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## **REGULAR MONTHLY BOARD MEETING**

**May 23, 2006  
7:00 P.M.**

**Educational Support Center  
3600-52<sup>nd</sup> Street  
Kenosha, Wisconsin**



## KENOSHA UNIFIED SCHOOL BOARD

### REGULAR SCHOOL BOARD MEETING

Educational Support Center

May 23, 2006

7:00 P.M.

### **AGENDA**

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
  - Students Earn National and State PTA Fine Arts Program Awards
  - Bradford DECA Marketing Students Earn National Awards
  - Student Musicians Selected to Perform in State Honors Programs
  - Bradford High School Students Earn State Science Olympiad Awards
  - Bradford High School Students Earn Right to Compete in State Ford/AAA Automotive Skills Competition
  - Indian Trail Academy Student Earns State Excellence in Foreign Language Study Award
  - Tremper Student and Teacher Earn State World Language Excellence Awards
  - LakeView Technology Academy Students Earn State Skills USA Competition Awards
  - McKinley Middle School Team Wins Top State History Day Exhibit Competition Award
  - Pleasant Prairie Elementary School Students Win Regional Battle of the Books Tournament
  - Teachers Earn Local AAUW Awards
  - Resolution No. 267
- IV. Administrative and Supervisory Appointments
- V. Legislative Report
- VI. Views and Comments by the Public
- VII. Response and Comments by the Board of Education
- VIII. Remarks by the President
- IX. Superintendent's Report

# SCHOOL BOARD AGENDA

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## X. Consent Agenda

- A. Consent/Receive Strategic Planning  
Implementation Team  
#4 Update ..... Pages 1-6  
(Also see separate appendices)
- B. Consent/Approve Kenosha Symphony  
Orchestra Association,  
Inc. Free Student Ticket  
Program ..... Pages 7-12
- C. Consent/Approve Elementary/Middle/High  
School and Head Start  
Waivers for 2006/07  
School Year ..... Pages 13-16
- D. Consent/Approve Career and Technical  
Education Request to  
Pilot Expansion of  
Existing Course ..... Pages 17-20
- E. Consent/Approve Change in the Adopted  
Budget ..... Pages 21-24
- F. Consent/Approve Financial Audit Services ..... Pages 25-26
- G. Consent/Approve Donations to the District ..... Page 27
- H. Consent/Approve Recommendations  
Concerning Appointments,  
Leaves of Absence,  
Retirements and Resignations ..... Page 28
- I. Consent/Approve Minutes of 4/24/06 and 4/29/06  
Special Meetings and Executive  
Sessions, 4/24/06 Organiza-  
tional and Regular Meetings,  
and 4/25/06 Special  
Meeting ..... Pages 29-40
- J. Consent/Approve Summary of Receipts, Wire  
Transfers and Check Registers ..... Page 41-42

# SCHOOL BOARD AGENDA

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## XI. Old Business

- A. Discussion/Action Talent Development Program  
Review and Long-Range Plan ..... Pages 43-68  
**(Also see separate appendices)**
- B. Discussion/Action Personnel Guidebook and  
School Board Policies 4229-  
Employee Dress and Grooming  
And 4280-Employee Attendance  
And Punctuality-First Reading..... Pages 69-74  
**(Also see separate appendices)**

## XII. New Business

- A. Discussion/Action Ratification of Educational  
Assistants' Collective  
Bargaining Agreement
- B. Discussion/Action Resolution No. 268 -  
Resolution For Reauthor-  
ization of Self-Insurance .....Page75-76
- C. Discussion/Action Strategy III: Proposal to  
Address Overcrowding  
By Establishing an  
E-School in KUSD.....Page 77-82  
**(Also see separate appendices)**
- D. Discussion/Action Strategy III: Proposal to  
Address Overcrowding  
By Encouraging the Formation  
Of More Instrumentality  
Charter Schools ..... Pages 83-84  
**(Also see separate appendices)**

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

## XIV. Other Business as Permitted by Law

## XV. Tentative Schedule of Reports, Events and Legal Deadlines For School Board (May-June) ..... Page 85

## XVI. Predetermined Time and Date of Adjourned Meeting, If Necessary

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Kenosha Unified School District No. 1  
Kenosha, Wisconsin

May 23, 2006

**STRATEGIC PLANNING IMPLEMENTATION TEAM IV UPDATE**

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

**Update on Progress and Timelines**

The attached charts reflect progress on the specific results identified for 2005-06 Strategy IV.1, 2, 3, 4, 5, 6, and 7. In addition, work has begun on Strategy IV.8, 9, 11, and 12; and those action plans have been updated. Strategy VII.1 and 2 have been updated to reflect work done in Instructional Services.

**Budget**

The major fiscal implications for next steps in Strategy IV were submitted as budget assumption requests for development of the 2006-07 budget. Opportunities for teacher participation in continued curriculum development, curriculum mapping, selection and development of common assessments, and identification of unit and lesson plan formats depend upon access to substitute teacher allocations for work during the school day and/or funds for compensation for work outside the regular school day. If common assessments for reading, writing, and math are all developed internally, there will be a budget increase needed for printing. If a commercial product is needed to serve as a common assessment of reading level (not tied to specific curriculum programs), there will be a cost of purchase and perhaps scoring. Budget implications for 2006-07 include moving forward with development of the next set of curriculum maps and common assessments in social studies and science.

**Staff Persons Leading this Strategy**

The co-chairs for the implementation of Strategy IV are Edie Holcomb and Timothy Miller.

## MEMBERS OF RESULTS STATEMENTS TEAMS

Action Steps IV.1 and IV.2	Timothy Miller, Sonya Stephens, Linda Langenstroer, Daniel Weyrauch, Alex Tiahnybok, Paul Irvine, and Daniel Honore
Action Steps IV.3, IV.4, and IV.5	Louise Mattioli, Terri Huck, Marie Ellis, Gina Tiahnybok, Margaret Modory, Diana Pearson, Susan Mirsky, and Kim Warloski
Action Steps IV.6 and IV.7	Edie Holcomb, Geraldine Santarelli, Francesca Romano, Maureen Bagg, Marguerite Sneed, Marie Ellis, Terri Huck, and Susan Mirsky
Action Steps IV.11 and IV.12	Sheronda Glass

### Next Steps

#### IV.1

##### A. Student Information System—Daniel Honore

1. Four to six months
2. May 9, 2006—Survey
3. May 2, 2006—Curriculum will look (a survey together).
4. Mr. Honore and team will get training on installation; then, demo will be available to others.
5. June 6 through 9, 2006—Training for subject matter experts

#### IV.2

##### A. Use of Data—Sonya Stephens

1. Create a PowerPoint program for administration to explain changes in reports.
2. Item analysis
3. No AYP report date yet—need to establish goals for site plan

#### IV.3

##### A. Instructional Strategies—Louise Mattioli

1. Making Thinking Visible—Support for high schools with grant money for staff development
2. Differentiation (for all students)

#### IV.4

##### A. Induction of Administrative Staff

1. Create a training program (one-on-one mentors).
2. Departments share their management techniques.
  - a. First year
  - b. Second year
  - c. Third year
3. New Teacher Orientation—review by June 1, 2006
4. Mr. Miller will follow up with Ms. Glass on software updates on IV.11 and IV.12.

#### IV.10

##### A. Unit Lesson Planning Process

1. By May 20, 2006—All standards and benchmarks revisions to Dr. Holcomb for board report
2. With Strategy VII—Create parent-friendly versions of standards and benchmarks. Have parent materials for fall 2006.
  - a. Feedback from Strategy VII back by December 2006
  - b. Develop materials for web site that are parent friendly.
  - c. Anchor papers for parents to view
3. Science—Update slide to Include IV.5.
4. Social studies—Integration with English/language arts
5. Common assessments
6. Next steps with effective instruction

- a. Cultural competency standard development
  - b. Differentiation standard development
    - 1) Collaborative effort
7. New in teachers' hands in fall 2006
- a. Math
    - 1) Most essential benchmarks
    - 2) Key vocabulary
    - 3) Pacing Guides
    - 4) Kindergarten through fifth grade—Quarterly cumulative common assessments
    - 5) Sixth through eighth grade—Quarterly common assessments
    - 6) Ninth through twelfth grade—Midterm and final common assessments in required courses
  - b. English/Language arts
    - 1) Standards, benchmarks, and most essential benchmarks
    - 2) Grade level expectations
    - 3) Content vocabulary with definitions
    - 4) Common writing assessment schedule
    - 5) Finalized Writing Continuum/Rubric for kindergarten through fifth grade, sixth through eighth grade, and ninth through twelfth grade
  - c. Science
    - 1) Revised standards, benchmarks, and most essential benchmarks kindergarten through eighth grade
  - d. Social studies
    - 1) Sixth through eighth grade curriculum maps, including essential vocabulary

e. World language

1) Sixth through eighth grade curriculum maps with essential vocabulary

### **Conclusion**

This report was reviewed at the May 9, 2006, Curriculum/Program Committee Meeting and is now being submitted to the Kenosha Unified School District No.1 Board of Education as an informational update.

Dr. R. Scott Pierce  
Superintendent of Schools

Dr. Edie Holcomb  
Executive Director of Instructional Services/Implementation Team Co-Chair

Mr. Timothy Miller  
Executive Director of School Leadership 2/Implementation Team Co-Chair

### **Link to Appendices**

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

May 23, 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.

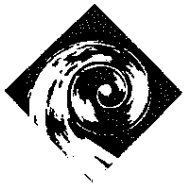
This proposal from the KSA is brought forward to you without a recommendation from the Superintendent to support this initiative. This does not mean that I am not in support of the proposal, it is just very difficult to determine where the District must set our fiscal responsibilities at this time in light of the budgetary challenges we are facing. The Audit/Budget/Finance Committee is asked to consider this proposal and make a recommendation to be considered by the full Board.

At its April 11, 2006 meeting, the Audit/Budget/Finance Committee deferred this matter to its May 9, 2006 meeting so that representatives from the Kenosha Symphony Association could be present. At its May 9<sup>th</sup> meeting, the Audit/Budget/Finance Committee moved to table the free student ticket program proposal to the 2007/06 budget process.

Administration recommends that the Board concur with the recommendation of the Audit/Budget/Finance Committee to table the Kenosha Symphony Association free student ticket program proposal to the 2007/06 budget process.

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

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 5<sup>th</sup> grade students.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

May 23, 2006

**ELEMENTARY/MIDDLE/HIGH SCHOOL AND HEAD START WAIVERS**  
**FOR 2006/07 SCHOOL YEAR**

School Board approval is requested to implement the following waivers for the 2006-2007 school year. These waiver requests do not negatively impact student contact time, District budget, transportation or food service. These requests support the District's focus as defined in the Strategic Plan as it relates to professional development, community involvement and student achievement.

The Head Start Child Development Program is requesting the following waivers, which are supported by administration and staff:

Change the contracted calendar start and end dates for staff – In order to start pre-school on the same date as other KUSD students, mandated pre-school teacher home visits require that teachers report on Monday, August 28, which is two days earlier than other employees and end their year two days earlier, on Thursday, June 7, 2007.

Adjust the contracted staff hours - To comply with the Head Start Performance Standards, the contracted 7 hours per day need to be increased to 7.5 hours for Head Start employees.

Change the established Elementary Open House date –In order to give all families and students an opportunity to meet their teachers prior to visiting their classrooms, we would like to change our Open House date from Thursday, August 31 to Friday, September 1.

Change the elementary parent-teacher spring conference dates – In order to better meet the needs of our families, we are requesting the following Parent/Teacher Conference dates:

<u>Head Start Schedule</u>	<u>Conference Time</u>	<u>Student Day</u>
Monday, April 2, 2007	3:30-7:30 p.m.	Students attend regular schedule
Tuesday, April 3, 2007	3:30-7:30 p.m.	Students attend regular schedule
Wednesday, April 4, 2007	7:30 a.m.-3:30 p.m.	Students do not normally attend
Thursday, April 5, 2007	No School	No School
<u>Early Childhood Schedule</u>	<u>Conference Time</u>	<u>Student Day</u>
Tuesday, April 3, 2007	3:00-7:00 p.m.	Students attend regular schedule
Wednesday, April 4, 2007	11:30 a.m.-6:00 p.m.	Students do not normally attend
Thursday, April 5, 2007	No School	No School

Changing the dates of the spring elementary parent-teacher conferences will provide children continuity of instruction and provide their families continuity of childcare scheduling.

Jeffrey Elementary School requests a waiver to continue with one early release Wednesday per month versus the shorter early release every Wednesday. The staff and parents strongly support continuation of this practice for the 2006-2007 school year. This reinforces the school's established tradition of student release time and supports longer periods of time for professional development.

Frank Elementary School is requesting a waiver to conduct their open house for parents during the second week of school, September 11-15. Numerous new students register during the first two weeks of school and all families would benefit from an open house once the school year is in session. Parents, staff and administration support this open house date.

The Lincoln Elementary Community requests a waiver to change the school day times for students and teachers. The students' current day begins at 8:00 a.m. and concludes at 2:45 p.m. Monday, Tuesday, Thursday, and Friday. School begins on Wednesday at 8:00 a.m. and concludes at 1:30 p.m. The Lincoln Elementary Community is proposing extending the students' day by 30 minutes on Monday, Tuesday, Thursday, and Friday and reducing Wednesday's day by two hours to balance the time. The proposed times would be starting at 7:55 a.m. and concluding at 3:15 p.m. Monday, Tuesday, Thursday, and Friday and starting at 7:55 a.m. and concluding at 11:30 a.m. on Wednesday. This will allow implementation of 1 hour to 1 hour and 15 minute blocks for reading, language, and spelling per Direct Instruction without interruption. Improving student achievement is the primary objective of this waiver. A survey presented to parents during the Spring 2004 Parent/Teacher Conferences supports this renewal.

Bullen, Lance, Lincoln and Washington Middle Schools are requesting a waiver to extend their first three Wednesday staff development days from 3:15 p.m. until 4:30 p.m. and allow the teachers to leave at 3:00 p.m. on the fourth and fifth Wednesday of the month. This will provide a longer block of time for quality staff development, discussion of school governance issues, examination of school data, and planning and implementing the School and District Strategic Plan. Staff and administration support this change in staff development times.

Bradford, Tremper and Reuther High Schools, Indian Trail Academy and LakeView Technology Academy are requesting an alternative compliance for the number of days students are in attendance for the 2006-2007 school year. The student contact hours would continue to exceed the state requirements even with students in attendance 176 days. This will allow staff to have four additional half days for professional development.

### Administrative Recommendation

At its May 9, 2006 meeting, the Curriculum/Program Committee moved to forward these waivers to the full Board for approval. Administration recommends that the School Board approve the above listed waivers for the 2006/07 school year.

Dr. R. Scott Pierce  
Superintendent of Schools

Kathleen Barca  
Executive Director of School Leadership

Belinda Grantham  
Head Start Principal

Peter Pingitore  
Jeffery Elementary Principal

Gordon Hess  
Frank Elementary Principal

Ernest Llanas  
Lincoln Elementary Principal

William Haithcock  
Bullen Middle School Principal

Bethany Ormseth  
Lance Middle School Principal

Margaret Modory  
Lincoln Middle School Principal

Elizabeth Sabo  
Washington Middle School Principal

Stephen Plank  
Bradford High School Principal

Edward Kupka  
Tremper High School Principal

Daniel Tenuta  
Reuther Central High School Principal

Richard Aiello  
Indian Trail Academy Principal

William Hittman  
LakeView Technical Academy Principal

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

**May 23, 2006**

**CAREER AND TECHNICAL EDUCATION**  
**REQUEST TO PILOT EXPANSION OF EXISTING COURSE**

We are requesting permission to pilot “Fundamentals of Infant and Child Care” at Reuther High School.

**Kenosha Unified School District No. 1 Strategic Objective No. 4:** No later than 2010, all students will meet or exceed the district- and state-identified proficiency levels for performance in reading, math, science, and social studies.

**Kenosha Unified School District No.1 Strategy No. 4:** We will ensure that staff is implementing the district curriculum and using effective instructional strategies as well as data to help students demonstrate proficiency on standardized assessments.

**Title of the Proposed Course**

Fundamentals of Infant and Child Care

**Recommended Prerequisites**

Early Childhood Education, Parenting, Child Development

**Rationale for Course**

This course is an extension of the Early Childhood Education course that offers students the opportunity to gain Wisconsin Assistant Child Care Teacher Certification to work in a child care facility as an assistant teacher with two, three, four and five year olds. This course will enable students the opportunity to gain the additional certification to work with children birth through two years. Certified students entering the workplace will be more employable with the additional certification and infant laboratory experience.

## **Proposed Course Description**

This course provides requirements and practices for entry -level childcare providers who are or will work with infants and toddlers. The course fulfills requirements as specified by Wisconsin's State Law. Wisconsin day care regulations require that individuals working with infants and toddlers must complete infant and toddler training within six months of assuming a position. Pre-requisite: Early Childhood Education Course.

## **Content Standards and Benchmarks**

1. Nurture infant and toddler development. 2. Provide a safe and healthy environment for infants and toddlers. 3. Demonstrate caregiving routines. 4. Provide developmentally appropriate guidance for infants and toddlers. 5. Plan activities that promote infant and toddler growth and development. 6. Communicate infant and toddler development and care giving.

## **Pacing Guide/Scope and Sequence**

The course will be scheduled one block daily for one quarter in the infant lab. The state estimates the time required to be fifteen to twenty hours for certification. Students must meet the attendance requirement along with the competencies to earn certification. The additional time will provide students with unpaid work experience in the laboratory working with infants and toddlers. The state curriculum includes specific scoring standards and competencies that must be achieved to obtain certification. It would be possible for a student to earn elective credit for the course and not earn certification.

## **Cost Associated with the Course**

Estimated cost for this class is \$1700.00 plus shipping and handling for textbooks to be paid out of 2006-2007 Career & Technical Education budget.

## **How the Course Meets the Strategic Plan and Goals of the District**

This course is the expansion of the Early Childhood Education existing course which enables students to obtain the Wisconsin Assistant Child Care Certificate (A.C.C.T.). The A.C.C.T. enables students to work with two through five year old children in child care centers throughout Wisconsin. Earning the Fundamentals of Infant and Child Care Certification will enable students to also work with children in infant and toddler programs in addition to two through five year programs. The Department of Public Instruction considers these courses to be advance-level vocational-occupational courses.

**Recommendation**

At the May 9, 2006 Curriculum/Program Committee meeting, the Committee voted to forward the recommendation for approval to pilot Fundamentals of Infant and Child Care for the 2006-2007 school year to the School Board for approval of implementation. It is recommended that the Board approve implementation of the Fundamentals of Infant and Child Care pilot for the 2006-2007 school year.

Dr. R. Scott Pierce  
Superintendent of Schools

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

Mr. Greg Wright  
Career and Technical Education Coordinator

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Kenosha Unified School District No. 1  
Kenosha, Wisconsin

May 23, 2006

**Change in the Adopted Budget**

The Board of Education adopted the 2005-2006 budget on October 25, 2005, as prescribed by Wisconsin State Statute 65.90. From time to time there is a need to modify or amend the adopted budget for a variety of reasons, including changes in individual program budgets. State Statute requires that any modifications to the adopted budget require the approval by two-thirds (2/3) majority of the Board of Education and publication of a Class 1 notice within ten (10) days of Board approval. This document identifies proposed budget modifications to the 2005-2006 Budget.

Attached is a copy of the Notice of Change in Adopted Budget in the proper State approved format that will need to be published in the Kenosha News after the Board has approved these budget modifications. Below is a delineation of the actual budget modifications.

The following modifications have been previously shared with the Board of Education through approval of grants and their carry over:

**Fund 10 - Revenue**

Increase in Common School Library Funds	\$ 88,941
Increase in Reading First Funding - Katrina Funds	\$ 39,244
Increase in Title I grants due to Carry Over	\$ 200,904
Increase in Title II-A grant due to Carry Over	\$ 25,511
Increase in Title II-D grant due to Carry Over	\$ 5,168
Increase in Title III-A grant due to Carry Over	\$ 10,803
Increase in Title IV-A grant due to Carry Over	\$ 40,263
Increase in Title V-A grant due to Carry Over	\$ 48,369
Increase in CLC grant due to Carry Over	\$ 51,744
Increase in IDEA Indirect Cost due to adjusted rate	\$ 6,414
Decrease in Head Start Indirect Cost due to adjusted rate	\$ (1,689)
Increase due to new Grant Awards after October 2005	\$ 250,910
<b>Fund 10 Net Revenue Change</b>	<b>\$ 766,582</b>

**Fund 10 - Expenditures**

Increase in Common School Library Budget	\$ 88,941
Increase in Reading First Budgets due to Katrina Funds	\$ 39,244
Increase in Title I grant budgets due to Carry Over	\$ 200,904
Increase in Title II-A grant budget due to Carry Over	\$ 25,511
Increase in Title II-D grant budget due to Carry Over	\$ 5,168
Increase in Title III-A grant budget due to Carry Over	\$ 10,803
Increase in Title IV-A grant budget due to Carry Over	\$ 40,263
Increase in Title V-A grant budget due to Carry Over	\$ 48,369
Increase in CLC grant budget due to Carry Over	\$ 51,744
Increase in IDEA Indirect Cost budget due to adjusted rate	\$ 6,414
Decrease in Head Start Indirect Cost budget due to adjusted rate	\$ (1,689)
Increase due to new Grant Award budgeted after October 2005	\$ 250,910
<b>Fund 10 Net Expenditure Change</b>	<b>\$ 766,582</b>

**Net Fund 10 Variance - Revenue to Expenditure**

\$ -
------

<b>Fund 20 - Revenue</b>	
Decrease in Head Start Revenue due to Indirect Cost Reclass to Fund 10	\$ (53,756)
Increase in IDEA Revenue due to Carry Over	\$ 211,784
<b>Fund 20 - Net Revenue Change</b>	<b>\$ 158,028</b>
<b>Fund 20 - Expenditure</b>	
Decrease in Head Start Expenditure due to Indirect Cost Reclass to Fund 10	\$ (53,756)
Increase in IDEA Budget due to Carry Over	\$ 211,784
<b>Fund 20 - Net Expenditure Change</b>	<b>\$ 158,028</b>
<b>Net Fund 20 Variance - Revenue to Expenditure</b>	<b>\$ -</b>
<b>Fund 50 - Revenue</b>	
Increase Revenue due to new grant after October 2005	\$ 16,759
<b>Fund 50 - Net Revenue Change</b>	<b>\$ 16,759</b>
<b>Fund 50 - Expenditure</b>	
Increase Expenditures budget due to new grant after October 2005	\$ 16,759
<b>Fund 50 - Net Expenditure Change</b>	<b>\$ 16,759</b>
<b>Net Fund 50 Variance - Revenue to Expenditure</b>	<b>\$ -</b>

The majority of the required changes are the result of notification of carry over funds determined to be available for various grants after the budget was formally adopted in October. Also, some smaller grant awards (i.e. Ed Foundation and CESA grants) were received after the adoption of the budget. These grant awards conform to existing board policy.

Finance was also notified in October that the Indirect Cost rate changed from 3.09% to 2.94%. This rate affects the amount of disposable grant dollars for some grants. The budget modifications associated with the rate change are also included.

Since State Statutes authorize the budget be adopted by function, Administration also requests approval of additional budget modifications that do not add dollars to the budget, but change functions (primarily the first two digits of the function). These budget modifications are:

- Transfer budgets and expenditures from one salary account to another salary account resulting from a review of position control. The review identified those individuals who were placed into either a grant budget or the District budget incorrectly in September. Reclassifying the salary and benefit dollars from one account to another account does not change the overall amount of the District budget.
- Transfer discretionary line item budget dollars from one budget account to another as a result of ongoing review and monitoring of budgets. Reclassifying budget dollars from one account to another account does not change the overall amount of the grant or District budget.

- Transfer of grant budgets to the appropriate function or object. Since the budget was formally adopted, some grant managers have requested that expenditure budget dollars be reassigned to the function or object where the dollars would be expended. The grant budgets have now been revised and the resulting modifications may have changed the function or object of the expenditures, but does not change the award amount of the grant.

The Audit/Budget/Finance Committee reviewed the 2005-2006 Budget Modifications at the May 9<sup>th</sup> meeting and unanimously approved forwarding this recommendation to the Board of Education for approval.

### Administrative Recommendation

Administration recommends that the Board of Education review and approve the 2005-2006 budget modifications as described herein and that the attached Class 1 notice be published within ten (10) days of official Board Adoption.

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

William L. Johnston, CPA  
Director of Business Services

Tarik Hamdan  
Financial & Budget Analyst

**NOTICE OF CHANGE IN ADOPTED BUDGET  
KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**

Notice is hereby given, in accordance with the provisions of Wisconsin Statute 65.90(5)(a), that the School Board of Kenosha Unified School District No.1, on May 23, 2006 adopted the following changes to previously approved budgeted 2005-2006 amounts.

LINE ITEM	ACCOUNT CODE	PREVIOUS APPROVED AMOUNT \$	AMENDED APPROVED AMOUNT \$	CHANGE \$
<b>Fund 10 - General</b>				
<b>Anticipated Revenue:</b>	<b>1-Digit Source</b>			
Operating Transfer	100	0	0	\$0
Local Sources	200	58,782,314	58,806,584	\$24,270
Other School Districts within Wisconsin	300	172,986	172,986	\$0
Intermediate Sources	500	254,888	280,049	\$25,161
State Sources	600	133,296,075	133,394,266	\$98,191
Federal Sources	700	8,213,919	8,832,880	\$618,960
Other Financing Sources	800/900	700,000	700,000	\$0
<b>Total Anticipated Revenue</b>		<b>201,420,182</b>	<b>202,186,764</b>	<b>\$766,582</b>
<b>Expenditure Appropriations:</b>	<b>2-Digit Function</b>			
Undifferentiated Curriculum	110000	58,305,585	57,403,507	(\$902,078)
Regular Curriculum	120000	40,228,512	40,830,100	\$601,588
Vocational Curriculum	130000	5,203,497	5,235,670	\$32,174
Physical Curriculum	140000	5,073,428	5,072,924	(\$504)
Special Curriculum	150000	42,400	5,000	(\$37,400)
Co-Curricular Activities	160000	1,234,379	1,234,044	(\$335)
Other Special Programs	170000	756,507	757,082	\$575
Pupil Services	210000	8,061,791	8,184,154	\$122,363
Instructional Staff Services	220000	10,867,222	11,631,601	\$764,380
General Administration	230000	1,112,974	1,114,348	\$1,374
School Building Administration	240000	11,231,716	11,361,913	\$130,197
Business Administration	250000	28,773,198	28,803,363	\$30,165
Central Services	260000	4,699,453	4,699,453	\$0
Insurance and Judgments	270000	607,517	607,517	\$0
Debt Services	280000	1,116,166	1,116,166	\$0
Other Support Services	290000	0	0	\$0
Interfund Operation Transfers	410000	22,720,033	22,720,033	\$0
General Tuition Payments	430000	385,850	385,850	\$0
Other Non-Program Transactions	490000	0	0	\$0
Other Non-Program Transactions	500000	0	24,083	\$24,083
<b>Total Expenditure Appropriations</b>		<b>200,420,225</b>	<b>201,186,807</b>	<b>\$766,582</b>
<b>Beginning Fund Balance</b>	930000	<b>13,662,099</b>	<b>13,662,099</b>	<b>\$0</b>
<b>Ending Fund Balance</b>	930000	<b>\$14,662,056</b>	<b>\$14,662,056</b>	<b>\$0</b>
<b>Fund 20 - Special Projects</b>				
Beginning Fund Balance		0	0	\$0
Ending Fund Balance		0	0	\$0
Total Revenues & Other Financing Sources	Total	37,602,703	37,760,731	\$158,028
Expenditures & Other Financing Use	Total	37,602,703	37,760,731	\$158,028
<b>Fund 30 - Debt Service</b>				
Beginning Fund Balance		1,920,816	1,920,816	\$0
Ending Fund Balance		1,915,353	1,915,353	\$0
Total Revenues & Other Financing Sources	Total	10,695,024	10,695,024	\$0
Expenditures & Other Financing Use	Total	10,700,487	10,700,487	\$0
<b>Fund 40 - Capital Projects</b>				
Beginning Fund Balance		330,846	330,846	\$0
Ending Fund Balance		336,846	336,846	\$0
Total Revenues & Other Financing Sources	Total	6,000	6,000	\$0
Expenditures & Other Financing Use	Total	0	0	\$0
<b>Fund 50 - Food Service</b>				
Beginning Fund Balance		496,526	496,526	\$0
Ending Fund Balance		496,569	496,569	\$0
Total Revenues & Other Financing Sources	Total	5,587,083	5,603,842	\$16,759
Expenditures & Other Financing Use	Total	5,587,040	5,603,799	\$16,759
<b>Fund 70 - Trust</b>				
Beginning Fund Balance		1,361,401	1,361,401	\$0
Ending Fund Balance		2,131,473	2,131,473	\$0
Total Revenues & Other Financing Sources	Total	3,303,541	3,303,541	\$0
Expenditures & Other Financing Use	Total	2,533,469	2,533,469	\$0
<b>Fund 80 - Community Service</b>				
Beginning Fund Balance		488,022	488,022	\$0
Ending Fund Balance		431,574	431,574	\$0
Total Revenues & Other Financing Sources	Total	1,238,225	1,238,225	\$0
Expenditures & Other Financing Use	Total	1,294,673	1,294,673	\$0

Dated this 23rd day of May 2006  
Mr. Bernard E. Englund, District Clerk

Kenosha Unified School District No. 1  
Kenosha, Wisconsin

May 23, 2006

**FINANCIAL AUDIT SERVICES**

Consistent with the District's practice of seeking proposals periodically for all services, a Request For Proposal was distributed in March to five (5) audit firms in Wisconsin.

Three (3) audit firms responded with a proposal for services. Each of the audit firms is of the size and stability to service KUSD needs and meet the requirements set forth in the request for proposal. The selection was based on the following criteria:

1. Independent Auditors Report on General Purpose Financial Statements
2. Single Audit Section
3. Management Letter
4. Student Activity Funds Audit Report
5. Review of Special Education Licenses
6. Review of Comprehensive Annual Financial Report
7. Irregularities and Illegal Acts

The bid required a fixed price consistent with auditing standards at the time for the 2006, 2007, and 2008 engagements, with option to extend price parameters an additional two (2) years.

The total All-Inclusive Maximum Price for services:

AUDIT FIRM	2006	2007	2008	2009	2010
Virchow Krause	\$39,000	\$40,600	\$42,300	Negotiable	Negotiable
Clifton Gunderson	\$38,600	\$39,750	\$41,350	\$42,900	\$44,725
Schenck	\$28,350	\$28,350	\$29,160	\$29,160	\$29,700

Schenck Business Solutions has consistently provided leadership and training during their tenure as our auditor. With Schenk's oversight, the District's financial statements have garnered recognition from the Association of School Business Officials; (ASBO) Certificate of Excellence in Financial Reporting each of the last five (5) years.

It is Administration's recommendation that the District continue the audit relationship with Schenck Business Solutions. It is recommended that the contract continue for the next three (3) years with two (2), two (2) year extensions.

The Audit/Budget/Finance Committee reviewed this recommendation at the May 9<sup>th</sup> meeting and unanimously approved forwarding this recommendation to the full Board for approval

#### ADMINISTRATIVE RECOMMENDATION

Administration recommends that the Board of Education approve the continued financial audit relationship with Schenck Business Solutions. It is recommended that the contract continue for the next three (3) years with the potential of two (2) additional, two (2) year extensions.

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

May 23, 2006

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Pleasant Prairie PTA donated \$12,170 for improvements to the existing playground area at Pleasant Prairie Elementary School.
2. Kurt Christiansen donated a 1994 GMC 1 ton work van, valued at \$1,700, to the Bradford High School automotive department.
3. Kenosha Longterm Care Alliance donated books, valued at \$948, to be distributed to the elementary school libraries and to the Cesar Chavez Learning Center.
4. The Social Security Administration donated one CD tower, two servers, one laptop and 22 computers, valued at \$800, to the District.
5. Kenosha Area Business Alliance donated \$175 to McKinley Middle School to assist with shipping 989 books collected during their book drive for victims of last summer's hurricanes.

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 5-23-06.doc

Kenosha Unified School District No. 1  
Kenosha, Wisconsin  
May 23, 2006

\*Amended

Human Resources recommendations concerning the following actions:

Action	Board Date	code	Staff	Employee Last Name	Employee First Name	School/Dept	Position	Effective Date	Salary or Hourly Rate	Reason	Letter or Contract
Appointment	05/23/06		Secretarial	Faria	Sharon	Finance/Payroll Department	Secretary II	05/15/06	15.16	Appointment	
Appointment	05/23/06	*	Service Empl	Otto	Carrie	Food Services	H-1 Food Service Helper	04/24/06	12.27	Appointment	
Early Retirement	05/23/06	*	Technical	Knudsen	Diana	Business Services	Executive Assistant	06/30/06	56,154.00	Early Retirement	Contract
Early, Early Retirement	05/23/06	*	Instructional	Easton	Kathleen	Vernon Elementary	Grade 5	06/12/06	63,322.00	Early, Early Retirement	Contract
Early, Early Retirement	05/23/06	*	Instructional	Starr	Gail	Lance Middle School	Library Media Specialist	06/12/06	63,322.00	Early, Early Retirement	Contract
Leave of Absence	05/23/06		Instructional	Korth	Kendra	Bose Elementary	Cross Categorical (IDEA)	06/12/06		1st year of Child-rearing leave	Contract
Leave of Absence	05/23/06		Instructional	Strecker	Jill	Mahone Middle School	Grade 6	08/30/06		2nd year of Child-rearing leave	Contract
Leave of Absence	05/23/06	*	Instructional	Weitzel	Jaime	Mahone Middle School	Math	11/29/06	33,028.00	***Date correction for Child-rearing leave - 1st year 2006-2007	Contract
Resignation	05/23/06	*	Educ. Assistant	Clark	Michael	Lance Middle School	Educational Assistant Special Education	04/28/06	11.14	Resignation	
Resignation	05/23/06	*	Instructional	Jorgensen	Nancy	Vernon Elementary	Grade 2	06/12/06	59,619.00	Resignation/Personal	Contract
Resignation	05/23/06		Educ. Assistant	Juliana	Michelle	Vernon Elementary	Special Education	05/08/06	11.14	Resignation/Personal	Contract
Resignation	05/23/06	*	Instructional	Korunmus	Marie	Forest Park Elementary	Cross Categorical Special Education	06/12/06	36,371.00	Resignation/Personal	Contract
Resignation	05/23/06	*	Instructional	Maurer	Steven	Tremper High School	Bridges Site	06/12/06	36,371.00	Resignation/Personal	Contract
Resignation	05/23/06	*	Instructional	Thorson	Playford	Washington Middle School	Instructional Technology	06/12/06	61,627.00	Resignation/Personal (Corrected end of employment reason)	Contract
Retirement	05/23/06	*	Instructional	Bradley	Charles	Tremper High School	Social Studies	06/12/06	63,322.00	Retirement	Contract
Retirement	05/23/06	*	Secretarial	Mondragon	Virginia	Lincoln Middle School	Library Assistant (10 Month)	06/30/06	15.49	Retirement	Contract
Retirement	05/23/06	*	Instructional	Wade	B. Louise	Harvey Elementary	Counselor	06/12/06	63,322.00	Retirement (Correction)	Contract
Termination	05/23/06	*	Service Empl	Schultz	David	Facilities Services	Custodian	05/04/06	17.10	Termination	

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

A special meeting of the Kenosha Unified School Board was held on Tuesday, April 24, 2006, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:02 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 Personnel: Problems; Personnel: Position Assignments; Personnel: Compensation and/or Contracts; Personnel: Evaluation Consideration; Property: Sale; Property: Purchase and Property: Lease Rental under exemptions (b), (c), (e) and (f) of State Statute 19.85(1) and collective bargaining deliberations.

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

Mr. Finnemore arrived at 6:04 P.M.

2. Property: Purchase and Property: Sale

Mr. Finnemore provided Board members with information regarding a potential purchase of property and discussion followed. Board direction was given to Administration.

Mr. Olson updated Board members regarding the status of three other property matters and discussion followed.

Mr. Finnemore was excused and Mrs. Glass arrived at 6:25 P.M.

3. Personnel: Problems, Personnel: Position Assignments and Personnel: Evaluation Consideration

Dr. Pierce and Mrs. Glass updated Board members regarding several personnel matters and discussion followed. Board direction was given to Administration.

4. Collective Bargaining Deliberations

Mr. Olson updated Board members regarding a contract issue and discussion followed.

Meeting adjourned at 6:40 P.M.

Diana Knudsen  
School Board Secretary

ORGANIZATIONAL MEETING OF THE  
KENOSHA UNIFIED SCHOOL BOARD  
HELD APRIL 24, 2006

An organizational meeting of the Kenosha Unified School Board was held on Monday, April 24, 2006 at 7:00 P.M. in the ESC Board Meeting Room. Mr. Fountain, Vice-President, presided.

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

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

Mr. Fountain formally swore in Mr. Hujik, Mr. Olson and Mrs. Stevens who were elected to three-year terms at the April 4, 2006 election. Mr. Fountain asked Mr. Hujik, Mr. Olson and Mrs. Stevens to step forward and repeat the Oath of Office.

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

Mr. Hujik nominated Mr. Olson for President. Mrs. Stevens seconded the nomination. There were no further nominations and Mr. Olson was unanimously selected as Board President.

Mr. Olson presided for the remainder of the meeting.

Mr. Hujik nominated Mr. Fountain for Vice-President. Mr. Stalker seconded the nomination.

Mr. Fountain nominated Mrs. Stevens for Vice-President. Mr. Olson seconded the nomination.

There being no further nominations, Mr. Fountain moved that nominations be closed and that ballots be cast for Board Vice-President. Mr. Hujik seconded the motion. Unanimously approved.

Roll call vote: Mr. Hujik – Mr. Fountain; Mr. Stalker – Mr. Fountain; Mr. Englund – Mr. Fountain; Mr. Fountain – Mrs. Stevens; Mr. Ostman – Mrs. Stevens; Mrs. Stevens – Mrs. Stevens; and Mr. Olson – Mrs. Stevens. Mrs. Stevens was selected as Board Vice-President.

Mr. Ostman nominated Mr. Fountain for Board Treasurer. Mr. Hujik seconded the nomination. There were no further nominations and Mr. Fountain was unanimously selected as Board Treasurer.

Mr. Fountain nominated Mr. Englund for Board Clerk. Mr. Hujik seconded the nomination.

Mr. Englund nominated Mr. Hujik for Board Clerk. Mr. Stalker seconded the nomination.

Roll call vote: Mr. Hujik – Mr. Englund; Mr. Stalker – Mr. Englund; Mr. Englund – Mr. Hujik; Mr. Fountain – Mr. Englund; Mr. Ostman – Mr. Hujik; Mrs. Stevens – Mr. Englund; and Mr. Olson – Mr. Englund.

Mr. Englund was selected as Board Clerk.

Mrs. Stevens nominated Ms. Knudsen as Board Secretary.

There being no further nominations Mrs. Stevens moved that nominations be closed and that ballots be cast for Ms. Knudsen as Board Secretary. Mr. Stalker seconded the motion. Unanimously approved.

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

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

The voting order will be Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain and Mr. Olson.

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

Meeting adjourned at 7:08 P.M.

Diana Knudsen  
School Board Secretary

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

A regular meeting of the Kenosha Unified School Board was held on Monday, April 24, 2006 in the ESC Board Meeting Room. Mr. Olson, President, presided.

The meeting was called to order at 7:32 P.M. with the following Board members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain and Mr. Olson.

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

The School Board recognized the Chinese language students who earned top State honors, FBLA Regional and State award recipients, and Jefferson and Wilson Elementary School students whose art was displayed in the State Capitol.

There was no legislative report.

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

Mr. Olson made his remarks as President and Dr. Pierce gave his Superintendent's report.

Mr. Milt Thompson, Director of Title I, P-5 and Bilingual Education, provided a Strategic Planning update.

The Board then considered the following Consent-Approve items.

Consent-Approve item XI-A Strategic Planning Implementation Teams #2 and #3 Updates were presented by Mr. Pat Finnemore and Ms. Nancy Weirick, Implementation Team Co-Chairs, and Dr. Pierce.

Consent-Approve item XI-B Student Handbooks – Middle and High Schools – Second reading, submitted by Dr. Pierce and excerpts follow:

“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.

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. On March 28, 2006, the Board approved the handbooks on a first reading and this item is being returned to the Personnel/Policy Committee and Board for a second reading. It is recommended that the Board approve the 2006-2007 middle and high school handbooks on a second reading at its April 24, 2006 regular meeting.”

Consent-Approve item XI-C Enhancing Education through Technology Grant submitted by Dr. Edie Holcomb, Executive Director of Instructional Services; Ms. Suzanne Chernik, Specialist – Library Media/Instructional Technology; and Dr. Pierce and excerpts follow:

“School Board approval is requested to submit and implement, if awarded, the Enhancing Education Through Technology Grant (Ed Tech). Enhancing Education Through Technology is a federal grant program designed to support the efforts of President Bush’s federal initiative called No Child Left Behind (NCLB). Kenosha is joining with the school districts of Racine, Mequon and New Berlin to increase student achievement with 21<sup>st</sup> Century technology skills and to train teachers to design and implement lessons for students that integrate technology.

At its April 11, 2006 meeting, the Curriculum/Program Committee recommended that this grant request be forwarded to the full Board for approval. Administration recommends that the School Board approve submission and implementation of the Enhancing Education Through Technology 2006-07 grant.”

Consent-Approve item XI-D School Wellness Policy 5580 submitted by Dr. Holcomb; Mr. Scott Lindgren, Coordinator of Activities, Athletics, Health, Physical Education, and Recreation; Ms. Cindy Gossett, Director of Food Services; and Dr. Pierce and excerpts follow:

“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.

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 School Board approved the policy on a first reading at its March 28<sup>th</sup> regular meeting. It is recommended that the School Board approve Policy 5580 on a second reading at its April 24<sup>th</sup> regular meeting.”

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

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

Consent-Approve item XI-G Minutes of Special Meeting of 3/27/06, Special Meetings and Executive Sessions of 3/28/06 and 4/11/06; Regular Meeting of 3/28/06 and Special Meeting of 4/11/06.

Consent-Approve item XI-H 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 CR019050 through CR019604 that total \$435,487.84 be approved.

Check numbers 370285-371552 totaling \$6,124,359.46 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 March 1, March 2, March 20, March 30, and March 31 totaling \$3,741,633.61 to US Bank of Milwaukee dated March 15, March 30, 2006 (two (2) deposits dated March 30) totaling \$503,832.87 and to the Wisconsin Retirement System dated March 31, 2006 totaling \$962,127.18 be approved.”

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

Dr. Pierce presented the Design and Cost Estimate for Physical Education and Athletic Additions and Modernization of Tremper High School submitted by Mr. Finnemore, Director of Facilities; Mr. John Setter, Project Architect; and Dr. Pierce and excerpts follow:

“The Facilities Design Committee for the physical education and athletic additions and renovation of Tremper 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 School Board approval for the design and cost estimate for the Tremper project, which was approved unanimously by the Planning, Facilities, and Equipment Committee.”

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

Dr. Pierce presented the Approval of Construction Bids for Prairie Lane Elementary Education Addition/Renovation Project submitted by Mr. Finnemore and Dr. Pierce and excerpts follow:

“Administration recommends Board approval of the contractor selection and their bids for the Prairie Lane Elementary School Education Addition/Renovation project as detailed in the report.”

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

Dr. Pierce presented the Combined Durkee and Lincoln New School Instructional Design submitted by Mr. Kurt Sinclair, Director of School Leadership; Dr. Holcomb; and Dr. Pierce and excerpts follow:

“The Instructional Design Committee is asking for approval of the following:

To approve the Instructional Design Committee report for the educational specifications of the combined site and forward to the Facilities Design Committee.

The committee is also asking the Board to notify the state and request SAGE funding for the new school.

Approve Success For All as the Reading program for the combined site based on the information contained with this report, in the form of an attachment, and the process used to solicit teacher input from both sites.

At is April 11, 2006 meeting, the Curriculum/Program Committee moved to forward these recommendations to the full Board for approval.”

Mrs. Stevens moved to concur with the recommendations of Administration. Mr. Fountain seconded the motion. Motion carried. Mr. Ostman was out of the room and did not vote.

The Review of Business Services was deferred until next month.

Dr. Pierce presented his proposed Administrative/Supervisory/Technical Employee Compensation Policy and excerpts follow:

“It is recommended that the Board of Education ratify the proposed changes to Section VIII-E of the AST Classification, Compensation and Personnel Policy for 2006-07.”

Mr. Fountain moved to approve the Administrative/Supervisory/Technical Employee Compensation Policy. Mrs. Stevens seconded the motion. Unanimously approved.

Dr. Pierce presented the Homeless Children and Youth Education Program (EH CY) Grant Request submitted by Ms. Sonya Stephens, Executive Director of Educational Accountability, and Dr. Pierce and excerpts follow:

“The KUSD Administration recommends that the School Board grant approval to submit and implement the Homeless Children and Youth Education Grant for the 2006-07 school year and two succeeding years.”

Mrs. Stevens moved to approve the Homeless Children and Youth Education Program Grant Request. Mr. Ostman seconded the motion. Unanimously approved.

Dr. Pierce presented the District-Wide Survey Efforts submitted by Mr. Miller, Mrs. Stephens and Dr. Pierce and excerpts follow:

“Administration recommends that the Board approve the District-wide survey report and that an analysis of the survey results be presented to the Personnel/Policy Committee and the full Board once available.”

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

Dr. Pierce presented the Recommendation to Name Anderson Park Stadium submitted by Mr. Finnemore and Dr. Pierce and excerpts follow:

“Administration recommends Board approval to request the City of Kenosha to name the stadium at Anderson Park after Alan Ameche. Further, Administration recommends Board approval to construct a monument at the Stadium in Mr. Amedhe’s honor if the City approves the naming, provided the construction and installation of the monument would be privately funded.”

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

Meeting adjourned at 9:00 P.M.

Diana Knudsen  
School Board Secretary

SPECIAL MEETING  
OF THE KENOSHA SCHOOL BOARD  
HELD APRIL 25, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, April 25, 2006, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for the initial presentation and discussion regarding the 2006-07 proposed School District budget.

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

Dr. Pierce and Mr. Johnston presented the preliminary 2006-07 School District budget.

Mr. Englund arrived at 7:35 P.M. and Mr. Stalker arrived at 8:00 P.M.

There was discussion and Administration responded to Board members questions regarding the 2006-07 budget.

Meeting adjourned at 8:17 P.M.

Diana Knudsen  
Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA SCHOOL BOARD  
HELD APRIL 29, 2006

A special meeting of the Kenosha Unified School Board was held on Saturday, April 29, 2006, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 8:05 A.M. with the following members present: Mr. Hujik, Mr. Stalker, Mr. Englund, Mr. Fountain, Mr. Ostman, Mrs. Stevens and Mr. Olson. Dr. Pierce and Mr. Johnston were also present.

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

Mr. Olson announced that an executive session had been scheduled to follow this special meeting for the purpose of discussion regarding Personnel: Problems; Personnel: Position Assignments; and Personnel: Compensation and/or Contracts under exemptions (b), (c), (e) and (f) of State Statute 19.85(1) and collective bargaining deliberations.

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

1. Collective Bargaining Deliberations

There was discussion regarding collective bargaining deliberations with one of the District's employee groups. Mr. Johnston provided additional information regarding the matters being discussed.

2. Personnel: Problems, Personnel: Position Assignments and Personnel: Evaluation Consideration

Dr. Pierce provided Board members with information regarding several personnel matters and discussion followed

Meeting adjourned at 9:20 A.M.

(These minutes were prepared from notes taken by Mr. Johnston.)

Diana Knudsen  
School Board Secretary

Kenosha Unified School District No. 1  
Kenosha, Wisconsin  
Summary of Receipts, Wire Transfers, and Check Registers  
May 23, 2006

	From	To	Date	Amount
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**Receipts:**

Total Receipts	CR019605	CR020159	3/28/06-4/25/06	\$ 1,095,116.35
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**Wire Transfers from Johnson Bank to:**

First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			April 13, 2006	1,143,998.22
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			April 17, 2006	109,320.91
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			April 27, 2006	1,123,706.51
US Bank of Milwaukee <i>(for state payroll taxes)</i>			April 17, 2006	253,100.91
Wisconsin Retirement System			April 28, 2006	1,408,389.85
Total Outgoing Wire Transfers				<b>\$ 4,038,516.40</b>

**Check Registers:**

General	371553	372181	April 7, 2006	1,604,743.12
General	372182	372307	April 13, 2006	3,933,706.57
General	372308	372309	April 13, 2006	2,895.11
General	372310	372861	April 19, 2006	1,131,547.33
General	372862	372869	April 25, 2006	65,432.32
General	372870	372870	April 25, 2006	12,408.38
General	372871	372871	April 25, 2006	2,081.41
General	372872	373317	April 28, 2006	1,744,985.39
General	373318	373318	May 1, 2006	613.00
General	373319	373323	May 3, 2006	2,950.64
General	373324	373324	May 3, 2006	29.00
Total Check Registers				<b>\$ 8,501,392.27</b>

## **Administrative Recommendation**

It is recommended that receipt numbers CR019605 through CR020159 that total \$1,095,116.35 be approved.

Check numbers 371553-373324 totaling \$8,501,392.27 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 April 7, April 17, and April 27, 2006 totaling \$2,377,025.64 to US Bank of Milwaukee dated April 17, 2006 totaling \$253,100.91 and to the Wisconsin Retirement System dated April 28, 2006 totaling \$1,408,389.85 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

May 23, 2006

**TALENT DEVELOPMENT PROGRAM REVIEW AND LONG-RANGE PLAN**

**Introduction**

In late fall 2005 the superintendent and the executive director of Instructional Services requested the formation of a long-range talent development committee. The charge of the committee was to examine the current talent development programs in Kenosha Unified School District No. 1, to research best practice and effective programming for highly capable students, and to develop a five-year long-range plan that ensures all KUSD students are provided equitable opportunities that are enriching and challenging.

The committee was given five essential questions to guide its work:

1. Do the district's current practices in the talent development identification processes reflect consistency with existing school board policy?
2. Do the district's current practices in our talent development services reflect consistency with existing school board policy?
3. Do the district's current practices in the talent development identification processes reflect best practice from the field?
4. Do the district's current practices in talent development services reflect best practice from the field?
5. Is the committee satisfied with the results of the district's current practices?

Aligning the committee's essential questions and answers with the district's Strategic Plan was critical. The Talent Development Program aligns with Kenosha Unified School District's Mission Statement, which states that the district wants to "*empower all students to reach their unique capabilities*". The Talent Development Program addresses the needs of highly capable students and should assure that they are provided "*diverse and challenging learning experiences*."

**Background**

The Long-Range Talent Development Committee was formed in January 2006, seeking representation from all stakeholder groups (Appendix A). The committee examined the five

essential questions, beginning with a Situational Appraisal Activity (Appendix B). Committee members listed all of their concerns and questions about the identification processes and the services Kenosha Unified provides for students in kindergarten through twelfth grade.

With the Situational Appraisal completed and the five essential questions guiding its work, over the next four months, the committee conducted research of effective programming and studied KUSD Talent Development Program.

The following is a list of some of the resources used in the investigation of Kenosha's Talent Development Program and best practice in the field:

1. Kenosha Unified's Talent Development Policy (Appendix C)
2. Wisconsin's State Standard (t), Rules, and Statutes (Appendix D)
3. The National Association of Gifted Children's Standards (Appendix E)
4. Wisconsin Department of Public Instruction Gifted and Talented Resources
5. Student and test data from Kenosha Unified's Office of Educational Accountability (document available upon request)
6. Talent development programs from all over the United States
7. Books, articles, and websites

### **The Work**

The committee wanted the Talent Development Program to define, develop, and implement programming that ensures all students access to learning opportunities that are challenging, systematic, and continuous. "A continuous program is one that begins with identification in the early grades and runs through graduation. A systematic program brings logical structure and organization to the student's educational plan. The student's needs are identified, and the program is built to meet those needs."<sup>1</sup>

### **Findings**

Study of the five essential questions indicated a need for a program change.

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<sup>1</sup> "Gifted and Talented Questions and Answers from Wisconsin's Department of Public Instruction"

## THE FIVE ESSENTIAL QUESTIONS

1. Do the district's current practices in the talent development identification processes reflect consistency with existing school board policy?

*Based on the committee's study, the magnet program as it currently exists does **not** meet the needs of all of the district's highly capable students, including our twice-exceptional identification. (Twice-exceptional students are students who are highly intelligent in some areas and yet possess some special education needs.) Based on the Office of Civil Rights agreement to invite the top ten percent of all ethnic and gender groups into the program, unfairness is created for all groups. Since the magnet program allows only 50 students to participate per grade level, many students in the overall top 10 percent are not invited. In addition to not being invited, many students opt to stay in their home schools because of lack of busing, comfort level with the home school and the neighborhood, and misinformation about the elementary enrichment program.*

2. Do the district's current practices in our talent development services reflect consistency with existing school board policy?

*The committee found that current practices do **not** always reflect consistency with the existing school board policy. All students are to be given challenging opportunities through differentiation and other best practice in the field. The committee found that not all students are being challenged and empowered to reach their unique capabilities. Not all teachers have had differentiation training. In the middle school the school-wide Enrichment Program no longer exists and yet still remains as part of the policy. Finally, although there are students interested in attending advanced placement classes in the high school, oftentimes these classes do not run because of many reasons, including low student enrollment and lack of trained teachers.*

3. Do the district's current practices in the talent development identification processes reflect best practice from the field?

*Best practice states that more than one test should be used as a measure to decide if a child should be invited into the talent development magnet program. Currently, only the Naglieri Nonverbal Abilities Test is used.*

4. Do the district's current practices in talent development services reflect best practice from the field?

*Best practice states that students should be offered an opportunity to be challenged in a variety of ways to reach their fullest potential. Currently the district's only specific practice is the magnet program and some academic offerings. One way that appears to be the most effective is to develop a continuum of services throughout a student's school career. Through the committee's research, it also came to realize that an effective talent development program is not solely academic. In addition, a true talent development program addresses the talents of creativity, artistry, and leadership. These other areas of giftedness*

*need to be examined. A continuum of services is a range of opportunities from self-contained to flexible grouping and differentiation to advanced placement classes to apprenticeships. (Appendix F outlines the Wisconsin Gifted and Talented Pyramid Model and the Guidelines for Educational Opportunities, Wisconsin's Comprehensive Integrated Gifted Programming Model, and an example of a continuum of services, kindergarten through twelfth grade.)*

5. Is the committee satisfied with the results of the district's current practices?

*The committee was not satisfied with the information it had gathered about the district's current practices. Two significant pieces of data included the Naglieri Test results and the advanced placement data. (This documentation is available upon request.)*

*The Naglieri Test data, the indicator used to identify first grade students for the Enrichment Program, demonstrated that the Kenosha Unified School District No. 1 is not meeting the needs of all students scoring in the top 10 percent. With the Office of Civil Rights agreement identifying the top 10 percent in each gender and ethnic category and only 50 classroom seats available per grade level, over 400 students were not invited into the magnet school program during the 2005-06 school year. Additionally, different cut scores were seen in each gender and ethnic category, creating classrooms with a great range of abilities and skills with not all students capable of achieving academic success.*

*Test results from the Advanced Placement Exams indicated that the district's test scores need to improve. The committee also studied the limited number of advanced placement (AP) class offerings and the number of students taking AP classes. The committee concluded that the advanced placement programming needs expanding.*

Completing the investigation process, the committee started working on the recommendations and the five-year plan. The committee used a process similar to the Cambridge Strategic Planning Process that the district used to develop its five-year strategic plan.

### **The Talent Development Strategic Plan**

In support of the district's mission, parameters, and belief statements, the committee developed a Talent Development Mission Statement, Parameters, and Belief Statements.

### **TALENT DEVELOPMENT MISSION STATEMENT**

The mission of the Kenosha Unified School District No. 1 Talent Development Program, a network designed to support every student's individual ability, is to foster, develop, and maximize the exceptional potential of every student by providing rigorous and challenging curricula and enriching opportunities through the efforts of qualified educators, involved families, and an engaged community.

## **TALENT DEVELOPMENT PARAMETERS**

- The Talent Development Program will expect educators, family, and community members to share the responsibility for academic, affective, and intersocial growth of all learners, including highly capable students.
- The Talent Development Program will identify exceptional potential in all cultural groups and across all economic strata.
- All educators will maintain high quality standards and effectively deliver instruction in the classroom.
- The Talent Development Program will create a climate of excellence and rigorous curricula.
- The Talent Development Program will differentiate the curricula, instruction, and assessment, which support a continuum of services to meet the needs of all students, including highly capable students.

## **TALENT DEVELOPMENT BELIEF STATEMENTS**

1. The Talent Development Program acknowledges and agrees with the belief statements outlined in the district's Strategic Plan.
2. The Talent Development Program believes highly capable students should be provided with programming that maximizes academic and personal growth.
3. The Talent Development Program believes highly capable students need choice in academic and nonacademic ventures throughout their school careers.
4. The Talent Development Program believes appropriate instructional support and curriculum must be provided for elementary, middle, and high school teachers and students, including special learners who have unique instructional needs.
5. The Talent Development Program believes barriers related to language or socioeconomic factors will not hinder participation in the program.
6. The Talent Development Program believes that highly capable students should be provided with an environment that acknowledges, values, and nurtures their abilities.
7. The Talent Development Program believes an appropriate array of learning experiences differentiated by depth and challenged by a creative environment must be established for highly capable students.
8. The Talent Development Program believes in the delivery of differentiated learning opportunities.

9. The Talent Development Program believes all highly capable students have the right to an appropriate education that provides educational interventions that sustain challenge and ensure continued growth.
10. The Talent Development Program believes that professional educators should be provided with increasingly effective instruction to benefit highly capable students.
11. The Talent Development program believes in providing early identification and appropriate educational responses of highly capable students.

### **Talent Development Recommendations**

1. Revise the student identification process using more than one measure, identifying the top 10 percent in each ethnic and gender group as outlined in the Office of Civil Rights agreement.
2. Define and implement the continuum of services for Kenosha Unified School District's highly capable students, kindergarten through twelfth grade.
  - A. Develop and implement the process of redefining the elementary magnet school program, transitioning to one magnet school that accommodates the needs of students achieving in the top 2 percent nationally on a standardized assessment chosen by the identification team. The committee felt that all classrooms should meet the needs of all students, including the highly capable students. Therefore, it is recommended that all teachers be trained in differentiation and best practice to meet the needs of all students. Students identified in the top 10 percent (per the Office of Civil Rights agreement) and not a part of the top 2 national percentile would stay in their home school and have their needs met through a continuum of services.
  - B. Articulate a Talent Development Program kindergarten through twelfth grade that includes leadership, creativity, and artistic ability.
3. Articulate and implement a system of communication for highly capable students, parents, and community members of the available services and programming opportunities.

### **Talent Development Tactics**

The recommendations for the Talent Development Program are reflected in the following tactics and specific results:

<b>Tactic I: Identification</b>
<b>Specific Results I:</b> Develop and implement a comprehensive and cohesive process for student identification beginning in first grade which determines eligibility for talent development services, student retention, student reassessment, exit criteria, and appeals procedures.
<b>Tactic II: Continuum of services</b> (Appendix F, as referred to earlier, outlines examples of a continuum of services.)
<b>Specific Results II.1:</b> Develop and implement a continuum of services for all highly capable students grades 1 through 5.
<b>Specific Results II.2:</b> Develop and implement a continuum of services for all highly capable students grades 6 through 8.
<b>Specific Results II.3:</b> Develop and implement a continuum of services for all highly capable students grades 9 through 12.
<b>Tactic III: Communication and marketing</b>
<b>Specific Results III:</b> Articulate and implement a system of communication for our highly capable students, parents, and community members of the available services and programming opportunities.

Action Plans were developed for these tactics and specific results.

## TACTIC I: IDENTIFICATION

<b>Tactic I: Identification</b>					
<b>Specific Result I: Develop and implement a comprehensive and cohesive process for student identification, beginning in first grade, which determines eligibility for talent development services, student retention, student reassessment, exit criteria, appeals procedures, and sibling school placement.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Dates</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Assign a project manager.	Talent development consultant	June 2006	June 2006	
	Reexamine and work with the Office of Civil Rights on the identification agreement established in 2000.	Talent development consultant	September 2006		
	Assemble a team of teachers and principals to evaluate the assessment process and instruments.	Identification team made up of teachers and principals	September 2006	September 2006	
	Reevaluate the Naglieri as an assessment instrument.	Identification team made up of teachers and principals	September 2006	September 2008	
	Investigate all of the areas of giftedness and how they impact the continuum of services.	Identification team made up of teachers and principals	September 2007	September 2008	
	Determine the instrument(s) to be used for student identification that measure(s) diverse abilities (including the twice-exceptional students), talents, strengths, and needs in order to provide a continuum of services.	Identification team made up of teachers and principals, including representation from Educational Accountability	September 2006	September 2008	
	Develop and implement a process to identify twice-exceptional students	Talent development consultant and Special Education	September 2006	September 2008	
	Train teachers in gifted and talented identification and recognition, including the twice-exceptional students.	Talent development teacher consultant and Instructional Services, including Professional Development, Special Education, and Student Support	Spring 2007	Spring 2009	

<b>Tactic I: Identification</b>					
<b>Specific Result I: Develop and implement a comprehensive and cohesive process for student identification, beginning in first grade, which determines eligibility for talent development services, student retention, student reassessment, exit criteria, appeals procedures, and sibling school placement.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Dates</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Develop an annual report of the identification process, including ethnicity and gender placement. The annual report should include past data to track progress.	Talent development consultant	Spring 2007	Annually	

## **TACTIC II: CONTINUUM OF SERVICES**

<b>Tactic II: Continuum of Services</b>					
<b>Specific Results II.1: Develop and implement a continuum of services for all highly capable students kindergarten through fifth grade.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Assign a project manager.	Talent development teacher consultant	June 2006	June 2006	
	Assemble a team of teachers and principals to develop a continuum of services for highly capable students kindergarten through fifth grade.	Talent development teacher consultant, teachers, and principals	September 2007	September 2007	
	Develop a decision-making matrix that defines the continuum of services.	Team of teachers and principals	September 2007	September 2008	

<b>Tactic II: Continuum of Services</b>					
<b>Specific Results II.1: Develop and implement a continuum of services for all highly capable students kindergarten through fifth grade.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Implement a continuum of services for all highly capable students, including for the top ten national percentile as identified.	Teachers and principals	September 2008	September 2008	
	Develop and implement a plan to recruit and train staff professionals needed to implement continuum of services and give support to all Kenosha Unified School District No. 1 staff.	Instructional Services	January 2007	September 2008	
	Train teachers on the continuum of services for highly capable students.	Teachers and principals	September 2008	September 2009	
	Create a differentiation team to define best practice in the field as stated in Strategic Plan IV.	Teachers and administrators	Spring 2006	Spring 2006	
	Train teachers to understand, implement, and assess differentiated instruction strategies that have proven positive effects on student learning linked to district instructional framework (for example: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representation, cooperative learning, setting objectives and providing feedback, and	Instructional Services, teachers, and principals	March 2006	September 2009	

<b>Tactic II: Continuum of Services</b>					
<b>Specific Results II.1: Develop and implement a continuum of services for all highly capable students kindergarten through fifth grade.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	generating and testing hypotheses, questions, and advanced organizers (Strategic Plan IV.3.4).				
	Determine the process, assessment tools, and criteria for the creation of flexible groups (assessments of prior knowledge, common assessments, demonstrated achievement, etc.).	Instructional Services	September 2006	September 2007	
	Develop the rationale and expectations for structured flexible grouping for mathematics and language arts in grades 2 through 5 for each elementary school.	Instructional Services	September 2006	September 2007	
	Discuss the rationale and expectations for flexible grouping and flexible grouping scenarios with elementary principals.	Instructional Services	September 2006	September 2007	
	Assist elementary principals and classroom teachers in setting up structured flexible grouping schedule for mathematics and language arts that fit the school's uniqueness, student needs, etc.	Instructional Services	September 2007	September 2008	
	Investigate and expand the opportunities to participate in challenging, enriching activities, including the areas of leadership, creativity, and artistic abilities.	Team of teachers and principals	January 2007	September 2008	

<b>Tactic II: Continuum of Services</b>					
<b>Specific Results II.1: Develop and implement a continuum of services for all highly capable students kindergarten through fifth grade.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Develop and implement Parent Evenings to access information for parents/guardians in identifying giftedness and general information about services.	Talent development teacher consultant and principals	September 2007	Twice a year	
	Investigate foreign language opportunities to enrich all students.	Talent development teacher consultant to lead team of teachers and principals	September 2008	September 2009	
	Form a committee to investigate other magnet programs such as a fine arts school, a technology school, etc.	Talent development teacher consultant to lead a committee representing all stakeholder groups	September 2008	September 2009	
	Develop and implement the process of redefining the elementary magnet school program, transitioning to one magnet school that accommodates the needs to the top 2 national percentile of the district's elementary students as identified through an identification committee.	Talent development teacher consultant to lead team of teachers and principals	September 2007 (Align with the opening of the new school)	September 2008	
	Identify the criteria and train the teachers for the new magnet school	Talent development consultant and advisory team	January 2007	September 2008	
	Investigate community sources and grants for transportation to the magnet program of the top 2 national percentile (i.e. Rotary Club, Kiwanis, etc).	Talent development teacher consultant	September 2006	September 2009	

<b>Tactic II: Continuum of Services</b>					
<b>Specific Results II.1: Develop and implement a continuum of services for all highly capable students kindergarten through fifth grade.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Evaluate the continuum of services programming.	Talent development teacher consultant	September 2010	May 2011	

<b>Tactic II: Continuum of Services</b>					
<b>Specific Results II.2: Develop and implement a continuum of services for all highly capable students grades 6 through 8.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Assign a project manager.	Talent development teacher consultant	June 2006	June 2006	
	Assemble a team of teachers and principals to develop a continuum of services for highly capable students grades 6 through 8.	Talent development teacher consultant, teachers, and principals	September 2007	September 2007	
	Develop a decision-making matrix that defines the continuum of services.	Team of teachers and principals	September 2007	September 2008	
	Implement a continuum of services for all highly capable students, including for the top 2 national percentile as identified.	Teachers and principals	September 2008	September 2008	
	Develop and implement a plan to recruit and train staff professionals needed to implement continuum of services and give support to all Kenosha Unified School District No. 1 staff.	Instructional Services	January 2007	September 2008	

<b>Tactic II: Continuum of Services</b>					
<b>Specific Results II.2: Develop and implement a continuum of services for all highly capable students grades 6 through 8.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Train teachers on the continuum of services for our highly capable students	Teachers and principals	September 2008	September 2009	
	Create a differentiation team to define best practice in the field as stated in Strategic Plan IV.	Teachers and administrators	Spring 2006	Spring 2006	
	Train teachers to understand, implement and assess differentiated instruction strategies that have proven positive effects on student learning linked to district instructional framework (for example: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representation, cooperative learning, setting objectives and providing feedback, and generating and testing hypotheses, questions, and advanced organizers (Strategic Plan IV.3.4).	Instructional Services, teachers, and principals	March 2006	September 2009	
	Train sixth grade math teachers in differentiation, clustering, and flexible grouping as best practice instructional strategies as outlined in Strategic Plan IV.	Talent development teacher consultant and the math 6-12 teacher consultant	Spring 2006	Spring 2007	

<b>Tactic II: Continuum of Services</b>					
<b>Specific Results II.2: Develop and implement a continuum of services for all highly capable students grades 6 through 8.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Determine the process, assessment tools, and criteria for the creation of flexible groups (assessments of prior knowledge, common assessments, demonstrated achievement, etc.).	Instructional Services	September 2006	September 2007	
	Develop the rationale and the expectations for structured flexible grouping for mathematics and language arts in grade 6 for each middle school.	Instructional Services	September 2006	September 2007	
	Discuss the rationale and expectations for flexible grouping and flexible grouping scenarios with middle school principals.	Instructional Services	September 2006	September 2007	
	Assist middle school principals and classroom teachers in setting up structured flexible grouping schedule for mathematics and language arts that fit the school's uniqueness, student needs, etc.	Instructional Services	September 2007	September 2008	
	Implement the process of identifying the top 10 percent of the sixth grade student population in math and English/ language arts to meet their needs through differentiation and researched based best practice.	Talent development teacher consultant, math 6-12 teacher consultant, and English 6-12 teacher consultant	Spring 2006	September 2006	

<b>Tactic II: Continuum of Services</b>					
<b>Specific Results II.2: Develop and implement a continuum of services for all highly capable students grades 6 through 8.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Implement the process of identifying the top 10 percent of the seventh grade student population in math to meet their needs through seventh grade prealgebra and eighth grade algebra.	Talent development teacher consultant and math 6-12 teacher consultant	Spring 2006	September 2007	
	Develop the process of identifying the top 10 percent of the seventh grade student population in English/language arts to meet their needs through seventh and eighth grade English/language arts honors.	Talent development teacher consultant and English 6-12 teacher consultant	January 2007	September 2007	
	Develop and implement the curriculum for seventh and eighth grade honors English/language arts.	Talent development teacher consultant and English 6-12 teacher consultant	January 2007	September 2007	
	Investigate and expand the opportunities to participate in challenging, enriching activities, including the areas of leadership, creativity, and artistic abilities.	Team of teachers and principals	January 2007	September 2008	
	Assist in the development of a plan in the transition to middle school	Talent development teacher consultant, Instructional Services, and the middle school principals	September 2006	March 2007	

<b>Tactic II: Continuum of Services</b>					
<b>Specific Results II.2: Develop and implement a continuum of services for all highly capable students grades 6 through 8.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Develop and implement Parent Evenings to access information for parents/guardians in identifying giftedness and general information about services.	Talent development teacher consultant, middle school principals and counselors	September 2007	Twice a year	
	Evaluate the continuum of services programming for grades 6 through 8.	Talent development teacher consultant	September 2010	May 2011	

<b>Tactic II: Continuum of Services</b>					
<b>Specific Results II.3: Develop and implement a continuum of services for all highly capable students grades 9 through 12.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Assign a project manager.	Talent development teacher consultant	June 2006	June 2006	
	Assemble a team of teachers and principals to develop a continuum of services for highly capable students grades 9 through 12.	Talent development consultant, teachers, and principals	September 2007	September 2007	
	Develop a decision-making matrix that defines the continuum of services.	Team of teachers and principals	September 2007	September 2008	
	Implement a continuum of services for all highly capable students, including for the top 2 national percentile.	Team of teachers and principals	September 2007	September 2008	

<b>Tactic II: Continuum of Services</b>					
<b>Specific Results II.3: Develop and implement a continuum of services for all highly capable students grades 9 through 12.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Develop and implement a plan to recruit and train staff professionals needed to implement continuum of services and give support to all Kenosha Unified School District No. 1 staff.	Instructional Services	January 2007	September 2008	
	Train teachers on the continuum of services for the district's highly capable students.	Teachers and principals	September 2008	September 2009	
	Train teachers to understand, implement, and assess differentiated instruction strategies that have proven positive effects on student learning linked to district instructional framework. For example: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representation, cooperative learning, setting objectives and providing feedback, and generating and testing hypotheses, questions, and advanced organizers (Strategic Plan IV.3.4).	Instructional Services	March 2006	September 2009	
	Train counselors to help identify, encourage, and support the district's highly capable students.	Talent development teacher consultant, Instructional Services, coordinator of Student Support, Special Education, and Student Support	September 2005	September 2007	

<b>Tactic II: Continuum of Services</b>					
<b>Specific Results II.3: Develop and implement a continuum of services for all highly capable students grades 9 through 12.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Assist in the development of a plan in the transition to high school.	Talent development teacher consultant, Instructional Services, and the high school principals	September 2006	March 2007	
	Define honors diploma.	Talent development teacher consultant to lead a committee representing all stakeholder groups	September 2006	May 2007	
	Map curriculum for honors classes, develop common assessments, pilot common assessments, and implement common assessments (Strategic Plan IV).	Talent development teacher consultant, Instructional Services, and teachers who teach honors and advanced placement courses	September 2006	September 2007	
	Define the difference between honors classes and advanced placement classes.	Talent development teacher consultant to lead a committee representing all stakeholder groups.	September 2006	May 2007	
	Increase AP participation: <ul style="list-style-type: none"> <li>• Increase teacher capacity through training opportunities.</li> <li>• Increase AP class offerings.</li> <li>• Develop distance learning AP classes.</li> </ul>	Instructional Services, high school principals, high school counselors, and AP teachers	September 2005  September 2005 September 2006 September 2005	Annually	
	Increase AP test scores. <ul style="list-style-type: none"> <li>• Develop teacher criteria for teaching AP classes.</li> </ul>	Instructional Services, high school principals, high school counselors, AP teachers	September 2005  September 2006	Annually  May 2007	

<b>Tactic II: Continuum of Services</b>					
<b>Specific Results II.3: Develop and implement a continuum of services for all highly capable students grades 9 through 12.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Develop implement Parent Evenings to access information for parents/guardians in identifying giftedness and general information about services.	Talent development teacher consultant and high school principals and counselors	September 2006	Annually	
	Develop a partnership with Milwaukee area school districts and businesses to increase revenue for advanced placement classes.	Superintendent, executive director of Instructional Services, and the talent development teacher consultant	Current	Ongoing	
	Evaluate the continuum of services programming for grades 9 through 12.	Talent development teacher consultant	September 2010	May 2011	

### **TACTIC III: COMMUNICATION AND MARKETING**

<b>Tactic III: Communication and Marketing</b>					
<b>Specific Objective III: Articulate and implement a system of communication for highly capable students (parents and community members) of the available services and programming opportunities.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Assign a project manager.	Talent development teacher consultant	June 2006	June 2006	
	Produce a program by students for Channel 20 about talent development opportunities, explanations, and demonstrations on how to access information online. This program should be produced in many languages.	Talent development teacher consultant and Library Media and Instructional Technology	September 2007	To be updated as needed	

<b>Tactic III: Communication and Marketing</b>					
<b>Specific Objective III: Articulate and implement a system of communication for highly capable students (parents and community members) of the available services and programming opportunities.</b>					
<b>Action Steps</b>		<b>Assigned To</b>	<b>Date</b>		
			<b>Start</b>	<b>Due</b>	<b>Complete</b>
	Develop web page as an extension of Instructional Services, with local and national information in English and Spanish.	Talent development teacher consultant and web specialist	September 2006	To be updated as needed	
	Create a brochure available in all schools in English and Spanish explaining the Talent Development Program. Determine the distribution list.	Developed by fifth grade enrichment students with the help of teachers and teacher consultants	September 2007	January 2008	
	Create opportunities to share, inform, and celebrate with the community the enriching opportunities available to students (Boys and Girls Club, Spanish Center, Big Brothers/Big Sisters, Kenosha Area Business Alliance Mentor Program, League of United Latin American Citizens, Nation Association for Advancement of Colored People, etc.).	Talent development teacher consultant	September 2006	Annually	

### **Budget Implications**

The 2005-06 budget for the Talent Development Program is \$49,515. This year the majority of the money supported identification of the first grade students and AP programming.

<b>TACTIC PLAN I: IDENTIFICATION</b>			
<b>2005-06</b>		<b>Additional Funds 2006-07</b>	
		An additional .5 for a full-time equivalent (FTE) talent development consultant beyond 2005-06	\$35,000 (Per the Wisconsin Department of Public Instruction, "A coordinator needs to be designated . . .")
Identification process, including the Naglieri Tests	\$10,950	Identification process, including the Naglieri Tests	\$10,950
		Establish a talent development advisory committee	\$1,000
		Establish an identification team to reevaluate the Naglieri Test and begin to determine the instruments that measure diverse abilities (including the twice-exceptional), talents, strengths, and needs in order to provide a continuum of services.	\$1,000
		Develop a process to identify twice-exceptional students .	\$1000
		<b>Additional Funds 2007-08</b>	
		Identification team to finish reevaluating the Naglieri Test and determining the instruments that measure diverse abilities (including the twice-exceptional students), talents, strengths, and needs in order to provide a continuum of services	\$1,000
		Purchase identification tests.	\$25,000
		Develop and implement a process to identify twice-exceptional students.	\$1,000

		Investigate and expand areas of giftedness to include: leadership, creativity, and artistic abilities.	\$5,000
		<b>Additional Funds 2008-09</b>	
		Train teachers in gifted and talented identification and recognition, including twice-exceptional students.	\$2,000

<b>TACTIC PLAN II.1: ELEMENTARY PROGRAMMING</b>			
<b>2005-06</b>		<b>Additional Funds 2006-07</b>	
		Differentiation team to define best practice in the field as stated in Strategic Plan IV	\$2,000
		Differentiation training	\$10,000 (An assumption was written for this item.)
		Flexible group training	\$5,000
		<b>Additional Funds 2007-08</b>	
		Teacher differentiation training	\$10,000
		Establish a team of teachers and principals to develop a continuum of services for highly capable students kindergarten through fifth grade.	\$2,000
		Recruit and train teachers to implement and give support to all Kenosha Unified School District No. 1 staff on the continuum of services.	\$10,000
		Develop and implement the process of redefining the elementary magnet program, including criteria and training of the magnet program teachers.	\$15,000
		<b>Additional Funds 2008-09</b>	
		Teacher differentiation training	\$10,000

		Teacher continuum of services training	\$10,000
		Investigate other enrichment programs and sites.	\$1,500
		Continued training of the magnet school teachers	\$10,000

<b>TACTIC PLAN II.2: MIDDLE SCHOOL PROGRAMMING</b>			
<b>2005-06</b>		<b>Additional Funds 2006-07</b>	
		Establish differentiation Team to define best practice in the field as stated in Strategic Plan IV.	\$2,000
		Differentiation training	\$10,000 (An assumption was written for this item.)
		Flexible group training	\$5,000
		Develop and implement the curriculum for seventh and eighth grade honors English/ language arts.	\$3,000
		Train counselors to help identify, encourage, and support highly capable students.	\$2,000
		<b>Additional Funds 2007-08</b>	
		Teacher differentiation training	\$10,000
		Establish a team of teachers and principals to develop a continuum of services for highly capable students grades 6 through 8.	\$2,000
		Recruit and train teachers to implement and give support to all Kenosha Unified School District No. 1 staff on the continuum of services.	\$10,000

<b>Additional Funds 2008-2009</b>			
		Teacher differentiation training	\$10,000
		Teacher continuum of services training	\$10,000

<b>TACTIC PLAN II.3: HIGH SCHOOL PROGRAMMING</b>			
<b>2005-06</b>		<b>Additional Funds 2006-07</b>	
<b>(Advanced placement programming budget has been supplemented through the superintendent's budget of \$20,000 additional monies.)</b>			
		Differentiation team to define best practice in the field as stated in Strategic Plan IV	\$2,000
		Differentiation training	\$10,000
AP programming	\$20,000	Improve advanced placement offerings, instruction, and test results.	\$41,316 (An assumption was written for this item.)
		PSSS testing	\$22,000 (An assumption was written for this item.)
AP tests	\$50,000 (School board approved)	AP tests	\$40,000 (Twenty thousand dollars of this amount is an assumption from Cabinet.)
		Train counselors to help identify, encourage, and support highly capable students.	\$2,000
		Curriculum writing for honors courses	\$10,000
<b>Additional Funds 2007-08</b>			
		Teacher differentiation training	\$10,000
		Establish a team of teachers and principals to develop a continuum of services for highly capable students grades 9 through 12.	\$2,000

		Recruit and train teachers to implement and give support to all Kenosha Unified School District No. 1 staff on the continuum of services.	\$10,000
		AP tests	\$50,000
		<b>Additional Funds 2008-09</b>	
		Teacher differentiation training	\$10,000
		Teacher continuum of services training	\$10,000
		AP tests	\$50,000

<b>TACTIC PLAN III: COMMUNICATION</b>			
<b>Existing Budget</b>		<b>Additional Funds 2006-07</b>	
<b>None</b>			
		<b>Additional Funds 2007-08</b>	
		Brochure	\$5,000

### **Recommendation**

On May 9, 2006, this report was reviewed by the Curriculum/Program Committee and approved for forwarding to the Kenosha Unified School District No. 1 Board of Education. It is recommended that the board review the information provided and approve the new talent development long-range plan for implementation **as future budget allocations allow**.

Dr. R. Scott Pierce  
Superintendent of Schools

Dr. Edie Holcomb  
Executive Director of Instructional Services

Mrs. Jolene Schneider  
Teacher Consultant—Talent Development

### **Link to Appendices**

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

May 23, 2006

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

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

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

After review at the Committee level, it is the recommendation of the Committee that the guidebook and policies with suggested revisions (noted in bold), be forwarded to the full Board for a first reading. Administration recommends approval of the Personnel Guidebook and School Board Policies 4229 and 4280 on a first reading this evening and that the documents be returned to the Board for a second reading on June 27, 2006.

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

Sheronda Glass, Executive Director  
Human Resources

**Link to Appendices**

**WASB 9/28/05**

POLICY 4229  
EMPLOYEE DRESS AND GROOMING

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

*LEGAL REF.: Wisconsin Statutes*

*Sections 103.14 [grooming requirement notification]*

*120.12(2) [board duty; provide general supervision over the schools]*

*120.13(1) [board power; do all things reasonable for the cause of education]*

*U.S. Constitution, First Amendment [free speech]*

*CROSS REF.: 4110, Equal Opportunity Employment and Affirmative Action*

*4362, Employee Discipline*

*Current Employee Agreements*

*ADMINISTRATIVE REGULATIONS: None*

*AFFIRMED:*

WASB 9/28/05

RULE 4229  
EMPLOYEE PERSONAL APPEARANCE STANDARDS

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

1. Employees are expected to dress in a manner that is normally acceptable in a professional environment. Employees should not wear suggestive or revealing attire, spaghetti straps, backless clothing, shirts or tops that reveal an exposed midriff; clothes printed with slogans, inappropriate or offensive comments; **blue** jeans, athletic clothing, shorts, T-shirts, baseball hats, flip-flop sandals and similar attire that do not present a professional appearance.
2. Certain employees may be required to wear special attire, depending on the nature of their job (**e.g. physical education, special education, grounds, facilities**).
3. At the discretion of the Superintendent and his/her designee, an employee may be allowed to dress in a more casual fashion than normally required. On these occasions, employees are still expected to present a neat appearance and are not permitted to wear ripped or disheveled clothing, athletic wear or similarly inappropriate clothing.

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

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

**WASB 2/3/06**

**POLICY 4280**  
**EMPLOYEE ATTENDANCE AND PUNCTUALITY**

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

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

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED:

WASB 2/3/06

**RULE 4280**

**EMPLOYEE ATTENDANCE AND PUNCTUALITY**

1. An employee is responsible for notifying the automated substitute assignment system and/or his/her supervisor of his/her absence no later than 60 minutes prior to the employee's work starting time.
  - a. The employee must indicate the reason for the absence and advise when he/she will report back to work.
  - b. If the length of time of the absence is unknown, the employee shall provide this notification each day of the absence.
  - c. Employees absent from work due to an illness or injury may be required to submit a doctor's certificate or other appropriate medical authorization as deemed appropriate by the employee's supervisor.

Employees should follow additional department guidelines where appropriate.

2. Tardiness, unexcused absences, patterns of absenteeism (same days over a period of time) and excessive excused absences (other than FMLA) are cause for progressive corrective action. Any disciplinary action taken shall be consistent with District policies, rules and applicable collective bargaining agreements.
  - a. An employee is considered absent if he/she is not present for work as scheduled, regardless of the cause.
  - b. An employee is considered tardy if he/ she reports to work after the scheduled start time (unexcused).
3. Department managers and principals will develop and communicate work schedules to reflect a start and end time that is in compliance with applicable collective bargaining agreements.
4. Supervisors are to give special attention to absence patterns such as:
  - a. Absences before or after the weekend;
  - b. Absences the day before and/or the day after a scheduled holiday or day off;
  - c. Calling in sick as rapidly as sick time is accrued;
  - d. Calling in sick or tardy after the scheduled start time; and
  - e. **Absences the day before or the day of "hunting" season.**

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

May 23, 2006

**WORKER'S COMPENSATION REAUTHORIZATION OF SELF-INSURANCE**

On July 1, 2003, the District approved using Community Insurance Company for its Worker's Compensation program. In order to establish the self-insured program a resolution was approved at the May 27, 2003 School Board Meeting.

The Wisconsin Administrative Code requires each political subdivision to re-authorize their self-insurer status once every three years.

Recommendation

Administration recommends that the School Board approve Resolution No. 268 (attached) to continue the Worker's Compensation Self-Insured Program.

Dr. R Scott Pierce  
Superintendent of Schools

Sheronda Glass, Executive Director  
Human Resources

RESOLUTION NO. 268

**RESOLUTION FOR REAUTHORIZATION OF SELF-INSURANCE**

May 23, 2006

*WHEREAS*, the Kenosha Unified School District is a qualified political subdivision of the State of Wisconsin; and

*WHEREAS*, the Wisconsin Worker's Compensation Act (Act) provides that employers covered by the Act either insure their liability with worker's compensation insurance carriers authorized to do business in Wisconsin, or to be exempted (self-insured) from insuring liabilities with a carrier and thereby assuming the responsibility for its own worker's compensation risk and payment; and

*WHEREAS*, the State and its political subdivisions may self-insure worker's compensation without a special order from the Department of Workforce Development (Department) if they agree to report faithfully all compensable injuries and agree to comply with the Act and rules of the Department; and

*WHEREAS*, the School Board approve the continuation of the self-insured worker's compensation program, in compliance with Wisconsin Administrative Code DWD 80.60(3); and

*NOW, THEREFORE, BE IT RESOLVED* that the School Board of Kenosha Unified School District does ordain as follows:

- (1) Provide for the continuation of a self-insured worker's compensation program that is currently in effect.
- (2) Authorize Jennifer Miller to forward certified copies of this resolution to the Worker's Compensation Division, Wisconsin Department of Workforce Development.

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President, Board of Education

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Clerk, Board of Education

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Superintendent of Schools

Kenosha Unified School District No. 1  
Kenosha, Wisconsin

May 23, 2006

STRATEGY III: PROPOSAL TO ADDRESS OVERCROWDING  
BY ESTABLISHING AN E-SCHOOL IN KUSD

**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 8: “Establish a virtual e-High School for KUSD.”

**Background:**

The work begun by the Strategy III Action Team, a subcommittee of the Strategic Planning Committee, and subsequently approved by the School Board as part of the overall Strategic Plan included two Results Statements specifically connected to charter schools and the establishment of a virtual e-School in Kenosha Unified. A specific subcommittee of Strategy III is pursuing these results. That pursuit has lead to the Board of Education approval to write an implementation grant to Wisconsin DPI to begin Kenosha’s e-School. The process involved extensive research and consultation with the Appleton School District’s e-School and staff which has a three-year history of charter school operation and an outstanding reputation for organization and leadership with a sound and viable eSchool curriculum, coupled with demonstrated student success.

The first visit to Appleton included Mr. William Hittman, Action Team Leader for Strategy III, accompanied by two School Board members, Mr. Mark Stalker and Mr. Gib Ostman. The second visit occurred this fall. Mr. William Hittman, Mr. Tim Miller and Mr. Chad Niemuth visited Appleton and met with Connie Radtke, the Program Leader of the Appleton e-school, a teacher in the e-School program, and a student who went through the registration process for an online course, and spoke with us about her past experience with online learning. From those initial meetings a proposal was made to the Board of Education to allow the Administration to pursue a charter school implementation grant from the DPI. That recommendation was approved this past winter. Andrew Baumgart was employed to write the implementation grant application and charter school agreement. Finally, Andrew Baumgart met for numerous hours with Connie Radtke, teacher coordinator of the Appleton school, to obtain information to write the Kenosha eSchool charter contract and the DPI implementation grant.

The information obtained in these visits included a serious discussion with Appleton leadership, who expressed interest in having Kenosha partner with them in their e-sSchool program and Wisconsin eSchool Network. The benefits of doing this would allow KUSD to capitalize on the groundwork laid and the experiences of Appleton as they

moved through their process of three years to the highly effective and established program they now have. Included in that partnership would be access to the curriculum already purchased by Appleton, as well as the details of the establishment process, along with professional development, which would rapidly advance our work in establishing our e-School in Kenosha.

### **Intent / Purpose:**

Our primary intent is to begin the implementation of a specific result statement in Strategy III of our Strategic Plan, which when implemented will help alleviate some of the overcrowding at Bradford and Tremper high schools. It will also will 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) or who may not be able to physically attend classes in our schools for some other reason. Also, we are able to address overcrowding in our schools by providing a specific opportunity to learn in a setting other than the traditional school/classroom, which will free up space in those classrooms for other students. Our intent would be to start with approximately 80 course enrollments, in order to build a viable educational program for our students who would benefit from a unique educational opportunity at the same time that we ease the overcrowding of our high schools.

We would like to receive approval for the implementation of the Kenosha eSchool Governance Board. We would also like the Board of Education to approve the Charter Contract as part of the implementation Grant process. This grant opportunity has a deadline of June 1, and, if awarded, would provide \$150,000 and the opportunity to begin an e-School in the fall of 2006.

Included with this Board report is a copy of the Kenosha eSchool Charter Contract, a brief description of the Governance Board mission and purpose, and the names and positions of the Governance Board recommended members.

### **Process:**

For effective implementation of Kenosha eSchool a Governance Board is necessary. The Governance Board would consist of a cluster leader, principal, Board of Education member, Program Leader, guidance counselor, high school teacher, two parent/community representatives, college/tech school representative, and a present charter school representative. On occasion an eSchool student will be asked to participate in Governance Board meetings to provide the student perspective. Once the school is fully operational a student will be sought to become a part of the committee.

As part of the Implementation Grant process, Wisconsin DPI requires a Charter Contract between Kenosha eSchool and the Board of Education be included. The Charter Contract is a 3-month contract to satisfy the requirements of the School Board. Once the Governance Board has been initiated, they will review the contract and make any changes that are appropriate. This ratified contract will be brought back to the School Board in September.

## **Budget**

- Potential receipt of a grant for \$150,000 to begin the e-School, which would be used to partner with Appleton and Wisconsin eSchool Network to provide curricular materials, etc. to begin the e-School opportunity for students in the fall of 2006.
- There would be no additional cost to start a Governance Board.
- 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 e-School learning opportunity for our students consistent with their current contract and work load. 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.

Action Team Leader - Strategy III: Bill Hittman.

Leaders - Action Steps 2 and 8: Bill Hittman, Tim Miller

Team – Results Statements 2 and 8  
Bill Hittman, Nancy Weirick, Tim Miller,  
Chad Niemuth, Pat Jones, Carol  
Budwick, Alicia Hribal, Suzanne  
Chernik, Adam King, Diana Pearson,  
Craig Simpkins

## **Next Steps**

If approved, we would continue work on the Implementation Grant for submission on June 1, 2006 to the DPI. We would then develop the necessary steps in the process of implementing an e-School in Kenosha Unified. This process would include:

- Work with all constituents in developing the program that would provide the best opportunities for students;
- Survey students to establish a baseline number of interested students who may take advantage of the e-School opportunity;
- Create a work load formula to allow for teacher participation that would be acceptable to the bargaining unit;
- Develop a teacher candidate pool;
- Determine a sight to best house the e-school;
- Identify training options and possibilities to prepare teachers to teach in an e-School environment (this is available through Appleton);
- Develop a budget for the funds from the Implementation Grant ( included in that budget would be funds to develop a formula for funding per student that would not exceed or be less than the cost per pupil for regular students);
- Decide course offerings based on student feedback;
- Develop a timeline for all of the above to prepare to start an e-school in the fall of 2006.

**Recommendation:**

Administration recommends the Board's approval of the Implementation Grant, Charter School Contract, and Governance Board and Members for Kenosha Unified School District's charter virtual high school otherwise known as the eSchool.

Dr. R. Scott Pierce  
Superintendent of Schools

Mr. William Hittman  
Principal / Director Lakeview  
Technology Academy

Mr. Tim Miller  
Executive Director of School Leadership

Mr. Andrew Baumgart  
Teacher/Grant Writer  
Reuther Central High School

**Link to Appendices**

## Fiscal, Facilities and Personnel Impact Statement

**Title:** Charter School Contract, Implementation Grant, and Governance Board and Members

**Budget Year:** 2006-2007

**Department:** School Leadership

**Budget Manager:** William R. Hittman

### REQUEST

Board of Education Approval of a Charter School Contract, Implementation Grant Application, and Governance Board and Members. The administration has developed a Charter School Contract for the virtual high school or eSchool, an Implementation Grant Application for \$150,000 to the DPI, and a description and list of members for the Governance Board to help operate the eSchool.

### RATIONALE/ INSTRUCTIONAL FOCUS

The eSchool or virtual high school is part of the Strategic Plan. Strategy III result statements 2 and 8 encourage the formation of more charter schools and the establishment of a virtual e-High School.

### IMPACT

At this time there will be no budget impact for implementing this grant, the contract, or the Board of Governance other than the funds from the grant.

### BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$0.00
200's	Fringes	\$0.00
300's	Purchased Services	\$0.00
400's	Non-Capital Objects	\$0.00
500's	Capital Objects	\$0.00
		\$0.00
	<b>TOTAL</b>	<b>\$ 0.00</b>

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

### FUNDING SOURCES

Select Funding Sources:

Funds to develop virtual e-High School & begin operation of Governance Bd will come from the grant.

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Kenosha Unified School District No. 1  
Kenosha, Wisconsin

May 23, 2006

STRATEGY III: PROPOSAL TO ADDRESS OVERCROWDING  
BY ENCOURAGING THE FORMATION OF MORE INSTRUMENTALITY CHARTER  
SCHOOLS.

**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."**

**Background:**

As work continues to address overcrowding as well as to provide opportunities for students in our district for alternative educational experiences, we would like to present to the Board a proposal for consideration to write a first phase planning grant for a K-8 Charter School with an emphasis on the use of technology as a tool for delivering district curriculum.

When an outreach was provided to allow potential charter school advocates, or leaders who wished to explore an instrumentality charter school, one of the more thorough responses came from a trio of dedicated teachers who wish to pursue a grant to plan a K-8 school, called Kenosha School of Technology Enhanced Curriculum (K-TEC).

The teachers: Dr. Angela Andersson, Sarah McMillian and Lynette Powers developed both a concept and a comprehensive plan to provide K-8 students with a cutting-edge use of technology integration in order for students to explore their world of learning in a way that will allow them to fully thrive in the digital age. With a focus on Digital Age Literacy, Inventive Thinking, Effective Communication Skills and High Productivity, they will address and develop in their students those 21<sup>st</sup> Century Skills. This can be done in the context of delivering the district curriculum in a technologically enhanced manner.

**Intent / Purpose:**

Their primary intent, which is a result statement of Strategy III, is to pursue a planning grant for the purpose of planning the instrumentality charter school described above. A by-product of this potential charter would be a decrease in enrollment in our overcrowded elementary schools, as the ever-increasing class sizes put a strain on the instructional opportunities and learning potential for a number of our students. These students would have an opportunity to attend an elementary charter that is unique to any other in our district. It would also allow us to expand the opportunities for learning to include students who may be otherwise disengaged (which also addresses Strategy

VII – the disengaged student).

We would like to receive approval for these teachers to write a planning grant for this K-8 charter school. This grant opportunity has a deadline of June 1, or alternatively October of this year, and, if awarded, would provide \$10,000 and the opportunity to plan this school with a target date to open in the Fall of 2007.

Included with this Board report is a copy of the Kenosha School of Technology Enhanced Curriculum (K-TEC) booklet describing the mission and purpose, as well as the particulars associated with the development of this school for its targeted constituents. (See attached booklet).

### **Budget**

All budget expenditures will be directed through Kenosha Unified School District No. 1. All district budget procedures will be followed while making expenditures. Standard accounting procedures will be used to keep track of expenditures and all receipts will be submitted for approval.

- Potential receipt of a grant for \$10,000 to begin planning for a K-8 charter school.
- Expenditures: see attached booklet Section III. The Budget

### **Staff Persons Requesting Planning Grant**

Dr. Angela Andersson, teacher

Sarah McMillian, teacher

Lynette Powers, teacher

### **Next Steps**

- If approved, the teachers above would begin work on the Planning Grant for submission on June 1, 2006, or October of 2006, to the Department of Public Instruction. They would then develop the necessary steps in the process of planning this charter school for Kenosha Unified.
- See attached booklet

### **Recommendation:**

Administration recommends the Board's approval to write a Planning Grant to the Department of Public Instruction for a charter K-8 school, now known as Kenosha School of Technology Enhanced Curriculum (K-TEC).

Dr. R. Scott Pierce  
Superintendent of Schools

Mr. Tim Miller  
Executive Director of School Leadership

## **Link to Appendices**

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

May 23, 2006

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

**May**

- May 9, 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
- May 17, 2006 – Professional Inservice – Half Day for Students
- May 22, 2006 – Special Meeting – 6:00 P.M. in ESC Board Room
- May 23, 2006 – PR/Goals/Legislative Standing Committee – 5:00 P.M. in ESC Room 190B
- May 23, 2006 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Meeting Room
- May 29, 2006 – Memorial Day – No School

**June**

- June 9, 2006 – Last Day of School for Students
- June 12, 2006 – Teacher Workday
- June 13, 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
- June 27, 2006 – Regular Board of Education Meeting - 7:00 P.M. in ESC Board Meeting Room

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# **STRATEGIC PLANNING TEAM #4**

## **APPENDICES**

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

**Action Plan IV.1;** **Specific Result:** 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.

**Administrator Responsible:** Dan Honore

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.1.1	Assign a Project Manager.	Dan Honore	5/24/2004		5/24/2004	100%
IV.1.2	Establish a District SIS committee composed of key KUSD stakeholders.	Dan Honore	5/28/2004		5/28/2004	100%
IV.1.3	Survey teachers, administrators, parents, and other staff to determine nature of data collection, ease of use, analysis, curriculum development, grading, and reporting to be included in the SIS.	Dan Honore	5/28/2004		5/5/2005	100%
IV.1.4	Analyze various SIS in comparison to needs identified by survey.	Dan Honore	6/10/2005		8/22/2005	100%
IV.1.5	Determine capabilities of current IT system to 'export'.	Dan Honore	5/3/2004		5/25/2004	100%
IV.1.6	Select and purchase a web-based SIS capable of meeting administrative and curriculum needs.	Dan Honore	5/28/2004	2/28/2006		66%
	<b>Status/Comment:</b>	On January 25, 2006 Pentamation's eSchoolPlus was selected as the application that best meets most of the district's needs. There are two more things to accomplish before this action step is complete. 1: negotiate a contract and 2: receive board approval.				
IV.1.7	Organize 'pilot' user group consisting of a minimum of one person from each subgroup of users.	Dan Honore				0%
IV.1.8	Develop username/password system for authorized user access.	Dan Honore				0%

KUSD #1

Action Plans and Steps

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.1.9	Pilot the system with fictitious data and provide feedback on user friendly-ness, etc.	Dan Honore				0%
IV.1.10	Make adjustments based on feedback.	Dan Honore				0%
IV.1.11	Retest system and provide feedback.	Dan Honore				0%
IV.1.12	Continue adjustment cycle.	Dan Honore				0%
IV.1.13	Train staff District-wide on use of system.	Dan Honore				0%
IV.1.14	Create on-line tutorials for all KUSD users.	Dan Honore				0%
IV.1.15	Link web-based system to current system or populate with appropriate 'real' data.	Dan Honore				0%
IV.1.16	Implement system. (Go Live)	Dan Honore				0%

**Action Plan IV.2;**      **Specific Result:**      Implement the consistent use of the Wisconsin Knowledge and Concepts Examination data in order to measure student academic performance and develop school improvement plans.

**Administrator Responsible:**      Sonya Stephens

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.2.1	Assign a Project Manager.	Tim Miller/Sonya Stephens	9/14/2005		9/14/2005	100%
IV.2.2	Establish a team of supervisors and teachers to review the existing School Improvement Plan process.	Tim Miller/Sonya Stephens	7/11/2005		8/31/2005	100%

**Status/Comment:**      This is ongoing and annual.

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KUSD #1

Action Plans and Steps

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.2.3	Establish a District timeline for the School Improvement planning process (Develop, Implement, Assess).	Tim Miller/Sonya Stephens	7/11/2005		8/31/2005	100%
	<b>Status/Comment:</b>	This is ongoing and annual.				
IV.2.4	Develop a District electronic template for the School Improvement Process.	Tim Miller/Sonya Stephens/Linda Langenstroer				0%
	<b>Status/Comment:</b>	The term "School Improvement Process" is now being referred to as "Site Planning" .				
IV.2.5	Train principals on an annual basis in the School Improvement Planning process.	T. Miller / K. Maxey / L. Mattioli / M. Thompson	10/25/2004		12/24/2004	100%
IV.2.6	Create a portfolio of disaggregated valid data including: Standardized test scores, Grade level assessments, Attendance rates, Graduation rates, Demographics.	Sonya Stephens / Linda Langenstroer	1/10/2005	12/2/2005	1/9/2006	100%
	<b>Status/Comment:</b>	Data reports were completed for the Site Team Planning process in addition to the District and School Report Cards, Benchmark report with new five year goals, the Annual 3rd Friday enrollment report and the annual School Performance Report.				
IV.2.7	Conduct an annual data retreat with school staff to make decisions regarding: Goals Professional Development Needs Resources Budget Implications	Principals / Staff / Educational Assistants	5/2/2005	5/31/2006		40%
	<b>Status/Comment:</b>	This is ongoing and annual. Once the 2005/06 WKCE-CRT test results are in, schools will be targeted for data retreats based on the results.				

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KUSD #1

Action Plans and Steps

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.2.8	Align building goals with District strategic objectives.	Leadership / Principals	5/2/2005		8/30/2005	100%
	<b>Status/Comment:</b> This is ongoing and annual.					
IV.2.9	Develop the School Improvement Plan annually.	Leadership / Principals	5/2/2005		10/31/2005	100%
	<b>Status/Comment:</b> This is ongoing and annual.					
IV.2.10	Implement the School Improvement Plan annually.	Principals / Prof. Dev. / Leadership / Staff	10/3/2005		10/3/2005	100%
IV.2.11	Assess the School Improvement Plan annually.	Principals / Prof. Dev. / Leadership / Staff	1/6/2006	5/1/2006		0%
IV.2.12	Share school improvement plans and results with the community.	Public Info. / Webmaster				0%

**Action Plan IV.3;**      **Specific Result:**      Train teachers to use effective instructional strategies that promote higher order thinking and hands-on learning experiences for all students.  
**Administrator Responsible:**      Louise Mattioli

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.3.1	Assign a Project Manager.	Louise Mattioli	9/1/2005		9/1/2005	100%

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Action Steps		Assigned To	Start	Dates Due	Complete	Percent Complete
Formalize a systematic and uniform instructional framework.			8/30/2005	5/31/2006		90%
<b>Status/Comment:</b>	KUSD definition of effective instructional strategies/framework = Proficient Learner Skills (Making Thinking Visible) + Marzano's nine powerful strategies + excellent descriptors on teacher evaluation + evidence of curriculum implementation. Over the past year, Making Thinking Visible Cadres in all K-12 schools focused on learning how to integrate Proficient Learner Skills into content area instruction. The February 8, 2006 Inservice was dedicated to modeling these skills to all K-12 staff. Each site developed an implementation plan to map out future site staff development in this area. A crosswalk of proficient learner skills was created and aligned with the KUSD Teacher Performance Assessment Instrument. This document was discussed with principals, distributed to teachers for their input and posters of the Proficient Learner Skills to hang in all classrooms are currently being created for distribution to all teachers next fall. Title One Supplemental Grant dollars are being dedicated to expanding Making Thinking Visible cadres at the high school level. In addition, all elementary and middle school cadres are being sustained through ongoing support seminars and through nine summer course offerings in support of the Making Thinking Visible initiative. Next fall, ongoing support sessions will take place for cadre members of all levels so that this initiative is sustained.					
IV.3.3	Determine the types and quantities of available resources as well as additional resources needed to ensure the use of effective differentiated instructional strategies. Permit each school to determine highest priority needs.		11/1/2005	5/31/2006		40%
<b>Status/Comment:</b>	Currently, a team consisting of Professional Development Consultants, Instructional Services Consultants and Special Education Consultants, two Psychologists, along with the Talent Development Consultant is meeting to do long range planning in support the the Differentiation Initiative. Existing resources will be determined.					

Action Steps		Assigned To	Start	Dates Due	Complete	Percent Complete
IV.3.4	<p>Train teachers to understand, implement and assess differentiated instructional strategies that have proven positive effects on student learning linked to the District instructional framework. For example:</p> <ul style="list-style-type: none"> <li>- Identifying similarities and differences</li> <li>- Summarizing and note taking</li> <li>- Reinforcing effort and providing recognition</li> <li>- Homework and practice</li> <li>- Nonlinguistic representation</li> <li>- Cooperative learning</li> <li>- Setting objectives and providing feedback</li> <li>- Generating and testing hypotheses, questions, and advanced organizers</li> </ul>		9/1/2005	5/31/2007		45%
<b>Status/Comment:</b>		<p>A cross section of Professional Development Consultants, Instructional Services and Special Education Consultants along with the Talent Development Consultant and two Psychologists met in March to develop a common understanding of the language of differentiation, to define, clarify and establish best practices for differentiation and to clarify the parameters, roles and responsibilities of key personnel as they relate to accommodation, intervention, modification, differentiation, and enrichment. A small task force of original participants are now meeting to create a three year long-range plan for the differentiation initiative. The larger group will meet again in May to give feedback to the initial planning of the task force. In addition, on April 7th, Program Support Teachers presented a session titled "Differentiating Instruction" to all Teacher Consultants and to all Psychologists. Psychologists will meet with Consultants and Program Support Teachers in May to share the RIT Process (Response to Intervention).</p>				
IV.3.5	<p>Develop annual training plan to ensure newly hired staff understand, implement, and assess effective differentiated instructional strategies.</p>		1/3/2005	5/31/2007		25%
<b>Status/Comment:</b>		<p>The cross section of consultants mentioned above have begun work on the development of a three year long-range implementation plan for all KUSD teachers.</p>				

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

**Administrator Responsible:**      Louise Mattioli

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.4.1	Assign Project Manager	Louise Mattioli	8/31/2005		8/31/2005	100%
IV.4.2	Establish an Administrative Induction Steering Committee.		5/31/2005		10/13/2005	100%
	<b>Status/Comment:</b> Steering committee established and eight meetings held during fall semester, 2005-06.					
IV.4.3	Determine KUSD key personnel roles and responsibilities to new administrators.		10/13/2005	4/1/2006	3/22/2006	100%
	<b>Status/Comment:</b> This was determined by the Steering Committee during the months of February and March.					
IV.4.4	Determine new administrator roles and responsibilities in compliance with PI-34.		10/13/2005	4/1/2006	3/22/2006	100%
	<b>Status/Comment:</b> This was determined by the Steering Committee during the months of February and March					
IV.4.5	Determine content for administrative orientation and on-going support seminars including: - Orientation to District - Orientation to building - Effective Instructional Strategies - District Instructional Framework - School Improvement Planning Process - Professional Performance Assessment/Employee Evaluation Process - District Curriculum		10/13/2005	4/1/2006	3/22/2006	100%
	<b>Status/Comment:</b> The content for Orientation and Ongoing Support Seminars for years one through three was completed in March,					

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.4.6	Determine content for mentor selection process in compliance with PI-34.		10/13/2005	4/1/2006	3/22/2006	100%
	Status/Comment:	This was determined by the Steering Committee during the months of February and March.				
IV.4.7	Determine mentor roles and responsibilities.		10/13/2005	4/1/2006	3/22/2006	100%
	Status/Comment:	This was determined by the Steering Committee during the months of February and March.				
IV.4.8	Provide training to mentors.		6/1/2006	7/1/2006		90%
	Status/Comment:	Steering Committee determined the content of mentor training and training will begin next summer and will be ongoing every summer thereafter.				
IV.4.9	Provide a District qualified mentor to initial administrators.		7/29/2005	8/1/2006		50%
	Status/Comment:	Currently, the District has assigned mentors to new administrators. However, no formal training has been mandated for mentor qualification. During 2005-2006, District-level mentor support (materials, resources) has been given to the current classification of district administrative mentors. Formal administrative mentor training for interested KUSD administrators will occur this summer and will be ongoing every summer thereafter.				
IV.4.10	Conduct an annual evaluation of the administrative induction program.		5/1/2006	3/1/2007		10%
	Status/Comment:	Evaluation tool in the process of development and will be administered to all principals new to the position.				
Action Plan IV.5;	Specific Result:	Revise the induction program for new teachers to the district to include orientation to district curriculum, training on effective instructional strategies, and training on use of data to improve student achievement. (*Action Steps written in compliance of PI-34*)				
Administrator Responsible:	Louise Mattioli					

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
5/1/2006		School Year 2005-06				Page 8 of 26

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.5.1	Assign a Project Manager.	Louise Mattioli	1/1/2004		1/1/2004	100%
	<b>Status/Comment:</b> Terri Huck is leading this work.					

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KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.5.2	<p>Establish a New Educator Orientation sub-committee to</p> <ul style="list-style-type: none"> <li>· Design the 1.5 district days of Educator Orientation to include classroom management and organizational strategies, new educator responsibilities, and an overview of district content area curriculum expectations at the elementary, middle and high school levels.</li> <li>· Design and inform building leadership of the essential activities to organize and implement during the 3-building/site days of Educator Orientation to include:</li> </ul> <p>Day 1: Provide building tour, review Student Code of Classroom Conduct and Discipline Policies Handbook, conduct session on Mandated Reporting Responsibilities, introduce school routines and procedures, distribute class schedules and assignments, school calendar of time-oriented events, and set up electronic grade book.</p> <p>Day 2: Provide an orientation to school improvement goals based on district and site student achievement data. Distribute essential classroom materials (curriculum notebooks, texts, workbooks, etc.), content area pacing guides, district unit and lesson design planning templates and discuss multiple forms of student assessments.</p> <p>Day 3: Assist new educators with classroom set-up and assist them with preparation and planning for the first days of school. Introduce mentors and Initial Educators to any other Initial Educators in the building.</p>		1/1/2004		6/22/2004	100%
	<p><b>Status/Comment:</b> Recommendation for New Educator Orientation content and context made to and approved by the Board of Education, June 22, 2004.</p>					

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Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.5.3	Provide a Building Buddy in each school to support initial educators with non-instructional management, organizational, and time-sensitive duties and activities.					0%

**Status/Comment:** This action step was removed by the School Board at the June, 2005 meeting due to budget constraints.

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KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.5.4	<p>Establish an Ongoing Support Seminars sub-committee to:</p> <ul style="list-style-type: none"> <li>Develop Five - two hour mandatory Ongoing Support Seminar sessions (1 session - September, 2 sessions - October, 1 session-November and 1 session - December)</li> </ul> <p>September Focus: Review professional responsibilities of first year teachers and licensure requirements: (Reflection log for Professional Development Plan, work with a Mentor, attendance at Ongoing Support Seminars). Reinforce classroom routines and procedures and share differentiation strategies for student success.</p> <p>October Focus: Overview of and practice with Classroom Instruction that Works (e.g. Nine Powerful Strategies, Marzano).</p> <p>November and December Focus: Overview of and practice with content-Specific instructional strategies (e.g. Strategies That Work, Harvey)</p> <p>December Focus: Update/review first year teacher professional responsibilities and discuss PDP development during Year 2.</p> <ul style="list-style-type: none"> <li>Develop optional Ongoing Support Seminars focusing on technology, proficient learner skills, classroom management and PDP writing, etc.</li> </ul> <p>February Focus: Integrating Technology into the Curriculum.</p> <p>April Focus: Integrating Technology into the Curriculum.</p>		1/25/2004		6/22/2004	100%
	<b>Status/Comment:</b>	Recommendation for Ongoing Support Seminar content and context made to and approved by the Board of Education June 22, 2004.				

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	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.5.5	Define the mentor's role in support of initial educator's first year of reflection in the development of the Professional Development Plan.		1/5/2004		6/22/2004	100%
	<b>Status/Comment:</b>	Recommendation for mentor's role in support of initial educator's first year made to and approved by the Board of Education , June 22, 2004.				
IV.5.6	Define the mentor's role in support of initial educator's development of teaching and learning knowledge, skills and dispositions.		1/5/2004		6/22/2004	100%
	<b>Status/Comment:</b>	Recommendation for mentor's role in support of Initial Educator's development of teaching and learning knowledge, skills and dispositions made to and approved by the Board of Education.				
IV.5.7	Provide a district-qualified mentor to each Initial Educator (see District definition).		1/5/2005		12/1/2005	100%
	<b>Status/Comment:</b>	All Initial Educators hired as of December, 2005, have been provided with a qualified mentor.				
IV.5.8	Conduct an annual evaluation of new educator induction program.		2/1/2006	5/3/2006		80%
	<b>Status/Comment:</b>	Professional Development personnel is in the process of collecting Educator Induction Program evaluation data to forward to PI-34 Steering Committee in June.				
<b>Action Plan IV.6;</b>	<b>Specific Result:</b>	Establish K-12 common grade level/course assessments for mathematics to insure that staff is implementing the District curriculum.				
<b>Administrator Responsible:</b>		Edie Holcomb				

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.6.1	Assign a Project Manager	Edie Holcomb	9/6/2005		9/13/2005	100%
	<b>Status/Comment:</b>	Fran Romano and Geri Santarelli are leading this work.				

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.6.2	Establish district vertical teams that include representation at each grade level and content area.		9/6/2005		10/13/2005	100%
	<b>Status/Comment:</b> Three working groups have been established: Elementary Math, MS Math, HS Math. These tasks are being integrated with the ongoing cycle of K-12 Math curriculum review, development and materials adoption.					
IV.6.3	Establish essential concepts, procedures, and vocabulary (standards/benchmarks) for each grade level/course aligned with state assessments/frameworks.		10/3/2005	1/10/2006	4/6/2006	100%
	<b>Status/Comment:</b> K-2 met 10/21/05, 11/11/05, 1/09/06 and established most essential benchmarks and key vocabulary. Grade 3-5 group met 10/24/05, 12/2/05 and established most essential benchmark (next step vocabulary). 6-8 group met 10/9/06, 12/7/05, and 1/18/06 and established most essential benchmarks and key vocabulary. 9-12 group met 11/04/05, 11/14/05, 12/09/05, 1/04/06, and 1/18/06 and established most essential benchmarks.					
IV.6.4	Select a uniform curriculum mapping and reporting process.		10/3/2005		11/8/2005	100%
	<b>Status/Comment:</b> The Instructional Services Department has selected a uniform curriculum mapping process.					
IV.6.5	Map curriculum to insure that essential concepts, procedures and vocabulary are taught in sequence with suggested pacing.		3/2/2006	5/30/2006		80%
	<b>Status/Comment:</b> Pacing guides with essential concepts and vocabulary have been completed for grade 6, 7, 8, Algebra 1, Geometry, and Algebra 2. K-5 pacing guides and vocabulary for 98-99 edition of Everyday Math.					
IV.6.6	Revise grade level/course scope and sequence based on adopted master curriculum maps.		3/2/2006	9/20/2006		80%
	<b>Status/Comment:</b> Scope and sequence has been developed for middle school math courses and Algebra 1, Geometry, and Algebra 2.					

KUSD #1

## Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.6.7	Provide staff with access to updated curriculum scope and sequence.		5/2/2006	9/20/2006		75%
	<b>Status/Comment:</b> High School staff provided with scope and sequence for Algebra 1, Geometry, and Algebra 2 at district inservice meeting. Middle school teachers will be given scope and sequence at May 10 inservice meeting. K-5 is currently reviewing present curriculum scope and sequence to revise for new 07 edition.					
IV.6.8	Develop common assessments at all grade levels.		10/10/2005	9/20/2006		75%
	<b>Status/Comment:</b> First quarter common assessments have been completed for middle school grade level courses and high school Algebra 1, Geometry, and Algebra 2. K-5 cumulative quarterly common assessments completed.					
IV.6.9	Pilot the common assessments and make necessary adjustments.		11/10/2006	6/1/2007		0%
IV.6.10	Implement common assessments.		11/11/2006	6/13/2007		0%
IV.6.11	Evaluate results of common assessments to make decisions regarding curriculum and instructional practices. - Classroom instructional staff evaluate at least quarterly. - Non-Classroom instructional staff evaluate periodically.		12/13/2006	6/29/2007		0%
IV.6.12	Address student achievement gaps with instructional materials or strategies.					0%
IV.6.13	Incorporate material and content revisions into textbook adoption cycle.		10/13/2005	5/27/2006		50%
	<b>Status/Comment:</b> 6-12 materials will arrive Spring of 2006 and have been aligned to most essential benchmarks. K-5 materials will not be implemented until Fall 2007 and aligned to most essential benchmarks.					

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Action Steps		Assigned To	Start	Dates Due	Complete	Percent Complete
IV.6.14	Inservice stakeholders on revised content and materials.		3/15/2006	9/28/2006		0%
<b>Status/Comment:</b>		Middle school and high school math teachers will be inserviced on content and materials June 13, 14; August 30, and September 20. K-5 will be inserviced February 14, 2007 and May 16, 2007.				
<b>Action Plan IV.7;</b>		<b>Specific Result:</b> Establish K-12 common grade level/course assessments for reading, writing, and language arts to insure that staff is implementing the District curriculum.				
<b>Administrator Responsible:</b>		Edie Holcomb				
Action Steps		Assigned To	Start	Dates Due	Complete	Percent Complete
IV.7.1	Assign a Project Manager.	Edie Holcomb	9/6/2005		9/13/2005	100%
<b>Status/Comment:</b>		Dr. Maggie Sneed and Ms. Maureen Bagg will lead this work.				
IV.7.2	Establish district vertical teams that include representation at each grade level and content area.		9/6/2005		10/13/2005	100%
<b>Status/Comment:</b>		Six working groups have been established: Elementary Reading, MS Reading, HS Reading, Elementary Writing, MS Writing, HS Writing				
IV.7.3	Establish essential concepts, procedures, and vocabulary (standards/benchmarks) for each grade level/course aligned with state assessments/frameworks.		10/3/2005	6/30/2006		95%
<b>Status/Comment:</b>		As of April 24, 2006, all elementary teachers and principals and all 6-12 English staff have had an opportunity to review and respond to the ELA standards, benchmarks, and Most Essential Benchmarks.				
IV.7.4	Select a uniform curriculum mapping and reporting process.					0%

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	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.7.5	6Map curriculum to insure that essential concepts, procedures and vocabulary are taught in sequence with suggested pacing.		6/19/2006	12/22/2006		10%
	<b>Status/Comment:</b> The framework for the curriculum mapping has been developed. Summer curriculum work will be dedicated to this task.					
IV.7.6	Revise grade level/course scope and sequence based on adopted master curriculum maps.		6/19/2006	12/22/2006		0%
	<b>Status/Comment:</b> This effort will begin with the summer curriculum team.					
IV.7.7	Provide staff with access to updated curriculum scope and sequence.		1/2/2007	6/1/2007		0%
	Develop common assessments at all grade levels.		10/10/2005	6/1/2007		30%
	<b>Status/Comment:</b> The second pilot for K-5 writing is in process. Final revisions to the writing continua will be made this spring. A number of middle school and high school teachers are piloting student writing assessment at 7th and 9th grades using revised rubrics.					
IV.7.9	Pilot the common assessments and make necessary adjustments.		1/10/2006	6/1/2007		30%
	<b>Status/Comment:</b> These were piloted in fall '05 and spring '06 at K-5. Middle and high school are currently in the process of piloting.					
IV.7.10	Implement common assessments.		9/11/2006	6/13/2007		0%
	<b>Status/Comment:</b> All writing assessments will be implemented in fall 2006.					
IV.7.11	Evaluate results of common assessments to make decisions regarding curriculum and instructional practices. - Classroom instructional staff evaluate at least quarterly. - Non-Classroom instructional staff evaluate periodically.		11/1/2006	6/29/2007		0%
IV.7.12	Address student achievement gaps with instructional materials or strategies.		1/2/2007	6/2/2008		10%

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	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.7.13	Incorporate material and content revisions into textbook adoption cycle.		9/2/2008	6/2/2009		0%
IV.7.14	Inservice stakeholders on revised content and materials.		9/2/2009	6/2/2010		0%

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

**Administrator Responsible:**

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.8.1	Assign a Project Manager.	Edie Holcomb	9/6/2005		9/6/2005	100%
	<b>Status/Comment:</b> Science Teacher Consultant Christine Pratt will lead this work.					
IV.8.2	Establish district vertical teams that include representation at each grade level and content area.		9/21/2005		11/2/2006	100%
	<b>Status/Comment:</b> Two science curriculum teams made up of teachers from various schools have been established. One team is studying the K-3 curriculum and the other the 4-5 grade curriculum. A high schools science curriculum team consisting of teachers from all 5 high schools and Hillcrest school has been established. Strategy IV work that pertains to middle school will be accomplished in the district middle school science meetings.					
IV.8.3	Establish essential concepts, procedures, and vocabulary (standards/benchmarks) for each grade level/course aligned with state assessments/frameworks.		11/16/2005	10/2/2006		50%
	<b>Status/Comment:</b> This work is ongoing and will be completed by Fall of 2006 in time for the beginning of the curriculum adoption process.					
IV.8.4	Select a uniform curriculum mapping and reporting process.					0%

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	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.8.5	Map curriculum to insure that essential concepts, procedures and vocabulary are taught in sequence with suggested pacing.					0%
IV.8.6	Revise grade level/course scope and sequence based on adopted master curriculum maps.					0%
IV.8.7	Provide staff with access to updated curriculum scope and sequence.					0%
IV.8.8	Develop common assessments at all grade levels.					0%
IV.8.9	Pilot the common assessments and make necessary adjustments.					0%
IV.8.10	Implement common assessments.					0%
IV.8.11	Evaluate results of common assessments to make decisions regarding curriculum and instructional practices. - Classroom instructional staff evaluate at least quarterly. - Non-Classroom instructional staff evaluate periodically.					0%
IV.8.12	Address student achievement gaps with instructional materials or strategies.					0%
IV.8.13	Incorporate material and content revisions into textbook adoption cycle.					0%
IV.8.14	Inservice stakeholders on revised content and materials.					0%

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

**Administrator Responsible:**

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.9.1	Assign a Project Manager.	Edie Holcomb	11/15/2005		11/15/2005	100%
	<b>Status/Comment:</b> Social studies teacher consultant has been assigned to complete IV.9.					
IV.9.2	Establish district vertical teams that include representation at each grade level and content area.					0%
IV.9.3	Establish essential concepts, procedures, and vocabulary (standards/benchmarks) for each grade level/course aligned with state assessments/frameworks.		3/7/2006	5/25/2007		0.1%
	<b>Status/Comment:</b> Initial work on alignment with state assessments/frameworks begun at high school and middle school and will be the focus for 2006-2007.					
IV.9.4	Select a uniform curriculum mapping and reporting process.		10/25/2005		11/8/2005	100%
	<b>Status/Comment:</b> The Instructional Services Department has selected a uniform curriculum mapping process.					
IV.9.5	Map curriculum to insure that essential concepts, procedures and vocabulary are taught in sequence with suggested pacing.		11/16/2005	5/24/2007		0%
	<b>Status/Comment:</b> Middle School social studies teachers are currently working to complete first stages of mapping to be completed by June, 2006. Elementary and high school to start mapping during the 2006-07 school year					
IV.9.6	Revise grade level/course scope and sequence based on adopted master curriculum maps.					0%

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	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.9.7	Provide staff with access to updated curriculum scope and sequence.					0%
IV.9.8	Develop common assessments at all grade levels.					0%
IV.9.9	Pilot the common assessments and make necessary adjustments.					0%
IV.9.10	Implement common assessments.					0%
IV.9.11	Evaluate results of common assessments to make decisions regarding curriculum and instructional practices. - Classroom instructional staff evaluate at least quarterly. - Non-Classroom instructional staff evaluate periodically.					0%
IV.9.12	Address student achievement gaps with instructional materials or strategies.					0%
IV.9.13	Incorporate material and content revisions into textbook adoption cycle.					0%
IV.9.14	Inservice stakeholders on revised content and materials.					0%

**Action Plan IV.10;**      **Specific Result:**      Implement a District-wide common standard format for unit and lesson design in order to ensure the use of effective instructional strategies.

**Administrator Responsible:**

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
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	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.10.1	Assign a project manager.	Edie Holcomb	4/20/2006	4/20/2006	4/20/2006	100%
	<b>Status/Comment:</b> Standard format for curriculum mapping was developed in 2005-2006 as the initial framework for instructional planning.					
IV.10.2	Establish a team of teachers and supervisors to review existing District unit and lesson design templates.	Edie Holcomb	5/9/2006	6/28/2006		0%
	<b>Status/Comment:</b> Unit plan format will be prepared in time for use in the differentiation initiative.					
IV.10.3	Develop an easy-to-use unit and lesson design format for use by all teachers.	Edie Holcomb	5/9/2006	9/30/2006		0%
IV.10.4	Provide a web based storage and retrieval system for access to unit and lesson templates.	Edie Holcomb	10/2/2006	1/31/2007		0%
IV.10.5	Train teachers and administrators on the implementation of the District format for unit and lesson design.	Edie Holcomb & Teacher Consultants	10/2/2006	6/29/2007		0%
IV.10.6	Implement the use of District standard format for unit and lesson design.	Edie Holcomb	10/2/2006	6/29/2007		0%
IV.10.7	Evaluate whether lesson design is being used effectively.	Edie Holcomb	9/14/2007	6/27/2008		0%

**Action Plan IV.11;**      **Specific Result:** Establish a teacher evaluation process aligned with the Wisconsin Teacher Standards that is systematically and uniformly implemented.  
**Administrator Responsible:**

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.11.1	Assign a Project Manager.	Sheronda Glass	8/27/2005	9/29/2006	9/29/2006	100%

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	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.11.2	Establish a District Professional Performance Assessments/Employee Evaluation Committee composed of key KUSD stakeholders.	Sheronda Glass	7/15/2005	8/15/2006	8/15/2006	100%
IV.11.3	Reassess current alternative professional performance assessments.	Sheronda Glass				0%
	<b>Status/Comment:</b> We will be looking at the Portfolio process and other alternatives during the 2006-07 school year.					
IV.11.4	Review and align the current Professional Performance Assessments with the Wisconsin's Teacher Development/Pupil Services Standards.	Roberta Aklain/Louise Mattioli	6/14/2004	8/29/2005	8/29/2005	100%
IV.11.5	Develop standardized rubrics for professional performance assessments.	Aklain/Mattioli/Glass	6/14/2004	8/29/2005	8/29/2005	100%
IV.11.6	Pilot standardized rubrics for professional performance assessments.	Glass	8/29/2005	6/12/2006		75%
IV.11.7	Establish an annual calendar of critical dates for conducting all Professional Performance Assessments.	Glass	8/25/2005	9/7/2006	9/7/2006	100%
IV.11.8	Train District administrators on the purpose of teacher supervision/evaluation in relation to improved teacher performance and enhanced student achievement.	Glass	8/29/2005	9/22/2005	1/12/2006	100%
IV.11.9	Train District administrators on the components of the evaluation process used for both probationary and non-probationary staff.	Glass	8/29/2005	9/22/2005	1/12/2006	100%

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	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.11.10	Train District administrators on effective methods to assist teachers/pupil services personnel in: - Use of data to set clear expectations and measurable goals for themselves and for their students; - Improving instruction to positively impact student learning; - Promoting life-long professional growth and development; - District Service; and - Effective Schools Model.					0%
IV.11.11	Train District administrators on how to effectively use the Professional Performance Assessments/Employee Evaluation rubrics during the evaluation process.	Glass	8/29/2005	9/22/2005	1/12/2006	100%
	<b>Status/Comment:</b> Ongoing					
IV.11.12	Train District administrators and initial educators how to develop strong and usable Professional Development Plans.	Mattioli/Glass				0%
IV.11.13	Develop an annual performance assessment training schedule for all newly hired district administrators.	Mattioli/Glass				0%
IV.11.14	Develop an annual training plan to ensure that administrators continue to be trained on how to develop and review effective Professional Development Plans.	Mattioli/Glass				0%

**Action Plan** IV.12; **Specific Result:** Establish an evaluation process for licensed instructional administrators aligned with the Wisconsin Administrative Standards that is systematically and uniformly implemented.

**Administrator Responsible:**

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	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.12.1	Assign a Project Manager.					0%
IV.12.2	Establish a District Administrative Professional Performance Assessments/Employee Evaluation Committee composed of key KUSD stakeholders.					0%
IV.12.3	Revise the current professional performance assessment tool to reflect instructional and instructional support administrative, supervisory and technical roles and responsibilities.					0%
	<b>Status/Comment:</b>					
IV.12.4	Review and align the current Professional Performance Assessments with Wisconsin's Administrative Standards.					0%
IV.12.5	Develop standardized rubrics for professional performance assessments.					0%
IV.12.6	Pilot standardized rubrics for professional performance assessments.					0%
IV.12.7	Establish an annual calendar of critical dates for conducting all Professional Performance Assessments.					0%
IV.12.8	Train District supervisors on the purpose of administrative supervision/evaluation in relation to improved administrative and school performance.					0%

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	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
IV.12.9	Train District supervisors on effective methods to assist building administrators in: - Use of data to set clear expectations and measurable goals for themselves and for their school; - Improving instruction to positively impact student learning; - District service and Effective Schools models.					0%
IV.12.10	Train District supervisors on how to effectively use the Professional Performance Assessments/Employee Evaluation rubrics during the evaluation process.					0%
IV.12.11	Train District administrators to develop strong and usable Professional Development Plans aligned with School Improvement Plans and District Strategic Plan.					0%
IV.12.12	Explain the process of Professional Performance Assessment to all District administrators including best-practice models and examples for effective schools.					0%
IV.12.13	Develop an annual performance assessment training schedule for all newly hired District administrators.					0%
IV.12.14	Develop an annual training plan to ensure that administrators continue to be trained on how to develop effective Professional Development Plans.					0%

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

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

**Administrator Responsible:** Edie Holcomb, Milton Thompson

Action Steps		Assigned To	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	4/26/2006	100%
VII.1.2	Review standards/benchmarks and create specific essential skills.	A	10/3/2005	5/22/2006	4/6/2006	100%
VII.1.3	Sequence essential skills from grades K-12.	A	1/26/2006	5/22/2006	4/6/2006	100%
VII.1.4	Review draft essential skills to give input on clarity and specificity (input group) and distribute draft to all administrators (Connections).	A	1/26/2006	4/14/2006	4/26/2006	100%
<b>Status/Comment:</b>		Draft of essential skills was shared with all K-12 teachers and administrator for input.				
VII.1.5	Complete final revisions based upon suggestions of clarity, specificity and volume and communicate results to input group (content-area specialist).	A	4/14/2006	5/30/2006		90%
<b>Status/Comment:</b>		Final revisions are being completed based upon teacher and administrator input.				
VII.1.6	Provide collaborative teaming inservice for all principals at grade level clusters to develop understanding and value of essential skills.	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	8/26/2006	11/26/2006		0%

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	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VII.1.8	Prepare and distribute information on essential skills, assessment and interventions in print, video or other media with target audience of students and parents.	A	6/26/2006	6/26/2007		0%
	<b>Status/Comment:</b> Middle and high school teachers will receive copies of most essential benchmarks during May and June inservice meetings.					

**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	1/3/2006	6/29/2006	4/25/2006	100%
	<b>Status/Comment:</b> K-5 and 6-12 committees are in place.					
VII.2.2	Identify vertical team membership for each content area committee charged with assessment creation.	B	1/3/2006	6/30/2006	4/25/2006	100%
	<b>Status/Comment:</b> K-5 and 6-12 committees are in place.					
VII.2.3	Analyze and categorize content area or course-level essential skills from Results Statement #1	B				0%
VII.2.4	Develop assessments to measure mastery in each content area or course-level skill or category.	B	6/19/2006	6/4/2007		0%
	<b>Status/Comment:</b> Initial work will begin in summer curriculum work.					

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

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

**Administrator Responsible:**      Kathleen Barca, Milton Thompson

	<b>Action Steps</b>	<b>Assigned To</b>	<b>Start</b>	<b>Dates Due</b>	<b>Complete</b>	<b>Percent Complete</b>
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%

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# **APPENDIX A**

## **LONG-RANGE TALENT DEVELOPMENT COMMITTEE MEMBERS**

## **LONG-RANGE TALENT DEVELOPMENT COMMITTEE MEMBERS**

**Lena Cooksey**, Counselor, Bradford High School

**Steve Fredriksson**, Parent, Roosevelt Elementary School

**Carlos Frick**, Bilingual Community Liaison, Title I/P-5/Bilingual

**Joe Gerou**, Enrichment Teacher, Roosevelt Elementary School

**Denise Gifford**, Resource Teacher, Stocker Elementary School

**Alicia Hribal**, Principal, Columbus Elementary School

**Norris Jones**, Minority Academic Affairs Specialist, Educational Accountability/Parent, Roosevelt Elementary School

**Jamie Kranich**, Advanced Placement Teacher, Tremper Senior High School

**Linda Langenstroer**, Research Coordinator, Educational Accountability

**Kathy Lauer**, Director of Special Education, Special Education

**Nana LoCicero**, Principal, Roosevelt Elementary School

**Donita Marcello**, Parent, Roosevelt Elementary School

**Susan Mirsky**, Professional Development Teacher Consultant, Professional Development

**Beth Ormseth**, Principal, Lance Middle School

**Jose Palacious**, Teacher, Edward Bain School of Language and Arts/Member, League of United Latin American Citizens

**Luanne Rohde**, Dean of Students, Pleasant Prairie Elementary School

**Jenny Schmidt**, Professional Support Teacher, Special Education

**Jolene Schneider**, Teacher Consultant—Talent Development, Instructional Services

**Debbie Schuebel**, Enrichment Teacher, Harvey Elementary School

**Pam Stevens**, Treasurer, Kenosha Unified School District No. 1 Board of Education

**Jenny Trimark**, Parent, Harvey Elementary School

### **Endorsed By**

**Yolanda Santos Adams**, Member, League of United Latin American Citizens

**Anthony Kennedy**, National Association for Advancement of Colored People

# **APPENDIX B**

## **SITUATIONAL APPRAISAL**

**TALENT DEVELOPMENT LONG-RANGE PLANNING COMMITTEE  
JANUARY 2006**

**SITUATIONAL APPRAISAL SUMMARY**

<b>IDENTIFICATION PROCESS</b>  <b>How are students identified for the program?</b>	<b>MIDDLE SCHOOL PROGRAMS</b>	<b>HIGH SCHOOL PROGRAMS</b>	<b>CONTINUUM OF SERVICES FOR ALL STUDENTS IN THE TOP 10 PERCENT</b>  <b>How is a continuum of service addressed for highly capable students?</b>
<ul style="list-style-type: none"> <li>• A limited number of measures are used to identify students; more are needed.</li> <li>• Children are missing, including the twice-exceptional children identified.</li> <li>• There is no bussing to magnet schools</li> <li>• Are IQ or creativity being looked at?</li> <li>• What tools are used to identify students?</li> <li>• Do the tools match the program?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the middle school program (prealgebra in seventh grade and algebra in eighth grade)?</li> <li>• The middle school program does not help the advanced placement (AP) program.</li> <li>• What happens to elementary students once they go to middle school?</li> <li>• How are middle school students attracted to the program against the nerd image and pressure from peers?</li> </ul>	<ul style="list-style-type: none"> <li>• There is no prerequisite for AP classes.</li> <li>• Sometimes students are misplaced.</li> <li>• Parents want their children in classes with the “good kids.”</li> <li>• Is it the perception or the reality that honors classes have better teachers and better behavior management?</li> <li>• This might be the first time a student experiences a B or lower.</li> </ul>	<ul style="list-style-type: none"> <li>• KUSD is fully included. Is the Talent Development Program?</li> <li>• There is elitism about the Talent Development Program.</li> <li>• Why does the program exist in one or two schools?</li> <li>• What happens to students after high school? Are they college bound?</li> <li>• How are teachers selected? Is special training involved?</li> <li>• Are students’ needs being met?</li> </ul>

<b>IDENTIFICATION PROCESS</b>  <b>How are students identified for the program?</b>	<b>MIDDLE SCHOOL PROGRAMS</b>	<b>HIGH SCHOOL PROGRAMS</b>	<b>CONTINUUM OF SERVICES FOR ALL STUDENTS IN THE TOP 10 PERCENT</b>  <b>How is a continuum of service addressed for highly capable students?</b>
		<ul style="list-style-type: none"> <li>• Why can students self-select in high school?</li> <li>• What are the benefits of AP?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the definition of the program?</li> <li>• Whom does the program serve?</li> <li>• Why is it necessary to siphon top achievers to a satellite program?</li> <li>• How is “gifted” defined?</li> <li>• How are the twice-exceptional gifted students defined?</li> <li>• The program should be able to address autistic and other special education issues.</li> <li>• How are the needs of ethnic groups being met (top 10 percent being placed in the program)? Is there any support?</li> <li>• Report cards do not line up at the elementary level.</li> <li>• There needs to be sensitivity to all populations.</li> </ul>

<b>IDENTIFICATION PROCESS</b>  <b>How are students identified for the program?</b>	<b>MIDDLE SCHOOL PROGRAMS</b>	<b>HIGH SCHOOL PROGRAMS</b>	<b>CONTINUUM OF SERVICES FOR ALL STUDENTS IN THE TOP 10 PERCENT</b>  <b>How is a continuum of service addressed for highly capable students?</b>
			<ul style="list-style-type: none"> <li>• There needs to be an understanding of No Child Left Behind.</li> <li>• Is there equal access for all?</li> <li>• What are the other programs in the other schools that are not Roosevelt and Harvey? Is it differentiation?</li> <li>• All students need support (parent, etc.).</li> <li>• Enrichment versus academic and all of the other types of intelligences and giftedness</li> <li>• Maybe the name of the program should be looked at.</li> </ul>

# **APPENDIX C**

**KENOSHA UNIFIED SCHOOL DISTRICT  
NO. 1 SCHOOL BOARD POLICY 6423**

**and**

**KENOSHA UNIFIED SCHOOL DISTRICT  
NO. 1 ADMINISTRATIVE  
REGULATION 6423**

POLICY 6423  
TALENT DEVELOPMENT PROGRAM

The District is committed to providing the best possible education for every student, in every classroom, in the District. The District recognizes that each student has needs based upon his/her own uniqueness of character, ability and circumstance and that each student has his/her own special talent. It is the District's responsibility to provide all students with appropriate educational experiences to meet their needs and to help all students develop their talent to its fullest potential.

A comprehensive talent development program exists in the District to address the special needs of gifted and talented students in grades K-12. The program is designed with the following broad goals in mind:

- To identify the gifts and talents of diverse learners and provide opportunities through which student gifts and talents may continue to emerge and develop.
- To assist all gifted and talented students, including those currently functioning as underachievers or non-productive students, in achieving their full potential.
- To provide a differentiated curriculum for gifted and talented students that, while based on the regular curriculum, enriches topics studies, focuses on higher level through processes and provides opportunities for risk taking and decision-making.
- To provide greater awareness of strengths and needs of gifted and talented students.
- To involve students, parents, and staff in program planning and evaluation.
- To encourage and support staff development activities.
- To provide for the on-going coordination and monitoring of program activities and services on a K-12 basis.
- To provide for regular program evaluation and improvement.
- To meet the requirements of state laws and regulations.

LEGAL REF.: Wisconsin Statutes

Sections 118.13 [Student discrimination prohibited]  
118.35 [Gifted and talented programs]  
120.13 [Board power to do all things reasonable for the cause of education]  
121.02(1)(t) [Gifted and talented instruction standard]

Wisconsin Administrative Code

PI 8.01(2)(t) [Rules implementing gifted and talented instruction standard]

CROSS REF.: 2740, Shared Decision Making

4370, Staff Development Opportunities  
5110, Equal Educational Opportunities  
6100, District Vision  
6110, Instructional Program Mission and Beliefs  
6300, Curriculum Development and Improvement  
K-12 Talent Development Program Plan

ADMINISTRATIVE REGULATIONS: 6423A, Grades K-5 Enrichment Elementary Resource Support

AFFIRMED: October 13, 1998

REVISED: January 29, 2002

RULE 6423  
TALENT DEVELOPMENT PROGRAM

Services are provided to the students in the following manner:

K-5: Regular Classroom

Upon request:

- Support is provided to all classroom teachers by the Talent Development Teacher Consultant, K-5
- Resources and support is available to all teachers to accommodate the strengths and needs of identified students who have chosen to remain in the home school.
- Support is available to all teachers to accommodate the emerging and/or developing talents of any student.

2-5 Magnet Program

- Magnet program classrooms exist in two geographic locations in the District.
- The identification process for the Magnet Program uses multiple criteria to capture a diverse population of learners who exhibit strengths in the following areas defined by Wisconsin Standards: academic, cognitive, leadership, creativity, fine arts.
- Staff members are made aware of the Magnet Program and their responsibilities associated with the program and provide appropriate staff development opportunities.
- Parents/guardians are informed about the Magnet Program and involved in the decision-making process.
- Student placement is contingent on class size, available space, and parent/guardian approval.
- Transportation is provided for all students entering the magnet program with the exception of those living within the boundaries of the magnet sites.

6-8 Middle School Talent Development Program

- Multiple criteria are used to identify a diverse population of students for placement in advanced level classrooms or for differentiated learning experiences in any classroom. Identification criteria include the following: ITBS scores, GPA, parent nomination, and teacher recommendation. Students who are ready for accelerated mathematics experiences or who exhibit high ability in reading comprehension are listed for academic challenge. Other talent areas such as creativity, leadership, performing arts (music and art) and physical education are shared with receiving staff. Every attempt will be made to place all identified students whose parents approve of the placement in an accelerated group.
- A Differentiated Education Plan (DEP) is created for students whose strengths and needs require more challenge than can be provided through the program opportunities available in the classroom. The DEP is implemented with the support of the Learning Specialist and the Talent Development Consultant, 6-12.

6-8 General Population in All Houses: Schoolwide Enrichment

- At each middle school a Core Enrichment period is provided which allows students to explore subjects and/or areas of interest in greater depth, either independently or as part of a group.
- Differentiation of curriculum and instruction is based upon students' strengths and needs and is an important part of staff development and lesson design at the middle level.
- The ongoing identification and development of students' talents is also provided outside the academic core. Exploratory and elective classes provide opportunities for talent development.

RULE 6423  
TALENT DEVELOPMENT PROGRAM  
Page 2

9-12 High School

- Honors courses, AP courses, the Youth Option Program, and the Honors Option all provide an opportunity for high challenge to those students whose strengths and needs may be better served in program opportunities outside the regular classroom.
- Students in the regular classrooms may also be served through differentiated instruction designed around their strengths and needs. These learning experiences focus on greater depth and breadth, accelerated pace and increased student choice.
- No formal identification is conducted to determine eligibility since participation is based upon student selection. Teachers, counselors, and the Talent Development Teacher Consultant (6-12) support students and parents as they make decisions about appropriate course and/or program selection.

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# ADMINISTRATIVE REGULATION

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## ADMINISTRATION REGULATION 6423

### GRADE K - 5 ENRICHMENT ELEMENTARY RESOURCE SUPPORT

Resources and support through the resource personnel are available to classroom teachers in accommodating the emerging and developing talents of any student.

#### 1. RESOURCES

Materials are provided and available to teachers, parents, students, counselors, principals and any other district staff member upon request. Materials are placed in each school library, in the IMC professional collection for the Talent Development Program and in duplicated materials for specific requests.

#### 2. SUPPORT

- Classroom Teachers - School visits are scheduled upon request, teaching strategy lessons are modeled, conferring about specific students, planning for instruction and classroom management are several ways classroom support is provided to teachers.
- School Counselors - Annually a meeting with school counselors is held to discuss the affective needs of gifted and talented students. Materials are available in the IMC professional library and through the teacher consultant.
- Parents - Parents may request information and/or support concerning their child/children. Materials for enrichment activities for use at home are also available.
- Students - Student packets or enrichment portfolio materials are prepared upon request of a teacher or parent. Interest interviews with individual students is done to determine interests and topics for independent study. A mini review of the students' abilities and cumulative records may be done to assist in planning student learning goals.
- PTA and Other Parent Organizations - Presentations are made regarding the Talent Development Program and the elementary Enrichment Magnet Program

#### 3. ELEMENTARY TALENT DEVELOPMENT PROGRAM LIAISONS

On a volunteer basis a teacher or staff member in each elementary building is assigned as liaison. The purpose of the position is to provide an avenue with which to share information between the teacher consultant and the elementary sites.

#### 4. STAFF DEVELOPMENT - Staff development is provided in several ways:

- KUSD Inservice Courses - During each school year and summer sessions, inservice courses may be offered regarding pertinent topics in talent development.
- Conferences/Conventions - Staff members are kept current about upcoming conferences and conventions that deal with topics of talent development.
- Workshops - Workshops during the school day may be offered to provide information and training to teachers about talent development needs.
- Collaboration - Classroom teachers, resource specialists and learning specialists will integrate instructional strategies and curriculum.

5. STUDENT RESOURCE/SUPPORT LISTS

A list of students who have been identified for talent development services and remain at their “home” school site is provided to each elementary building.

6. DISSEMINATION OF INFORMATION

Information about the Talent Development Program and the elementary Enrichment Magnet Program is contained in a brochure available to the public.

# **APPENDIX D**

## **WISCONSIN STANDARD (T) (RULES AND STATUTES)**



## WISCONSIN STANDARD (T)

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*Each school board shall:*

- (t) Provide access to an appropriate program for pupils identified as gifted and talented.*

## Gifted and Talented Pupils

### Overview

(Referenced from: <http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgift.html>)

Standard (t) requires school districts to provide programs for gifted and talented students in Wisconsin public schools from kindergarten through grade 12. The standard is consistent with the philosophy of Wisconsin school districts that children are entitled to a quality education.

The intent of the standard is for schools to develop the means by which gifted/talented pupils will be identified and, once identified, provided access to a set of systematic and continuous instructional activities, which are appropriate to the developmental needs of those children and youth so identified.

### Administrative Rule

(Referenced from: <http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgts.html>)

**PI 8.01(2)(t). 2.** *Each school district board shall establish a plan and designate a person to coordinate the gifted and talented program.*

Gifted and talented students shall be identified as required in s. 118.35(1), Stats. This identification shall include multiple criteria that are appropriate for the category of gifted including intelligence, achievement, leadership, creativity, product evaluations, and nominations. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35(1), Stats. The school district board shall provide access, without charge for tuition, to appropriate programs for pupils identified as gifted or talented as required under ss. 118.35(3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for paternal participation in the planning of the proposed program.

### Related Wisconsin Statute

**S. 118.35, Wis. Stats.** Programs for gifted and talented pupils.

- (1) In this section, "gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
- (2) The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
- (3) Each school board shall:
  - (a) ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.

## **Gifted and Talented - Definition of Terms**

(Referenced from: <http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgttm.html>)

**Access.** An opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and post-secondary education institutions (from PI 8.001, Wis. Admin. Code).

**Appropriate program.** A systematic and continuous set of instructional activities or learning experiences, which expand the development of the pupils identified as gifted and talented (from PI 8.01(2)(t), Wis. Admin. Code).

**Gifted and Talented.** Pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities (from s. 118.35(t), Wis. Stats.).

## **Gifted and Talented - Related Standards**

(Referenced from: <http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgtrs.html>)

**Standard (b).** Staff development plans should include information to develop awareness and understanding of the needs of gifted and talented pupils as well as materials, resources, and appropriate strategies to deal with those children and youth in the classroom.

**Standard (e).** Provide guidance and counseling services to gifted and talented students - critically important to overall program success.

**Standard (k).** District curriculum plans should include objectives, content, and resources, which challenge the most able and most talented children in any classroom.

**Standard (n).** Many gifted children are at risk and need special attention, counsel, and support to help them realize their potential.

**Standard (p).** Pupils identified as gifted or talented may require special accommodation in programming which is outside the normal sequence of a course(s) or the standard requirements for graduation.

**Standard (s).** Data derived from a testing program may be used as part of multiple-criteria identification process.

# **APPENDIX E**

## **NATIONAL ASSOCIATION OF GIFTED CHILDREN'S STANDARDS**

# NAGC STANDARDS

*Table 1*

<b>Gifted Education Programming Criterion: Curriculum and Instruction</b> Description: Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted child.		
NAGC Guiding Principles	Minimum Standards	Exemplary Standards
1. Differentiated curriculum for the gifted learner must span grades pre K – 12	1.0M Differentiated curriculum (curricular and instructional adaptations that address the unique learning needs of gifted learners) for gifted learners must be integrated and articulated throughout the district.	1.0E A well defined and implemented curriculum scope and sequence should be articulated for all grade levels and all subject areas.
2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.	2.0M Instruction, objectives and strategies provided gifted learners must be systematically differentiated from those in the regular classroom.	2.0E District curriculum plans should include objectives, content, and resources which challenge gifted learners in the regular classroom.
	2.1M Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals.	2.1E Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners.
	2.2M Means for demonstrating proficiency in essential regular curriculum concepts and processes must be established to facilitate appropriate academic acceleration.	2.2E Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners.
	2.3M Gifted learners must be assessed for proficiency in basic skills and knowledge and provided alternative challenging educational opportunities when proficiency is demonstrated.	2.3E Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided educational opportunities that are more challenging.
3. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.	3.0M A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerative learning pace and advanced intellectual processes of gifted learners.	3.0E When warranted, continual opportunities for curricular acceleration should be provided in gifted learners' areas of strength and interest while allowing sufficient ceiling for optimal learning.
4. Educational opportunities for subject and grade skipping must be provided to gifted learners.	4.0M Decisions to proceed or limit the acceleration of content and grade acceleration must only be considered after a thorough assessment.	4.0E Possibilities for partial or full acceleration of content and grade levels should be available to any student presenting such needs.
5. Learning opportunities for gifted learners must consist of continuum of differentiated curricular options, instructional approaches, and resource materials.	5.0M Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials.	5.0E Appropriate service options for each student to work at assessed level(s) and advanced rates of learning should exist.
	5.1M Flexible instructional arrangements (e.g., special classes, seminars, resource rooms, mentorships, independent study and research projects) must exist.	5.1E Differentiated educational program curricula for students pre K-12 should be modified to provide learning experiences matched to students' interests, readiness, and learning style.

The NAGC Standards tables are reprinted with permission from the National Association of Gifted Children (NAGC).

# NAGC STANDARDS

*Table 2*

<b>Gifted Education Programming Criterion: Program Administration or Management</b> Description: Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services.		
NAGC Guiding Principles	Minimum Standards	Exemplary Standards
1. Appropriately qualified personnel must direct services for the education of gifted learners.	1.0M The designated coordinator of gifted education programming must have completed coursework or staff development in gifted education and display leadership ability to be deemed appropriately qualified.	1.0E The designated gifted programming coordinator must have completed a certification program or advanced degree program in gifted education.
2. Gifted education programming must be integrated into the general education program.	2.0M The gifted education program must create linkages between general education and gifted education at all levels.	2.0E Responsibility for the education of gifted learners is a shared one requiring strong relationships between the gifted education program and general education school wide.
3. Gifted education programming must include positive working relationships with constituency and advocacy groups, as well as compliance agencies.	3.0M Gifted programming staff must create linkages between general education and gifted education at all levels.	3.0E The gifted education programming staff should facilitate the dissemination of information regarding major policies and practices in gifted education (e.g., student referral and screening, appeals, informed consent, student progress, etc.) to colleagues, parents, community members, etc.
	3.1M Gifted programs must establish and use an advisory committee that effects the cultural and socio-economic diversity of the school or school district's total student population, and includes parents, community members, students, and school staff members.	3.1E Parents of gifted learners should have regular opportunities to share input and make recommendations about program operations with the gifted programming coordinator.
	3.2M Gifted education programming staff must communicate with other on-site departments as well as other educational agencies vested in the education of gifted learners (e.g., other school districts, school board members, state departments of education, intermediate educational agencies, etc.).	3.2E The gifted education program should consider current issues and concerns from other educational fields and agencies regarding gifted programming decision-making on a regular basis.
4. Requisite resources and materials must be provided to support the efforts of gifted education programming.	4.0M Resources must be provided to support program operations.	4.0E Gifted education programming should provide state of the art technology to support appropriate services.
	4.1M Technological support must be provided for gifted education programming services.	4.1E A diversity of resources (e.g., parent, community, vocational, etc.) should be available to support program operations.
	4.2M The library selections must reflect a range of materials including those appropriate for gifted learners.	4.2E The acquisition plan for purchasing new materials for the school should reflect the needs of gifted learners.

The NAGC Standards tables are reprinted with permission from the National Association of Gifted Children (NAGC).

# NAGC STANDARDS

*Table 3*

<b>Gifted Education Programming Criterion: Program Design</b> Description: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.		
NAGC Guiding Principles	Minimum Standards	Exemplary Standards
1. Rather than any single gifted program, a continuum of programming services must exist for gifted learners.	1.0M Gifted programming services must be accessible to all gifted learners.	1.0E Levels of services should be matched to the needs of gifted learners through the provision of a full continuum of options.
2. Gifted education must be adequately funded.	2.0M Gifted education funding should be equitable compared to the funding of other local programming.	2.0E Gifted education programming must receive funding consistent with the program goals and sufficient to adequately meet them.
3. Gifted education programming must evolve from a comprehensive and sound base.	3.0M Gifted education programming must be submitted for outside review on a regular basis.	3.0E Gifted education programming should be planned as a result of consultation with informed experts.
	3.1M Gifted programming must be guided by a clearly articulated philosophy statement and accompanying goals and objectives.	3.1E The school or school district should have a mission/philosophy statement that addresses the need for gifted education programming.
	3.2M A continuum of services must be provided across grades pre K-12.	3.2E A comprehensive pre K-12 program plan should include policies and procedures for identification, curriculum and instruction, service delivery, teacher preparation, formative and summative evaluation, support services, and parent involvement.
4. Gifted education programming services must be an integral part of the general education school day.	4.0M Gifted education programming should be articulated with the general education program.	4.0E Gifted services must be designed to supplement and build on the basic academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress through the program.
	4.1M Appropriate educational opportunities must be provided in the regular classroom, resource classroom, separate, or optional voluntary environments.	4.1E Local school districts should offer multiple service delivery options as no single service should stand alone.
5. Flexible groupings of students must be developed in order to facilitate differentiated instruction and curriculum.	5.0M The use of flexible grouping of gifted learners must be an integral part of gifted education programming.	5.0E Gifted learners should be included in flexible grouping arrangements in all content areas and grade levels that ensures that gifted students learn with and from intellectual peers.
6. Policies specific to adapting and adding to the nature and operations of the general education program are necessary for gifted education.	6.0M Existing and future school policies must make/include provisions for the needs of gifted learners.	6.0E Gifted education policies should exist for at least the following areas: early entrance, grade skipping, ability grouping, and dual enrollment.

The NAGC Standards tables are reprinted with permission from the National Association of Gifted Children (NAGC).

# NAGC STANDARDS

*Table 4*

<b>Gifted Education Programming Criterion: Program Evaluation</b> Description: Program evaluation is the systematic study of the value and impact of services provided.		
NAGC Guiding Principles	Minimum Standards	Exemplary Standards
1. An evaluation must be purposeful.	1.0M Information collected must reflect the interests and needs of most constituency groups.	1.0E Information collected should address pertinent questions raised by all constituency groups, and should be responsive to the needs of all stakeholders.
2. An evaluation must be efficient and economic.	2.0M School districts must provide sufficient resources for program evaluation.	2.0E School districts should allocate adequate time, financial support and personnel to conduct systematic program evaluation.
3. An evaluation must be conducted competently and ethically.	3.0M Persons conducting the evaluation must be competent and trustworthy. 3.1M The program evaluation design must address whether or not services have reached intended goals. 3.2M Instruments and procedures used for data collection must be valid and reliable for their intended use. 3.3M Ongoing formative and summative evaluation strategies must be used for substantive program improvement and development. 3.4M Individual data must be held confidential.	3.0E Persons conducting the evaluation should possess an expertise in program evaluation in gifted education. 3.1E The evaluation design should report the strengths and weaknesses found in the program as well as critical issues which might influence program services. 3.2E Care should be taken to ensure that instruments with sufficient evidence of reliability and validity are used, and that they are appropriate for varying age, developmental levels, gender, and diversity of the target population. 3.3E Formative evaluations should be conducted regularly with summative evaluations occurring minimally every five years or more often as specified by state or local district policies. 3.4E All individuals who are involved in the evaluation process should be given the opportunity to verify information and the resulting interpretation.
4. The evaluation results must be made available through a written report.	4.0M Evaluation reports must present the evaluation results in a clear and cohesive format.	4.0E Evaluation reports should be designed to present results and encourage follow-through by stakeholders.

The NAGC Standards tables are reprinted with permission from the National Association of Gifted Children (NAGC).

# NAGC STANDARDS

*Table 5*

<b>Gifted Education Programming Criterion: Socio-Emotional Guidance and Counseling</b> Description: Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.		
NAGC Guiding Principles	Minimum Standards	Exemplary Standards
1. Gifted learners must be provided differentiated guidance efforts to meet their unique socio-emotional development.	1.0M Gifted learners, because of their unique socio-emotional development, must be provided guidance and counseling services by a counselor who is familiar with the characteristics and socio-emotional needs of gifted learners.	1.0E Counseling services should be provided by a counselor familiar with specific training in the characteristics and socio-emotional needs (i.e., underachievement, multi-potentiality, etc.) of diverse gifted learners.
2. Gifted learners must be provided career guidance services especially designed for their unique needs.	2.0M Gifted learners must be provided career guidance consistent with their unique strengths.	2.0E Gifted learners should be provided college and career guidance that is appropriately different and delivered earlier than typical programs.
3. Gifted at-risk students must be provided guidance and counseling to help them reach their potential.	3.0M Gifted learners who are placed at-risk must have special attention, counseling, and support to help them realize their full potential.	3.0E Gifted learners who do not demonstrate satisfactory performance in regular and/or gifted education classes should be provided specialized intervention services.
4. Gifted learners must be provided affective curriculum in addition to differentiated guidance and counseling services.	4.0M Gifted learners must be provided affective curriculum as part of differentiated curriculum and instructional services.	4.0E A well defined and implemented affective curriculum scope and sequence containing personal/social awareness and adjustment, academic planning, and vocational and career awareness should be provided to gifted learners.
5. Underachieving gifted learners must be served rather than omitted from differentiated services.	5.0M Gifted students who are underachieving must not be exited from gifted programs because of related problems.	5.0E Underachieving gifted learners should be provided specific guidance and counseling services

## NAGC STANDARDS

*Table 6*

<b>Gifted Education Programming Criterion: Professional Development</b> Description: Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.		
NAGC Guiding Principles	Minimum Standards	Exemplary Standards
1. A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners.	1.0M All school staff must be made aware of the nature and needs of gifted students.	1.0E All school staff should be provided on-going staff development in the nature and needs of gifted learners, and appropriate instructional strategies.
	1.1M Teachers of gifted students must attend at least one professional development activity a year designed specifically for teaching gifted learners.	1.1E All teachers of gifted learners should continue to be actively engaged in the study of gifted education through staff development or graduate degree programs.
2. Only qualified personnel should be involved in the education of gifted learners.	2.0M All personnel working with gifted learners must be certified to teach in the area to which they are assigned, and must be aware of the unique learning differences and needs of gifted learners at the grade level at which they are teaching.	2.0E All personnel working with gifted learners should participate in regular staff development programs.
	2.1M All specialist teachers in gifted education must hold or be actively working toward a certification (or the equivalent) in gifted education in the state in which they teach.	2.1E All specialist teachers in gifted education should possess a certification/specialization or degree in gifted education.
	2.2M Any teacher who's primary responsibility for teaching includes gifted learners, must have extensive expertise in gifted education.	2.2E Only teachers with advanced expertise in gifted education should have primary responsibility for the education of gifted learners.
3. School personnel require support for their specific efforts related to the education of gifted learners.	3.0M School personnel must be released from their professional duties to participate in staff development efforts in gifted education.	3.0E Approved staff development activities in gifted education should be funded at least in part by school districts or educational agencies.
4. The educational staff must be provided with time and other support for the preparation and development of the differentiated education plans, materials, curriculum.	4.0M School personnel must be allotted planning time to prepare for the differentiated education of gifted learners.	4.0E Regularly scheduled planning time (e.g., release time, summer pay, etc.) should be allotted to teachers for the development of differentiated educational programs and related resources.

The NAGC Standards tables are reprinted with permission from the National Association of Gifted Children (NAGC).

# NAGC STANDARDS

*Table 7*

<b>Gifted Education Programming Criterion: Student Identification</b> Description: Gifted learners must be assessed to determine appropriate educational services.		
NAGC Guiding Principles	Minimum Standards	Exemplary Standards
1. A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services.	1.0M Information regarding the characteristics of gifted students in areas served by the district must be annually disseminated to all appropriate staff members. 1.1M All students must comprise the initial screening pool of potential recipients of gifted education services. 1.2M Nominations for services must be accepted from any source (e.g., teachers, parents, community members, peers, etc.). 1.3M Parents must be provided information regarding an understanding of giftedness and student characteristics.	1.0E The school district should provide information annually regarding the process for nominating students for gifted education programming services in a variety of languages. 1.1E The nomination process should be ongoing and screening of any student should occur at anytime. 1.2E Nomination procedures and forms should be available in a variety of languages. 1.3E Parents should be provided special workshops or seminars to get a full meaning of giftedness.
2. Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.	2.0M Assessment instruments must measure the capabilities of students with provisions for the language in which the student is most fluent, when available. 2.1M Assessments must be culturally fair. 2.2M The purpose(s) of student assessments must be consistently articulated across all grade levels. 2.3M Student assessments must be sensitive to the current stage of talent development.	2.0E Assessments should be provided in a language in which the student is most fluent, if available. 2.1E Assessment should be responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices. 2.2E Students identified in all designated areas of giftedness within a school district should be assessed consistently across grade levels. 2.3E Student assessments should be sensitive to all stages of talent development.
3. A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention.	3.0M An assessment profile must be developed for each child to evaluate eligibility for gifted education programming services. 3.1M An assessment profile must reflect the unique learning characteristics and potential and performance levels.	3.0E Individual assessment plans should be developed for all gifted learners who need gifted education. 3.1E An assessment profile should reflect the gifted learner's interests, learning style, and educational needs.
4. All student identification procedures and instruments must be based on current theory and research.	4.0M No single assessment instrument or its results must deny student eligibility for gifted programming services. 4.1M All assessment instruments must provide evidence of reliability and validity for the intended purposes and target students.	4.0E Student assessment data should come from multiple sources and include multiple assessment methods. 4.1E Student assessment data should represent an appropriate balance of reliable and valid quantitative and qualitative measures.
5. Written procedures for student identification must include at the very least provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures.	5.0M District gifted programming guidelines must contain specific procedures for student assessment at least once during the elementary, middle, and secondary levels. 5.1M District guidelines must provide specific procedures for student retention and exiting, as well as guidelines for parent appeals.	5.0E Student placement data should be collected using an appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification. 5.1E District guidelines and procedures should be reviewed and revised when necessary.

The NAGC Standards tables are reprinted with permission from the National Association of Gifted Children (NAGC).

# **APPENDIX F**

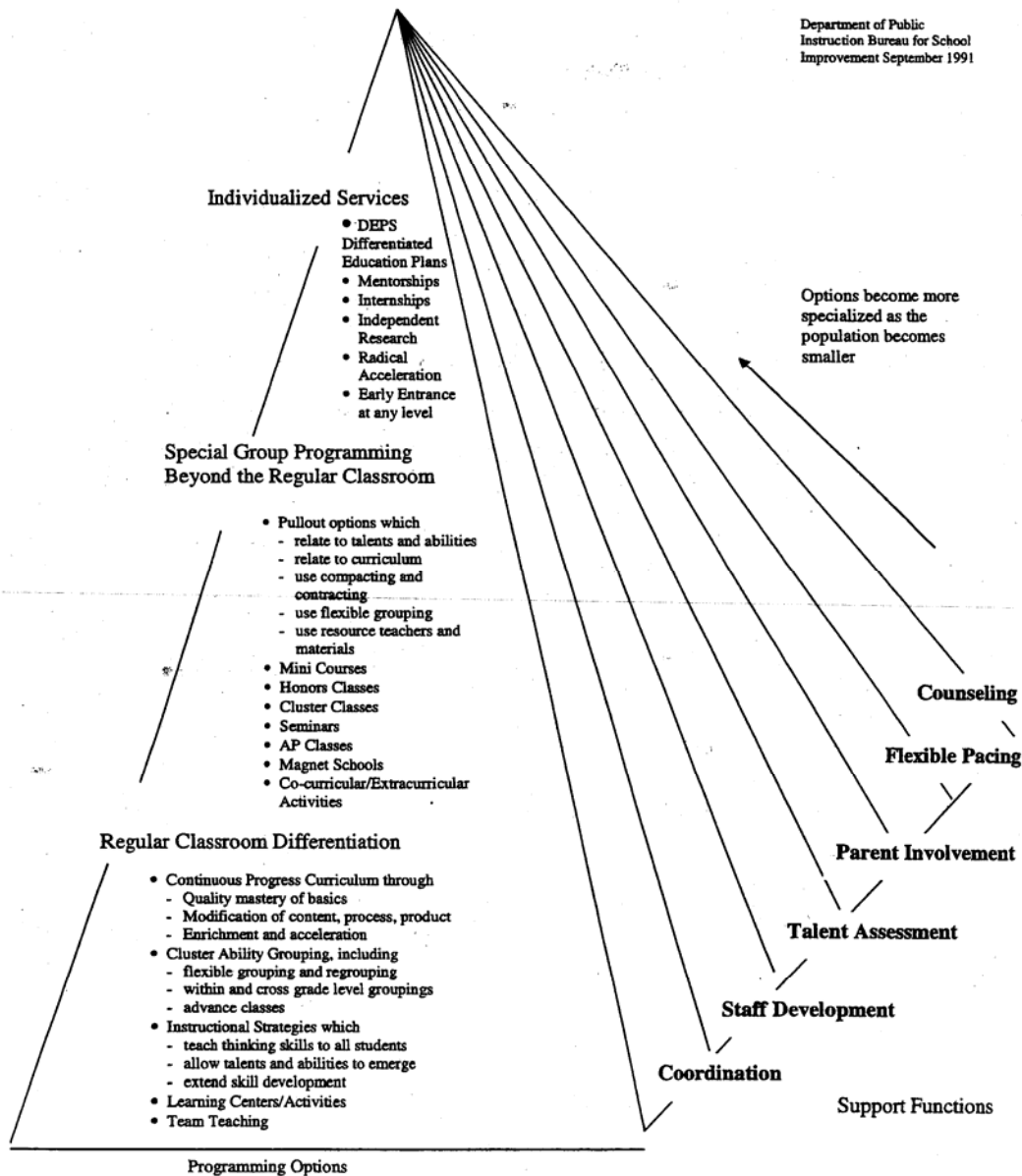
## **WISCONSIN GIFTED AND TALENTED PYRAMID MODEL**

## **WISCONSIN GIFTED AND TALENTED GUIDELINES FOR EDUCATIONAL OPPORTUNITIES**

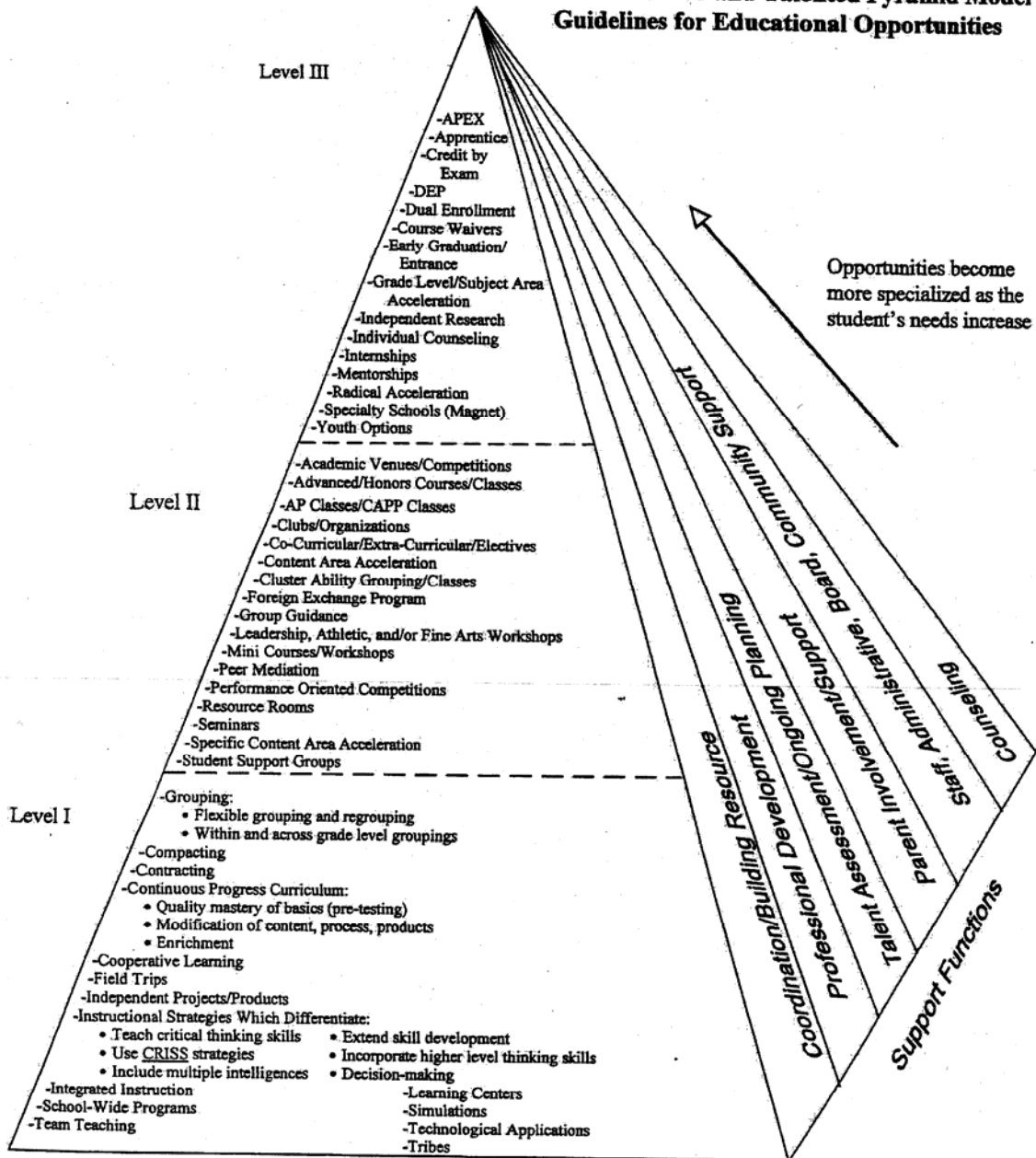
## **WISCONSIN'S INTEGRATED PROGRAMMING MODEL AND EXAMPLE OF CONTINUUM OF SERVICES**

# **WISCONSIN'S COMPREHENSIVE INTEGRATED GIFTED PROGRAMMING MODEL**

Department of Public  
Instruction Bureau for School  
Improvement September 1991



## Wisconsin Gifted and Talented Pyramid Model Guidelines for Educational Opportunities



### Educational Opportunities

\*Adapted from the Pyramid Project (Cox, et. al., 1985) - see p. 22

\*\*See definition page for clarification on terms. pp. 59-61

## Sample Continuum of Services Plan by Grade Level Cluster

### *Continuum of Services Template      Grade Cluster Example: 3<sup>rd</sup> - 5<sup>th</sup> Grade*

<b>Area of Identification</b>	<b>Placement</b>	<b>Service</b>	<b>Person(s) Responsible</b>	<b>Supporting Research (Tacit and Empirical)</b>
Superior Cognitive	Self-Contained Classroom for all core subject areas	<ul style="list-style-type: none"> <li>• Replacement of the curriculum with more rigorous and research-based options</li> <li>• Higher level thinking skills</li> <li>• Acceleration of content</li> </ul>	Teacher of Gifted	Rogers, 1991 Kulik & Kulik, 1992 VanTassel-Baska, Willis, & Meyer, 1989
Reading /LA	Pull-Out	<ul style="list-style-type: none"> <li>• Advanced literature &amp; discussion groups</li> <li>• Persuasive writing models</li> <li>• Use of advanced organizers for literary analysis and broad-based concepts</li> </ul>	Teacher of Gifted	Rogers, 1998 VanTassel-Baska, Zuo, Avery, & Little, 2002
Math	Cluster Grouping within the classroom	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Replacement of the curriculum with more advanced, research-based curriculum</li> <li>• Targeted subject acceleration</li> </ul>	Principal Classroom Teacher with the assistance of the Teacher of Gifted	Gentry & Owen, 1999  Reis, Burns, & Renzulli, 1992  Lubinski & Benbow, 1995
Science	Pull-Out	<ul style="list-style-type: none"> <li>• Emphasis on process skills such as experimental design</li> <li>• Problem-based learning options</li> <li>• Contests or science fairs targeted on real-world scientific inquiry projects</li> </ul>	Teacher of Gifted  Designated School Staff	VanTassel-Baska, Bass, Reis, Poland, & Avery, 1998 Gallagher, 2000 Gagne, 1995
Social Studies	Cluster Grouping within the classroom	<ul style="list-style-type: none"> <li>• Problem based learning modules of historical events</li> <li>• Document analysis of primary documents</li> <li>• Emphasis on multiple perspectives</li> </ul>	Classroom teacher with assistance from the Teacher of gifted Principal	Herbert, 1993 Moon, Feldhusen, & Dillon, 1994 Gagne, 1995 Gallagher & Stepien, 1996
Creativity	Cluster Grouping within the classroom	<ul style="list-style-type: none"> <li>• Choice of creative products in core content areas</li> <li>• Special research-based contests or models such as Future Problem Solving or Destination Imagination</li> </ul>	Designated Staff  Classroom Teacher	Treffinger, 1986  Torrance & Goff, 1989
Visual & Performing Arts	Pull-Out – Special Classes	<ul style="list-style-type: none"> <li>• Choice of products in core areas related to artistic ability</li> <li>• Special contests in the subject area as available</li> </ul>	Teacher of Gifted Trained in the Arts  Classroom Teacher  Designated Staff	Gagne, 1995   Kettle, Renzulli, & Rizza, 1998

## Sample Continuum of Services Plan by Grade Level Cluster

### *Continuum of Services Template      Grade Cluster Example: 6<sup>th</sup> – 8<sup>th</sup> Grade*

<b>Area of Identification</b>	<b>Placement</b>	<b>Service</b>	<b>Person(s) Responsible</b>	<b>Supporting Research (Tacit and Empirical)</b>
Superior Cognitive	Self-Contained Classroom for all core subject areas	<ul style="list-style-type: none"> <li>Replacement of the curriculum with more rigorous and research-based options</li> <li>Higher level thinking and reasoning skills</li> <li>High school credit options for advanced courses</li> </ul>	Content specialist trained in gifted	Rogers, 1991 Kulik & Kulik, 1992 VanTassel-Baska, Willis, & Meyer, 1989
Reading/LA	Self-Contained Classroom for Reading (special class)	<ul style="list-style-type: none"> <li>Subject acceleration by replacement of curriculum with advanced reading selections</li> <li>Literary analysis, reasoning, and persuasive writing focus</li> <li>High school credit options for advanced courses</li> </ul>	Content specialist trained in gifted	Rogers, 1998 VanTassel-Baska, Zuo, Avery, & Little, 2002
Math	Self-Contained Classroom for Mathematics (special class)	<ul style="list-style-type: none"> <li>Diagnostic-prescriptive approach with replacement of the curriculum</li> <li>Three years in two subject acceleration</li> <li>High school credit for advanced courses</li> </ul>	Content specialist trained in gifted	Gentry & Owen, 1999 Lubinski & Benbow, 1995 Colangelo, Assouline, & Gross, 2004
Science	Self-Contained Classroom for Science (special class)	<ul style="list-style-type: none"> <li>Problem-based learning models in science</li> <li>Advanced content with a focus on scientific inquiry, processes, and reasoning</li> <li>Subject acceleration with high school credit options</li> <li>Special contests or activities in the science areas</li> </ul>	Content specialist trained in gifted  Designated School Staff	VanTassel-Baska, Bass, Reis, Poland, & Avery, 1998 Colangelo, Assouline, & Gross, 2004 Gagne, 1995 VanTassel-Baska, 2004
Social Studies	Self-Contained Classroom for Social Studies (special class)	<ul style="list-style-type: none"> <li>Subject acceleration by replacement of curriculum</li> <li>Focus on multiple perspectives, issues, and points of view</li> <li>Engagement in special programs or service-learning projects (e.g., community service options, Model United Nations, Debate Clubs)</li> </ul>	Content specialist trained in gifted  Designated Staff	Herbert, 1993 Feldhusen, Moon, & Dillon, 1994 Gagne, 1995 Little, Feng, Rogers, & VanTassel-Baska, 2005
Creativity	Cluster Grouping within the classroom	<ul style="list-style-type: none"> <li>Choice of creative products in core content areas</li> <li>Special research-based contests or models such as Future Problem Solving or Destination Imagination</li> </ul>	Designated Staff  Classroom Teacher	Treffinger, 1986  Torrance & Goff, 1989
Visual & Performing Arts	Pull-Out – Special Classes	<ul style="list-style-type: none"> <li>Choice of products in core areas related to artistic ability</li> <li>Special contests in the subject area as available</li> </ul>	Teacher of Gifted Trained in the Arts Classroom Teacher Designated Staff	Gagne, 1995  Kettle, Renzulli, & Rizza, 1998

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# **KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**

## **PERSONNEL GUIDEBOOK**



## **INTRODUCTORY STATEMENT**

This Employee Guidebook is a summary of some of the employment policies, procedures, rules, and regulations of Kenosha Unified School District. It has been prepared to acquaint all employees with these policies, procedures, rules and regulations, and to provide for the orderly and efficient operation of the School District. It is your responsibility to read and become familiar with this information and to follow the policies, procedures, rules, and regulations contained herein. Most of your questions should be answered in this Guidebook. However, if you have questions regarding the Guidebook, or matters, which are not covered, please direct them to your immediate supervisor. For complete information on these policies, please contact Human Resources. Please be advised that where policies, procedures or benefits language differ from those set forth in your collective bargaining agreement, the collective bargaining agreement shall govern.

## **DISCLAIMER STATEMENT**

This Employee Guidebook has been prepared for informational purposes only. None of the statements, policies, procedures, rules, or regulations contained herein constitute a guarantee of employment, a guarantee of any other right or benefits, or a contract of employment, expressed or implied.

The provisions set forth in this Guidebook may be altered, modified, changed, or eliminated at any time by the District with or without notice. This Employee Guidebook supersedes any and all previous Guidebooks, statements, policies, procedures, rules, or regulations given to employees, whether verbal or written.

## EMPLOYEE ACKNOWLEDGEMENT

I, \_\_\_\_\_, hereby acknowledge receipt of the Kenosha Unified school District Employee Guidebook on \_\_\_\_\_. I understand that the Guidebook has been developed for the general guidance of Kenosha Unified Employees and that it is my responsibility to read and acquire an understanding of the information contained in the Guidebook. I have been advised that the Office of Human Resources is available to answer any questions I may have concerning the Guidebook or any District policies, benefits and/or procedures. I acknowledge that the procedures and rules described in the Guidebook can be unilaterally changed at any time. Furthermore, I acknowledge that employment and benefits are not guaranteed.

I recognized that the Guidebook, although assigned to me, is considered the property of the District and I will return it upon separate from the District.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

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# **SECTION I.**

## **EMPLOYMENT**



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Work Rule/Procedure/Policy:	<b>Equal Opportunity Employer</b>
Number of Pages:	1
Reference:	School Board Policy/Rule 4110 Equal Opportunity

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The District is an equal opportunity employer. Personnel administration in the District shall be conducted so as not to discriminate on the basis of age, race, creed, color, sex, pregnancy, sexual orientation, national origin, disability, political affiliation, handicap, marital status, ancestry, citizenship, arrest or conviction record, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or Wisconsin, use or non-use of lawful products off school premises during non-working hours, or any other reason prohibited by state or federal law. This policy shall apply to hiring, placement, assignment, , seniority, transfer, promotion, lay-off, recall or termination. Similarly, all salaries, wages, benefit programs and personnel policies shall be administered in conformity with this policy.

Reasonable accommodations shall be made for qualified individuals with a disability or handicap, unless such accommodations would impose an undue hardship to the District.

Any employee who believes he/she has been discriminated against in violation of this policy may file a complaint. Responsibility for overseeing the District's equal employment opportunity and affirmative action programs and investigating discrimination complaints is assigned to the Executive Director of Human Resources.

All employees will receive information and training regarding rights and responsibilities regarding discrimination considerations as they relate to employment. For additional information or information regarding complaint procedure, see the Policy 4110 Equal Employment Opportunity and Affirmative Action and Rule 4110 Employee Discrimination Complaint Procedure.

---

Work Rule/Procedure/Policy:	<b>Anti-Harassment</b>
Number of Pages:	1
Reference:	School Board Policy 4111 Employee Harassment

---

The Kenosha Unified School District No. 1 seeks to provide fair and equal employment opportunities and to maintain a professional work and academic environment comprised of people who respect one another and who believe in the District's high ideals. Harassment is a form of misconduct that undermines the integrity of the District's employment and academic relationships. All employees and students must be allowed to work and learn in an environment that is free from intimidation and harassment.

Harassment or similar unacceptable activities that could become a condition of employment or a basis for personnel decisions, or which create a hostile, intimidating or offensive environment are specifically prohibited by the District. Intimidation and harassment can arise from a broad range of physical or verbal behaviors (by employees or by non-employees, such as outside contractors or members of the community), which can include, but is not limited to, the following:

- Physical or mental abuse;
- Racial, ethnic or religious insults or slurs;
- Unwelcome sexual advances, touching or demands for sexual favors, accompanied by implied or overt promises or preferential treatment or threats concerning an individual's employment or academic status;
- Sexual comments, jokes or display of sexually offensive materials;
- Sex-orientated name calling or bullying;
- Inappropriate staring at another individual or touching of his/her clothing, hair or body
- Asking personal questions about another individual's sex life; and
- asking out an employee who has stated that he/she is not interested.

These activities are offensive and inappropriate in a school atmosphere and in the workplace. This is a serious issue not just for the District also for each individual in the District. It is the responsibility of administration and all employees to ensure that these prohibited activities do not occur. Any employee who engages in harassment or similar unacceptable behavior, or retaliates against another individual because the individual made a report of such behavior or participated in an investigation of a claim of harassment or similar unacceptable behavior, is subject to immediate discipline, up to and including discharge.

Any person who believes that he or she has been the subject of prohibited harassment or similar unacceptable behavior or retaliation should report the matter immediately to the Director of Human Resources or, in the alternative, the Superintendent/designee. All such reports will be investigated promptly and will be kept confidential within the bounds of the investigation and the law. Please see policy/rule 4111 – Employee Harassment for further information and complaint procedures.

---

Work Rule/Procedure/Policy:           **Electronic Communication**

Number of Pages:                           1

Reference:                                   School Board Policy 3535 – Electronic Communications

---

The District provides and maintains voice-mail, facsimile machines, computers, Internet access and e-mail for employees' use in order to provide a high quality, efficient environment in which to fulfill District responsibilities. To that end, these systems should only be used for valid work-related purposes. Your communications and use of these systems shall be held to the same standards as all other professional communications, including compliance with anti-discrimination and anti-harassment policies. Employees who use the systems inappropriately can be subject to loss of access privileges and other appropriate discipline, up to and including discharge. Inappropriate uses include, but are not limited to:

- Communications that contain ethnic slurs, inappropriate racial references, sexually explicit, obscene or harassing messages that would constitute harassment of others
- Unauthorized attempts to access, retrieve, read or listen to another person's computer, e-mail or voice-mail account without prior authorization
- Transmission of sensitive, confidential or proprietary information to unauthorized persons or organizations
- Downloading, displaying or printing distasteful or offensive materials, including without Limitation “adult”, racist or hateful materials, or visual depictions that are obscene, or child pornography
- Illegal or unethical activities or other activities that could adversely impact the District

In accordance with Board Policy 3535 and its implementing rules, the District reserves the right to review, audit, intercept, monitor, access, disclose, copy and/or download any communication created, transmitted or maintained on any of the District's computer or electronic communication systems. Deleting an e-mail message does not guarantee that it has been erased from the Internet server system. The District is obligated to notify employees when electronic communication systems have been accessed.

---

Work Rule/Procedure/Policy:           **Confidentiality**

Number of Pages:                           1

Reference:                                   School Board Policy 4224 – Employee Code of Ethics

---

Employees shall use confidential information appropriately and with respect for the rights of individuals. Privileged information shall not be used for personal gain or to the detriment of the District.

Violation of this policy will result in progressive discipline, up to and including termination.

---

Work Rule/Procedure/Policy:                   **Conflict of Interest**

Number of Pages:                                   1

Reference:   School Board Policy/Rule 4331 – Conflict of Interest

---

In order to ensure sound management policies and procedures and in order to avoid actual or potential conflicts of interest, no close relative of an employee of the District or a member of the Board of Education shall be appointed to and/or assigned to a position having conflicting interests with a position held by a close relative. Close relative is defined as mother, father, brother, sister, son, daughter, aunt, uncle, niece or nephew, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law.

Positions of conflicting interest are defined as follows:

1. Any administrative, supervisory position having immediate or partial supervisory responsibilities on other than an occasional basis.
2. Any teaching position having quasi-supervisory responsibilities such as a teacher consultant or department chairperson, or any teaching position having an educational assistant position.
3. Any secretarial position having supervisory responsibility within a given school or department.
4. Any building service employee having supervisory responsibilities such as head custodian, assistant head custodian, foreman or head cook.
5. Any Recreation Department position having supervisory responsibility within any program.

In addition, employment of the following relative of the members of the School Board is not to be considered: (1) father and father-in-law, (2) mother and mother-in-law, (3) brother and brother-in-law, (4) sister and sister-in-law, (5) son and son-in-law, and (6) daughter and daughter-in-law.

---

Work Rule/Procedure/Policy:	<b>Employee Resignation/Retirement</b>
Number of Pages:	1
Reference:	School Board Policy 4361 Collective Bargaining Agreement/Employment Agreement

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Employee resignation/retirements shall be made in writing to the Superintendent of Schools and shall be in accordance with contracts and agreements. Resignations shall contain a specified effective date and should include a reason for separation/termination.

Resignations that are not in accordance with District policy may be accepted for administrative purposes only.

For additional information regarding resignation or retirement, please refer to the appropriate collective bargaining agreement or employment agreement.

---

Work Rule/Procedure/Policy:	<b>Inclement Weather</b>
Number of Pages:	2
Reference:	School Board Policy 3643 Administrative Regulation 3643

---

The following procedures shall apply when deciding whether buses will run and if schools will be closed due to inclement weather:

Early in the morning, on days of inclement weather, the Supervisor of Transportation Services shall drive the streets and roads in the District checking to see if they are safe for buses to travel. He/she shall also check official weather forecasts and with the County Highway Department, the Sheriff's Department, the Police Department, the school bus company (Laidlaw Transit, Inc.), and with the City Transit Office. He shall then report his findings to the Maintenance and Operations Supervisor.

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

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

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

Procedure 3: "All schools in the Kenosha Unified School District No. 1 will be closed, and no students are expected to report. The Senior Citizens Center will be closed. Secretaries should not report to work, with the exception of secretaries assigned to the Educational Support Center, Department of Recreation, and 12-month school secretaries, who may report to work. The only persons required to report to work today are: full-time custodial employees; full-time food service workers; maintenance personnel; carpenters and painters; warehouse personnel; administrative, supervisory and technical personnel."

Radio stations WLIP (1050 AM), WIIL (95.1 FM), WEXT (104.7 FM), WRJN (1400 AM), WEZY (92.1 FM) and WGTD (91.1 FM) shall be notified as to the procedure to be followed. If the stations are not contacted by District personnel, it means Procedure 1 is in effect – that schools are open as normally scheduled. If schools are closed as per Procedure 3, radio stations WISN, WLTQ, WKKV, WTMJ, WKTI, WMIL, WOKY, WMYX, WEMP, WRIT, WXXS, WJBX, WJZI, and WLUM shall be contacted, as well as, Milwaukee television stations Today's TMJ 4 (Channel 4), FOX 6 (Channel 6), WISN (Channel 12), CBS 58 (Channel 58), and the Chicago area's Emergency Closing Center (which notifies the Chicago media). The procedure being followed shall also be placed on the Cable Channel 20 message bulletin board. Cable Channel 20 is available to local Time Warner Cable subscribers. The correct procedure shall also be placed on the District's Internet website; [www.kusd.edu](http://www.kusd.edu). A message outlining the inclement weather procedure shall also be available by calling 653-SNOW (653-7669) after 5:30 a.m.

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

The District shall use as a guideline for closing schools, sustained temperatures of -20° Fahrenheit or lower and/or sustained wind chills of -34° Fahrenheit or lower. When the weather is questionable, it is always a parent/legal guardian's decision if, for safety reasons, their child or children should attend school that day. The parent/guardian must notify the child or children's school of the absence, and the absence shall become part of the student's permanent record.

## **Section II.**

# **Employment Records**



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Work Rule/Procedure/Policy:	<b>Personnel Data Changes</b>
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Number of Pages:	1
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Reference:	None
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The District maintains personnel records and files for each employee. Maintaining these files with up to date information is very important as it provides the district with contact information in case of emergency, address mailings, data for payroll purposes, and information required for reporting purposes and benefit programs.

All employees must promptly notify Human Resources of any changes in:

1. Address
2. Marital status/name change
3. Party to be notified in case of emergency
4. Phone number
5. Dependent(s)

---

Work Rule/Procedure/Policy:	<b>Access To Personnel File</b>
Number of Pages:	1
Reference:	Policy 4260 – Personnel Records Rule 4260 – Guidelines for Maintenance of Personnel Records Collective Bargaining Agreement

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It is the District's policy to protect the privacy of each employee and therefore the district is committed to the confidential handling of every employee's personnel information.

Records of all personnel shall be considered confidential to the extent required by law and shall be kept in the Human Resources Office. Records shall be maintained in accordance with all applicable federal and state laws and regulations and retained in accordance with the District's record retention schedule.

Employee information may be made available to anyone to the extent authorized by law. Any employee wishing to review his or her file may do so by providing a written request to the Human Resources Office. Files will be made available within seven working days of written request. Please see policy and rule 4260 for additional information.

**Guidelines:**

1. Personnel records may be examined in the presence of the Executive Director of Human Resources or designee and ordinarily by appointment.
2. Materials shall not be removed from the personnel files without permission of the Executive Director of Human Resources or designee.
3. The Human Resources Office may duplicate post-employment file materials for the employee and the individual employee will pay the cost.
4. Transcripts and licenses may, if requested, be returned to the individual upon termination of employment provided a receipt is signed.
5. Pre-employment references, credentials and evaluations are not available to employees. Confidential pre-employment credentials shall be sent to the supply agency only.
6. Personnel files will not be available to former employees, except to the extent authorized by law.
7. Employee information may be made available to any to the extent authorized by law. Ordinarily, employee information available to the public shall be limited to the name of the employee, assignment, the dates of employment and compensation.

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Work Rule/Procedure/Policy:	<b>Employee Evaluations</b>
Number of Pages:	1
Reference:	School Board Policy/Rule 4380 – Employee Evaluations Teacher Salary and Welfare Agreement

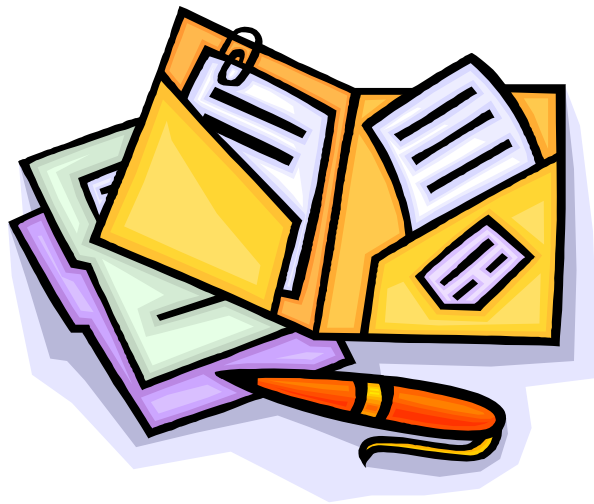
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Personnel shall be evaluated periodically and the Superintendent of Schools or designee shall make recommendations for further employment. Employee evaluations shall be conducted in accordance with applicable state laws, provisions of current employee bargaining agreements and established District procedures.

The Office of Human Resources shall establish the evaluation period for all employees including any necessary evaluation schedule, forms, processes and filing. Please refer to your collective bargaining agreement for additional information regarding employee evaluations.

## **Section III.**

# **Employee District Benefits and General Leaves**



---

Work Rule/Procedure/Policy:       **Family and Medical Leave**

Number of Pages:                       1

Reference:                               School Board Policy 4323.1 – Family and Medical Leave  
Rule 4323.1 – Family and Medical Leave Guidelines  
School Board Policy 4323.1 Adm. Reg. – Family and  
Medical Leave Notice of Rights  
Collective Bargaining Agreement

---

Employees will be allowed up to 12 weeks of unpaid leave during a calendar year as a result of a birth or placement of a child for adoption or foster care or when a serious health condition is suffered by the employee or the employee's parent(s), son, daughter or spouse. This leave will run concurrently with any other leave which is available to the employee under other District leave and absence policies, provisions of employee agreements, or state and federal family and medical leave laws. All or a portion of this period may be paid in certain instances. The taking of leave under this policy and its accompanying guidelines will not be used against an employee in any employment decision, including in the determination of raises or discipline. For additional information regarding this policy or rule, please refer to School Board Policy 4323.1, Family and Medical Leave and Rule 4323.1, Family and Medical Leave Guidelines.

---

Work Rule/Procedure/Policy:	Family and Medical Leave Notice of Rights
Number of Pages:	2
Reference:	School Board Policy 4323.1 Adm. Reg. Collective Bargaining Agreement

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The following information concerns your rights and obligations under the family and medical leave law and will explain the consequences of your failure to meet these obligations. Please read the information carefully, and if you have any questions, please contact the Office of Personnel.

**1. Leave Entitlement.** The actual amount of time you spend on family and/or medical leave will be subtracted from your federal and Wisconsin law leave entitlements. Under federal law, you are entitled to 12 workweeks of unpaid leave for qualifying reasons. Under Wisconsin law, you are entitled to six (6) weeks of leave on a birth or adoption of a child by you, two (2) weeks of leave as a result of your serious health condition and two (2) weeks of leave as a result of your parent, child or spouse experiencing a serious health condition. If you are eligible for both federal and Wisconsin leave, and/or leave under the policies of the District, your leave rights will run concurrently.

**2. Medical Certification.** If your leave is based on your serious health condition or the serious health condition of your child, spouse or parent, you must provide the District with a medical certification prepared by your health care provider, the Health Care Provider Certification. The Certification must be provided to the District within fifteen (15) days of the request, or in cases of medical emergency of unforeseen circumstances. If you fail to provide a timely Certification, your leave request, or your continuation for leave, may be denied until the required Certification is provided.

**3. Additional Certification.** If the District has any doubts about the accuracy of your initial medical certification, you must submit to another examination, at the District's expense, by a health care provider selected by the District. If the second opinion differs from the initial certification, a third opinion may be required. The third opinion is final and binding.

**4. Re-certification.** You must provide the District with re-certifications on a periodic basis that your serious health condition still prevents you from performing your job functions or that you are still needed to care for a family member with a serious health condition.

**5. Intent to Return to Work.** You must provide the District with a periodic report on your status and intent to return to work.

**6. Fitness for Duty Certification.** If you are on medical leave because of your own serious health condition, you must provide the District with a Fitness for Duty Certification signed by your health care provider, before you can return to work. If you fail to provide the District with a Fitness for Duty Certification, your reinstatement will be denied until certification is provided.

**7. Substitution.** You may have the option of substituting certain types of paid leave for unpaid family and/or medical leave or you may be required to substitute such paid leave pursuant to the District's FMLA Policy. When paid leave is substituted for your unpaid leave, the paid leave will not be available to you later. Under no circumstances will you be entitled to additional family and/or medical leave as a result of the substitution of paid leave.

**8. Maintenance of Health Insurance Coverage.** In order to maintain your group health coverage during your family or medical leave you must continue to pay any employee required contributions towards the health insurance premiums, as you did prior to your leave. If you elect to substitute paid leave, or if the District requires the substitution of paid leave, your share of premiums, if any, will be paid through the District's normal payroll deduction method. Otherwise, the District will designate a method for collecting premiums when your leave is unpaid.

**9. Employment Protection.** Upon returning to work from family or medical leave, you will be reinstated to the position you held prior to leave or, if your position is no longer available, to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment unless your employment would otherwise have ceased. You will have no greater right to employment at the end of your leave than you would have had with the District if you had not taken leave.

In the case of instructional employees, your reemployment may be delayed until the commencement of the next school semester if your leave begins in the last five weeks of the semester. Please see the Personnel Office for additional information on your reinstatement rights.

**10. Recovery of Premiums.** If you fail to return to work after your family or medical leave, you will be liable to the District for any health coverage premiums paid on your behalf during your leave.

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Work Rule/Procedure/Policy:	<b>Sick Leave</b>
Number of Pages:	1
Reference:	School Board Policy 4323.1 – Family and Medical Leave Rule 4323.1 – Family and Medical Leave Guidelines School Board Policy 4323.1 Adm. Reg. – Family and Medical Leave Notice of Rights Collective Bargaining Agreement

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Sick leave may be used for an employee's personal illness, well-care and sick medical and dental appointments. If the employee is on leave under the Family and Medical Leave Act (FMLA), sick leave must be used initially as part of the FMLA leave.

Sick is accrued as outlined in each collective bargaining agreement. Sick leave may not be used prior to accrual. The District reserves the right to require employees to provide a note from the doctor verifying that an absence was caused by a medical situation. The District also reserves the right to require documentation from the doctor authorizing the employee to return to work. If sick leave is exhausted, employee may refer to collective bargaining agreement for any additional leave as outlined in the agreement.

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Work Rule/Procedure/Policy:

**Voting Leave**

Number of Pages:

1

Reference:

Wisconsin Statutes (Sec. 6.76)

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In compliance with state law, Kenosha Unified School District allows employees three (3) consecutive hours of leave during polling hours in order to vote in federal, state or local elections, both primary and general elections.

Employees wishing to take time off to vote must request time off for voting in writing or via e-mail five (5) business days in advance. The request for leave must clearly state that the employee needs leave in order to vote. The district will designate what time of day the employee takes time off to vote. Employees taking time off will not be paid for the time he or she is absent to vote.

If you have any questions regarding your right to vote, please contact Human Resources.

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Work Rule/Procedure/Policy:

**Jury Duty**

Number of Pages:

1

Reference:

Collective Bargaining Agreement

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Upon receipt of the notification from the state or federal courts of an obligation to serve on a jury or to act as a court witness, the employee should notify his or her supervisor. The employee is required to provide copies of the subpoena or jury summons to his or her supervisor and Human Resources.

The supervisor will verify the notification and making scheduling adjustments to accommodate the employee's obligation.

Employees appearing as a plaintiff, defendant or for non-subpoenaed court appearance will not receive paid time off. Vacation or unpaid time should be used for these instances.

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Work Rule/Procedure/Policy:	<b>Employee Assistance Program</b>
Number of Pages:	1
Reference:	School Board Policy 4233 – Employee Assistance Program

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The District recognizes that a wide range of problems not directly associated with job functions can have an effect on job performance. Employee problems can stem from emotional disorders, alcohol or other drug dependency, family or marital problems, financial problems or societal pressures and changes. The District is concerned with job performance, including attendance, conduct and activity during employment hours.

It is recognized that many personal problems can be successfully treated or resolved if assistance is offered at an early stage and referral is made to an appropriate form of assistance.

The District will offer an Employee Assistance Program (EAP), which will serve as a practical and constructive mechanism for dealing with employees' personal problems, which may affect the work situation, or as an aid to those employees and their family members who voluntarily wish to use the program as a means of resolving personal problems.

The purpose of the Employee Assistance Program (EAP) is to improve the quality of human life. It has the potential to help marriages, families, and possibly even save lives. Other benefits include: increased productivity, improved work quality, decreased turnover, more favorable public opinion, greater employee identification with the District, improved moral and cost savings to the District.

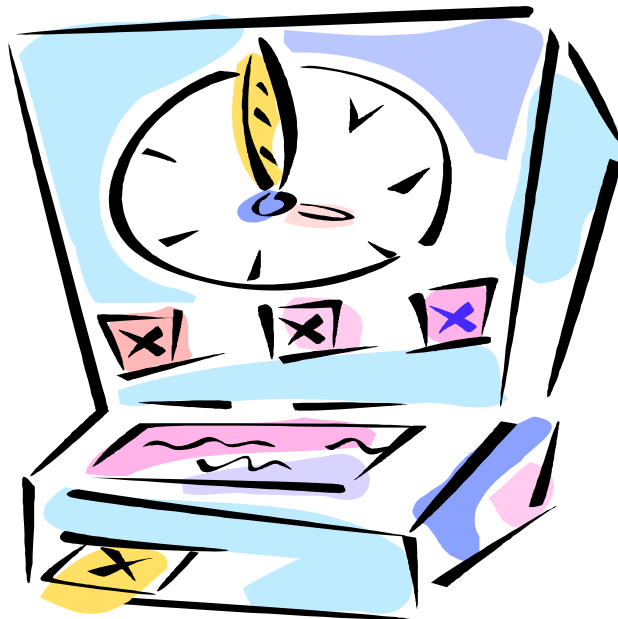
The program will operate within the following guidelines

1. The decision to request or accept assistance through the EAP is the voluntary and personal choice of the individual employee.
2. Voluntary self-referred employees or family members seeking assistance will be able to do so with anonymity and confidentiality.
3. Job security will not be jeopardized by a request or acceptance of help through the EAP.
4. Referrals to the EAP agency can be by self-referral, family referral, union referral and supervisory referral.
5. The EAP will function through a District EAP resource person and contracted community agency that will provide services under the EAP concept. The Superintendent of Schools shall appoint the EAP resource person.
6. The EAP does not alter existing contractual provisions, work rules or disciplinary procedures. It serves as a supplementary program to offer appropriate assistance to those who need or desire it.
7. When necessary, sick leave shall be granted for treatment or rehabilitation on the same basis as other health problems. Leave without pay shall also be considered when determined to be necessary.

For additional information, please see Policy and Rule 4233, Employee Assistance Program.

## **Section IV.**

# **Conditions of Employment**



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Work Rule/Procedure/Policy:	<b>Required Medical Documentation- Non Certified Positions</b>
Number of Pages:	1
Reference:	District Conditions of Employment Agreement Collective Bargaining Agreements

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All non-certified employees must adhere to the following conditions of employment:

1. Employee must furnish the District a completed physical examination within 30 days of the start date.
2. Employee must furnish the district with a completed tuberculin skin test prior to employment start date.
3. Agree that the appointment is contingent upon Board of Education approval regardless of whether I have been placed on the District's payroll.

Non-compliance in any of these three areas will result in immediate revocation of the offer and/or termination of employment.

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Work Rule/Procedure/Policy:	<b>Required Transcripts, Certification and Medical Documentation – Instructional</b>
Number of Pages:	1
Reference:	District Conditions of Employment Agreement

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The following conditions of employment apply for all instructional staff:

1. Office college transcripts must reflect a 2.75 Grade Point Average (GPA) in overall undergraduate coursework OR 3.0 in major or 3.0 in a Master's program (all GPA's based on a 4.0 scale). If the position is at the secondary level, employee must have a major or minor in the subject area(s) being taught.
2. Employee must provide the District with an official transcript(s) denoting graduation, or if a graduating senior, a letter from the Dean or advisor verifying the anticipated graduation date prior to employment with Kenosha Unified School District. If a graduating senior, employee must provide an official transcript denoting graduation within 30 days of graduation.
3. Employee must furnish the District a copy of his/her instructional certification or proof of Wisconsin Department of Public Instruction application (e.g. copy of application and proof of payment) prior to employment with Kenosha Unified School District.
4. Employee must furnish the District a completed physical examination within 60 days of start date.
5. Employee must furnish the District a completed tuberculin skin test prior to employment start date.

Non-compliance in any of these areas will result in immediate revocation of the offer and/or termination of employment.

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Work Rule/Procedure/Policy:

**Staff Physical Examinations**

Number of Pages:

1

Reference:

School Board Policy 4231/Rule 4231  
Conditions of Employment Agreement

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Upon initial employment, all employees of the District shall have a physical examination including a tuberculin skin test and/or chest x-ray, in accordance with state law.

Upon initial employment, each employee shall furnish a certification of freedom from tuberculosis. Food service employees shall furnish such certification annually. Food service employees shall have other periodic health exams as required by the District. The District may also require other employee health exams consistent with state and federal laws and provisions of current employee bargaining agreements.

An employee may be exempt from the health examination requirements listed in this policy if an affidavit has been filed with the District claiming such exemption in accordance with state law. No employee shall be discriminated against by reason of his/her filing of an affidavit.

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Work Rule/Procedure/Policy:	<b>Employee Attendance and Punctuality</b>
Number of Pages:	2
Reference:	Policy 4280 Attendance and Punctuality Collective Bargaining Agreements

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

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

Guidelines/Procedures:

1. An employee is responsible for notifying the automated substitute assignment system and/or his/her supervisor of his/her absence no later than 60 minutes prior to the employee's work starting time.
  - a. The employee must indicate the reason for the absence and advise when he/she will report back to work.
  - b. If the length of time of the absence is unknown, the employee shall provide this notification each day of the absence.
  - c. Employees absent from work due to an illness or injury may be required to submit a doctor's certificate or other appropriate medical authorization as deemed appropriate by the employee's supervisor.

Employees should follow additional department guidelines where appropriate.

2. Tardiness, unexcused absences, patterns of absenteeism (same days over a period of time) and excessive excused absences (other than FMLA) are cause for progressive corrective action. Any disciplinary action taken shall be consistent with District policies, rules and applicable collective bargaining agreements.
  - a. An employee is considered absent if he/she is not present for work as scheduled, regardless of the cause.
  - b. An employee is considered tardy if he/ she reports to work after the scheduled start time (unexcused).
3. Department managers and principals will develop and communicate work schedules to reflect a start and end time that is in compliance with applicable collective bargaining agreements.
4. Supervisors are to give special attention to absence patterns such as:
  - a. Absences before or after the weekend;
  - b. Absences the day before and/or the day after a scheduled holiday or day off;
  - c. Calling in sick as rapidly as sick time is accrued;
  - d. Calling in sick or tardy after the scheduled start time; and
  - e. Absences the day before or the day of "hunting" season.

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Work Rule/Procedure/Policy:	<b>Absence Reporting/Sub Finder Procedures</b>
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Number of Pages:	2
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Reference:	Policy 4280 Attendance and Punctuality
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All employees are responsible for reporting absences to SubFinder (district absence reporting system). This will require registration with the SubFinder system.

**Employee Registration with SubFinder:**

1. Using a touch-tone, phone SubFinder at 262 -653-SICK (7425).
2. SubFinder will identify itself and ask you to enter your PIN (Personal Identification Number) followed by the # key. Your PIN will be your Employee Number. Enter your PIN using the touch pad of your telephone.
3. Once you have entered your PIN and pressed the # key, SubFinder will acknowledge that this is the first time you have called and ask you to voice your name. Please say your name clearly, as you want to be heard by other people using the system. When you are done speaking, press the # key. After pressing the # key, SubFinder will play your recorded name back to you for verification. If it is correct, press 1. If you want to record your name, press 2 and repeat this step again.
4. Once you have recorded your name and accepted it, SubFinder will play your Main Menu. Please choose option 4 – To Review Personal Information. If any of the information is incorrect, contact Sub Service at 653-6355.

**Reporting Absences:**

There are two ways to report absences to SubFinder. Absences can either be reported via a touch-tone phone at 262-653-7425 or via the web at [www.kusd.edu/subfinder](http://www.kusd.edu/subfinder)

**Important SubFinder Information**

**SubFinder's Phone Number:**

**(262) 653-SICK(7425)**

**SubFinder's Calling Times:**

Morning Call Out: 5:30 AM until 11:30 AM

Evening Call Out: 4:00 PM until 10:00 PM

**Absence Reporting Deadline for employees:**

No later than **90 MINUTES** prior to the scheduled start of the job.

**Absence Cancellation Deadline for employees:**

No later than **18 HOURS** prior to the scheduled start of the job.

**For assistance, please call:**

**SUB SERVICE** at (262) 653-6355 between the hours of 6:30 AM and 3:30 PM

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Work Rule/Procedure/Policy:	<b>Reporting Work Related Injuries</b>
Number of Pages:	1
Reference:	School Board Policy 3631 – Accident Reports

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It is essential that all accidents occurring on school property concerning students, employees or members of the public, and casualty losses be reported promptly to the Office of Human Resources. Accidents shall be reported in accordance with established District procedures.

### **Reporting Procedure:**

In the event of a work related injury, all employees must report the injury by calling the Insurance Claims Management Specialist at 653-6317. This should be done immediately if you must leave work or by the end of the work shift if you do not leave work. In cases where the employee is not able to call, the immediate supervisor must report the accident or injury.

After reporting the injury, please fill out the “Employee Accident Prevision and Investigation” Form. Make sure to complete the backside of the form including all the appropriate signatures. Also, make sure that the corrective action section of the form has been completed in and return the form to the Claims Management Specialist in Human Resources

If appropriate, a written report from the treating physician must be completed within 24 hours of the incident. If you are able to return to work, any pertinent work restrictions must be indicated on the Workers’ Compensation Work Status Report Form. Forms are available at each site office. If work restrictions exist, all attempts will be made to place you in the Transitional Return to Work Program. If you are unable to work, the anticipated return to work date and expected duration of the injury must be indicated by the treating physician on the Workers’ Compensation Work Status Report Form.

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Work Rule/Procedure/Policy:	<b>Light Duty</b>
Number of Pages:	1
Reference:	School Board Policy 3631 – Accident Reports

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The District strives to promote successful recovery from any work related or personal injury and has set up these guidelines for managers to following when an employee returns to work with restrictions.

- If an employee has three days or more unscheduled time off, their absence must be accompanied by a detailed doctor's report specifying exact restrictions, the nature of the injury or illness, and dates the employee will be away from work.
- When an employee returns to full duty, they must provide a doctor's note with a full release to return to normal job duties.
- The company will accommodate, as much as reasonably possible, an employee's work restrictions. However, 8 hours of productive work must be available and scheduled for an employee to work within their restrictions. If an employee's restrictions are so great as to prevent the employee from working a productive 8 hours, they shall not return to work until they receive a full release or the company can accommodate their revised restrictions for the treating physician.
- If an employee completes an accident report because they believe their injury of illness is work related, they may be sent to the worker's compensation doctor. If, after evaluation, the insurance company or company doctor deems the injury or illness is not work related, unless otherwise provided by law. The company will only be responsible for the medical costs arising out of or directly related to the determination of non-coverage. All other medical costs associated with the employee's claim will be the responsibility of the employee.

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Work Rule/Procedure/Policy:	<b>Employee Personal Appearance</b>
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Number of Pages:	1
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Reference:	School Board Policy 4229
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All District employees must comply with the following personal appearance standards at all times during scheduled working hours:

1. Employees are expected to dress in a manner that is normally acceptable in a professional environment. Employees should not wear suggestive or revealing attire, spaghetti straps, backless clothing, shirts or tops that reveal an exposed midriff; clothes printed with slogans, inappropriate or offensive comments; blue jeans, athletic clothing, shorts, T-shirts, baseball hats, flip-flop sandals and similar attire that do not present a professional appearance.
2. Certain employees may be required to wear special attire, depending on the nature of their job (e.g. physical education, special education, grounds, facilities).
3. At the discretion of the Superintendent and his/her designee, an employee may be allowed to dress in a more casual fashion than normally required. On these occasions, employees are still expected to present a neat appearance and are not permitted to wear ripped or disheveled clothing, athletic wear or similarly inappropriate clothing.

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

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Work Rule/Procedure/Policy:

**Alcohol and Drug Free Workplace**

Number of Pages:

1

Reference:

School Board Policy/Rule 4221 – Alcohol and Drug  
Free Workplace  
Policy 4362 – Employee Discipline

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The District recognizes alcohol and other drug abuse as a potential health, safety and security problem, and it is the District's intent and obligation to provide a drug-free, healthful, safe and secure work environment. Therefore, the unlawful manufacture, distribution, dispensation, possession or use of alcohol or a controlled substance on District premises or while conducting District business off premises is absolutely prohibited by the District.

Employees must, as a condition of employment, abide by the terms of this policy and notify the District of any criminal drug statute conviction for a violation occurring on District premises or while conducting District business off premises. Anyone violating this policy shall be subject to disciplinary action in accordance with established procedures.

For additional information regarding this policy or for a copy of this policy in its entirety, please refer to school board policy and rule 4221 – Alcohol and Drug Free Workplace.

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Work Rule/Procedure/Policy:	Reasonable Suspicion <b>Drug Testing</b>
Number of Pages:	1
Reference:	School Board Policy/Rule 4221 – Alcohol and Drug Free Workplace Policy 4362 – Employee Discipline

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Kenosha Unified School District is a drug-free workplace. As such, we prohibit the use of non-prescribed drugs or alcohol during work hours. If the employee comes to work under the influence of drugs or alcohol or uses drugs or alcohol during work time, the employee will be disciplined in accordance to the policy up to and including termination.

Kenosha Unified School District's policy is intended to comply with all state laws governing drug testing and is designed to safeguard employee privacy rights to the fullest extent of the law.

If there is reason to suspect that an employee is working while under the influence of an illegal drug or alcohol, the employee will be asked to submit to a drug test. The employee will be suspended with pay until the results of a drug and alcohol test are made available to the District by the testing laboratory. Before being asked to submit to a drug test, the employee will receive written notice of the request or requirements. The employee must also sign a testing authorization and acknowledgement form confirming that he or she is aware of the policy and employee's rights.

A laboratory licensed by the state will conduct any drug testing required or requested by Kenosha Unified School District. The District will incur all expenses related to the test.

If the employee receives notice that the employee's test results were confirmed positive, the employee will be given the opportunity to explain the positive result. In addition, the employee may have the same sample retested at a laboratory of the employee's choice.

All testing results will remain confidential. Employee must sign a consent form prior to the release of results. Test results may be used in arbitration; administrative hearings and court cases arising as a result of the employee's drug testing. Results will be sent to federal agencies as required by federal law. If the employee is to be referred to a treatment facility for evaluation, the employee's test results will also be made available to the employee's counselor.

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Work Rule/Procedure/Policy:	<b>Tobacco Use on School Premises</b>
Number of Pages:	1
Reference:	School Board Policy 1310 – Tobacco Use on School Premises

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Smoking and the use of tobacco products in any form, by anyone, is prohibited on District premises. “Premises” is defined as all property owned by, rented by or under the control of the District, including grounds, schools, offices, work areas, school buses and other school vehicles.

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Work Rule/Procedure/Policy:	<b>Employee Right To Know (Toxic Substances ad Infectious Agents)</b>
Number of Pages:	1
Reference:	School Board Policy 4235- Employee Right To Know

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The District shall strictly carry out state law provisions relating to the rights of employees to obtain information on toxic substances and infectious agents present in the workplace.

In addition to providing such information upon request of an employee or an employee's representative, the Superintendent of Schools and designees shall provide information concerning toxic substances and infectious agents and provide education and training programs to those employees who may routinely be exposed to toxic substances and infectious agents while at work.

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Work Rule/Procedure/Policy:

**Employee Training Policy**

Number of Pages:

1

Reference:

Collective Bargaining Agreements

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Kenosha Unified School District maintains training and development programs to assist staff in acquiring new knowledge and skills and enhancing current skills. As a condition of employment, depending on the type of position, employees will be required to participate in mandatory training modules.

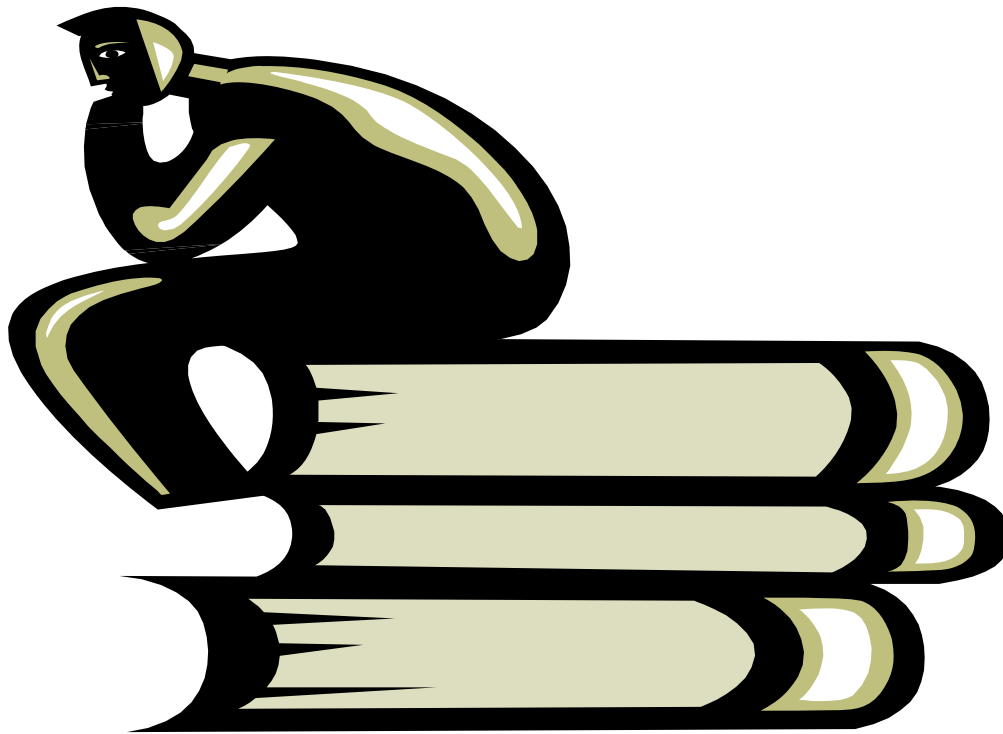
It is understood that career development and job skills acquisition are the joint responsibility of the employee, the supervisor and the employing department. Supervisors are expected to consult annually with direct reports to develop an appropriate staff development strategy. This might include wellness, job training and personal enrichment. The accomplishments of the staff development strategy should be incorporated into the annual performance evaluation process.

In order to support the concepts of lifelong learning for our employees, Kenosha Unified School District will provide opportunities for employees to participate in such training programs. Participation by employees in development opportunities should be scheduled so that disruptions to the delivery of service and normal work processes are minimized.

Training requirements specific to individual positions are beyond the scope of this policy. Supervisors and employees are responsible for insuring that any requirements specific to a particular position are met.

## **Section V.**

# **Employee Conduct, Code of Ethics and Disciplinary Action**



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Work Rule/Procedure/Policy:	<b>General Rules of Conduct</b>
Number of Pages:	3
Reference:	School Board Policy 4224 – Employee Code of Ethics School Board Policy 4111– Harassment Policy School Board Policy 4280 – Attendance and Punctuality

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Rules of conduct for employees are not for the purpose of restricting the rights and activities of employees but are intended to help employees by defining and protecting the rights and safety of all persons-employees, students and visitors.

General rules of conduct are essential to the safety and well being of all employees. Employees are expected to acquaint themselves with additional departmental rules of conduct and regulations.

Disciplinary action or termination, depending on the severity of violation, will be recommended for violation of any the following rules:

1. Falsification or unauthorized altering of records, employment applications, time sheets, time cards, student cards, etc.
2. Excessive tardiness or absenteeism.
3. Failure to report absences from scheduled work shift; this should be done at the earliest possible time before the scheduled work shift.
4. Unauthorized disclosure of information contained in communications and in personnel, student, or other records of the district.
5. Unauthorized use and/or possession of intoxicating beverages on district property.
6. Unauthorized use and/or possession of narcotics or dangerous drugs.

7. Fighting, gambling, horseplay, or using profane, obscene or abusive language toward any manager, employee or student, threatening, intimidating or coercing others on district premises or carrying unauthorized weapons.
8. Insubordinate conduct toward a supervisor.
9. Refusal to comply with district policies and procedures and/or carry out the instructions of a supervisor.
10. Sleeping while on duty
11. Creating unsafe or unsanitary conditions.
12. Leaving the job without permission during regularly assigned working hours.
13. Theft or unauthorized use of district equipment or possessions
14. Loss, damage, destruction or unauthorized removal or use of property belonging to the district, employees, or students.
15. Negligence in observing fire prevention or safety regulations, or failure to report on-the-job injuries or unsafe conditions.
16. Unwillingness or inability to work in harmony with others, discourtesy or conduct creating discord.
17. Engaging in acts of sabotage; willfully or with gross negligence causing destruction or damage of district property, or the property of fellow employees, students or visitors, in any manner.
18. Violating a confidentiality agreement; giving confidential information to others; breach of confidentiality of student or personnel information.

19. Any act of harassment (see school board policy 4111), sexual, racial or other towards anyone; telling sexist or racial-type jokes, making racial or ethnic slurs.
20. Soliciting during working hours and/or in working areas; selling merchandise or collection of any kind for charities or other organizations without authorization during business hours, or at a time or place that interferes with the work of another employee on district premises.
21. Subversion: Preparing statements or material detrimental to the well being of the school district.

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Work Rule/Procedure/Policy:	<b>Employee Code of Ethics</b>
Number of Pages:	1
Reference:	School Board Policy 4224 – Employee Code of Ethics

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Employees shall give their support to the education of Kenosha youth and shall faithfully discharge their professional duties to the District in Accordance with the official job descriptions pertaining to their individual assignments.

Channels of communication shall be as defined in the District’s organizational chart and shall be in accordance with the policies, procedures, rules and regulations of the District.

Employees shall use confidential information appropriately and with respect for the rights of individuals. Privileged information shall not be used for personal gain or to the detriment of the District.

Employees who choose to engage in any remunerative activity other than that of their position shall avoid any activity that interferes with the execution of the responsibilities of their District position.

Employees shall not solicit or receive anything of value, which involves an expressed or implied advantage or influence on any District judgment or decision.

Any complaint about the ethical behavior of an employee or a request for an investigation into the conduct of any employee shall be presented to the Superintendent of Schools and shall bear the signature of the person making the request.

Employees found in violation of this code may be subject to suitable corrective or disciplinary action.

For additional information, please refer to School Board Policy 4224, Employee Code of Ethics.

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Work Rule/Procedure/Policy:	<b>Employee Discipline Procedures</b>
Number of Pages:	1
Reference:	Policy/Rule 4362 – Employee Discipline

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Employees shall abide by District policies and procedures, applicable rules and regulations, local, state and federal laws and regulations, and the expectations set forth in employee position specifications.

It is the responsibility of the District’s administrators and supervisors to discipline employees for violations of District policies and procedures, applicable rules and regulations and the expectations set forth in the position specifications.

Discipline will not be imposed arbitrarily or capriciously. Discipline may be imposed by oral reprimand, written reprimand, suspension with or without pay or discharge. Dismissal of any personnel shall be in accordance with established procedures and state law. Other forms of discipline may be imposed when appropriate. The concept of progressive discipline will be utilized, if appropriate.

Employees who have been disciplined have access to either general employee complaint procedure in the policy manual or grievance procedures specified in employee bargaining agreements.

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Work Rule/Procedure/Policy:

**Staff Gifts**

Number of Pages:

1

Reference:

School Board Policy 4240 – Staff Gifts

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Purchase of gifts for District employees with funds contributed by students and parents are to be discouraged. Collection of funds from students and/or their parents through organized solicitation on school property for the purpose of purchasing gifts for teachers or other District employees is prohibited. Parent or student groups collecting any such funds should do so outside of school.

Use of class time for the presentation of gifts to school personnel shall be discouraged.

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Work Rule/Procedure/Policy:	<b>Staff Misconduct Reporting</b>
Number of Pages:	1
Reference:	School Board Policy & Rule 4223 – Staff Misconduct Reporting

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**Policy:**

Any employee who has engaged in specific misconduct shall be reported to the State Superintendent of Public Instruction. The District’s Superintendent of Schools or designee shall make such reports in accordance with state law and established procedures. If a report concerns the Superintendent, the Board President shall file the report.

**Guidelines:**

A Department of Public Instruction-licensed employee shall be reported to the State Superintendent of Public Instruction if he/she:

1. has been discharged with a crime against children, a felony with a maximum prison term of at least five years of a crime in which the victim was a child;
2. has been convicted of a crime described in (1) or of fourth degree sexual assault;
3. has been dismissed by the District or his/her contract has been non-renewed, based in whole or in part on evidence that the employee engaged in immoral conduct (for the purposes of state law, “immoral conduct” means conduct or behavior that is contrary to commonly acceptable moral or ethical standards and that endangers the health, safety, welfare or education of any students); or
4. has resigned and the Superintendent or designee (or Board President if applicable) has reasonable suspicion that the resignation related to the employee having engaged in immoral conduct. If the employee has been requested to resign by the Superintendent or designee, and immoral conduct is suspected, the Superintendent or designee shall inform the employee that he/she has a duty to report the resignation to the State Superintendent.

Any non-licensed District employee who is convicted of a crime described in item (1) above or of fourth degree sexual assault shall be reported to the State Superintendent.

Reports shall be made within 15 days after the Superintendent or designee (or Board President if applicable) becomes aware of the charge, conviction, dismissal, non-renewal, or resignation. The employee who is the subject of a report shall be given a copy of the report.

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Work Rule/Procedure/Policy:	<b>General Employee Complaints</b>
Number of Pages:	1
Reference:	School Board Policy and Rule 4270 – General Employee Complaints

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## **Policy**

The District shall provide a method for prompt and full discussion and consideration of matters of personal dissatisfaction and concern of an employee or an employee's representative with some aspect of employment.

General employee complaints shall be made and processed in accordance with established procedures. Formal employee grievances shall be dealt with accordance with provisions of current collective bargaining agreements or other District procedures as applicable.

All employees will receive information and training regarding rights and responsibility regarding harassment and discrimination considerations as they relate to employment.

## **Procedures**

General employee complaints shall be processed in accordance with the following procedures. A complaint is any matter of dissatisfaction or concern of an employee with an aspect of employment that does not involve a formal grievance. Complaints involving alleged discrimination or harassment and complaints related to decisions or actions by other school personnel shall be dealt with in accordance with procedures found elsewhere in the policy manual.

The district promotes the voluntary resolution of complaints at the level closest their sources and, as such, encourages informal resolution of complaints.

Step 1: The complainant shall bring the complaint to the attention of the employee's immediate supervisor either orally or in writing within twenty (20) working days after the complainant knew or should have known of the event or condition which has caused the complaint, in attempt to resolve the issue.

Step 2: If the complainant is dissatisfied with the resolution at Step 1, he/she should, within ten (10) working days, submit the complaint to the Superintendent of Schools in writing. The Superintendent/designee shall meet with the complainant to attempt to resolve the dispute and respond in writing.

# **KENOSHA e-SCHOOL APPENDICES**

# **Charter School Agreement**

## **Contractual Guidelines for School Board Review**

### **Student Program**

#### **1) What are the school's program alternatives and how will they provide for parent and student needs?**

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

#### **2) Is there a community need for the option?**

*Our community, through work on the Board approved Strategic Plan, has determined that there is a need to alleviate overcrowding in our schools. Creating Kenosha eSchool provides one option for answering Strategy #3. Kenosha eSchool provides seats in numerous online courses. These courses do not have a need for physical classroom space since students can access their courses from anywhere there is Internet access. Some students could utilize computers on campus.*

*Not only does Kenosha eSchool help alleviate overcrowding, but it also offers students in the district additional choices for them to take ownership of their education and schedule. For a significant number of students the traditional curriculum, calendar and school day do not meet their needs. For some students, various obstacles may interfere with the normal progression of educational experiences. For others, the eSchool can provide unique opportunities to enrich or expand their educational experiences.*

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

*At this time, a survey to find student interest has been distributed to KUSD students in grades 9-11. The survey is attached as Appendix A. The Governance Board will provide this data to the School Board as soon as it becomes available.*

*The community has also shown a need through discussions with local employers as to how they fulfill their staff development and training needs. A small survey of six employers in the WISPARK industrial complex indicated that five of six preferred to utilize on-line learning as the preferred mode of training and education for their employees.*

#### **3) What will be the make up of the enrollment?**

##### **a) What total enrollment is targeted?**

*For the spring of 2007 the Kenosha eSchool in partnership with Appleton eSchool anticipates providing approximately 80 course enrollments with that number expected to increase to 140 course enrollments for the spring 2007 semester. These courses would serve at least 100 students who may be taking one or more courses simultaneously. As the staff develops additional skills in this unique environment, more courses are approved*

*for use, and our partnership with Wisconsin eSchool Network grows, the course offerings and students served is expected to increase each semester.*

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

- *Any high school age student living in Kenosha Unified School District*
- *Students graduated from 8<sup>th</sup> grade in the summer before beginning high school*
- *Any high school age students that have applied for open enrollment during the allowed time*
- *Home school students in KUSD*
- *Drop out students who have not turned 21, but are within 6 credits of graduation*

*In most cases, student needs are best met with schedules that include both online and traditional courses, but within 2 years it is anticipated that enough course options would be available to make it feasible for a student to complete all graduation requirements online. As the Wisconsin eSchool Network continues to grow, so will the course offerings.*

**b) What process will be used to enroll students?**

*Kenosha eSchool will have a continuous enrollment in courses from September through February. During this enrollment window, all students will be expected to complete the Kenosha eSchool enrollment form. eSchool staff will review these forms to match individual student needs with available eSchool options. KUSD students currently attending a district school will also be expected to complete a counselor form to ensure that their counselor is aware of student's interest in eSchool classes. District residents who are not currently attending a KUSD school will complete an enrollment form and submit their course requests directly to Kenosha eSchool. If the student has completed credits other than from KUSD schools a transcript should accompany their enrollment form. Out of district students must have successfully applied for Open Enrollment during the state's window of opportunity and been accepted by the district before they submit an enrollment form. Once the enrollment form has been received, students will participate in a mini-course (about 3 hours work) designed specifically for orientation. The program leader to ensure their proper orientation will monitor this. Finally, the student coach/mentor and parent/guardian will attend a mandatory content area orientation that is offered once a month.*

*During this meeting the Goals and Learning Plan for the individual student will be developed and approved by the group. Enrollments for each course will be filled on a first come first served basis and a waiting list will be kept for any additional requests for that course. Students from the waiting list would be allowed to begin the course if feasible for them whenever an opening becomes available. In the future if more students enroll who meet the criteria than openings would allow, Kenosha eSchool would look to enroll the student in another network eSchool. Finally, a lottery will be held to fill existing openings.*

**c) What are the plans for marketing to students and parents?**

- *Website link from the KUSD home page with application forms and contact information*
- *Informational brochures distributed to high school and other community agencies*
- *Community Meetings*
- *Articles in high school and district newsletters*
- *Possible article in the Kenosha News*

- News releases to area radio stations
- Personal contacts with key individuals such as Cluster Leaders, Guidance staff, School Board Members, etc.
- Personal mailings to students who have left school without a diploma who have not yet turned 21

**d) How will the charter reflect the diversity of the community?**

*Every effort will be made to provide information to diverse populations about the opportunities that the Kenosha eSchool may have that could meet their individual needs. Personal contacts will be made with the KUSD, community and home-site guidance counselors to be sure that they are familiar with the Kenosha eSchool options. The Minority Academic Affairs Specialists will be consulted with regarding minority enrollments and awareness.*

**e) Will a special segment of school population be targeted?**

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

- *Students, who are voluntarily withdrawn, are on a long-term suspension, expulsion, or are seen as a safety risk to the traditional school site.*
- *Students who feel uncomfortable or unsafe in a traditional setting due to school phobia, anxiety disorders, or other mental or emotional health issues.*
- *Homebound students with extended medical issues.*
- *Incarcerated students who will be confined for an extended period of time.*
- *Transient students who may be residing in a group home or other residence particularly if they are entering the district at other than the beginning of a new semester.*
- *Students in treatment programs for an extended period of time.*
- *School age parents, married students and self-supporting students.*
- *Students who left school without completing their diploma requirements, but are within 6 credits of graduation.*
- *Students with extraordinary needs for acceleration or remediation.*
- *Students schooled at home.*
- *Free and reduced lunch students.*
- *Students whose personal or family activities preclude traditional daily attendance such as temporary job relocations, involvement in professional level athletics or other endeavors.*

**f) How will special needs students be accommodated?**

*Successful online students have specific characteristics defining how they operate. These skills are: time management, organization, ownership for learning, self-advocate, problem solver, computer literate, reads follows detailed directions and has effective writing skills. The student in conjunction must work any weakness in these skills on with the course instructor and their mentor/coach. Since students will have an Individual Learning Plan based on their needs and goals, the learning team can determine whatever accommodations are needed for an individual student, and the planning can occur to best provide for those needs.*

*Special education students are also eligible for Kenosha eSchool. They must have an updated IEP. A special face to face meeting with the course instructor, special education teacher, student and mentor/coach will occur to determine if the eSchool is the student's LRE. Appleton eSchool has also found online learning to be successful for students diagnosed with ADD or ADHD. The following is a list of accommodations for special education students or students with ADD or ADHD in an eSchool:*

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

**g) What are the requirements for admission to the school?**

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

**4) What are the educational goals of the charter school/program?**

**a) Describe the curriculum content and method of instruction that will be used with students?**

*In order to provide high-quality, standards-driven, proven curriculum, courses will be provided through shared resources with other virtual school providers or organizations who have developed and aligned these courses. Kenosha eSchool will be doing this in conjunction with Appleton eSchool by using their research and present course list to provide the best eSchool product for our students. Courses will only be considered that have the capability to modify the existing curriculum and allow for local teacher flexibility in the course delivery. Courses must also be ADA and SCORM compliant. As the skill level and experience of the virtual teachers develops, additional locally developed courses will become available.*

*In most cases students would be expected to have a home computer able to run Windows 98 or later and Internet access. Students may use community computer facilities (local libraries), or computers of friends or relatives. Minimal technical support will be available for initial setup on private computers. District support would not be available for hardware and software on your personal computer. Students will be liable for any improper use of the Internet and/or email. If using a district Internet access the email and Internet*

will be tracked. Any improper use will result in loss of use of district equipment and services

**b) What will a typical student day schedule look like?**

Though there is the potential for enrolling full time in Kenosha eSchool, there will be limited full time students. Schedules for students enrolled part time and students enrolled full time will be different. Whether a student is enrolled full or part time, they may only take a maximum of 2 courses at once. The continuous enrollment gives students the numerous options for a schedule. Below are a few of these options:

<i>Part Time Student</i>	<i>Full Time Student</i>
<i>This student would be enrolled in 3 classes in a traditional setting. This means they have an early release or a late start. They would choose to work on their eSchool course at home during this time. Their pace chart has them completing the eSchool course in one semester.</i>	<i>This student would be enrolled in 1 eSchool course. They create a pace chart that allows them to finish the class in 6 weeks. At that time they enroll in another course that is paced to finish in 6 weeks. For the final 6 weeks of the semester they take two eSchool courses.</i>
<i>This student would be enrolled in 3 classes in a traditional setting. They have an open period in which they use the school's computer labs to complete their eSchool work. Their pace chart has them completing the eSchool course in one semester.</i>	<i>This student would enroll in 2 eSchool courses. They create a pace chart that allows them to finish both courses in 9 weeks. They enroll in another 2 courses to finish in the last 9 weeks of the semester.</i>
<i>This student would be enrolled in 2 classes in a traditional setting. They have a job that requires them to work mornings. The student is enrolled in one eSchool course in which they agree to a pace chart that has them completing the course in 9 weeks. Then they register for another course to complete in the final 9 weeks of the semester. They attend school in the afternoons, and then work on their eSchool work at night.</i>	<i>This student, though a very special case, could enroll in 4 courses with a pace chart of 18 weeks. This would be highly discouraged because of the belief of Kenosha eSchool, but possible.</i>

The flexibility of on-line learning allows the student and their family the opportunity to determine what type of schedule is most feasible in their particular situation. Although the time and place where students work may be very different, their coursework and expectations will have significant structure. When a student embarks on an on-line course, goals for completing that course(s) would be set with input of the student, an eSchool staff member, and the designated adult contact (parent/coach/mentor). In most cases a student would be taking one or two courses simultaneously. For example, a student seeking to be a full-time virtual student or one who only needs a few courses to graduate might set a completion date of 6 weeks for their two courses. The expectation would be that they

would begin another course as soon as one of them is completed. Another student might only be taking one course and plan to complete it within a traditional calendar semester. Yet another student with extenuating circumstances might need to have an extension beyond the traditional semester in order to complete their work. Virtual students have a great deal of flexibility in this way. Students would access their assignments on-line, communicating regularly with the teacher for clarification, explanation or revisions in their work. Students would be able to work on their assignments at any time that is convenient for them. For example:

- A teen parent might do their coursework while their child or children are napping or in bed for the night.
- A self-supporting student might work full-time and do their course work in the evening or on weekends.
- A voluntarily withdrawn or homebound student might work 6 hours one day and 3 hours the next.
- A student in a treatment program, or who is incarcerated, may be told when they will be working on their assignments.
- Another student might work on their course(s) at the same time every day from the LMC or other location in their local building where they might be cross enrolled.
- A student who is not effective at 7:30 a.m. might take one on-line course and begin school at 9:15 a.m.

The student would communicate with their teacher in several ways, mostly electronically. The most typical way would be through emails. Some projects may have 3-dimensional components. Students can take a picture and send them electronically. Simple questions or clarifications on assignments would most often occur using this method. However, secondary forms of communication are used: chat rooms, white boards, telephone and face-to-face contact.

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

Student/teacher contacts would be expected at a minimum of 2-3 times per week. Contacts include feedback on assignments, responding to questions, clarifying assignments or other grade reports. These contacts would typically be in the form of emails or phone calls. Minimally, once each month, the student, as well as the designated adult (parent/mentor/coach) for the student would receive a written report of the student's progress as compared to the benchmarks showing whether or not their progress was on

*track to meet their course completion goals. If the teacher has not been able to contact a student or see any signs of progress in their work, the designated adult would be contacted. This adult would also have on-line access to the student's current grade and progress. A student may forfeit their on-line opportunities if regular progress does not occur and they are not communicating any special needs to the teacher.*

**c) What assessment tools will be used to evaluate student progress?**

*Students, parents/guardians, or mentor/coaches will have access to the students' electronic grade book 24 hours a day, 7 days a week. A portfolio of each course for each student will be developed. This portfolio may include data collected and recorded within the on-line course system and/or projects that the student completed in the form of reports, power point presentations, audio and videotapes etc. It may include district-developed end of course tests as they become available. Other individual testing and assessments will be available on an as needed basis. Some of the assessments included in Kenosha eSchool will be: auto-graded quizzes, threaded discussions, worksheets, research papers, PowerPoint presentations, letters or brochures created as part of a project. A proctor will administer all course finals.*

**d) How will student progress be communicated to parents/guardians?**

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

**e) Describe how discipline will be dealt with at the school. What is the discipline plan?**

*Discipline in an eSchool setting would be much different than in a traditional school. Discipline issues and concerns are likely to center on appropriate use of emails and discussion rooms as well as the pacing of student work. If a student has not completed any work in a week without prior arrangements with the instructor, a phone call and/or letter would be sent to the parent to discuss the situation. Expectations would be made clear, and if the student still does not meet expectations, they may lose their opportunity to continue working in the eSchool.*

*Kenosha eSchool also recognizes Wisconsin Compulsory Attendance Laws. Because students do not attend a classroom, habitual truancy for the eSchool must be defined. Students not meeting the requirements of their personalized pace chart will be subject to discipline. The Governance Board in the September draft of the charter agreement will provide the definition for habitual truancy.*

**f) How will you assess whether the educational goals of the charter school are being met?**

*After completing a full semester of operation, the Online Program Perceiver Instrument (OPPI) will be used to review the 8 components of quality online schools and programs. Information would be gathered from the Governance Board, students, mentor/coach/parent and online teachers to identify the strengths and effectiveness of the school and assist in future planning and goals. OPPI training will be provided through our partnership with Appleton eSchool.*

**5) What is the relationship with District goals?**

**a) In what manner and how often will a report on student progress in mandated State testing, as well as specific charter measurements, be communicated to the Board of Education and the community?**

*Students will participate in all mandated testing. As required, test results for students in the Kenosha eSchool will be reported as the charter school OR as part of the aggregate data for high schools or the district.*

**Budget**

**1) Describe the anticipated budget line items (not all categories may apply or there may be added categories) and if there is an anticipated need for District or private contract services.**

**a) Personnel**

*.6 FTE's are required initially consisting of the following responsibilities: .4 Program Leader with .2 Teacher position (Alternative Education license). The program leader will be responsible for the day-to-day operations of the eSchool. They would also be responsible to promote and communicate information about Kenosha eSchool to the community, School Board, Guidance Counselors, and any other educational staff. All teachers in Kenosha eSchool would be required to successfully complete an online teacher-training course. Appleton eSchool will provide this training through a dissemination grant. The program leader should have at least 5 years of teaching experience. A background in alternative education is extremely useful.*

*Other positions will be needed based on the growth of the eSchool.*

**b) Administration**

*The Program Leader will handle daily coordination activities for Kenosha eSchool with oversight by Mr. William Hittman.*

**c) Curriculum**

***\$2500 for additional course development and alignment*** to bring these nationally aligned courses in line with the state and district standards.

*Curriculum selection has been researched and reviewed by Appleton eSchool. Through our partnership with them, at least 25 courses will be available for KUSD students. Florida Virtual School has developed standards based curriculum available for purchase. This would be the main vendor KUSD and AASD would use to provide new eSchool courses. A curriculum committee as arranged by the program leader will review all courses. The committee will determine how the virtual courses meet local standards and what course codes will be assigned to each class.*

**d) Instructional Supplies and Equipment**

*Combination answering machine, fax machine and scanner. \$800.00*

**e) Contract Services**

***\$12-\$15 per enrollment***—To alleviate the need to purchase and develop our own Course Management System, we would share a pro-rated cost with Appleton eSchool to provide this system to our students. This is an operational cost that won't be able to be paid out of grant funds. The future may require other administrative costs once Wisconsin eSchool Network is fully operational. This would be a shared expense with the Network based on our course enrollments.

**No expenses are anticipated in the following areas.**

**f) Facilities**

**g) Liability Insurance**

**h) Pupil Services**

**i) Testing and Assessment**

**j) Other** \$1,000 for miscellaneous expenses such as: office expenses: paper, toner, postage, printing, phone, supplies for meetings

**2) Describe the anticipated financial support from District and outside sources.**

*An Implementation Grant will be written and submitted that is expected to cover most of the costs for Kenosha eSchool for the first few years. Additional grant money will be sought to help cover some of the costs not covered in the Implementation grant.*

*There are 3 key pieces to providing online learning: a Course Management System (CMS), course content, and local online staff. The CMS would be a pro-rated amount based on our enrollment (see Budget #1e). Course content would be expanded to Kenosha eSchool through our partnership by securing statewide licenses for courses used by Appleton eSchool. KUSD will secure course content for a lower cost by committing \$100,000 to the Wisconsin eSchool Network for each of the two years of our implementation grant. In return we will receive access to any courses with a statewide license and any staff development for KUSD teachers in Kenosha eSchool.*

*Some additional State Aid money should be available to the district as a result of engaging eligible students not currently attending a KUSD school. This money would be allocated on a pro-rated basis according to the number of courses a student takes per semester in the Kenosha eSchool. Open Enrollment students would also bring additional funding into the district. Once fully operational, and because of the partnership with Appleton eSchool, it is expected that the Kenosha eSchool would be able to meet all costs via the student allocations in a very short period of time.*

**3) In what manner will the financial operations be audited and communicated to the Board of Education?**

*Kenosha eSchool will be subject to the same audit processes and reporting procedures currently in place in the Kenosha Unified School District.*

**Personnel**

**1) How will personnel for the charter be recruited and selected?**

*The posting of positions will follow the present format for Kenosha Unified School District. The program leader will recruit teachers through site based faculty meetings describing Kenosha eSchool as well as district wide emails sent out.*

**a) What qualifications will be required of the individuals employed at the school?**

*Qualified and certified staff will be employed for this endeavor. Due to the need to evaluate, modify and develop coursework, as well as performing teaching tasks, staff will be sought with 5 or more years of experience.*

**b) What is the anticipated relationship with the Kenosha Education Association?**

*Kenosha eSchool staff is employed teaching staff of the Kenosha Unified School District and will be members of the Kenosha Education Association.*

**c) How will salary and benefits be structured?**

*As members of the Kenosha Education Association, the terms established by the collective bargaining unit will apply to all staff.*

**d) How will parents and staff be involved in the recruitment of staff?**

*The Kenosha eSchool program leader, overseeing principal, and parents would interview certified teachers. The team's recommendations would be sent to the Board of Education for approval.*

**e) What policies and procedures will govern charter school personnel?**

*All district policies and procedures will be followed to the greatest extent possible. The Kenosha eSchool Governance Board is responsible for program development and policymaking. The Board will consist of a cluster leader, principal, Board of Education member; Program Leader, guidance counselor, high school teacher, two parent/community representatives, college/tech school representative, and a present charter school representative. On occasion an eSchool student will be asked to participate in Governance Board meetings to provide the student perspective. Once the school is fully operational a student will be sought to become a part of the committee. When the unique nature of a virtual high school brings forth situations that do not fit the existing protocols, the Kenosha eSchool personnel will work through the issues in good faith with the district and KEA utilizing existing processes until appropriate contractual language can be developed.*

**Operations**

**1) What facility will be used for the school?**

*An office for Kenosha eSchool is currently being sought out. Students will primarily be working from their home so numerous classrooms will not be necessary. Some of the students may also work in areas of district buildings that are currently available and supervised. This might include scheduled open evening hours in any of the high schools, IMC's, a study hall for a cross-enrolled student, or other open computer lab areas.*

**a) What lease or purchase arrangements are made or expected?**

*No lease or purchase arrangements have been made or are expected.*

**b) What ADA assurances will be made?**

*All ADA requirements will be met.*

**c) What insurance and liability plans are made?**

*When students, staff, and parents are using district facilities they are covered by KUSD policies. When working from their home, their personal insurance and liability would apply.*

**d) What procedures will be used to ensure the health and safety of students and staff? (i.e., nursing procedures, illness, medications)**

*When students are using district facilities or district equipment such as a computer, the appropriate staff at that facility or the district IT staff would provide these support services. When working at home, the family would be responsible for these issues. As mandated, Kenosha eSchool teachers would be legally bound to report suspected abuse or neglect for any students.*

**2) How will the program be administered and what structure will be used to deal with operational issues?**

**a) How will issues and concerns involving students, parent/guardians and staff be resolved?**

*Issues and concerns involving students, parent/guardians, and staff will be resolved following the same basic procedures as other staff in the district. The parties involved would first seek to resolve the issues amongst themselves. If this does not resolve the issue/concern, it would be taken to the administrator of record and/or the Governance*

Board. If resolution is still not found, it can be referred to the KUSD administration and/or Board of Education.

**b) What is the expected governance structure of the school?**

*The position of program leader must be created to coordinate the day-to-day operations of Kenosha eSchool. An administrator and cluster leader will be assigned to oversee these functions and act as liaison between the school and the district administration.*

**c) How will parents/guardians be involved in the school?**

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

**3) Describe how public school status will be maintained regarding:**

**a) Non-discrimination**

*All non-discrimination policies will be enforced.*

**b) Due Process**

*Kenosha eSchool will follow all KUSD due process procedures.*

*\*\*Please see the attachment with the KUSD Complaint Procedure as it applies to Kenosha eSchool.*

**4) Partnerships – relationships**

**a) What private sector participation is expected?**

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

**b) What relationships will the Charter Board have with the District Board of Education?**

*Kenosha eSchool will be accountable to the District Board of Education in all aspects and will provide information as requested as well as a comprehensive annual report.*

**c) How will parent/community relationships be developed to benefit the school and students?**

*Information regarding Kenosha eSchool will be provided on a link from the district website. This site will be updated on a regular basis. Articles will be provided to the district newsletter and other appropriate district-wide publications. At least once each year an Open House will be held to showcase student achievements.*

**Term and Termination of this Contract**

*The term of this contract will be for a period of three (3) months commencing on the 1<sup>st</sup> day of September 2006, with a revised agreement for a successive five (5)-year period. Changes or modifications can only be made by mutual agreement of both parties. The contract can be terminated within the initial five (5) year period if one of the following circumstances occurs:*

**1) Mutual Agreement.**

*Both parties agree in writing to the termination.*

## **2) Contract Violation**

*Kenosha eSchool has materially breached this contract, and has failed to cure such breach within thirty- (30) days following written notification of such breach from the KUSD.*

## **3) Educational Goals**

*Students enrolled in Kenosha eSchool have failed to make sufficient progress toward attaining the educational goals of their curriculum. If an extension of time to attain such goals is requested by the Governance Board and/or Administration in writing, such request shall include a written plan, acceptable to the District. This plan will set out the additional steps Kenosha eSchool will take to attain such educational goals within a reasonable time- frame. If the Board accepts the written plan, or a modified plan, Kenosha eSchool shall be allowed a reasonable time in which to correct the progress deficiencies.*

## **4) Fiscal Management**

*Kenosha eSchool materially fails to comply with generally accepted accounting standards of fiscal management.*

## **5) Violation of Wisconsin Statute 118.40**

*Kenosha eSchool otherwise violates Wisconsin Statute 118.40 (the Wisconsin Statute authoring and governing charter schools).*

## **6) Insolvency**

*Kenosha eSchool's revenues are insufficient to pay its expenses as they come due.*

## **7) Sponsors**

*The Governance Board for the Kenosha eSchool notifies the Board that they desire to terminate this contract at the end of any school year. In the event of termination of this contract, written notice by certified or registered mail, return receipt requested, shall be provided and shall list the reason(s) for termination and the effective date of the termination. In the event of termination of this contract, the KUSD Board shall recover all funds advanced to Kenosha eSchool under this contract to which Kenosha eSchool is not entitled. Materials and equipment purchased with Charter School Funds will remain the property of the Kenosha Unified School District in accordance with State Statute.*

## **Notices**

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

### **To the Board: Kenosha eSchool Governance Board**

Eric Olson, President  
KUSD Board of Education  
3600 52<sup>nd</sup> Street  
Kenosha, WI 53144  
eolson@cherrycorp.com  
Phone: 262.653.6300

Timothy Miller, Interim Chair  
Kenosha eSchool Governance  
3600 52<sup>nd</sup> Street  
Kenosha, WI 53144  
tmiller@kUSD.edu  
Phone: 262.653.6008

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

**For the Kenosha Unified School District For Kenosha eSchool**

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Eric Olson  
Board of Education President

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Tim Miller  
Kenosha eSchool  
Interim Governance Board Chair

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Dr. Scott Pierce  
Superintendent

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TBD  
Program Leader for On-Line  
Learning

# Memo

**To:** All High School Students  
**From:** Dr. Scott Pierce  
**Date:** 5/16/2006  
**Re:** Interest Survey for On-Line Learning

---

## Kenosha eSchool

Kenosha Unified School District is considering starting an on-line virtual high school also known as an eSchool. Kenosha eSchool will offer rolling enrollments throughout the course of the semester. Below are some of the characteristics of on-line learning courses for an eSchool.

- Courses would be fully accredited and taught by certified teachers
- Courses include: Algebra IA, Algebra I, Algebra II, 2D Art, American History, Biology, Creative Writing, Earth/Space Science, Computer Applications, English, Fitness/Lifestyle Design, Global Studies, Government, Health, Personal Financial Management, Personal Fitness, Pre-Calc, Spanish I, Thinking and Learning Strategies, Webmasters, and World History.
- You must have Internet access (it is not provided by the district for eSchool). Internet may be accessed through public libraries, home, on a school campus, or homes of friends and relatives.
- Doing an online course does not mean that you have to be online and connected to the Internet to complete all coursework. You can print off pages or cut and paste to work in Microsoft Word offline.
- Initial course involvement is made during a mandatory orientation. These sessions include on-line and face-to-face activities.
- Students have access to their courses 24 hours a day, 7 days a week and will work according to their individual pace chart based on completion goals. Not showing adequate progress each week may result in being marked truant for that week of class.
- Communication must be made with your teacher primarily via email
- All assignments are submitted and progress reports received electronically
- Finals are to be taken in person by an approved proctor

- You must start with only one on-line course and pass with a C+ or better. Then, you may take up to two eSchool courses at any given time
- There is no additional cost for taking an eSchool course

We would like to know if you would be interested in participating in an eSchool course through Kenosha Unified (see page 2).

---

Please fill out the following form and return it to your Guidance office no later than 5/15/06.

Student

Name: \_\_\_\_\_

Grade Level at this

time: \_\_\_\_\_

1. Yes, I would like to take at least \_\_\_\_\_ one on-line eSchool course or \_\_\_\_\_ more than one on-line eSchool course.
2. No, I would not like to take an on-line eSchool course \_\_\_\_\_
3. From the list below, check **any** courses you would be interested in taking:  
 \_\_\_\_\_ Algebra I      \_\_\_\_\_ Algebra II      \_\_\_\_\_ Algebra IA      \_\_\_\_\_ Pre-Calc  
 \_\_\_\_\_ Geometry      \_\_\_\_\_ Biology      \_\_\_\_\_ Earth Science      \_\_\_\_\_ Health  
 \_\_\_\_\_ English      \_\_\_\_\_ English II      \_\_\_\_\_ English III      \_\_\_\_\_ English IV  
 \_\_\_\_\_ Creative Writing  
 \_\_\_\_\_ Global Studies      \_\_\_\_\_ Government      \_\_\_\_\_ American History      \_\_\_\_\_ World History  
 \_\_\_\_\_ Personal Financial Management      \_\_\_\_\_ Personal Fitness      \_\_\_\_\_ Fitness/Lifestyle  
 \_\_\_\_\_ 2D Art      \_\_\_\_\_ Spanish I      \_\_\_\_\_ Webmasters      \_\_\_\_\_ Computer Applications  
 \_\_\_\_\_ Thinking and Learning Strategies      \_\_\_\_\_ Other \_\_\_\_\_
4. What makes the concept of an eSchool appealing to you?  
 \_\_\_\_\_

5. What makes the concept of an eSchool NOT appealing to you?  
 \_\_\_\_\_

6. What kind of Internet Service Provider would you use the most? Please check only one.

\_\_\_\_\_ Phone modem      \_\_\_\_\_ DSL  
 \_\_\_\_\_ Cable modem      \_\_\_\_\_ Other \_\_\_\_\_

## **Appendix B for #3b Due Process**

The Kenosha Unified School District and the Kenosha eSchool are committed to working closely with students, parents and guardians to resolve issues and concerns in a way that is mutually agreeable.

**These are the steps to follow if there is a concern, question, or problem that needs attention.**

### **KUSD Complaint Procedure**

#### **Step One**

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

#### **Step Two**

If no resolution has been reached, or if your concern is broader than a single course issue contact William Hittman the Administrator of Record for KUSD eSchool at 262.947.8155.

#### **Step Three**

If resolution is still not reached, please contact Tim Miller the Executive director of School Leadership at 262.653.6008.

#### **Step Four**

Unresolved issues may be appealed to Dr. Scott Pierce, the Superintendent of Schools, at 262.653.6320.

#### **Step Five**

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

Mr. Eric Olson- President KUSD Board of Education  
Education Support Center  
3600-52<sup>nd</sup> Street  
Kenosha, Wisconsin 53144-2697  
262.653.6300

## **Kenosha eSchool Governance Board**

### **Mission Statement:**

The Kenosha eSchool, in partnership with Appleton eSchool and Wisconsin eSchool Network, exists to utilize new and emerging technologies to provide students access to high-quality standards-driven curriculum, in an environment that is self-paced and able to accommodate students' varying physical locations and time frames.

### **Governance Board:**

The Kenosha eSchool Governance Board exists to provide direction and guidance to create the most successful eSchool possible within national, state, and local guidelines. The board is to ensure that a partnership with Appleton eSchool and other future online partners is continued and supported by the Kenosha Unified School district and local community. The Governance Board is also responsible to maintain the highest levels of education while promoting online education to the community. The board will assist in securing other grant money to deepen the capabilities of the eSchool while keeping record of important eSchool data for local and state reports.

The Kenosha eSchool Governance Board will consist of 11 members. These members should include but not be limited to: the eSchool program leader, a school board member, a KUSD cluster leader, a curriculum and instruction administrator, the supervising principal, a local college or technical school representative, two high school guidance counselor, a KUSD teacher and two community members. An eSchool student may be requested to attend meetings for their perspective.

The initial Governance Board will be selected and recruited by the program leader, volunteer school board member, KUSD cluster leader and the supervising principal. The board should reflect the demographics of the district as best as possible. The rotation policy of members will be decided by the initial Governance Board and approved by the Kenosha Unified School Board.

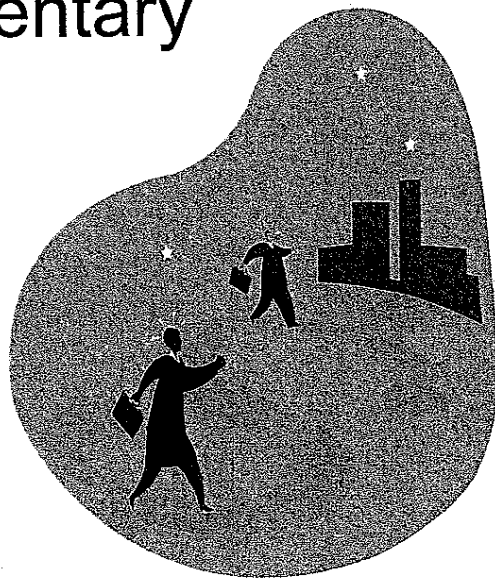
<b>Position</b>	<b>Name</b>
Program Leader	TBD July 2006
School Board Member	Mr. Mark Stalker
High School Teacher	Ms. Diane Blackmund
Guidance Counselor	Mr. Brian Shimon/Ms. Roberta Akalin
Cluster Leader	Mr. Tim Miller
College/Tech School Representative	Ms. Cheryl Ucakar
Supervising Principal	Mr. William Hittman
Community Member/Parent	Ms. Sandy Schwenk
Community Member/Parent	Mr. Christopher Dunk
Charter School Representative	Ms. Pat Jones

# Kenosha School of Technology Enhanced Curriculum



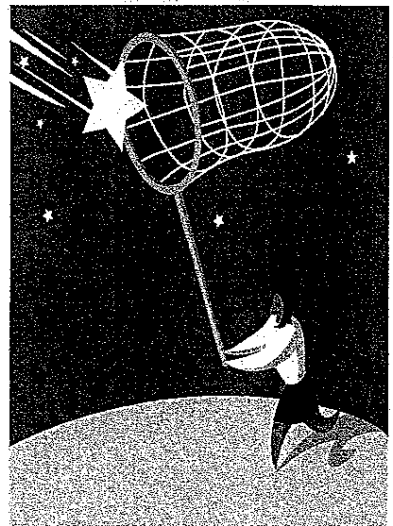
# Many Paths, One Destination

- Planning Committee  
Dr. Angela Andersson, teacher,  
Dimensions of Learning  
Academy  
Sarah McMillian, teacher,  
Dimensions of Learning  
Academy  
Lynette Powers, teacher,  
Southport Elementary



# The Dream

- Kindergarten through Eighth Grade Charter School
- Two classes per grade
- Dedicated to technology enhanced curriculum that empowers all students
- Open Fall of 2007

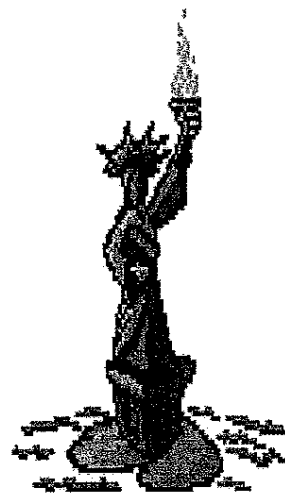


# KTEC Mission

- Mission Statement:  
The mission of Kenosha School of Technology Enhanced Curriculum (KTEC) is to use technology to empower all students to reach their full potential and be productive, responsible citizens.

# Why Technology Integration?

- The world our children are growing up in is different.
- “Children are native to cyberspace and we, as adults, are immigrants.” – Douglas Rushkoff



# Why Technology Integration?

- “Academic excellence must be acquired within the context of today’s technological environment in order to fully prepare students to thrive in the Digital Age.” – enGauge



# Why Technology Integration?

- Breaks down the walls of the classroom and opens the world for exploring.



# Why Technology Integration?

- Develop 21<sup>st</sup> Century Skills:
  - Digital- Age Literacy
  - Inventive Thinking
  - Effective Communication
  - High Productivity



# Benefits for Students

- Learn to collaborate with peers and adults
- Motivated to learn
- Empowered to make decisions about their learning
- Develop strategies for problem-solving
- Differentiated instruction
- Develop 21<sup>st</sup> Century skills for the future

# Benefits to Parents

- Enhanced communication
- Small learning community
- Classes available for parents
- Students that are motivate

# – Benefits to the District

- Parent Choice and Support
- Technology rich lessons that can be shared across the district
- Students with high skills
- Relieve overcrowding
- Budget Neutral

## Kenosha School of Technology Enhanced Curriculum

### I. Charter School Vision

#### 1. Vision and Philosophy

The idea to focus a school on the integration of technology and engage students in higher order thinking skills came from involvement with the Evaluating States Education Technology Programs (ESTEP) grant. This is a grant administered through the Wisconsin Department of Public Instruction which examined the effectiveness of technology integration through writing in middle school social studies and science curriculums. During the past two years, teachers in the experimental group of participants have been integrating technology activities into their existing curriculum. This grant is showing the power of technology integration on student engagement and therefore student learning. Meaningful technology integration to produce higher order thinking and engage students in learning is a model that the planning committee wants to apply to a whole school environment.

#### Goals:

1. Students will be prepared socially, physically, emotionally, and intellectually for the future.
2. Every staff member will hold high expectations for themselves and their students.
3. The students will learn in an environment where they are encouraged and nurtured to reach their full potential.
4. Basic literacy skills such as reading and writing will be developed and be a focus in every curricular area.
5. Students will be expected to develop and maintain life long learning skills such as being a self-directed learner, effective communicator, and quality producer.
6. Parents are important partners in the education of their student.
7. Students will be expected to engage in activities that require complex reasoning and critical thinking skills.
8. Students will be encouraged to use technology to complete academic tasks as well as function in society.
9. By focusing on teaching students how to think about issues and problems instead of isolated facts, students will become prepared for life in the Twenty-first Century.

## Mission Statement

The mission of Kenosha School of Technology Enhanced Curriculum (KIEC) is to use technology to empower all students to reach their full potential and be productive, responsible citizens.

## Uniqueness and Charter Necessity:

The uniqueness of the proposed school is multifaceted. First, our school will provide a small learning community. With a maximum of two classes per grade and 25 or less students per class, students, parents, and teachers will be closely connected in this learning community. Second, the school will be dedicated to the integration of technology across curriculum and grade levels. Students will begin using technology meaningfully in kindergarten and will add to their skills and knowledge each year thereafter. Finally, the kindergarten through eighth grade structure is unique. There is only one other school in the district with this structure. A charter is required to achieve this vision because the structure of having kindergarten through eighth grade students in one learning community is nontraditional. A charter school allows for a single instructional focus that is clear to parents, students, teachers, and administrators. A charter school would bring together a learning community of people who are committed to using technology meaningfully for the purpose of enhancing student learning.

## District:

This school will be located in the Kenosha Unified School District which is the fourth largest school district in Wisconsin with approximately 22,000 students. The district includes residents of Kenosha, Pleasant Prairie, and Somers. The district is made up of 23 elementary schools, a K-6 charter school, a K-8 charter school, six middle schools, a 6-8 charter school, four senior high schools, a technical high school, a Head Start center, and a special education center. 37.16 percent of the students in Kenosha Unified are eligible for free or reduced lunch. Enrollment in Kenosha School of Technology Enhanced Curriculum will be open to all students residing in the district. Using technology to enhance curriculum will meet the needs of students with a variety of learning styles and skills levels. The use of technology allows students to start working at their skill level and then progress toward grade level mastery. Technology allows for differentiation of instruction.

## 2. Program

Our proposed school will integrate technology into the curriculum to engage students in learning with higher order thinking skills. The school will address the learning needs of Kindergarten through eighth grade students. The targeted class size will be 25 with two classes per grade. This class size is designed to allow for more personalized instruction and an active learning experience.

Technology has revolutionized how people around the world work, play, and communicate. Studies show that the meaningful integration of technology into the curriculum can enhance student learning. Integrating technology in the curriculum also helps students improve the skills that are necessary to succeed in a future dominated by technology.

These Twenty- first Century skills include:

- Personal and social responsibility
- Planning, critical thinking, reasoning, and creativity
- Strong communication skills, both for interpersonal and presentation needs
- Cross-cultural understanding
- Visualizing and decision-making; and
- Knowing how and when to use technology and choosing the most appropriate tool for the task

Technology integration is achieved when technology tools support the curricular goals and help students effectively reach their goals. These tools provide students and teachers with the following:

- Access to up-to-date, primary source material
- Methods of collecting and recording data
- Ways to collaborate with students, teachers, and experts around the world
- Opportunities for expressing understanding via images, sound, and text
- Learning that is relevant and assessment that is authentic
- Training for publishing and presenting their new knowledge

The school will use instructional materials based on the district's standards and benchmarks. The curriculum will include reading, language arts, math, science, and social studies as core. The core subjects will integrate technology whenever appropriate. Additional subjects will include music, art, physical education, and health. Foreign language will also be taught in seventh and eighth grades.

Students will often engage in cooperative learning experiences and use technology whenever needed to enhance higher order thinking skills within the curriculum. The school will have high expectations for student academic progress and behavior.

### 3. Objectives and Assessments

Objectives:

1. Every student will have the opportunity to use technologies to access and analyze information in ways that develop higher order thinking skills, increase their ability to use technology as a tool in solving problems, and support their use of the technology skills they will need for success.

2. Every teacher will engage in professional development activities related to using technology effectively in the classroom.
3. Every administrator will be technologically literate and provide leadership in integrating technology into curriculum, instruction, and student learning activities. They will have access to technology resources that support them in developing management systems and in creating a school climate and culture that results in high achievement for all students.
4. In order to support parents in monitoring and reinforcing the instruction their child receives at school, parents will have the opportunity to access web-based information about their children's learning environment, climate, and outcomes, as well as a wide range of student activities that can help them to assist their children at home.

#### Assessments:

The students enrolled in this school will participate in all district and state standardized testing requirements. This will allow for measurement of student academic growth from year to year. At each grade level parents and students will receive quarterly reports of the students' mastery of grade specific technological skills. Students will also take self-assessments about their technology skills at the beginning and end of the year. Report cards will reflect assessments of student achievement on standards and benchmarks at each grade level. Teachers will have monthly professional development activities that provide instruction of curriculum activities that integrate higher order thinking skills and technology. Technology is always changing and to use it effectively with students, teachers and administrators must be willing to engage in continuous learning. Communication in any school is important, but in a charter school that aims at having a single focus for parents, students, staff, and administrators, clear avenues of communication is a requirement. Many of these avenues will involve the use of technology; parents will have many ways to get information and provide feedback about their student's learning environment.

#### 4. Administrative Relationship with District

This school will be an instrumentality of the Kenosha Unified School District # 1. As an instrumentality of the district, the teaching staff will be qualified teachers who are district employees and members of the local teacher's union. The school will follow the district code of conduct for student behavior and calendar of operation. Standard accounting procedures will be followed and the budget will be overseen by district supervisors. The school administrator will report directly to the assigned district administrator. The school will maintain flexibility in regards to curriculum decisions that are in line with the objectives laid out in this grant.

## 5 Parent and Community Relation Board

During the planning stage of this school there will be a Community Advisory Board that will advise the planning committee as the school program is developed. The members of this board will be parents in the community, teachers, other school staff members, representatives of the business community, and representatives of higher education. This group is growing as more and more people express an interest in being involved in the planning of this school. Members of the Community Advisory Board met on May 3, 2006 to give advice on the planning grant. The members of this board will meet regularly throughout the planning stages to give feedback and advice on reports of the planning committee, and they will coordinate issues such as fundraising, library development, and publicity. After the opening of the Kenosha School of Technology Enhanced Curriculum, the parents will form a Parent Teacher Organization to foster parental involvement in the school. There will also be a site council made up of student, parent, teacher, and community representatives to advise school administration about policy decisions.

## II. The Planning Process

### 1. Planning Activities

The planning committee members of this application have either been teaching in a charter school or have substantial experience in using technology in the classroom, and are excited about the opportunity to enhance student learning through having an instructional model that parents, students, and staff members are committed to. The ideas about the power of technology integration have been discussed by members of the planning committee for two years through involvement in the Evaluating State Technology Education Program grant. Members of the planning committee have been meeting since the first of January to discuss logistics for the proposed school. January was spent investigating models of technology integration. We also attended a meeting for charter school proposals in Kenosha Unified School District. After this meeting the committee began corresponding with central office personnel about the level of support the district was offering to new charter school proposals. In January 2006 the committee began discussing the proposal with community members and set up a Community Advisory Board in order to build a broad support base. We met with leaders of other charter schools in the district to gather information about how to begin a new charter school. In February the committee began investigating potential sources of funding. During March members began to write the vision part of this planning grant and continued to study issues of technology integration. During the month of April the planning committee developed a presentation for members of the Community Advisory Board and the Superintendent. There was also a meeting of the Community Advisory Board in early May where members of the planning committee received important feedback. The committee met with the Superintendent on May 10, 2006. The final draft of this grant was also completed during May.

## 2 State Educational Priorities

The program of the proposed school addresses many of the educational priorities outlined by the Wisconsin Department of Instruction. Using many of the strategies from the *Mosaic of Thought* (Susan Zimmerman and Ellen Keene) study and district literacy initiative this school will emphasize building reading skills. The focus on reading will be integrated throughout the curriculum. The school will use technology resources such as Accelerated Reader or Star Reader to motivate students to read and to give parents and teachers instant feedback about student reading level and comprehension. This school will seek highly qualified and motivated educators who will be held to high standards. The teachers in this building will be given many opportunities to continue their learning and will be encouraged to continue to learn and push themselves. The focus on integrating technology throughout the curriculum certainly will promote technology education. Students at Kenosha School of Technology Enhanced Curriculum will be given the opportunity to earn the Internet Computing Core Certification (IC3) to demonstrate their digital literacy.' As stated earlier, our planning committee believes that parents are essential to the learning community and school will encourage parent and community involvement. The planning committee is committed to offering classes on the technology that students learn during the day for parents at night. We would like parents to feel that the school is a resource for their continued learning as well as their students.

## 3 Planning Committee:

The people involved with planning this school are Dr. Angela Andersson, Sarah McMillian, and Lynette Powers.

## 4 Chartering Authority Involvement

In 2004 Kenosha Unified School District # 1 adopted a five year strategic plan. Part of that plan was to encourage the development of new instrumentality charter schools. The district committee implementing the strategic plan asked people who might be interested in planning a charter school to let them know. In January the district held a meeting to find out about peoples ideas about charter schools. From that time on there have been a series of correspondence between members of the planning committee and members of the district administration. These correspondences cumulated in a meeting with the Superintendent and the Executive Director of Leadership for the district.

## 5. Planning Timeline:

June	Work on curriculum (standards and benchmarks); research additional funding sources
July	Work on curriculum (standards and benchmarks); search for building; research additional funding sources

August	Plan parent presentation and promotional materials; training for planning committee, work on curriculum; search for building; research additional funding sources
September	Plan parent presentation and promotional materials; Write second part of planning grant due October 1; present second part of planning grant to Board; send out notices of parent information sessions; finalize enrollment forms
October	Parent information sessions; charter school site visits; teacher convention
November	Parent information sessions; charter school site visits
December	"Early Bird" registration deadline December 15 <sup>th</sup> ; student handbook drafting
January, 2007	Parent information sessions; student handbook drafting
February	Implementation grant writing; E-rate application due
March	2 <sup>nd</sup> Registration Deadline March 15 <sup>th</sup> ; implementation grant writing; begin planning supply ordering
April	Begin hiring process for staff; Continue planning supply ordering
May	Continue hiring process; begin compiling staff handbook
June	Building prep; finalize hiring
July	Teacher training begins; building prep begin individual meeting with accepted students and parents
August	Computers and network up and running by 1 <sup>st</sup> ; building prep; continue meetings with students and parents; teacher training
Fall 2007	Open doors to students.

#### 6 State exemptions:

This school is not seeking any exemptions from state requirements

#### 7. Local school board policy exemptions:

The school is not seeking exemptions to local school board policy. However, it will be important for the school to be able to carry over expenses from year to year to save up for major projects. We also need to maintain flexibility in regards to curriculum decisions to meet the objectives laid out in this grant.

## 8. School governance:

Dr. Angela Andersson will act as administrator of the school; she completed her K-12 principal license in August 2005. She will work closely with staff members, parents, and students in making decisions. There will be a site council that meets regularly to help guide policy decisions.

## 9. Community Advisory Board:

Marie Beronich, teacher  
Ray Collins, community member  
Linda Dix, community member  
Lisa DeKeuster, teacher  
Tammy Fink, community member  
Paul Gerlach, community member  
Shari Gerth, teacher  
Barry Golden, Consultant Wisconsin Department of Instruction  
Ruthie Hutson, community member  
Diane Kastelic, teacher  
Maria Kotz, teacher  
Kirsten McCollum, teacher  
Michelle McKinley, community member  
Priscilla Mogenson, teacher  
Cindy Nowak, community member  
Elizabeth Oates, community member  
Melissa Olson, teacher  
Diana Pearson, director of charter school  
Kathy Peterson, teacher  
Luanne Rohde, teacher  
Marsha Rosmann, community member  
James Ryan, community member  
Traci Samalis, community member  
Geri Santarelli, math teacher consultant  
Betsy Schrandt, community member

## 10. Goals and Assessment:

### Goals

1. Develop grade specific benchmarks about technology and information literacy.
2. Train planning committee in Understanding By Design unit writing procedures and technology integration.
3. Visit existing charter schools to get information for planning school and technology environment.
4. Develop presentation and enrollment forms for parent and student information meetings.
5. Setup website to be information portal about planning of the school.

6. Attend conferences / workshops related to project based learning or technology integration.

Assessment:

There will be a series of ways to assess how the goals of the planning grant are met. There will be some products created. There will be a list of technology benchmarks created by grade-level experts for each grade Kindergarten through eighth grade. There will be a presentation to share with prospective parents and students. Enrollment forms and an information brochure will also be created. The website will be used to communicate with Community Advisory Board members, prospective parents and students, as well as the community at large. Materials created through the training will be posted on the website for teachers and parents to benefit from. The information gained from workshops, conferences, and trip to charter schools already in operation will be used to plan a successful charter school. Much of this information will also be used for teacher training after hiring decisions are finalized.

11. Equal Access:

The school presented in this grant will provide equal access for all students regardless of gender, race, national origin, color, disability, or age factors. Any student that resides in the Kenosha Unified School District will be eligible to attend. Applications for the first year of the school will be taken on a first come, first serve basis with multiple enrollment deadlines. There will be a random lottery if there are more applicants than positions.

12. Students with Disabilities:

A school based on technology enhanced curriculum is able to provide differentiated curriculum to meet a variety of educational needs. All students in Kenosha Unified School District are eligible to apply for enrollment. The school staff will work with district student support personnel to meet the needs of students with disabilities.

13. Student Admissions:

There will be a series of information meetings held in the fall of 2006 and early winter of 2007 for parents and students to learn about the school. These will be held at a variety of locations and dates to provide for greatest opportunity for interested parents and students. These meetings will be advertised in the local newspaper and flyers will be sent home to all students in the district. We will request that the meeting announcements also be placed on the District website and television station. Applications and information will be available at the Educational Support Center. We will also create a website that contains information about the meetings, enrollment materials, and development of the planning process. Every application will be given an identification number. If there are more applicants than spaces for a class, then application identification numbers will be selected at random until the grade is full. Additional applicants will be placed on a waiting list in the order in which they are drawn in the lottery.

### III. The Budget

#### 1. Budget Procedures:

All budget expenditures will be directed through Kenosha Unified School District # 1. All district budget procedures will be followed while making expenditures. Standard accounting procedures will be used to keep track of expenditures and receipts will be kept.

#### 2. Budget Rationale:

We are requesting \$10,000 for Phase I of the planning of the Kenosha School of Technology Enhanced Curriculum. These funds will be used to accomplish the planning that is necessary to open a new charter school by the fall of 2007. Salaries totaling \$4,250 will be used to pay teachers extended year contracts to write standards and benchmarks for technology education that are specific for each grade level. Currently, local, state, and national technology standards and benchmarks are for a group of grades like K-2 instead of by individual grade levels. The salary money will also provide extended year contracts for the planning committee to engage in training activities. The salary budget also contains money to pay for substitute teachers for the planning committee to attend conferences, workshops, and visit other charter schools. In order to create the website, conduct trainings, and publicize and plan the new school, we are requesting \$3,500 for equipment including a projector, printer and computer. To conduct the planning activities such as training, curriculum writing, and creating enrollment materials, \$1,450 is requested for office supplies, training materials, postage, and copy expenses. The budget also contains money for workshop registration and travel expenses.

#### 3. Other Federal Grants

At this point the Kenosha School of Technology Enhanced Curriculum does not have any additional Federal grant monies to coordinate with this grant.

#### 4. List of expenditures:

	Amount
➤ Extended year contract salaries	\$ 3250.00
For curriculum and Standards and Benchmark writing	
For training of planning committee on topics of unit writing, technology integration, and Internet and Computing Core Certification (IC3)	
➤ Substitute pay	\$ 1000.00
To allow members of the planning committee to attend workshops and conferences	
To allow for visitation to existing charter schools	

- Purchased Service \$ 800.00  
 Registration for conferences or workshops to improve knowledge base of planning committee  
 Travel reimbursement for charter school visits, workshops and conferences
  
- Non-capital objects \$ 1,450.00  
 Office supplies such as paper, staples, pens, folders, pencils, tape  
 Training materials such as books, workbooks, study guides  
 Copy services – we will have to pay for copies during the planning phase since we do not have our own copy machine  
 Postage – will be required to communicate with prospective parents, students, and community members
  
- Capital objects \$ 3,500.00  
 Projector to be used for training, community advisory board, and parent information meeting  
 Computer for the planning committee to use to create website, communicate with the community, conduct training, and create informational handouts for prospective students and parents  
 Printer to be used for training and communication with parents

##### 5. Plan for After the Grant:

This grant will enable the planning committee to conduct the planning activities needed to prepare to start up a new charter school. The committee plans on applying for an implementation grant from the Department of Public Instruction to aid with the startup charges. Since technology is such an important part of the school we will apply for Erate reimbursement for network wiring and materials. This summer the planning committee and some members of the Community Advisory Board will seek out new sources of funds for technology education. The daily operation of the school will be sustained by the budget agreement that will be made with Kenosha Unified School District # 1 in the formal charter. The school will get a percentage of per pupil expenditure with which to operate.



DEPARTMENT OF PUBLIC INSTRUCTION  
ATTN: JULIE BLANEY  
CHARTER SCHOOL TEAM  
125 SOUTH WEBSTER STREET  
P.O. BOX 7841  
MADISON, WI 53707-7841

## Planning Phase

I. GENERAL INFORMATION		
1 School District/Chartering Authority Kenosha Unified School District # 1	2. Name of District Administrator Dr. Scott Pierce	3. CESA No 1
4 School District/Chartering Authority Address Street, City, State, Zip 3600 52 <sup>nd</sup> St Kenosha, WI 53144	5. District Administrator Phone Area/No. 262 653- 6300	
6 Name of Proposed Charter School Kenosha School of Technology Enhanced Curricu	7 Planning Phase Contact Phone Area/No 262 942-8767	
8. Planning Phase Contact Angela Andersson	9 Planning Phase Contact Email Address ktec@wi.tt.com	
10. Planning Phase Contact Address Street, City, State, Zip 9437 67 <sup>th</sup> St. Kenosha, WI 53142	11. Proposed Grade Level(s) to be Served K- 8	
12. If Multidistrict, List District Names	13. Anticipated Enrollment at Opening 375	
	14. Anticipated Opening Date Mo./Day/Yr. 9/4/2007	15. Amount Requested \$10,000

II. ASSURANCES	
Each participating subgrant recipient does hereby agree to comply with the following assurances: <i>Read and check</i>	
<input checked="" type="checkbox"/> 1. Subgrant funds will be expended during the specified subgrant period; the school district or chartering authority shall serve as the fiscal agent for all subgrants; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner. Any administrative fees or expenses reserved from the subgrant are prohibited unless agreed to by the chartering authority and subgrantee as noted in section 5204(f) (4) (B) of the ESEA Part B Public Charter Schools	
<input checked="" type="checkbox"/> 2. Subgrant recipients/chartering authorities by endorsement of this proposal assure approval of the concept of the charter school as reflected in the proposal and assure that the plan is one worth developing and expanding with the federal funds applied for	
<input checked="" type="checkbox"/> 3. Subgrant recipients confirm their understanding that funds for start-up or implementation will be available only if a school is chartered prior to the conclusion of the planning period. Authorization to spend funds will occur only when evidence is provided that the charter is issued and students are being served	
<input checked="" type="checkbox"/> 4. Subgrant recipients will participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Wisconsin Department of Public Instruction, including the School Performance Report, see sec 115.38 Wis. Stats., participation at a reporting conference a final grant report document, and financial statement	
<input checked="" type="checkbox"/> 5. Subgrant recipients will expend planning funds only for the purpose of planning a charter school which is nonsectarian and which will be in compliance with all Wisconsin laws and administrative rules regarding staff certification and licensure.	
<input checked="" type="checkbox"/> 6. Subgrant recipients will comply with all provisions of all applicable acts, regulations and federal laws including, but not limited by enumeration to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals With Disabilities Education Act, and all provisions of the Department of Education General Administrative Regulations (EDGAR), 34 CFR, Parts 76, 77, 80, 81, 85, 97, 98, and 99	
<input checked="" type="checkbox"/> 7. Subgrant recipients will comply with all provisions of the <i>Non-Regulatory Guidance—Public Charter Schools Program</i> of the United States Department of Education	
<input checked="" type="checkbox"/> 8. Subgrant recipients ensure that the charter school will receive funds through programs administered by the United States Department of Education under which funds are allocated on a formula basis. Each charter school will receive such funds for which it is eligible	

III. SIGNATURES	
WE, THE UNDERSIGNED, CERTIFY that the information provided in the application is true and correct to the best of our knowledge	
Signature of District Administrator/Chartering Authority Official >	Date Signed
Signature of School Board Clerk >	Date Signed

## REQUIRED

## IV. CERTIFICATION AND ENTITLEMENT

## REQUIRED

Agencies receiving funds under any of the grant programs must collect this certificate whenever they enter into a covered transaction with a grantee. (Refer to instructions for more information.)

## Certification Regarding

## Debarment, Suspension, Ineligibility, and Voluntary Exclusion

## Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to which this proposal is submitted.

- 1 The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
- 2 Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

Kenosha Unified School District # 1

Name and Title of Authorized Representative

Dr. Scott Pierce

Signature

Date

➤

## INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (202-786-0688).
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

# **V. LOCAL PLAN FOR USE OF DISCRETIONARY FUNDS**

Add as many pages as needed.

Tab in last cell of table to add a new row.

**Local Plan:** For each objective identified, develop a chronological list of activities. Please itemize budgeted amounts to extent possible.

Measurable Objectives/Outcomes	Activity	Date To Be Accomplished	Person/Position Responsible	Budgeted Amount
Develop grade specific benchmarks about technology and information literacy.	Research existing national, state, local technology benchmarks. Write benchmarks that are consistent with the mission of the school.	9/3/06	Teachers interested in technology and who have expertise in a particular grade level.	Federal Charter Grant Funds Extended year contract pay: \$1,500
Train planning committee in Understanding By Design unit writing procedures and technology integration.	Planning committee will participate in study groups of books related to the mission of the school. They bring experts on curriculum writing and technology in education to more adequately prepare them. Members will go through the Internet Computing Core Certification (IC3) programs.	12/01/06	Planning Committee	Training materials: \$500  Extended year contract pay: \$1,750  Office Supplies: \$250.
Visit existing charter schools to get information for planning school and technology environment.	Visit charter schools that are already in operation to better understand how to planning for opening.	12/31/06	Planning Committee	Substitute pay: \$600  Travel: \$200.
Develop presentation and enrollment forms for parent and student information meetings.	Handouts for parents and prospective students will be created to give information about the school and its mission. Enrollment forms will also be created that layout expectations and program information.	10/01/06	Planning Committee and members of Community Advisory Board	Projector for information meetings: \$1,000.00  Printer: \$ 500.00  Office Supplies and postage: \$200. 00  Copy costs and publicity: \$500.00

Setup website to be information portal about planning of the school.	A website will be created where information about the planning of the school, information about informational meetings, and general information about technology integration and project based learning will be available.	9/15/06	Planning Committee and Webmaster	Computer: \$2,000
Attend conferences / workshops related to project based learning or technology integration.	Workshops that further train the planning committee and enhance teacher training will be attended.	5/31/07	Planning Committee	Substitute pay: \$400 Registration fee: \$400. Travel expenses: \$200

VI. BUDGET SUMMARY			
Applicant Agency Kenosha Unified School District # 1		Grant Period Begin 8/1/2006	End Project Number For DPI Use Only
WUFAR Function	WUFAR Object	Amount Requested	Change Requested
<b>Instruction (100 000 Series)</b>  Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s) <i>extended subs, contracts only</i>		
	b. Fringe Benefits (200s)		
	c. Purchased Services (300s)		
	d. Non-Capital Objects (400s) Supplies & Materials		
	e. Capital Objects (500s) equipment		
	<b>TOTAL Instruction</b>	<b>\$0</b>	<b>\$0</b>
<b>Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series)</b>  Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development and supervision.	a. Salaries (100s), <i>extended contracts</i>	\$4,250	
	b. Fringe Benefits (200s)		
	c. Purchased Services (300s)	800	
	d. Non-Capital Objects (400s) Supplies & Materials	\$1,450	
	e. Capital Objects (500s) equipment	\$3,500	
	<b>TOTAL Support Services—Pupil/Instructional Staff Services</b>	<b>\$10,000</b>	<b>\$0</b>
<b>Support Services—Administration*</b>  (Associated with functions in 230 000 series and above.) Includes general; business; and central service administration.	a. Purchased Services (300s)		
	b. Non-Capital Objects (400s) Supplies & Materials		
	c. Capital Objects (500s) equipment		
	<b>TOTAL Support Services—Administration</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL BUDGET</b>		<b>\$10,000</b>	<b>\$0</b>
DPI Approval		DPI Reviewer Signature/Date	

\*Any administrative fees or expenses reserved from the subgrant are prohibited unless agreed to by the chartering authority and the subgrantee [Section 5204(f)(4)(B), NCLB Act 2001]. USDE staff has indicated that administrative expenses may not exceed 5 percent of the grant award.

Grant recipients may make budget adjustments up to 10 percent higher or lower in any approved category; changes larger than 10 percent require DPI approval.

**Budget Revisions:** Submit a copy of this page or PI-9600-B (see resources) with appropriate revisions included, with justification provided. Submit request at least 30 days prior to expenditure of grant monies.

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