can be imbedded at each grade level. We will report the projected costs at the next reporting out time

Staff Persons Leading This Strategy

Mr. Ernie Llanas and Mr. Milton B. Thompson

Members of Results Statements Teams

Result Statement VII. 1.1, 1.2, and 1.3 - Milton Thompson, Kim Warloski, Kathy Maxey, Scott Kennow, Pam Black

Result Statement VII. 3.1, 3.2, and 3.3 – Milton Thompson, Ernie Llanas, Kim Warloski, Gale Horton, Pam Black, Kathy Maxey, Tammy Cruz, Tammy Gerdes, Yolanda Jackson-Lewis, Scott Kennow, Carolyn Budwick

Result Statement VII. 9.1, 9.2, and 9.3 – Ernie Llanas, Yolanda Jackson-Lewis, Tammy Cruz, Tammy Gerdes, Kathy Walsh, Gale Horton

Next Steps

To begin the process of taking the draft copies of the Essential Learning Outcomes from Strategy IV and set up focus groups composed of administrators, teachers and parents to evaluate clarity, specificity and volume for the purpose of further refinement to assist implementation of them before the fall. Also to determine which interventions can be instituted at common grade or school levels throughout the District and what funds can be committed to their implementation.

Link to Additional Attachments

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 28, 2006

Student Handbooks – Middle and High Schools

BACKGROUND

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

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

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

ALIGNMENT WITH STRATEGIC PLAN

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

ADMINISTRATIVE RECOMMENDATION

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

Dr. R. Scott Pierce
Superintendent of Schools

Link to Additional Attachments

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 28, 2006

HEAD START FEDERAL GRANT REQUEST FOR THE 2006-07 SCHOOL YEAR

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2006-07 school year. The funding for this grant is \$1,877,492. The grant is designed to fund the operating costs of the Kenosha Unified School District Head Start Child Development Program.

Grant Title

Federal Head Start Grant

Funding Source

U.S Department of Health and Human Services
Administration for Children and Families

Grant Time Period

July 1, 2006 to June 30, 2007

Purpose

The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social services, and parent involvement for low-income preschool children and their families. This grant will service 330 high-risk children that will be three or four years of age on or before September 1, 2006. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

Number of Students Served

330 Eligible Head Start Students

Relationship to District Strategic Plan and Goals

The Head Start program goals directly correlate to the District's objectives to have:

- Students meet or exceed the District and state identified proficiency levels for performance in reading, math, science and social studies and
- All students meet requirements for graduation.

The District's Early Childhood Standards and Benchmarks and the Head Start Performance Standards serve as a framework for all Head Start programming. By working with the children early in their lives, we have an opportunity to imprint the value of education on the child and his/her family. A positive value of education will impact the District objectives.

Fiscal Impact

See attached Fiscal Impact statement.

Changes in Program Services

The original grant award was \$1,896,457. This amount was a decrease from the 2005-06 grant award. Following the letter announcing our award, all Head Start programs were cut an additional 1% by the Defense Appropriations Act. The current grant amount is \$1,877,492. To balance the budget, changes were made in the program:

- Transportation to/from Head Start will be eliminated. Transportation services were dramatically reduced from nine to only three busses this school year. Because we could not increase the amount of money budgeted for transportation and transportation costs would increase next year, even fewer busses would be available next year. Additionally, parents have risen to the challenge of transporting their child. Our attendance average has remained similar to that of previous years, a waiting list of candidates continues to exist, and parents report that they enjoy seeing their child's teacher daily and the interaction that occurs.
- Monies that would have been dedicated to transportation will be used to increase our number of Family Service Providers. Family Service Providers (FSPs) work directly with our Head Start families with the focus of strengthening each family. Caseloads of 30-40 families are recommended. Our FSPs currently have caseloads of over 85 families. Adding another FSP position will reduce caseloads to approximately 65-70 families. This will allow us to have a stronger impact on the families that we work with as well as address any attendance problems that may arise due to the lack of transportation.
- The responsibilities of a full time clerical educational assistant will be transferred from attendance, translations and bussing to attendance, translations and data entry.

It is recognized that these changes will impact our program and our families. Head Start will make every effort to work cooperatively with our families to locate transportation options.

Evaluation Plan

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

Staff Person in Charge of Program

Belinda Grantham, Head Start Administrator

Staff Persons involved in preparation of the grant application:

Angela Erbentrot, Policy Council Vice-President

Adalisse Gloria, Educational Assistant

Belinda Grantham, Head Start Administrator

Tarik Hamdan, Grant Analyst

Alexandria Haubrich, Educational Assistant

Kerrie McCullough, Teacher

Jennifer Mohr, Educational Assistant

Melissa Mohr, Policy Council President

Anna McMahon, Teacher

Laura Schollmeier, Teacher

Marian Tharpe, Family Service Provider

Michele Zapp, Educational Assistant

Administrative Recommendation

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

R. Scott Pierce
Superintendent of Schools

Kathleen Barca
Executive Director of School Leadership Cluster 1

Kurt Sinclair
Director of School Leadership

Belinda Grantham
Head Start Administrator

Kenosha Unified School District No. 1

Fiscal, Facilities and Personnel Impact Statement

Title: **Head Start Federal Grant Request**

Budget Year: **2006-2007**

Department: **Head Start**

Budget Manager: **Belinda Grantham**

REQUEST

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2006-07 school year. The funding for this grant is \$ 1,877,492. It is designed to fund the operating costs of the Kenosha Unified School District Head Start Child Development Program.

RATIONALE/ INSTRUCTIONAL FOCUS

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

IMPACT

This Head Start grant provides:

- Funding for staffing (teachers and educational assistants) to serve 330 children within the boundaries of the Head Start Performance Standards.
- Funding for support staff (family services providers, coordinators, director) for families of Head Start children as specified in the Head Start Performance Standards.
- Funding for the lease of the Cesar Chavez Learning Station.
- \$26,690 of this grant is marked for Training/Technical Assistance as per requirement of the Federal Head Start grant.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$870,680.00
200's	Fringes	\$651,546.00
300's	Purchased Services	\$94,470.00
400's	Non-Capital Objects	\$17,323.00
500's	Capital Objects	\$188,275.00
900's	Dues/Fees	\$55,198.00
	TOTAL	\$1,877,492.00

KENOSHA UNIFIED SCHOOL DISTRICT NO.1
Kenosha, Wisconsin

March 28, 2006

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ALCOHOL AND OTHER DRUG ABUSE PROGRAM GRANT**

School Board approval is requested to submit and implement a two-year Alcohol and Other Drug Abuse Program for the 2006-2008 school years. The District has applied and received funding in this area since 1990. This grant is available to districts to strengthen alcohol and other drug abuse and prevention programs. The grant is developed around the framework of Search Institute's Forty Developmental Assets that complement the District's Lifelong Learning Standard and directly correlates with Strategies I, IV, V, and VII of the Strategic Plan.

Grant Title

Alcohol and Other Drug Abuse State Program Grant

Funding Source

These funds originate from the state budget. They are all allocated to the Department of Public Instruction for the coordination of Alcohol and Other Drug (AOD) competitive awards.

Grant Time Period

July 1, 2006 – June 30, 2007 July 1, 2007 – June 30, 2008

Purpose

The goal of the grant proposal is to strengthen and expand the District's current alcohol, tobacco, and other drug abuse (ATODA) and violence prevention program. The grant emphasis includes middle school prevention education and transition, transition into high school, parent education, student peer programs, and AOD staff core issues training.

The following two factors are essential to strengthen and further develop a comprehensive District-wide prevention program that directly correlates to the Strategic Plan: A) Connect the ATOD District-wide prevention program with lifelong learning practices, 40 Developmental Assets in children and youth, and early intervention/education community programs, and B) Build capacity in the parent education, training and leadership program.

A) Building Assets: A Framework for Healthy Youth Development

This component of the grant will focus on strengthening prevention efforts with students in grades K-12. Project Alert, a research-based prevention program for students in grades six and seven, will be strengthened with additional training and updated curriculum provided. Student peer programs will be developed in two of the three high schools, with the third high school expanding their established program. The ninth grade transitional coaches program will focus on building capacity in two high schools and initiated into a third high school. Educational classes will be provided to students who violate the AOD policy.

GOAL I

Increase positive healthy patterns that will build and strengthen assets and develop lifelong learning practices in adolescents.

- Train staff to deliver Project Alert in grades six and seven with updated curriculum.
- Inventory and distribute needed materials to all sixth and seventh grade teachers.
- Build and strengthen the Students Against Destructive Decisions (SADD) peer groups in three high schools.

GOAL II

Build and strengthen social competencies, such as planning and decision-making, interpersonal competence, cultural competence, resistance skills, and peaceful resolution.

- Expand the Freshman Transitional Coaches Program for ninth grade students.
- Train students that are currently juniors or seniors in high school to be coaches in the Freshman Transitional Coaches Program.
- Provide training to students and staff on AOD prevention education, bullying and harassment, safety issues, and violence prevention.

GOAL III

Further develop prevention and early intervention education for students.

- Provide Prime for Life after-school education classes to support prevention/intervention efforts.
- Establish a prevention team at one high school to plan and implement a comprehensive prevention program that includes the various academic programs and the school age parent program.
- Train identified staff to help support redirected AOD program implementation due to staff reductions.

B) Strengthening Assets: Empowering Parents to Make The Difference

This component is a site-based parent driven program that includes education, skill development, interactive curriculum lessons, training seminars, workshops, leadership development, parent team training, and key publications that enhance everyday parenting skills and knowledge. The comprehensive program directly links to Strategies I, IV, V, and VII of the District's Strategic Plan.

Goal I

To further develop and strengthen the site-based parent driven programs through education series, training, and workshops.

- Strengthen the Chat & Chew Programs, a parent education series that includes interactive presentations, which address communication, anger management, violence prevention, and alcohol and other drug prevention education (AOD), specific information on curriculum, and key safety issues.
- Establish a seven-week research-based series for youth ages 10-14 and their parents. The series is focused on protective factors that reduce the risk of substance use/abuse among adolescents.
- Expand a five-week research-based series for parents with children in PreK – grade 2 to include Spanish-speaking parents. This program is designed to help parents develop a positive home learning center, a home learning routine, effective communication techniques, and strategies to strengthen their child's skills, and methods to teach new skills.
- Build capacity with the Evening With The Counselors, a program for parents and their high school students, that includes sharing information, career planning, problem solving, decision making, lifelong learning and career and educational opportunities beyond high school.
- Establish the research-based Family Guide to Second Step: Parenting Strategies for a Safer Tomorrow six-week series for parents of children in preschool through grade 5. The series is designed to support schools that have implemented the Second Step program in elementary classrooms. The curriculum is designed to reduce aggressive and impulsive behavior patterns in children.
- Initiate the Parent Expectations for Student Achievement (PESA) fifteen interactive sessions that improve student academic achievement, family communication skills, and the self-esteem of their children which fulfills the No Child Left Behind requirements of training and enhancing parent involvement.

GOAL II

Build parent leadership development and training capacity.

- Further develop a parent-to-parent leadership-training program for parent groups prior to the academic school year.
- Coordinate an all-day training for Parent Network Organizers of each school prior to the school year.
- Strengthen a four-week training for parents that address behavior management, discipline issues, problem solving and strategies to manage manipulative behavior patterns in children.

GOAL III

Enhance parent resources that will increase communication between parents and their children's school and community.

- Publish three parent newsletters, K-5, 6-8, and 9th Grade which will:
 - Provide parents with knowledge of the Wisconsin Developmental Guidance Model competencies that have been incorporated in the District's Lifelong Learning Standards.
 - Share information about community events and programs that benefit positive child and family development.
 - Equip parents with knowledge, strategies, and techniques that enhance their role as parents.
 - Relate information to parents on the District's Strategic Plan.
 - Partner with Children's Hospital of Wisconsin to bring health and household safety information to parents of children in grades K-8.

Number of students served: 22,157

Relationship to District Strategic Plan and Goals

This grant directly relates to the District's Strategic Plan, and the Standards and Benchmarks to improve school attendance and academic performance. Search Institute's "Forty Developmental Assets" and the Lifelong Learning Standards will be integrated into training and educational sessions.

Budget

Classification	Object	Amount
Support Services	Salaries	\$ 90,198
	Fringes	\$ 19,592
	Purchased Services	\$ 44,475
	Non-Capitol Objects	\$ 15,590
Indirect Cost		\$ 5,145
	Total	\$175,000

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

No District resources are required to be committed if this grant is awarded. A twenty-percent in-kind match must be documented by the District and kept on file. The existing Safe and Drug Free Schools and Communities Program Office is required to coordinate the program.

Relationship to District Budget

The grant covers items above those offered in the District budget.

Evaluation Plan

- C) The process and outcome approaches will be used in determining the extent to which the goals and activities have been met. The data from the 2005 Search Institute's Profile of Student Life: Attitudes and Behaviors survey will be used as a baseline to assess the effectiveness of the objectives in Component A: Building Assets: A Framework for Healthy Youth Development. On-going assessment and quality improvement will take place through the ninth grade Transitional Peer Coaches Program, peer and administrative observation/coaching, and student-faculty-parent written evaluations. Student evaluations from the Prime for Life education program will be reviewed for effectiveness. Component B: Strengthening Assets: Empowering Parents to Make The Difference will collect data through written and verbal evaluations of the parent education programs. Two research-based programs will do a pre and post survey/test to provide evidence of knowledge and skills gain through the programs. Parent Network Organizers will meet to review and provide input on the effectiveness of current programs. Evaluations, numbers and ethnicity of participating individuals at each site, childcare data, and effectiveness of program will be reviewed. Parent publications will have an end-of-the-year evaluation included in the last newsletter. Verbal interviews, along with focus groups of both attendees and presenters will help to determine the impact of the parent education program and guide future program planning. The Healthy Communities Healthy Youth of Kenosha County Steering Committee will review the progress of the AODA Program Grant.

Type of Project

This is a competitive grant.

Staff Persons involved in preparation of application

Joseph Kucak, Coordinator of Student Support
Patricia Demos, Community School Relations Manager
Floyd Asonwha, Prevention Specialist
Gina Fisher, Bradford High School SAIL Counselor

Kim Gorman, Tremper High School Counselor
Art Preuss, Indian Trail Academy Counselor

Recommendation

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

R. Scott Pierce
Superintendent of Schools

Kathryn Lauer
Director of Special Education

Joseph Kucak
Coordinator of Student Support

Patricia Demos
Community School Relations Manager

Kenosha Unified School District No. 1

Fiscal, Facilities and Personnel Impact Statement

Title: **Alcohol and Other Drug Abuse State Program Grant**

Budget Year: 2006-2007

Department: Student Support

Budget Manager: Joseph Kucak

REQUEST

Approval from the Board of Education is requested to submit and implement the Alcohol and Other Drug Abuse (AODA) State Program grant for the 2006-2008 school years. The funding for this grant is \$175,000. It is designed to further develop and strengthen the District's K-12 alcohol and other drug abuse and violence prevention program.

RATIONALE/ INSTRUCTIONAL FOCUS

This grant serves to provide AODA training, education, and leadership development for students, staff, and parents. The grant emphasis includes middle school prevention education and transition, transition into high school, parent education, student peer programs, and staff training in AOD and violence prevention. Programs are based on research as well as meeting the needs of individual school populations. Assisting children in building and developing assets, lifeskills, and resistance to negative behaviors are significant factors in strengthening learning, achievement, attendance, and graduation.

IMPACT

The AODA Program Grant provides:

- 1) Train and provide materials for staff to deliver a middle school AODA prevention program, Project ALERT.
- 2) Build and strengthen student peer groups such as Students Against Destructive Decisions (SADD).
- 3) Expand programs that assist students in the transition from elementary to middle school and middle school to high school.
- 4) Provide training to students, parents, and staff on AOD prevention education, bullying and harassment, safety, issues, and violence prevention.
- 5) Strengthen parent education programs, training, and leadership development.
- 6) Establish a violence prevention program.
- 7) Initiate Parent Expectation for Student Achievement (PESA).
- 8) Provide parent publications on parenting, AODA and violence prevention information, pertinent issues, and community programs.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$90,198.00
200's	Fringes	\$19,592.00
300's	Purchased Services	\$44,475.00
400's	Non-Capital Objects	\$15,590.00
500's	Capital Objects	\$0.00
		\$5,145.00
	TOTAL	\$175,000.00

This is a one-time or a recurring expenditure

FUNDING SOURCES

Select Funding Sources:

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 28, 2006

SCHOOL WELLNESS POLICY 5580

STRATEGIC PLAN

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

BACKGROUND

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

At a minimum, the local school wellness policy must:

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

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

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

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

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

RECOMMENDATION:

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

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

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

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

Cindy Gossett
Director of Food Services

**POLICY 5580
SCHOOL WELLNESS**

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

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

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

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

LEGAL REF.: Wisconsin Statutes

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

Child Nutrition and WIC Reauthorization Act of 2004 [School wellness policy and child nutrition program requirements]
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CROSS REF.: Policy 1200, Public Information Program

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED:

RULE 5580
SCHOOL WELLNESS

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

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

<ul style="list-style-type: none">· Eating habits· Nutrients· Dietary guidelines· Food Guide Pyramid· Serving sizes· Product labeling· Body awareness	<ul style="list-style-type: none">· Eating disorders· Alternative dieting· Diet supplements· Food safety· Food allergies· Food sensitivities
---	---
4. The Family and Consumer Sciences Curriculum will support the philosophy that lifelong quality of life is dependent on students having the knowledge of nutrition and food needs for all age groups. Since the family is responsible for meeting food needs, students must understand the effects of technology on food, current health problems related to diet, and the social and cultural influence on food and resources.
5. The Business and Information Technology Department (School Stores) will support the District's wellness policy by complying with the district's nutrition guidelines for other foods and beverages sold as outlined below and by promoting wellness activities according to the following timeline:

**RULE 5580
SCHOOL WELLNESS
PAGE 2**

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

**RULE 5580
SCHOOL WELLNESS
PAGE 3**

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

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

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

D. Nutrition guidelines for other foods and beverages sold

1. Business and Information Technology Department (School Stores)

- a. Year 2005 - 2006**
 - (1) Provide customers with beverage options of 70% carbonated and 30% non-carbonated.**
 - (2) Provide customers with snack item options of 80% traditional snack items and 20% healthy snack items.**
- b. Year 2007 - 2008**
 - (1) Provide customers with beverage options of 60% carbonated and 40% non-carbonated.**
 - (2) Provide customers with snack item options of 70% traditional snack items and 30% healthy snack items.**
- c. Year 2009**
 - (1) Provide customers with beverage options of 50% carbonated and 50% non-carbonated.**
 - (2) Provide customers with snack item options of 60% traditional snack items and 40% healthy snack items.**

2. Fundraising activities and concessions

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

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

**RULE 5580
SCHOOL WELLNESS
PAGE 4**

3. Vending machines

a. Beverages:

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

b. Candy/food:

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

E. Wellness Committee

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 28, 2006

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Stocker PTKS donated \$4,500.00 to help fund the implementation of security access doors for five recess doors at Stocker Elementary School.
2. Ms. Irene Gross donated consulting services, valued at \$2,000.00, to the District for review of KUSD's Finance function.
3. Mr. Bob Terwall donated consulting services, valued at \$2,000.00, to the District for review of KUSD's Finance function.
4. Mr. and Mrs. Kevin Frieman donated \$600.00 to the choir program and \$600.00 to the weight room at Indian Trail Academy.
5. Mr. and Mrs. Roy Heigert donated \$150.00 worth of classroom books to Vernon 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

board\donations report 3-28-06.doc

Kenosha Unified School District No. 1

Kenosha, WI

March 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	Yrs of Svc	Salary or Hourly Rate	Reason	Letter or Contract
Appointment	03/28/06	Miscellaneous	McClure	Laura	Cesar Chavez Learning	Pre-School Associate	03/06/06		14.36	New hire		
Resignation	03/28/06	Instructional	Weisensel	Ann	Grewenow Elementary	Grade 2	06/12/06	4	51,088.00	Resignation/Personal	Contract	
Appointment	03/28/06 *	Instructional	Arturi	Jill	School Leadership	Speech Therapist (60%)	03/06/06		22,123.80	New hire	Contract	
Early, Early Retirement	03/28/06 *	Instructional	Dahlstrom	Linda	Strange Elementary	Early Childhood	06/12/06	36	60,957.00	Early, Early Retirement	Contract	
Resignation	03/28/06 *	Technical	Schlater	John	IMC	Med. Prod. Tech	03/31/06		42,525.00	Resignation	Contract	
Leave of Absence	03/28/06 *	Instructional	Smith	Lindsey	Somers Elementary	Kindergarten	05/31/06		36,997.00	Child-rearing leave - 1st year 2005-2006	Contract	
Resignation	03/28/06 *	Instructional	Caulfield	Jessica	Lincoln Elementary	E.D.	06/12/06	2	33,028.00	Resignation/Position Elsewhere	Contract	
Early, Early Retirement	03/28/06 *	Instructional	King	Russell	Tremper High School	Social Studies	06/12/06	33	63,322.00	Early, Early Retirement	Contract	
Appointment	03/28/06 *	Service Empl	Langdon	Erik	Tremper High School	Custodian	04/03/06		14.40	New hire	Contract	
Resignation	03/28/06 *	Instructional	McDonald	Margaret	Bradford High School	Bridges/AIS	06/12/06	8	41,311.00	Resignation	Contract	
Retirement	03/28/06 *	Instructional	Oliak	Anna	Jefferson Elementary	Reading Recovery Leader	06/12/06	24	63,322.00	Retirement	Contract	
Resignation	03/28/06 *	Instructional	Selke	James	McKinnley Middle Schoo	Music	06/12/06	7	52,507.00	Resignation	Contract	
Early, Early Retirement	03/28/06 *	Instructional	Key	Grace	Somers Elementary	Grade 4	06/12/06	21	52,507.00	Early, Early Retirement	Contract	
Appointment	03/28/06 *	Service Empl	Thomas	Carolyn	Jeffery Elementary	Custodian	02/27/06		14.10	New hire	Contract	
Early, Early Retirement	03/28/06 *	Instructional	Klopstein	David	McKinley Middle School	Art	06/12/06	19	63,322.00	Retirement	Contract	
Early, Early Retirement	03/28/06 *	Instructional	Ruder	Rita	Bradford High School	Math	06/12/06	25	63,322.00	Early, Early Retirement	Contract	
Early, Early Retirement	03/28/06 *	Instructional	Snyder	Mary	Tremper High School	English	06/12/06	35	63,322.00	Early, Early Retirement	Contract	
Early, Early Retirement	03/28/06 *	Administrative	LoCicero	Nana	Roosevelt Elementary	Principal	06/30/06	32	85,603.00	Early, Early Retirement	Contract	
Early, Early Retirement	03/28/06 *	Instructional	Hermann	Janet	Bose Elementary	Grade 3	06/12/06	36	52,507.00	Early, Early Retirement	Contract	
Retirement	03/28/06 *	Secretarial	Grno	Emma	Bose Elementary	Elementary Secretary	06/26/06	39	15.88	Retirement	Contract	
Resignation	03/28/06 *	Instructional	Reed	Elroy	Bradford High School	Cross Categorical Special	02/15/06		35,725.00	Resignation/Personal	Letter	
Resignation	03/26/06 *	Instructional	Wade	B. Louise	Harvey Elementary	Counselor	06/12/06	14	63,322.00	Retirement	Contract	
Early, Early Retirement	03/28/06 *	Instructional	Kertz	Joyce	Frank Elementary Schoo	Fifth Grade/General Resou	06/12/06	15	52,507.00	Early, Early Retirement	Contract	
Early Retirement	03/28/06 *	Instructional	Pfeiffer	Faith	Frank Elementary Schoo	Title I	06/12/06	20	63,322.00	Early Retirement	Contract	
Early, Early Retirement	03/28/06 *	Instructional	Herbrechtsmeier	Karl	McKinley Middle School	English	06/12/06	33	59,619.00	Early, Early Retirement	Contract	
Early, Early Retirement	03/28/06 *	Instructional	Jeffery	Cheryl	Lincoln Middle School	C.B.D. Special Education	06/12/06	12	52,507.00	Early, Early Retirement	Contract	
Early, Early Retirement	03/28/06 *	Instructional	Sumpter	Barbara	Student Support	Social Worker	06/12/06	19	63,322.00	Early, Early Retirement	Contract	
Early, Early Retirement	03/28/06 *	Instructional	Mosher	Pamela	Bradford High School	Spanish	06/12/06	33	63,322.00	Early, Early Retirement	Contract	
Early Retirement	03/28/06 *	Instructional	Hartung	Linda	Grewenow Elementary	Grade 2	06/12/06	25	63,322.00	Early Retirement	Contract	

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

An executive session of the Kenosha Unified School Board was called to order at 5:36 P.M. on Tuesday, February 28, 2006, in the Main Office Conference Room #1413 at Indian Trail Academy. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:32 P.M. with the following members present: Mr. Hujik, Mr. Stalker, Mr. Englund, Mr. Fountain, Mr. Ostman, Mrs. Stevens and Mr. Olson. Dr. Pierce was also present.

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/order by independent hearing officer; Litigation; Personnel: Problems; Personnel: Position Assignments; Personnel: Compensation and/or Contracts; Personnel: Evaluation Consideration; Property: Sale; and Property: Purchase under exemptions (b), (c), (e), (f) and (g) of State Statute 19.85(1) and collective bargaining deliberations.

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

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

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

1. Review Findings/Order of Independent Hearing Officer

Mrs. Stephens arrived at 5:38 P.M. and provided Board members with information regarding eight expulsion hearings. She and Dr. Pierce were excused at 5:51 P.M.

Mr. Fountain moved to extend the period of expulsion to the end of the first semester of the 06/07 school year, in January 2007, for the first student and to concur with the recommendations of the hearing officer as amended. Mrs. Stevens seconded the motion. Unanimously approved.

Mr. Englund moved to concur with the recommendations of the hearing officer with respect to the second expulsion. Mrs. Stevens seconded the motion. Motion carried. Mr. Ostman dissenting.

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

Mr. Ostman moved to extend the period of expulsion for the fourth student to the end of the 2006-07 school year and to concur with the recommendation of the hearing officer as amended. Mr. Fountain seconded the motion. Unanimously approved.

Mr. Hujik moved to concur with the recommendations of the hearing officer with respect to the fifth student. Mr. Ostman seconded the motion. Unanimously approved.

Mr. Hujik moved to extend the period of expulsion to the end of the first semester of the 2006-07 school year for the sixth student and to concur with the recommendations of the hearing officer as amended. Mr. Stalker seconded the motion. Unanimously approved.

Mrs. Stephens moved to concur with the recommendations of the hearing officer with respect to the seventh student. Mr. Fountain seconded the motion. Unanimously approved.

Mr. Fountain moved to concur with the recommendations of the hearing officer with respect to the eighth student. Mr. Ostman seconded the motion. Motion carried. Mr. Stalker and Mr. Olson dissenting.

Dr. Pierce returned at 6:03 P.M. and provided Board members with information regarding an administrative appointment.

Ms. Whyte arrived at 6:05 P.M., responded to Board members' questions and was excused at 6:15 P.M.

Ms. Glass arrived at 6:16 P.M. and provided information to Board members regarding a personnel matter in litigation. Board direction was given to Administration.

Ms. Glass updated Board members regarding four other personnel matters.

Ms. Glass updated Board members regarding the status of negotiations with the District's educational assistants. She was excused at 6:37 P.M.

Ms. Lauer arrived at 6:38 P.M. and provided Board members with information regarding an OCR complaint. Board direction was given to Administration. Ms. Lauer was excused at 6:40 P.M.

Dr. Pierce provided Board members with information regarding his evaluation.

Mr. Finnemore arrived at 6:43 P.M. and provided Board members with information regarding several property matters. He was excused at 6:55 P.M.

Dr. Pierce provided Board members with information regarding a couple of temporary vacancies due to medical issues.

Meeting adjourned at 6:55 P.M.

Diana Knudsen
School Board Secretary

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

A regular meeting of the Kenosha Unified School Board was held on Tuesday, February 28, 2006, at 7:00 P. M. in 1100 Commons at Indian Trail Academy. Mr. Olson, President, presided.

The meeting was called to order at 7:05 P.M. with the following Board members present: Mr. Hujik, Mr. Stalker, Mr. Englund, Mr. Fountain, Mr. Ostman, Mrs. Stevens and Mr. Olson.

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

The School Board recognized Bradford senior Jonathan Jara-Almonte, the Bradford girl's volleyball team, Stocker student Annie Fisher and the McKinley Middle video competition team members. They also recognized District staff members Scott Lindgren, Marguerite Conrad, Lynette Powers and Kimberly Frost and the Salvation Army for their "Tools for School" project.

Dr. Pierce recommended the appointment of Pam J. Whyte as principal of Jefferson Elementary School.

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

Public comments were expressed and responses and/or comments were made by Board members. Mr. Olson made his comments as President .

Dr. Pierce gave his Superintendent's report and Mr. Miller gave a strategic planning update.

The Board then considered the following Consent items:

Consent/Receive item XII-A Strategic Planning Implementation Team Updates as contained in the agenda.

Consent/Receive item XII-C 2004-05 Achievement Report as contained in the agenda.

Consent/Approve item XII-E Donations to the District as contained in the agenda.

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

Consent/Approve item XII-G Minutes of Special Meetings of 1/25/06; 1/28/06 and 2/14/06; Executive Session of 1/28/06; Special Meeting and Executive Session of 1/24/06; and Regular Meeting of 1/24/06.

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

"It is recommended that receipt numbers CR017829 through CR018488 that total \$3,722,960.14 be approved.

Check numbers 366280-368394 totaling \$8,302,971.73 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 January 3, January 5, January 20 and January 31, 2006 totaling \$2,407,040.30, to US Bank of Milwaukee dated January 17 (two (2) deposits dated January 17) totaling \$260,819.20 and to the Wisconsin Retirement System dated January 30, 2006 totaling \$1,008,201.22 be approved."

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

Dr. Pierce presented the Career and Technical Education 2006-07 Carl Perkins Vocational Education Act Grant submitted by Dr. Edie Holcomb, Executive Director of Instructional Services; Mr. Greg Wright, Career and Technical Education Coordinator; and Dr. Pierce and excerpts follow:

"At the February 14, 2006 Curriculum/Program Committee meeting, the Committee voted to forward the 2006-07 Carl Perkins Vocational Education Act Grant to the School Board for approval to submit and implement for the 2006-07 school year. It is recommended that the Board approve submission and implementation of the 2006-07 Carl Perkins Vocational Education Act Grant."

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

Dr. Pierce presented the New Six Year Goals and Benchmarks for Academic Indicators - School Years 2005-06 through 2010-11 submitted by Ms. Sonya Stephens, Executive Director of Educational Accountability; Ms. Linda Langenstroer, Coordinator of Research; and Dr. Pierce and excerpts follow:

"Administration recommends that the School Board accept the New Six-Year Goals and Benchmarks for Academic Indicators report for the District and for each individual school."

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

Dr. Pierce presented the Design and Cost Estimate for Addition and Modernization of Prairie Lane Elementary School submitted by Mr. Patrick M. Finnemore, P.E., Director of Facilities; Mr. John Setter, AIA, Project Architect; and Dr. Pierce and excerpts follow:

"The Facilities Design Committee for the additions and renovation of Prairie Lane Elementary School has concluded its input into the design process and together with Bray Architects, Camosy Inc., and KUSD Administration is forwarding the building and site plans to the School Board for review and approval.

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

Administration recommends Board approval of the design and cost estimate for the Prairie Lane project."

Mr. Stalker moved to concur with the recommendations of Administration. Mr. Ostman seconded the motion. Unanimously approved.

Dr. Pierce presented the Design and Cost Estimate for New Charles Nash Elementary School submitted by Mr. Finnemore, Mr. Setter and Dr. Pierce and excerpts follow:

"The Facilities Design Committee for the new Charles Nash Elementary School has concluded its input into the design process and together with Bray Architects, Riley Construction, and KUSD Administration is forwarding the building and site plans to the School Board for review and approval.

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

Administration recommends Board approval of the design and cost estimate for the new Charles Nash Elementary School project.”

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

Dr. Pierce presented the Design and Cost Estimate for Physical Education and Athletic Additions and Modernization of Bradford High School submitted by Mr. Finnemore; Mr. Setter; Mr. Stephen T. Plank, Bradford High School Principal; and Dr. Pierce and excerpts follow:

“The Facilities Design Committee for the physical education and athletic additions and renovation of Bradford High School has concluded its input into the design process and together with Bray Architects, Camosy Inc., and KUSD Administration is forwarding the building and site plans to the School Board for review and approval.

Administration recommends Board approval of the design and cost estimate for the Bradford project along with the proposed temporary use of the weight room as classrooms.”

Mr. Fountain moved to concur with the recommendations of Administration. Mr. Ostman seconded the motion. Unanimously approved.

Dr. Pierce presented the Proposed 2006-07 Capital Project Plan submitted by Mr. Finnemore, Mr. Setter and Dr. Pierce and excerpts follow:

“Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1st of each year. This report includes the proposed major maintenance and energy savings project plans for 2006-07 along with an update on the previously approved synthetic turf installation project at Anderson Park Stadium.

Administration recommends Board approval of the 2006-07 Capital Project Plan summarized in this report.”

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

Dr. Pierce presented the District-Wide Mathematics Textbook Adoption submitted by Dr. Holcomb; Mrs. Francesca Romano and Mrs. Geraldine Santarelli, Teacher Consultants; and Dr. Pierce.

Mr. Englund moved that this item be referred back to Committee and then brought back to the School Board at their March meeting. Mrs. Stevens seconded the motion. Unanimously approved.

Dr. Pierce indicated that item XIII-F had been pulled off the agenda and would be brought back to the School Board at their March meeting.

Dr. Pierce presented his report on the Consultant Services – Health Insurance Study Committee and Ongoing Monitoring and excerpts follow:

“One outcome of the negotiations with the KEA last year was the establishment of a District Insurance Study Committee to look at options to our current health insurance carrier, the WEA Trust. With the continual escalation of health insurance costs that have had such a large negative impact on our overall budget, it was necessary to take this “next step” in investigating insurance carrier options.

It is the recommendation of your Superintendent that the Board of Education approve the attached contract with Burkwald and Associates, Inc. to assist the District’s Health Insurance Committee in the next phases as we move forward with this very important initiative of looking at health insurance options for our employees.”

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

Dr. Pierce presented the WE Energies Easement – Bradford High School submitted by Mr. Finnemore and Dr. Pierce and excerpts follow:

“WE Energies, the School District’s local electrical power and natural gas provider, is requesting a 12-foot wide easement on a portion of the Bradford High School property.

This easement will facilitate the installation of a new electric service line to support the operation of pitching machines and other uses at the softball and baseball diamonds at the school.

There are no financial considerations associated with this easement; it is necessary to support a project requested by John Ruffolo, the Bradford girl’s softball coach.

Administration recommends School Board approval of the WE Energies easement request for Bradford High School.”

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

Dr. Pierce presented the School Age Child Care Program Building Use Fee report submitted by Mr. Johnston; Mr. Finnemore; Mrs. Judith A. Carlson, Purchasing Agent; and Dr. Pierce and discussion followed.

Mrs. Stevens requested a list of the committee members on each of the site councils, an explanation of how those committee members are selected at each of the sites and a listing of all of the vendors that were sent RFP's.

Meeting adjourned at 9:06 P.M.

Diana Knudsen
Board Secretary

**SPECIAL MEETING
OF THE KENOSHA SCHOOL BOARD
HELD MARCH 14, 2006**

A special meeting of the Kenosha Unified School Board was held on Tuesday, March 14, 2006, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for discussion/action regarding the Student Information System Vendor, School Age Child Care Program, Building Use Fee and District-Wide Mathematics Textbook Adoption; discussion/program review regarding Athletics, Nursing Services and CLC After School Programs; and discussion regarding the Board of Education's 2005-06 Focus Area – Administration/Communication.

The meeting was called to order at 5:53 P.M. with the following members present: Mr. Hujik, Mr. Stalker, Mr. Englund, Mr. Fountain, Mr. Ostman, Mrs. Stevens and Mr. Olson. Dr. Pierce was also present.

Dr. Pierce presented the Student Information System Project report submitted by Mr. Dan Honore, Director of Information Services, and Dr. Pierce and excerpts follow:

“The Student Information System project relates directly to Strategy 4, Action Plan 1 which states that we will “select a user friendly Student Information System (SIS) easily accessible to teachers, administrators and parents for the purpose of student data collection, analysis, curriculum development, grading and reporting.” The SIS project also relates to Strategy 1 in which it states that “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.”

Pending approval by the Board of Education we will begin implementation of C INNOVATION’s Zangle Student Information System. Working with C INNOVATION we will create the implementation, training, data conversion, testing and follow-up plans with an estimated “go live” date of September 1, 2007.

Administration recommends the Board of Education approve the contract and C INNOVATION as the vendor of our new Student Information System.”

Mr. Fountain moved to concur with the recommendations of Administration. Mr. Stalker seconded the motion. Unanimously approved.

Mr. Hujik was excused at 7:58 P.M.

Dr. Pierce presented the School Age Child Care Program Building Use Fee submitted by Mr. William L. Johnston, Director of Finance; Mr. Patrick M. Finnemore, Director of Facilities; Mrs. Judith A. Carlson, Purchasing Agent; and Dr. Pierce and excerpts follow:

"Administration recommends that the daily rate charged to the School Age Child Care Program be increased to \$15 a day (from \$5) for the 2006-07 school year to cover the 'actual incremental costs' of building utilization for this program."

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

Dr. Pierce presented the District Program Reviews for Athletics, Nursing Services and CLC After School Programs and discussion followed.

Dr. Pierce presented the District-wide Mathematics Textbook Adoption submitted by Dr. Edie Holcomb, Executive Director of Instructional Services; Mrs. Francesca Romano and Mrs. Geraldine Santareli, Teacher Consultants; and Dr. Pierce and excerpts follow:

"The second mathematics materials adoption update, June 28, 2005, provided the KUSD Board with a summary of activities transpiring during the first year of the math adoption process. At that time the board was provided with a complete chart of materials for the 6-12 math adoption, and it was indicated that a pilot of different programs would not be necessary. The board accepted the report, including the recommendation for the early purchase of materials for Indian Trail Academy to be used during the 2005-2006 school year. At the January 11, 2005, board meeting, the continuation of the Everyday Math program was recommended and approved by the board.

The current K-12 math adoption includes the upgrading of teacher materials for the Everyday Math program beginning fall 2007 and the adoption of materials for 6-12 mathematics beginning fall 2006.

This proposal was presented to the Curriculum and Program Committee on February 14, 2006. The committee voted to move it forward to the full Board for approval. Administration recommends the approval of the mathematics textbook adoption for purchase and implementation as outlined in the report."

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

Meeting adjourned at 8:45 P.M.

Diana Knudsen
Board Secretary

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

	From	To	Date	Amount
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Receipts:

Total Receipts	CR018489	CR019049	2/2/06-2/28/06	\$ 1,745,754.12
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Wire Transfers from Johnson Bank to:

First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		February 2, 2006	1,143,261.80
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		February 14, 2006	110,488.86
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		February 16, 2006	1,119,042.43
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		February 16, 2006	110,337.32
US Bank of Milwaukee	<i>(for state payroll taxes)</i>	February 14, 2006	247,010.40
US Bank of Milwaukee	<i>(for state payroll taxes)</i>	February 15, 2006	241,583.34
US Bank of Milwaukee	<i>(for state payroll taxes)</i>	February 28, 2006	226,271.42
US Bank of Milwaukee	<i>(for state payroll taxes)</i>	February 28, 2006	255,301.83
Wisconsin Retirement System		February 28, 2006	946,428.51
Total Outgoing Wire Transfers			\$ 4,399,725.91

Check Registers:

General	368395	368402	February 14, 2006	3,360.56
General	368403	368533	February 15, 2006	4,094,747.73
General	368534	368534	February 16, 2006	476.00
General	368535	368705	February 17, 2006	117,176.20
General	368706	369158	February 21, 2006	489,000.29
General	369159	369314	February 24, 2006	142,504.99
General	369315	369322	February 27, 2006	22,523.75
General	369323	369328	March 1, 2006	7,113.20
General	369329	369580	March 3, 2006	309,073.78
General	369581	370284	March 9, 2006	1,399,961.64
Total Check Registers				\$ 6,585,938.14

Administrative Recommendation

It is recommended that receipt numbers CR018489 through CR019049 that total \$1,745,754.12 be approved.

Check numbers 368395-370284 totaling \$6,585,938.14 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated February 2, February 14, and February 16, 2006 (two (2) deposits dated for February 16) totaling \$2,483,130.41, to US Bank of Milwaukee dated February 14, February 15, and February 28, 2006 (two (2) deposits dated February 28) totaling \$970,166.99 and to the Wisconsin Retirement System dated February 28, 2006 totaling \$946,428.51 be approved.

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

March 28, 2006

Bradford and Tremper High School Cafeteria Project

Background:

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

Some limitations of the existing serving areas are:

- Enrollment at each of the schools has increased dramatically since the current serving lines were installed ten years ago. Bradford High Schools enrollment has increased 560 students and Tremper High Schools enrollment has increased 611 students. The current serving lines at both schools were not designed to handle this large and growing population.
- The current primary serving units at both Bradford and Tremper High School are located in the center of the serving line, requiring students to form lines on either side of the double sided serving units. These two lines converge at one cashier station. One cashier station for the number of students now trying to get through the lines in the time allowed is inadequate. Students are often choosing not to eat school lunch because of the time it takes to get through the line. Another problem that arises because of this additional wait time is that students are more likely to eat their food in line or even sometimes pocket the food in coats or backpacks and never pay for their meal.
- Bradford High School has an inadequate number of serving areas in comparison to Tremper. Currently at Bradford there are two permanent serving areas plus one temporary serving area that has been established at the back of the cafeteria using "leftover" equipment from other schools. Tremper, in comparison, has 4 permanent serving areas plus one temporary area. The temporary serving area at Bradford has inadequate refrigeration space and no water source. This

requires the foodservice staff to continually walk back to the main kitchen area for restocking, hand-washing and clean-up purposes.

- Two of the main serving lines at Tremper have reach-in cooler space that is currently unavailable for access by students. This requires all refrigerated items to be placed in the center units, which ultimately limits the number of items that students can choose from.
- All serving units are now 10 years or older. How long a piece of food service equipment lasts depends on how heavily it is used. While the serving equipment is not used year round, it is used heavily by students during the school year. The current equipment is ready for replacement.

The two documents that comprise Attachment A are drawings of the existing design of the serving lines at both schools.

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

- Moving serving equipment from a centerline to the outside walls.
- Adding an additional cashier station to each serving area.
- Making the temporary serving area at Bradford High School a permanent serving area and adding refrigeration space and a water source.
- Adding an additional walk-up service window in the current Bradford High School dish room.
- Re-facing the Tremper High School reach-in coolers to a convenience store style cooler that students will have access to.

The two documents that comprise Attachment B are drawings of the proposed new designs at both schools.

The preliminary cost estimate of this project is \$428,100 for Bradford High School and \$178,700 for Tremper High School. The total cost of both projects is \$606,800. A detailed cost estimate is shown in Attachment C. All funding costs associated with this project would come from Fund 50, the Food Service fund which is a separate fund from the General Fund. The United States Department of Agriculture, who oversees the National School Lunch Program, requires that any money remaining in the programs fund balance be spent on food service related expenditures. This project meets that requirement. The food service department has saved this money over the past 3 years through carefully controlling food and labor expenses. At the end of the 2003-2004 school year, \$124,317 was saved and added to the fund balance. At the end of the

2004-2005 school year \$372,209 was saved. We are estimating that for the 2005-2006 school year approximately \$200,000 will be saved. This will bring the total of the food service fund balance to \$696,526.

This report was reviewed at the March 14, 2006 meeting of the Planning, Facilities, and Equipment Committee, and the Committee unanimously approved forwarding it on to the full Board for consideration

Administration Recommendation:

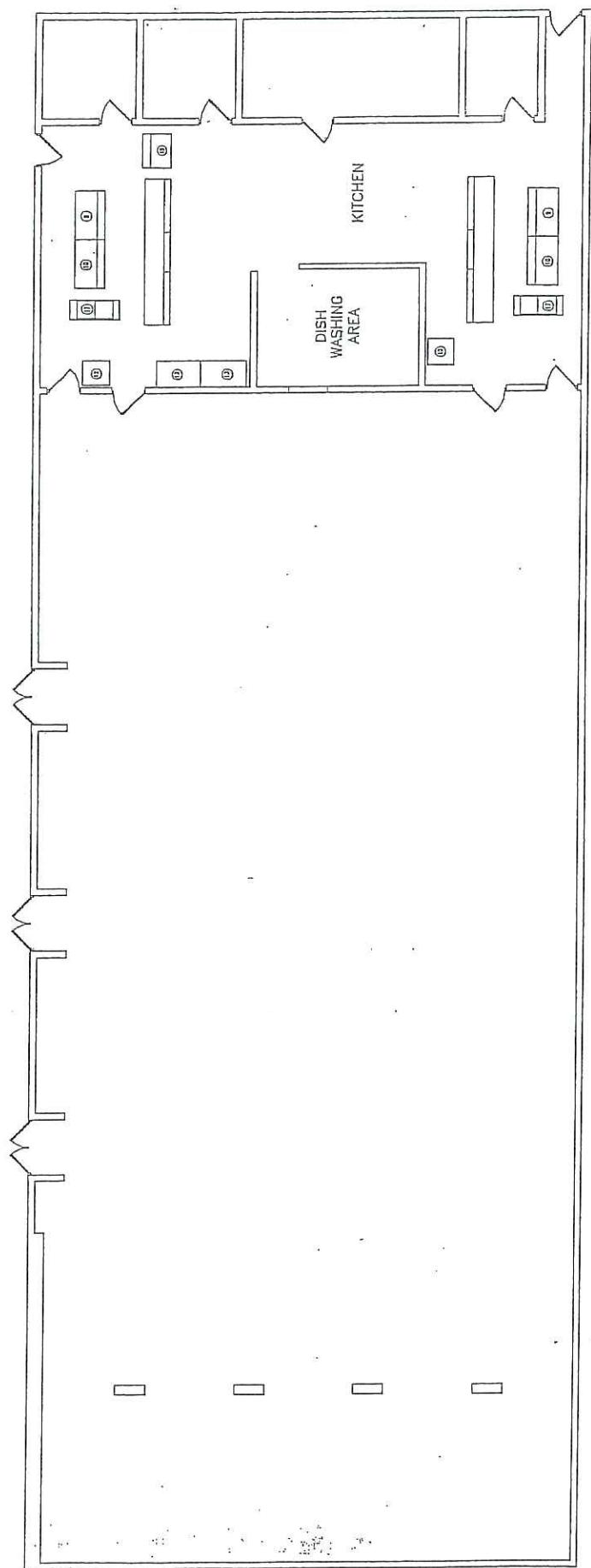
Administration recommends Board approval of the Bradford and Tremper High School Cafeteria Project.

Dr. R. Scott Pierce
Superintendent of Schools

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

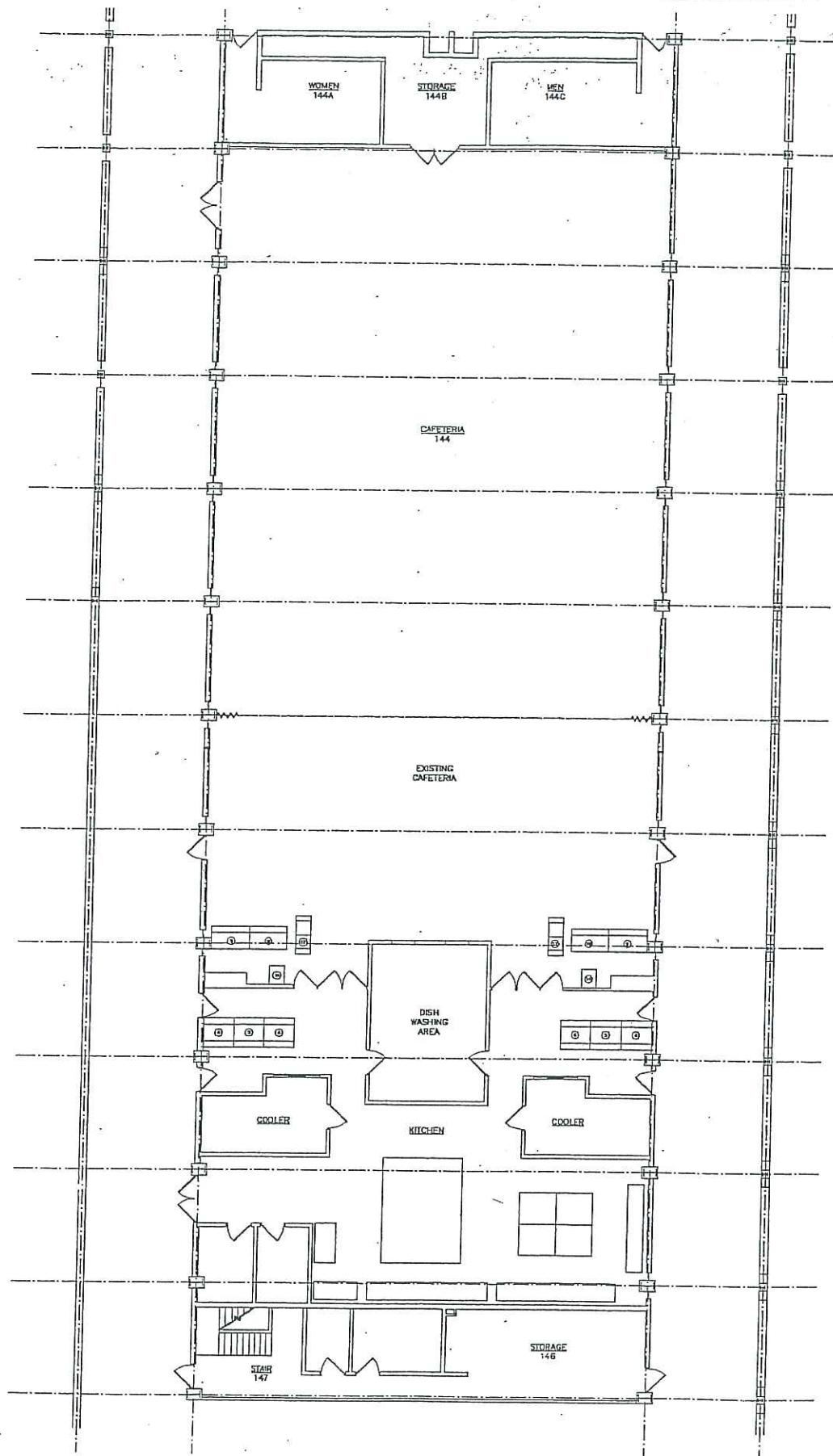
Ms. Cindy Gossett
Director of Food Service

Attachment A



EXISTING CAFETERIA
BRADFORD HIGH SCHOOL

1
HBA

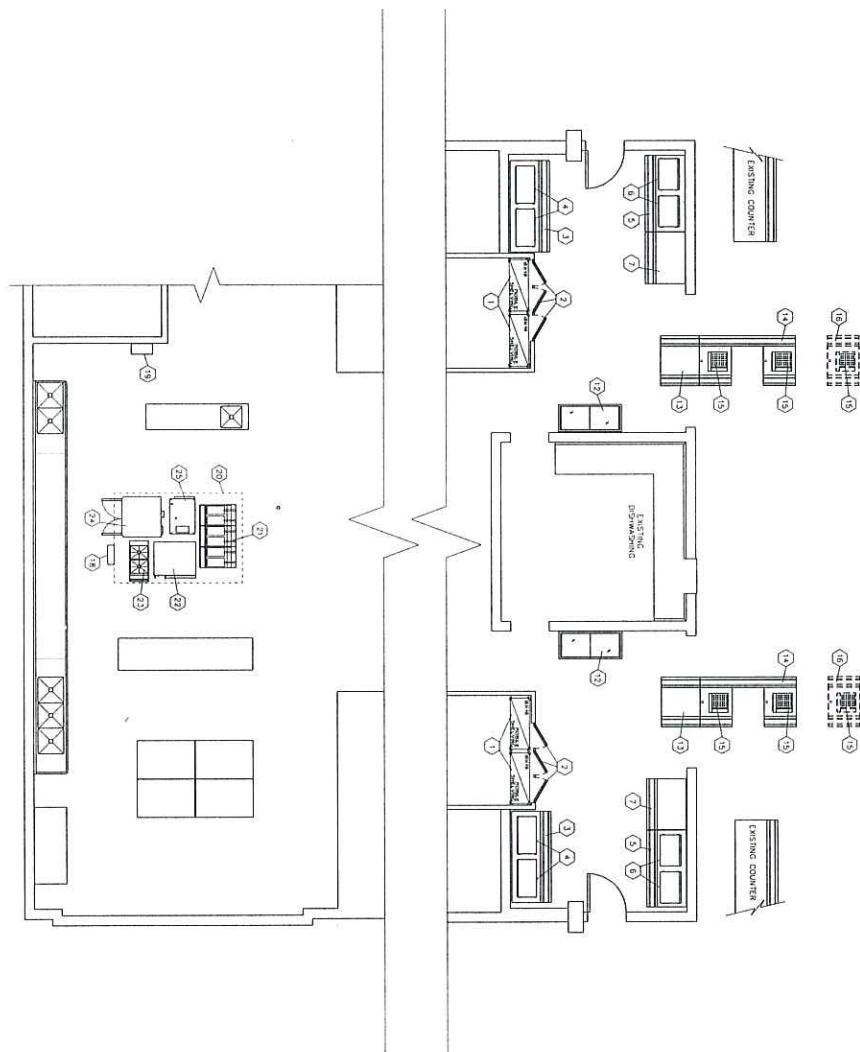


1 EXISTING CAFETERIA
NTS TREMPER HIGH SCHOOL



Attachment B

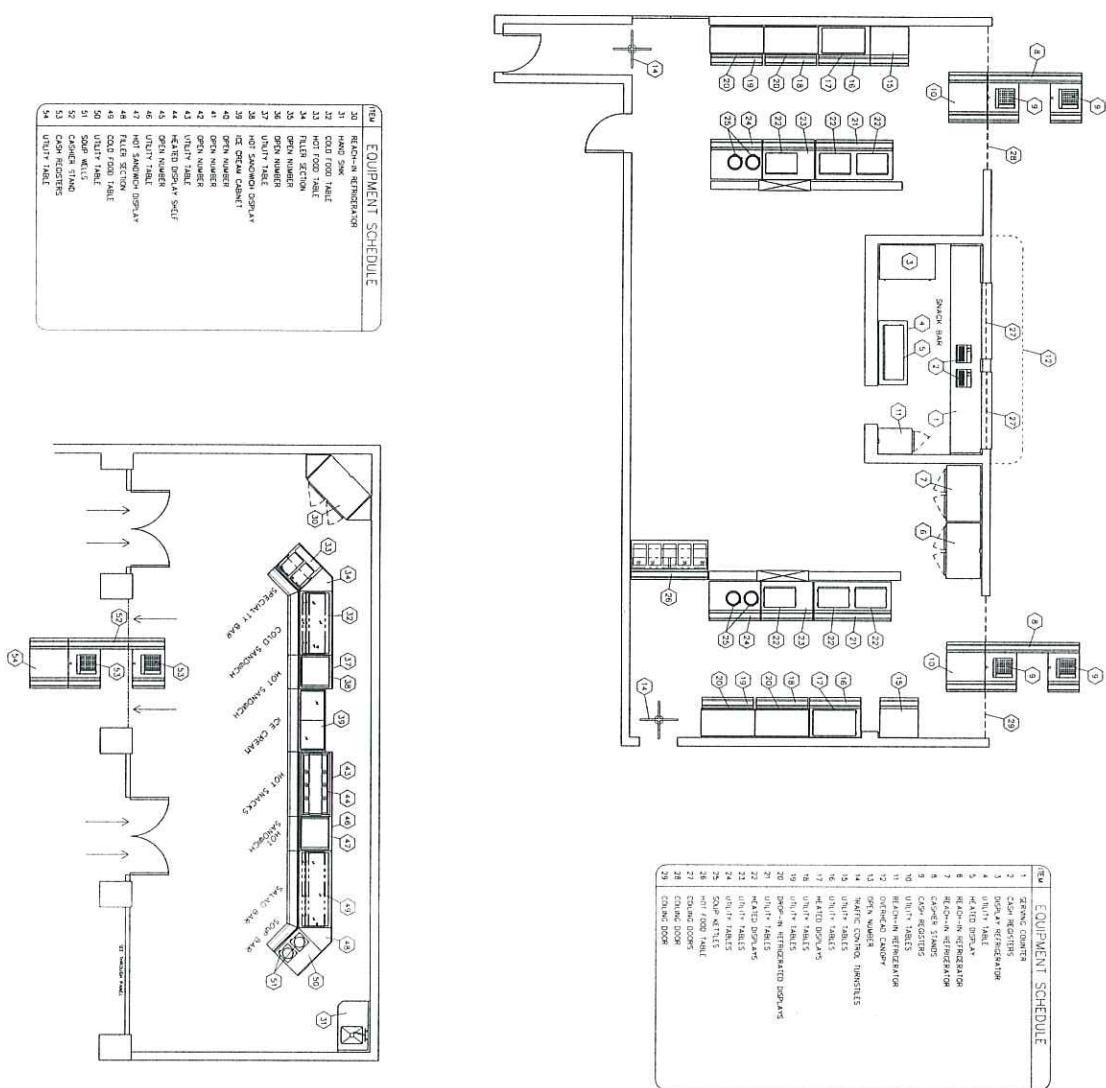
Tremper High School



Ref#	EQUIPMENT SCHEDULE	
	ITEM	DESCRIPTION
1	COOKER RANGE	
2	REFRIGERATOR	
3	UTENSIL RACKS	
4	HARD TOPS	
5	UTILITY TABLES	
6	HARD SURFACES	
7	UTILITY TABLES	
8	DATA NUMBER	
9	OPEN NUMBER	
10	OPEN NUMBER	
11	OPEN NUMBER	
12	OPEN NUMBER	
13	OPEN NUMBER	
14	CABINET STOOLS	
15	OPEN NUMBER	
16	OPEN NUMBER	
17	OPEN NUMBER	
18	OPEN NUMBER	
19	OPEN NUMBER	
20	OPEN NUMBER	
21	OPEN NUMBER	
22	OPEN NUMBER	
23	OPEN NUMBER	
24	OPEN NUMBER	
25	OPEN NUMBER	

Attachment B

Bradford High School



MACKESEY AND ASSOCIATES, LLC.



Foodservice and Laundry
Design and Management Consultants
6000 Gisholt Drive, Suite 200
Madison, Wisconsin 53713
Voice: (608) 270-1178
Facsimile: (608) 270-1192
www.mackesey.com

Other Offices Located In:
Houston, TX
Milwaukee, WI

February 16, 2006

Cindy Gossett
Kenosha Schools
Kenosha, Wisconsin

Re: Bradford High School Cost Estimate

Dear Cindy:

Below I have estimated the cost for the above referenced project. This estimate is based on project information collected as of this date.

ITEM	DESCRIPTION	COST ESTIMATE MAIN KITCHEN
1	SERVING COUNTER	\$169,000
2	CASH REGISTERS	Provided by Owner
3	DISPLAY REFRIGERATOR	4,000
4	UTILITY TABLE	Included in Item 1
5	HEATED DISPLAY	2,500
6	REACH-IN REFRIGERATOR	8,000
7	REACH-IN REFRIGERATOR	8,000
8	CASHIER STANDS	Included in Item 1
9	CASH REGISTERS	Provided by Owner
10	UTILITY TABLES	Included in Item 1
11	REACH-IN REFRIGERATOR	5,200
12	OVERHEAD CANOPY, BY G.C.	0
13	OPEN NUMBER	0
14	TRAFFIC CONTROL TURNSTILES, BY G.C.	0
15	UTILITY TABLES	Included in Item 1
16	UTILITY TABLES	Included in Item 1
17	HEATED DISPLAYS	6,800

18	UTILITY TABLES	Included in Item 1	
19	UTILITY TABLES	Included in Item 1	
20	DROP-IN REFRIGERATED TABLES	10,000	
21	UTILITY TABLES	Included in Item 1	
22	HEATED DISPLAYS	6,000	
23	UTILITY TABLES	Included in Item 1	
24	UTILITY TABLES	Included in Item 1	
25	SOUP KETTLES	2,000	
26	HOT FOOD TABLE	Included in Item 1	
27	COILING DOORS, BY GENERAL CONTRACTOR	0	
28	COILING DOORS, BY GENERAL CONTRACTOR	0	
29	COILING DOORS, BY GENERAL CONTRACTOR	0	
	SUBTOTAL MAIN KITCHEN	\$221,500	
			COST ESTIMATE SATELLITE KITCHEN
ITEM	DESCRIPTION		
30	REACH-IN REFRIGERATORS		\$8,000
31	HAND SINK		1,500
32	COLD FOOD TABLE		143,000
33	HOT FOOD TABLE		Included in Item 33
34	FILLER SECTION		Included in Item 33
35	OPEN NUMBER		0
36	OPEN NUMBER		0
37	UTILITY TABLE		Included in Item 33
38	HOT SANDWICH DISPLAY		1,400
39	ICE CREAM CABINET		1,500
40	OPEN NUMBER		0
41	OPEN NUMBER		0
42	OPEN NUMBER		0
43	UTILITY TABLE		Included in Item 33
44	HEATED DISPLAY SHELF		3,000
45	OPEN NUMBER		0
46	UTILITY TABLE		Included in Item 33
47	HOT SANDWICH DISPLAY		1,400
48	FILLER SECTION		Included in Item 33
49	COLD FOOD TABLE		Included in Item 33
50	UTILITY TABLE		Included in Item 33
51	SOUP WELLS		800

52	CASHIER STAND		Included in Item 33
53	CASH REGISTERS		Included in Item 33
54	UTILITY TABLE		Included in Item 33
	GENERAL CONTRACT		\$21,000
	MECHANICAL, ELECTRICAL, PLUMBING		\$25,000
	SUBTOTAL SATELLITE KITCHEN COST		\$206,600
	TOTAL		\$428,100

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Other Offices Located In:
Houston, TX
Milwaukee, WI

February 16, 2006

Cindy Gossett
Kenosha Schools
Kenosha, Wisconsin

Re: Tremper High School

ITEM	DESCRIPTION	COST ESTIMATE
1	SHELVING	\$1,500
2	REACH-IN DOORS, PROVIDED BY GENERAL CONTRACTOR	0
3	UTILITY TABLES	114,750
4	HEATED DISPLAYS	10,800
5	UTILITY TABLES	Included in Item 3
6	HEATED DISPLAYS	10,400
7	UTILITY TABLE	Included in Item 3
8	OPEN NUMBER	0
9	OPEN NUMBER	0
10	OPEN NUMBER	0
11	OPEN NUMBER	0
12	ICE CREAM CABINETS	3,000
13	UTILITY TABLES	Included in Item 3
14	CASHIER STANDS	Included in Item 3
15	CASH REGISTERS	Provided by Owner
16	CASHIER STANDS, FUTURE ITEM	0
17	OPEN NUMBER	0
18	OPEN NUMBER	0
19	FIRE SUPPRESSION SYSTEM	2,100
20	EXHAUST HOOD, EXISTING	0
21	FRYERS, EXISTING	0
22	COMBINATION OVEN, EXISTING	0
23	RANGE	2,650

24	CONVECTION OVEN	12,000
25	STEAMER	12,500
	GENERAL CONTRACT	\$1,000
	MECHANICAL, ELECTRICAL, PLUMBING	\$8,000
	TOTAL PRELIMINARY EQUIPMENT COST	\$178,700

Kenosha Unified School District No. 1
Kenosha, Wisconsin

March 28, 2006

**CHARTER SCHOOL GRANT APPLICATION FOR BILL AND MELINDA GATES
FOUNDATION 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:

The work begun by the Strategy III Action Team and approved by the School Board included work to address overcrowding in our schools. In an email sent earlier this school year, the Strategy III Action Team invited District personnel interested in charter schools to step forward with ideas. The inquiry has prompted discussions involving the creation of a 400-student Expeditionary Learning (EL) Charter High School. These discussions involved Dr. Scott Pierce, Tim Miller, Daniel Tenuta, Tom VanWinkle (Expeditionary Learning School Designer) and Andy Baumgart (KUSD Teacher).

Expeditionary Learning is a comprehensive school reform model used in 136 schools serving more than 50,000 students nationwide. Presently, our District has an Expeditionary Learning program at Reuther High School serving a range of 175-200 students annually. Expeditionary Learning focuses on creating in-depth investigations of content through constructivist learning, in the context of engaging and stimulating "expeditions"; developing the character of all students, and implementing reading and writing strategies through all content areas.

Andy Baumgart attended an Expeditionary Learning start up school conference in Denver, Colorado in early January. Expeditionary Learning school designers led the conference of in-depth discussions about the school calendar, daily schedule, staffing, job descriptions, curriculum, grading system, student led conferences, and intensives. Expeditionary Learning is a proven model that recently began work with the Bill and Melinda Gates Foundation to launch start up schools. Presently Expeditionary Learning has seventeen schools funded through the Bill and Melinda Gates Foundation, and is looking to fund three additional schools soon, with the potential for others in the future.

Intent / Purpose:

Our primary intent is to begin the implementation of a specific result statement in Strategy III of our Strategic Plan, which would allow us to expand the opportunities for learning in our District to include students who may be otherwise disengaged (which also addresses Strategy VII – the disengaged student). Also, we are able to address overcrowding in our schools by providing a specific opportunity to learn in a smaller setting, which will free up space in those classrooms for other students. Our intent would be to start small but appropriately, in order to build a viable educational program for our students who would then benefit from a unique educational opportunity at the same time that we ease the overcrowding of our high schools.

We would like to pursue the possibility of a partnership with Expeditionary Learning, and apply for a planning grant through the Department of Public Instruction. This grant opportunity has a deadline of June 1, and, if awarded, would provide \$10,000 and the opportunity to plan for an Expeditionary Learning school to open in the fall of 2007. We would also like to pursue a grant through the Bill and Melinda Gates Foundation that would be worth \$600,000 over a three-year span. A partnership with Expeditionary Learning would not guarantee being awarded the Gates grant; however it would strengthen our chance of being one of only 3 EL high schools to receive the grant.

Process:

As the leaders of each result statement in Strategy III work towards implementation, personnel are ready to request Board approval to initiate the first phase of this charter. Our first goal would be to write a planning grant for 2006-2007. The planning grant would be used to design for implementation the Expeditionary Learning school to open in 2007-2008 with a 9th grade class of approximately 100 students. We have identified a project leader to write the grant and develop the process for implementation. We will also need this project leader to pursue the partnership with Expeditionary Learning and apply for the Bill and Melinda Gates Foundation grant.

We have access to the work done to implement the e-high school in the District. We also have access to all grant applications that other Expeditionary Learning schools have used to receive a grant from the Bill and Melinda Gates Foundation. We would also have access to consultant capabilities through Expeditionary Learning. The necessary first step is to begin writing the planning grant. The teacher leader would then work with Expeditionary Learning to write the grant and develop the necessary steps to implement the Expeditionary Learning high school.

Budget

- Potential receipt of a grant for \$10,000 to begin the planning for an Expeditionary Learning high school, which would be used to write a grant for the implementation of a school in the fall of 2007.
- There would be no additional cost for staffing (teachers), as the grant proposal would insure that no teachers would be taken away from their current teaching positions, and it would include a formula for the utilization of teachers who choose to be a part of the EL high school for our students consistent with their current contract and workload. There would be no additional cost per student that would be higher than (or less than) the regular cost of a regular student.

Staff Persons Leading This Strategy

Strategy III Implementation Team Leaders: Patrick Finnemore and Nancy Weirick.
Team Leaders - Action Step 2 Tim Miller and Bill Hittman

Next Steps

If approved, we would identify someone to write the planning grant. We would then develop the necessary steps to implement an Expeditionary Learning high school in Kenosha Unified. This process would include:

- Working with all constituents in developing the program that would provide the best opportunities for students;
- Surveying middle school students to establish a baseline number of interested students who may take advantage of the Expeditionary Learning high school opportunity;
- Developing a teacher candidate pool;
- 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 March 14, 2006 meeting, the Curriculum/Program Committee voted to forward the grant request to the full Board for approval. Administration recommends that the Kenosha Unified School Board grant approval to write a planning grant for an Expeditionary Learning high school charter for Kenosha Unified School District, to meet a deadline of June 1, 2006. This is for the purpose of implementing Strategy III.

Dr. R. Scott Pierce
Superintendent of Schools

Mr. William Hittman
Principal / Director Lakeview
Technology Academy

Mr. Tim Miller
Executive Director of School Leadership

**LINK TO APPENDIX FOR CHARTER SCHOOL
GRANT APPLICATION FOR BILL AND MELINDA
GATES FOUNDATION EXPEDITIONARY LEARNING
CHARTER HIGH SCHOOL**

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 28, 2006

Kenosha Symphony Association, Inc.
Free Student Ticket Program Proposal

BACKGROUND

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

The KSA would promote concert attendance and awareness through coordination with our Fine Arts Department. Included would be concert content information in advance of concerts so that music teachers can distribute information and promote student attendance. The opportunity for students would be exposure to world-renowned artists and professional orchestra performers.

The KSA is prepared to start this project with the 2006 concert series. A complete proposal on the free ticket program was provided to the District with a copy to Dr. Yontz (copy attached).

In analysis of this proposal, the KSA would provide approximately \$10,000 per year in ticket value. This would include free admittance to the pre-concert lectures and post-concert receptions. In return, the KSA is requesting a \$10,000 annual participation from KUSD to help support the orchestra's four music programs.

ALIGNMENT WITH STRATEGIC PLAN

Our strategic plan supports such involvement with our community. Our mission, where it states in part, that we work toward helping all children, "...reach their unique capabilities" and where we state, "the collaborative efforts of our students, families, community and staff", would provide focus for the KSA initiative.

ADMINISTRATIVE RECOMMENDATION

It is the belief of the Superintendent that the proposal from the KSA to admit many of our students to symphony concerts is excellent. The proposal of the KSA goes beyond what they have provided for many years and that is the annual youth symphony. I laud the KSA for their efforts throughout the years and their continued support and collaboration with our District.

In these times of very challenging budgets, the commitment of the District to embark on an agreement with the KSA for an annual fee of \$10,000 is a minimal amount when you consider the value the students will gain from their attendance. On the other hand, it is a concern during challenging budgetary times now and in the foreseeable future, to make such a commitment.

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

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

Dr. R. Scott Pierce
Superintendent of Schools

Dr. Timothy Yontz
Coordinator of Fine Arts



KENOSHA SYMPHONY ORCHESTRA

Miriam Burns, Music Director and Conductor

Kenosha Symphony Association, Inc. Proposal to the Kenosha Unified School District Board Free Student Ticket Program

Summary

The Kenosha Symphony Association, Inc. (KSA), proposes the creation of a free student ticket program to complement the student scholarship and youth concert programs already offered. Kenosha Unified School District (KUSD) students presenting their student ID would be allowed to attend all Kenosha Symphony Orchestra (KSO) concerts free of charge. General admission to KSO concerts is \$20.00.

The KSA would promote concert attendance and awareness through coordination with KUSD's Fine Arts Department. The KSA would provide concert content in advance to KUSD department leadership so it can be distributed to teachers and students, and the material could be used as a teaching tool in music or fine arts classes. This program would expose world-renowned artists and a professional orchestra to KUSD students, regardless of income or other availability of similar programs.

The KSA board has discussed the funding of this project and the impact it will have on outstanding ticket sales at its four concerts. The board has approved this project and is fully behind the enhanced collaboration of the KSA and KUSD.

Introduction

The KSO was formed by the Department of Public Recreation - Kenosha Board of Education, with the support of community organizations in 1940; its first concert was performed in 1941. The governing body of the KSO is the Kenosha Symphony Association, Inc. a non-profit 501(c)3 organization serving Kenosha County and southeast Wisconsin. The KSA's primary goal has been to provide a local outlet for quality live symphonic music, as summarized in its mission statement:

to maintain and operate an orchestra comprised of musicians capable of providing symphonic music for the education and enjoyment of citizens of the area; to arrange for and implement

performances and to publicize such performances to the public; and to enhance the quality of life and civic pride throughout Southeastern Wisconsin

The KSO features a balance of professional and local musicians. By offering this mix, local talent has an opportunity to perform with an orchestra of the quality usually associated with Milwaukee, Wisconsin or Chicago, Illinois. The quality of the musicians, as well as the local venue, has afforded a unique symphonic experience at a ticket cost much less than either Milwaukee or Chicago.

The KSA has traditionally supported the KUSD student body through its annual sponsorship of student scholarships and Youth Concerts, and has made this commitment over the years, independent of KUSD funding. The KSA has invested approximately \$250,000.00 over the past 20 years to encourage the introduction of the arts to all KUSD children. Through this commitment, the KSA has exposed tens of thousands of KUSD children to the musical fine arts. For many of these students, the only exposure during their childhood to a live symphonic concert experience is provided through the orchestra's annual Youth Concerts.

Problem Statement

Public school districts across the United States are faced with budget shortfalls and tax caps. They have answered with reductions in the funding of extracurricular programs such as the fine arts. KUSD has done an exceptional job in continuing its commitment to the arts with band and orchestra groups at many of its schools. Through district collaboration with the KSA, students involved in these school activities can expand their experience outside the classroom by attending KSO concerts at a much lower cost than Milwaukee or Chicago concerts. Currently, students have limited exposure to live professional orchestra performances. Under our proposal, students would have full access to all KSO concerts, thus enriching their cultural experience. Students have shown a desire to attend professional orchestra concerts and KUSD has answered by sponsoring concert outings to Milwaukee. A lower cost alternative will now be available under this proposal.

Goals And Objectives

The purpose of this program will be to foster in future generations a continued interest in the fine arts in Kenosha. The KSA board has always felt the future of classical music, as well as the arts in general, lies in the education of children. However, school districts across the United States have

Kenosha Symphony Assoc , Inc KUSD Proposal
January 30, 2006

continued to cut the funding of fine arts programming. These cuts have lead to widespread reductions in opportunities for students to learn about, and experience firsthand, the fine arts. As school districts continue to be less able to provide the sole support for fine arts programs, independent organizations have increased their support and involvement to insure continued interest in the arts. Any outside observer of the level of fine arts programming provided by KUSD 20 years ago compared to today will be able to understand this point. Looking forward, trends point to a continued streamlining of programs the schools can offer. Many school districts are stretched to the limit just to house increasing student populations, let alone offer programming such as fine arts music. The KSO has been a beacon over the years and has answered the call in Kenosha County by offering a local world class outlet to the fine arts.

Project Description/Methods

Students would be able to attend the pre-concert lecture offered by Gateway College's WGTD radio station morning drive personality Greg Berg. This provides students an opportunity to meet a well known local radio personality, as well as learn more about the music being performed at the concert

Post-concert receptions would also be open to students. These receptions are held in the gymnasium near the Reuther auditorium; refreshments are served. The soloist, conductor, and orchestra members would be available to meet students during the receptions. This would offer students an opportunity to ask questions regarding music and performance, and gain insight into the world of music

During the concert, pre-concert lecture and post-concert reception, the KSA board would assign support persons to insure the safety and order of students. Assigned persons would be available to escort students to the parking lot before and after concert events. The KSA wants to insure the safety of all students as they enjoy our music

Evaluation Plan

The KSA board has discussed the funding of this project and the impact it will have on outstanding ticket sales at its four concerts. The board has approved this project and is fully behind the enhanced collaboration of the KSA and KUSD. The KSA board will monitor the success of the

program by tracking the number of free student tickets distributed, student attendance at lectures, and feedback from participants.

Project Timeline

The KSA board has taken a personal interest in this project and will oversee it. The KSA is prepared to start the project with the first 2006 concert working with the department of fine arts at KUSD.

Budget Analysis

The KSA would provide approximately \$10,000.00 per year in ticket value. Included would be free admittance to the pre-concert lectures and post-concert receptions. Funding for the KSA-sponsored KUSD student scholarships and Youth Concert, an annual investment of \$20,000, would continue. The KSA board has determined that it would be able to maintain its commitment to this project year to year.

The KSA is requesting a \$10,000.00 annual participation from KUSD to help support the orchestra's four music programs. The money is required to share in the large investment the KSA continues to make each year, which amounts to approximately \$160,000.00 (not including the proposed student ticket program). As public money for schools' extra curricular activities has decreased, so have the dollars donated by companies and individuals to the nation's non-profit orchestras. With KUSD's contribution of \$10,000 - approximately 9% of the cost of the KSO's four-concert series - the KSA would be able to continue its current levels of programming and provide free tickets for KUSD students to all concerts in spite of decreasing general contributions. The KSA invests an additional \$15,000.00 each year for the Youth Concerts attended by most KUSD 5th grade students.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 28, 2006

OPEN ENROLLMENT APPLICANTS FOR SCHOOL YEAR 2006/2007

During the 1997 Wisconsin legislative session, a Public School Enrollment Law was enacted to become effective with the 1998-99 school year. Wisconsin Statutes 118.51 and 118.52 mandated that all Wisconsin schools adopt an inter-district open enrollment policy. On January 27, 1998, the Board of Education adopted School Board Policy 5260 - Full-Time Public School Open Enrollment. This policy determines the circumstances under which student applications for enrollment under the Public School Open Enrollment Law are accepted or denied.

Under the Public School Enrollment Law, Kenosha students who wish to enroll in a school outside the District and students from other districts who desire to attend a school in the Kenosha Unified School District were required to submit applications to the Office of School Leadership – Cluster II no later than February 24, 2006. The District is required to notify open enrollment candidates if they have been approved or denied no later than April 7, 2006.

One hundred and eleven students (kindergarten-17, first grade-3, second grade-7, third grade-3, fourth grade-6, fifth grade-9, sixth grade-9, seventh grade-6, eighth grade-8, ninth grade-17, tenth grade-12, eleventh grade-8 and twelfth grade-6) from Kenosha Unified have requested to attend schools outside the Kenosha school boundaries under the guidelines of open enrollment.

Thirty-one students from school districts outside the Kenosha Unified School District have applied for admission to Kenosha Schools under the guidelines of open enrollment. Below is a listing of the applicants by grade level and incoming district.

<u>Student Number</u>	<u>Grade Level</u>	<u>School Requested</u>	<u>Administration Recommendation</u>
1	Eight	Washington only	Y
2	Second	Somers only	Y
3	Kindergarten	Forest Park only	Y
4	Kindergarten	Grant only	Y
5	Second	EBSOLA Dual Language only	Y
6	Fourth	ESBOLA Dual Language only	Y
7	Kindergarten	Somers only	N
8	Third	EBSOLA only	N
9	Ninth	Bradford only	N
10	Twelfth	Bradford only	N
11	Twelfth	Bradford only	N
12	Ninth	Bradford only	N
13	Eleventh	Tremper only	N
14	Kindergarten	Curtis Strange only	N
15	Sixth	Lance only	N
16	Kindergarten	Somers or any	N
17	Kindergarten	Somers only	N

18	Tenth	ITA only	Y
19	Seventh	Mahone only	N
20	Kindergarten	Harvey or any	Y
21	Tenth	ITA only	N
22	Ninth	Bradford or ITA	Y
23	Sixth	McKinley Middle or any	Y
24	Second	Columbus or any	Y
25	Kindergarten	Columbus or any	Y
26	Ninth	Tremper only	N
27	Kindergarten	Roosevelt or any	N
28	Tenth	KMA at ITA only	Y
29	Sixth	Mahone or McKinley Middle	Y
30	Kindergarten	Southport only	Y
31	Ninth	ITA , Tremper or Bradford	Y

Administration Recommendation

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

Dr. R. Scott Pierce
Superintendent of Schools

Timothy Miller
Executive Director of School Leadership 2

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 28, 2006

Application for Carol M. White Physical Education Program (PEP) Grant

Background:

The purpose of the Carol M. White Physical Education Program (PEP) grant is to provide funds to local educational agencies and community-based organizations to initiate, expand, and improve physical education programs. The PEP grant is designed to assist students in making progress toward meeting State standards for physical education by providing funds for training and education of teachers and staff, and for equipment and support. The grant will enable students in one or more grades kindergarten through 12 to participate in physical education activities. In 2000, Congress authorized \$400 million for the PEP Bill. In 2001 \$5 million was distributed to 18 school districts looking to upgrade and improve the quality of their existing physical education programs. \$50 million was disseminated in 2001 to 176 PEP grant winners and \$60 million was appropriated for dissemination in 2003. In 2004, \$70 million was awarded to 237 districts. In 2005, \$74 million was awarded to 105 PEP grant winners, and in 2006 a total of \$73.4 million is scheduled to be awarded.

The current status of the fitness assessment tools being used across the District range from teachers testing students in the Presidential Fitness Challenge to no testing at all. These tests are given in most schools, but little to no feedback is given to the students or parents about the results. Some teachers use a record board to post the top male and female in each grade level. Some schools purchase the Presidential patches and award them to the top place finishers, but what about the kids that don't make the board or earn a patch? What was the current level of fitness of these students? What can parents do to help their child improve? According to the American Obesity Association, 127 million adults in the United States are overweight, 60 million are obese and 9 million are severely obese. With 30% of children and adolescents in this country overweight and over 15% being obese, the World Health organization and the American Obesity Association feel that obesity and being overweight pose a major risk for serious diet-related chronic diseases, including diabetes, cardiovascular disease, hypertension and stroke, and certain forms of cancer. The consequences range from increased risk of premature death to serious chronic conditions that affect the overall quality of life. Of special concern is the increasing incidence of childhood obesity. Wisconsin ranked 28th in the U.S. in highest rate of adult obesity at 21.9%, according to *F as in Fat: How Obesity Policies are Failing in America, 2005*. Wisconsin ranked 26th in the U.S. in highest rate of obese and overweight adults combined at 59.5%. Poor diet and physical inactivity are the second leading underlying cause of death behind only tobacco use. Furthermore, obesity and inactivity are projected to surpass tobacco as the leading cause of death in the next couple of years.

The current weight equipment being used both at Bradford and Tremper is outdated, broken, or in very poor condition and both schools lack enough equipment to keep all students in physical education classes active. Both weight rooms have very little to no

cardiovascular equipment. These machines are in need of attention before they break and a student is injured.

What Can Be Done:

With the PEP grant we will be able to buy Polar Tri-Fit Fitness Assessment computers that will allow the physical education teachers to input not only the test results of the Presidential Fitness Tests, but also body fat, blood pressure, and allow the student to take a wellness assessment of his/her habits. After this is inputted, a report is printed out specific to each child, identifying weak areas and giving the child and parents suggestions on how to improve these areas. Every year these students will be assessed using this system and the results will be compared year to year to see if the child is improving or at risk of any type of health problems. The Wellness assessment also includes a nutritional segment that identifies problems with diet and habits that can lead to obesity. One Tri-Fit 720, a traveling computer, would be bought for every 2 elementary schools to share, one stationary 620 unit would be located in each middle school, Reuther, Lakeview and Indian Trail, and two would be located at Tremper and Bradford. We would also get 100 heart rate monitors 50, for Bradford and 50 for Tremper. These monitors will assess the student so that they are working out at the most effective rate for their body. The cost for this equipment is \$247,540.00.

We would also use the PEP grant to furnish both Tremper and Bradford's new 3,600 square foot weight rooms with state of the art cardiovascular and weight lifting equipment. This would give every student a fitness area to work out in during physical education class or in the after/before school intramural program. It would allow all students to use fitness equipment, not just the students that can afford a YMCA or Rec-Plex membership. The cost for this equipment including a 10-year maintenance agreement is \$280,252.00.

The total for the grant is \$583,878. If you subtract the fitness computers and the weight /cardio equipment the remaining balance is \$46,086. The balance would be used to train teachers/staff in how to use the equipment, a visual/audio sound system for each weight room, a projection unit for each gym, and required attendance to the OSDFS National Conference by the grant writer.

Grant Funding Matching Source:

The grant requires a 10% match for each year of the grant. Because we are applying for a one-year grant of \$583,878, we would need a match of \$58,388 for the 2006-07 year. We are proposing using a portion of the interest money earned on the referendum borrowing to fund a portion of the weight room equipment needs at Bradford and Tremper. If we were to receive this grant, we would need to ensure that we spent at least \$58,388 to meet our 10% commitment. Based on our current construction cost estimates, this commitment appears to be achievable.

How This Grant Meets the KUSD Strategic Plan:

Strategy 1: By recording every student's fitness results and creating a print out for each student to share with the parents on how well the student is performing in fitness abilities as well as possible indication from the wellness assessment of diseases and disorders. It will also allow future phy-ed teachers to look at each student and make

modifications to meet the needs of each student creating a district wide network of fitness and health assessments.

Strategy 3: By getting the grant and buying the equipment we will create new phy-ed teaching stations at both Tremper and Bradford High Schools, creating more room and space for current classes.

Strategy 4: Using the Tri-fit system on all students will give the teacher data to use to determine the needs and the correct curriculum to develop to strengthen the weak areas of the students. It will also create a uniform testing system for fitness and health assessments for all students at all levels.

Strategy 7: The tri-fit system can and has been shown to find and identify possible physical problems with students before they occur or would occur and to allow the student to correct the problem so it does not cause a wellness problem for the student. It has also been shown that a healthy body is less absent, and will perform better.

Administration Recommendation:

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

Dr. R. Scott Pierce
Superintendent of Schools

Mr. Scott A. Lindgren
Coordinator of Athletics, Activities,
Health, Physical Education, and
Recreation

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

Mr. Paul Kresse
Physical/Health Education Teacher
Tremper High School

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 28, 2006

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

March

- March 14, 2006 – Standing Committee Meetings – 6:00 and 7:00 P.M.; Special Board Meeting at 8:00 P.M. or immediately following adjournment of 7:00 P.M. Standing Committee Meetings
- March 16, 2006 – PR/Goals/Legislative Standing Committee – 5:00 P.M. in ESC Board Meeting Room
- March 25, 2006 – Orchestra Festival at Bradford Fieldhouse
- March 27, 2006 – Special School Board Meeting – 7:00 P.M. in ESC Board Meeting Room
- March 28, 2006 – Regular Board of Education Meeting – 7:00 P.M. at Southport Elementary School
- March 31 – Third Quarter Ends – ½ Day for Students

April

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

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Consent Agenda Item XI-A Appendices
Strategic Planning Implementation
Teams #5 & #7 Updates

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

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

Administrator Responsible: Joe Kucak, Lisa KC

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.1.1	Publicize proposed Core Values and obtain input from our diverse stakeholders on proposed Core Values using a variety of data gathering strategies.	Joe Kucak	2/1/2006	5/31/2006		0%
V.1.2	Develop Core Value policy for board approval.	Joe Kucak	2/1/2006	5/31/2006		0%
V.1.3	Implement approved school board policy on Core Values.	Joe Kucak	5/31/2006	9/30/2006		0%
V.1.4	Provide on-going staff development on KUSD Core Values.	Joe Kucak	7/1/2006	7/1/2010		0%

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

Administrator Responsible: Joe Kucak, Lisa KC

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.2.1	Anchor citizenship education in the social studies curriculum Pre-Kindergarten-twelve.	Lisa KC	7/1/2007	7/1/2010		0%
V.2.2	Incorporate KUSD Core Values through citizenship education in the social studies curriculum Pre-Kindergarten-Kindergarten.	Lisa KC	7/1/2007	7/1/2010		0%

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.2.3	Incorporate KUSD Core Values through citizenship education in the social studies curriculum in grades one - two.	Lisa KC	7/1/2007	7/1/2010		0%
V.2.4	Incorporate KUSD Core Values through citizenship education in the social studies local government curriculum in grade three.	Lisa KC	7/1/2007	7/1/2010		0%
V.2.5	Incorporate KUSD Core Values through citizenship education in the social studies state government curriculum in grade four.	Lisa KC	7/1/2005	7/1/2010		0%
V.2.6	Incorporate KUSD Core Values through citizenship education in the social studies U.S. Government Curriculum in grade five.	Lisa KC	7/1/2005	7/1/2010		0%
V.2.7	Incorporate KUSD Core Values through citizenship education in the social studies curriculum of Ancient Greece and the progression of democracy education in grade six.	Lisa KC	7/1/2005	7/10/2005		0%
V.2.8	Develop a nine week civics unit for the seventh grade social studies curriculum.	Lisa KC	7/1/2005	7/1/2005		0%
V.2.9	Implement KUSD Core Values through citizenship education in the fourth quarter civics unit for the seventh grade social studies curriculum.	Lisa KC	7/1/2005	7/1/2005		0%
V.2.10	Incorporate KUSD Core Values through citizenship education into the social studies U.S. Government and the Constitution in grade eight.	Lisa KC	7/1/2005	7/1/2010		0%
V.2.11	Incorporate KUSD Core Values through citizenship education into the American History and U.S. Government high school social studies curriculum.	Lisa KC	7/1/2005	7/1/2010		0%

KUSD #1

Action Plans and Steps

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

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

Administrator Responsible: Joe Kucak, Lisa KC

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.3.1	Conduct district wide in-service opportunities on diversity, tolerance, and acceptance within our classrooms and community.	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%
V.3.2	Provide ongoing staff development on research based instructional strategies including differentiated instruction and complex thinking skills.	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%
V.3.3	Incorporate research based instructional strategies including differentiated instruction and complex thinking skills into the classroom lessons.	Lisa KC- Joe Kucak	7/1/2007	7/1/2010		0%
V.3.4	Develop a web-based shared site of best practices for KUSD staff. (i.e. lesson plans, video tapes, i-movies, assessments)	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%
V.3.5	Develop an evaluation tool to measure effectiveness of these instructional strategies.	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%
V.3.6	Evaluate the use of instructional strategies and their effectiveness and make appropriate modifications.	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%

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

Administrator Responsible: Joe Kucak, Lisa KC

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.4.1	Identify and list KUSD policies that are currently in place that promote responsible, respectful, and ethical behavior.	Joe Kucak	7/1/2006	7/1/2008		0%

KUSD #1

Action Plans and Steps

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

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

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

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.5.1	Identify and implement a school wide behavior management plan consistent with the adopted Core Values.	Bill Haithcock	1/1/2006	7/1/2010		0%

KUSD #1

Action Plans and Steps

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

Action Plan V.6: **Specific Result:** Recognize and reinforce responsible, respectful, and ethical behavior within the system.**Administrator Responsible:** Joe Kucak, Lisa KC

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.6.1	Develop guidelines and/or criteria for recognition of responsible, respectful and ethical behavior by all stakeholders.	Joe Kucak & Lisa KC	7/1/2006	7/1/2007		0%

KUSD #1

Action Plans and Steps

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

StrategyVII: 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 PlanVII.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	Start	Dates Due	Complete	Percent Complete
VII.1.1	Research essential skills and collect samples from other districts or research groups.	A	10/3/2005	5/22/2006		70%
VII.1.2	Review standards/benchmarks and create specific essential skills.	A	10/3/2005	5/22/2006		90%
VII.1.3	Sequence essential skills from grades K-12.	A	1/26/2006	5/22/2006		50%
VII.1.4	Review draft essential skills to give input on clarity and specificity (input group) and distribute draft to all administrators (Connections).	A	1/26/2006	4/14/2006		50%
VII.1.5	Complete final revisions based upon suggestions of clarity, specificity and volume and communicate results to input group (content-area specialist).	A				0%
VII.1.6	Provide collaborative teaming inservice for all principals at grade level clusters to develop understanding and value of essential skills.	A				0%
VII.1.7	Provide teachers with collaborative teaming inservice to develop understanding and value of essential skills (principal led with central office support).	A				0%
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.	A				0%

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	Start	Dates Due	Complete	Percent Complete
VII.2.1	Identify number of content area committees needed to design assessments.	B				0%
VII.2.2	Identify vertical team membership for each content area committee charged with assessment creation.	B				0%
VII.2.3	Analyze and categorize content area or course-level essential skills from Results Statement #1	B				0%
VII.2.4	Develop assessments to measure mastery in each content area or course-level skill or category.	B				0%
VII.2.5	Determine appropriate sequence of content area or course-level assessments.	B				0%
VII.2.6	Determine appropriate frequency of content area or course-level assessments.	B				0%
VII.2.7	Define District-wide content area or course-level collaborative process to be used during assessment implementation.	B				0%
VII.2.8	Define school-wide content area or course-level collaborative process to be used during assessment implementation.	B				0%
VII.2.9	Define annual District-wide process for assessment evaluation and revise accordingly.	B				0%

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VII.2.10	Identify potential staff development needs during implementation and communicate needs to District staff development office.	B				0%
VII.2.11	Conduct awareness sessions with parents and teachers on uses and purposes of assessments.	B				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	Start	Dates Due	Complete	Percent Complete
VII.3.1	Survey elementary, middle and high schools for current immediate, systematic and specific intervention plans that are already in place.	C	1/16/2006	3/23/2006	2/24/2006	100%
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.	C	1/16/2006	3/23/2006		60%
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).	C	1/20/2006	3/23/2006		60%
VII.3.4	Conduct needs assessment at each school to determine the intervention needs of the disengaged population compared to available resources.	C	2/20/2006	5/31/2006		20%

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
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.	C				0%
VII.3.6	Construct a systematic plan which includes all identified interventions.	C				0%
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.	C				0%
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).	C				0%
VII.3.9	Complete an annual gap analysis to determine intervention effectiveness.	C				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	Start	Dates Due	Complete	Percent Complete
VII.4.1	Provide staff development for school staff on the immediate, systematic, and specific interventions.	D				0%
VII.4.2	Provide staff with all needed tools for full implementation of the plan.	D				0%

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent 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

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*Old Business Item XI-B Appendices
Student Handbooks
Middle and High Schools*

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

1st Page to include:

Letter and or Mission of Individual School

2nd Page to Include:

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

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

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

1st Quarter Goal Sheet

2nd Quarter Goal Sheet

3rd Quarter Goal Sheet

4th Quarter Goal Sheet

ACCIDENT, MEDICATION AND ILLNESS

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

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

ATTENDANCE PROCEDURES

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

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

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

BEHAVIOR EXPECTATIONS

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

CLASSROOM EXPECTATIONS

- Be in your assigned seat/area ready to work at the beginning of class
- Bring paper, pencil/pen, books, and all needed supplies
- Keep hands, feet, books, and objects to yourself
- Swearing, rude gestures, cruel teasing or put downs are not allowed
- Follow directions

HALLWAY EXPECTATIONS

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

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

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

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

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

Discipline Procedures

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

DRESS CODE

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

The following items are not allowed:

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

LANYARDS, ID'S, AND ASSIGNMENT NOTEBOOKS/PLANNERS

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

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

PERSONAL PROPERTY

The School District is not responsible for lost or stolen items. We discourage students from wearing expensive clothing or jewelry to school. Furthermore, there is no reason for students to bring personal items to school that have no educational reason for being there. Any personal items that disrupt the educational environment, or pose a health and/or safety concern will be confiscated and held in the main office until a parent comes to school and takes custody of them. Backpacks must be placed in lockers at the beginning of the day and removed only at the end of the day.

LOCKERS

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

STUDENT ASSISTANCE PROGRAM

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

BUS REGULATIONS

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

INCLEMENT WEATHER

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

FIRE, SAFETY, AND SEVERE WEATHER DRILLS

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

Kenosha Unified School District No. 1 Web Site

Information regarding these policies and information regarding individual schools can be located at the Kenosha Unified School District No. 1 web site.

Kenosha Unified Grading Policy

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

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

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

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

Important Reminders	
<ul style="list-style-type: none">◆ Closed Campus◆ Lunch◆ Parking Fee◆ New Child Labor Laws◆ KUSD Non-Discrimination Statement	

Note: This high school handbook template is a minimum standard for common information. Each school may add sections to customize for their school, and in some cases may include only policy numbers rather than complete policy language, should space/printing cost be determined to be an issue.

STUDENT BEHAVIOR/EXPECTATIONS/INFORMATION

STUDENT EXPECTATIONS

We expect KUSD high school students to:

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

RESPECTFUL BEHAVIORS COMMITMENT

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

Interventions (*Customize by individual school*)

Progressive Discipline

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

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

Revoking Privileges

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

(privileges to be identified and customized by building)

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

RESPECTFUL BEHAVIOR VIOLATIONS

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

POLICY/VIOLATION	DEFINITION	GENERAL ACTION
5434: Alcohol/drugs	Possession, use or sale of alcohol, drugs or look-alike including paraphernalia, on school property or at any school event. Students may be asked to take a breath analyzer test in accordance with Board Policy.	Suspension Administrative Review Police Citation SAIL participation
5433: Tobacco	Use/possession of tobacco products on school property or at a school sponsored event	Suspension Police Citation Discretionary Action
5439: Property Theft/Vandalism	Taking of/or willful damage to school, staff, or student property	Discretionary Action
6633: Student Use of Internet	Internet use at school is a privilege, not a right; misuse of internet for inappropriate or illegal activity is prohibited	Loss of Internet privileges Discretionary action Appropriate legal action

PUBLIC SAFETY		
5436.1: False alarms or Incendiary devices	Setting off false fire alarms or falsely reporting a bomb threat.	Suspension Police Citation Discretionary Action
5435, 5435.1, 5436: Weapons/Electric communication devices/ laser light devices	Possession or use of weapons or dangerous instruments, electronic communication or laser light	Suspension Police Citation Discretionary Action
STUDENT/STAFF RELATIONSHIPS		
Classroom/Media Center	Violation of posted rules.	Discretionary Action
5430: Disrespectful	To insult, use derogatory names or obscenities verbally or in writing to any member of the school staff.	Discretionary Action
5430: Uncooperative	Failing to comply with the reasonable request of any member of the school staff. Violation of classroom rules.	Discretionary Action
5437: Threat	Verbally, in writing or by gesture expressing the intent to inflict bodily harm or property damage on any member of the school staff.	Discretionary Action
5437: Assault	Inflicting bodily harm on any member of the school staff.	Suspension Police Involvement
STUDENT TO STUDENT RELATIONSHIPS		
5437: Fight	Inflicting bodily harm on any student on school property.	Suspension Police Involvement
5111: Harassment Intimidation Extortion/threat	Harassing, intimidating or threatening, verbally or by gesture, the safety or welfare or another student on school property.	Discretionary Action
OTHER DISCIPLINARY INFRACTIONS		
Cheating/Plagiarism	Deliberate attempt to deceive the instructor by passing off someone else's work as one's own.	Zero on work and parent conference
Civil Disobedience	Student protests, walk- outs and related actions that disrupt the educational process.	Discretionary Action
Classroom	Violation of posted rules and/or repeated classroom disruption.	Progressive Intervention
Gambling	Of any kind is prohibited.	Discretionary Action
Headphones, CD Players, Radios	Are not to be worn or be visible in the halls	Intervention
ATTENDANCE		
5310: Truancy	Absent from class without permission – or – more than 10 minutes late to any class period.	Progressive Intervention Truancy Ordinances
5310: Tardiness to Class	Violation of posted rules, unexcused tardiness is unacceptable.	Progressive Intervention
5431: Dress Code (The school official reserves the right to make the final determination on appropriateness of student attire.)	No wearing of hats, caps, scarves, bandanas, do-rags, gloves, chains, spikes, halter tops, fish net, spaghetti strap or tank tops without sides, see-through blouses, shirts that do not completely cover the mid section. No wearing of attire or jewelry with gang related symbols, sexual references, alcohol/illegal drug references, bigot epithets, harassment or hate messages offensive toward race, ethnicity, religion or sexual orientation. No short shorts, short skirts, or other inappropriate length clothing. No wearing of coats, jackets, sunglasses, headphones, or excessively torn clothing.	Discretionary Action Progressive Intervention
Hallway	Inappropriate or disruptive including language and displays of affection.	Discretionary Action

DRESS CODE

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

1. Hats, caps, gloves, and outer wearing apparel (coats and jackets) will not be worn in the classroom. (Principals may use discretion in waiving this regulation during inclement weather).
2. Shoes must be worn in the building.
3. Hobnails or cleats on belts, boots, or shoes are not permitted.
4. Any wearing apparel that can be damaging to school property is not permitted.
5. Examples of wearing apparel not allowed are: halter tops, fish net and tank tops; blouses, shirts or sweaters that do not completely cover the midsection; shirts with offensive or suggestive language/pictures; skirts which by their length are deemed inappropriate for school apparel; and shoes or boots that mark up the floors.
6. Shorts (excluding athletic or short shorts), culottes, clam diggers and other apparel of appropriate length that does not distract from the learning atmosphere will be permitted to be worn.
7. No student shall be permitted to wear any clothing which is normally identified with a gang or gang related activity (inclusive of gang-related colors if for purposes of gang identification), or clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, illegal drugs, bigoted epithets, harassment/hate messages, or messages of hostility toward race, ethnicity, religion, or sexual orientation. If there is a disagreement between students and/or parents and the staff regarding the appropriateness of clothing, the principal will make the final determination.
8. Any other item of clothing not specifically mentioned above but by appearance would be materially or substantially disruptive to the learning atmosphere or contradictory to the spirit of the dress code will not be permitted.

Students who violate the rules for school attire will be sent home by the principal for appropriate wearing apparel. If such action is repeated, the principal will call a conference with the parent/guardian, students and counselor. Repeated violations of school attire rules may constitute grounds for suspension.

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

COMPUTER USE EXPECTATIONS

Policy 6633: Student Use of Internet System

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

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

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

ATTENDANCE POLICIES & PROCEDURES

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

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

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

Student Attendance Procedures as Designated by KUSD Policy/Rule 5310

A. Absence Reporting:

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

B. Types of Absences:

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

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

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

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

request for prearranged absence is not feasible, direct contact should be made with principal/designee if possible. In such cases, a written statement should be provided following the absence in order for it to be considered excused.

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

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

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

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

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

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

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

Frequently Asked Questions about Attendance:

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

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

5. **What happens if my child is tardy to school and/or class?** (*Customize by individual school*)
6. **Is the attendance expectation the same for athletic participation?** (*Customize by individual school*)
7. **What if my child cannot medically participate in physical education class?** Because Phy. Ed. is a requirement for graduating; it is imperative that every student changes (required) into appropriate attire that is NOT their clothing worn to school. In the event a student is unable to participate for any amount of time due to medical reasons (asthma, sprains, stitches, etc.), **a doctor's excuse MUST be presented** to the teacher. Extended periods of time away from the Physical Education class will be handled on an individual basis.

Loitering/Hall Wandering

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

Class Releases

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

Trespassing

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

EXTRA & CO-CURRICULAR ACTIVITIES

KUSD POLICY 6700: EXTRACURRICULAR ACTIVITIES AND PROGRAMS

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

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

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

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

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

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

STUDENT GOVERNMENT (Customize by individual school)

CLUBS AND ORGANIZATIONS (Customize by individual school)

WIAA ATHLETIC CODE OF CONDUCT

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

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

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

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

ACADEMICS

GRADUATION REQUIREMENTS

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

ENGLISH	4 credits	MATHEMATICS	4 credits
SOCIAL STUDIES	4 credits 3 credits of required courses-1 credit U.S. History 9 th grade, 1 credit World History 10 th grade, $\frac{1}{2}$ credit U.S. Government & Politics or 1 credit Advanced Placement Government & Politics 11 th or 12 th grade, $\frac{1}{2}$ credit Behavioral Science; plus 1 credit elective course	SCIENCE	4 credits* 3 credits of required courses- 1 credit Integrated Science 9 th grade or 1 credit Biotechnology 9 th grade, 1 credit Biology 10 th grade, 1 credit Chemistry-Based Course, Physics-Based Course, or Physical Science 11 th or 12 th grade; plus 1 credit elective course
CONSUMER EDUCATION	$\frac{1}{2}$ credit	PHYSICAL EDUCATION	1 $\frac{1}{2}$ credits
ELECTIVES	7 $\frac{1}{2}$ credits	HEALTH	$\frac{1}{2}$ credit

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

GRADE POINT AVERAGE AND CLASS RANK

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

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

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

HONOR ROLL

- Quarterly rolls are calculated using both the traditional 4.0 grade point scale and the weighted grade point scale. Students with a grade point average of at least 3.0 on the 4.0 scale or 4.3 on the weighted scale achieve honor roll status if they do not receive a grade lower than a C.
- Grade point averages (GPA) and class ranks are calculated on both scales only at the end of each semester. Both grade point averages and class ranks appear on student transcripts.

For comprehensive details about how Honors classes, Advanced Placement classes, and Youth Option Program classes contribute to the overall academic program for students in KUSD, refer to the first

several pages of the KUSD High School Course Offerings booklet. These booklets are available in (*Customize by individual school: guidance*) Office.

KUSD RULE 6452: STUDENT PROGRESS REPORTING PROCEDURES

B. Grades Six through Twelve

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

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

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

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

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

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

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

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

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

- Step 1 A request by the parent/guardian and/or adult student must be made to the teacher within thirty calendar days after the last day of the grading term.
- Step 2 If no agreement is reached, the parent/guardian and/or adult student must make a written request to the principal for a grade change.
- Step 3 A conference shall be held with the principal/designee, teacher, and the parent/guardian and/or adult student.
- Step 4 If no agreement is reached, a ballot shall be held by a review committee composed of the principal/designee and four certified staff members designated by the principal/designee.

One of the four certified staff members shall include a teacher who teaches at the same academic level and in the same content area from another District school. The decision of this committee is final.

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

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

A+ = 98-100%

A = 93-97%

A- = 90-92%

B+ = 86-89%

B = 83-85%

B- = 80-82%

C+ = 76-79%

C = 73-75%

C- = 70-72%

D+ = 66-69%

D = 63-65%

D- = 60-62%

F = 0-59%

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

FIELD TRIPS

Students participating in school-sponsored field trips must complete a Parent Permission Form prior to the field trip. This form must be signed by your parent or guardian. Field trips are not considered absences. You should not be marked absent in any class if you are on a field trip. Check with your teachers upon return to see that you were not marked absent. Homework from the classes that you missed must be made up.

GUIDANCE & COUNSELING

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

SCHEDULE OF TESTING *(Customize by individual school)*

SAIL (Student Assistance in Life) PROGRAM SUMMARY

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

prefer their child not participate in this program should contact the school principal. See Student Assistance Program Coordinator for more information.

YOUTH OPTIONS

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

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

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

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

CREDIT RECOVERY OPTIONS (*Customize by individual school*)

SCHOOL SAFETY PROCEDURES

LOCKERS

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

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

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

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

BACKPACKS

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

VISITORS TO THE BUILDING

POLICY 1600: SCHOOL VISITORS

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

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

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

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

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

SEVERE & INCLEMENT WEATHER

School District Inclement Weather Procedures

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

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

The Maintenance and Operations Supervisor checks to see that all school sidewalks and parking lots can be plowed or made safe by the time staff members and students are scheduled to arrive and reports all findings and recommendations to the Superintendent of Schools by 5:00 a.m. The Superintendent then determines which of three set inclement weather procedures will be followed by the school district that day. Student and staff safety is the primary consideration in making the decision to close schools.

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

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

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

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

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

The correct procedure is also placed on the District's Internet website; www.kusd.edu, in the pulldown menu associated with the title "mouseover to choose."

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

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

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

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

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

IMPORTANT REMINDERS

CLOSED CAMPUS

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

LUNCH

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

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

PARKING FEE

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

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

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

NEW CHILD LABOR LAWS

Minors ages 14-15

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

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

Time of Day for 14 and 15 Year Olds

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

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

Minors ages 16-17

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

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

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

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

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

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

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

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

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

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

Minors must have a work permit before they begin work.

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

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

KUSD NON-DISCRIMINATION STATEMENT

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

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